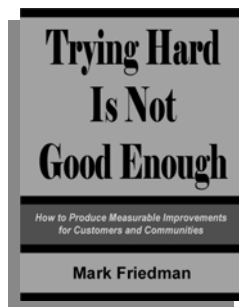


Outcome-Based Accountability

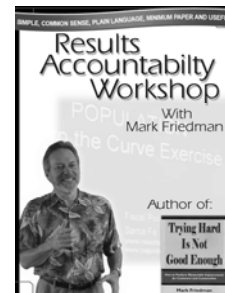
(AKA: Results-Based Accountability or RBA)


The Fiscal Policy Studies Institute
Santa Fe, New Mexico



Websites
raguide.org
resultsaccountability.com

Book - DVD Orders
amazon.com
resultsleadership.org





**SIMPLE
COMMON SENSE
PLAIN LANGUAGE
MINIMUM PAPER
USEFUL**



Outcome Based Accountability

is made up of two parts:

Population Accountability
about the well-being of

WHOLE POPULATIONS

For Communities – Cities – Counties – States - Nations

Performance Accountability
about the well-being of

CUSTOMER POPULATIONS

For Programs – Agencies – and Service Systems

Outcome-Based Accountability

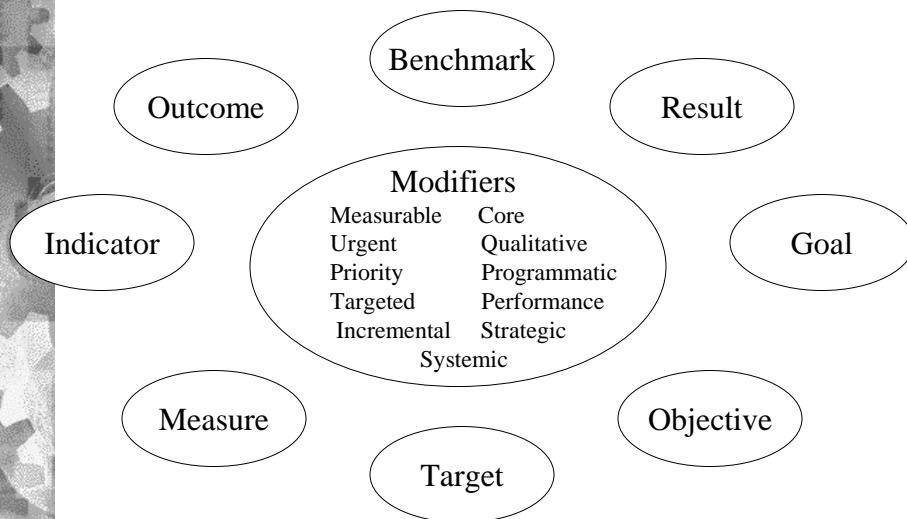
COMMON LANGUAGE

COMMON SENSE

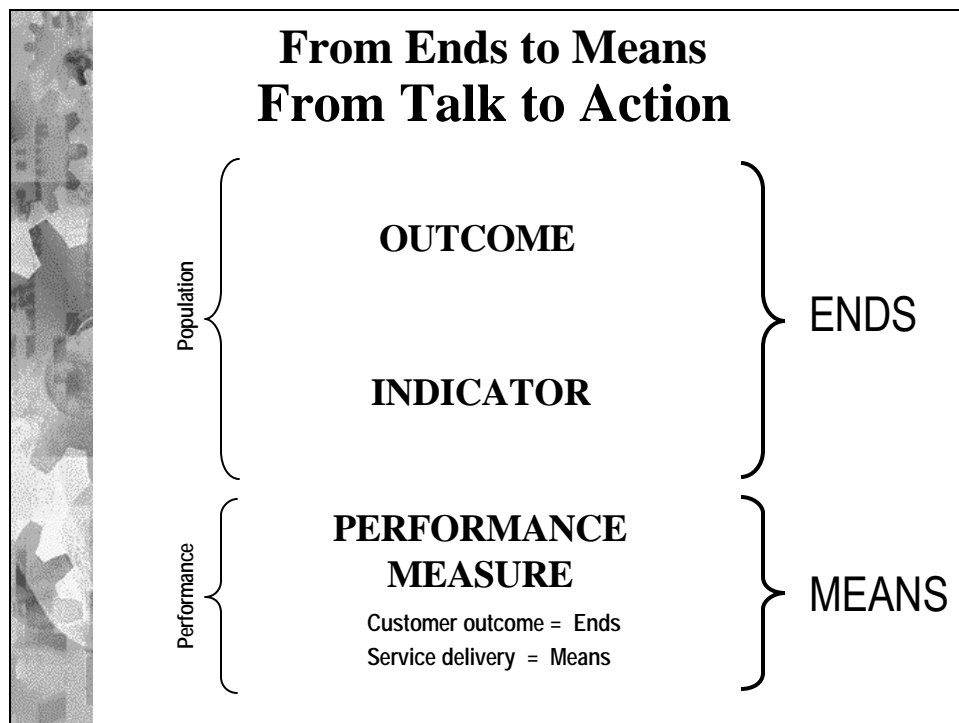
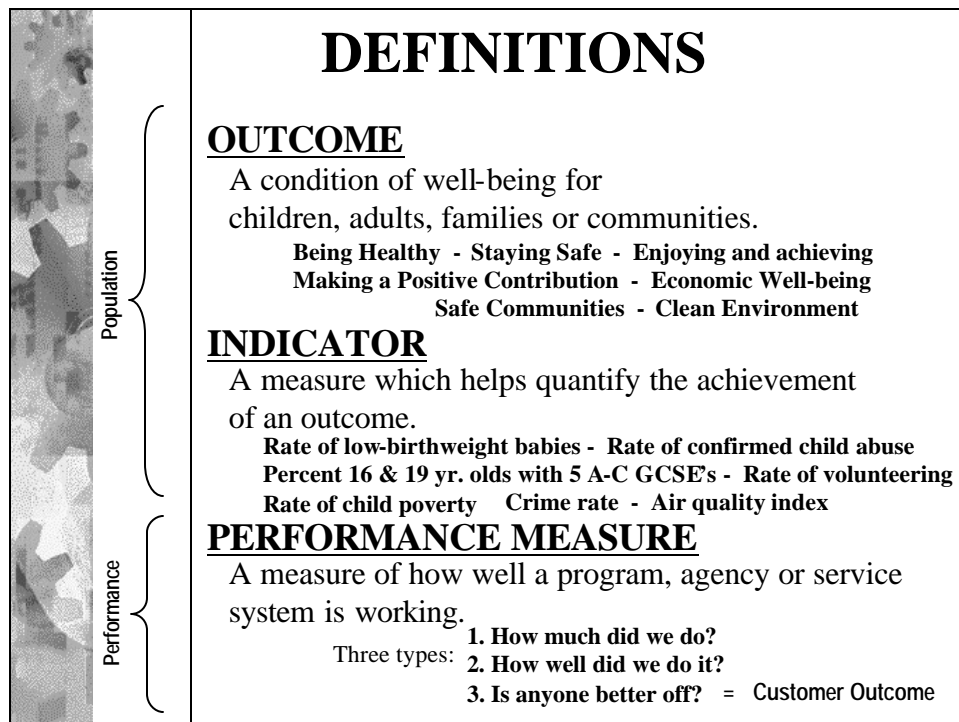
COMMON GROUND

THE LANGUAGE TRAP

Too many terms. Too few definitions. Too little discipline



Lewis Carroll Center for Language Disorders



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

11/8/2017 4:51:38 PM

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

RESULT	SOMALI	JAWAB
Cambodian: ផលប៉ះពាល់ (LITHPHAL)		(Oromiffa) → Argaa-Malee
RESULTADO		
LAOTIAN: ຜົນປະໂຫຍດ		
Wtsit (ውጥነት) TIGRIGNA		
Wtef (ወጥነት) AMHARIC		
KẾT QUẢ (Vietnamese)		HUOC TIÊU (Vietnamese)
INDICATOR		
Cambodian: កត្តាបង្ហាញ (ATTR NEY LITHPHAL)		
INDICADOR		điều kiện (Vietnamese)
SOMALI: TUSSE		Agarsarsaa (Oromiffa)
LAOTIAN: ສະຖານະການ		
MEM ZENI (ሙዝነት) TIGRIGNA		
MELEKIYA (ሙክነት) AMHARIC		
PERFORMANCE MEASURE		
Cambodian: វិធានការ (PHAL NEY DANNEA)		
Medida de Logros		Hagann-taka dandany (Oromiffa) Cii
SOMALI: Wax ka gaabad		
LAOTIAN: ວິធាນການ		
Nay SERGHAT MEM ZENI (ናይ ሰርገላት ሙዝነት) TIGRIGNA		
YESIRA MELEKIYA (የሰርገላት ሙክነት) 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



Every Child Matters – Children Act

Outcomes for Children and Young People


Being Healthy: enjoying good physical and mental health and living a healthy lifestyle.

