

INCREASING EVALUATION CAPACITY AMONG CRIMINAL JUSTICE AGENCIES AND SERVICE PROVIDERS: RESULTS-BASED ACCOUNTABILITY TRAINING A PILOT PROJECT

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U.S. Department of Justice, Bureau of Justice Statistics

October, 2014

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BACKGROUND

Beginning in 2011, the State of Vermont has been developing a special interest in evidence-based programming. During its 2011 session the Vermont Legislature passed the War on Recidivism Act (Act #41) which provided for an evidence-based, recidivism reduction study to be conducted by the Vermont Center for Justice Research (VCJR) – Vermont’s Statistical Analysis Center. The study had two components: 1) a literature review of programs that effectively reduce recidivism; and 2) a survey of Vermont criminal justice service providers to identify innovative programs and assess the level of evidenced-based programming in the state. The study has been published to the VCJR website:

http://66.147.244.94/~vcjrorg/reports/reportscrimjust/reports/ebiredrecid_files/DOCRR%20LitRev%20Report.pdf

In December, 2011 during a presentation at the Vermont Criminal Justice Summit entitled, *Evidence-Based Practices: The Path to Successful Programing*, the then Director of VCJR, Max Schlueter, reported some of the key findings of the study. Only about 33% of innovative programs designed to reduce recidivism in Vermont had been evaluated; of that 33% only 48% had been the subject of an outcome evaluation based on a recidivism measure. As such Schlueter emphasized that if the State was committed to adopting an evidence-based approach to criminal justice programming it would be necessary to: 1) build a research evaluation capacity within the state; and 2) provide technical assistance to program staff to increase their knowledge of evaluation methodologies including the design and collection of data necessary for evaluation research.

In response to increasing demands from the public for law enforcement to be more effective and transparent, in April, 2013, VCJR conducted a day-long training on data-driven policing for municipal, state, and sheriff agencies statewide. Approximately 45 policer managers from around the state attended. The program consisted of training, planning, technical assistance, and ongoing dialog to assist law enforcement agencies statewide to develop evidence-based policing strategies, programs, and curricula.

In the fall of 2013, with funding from the Bureau of Justice Statistic’s, VCJR developed a major initiative to address the evaluation needs of criminal justice service providers. The initial vehicle for this initiative was to convene two four-hour conferences – one for researchers and one for criminal justice program staff - to examine the issues and develop a model for building cost effective evaluation capacity statewide. On September 20, 2013 a meeting of service providers was convened at Norwich University by VCJR staff. Prior to the meeting participants were asked to complete a survey regarding their experience conducting evaluations, barriers to evaluation, and interest in technical assistance. The results of the surveys were analyzed and reported during the conference. The following topics were discussed at the conference:

- Why Evaluation Is Here to Stay
- Evaluation 101 and 102
- Results of Pre-Meeting Service-Provider Surveys
- Barriers to Conducting Evaluations
- Strategies to Eliminate or Reduce Barriers

The results of the training and discussion suggested that service providers need and want more training in evaluation. In particular they are interested in onsite training (vs. webinars), online training resources, and mentoring services.

On September 27, 2013 a meeting of professional researchers and evaluators was convened at Norwich University by VCJR staff. The following topics were discussed:

- Barriers to Conducting Evaluation Research in Vermont (including a report of feedback from the Service Providers' Conference)
- How to Reduce Barriers to Conducting Evaluation Research (including a report of feedback from the Service Providers' Conference)
- Collaborative Models for How Evaluators Can Work Together to Build Evaluation

The main thrust of the meeting was that there was a definite need for evaluators to develop collaborative strategies for building evaluation capacity. A direct result of the conference was the establishment of the Vermont Network for Evaluation and Research (VNER) – an association of professional researchers and evaluators who are committed to improving evaluation capacity in Vermont through collaborative strategies.

Throughout the fall VCJR staff assisted members of the newly formed organization to develop a structure and a work plan for the upcoming year.

VNER members developed the following mission statement: *Working together to enhance Vermont's capacity to be results-based and data driven. The function of VNER is: The Vermont Network of Evaluation and Research serves as a venue for criminal justice and related service providers to learn more about evaluation, and to partner with skilled evaluators and researchers. The Network provides a platform for information sharing and collaborative research and learning among its members and community partners.*

The website for VNER along with the Evaluator's Directory were developed by VCJR staff and can be accessed at: <http://vcjr.org/vnjrdirectory/>. A listserve for members was created and hosted by the University of Vermont.

An online Guide to Evaluation Research was developed by VCJR staff and faculty from Norwich University. Two modules were developed: 1) *Understanding Evaluation Research*; and 2) *Planning, Conducting, and Presenting an Evaluation*. The training materials can be accessed at:

Understanding Evaluation Research

<http://vcjr.org/vnjrdirectory/a-guide-to-evaluation-research/understanding-evaluation-research/>

Planning, Conducting, and Presenting an Evaluation

<http://vcjr.org/vnjrdirectory/a-guide-to-evaluation-research/planning-conducting-and-presenting-an-evaluation/>

With the assistance of VCJR staff, members of the VNER subsequently planned and hosted an evaluation conference for service providers on June 27, 2014. Thirty participants from 19 different agencies and organizations attended the conference. Stakeholders represented at the conference included law enforcement, State's Attorneys, the judiciary, the Department of Corrections, Diversion, and a variety of criminal and juvenile justice service providers. In addition to the participants, 13 members of VNER participated in the conference as facilitators, presenters, and conference staff.