Staying Safe: being protected from harm and neglect and growing up able to look after themselves.

Enjoying and Achieving: getting the most out of life and developing broad skills for adulthood.

Making a Positive Contribution: to the community and to society and not engaging in anti-social or offending behaviour.

Economic Well-being: overcoming socio-economic disadvantages to achieve their full potential in life.



Our Health, Our Care, Our Say – White Paper

Outcomes for Adults

1. Health & Emotional Well-being
2. Quality of life
3. Making a positive contribution
4. Exercising choice & control
5. Freedom from discrimination & harassment
6. Economic well being
7. Personal dignity & respect

Source: A New Outcomes Framework for Performance Assessment of Adult Social Care 2006 - 07

Country

New Zealand

Neighborhood

Kruidenbuurt
Tilburg, Netherlands

City

Portsmouth, UK

State Team Outcome # 2

Pregnant Women and Young Children Thrive

Heartening Indicators:

The Story Behind the Curve

In all three areas of improving indicators, success can be attributed to a system wide approach to address prenatal care, lead levels and breast-feeding.

Community leaders, home visitors, medical care providers and state agencies all working together have made the difference.

Vermont is a national leader in early childhood prevention supports.

Troublesome Indicators:

The Story Behind the Curve

Despite many factors that contribute to infant mortality and low birth weight, smoking cessation continues to be the prime area for focus of prevention if we are to bend the curve on infant mortality and low birth weight.

Children at higher risk of developing asthma were more likely to be low birthweight babies, exposed to tobacco smoke in utero or in early life, sensitized to common allergens at an early age, or not breast-fed.

Recommendations

Community members have achieved access to a comprehensive system of care

- Continued outreach through Healthy Babies with more than 7,400 pregnant women invited to receive home visits.
- Successfully obtained 3 year grant from the Common Wealth Fund and the National Association of State Health Policy which in partnership with Medicaid will look at other ways to engage new families that have been difficult to engage.

Vermont babies are breast fed

- Established Breast-Feeding Work Group to address ways to reach out to the public and especially employers on benefits to breast-feeding and ways to support breast-feeding women in our communities.

Support proven interventions that work to improve outcomes

- Healthy Babies State Team focused on three objectives and provided specific training for home visits to take action to address infant mortality, immunization rates, and smoking cessation.
- Creation of Children's Environmental Health Task Force.
- H.1392, the Healthy Schools Air Quality Act, passed legislative.

Children are not exposed to environmental toxins

- Expansion of Parent and Community Leadership Trainings.
- Expanded Social and Rehabilitation Consumer Advisory Board.

#2: Pregnant Women and Young Children Thrive

Recommendations for 2001

- Concentrate particular focus on families who are difficult to engage
- Work with Department of Health (DOH) related to National Association of State Health Programs grant, especially in relation to developing a seamless system for families.
- Work with DOH to develop new common Parent Information Project.
- Work through community tobacco grants to assure families have access to smoking cessation help.
- Develop a common parent information booklet to be used by all providers.
- Focus on ways all providers of care to pregnant women and their families access smoking cessation resources.

Actions/Strategies 2001

- Work with Department of Health (DOH) related to National Association of State Health Programs grant, especially in relation to developing a seamless system for families.
- Work with DOH to develop new common Parent Information Project.
- Work through community tobacco grants to assure families have access to smoking cessation help.
- Develop a common parent information booklet to be used by all providers.
- Focus on ways all providers of care to pregnant women and their families access smoking cessation resources.

9

Placer County, California

OUTCOMES for CHILDREN

SAFE

HEALTHY

AT HOME

IN SCHOOL

OUT OF TROUBLE

SMART Outcomes - Child Assessment Form
To score, block out the appropriate rating with a pencil or dark pen.

Placer Co.
1/23/97

Child's name: _____ Date: _____ Assessed by: _____

(Rating) **SAFE**

1. 5 4 3 2 1 Physical and emotional needs are being satisfied
2. 5 4 3 2 1 Not subject to physical or emotional violence
3. 5 4 3 2 1 Not exposed to injury or illness
4. 5 4 3 2 1 Not placing self at risk of injury or illness
5. 5 4 3 2 1 Well treated, cared for, protected and respected

(Rating) **HEALTHY**

6. 5 4 3 2 1 Experiencing physical and emotional well being; free of disease or recurring illness
7. 5 4 3 2 1 Experiencing positive self attitude and self-constructive behavior
8. 5 4 3 2 1 Immunized and receiving regular well-child care
9. 5 4 3 2 1 Free of illicit drugs and alcohol
10. 5 4 3 2 1 Not pregnant / not causing pregnancy; if pregnant, participating in prenatal care
11. 5 4 3 2 1 Achieving appropriate level of physical, mental and emotional development

(Rating) **AT HOME**

12. 5 4 3 2 1 Living with related family members in a safe, stable, nurturing environment
13. 5 4 3 2 1 Interacting positively with all other persons at home
14. 5 4 3 2 1 Receiving appropriate care, shelter, food, and other necessities of life
15. 5 4 3 2 1 Experiencing a positive family and community environment

(Rating) **IN SCHOOL**

16. 5 4 3 2 1 Attending school every school day
17. 5 4 3 2 1 Enrolled in an educational program that suits abilities and goals
18. 5 4 3 2 1 Participating, engaged in school work, and learning
19. 5 4 3 2 1 Earning good grades appropriate to ability, level of development and future goals

(Rating) **OUT OF TROUBLE**

20. 5 4 3 2 1 Obeying all laws
21. 5 4 3 2 1 Engaged in self-controlled, positive, non-violent behavior
22. 5 4 3 2 1 Friends and peers are non-offenders
23. 5 4 3 2 1 Not in custody or on probation
24. 5 4 3 2 1 Not associating or involved with gangs
25. 5 4 3 2 1 Contributing to the health and safety of the community

ASSESSMENT RATING KEY:

5 = Sustaining the outcome with no system support
4 = Sustaining the outcome with limited system support
3 = Stable and improving with system support
2 = Unstable
1 = In crisis
= (Leave blank if current status is unknown.)

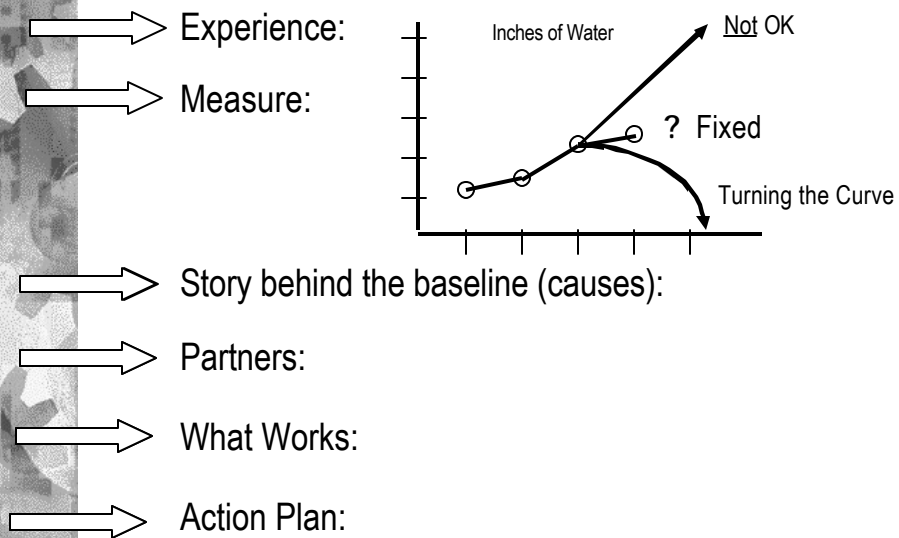
MEANS not ENDS

To Improving Outcomes In Themselves

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

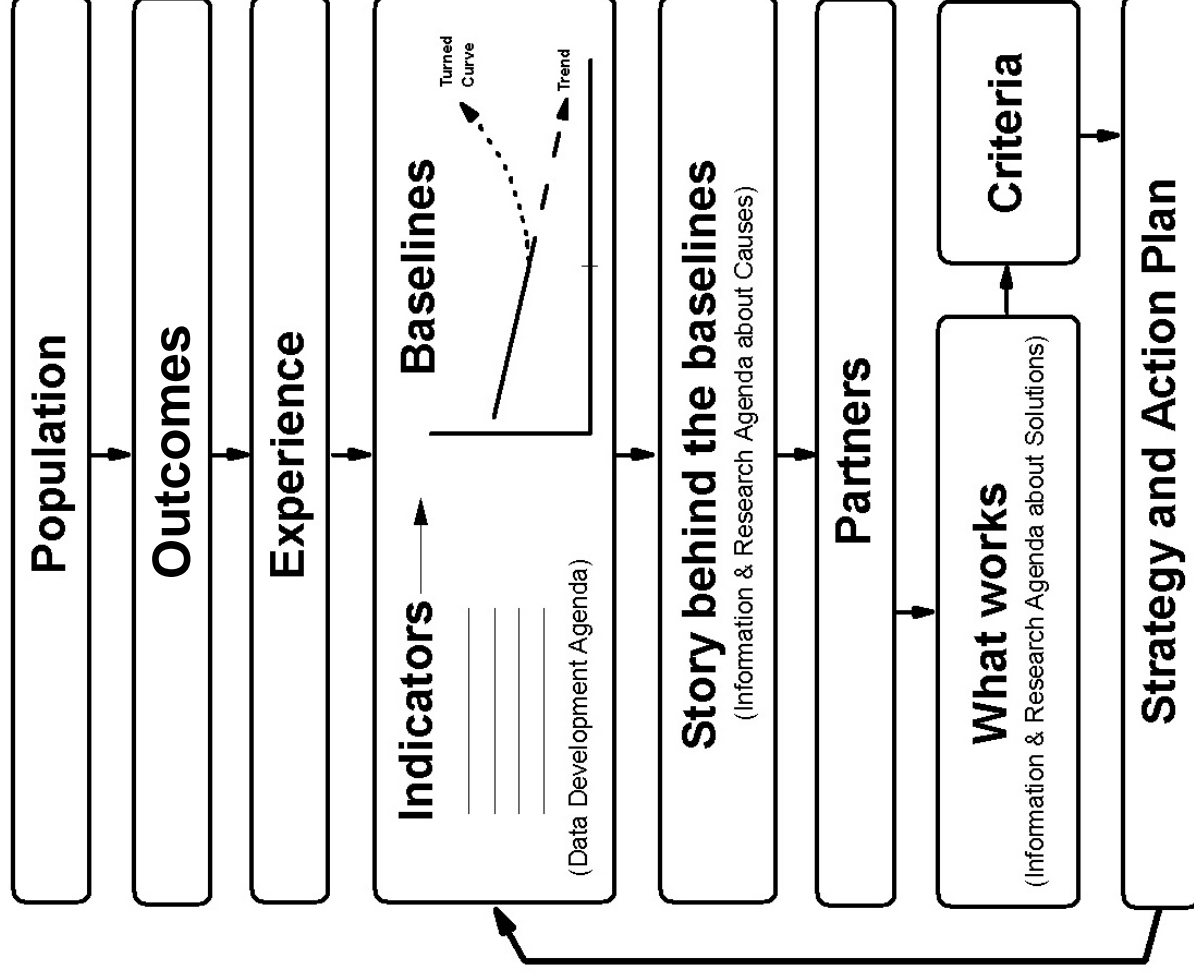
Leaking Roof

(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

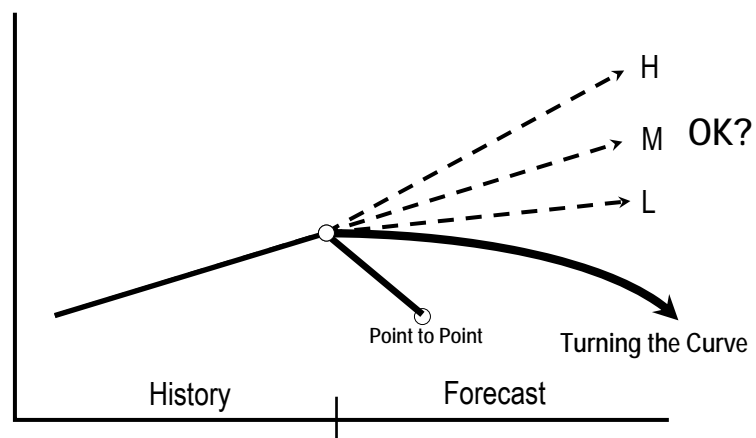
Part 2: Secondary Indicators

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

Part 3: Data Development Agenda

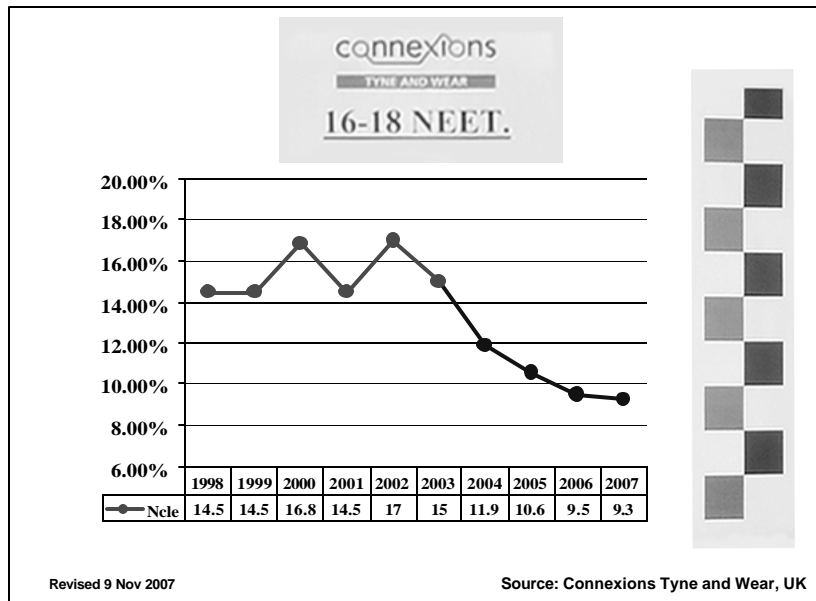
- New data
- Data in need of repair (quality, timeliness etc.)

The Matter of Baselines



Baselines have two parts: history and forecast

Newcastle, UK

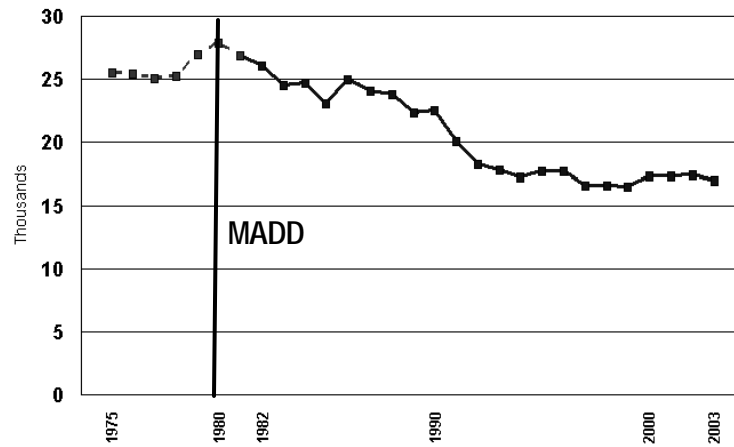


Paulsgrove, Portsmouth, UK

Figure 5: Pre and Post Turning the Curve Exercise
Breakdown of offences committed for the data periods 01/01/04 - 31/03/04 and 01/01/05 - 31/03/05

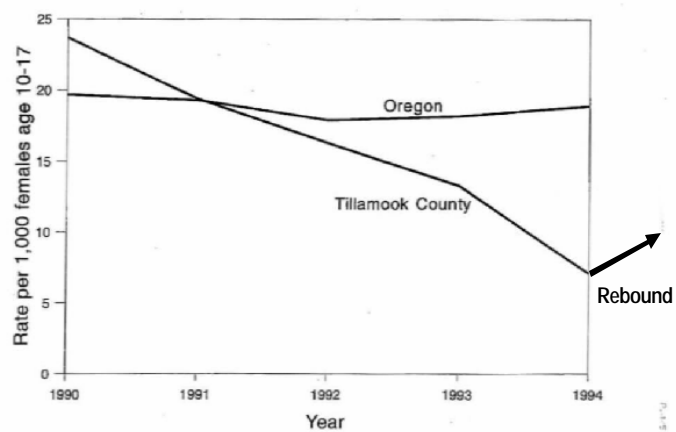


Alcohol-Related Traffic Fatalities U.S. Total



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



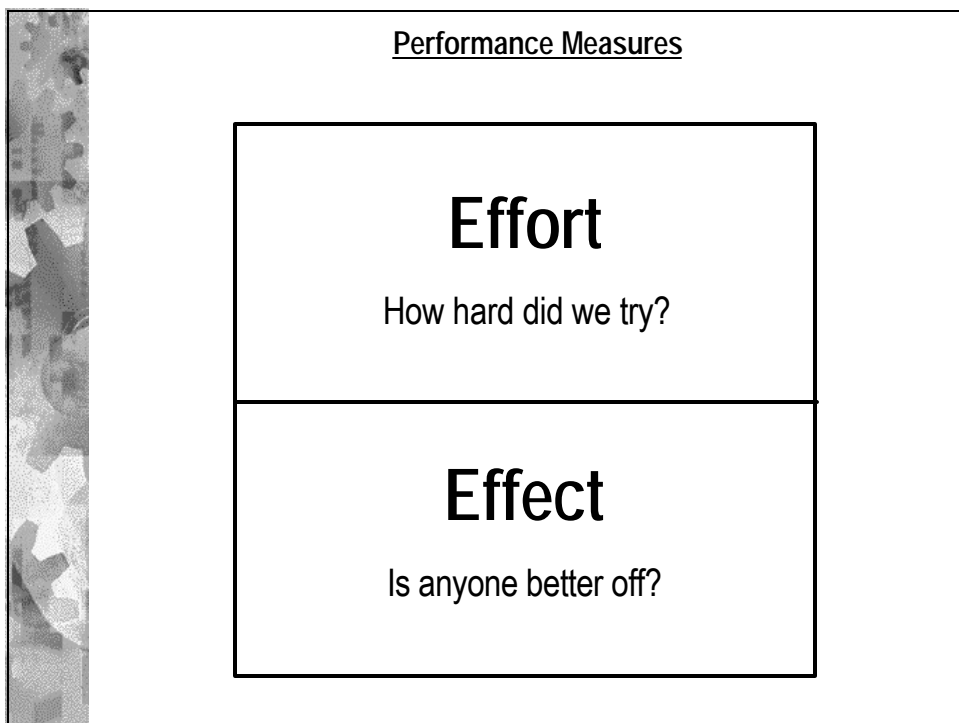
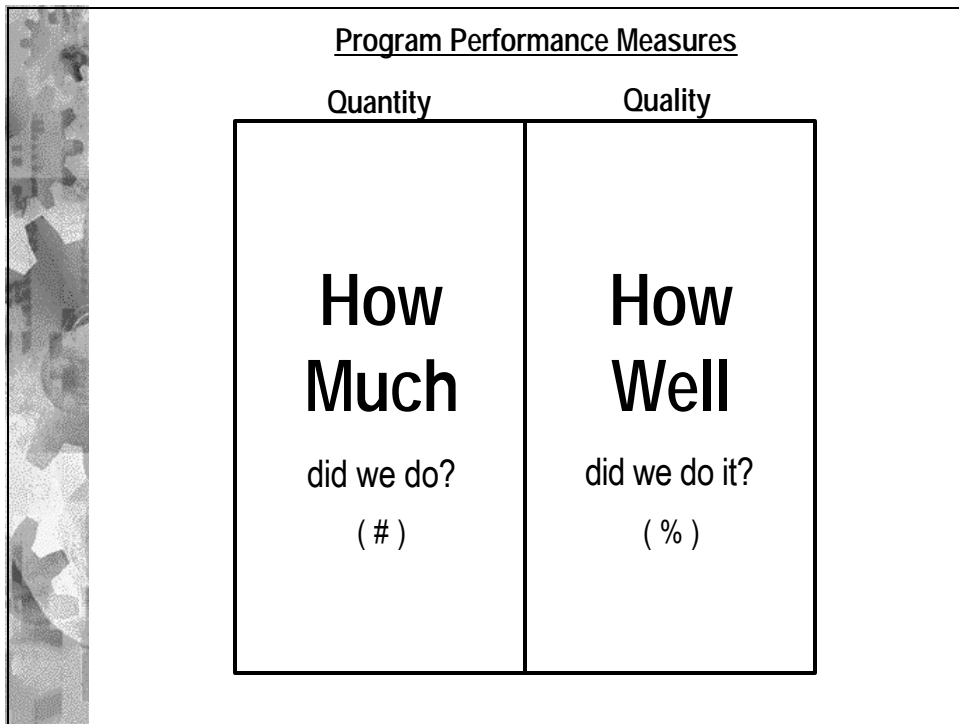
Performance Accountability

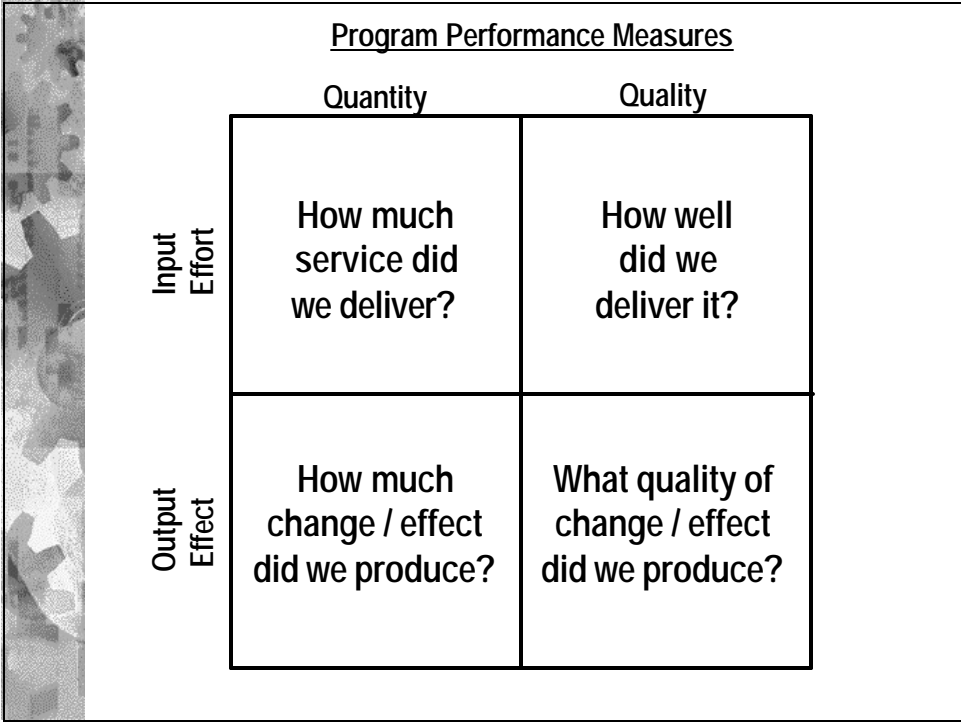
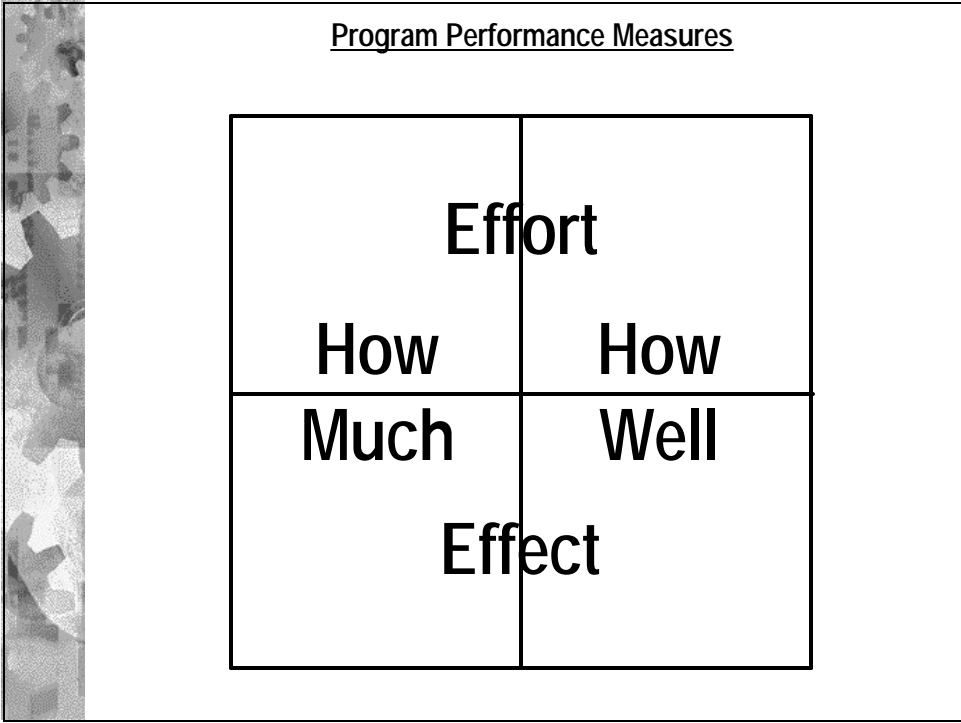
For Services, Agencies and
Service Systems

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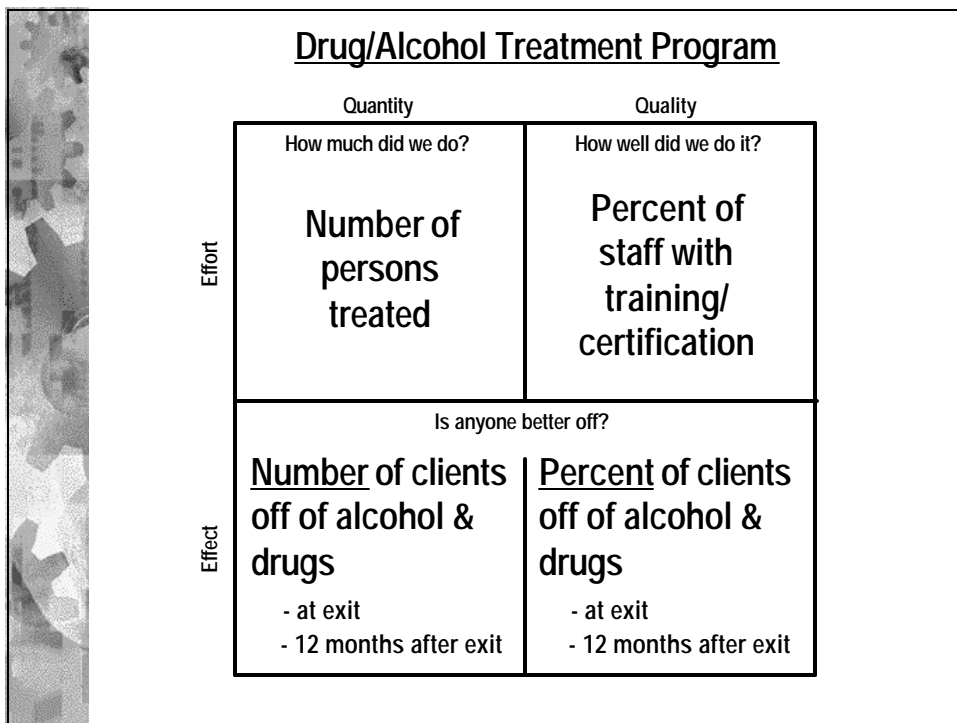
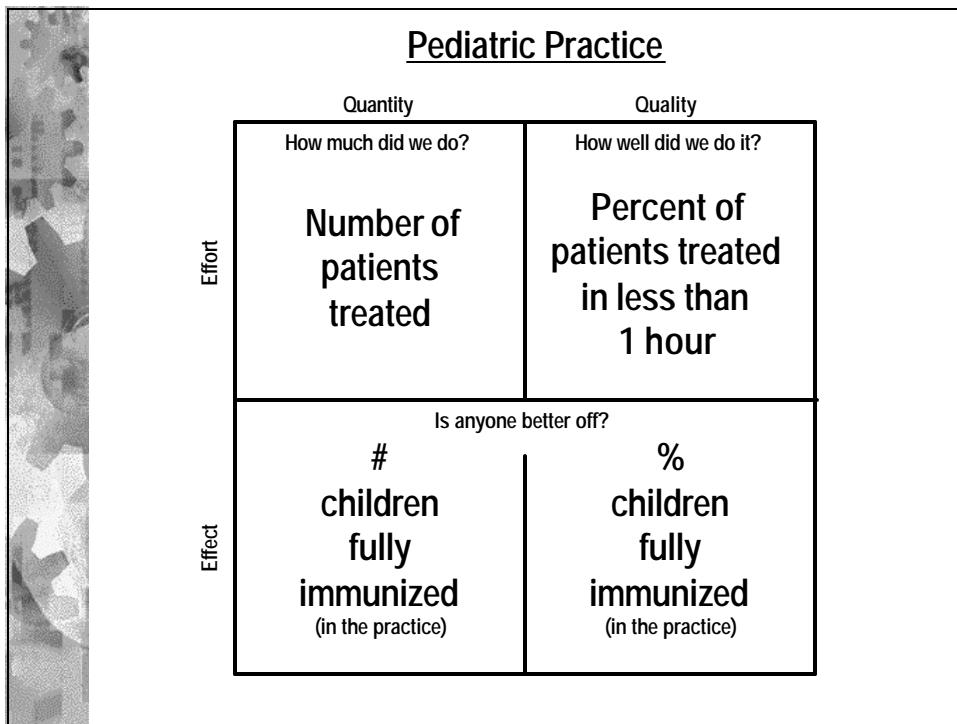
**"All Performance Measures
that have ever existed
for any program
in the history of the universe
involve answering two sets of
interlocking questions."**





		<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



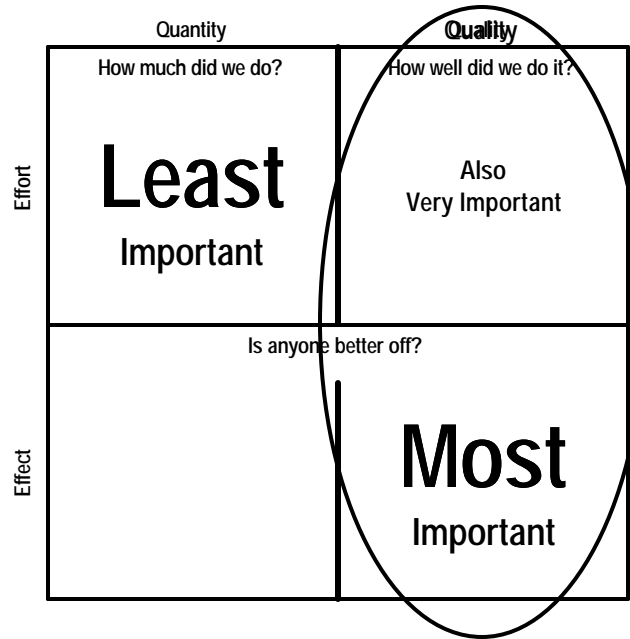
Home Care Services

How much did we do?	How well did we do it?
# of persons served # visits	# visits per week Ave length of visit % service users who say the service is reliable, flexible, respectful, friendly (SPRUJ)
Is anyone better off?	
# entry into hospital, residential or nursing care # carers report the service helped the service user remain at home	Rate entry into hospital, residential or nursing care % carers report the service helped the service user remain at home

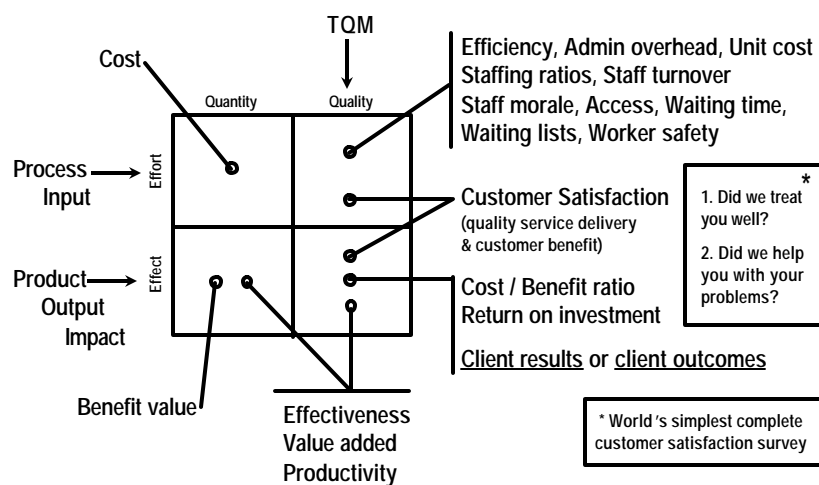
Fire Department

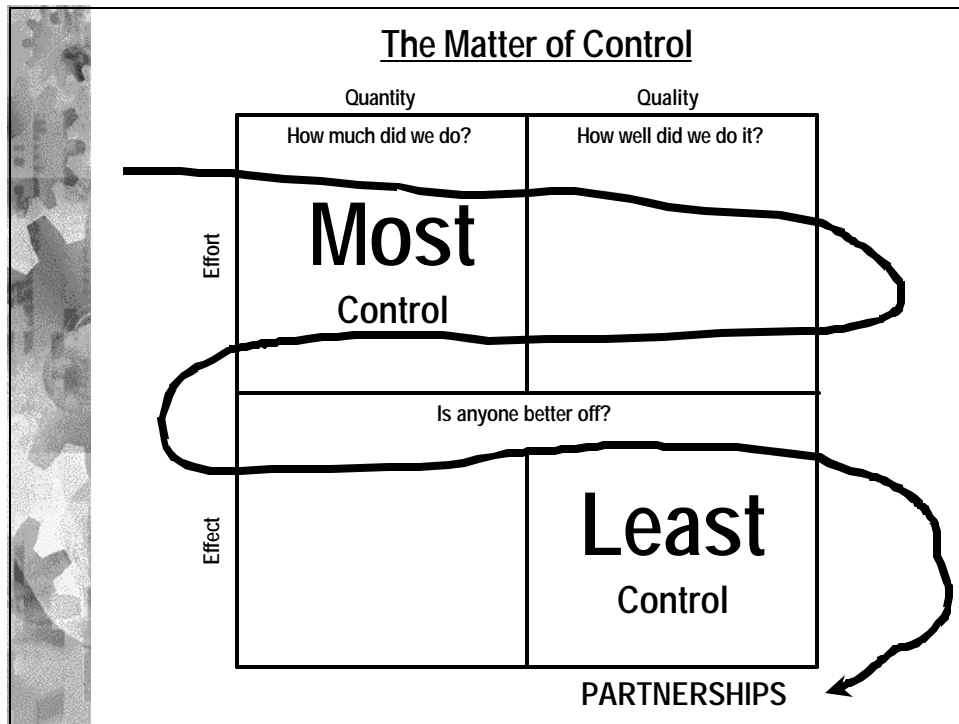
	Quantity	Quality
	How much did we do?	How well did we do it?
Effort	Number of responses	Response Time
Effect	Is anyone better off?	
	# of fires kept to room of origin	% of fires kept to room of origin

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.

Comparing Performance

1. To Ourselves First

Can we do better than our own history?

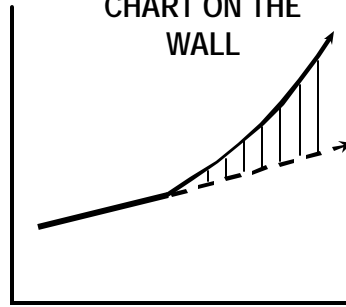
2. To Others

When it is a fair apples/apples comparison.

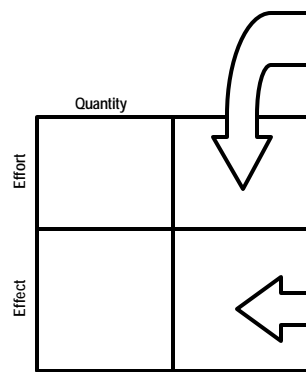
3. To Standards

When we know what good performance is.

Using a Baseline
CHART ON THE
WALL



The Matter of Standards



1. Quality of Effort Standards are sometimes **WELL ESTABLISHED**

- ? Child care staffing ratios
- ? Application processing time
- ? Handicap accessibility
- ? Child abuse response time

BUT

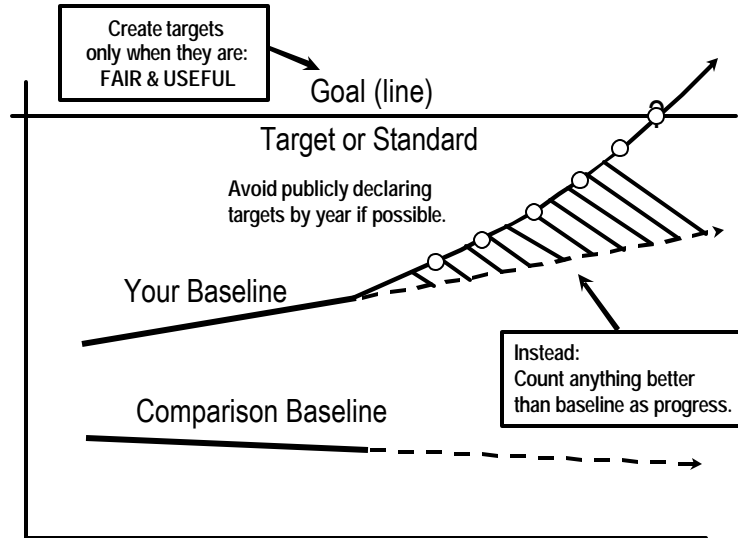
2. Quality of Effect Standards are almost always **EXPERIMENTAL**

- ? Hospital recovery rates
- ? Employment placement and retention rates
- ? Recidivism rates

AND

3. Both require a **LEVEL PLAYING FIELD** and an **ESTABLISHED RECORD** of what good performance is.

Advanced Baseline Display



Choosing Headline Measures and the Data Development Agenda

	Quantity	Quality	
	How much did we do?	How well did we do it?	
Effort	# 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

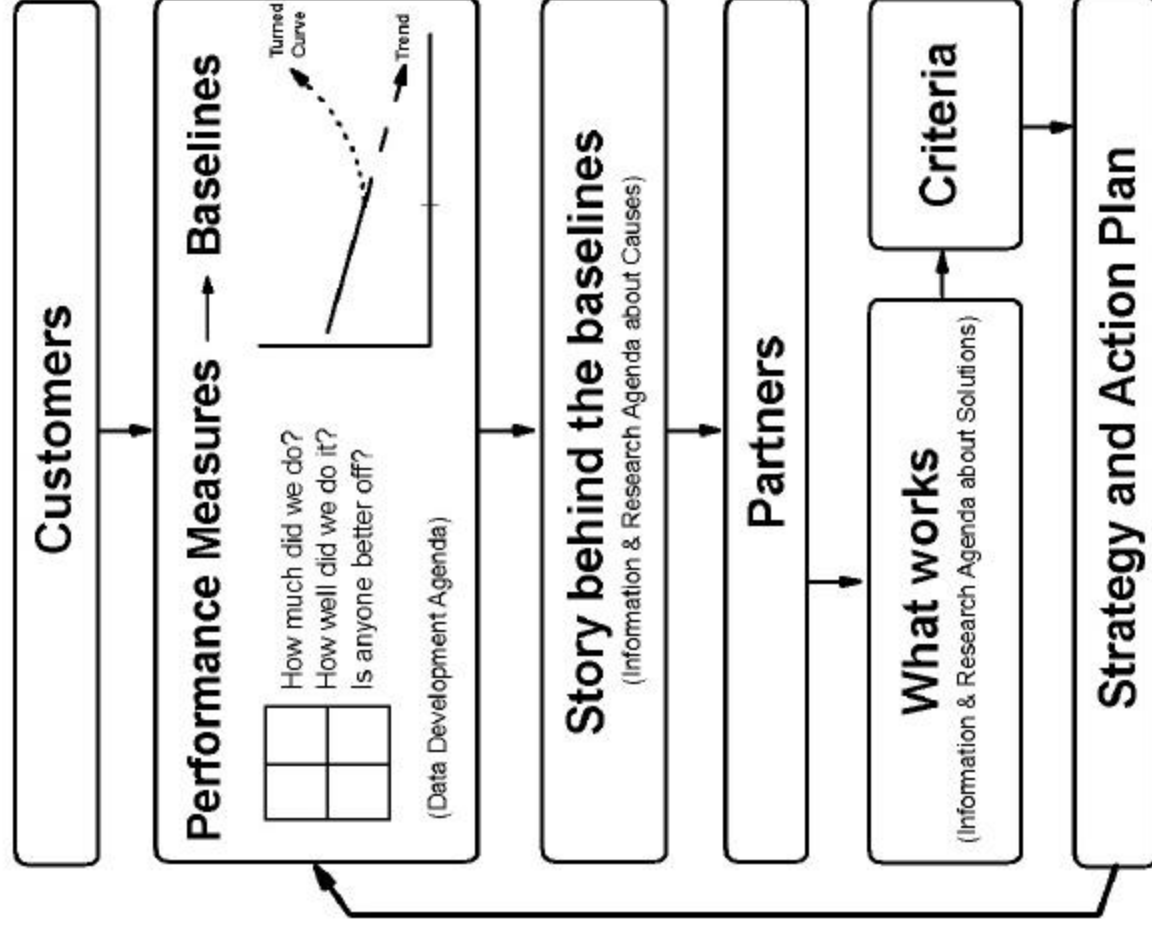
Types of Measures Found in Each Quadrant

<u>How much did we do?</u>	<u>How well did we do it?</u>
<p># Customers served (by customer characteristic)</p> <p># Activities (by type of activity)</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>
<u>Is anyone better off?</u>	
<p>#</p> <p>#</p> <p>#</p> <p>#</p>	<p>% Skills / Knowledge (e.g. parenting skills)</p> <p>% Attitude / Opinion including customer satisfaction: <i>Did we help you with your problems?</i></p> <p>% Behavior (e.g. school attendance)</p> <p>% Circumstance (e.g. working, in stable housing)</p>

Point in time vs. Point to Point Improvement

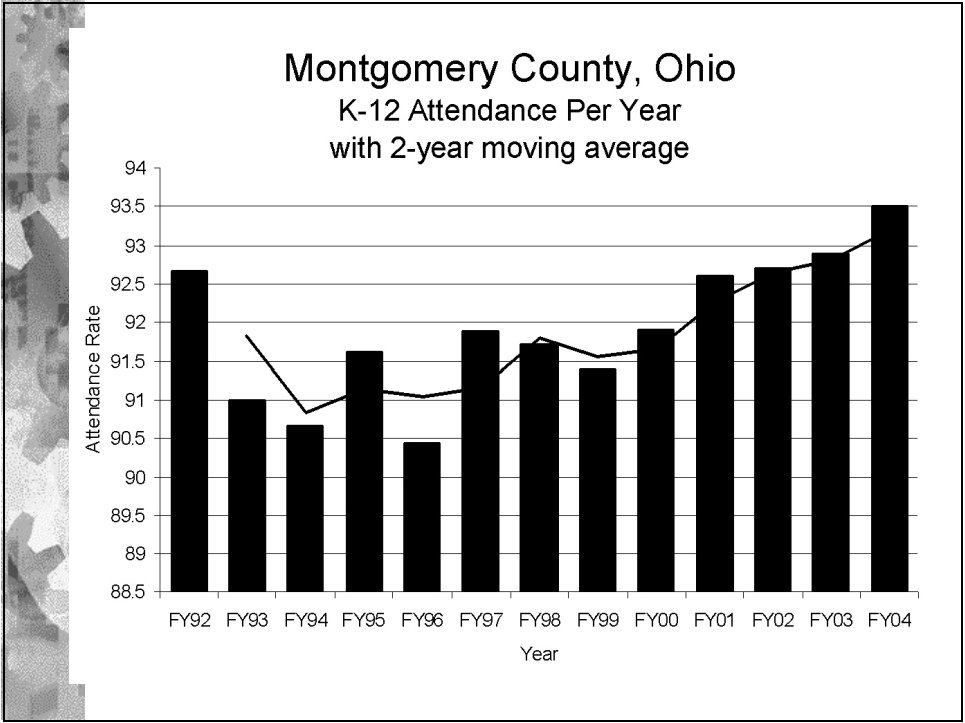
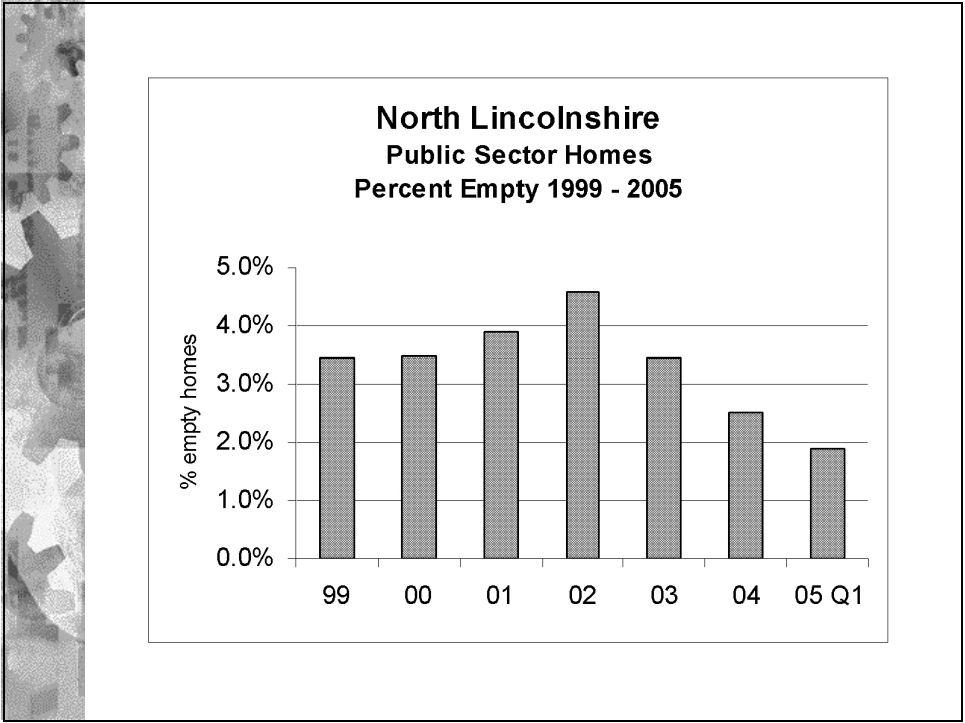
Performance Accountability

Getting from Talk to Action

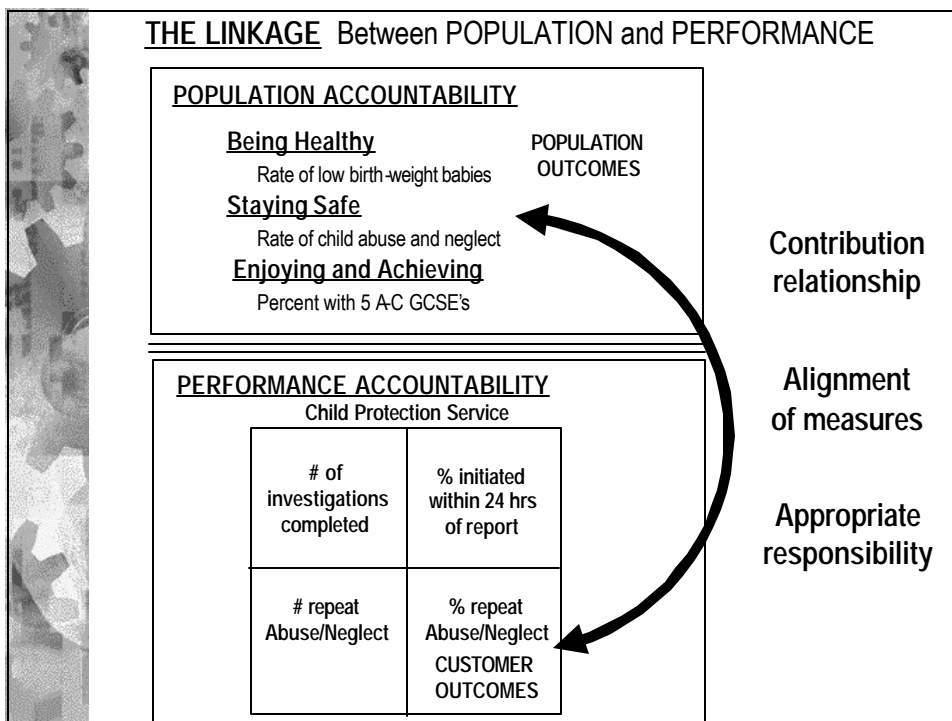


The 7 Performance Accountability Questions

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?

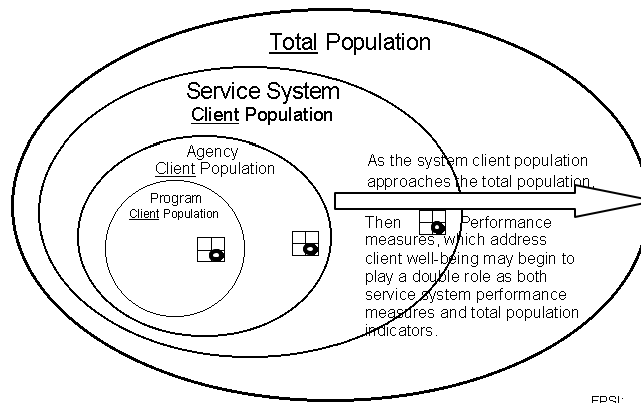


How Population & Performance Accountability FIT TOGETHER



An Advanced View of the Relationship Between Indicators and Performance Measures

RBB201



FPSI:
2/15/99

**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:

☐ ☐ ☐

Story:

Partners:

Action plan to get better:



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

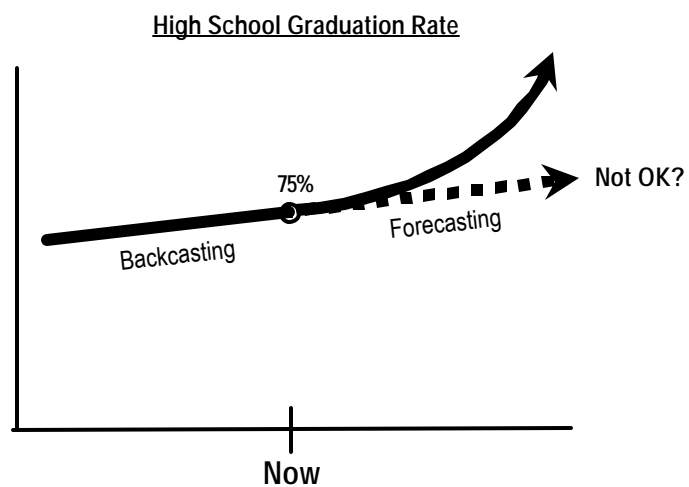
TRACK 2: PERFORMANCE ACCOUNTABILITY

- 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

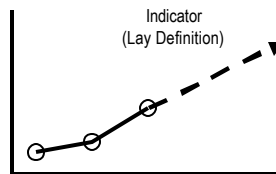
10 min: Report convert notes to one page

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

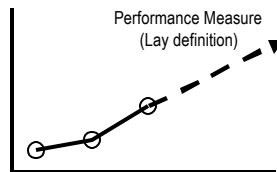
10 min: Report Convert notes to one page

Two
pointers
to action

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

2 customers →

1 measure →

1 measure →

Discuss how we're doing →

2 partners →

2 what works ideas (1 nc/lc) →

Discuss how to implement →

Performance Accountability

For Programs, Agencies and Service Systems

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 service well?
4. How are we doing on the most important of these measures?
5. Who are the partners with a role to play in doing better?
6. What works, what could work, to do better?
7. What do we propose to do?

FPSI

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20 Minute Exercise

1 population →

1 result →

1 indicator →

Discuss how we're doing →

2 partners →

2 what works ideas (1 nc/lc) →

Discuss how to implement →

POPULATION ACCOUNTABILITY

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

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

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

How are we doing on the most important of these measures?
(baseline history)

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

What works – what would it take – to do better?
(What is our role?)

What do we propose to do?

Additional Performance Measurement Examples

See also: www.raguide.org
Questions 3.10 and 3.11

Environment: Water Quality

		Quantity	Quality
		How much did we do?	How well did we do it?
Effort		Number of stream stations monitored	Average sites per monitor per month
		Is anyone better off?	
Effect		Number miles of healthy streams	Percent miles of healthy streams

DOT Road Maintenance

		Quantity	Quality
		How much did we do?	How well did we do it?
Effort		Number of miles of road maintained	Percent of maintenance on schedule
Is anyone better off?			
Effect		Number of accidents	Accidents per mile
		Number of new jobs	Growth in road based jobs

Personnel Department

		Quantity	Quality
		How much did we do?	How well did we do it?
Effort		Number of Applicants Processed	Average Recruitment Period
		Is anyone better off?	
Effect		Workforce New Hires	Workforce Turnover Rate (non-promotions)
		# Customer Satisfaction	% Customer Satisfaction

Information Technology (MIS)

		Quantity	Quality
		How much did we do?	How well did we do it?
Effort		Number of IT projects	Average Response time to Svc requests
		Is anyone better off?	
Effect		Amount of Unscheduled Downtime	Rate of Unscheduled Downtime
		# Customer Satisfaction	% Customer Satisfaction

Corrections

		Quantity	Quality
		How much did we do?	How well did we do it?
Effort	# Inmates		Rate of overcrowding
Is anyone better off?			
Effect	# Recidivism		% Recidivism

<u>Juvenile Justice</u>			
	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

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

<u>Child Welfare</u>			
	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 plcmnt after 6 months in care	Percent of children in stable permanent plcmnt after 6 months in care	

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

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

<u>Every Program</u> (Financial Performance Measures)			
Quantity		Quality	
Effort	How much did we do?	How well did we do it?	
	Cost (total)	Unit Cost	
Effect	Is anyone better off?		
	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)

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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.

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.

TOOL FOR CHOOSING A COMMON LANGUAGE

Framework Idea	Choices		Chosen Word or Phrase Each word or phrase can be used only once.
	Common Labels for Each Idea	Modifiers (if you must)	
A. The Basics			
1. A condition of well-being for children, adults, families and communities stated in plain language.	Result, Outcome, Goal, Vision	Population Community-wide (For "client results" see D3)	1.
2. A measure that helps quantify the achievement of a result.	Indicator, Benchmark		2.
3. A coherent set of actions that has a reasoned chance of working to improve results.	Strategy, What works		3.
4. A measure of how well a program, agency or service system is working.	Performance measure Performance indicator	Program, Agency, System, Cross-system	4.
B. Other Important Ideas - Part 1			
1. A picture of a desired future, one that is hard but possible to attain.	Vision, Desired future	Often contains one or more results	1.
2. The purpose of an organization.	Mission, Purpose		2.
3. A person or organization who benefits from program or agency service delivery.	Customer, Client, Consumer		3.
4. A person or organization who has a significant interest in the performance of a program, agency or service system.	Stakeholder, Constituent		4.
5. A person or organization who has a role to play in improving results.	Partner	Current, Potential	5.
6. A visual display of the history and forecast(s) for a measure.	Baseline, Trendline		6.
7. An analysis of the conditions, causes and forces at work that helps explain why a baseline looks the way it does.	Story behind the baseline, Epidemiology, Etiology		7.
8. Possible actions that could make a difference on a result or performance measure.	What works, Options, Strategy	Research-based Asset-based	8.
9. A description of proposed actions.	Action plan, Strategy, Strategic plan		9.
10. The components of an action or strategic plan.	Goals and Objectives, Planned actions		10.
11. A description of the funding of existing and/or proposed actions.	Budget, Funding plan		11.
12. A document that describes what new data is needed or existing data that needs to be improved.	Data Development Agenda		12.
13. A document that describes what new information is needed about causes, conditions and/or what works.	Information and Research Agenda	About causes, About solutions	13.
14. A desired level of achievement for an indicator or performance measure.	Target, Goal, Standard	Realistic, Arbitrary, Punitive, Insane	14.

TOOL FOR CHOOSING A COMMON LANGUAGE Page 2

Framework Idea	Choices		Chosen Word or Phrase Each word or phrase can be used only once.
	Common Labels for Each Idea	Modifiers (if you must)	
C. Other Important Ideas - Part 2			
1. A description of why we think an action or set of actions will work.	Theory of change, Logic model	Used at both the population and performance levels.	1.
2. A structured analysis of how well a program is working or has worked.	Program evaluation		2.
3. A system or process for holding people in a geographic area responsible for the well-being of the total population or some defined subpopulation.	Results Accountability Results-based Accountability Outcome Accountability Outcome-based Accountability	"Results Accountability" is sometimes used to describe all of 3 through 7 combined.	3.
4. A system or process for holding managers and workers responsible for the performance of their programs, agencies and service systems.	Performance accountability	Program, Agency, Service system	4.
5. A system or process of working from ends to means, using population and / or program results to drive decisions about what to do.	Results-based decision making, Outcome-based decision making		5.
6. A system or process of working from ends to means, using population and / or program results to drive the budget.	Results-based budgeting, Outcome-based budgeting		6.
7. A system or process of working from ends to means, using population and/or program results to drive grantmaking decisions.	Results-based grantmaking, Outcome-based grantmaking		7.
D. Types of Performance Measures			
1. Measures of the quantity or amount of effort, how much service was delivered.	How much did we do?, Input, Output, Resources, Process measure, Product measure		1.
2. Measures of the quality of effort, how well the service delivery and support functions were performed.	How well did we do it?, Efficiency measure, Process measure Customer satisfaction		2.
3. Measures of the quantity and quality of effect on customers' lives.	Is anyone better off?, Effectiveness measure, Customer result, Customer outcome, Impact, Cost / benefit ratio, Return on investment, Output, Outcome, Product, Value added, Customer satisfaction	Program, Agency, Service system	3.
E. A Basketfull of Modifiers to use with any of the above.	Measurable, Urgent, Priority, Targeted, Incremental, Systemic, Core	Quantitative, Qualitative, Positive, Negative, Short-term Mid-term, Long-term	Intermediate, Internal, Infernal External, Eternal, Allegorical, Extraterrestrial

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Elections Program (1330P)

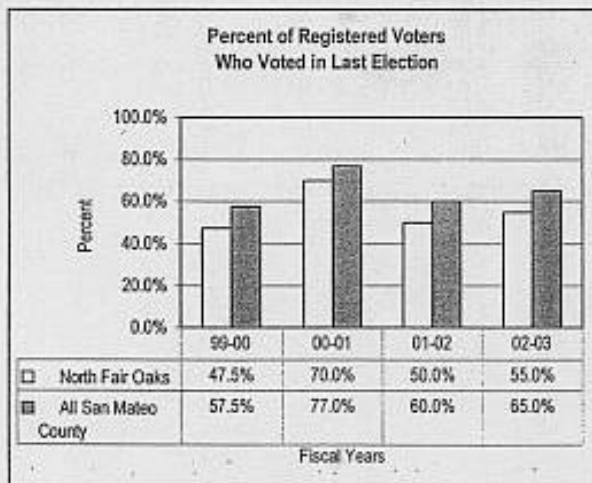
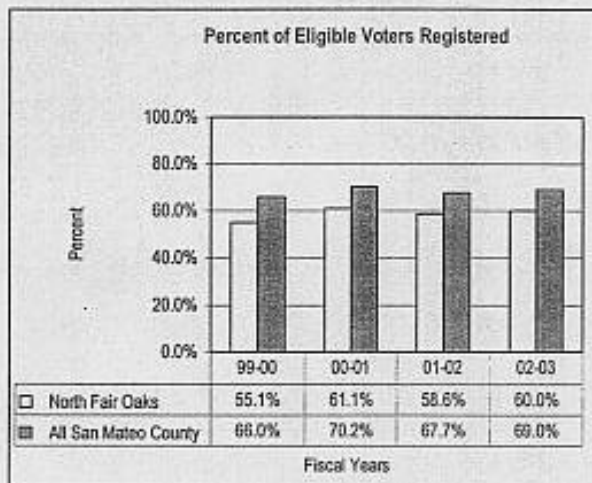
Department: Assessor-County Clerk-Recorder

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%

OBA Implementation Self Assessment **for Government and Non-Government Sector 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 outcomes 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 outcomes? (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 level, local authority level, 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, fund 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 the presenting difficulty of your clients or customers, are you doing well or poorly on the most important *Is Anyone Better off?* measures compared to others? (Others = comparable providers, 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, 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