The conference focused on the following topics:

- Why Evaluation Matters
- Evaluation 101
- Different Approaches to Evaluation
- Data From Soup to Nuts
- Criminal Justice Data Sources and Software
- "Speed Dating" with Professional Evaluators

Copies of the PowerPoint presentations presented at the conference have been posted to the VCJR and VNER websites and can be accessed via the following link:

<http://www.vcjr.org/services/services/services/vnerconference.html>

THE RESULTS-BASED ACCOUNTABILITY TRAINING INITIATIVE

Based on its experience working to develop evaluation capacity among criminal justice agencies and service providers, VCJR concluded that one of the impediments to conducting evaluations is an inability on the part of agencies to identify program goals and develop performance measures to evaluate the extent to which those goals are being successfully implemented. As such, with funding assistance from the Bureau of Justice Statistics, VCJR developed a plan to work with interested criminal justice agencies and service providers to assist them develop appropriate community outcomes indicators and performance measures to act as benchmarks for evaluations.

The Results-Based Accountability (RBA) model was established as the statewide standard for performance measures in Act 186 which was passed into law by the Vermont Legislature in June, 2014. As such it made sense for VCJR to adopt the RBA method when training criminal justice agencies to develop community indicators and performance measures for their programs.

RBA Training

On September 5, 2014, twenty-seven practitioners representing seven different agencies/organizations met in Northfield, Vermont to attend an all-day training in Results-Based Accountability (RBA). Teams from innovative drug control programs and other innovative criminal justice projects were invited to attend the training based on their readiness to develop an evaluation model for their organization which was based on the principles of RBA. The following agencies participated in the training:

- The Rutland County Vision Project (Drug control project)
- The Vermont Diversion Board
- The Community Justice Network of Vermont (Community Restorative Justice Centers)
- Representatives from five Special Investigation Units (Sex Crime investigations)
- The Circle (Battered Women's Shelter)
- Statewide Treatment Courts
- Windham Country Electronic Monitoring Pilot Project

Staff from VCJR and certified RBA trainers from Flint Springs Associates (<http://www.flintspringsassociates.com/>) conducted the training and facilitated team RBA exercises during the course of the day. The overall goal of the training was to assist participants to develop RBA community outcome indicators and performance measures for the specific programs in which they are involved.

The morning session focused on the RBA methodology and how to develop community outcome indicators and performance measures. During the afternoon session the agency participants worked with facilitators/mentors from VCJR and Flint Springs Associates to develop the aforementioned indicators for their programs. Because the methodology of developing RBA indicators is best learned by doing, it was not intended that the process would be mastered in one afternoon. As such during the month of September VCJR staff offered to assist program participants develop and implement their outcome indicators.

The agenda for the day consisted of the following topics:

- Training Outcomes
- Team Introductions
- What is Results-Based Accountability (RBA)
- Why RBA is Useful and Important
- Population Accountability
- Program Performance Accountability
- Integrating Population and Program Performance Accountability
- Program management using RBA
- Program evaluation using RBA
- RBA Implementation Self-Assessment Tool
- RBA Resources
- Work plan for next steps
- Training Evaluation

The following training outcomes were established and subsequently evaluated for the conference

As a result of attending this conference participants will:

- Understand the basic framework of RBA including the language of RBA.
- See the value of using RBA to develop, manage and evaluate programs.
- Be sufficiently familiar with the “7 Questions” technique that they will be able to use both the population accountability and performance measure tools with their community and organization.
- Be sufficiently familiar with the “Turning the Curve” tool that they will be able to successfully use the tool when they return to their communities and agencies.
- Understand how to use RBA as a management tool.

- Be able to utilize RBA for evaluation
- Be aware of additional RBA resources
- Develop an RBA action plan for when they return to their community and agency.
- Make connections with mentors and other service providers who are interested in RBA.

The handouts for the training are reprinted in the Appendix. The PowerPoint for the training is available on the VCJR website at:

<http://www.vcjr.org/services/services/services/rbatraining.html>

Training Evaluation Results

It was nearly unanimous among participants that the level of material presented at the conference was “just right.” One person indicated that it was a bit more complex than they would have liked and one person indicated that the presentation was too fast.

Participants responded to the following evaluation questions regarding the outcomes for the training:

As a result of attending the conference I now: _____

OUTCOME	YES	SO/SO	NO
Understand the basic framework of RBA including the language of RBA.	96%	4%	0%
See the value of using RBA to develop, manage and evaluate programs.	85%	15%	0%
Am sufficiently familiar with the “7 Questions” technique that I will be able to use both the population accountability and performance measure tools with my community and organization.	60%	40%	0%
Am sufficiently familiar with the “Turning the Curve” tool that I will be able to successfully use the tool when I return to my community and agency.	65%	35%	0%
Understand how to use RBA as a management tool.	56%	34%	9%
Understand how to utilize RBA for evaluation	45%	45%	10%
Am aware of additional RBA resources	94%	6%	
Am able to develop an RBA action plan for when I return to my community and agency.	54%	40%	5%
Made connections with mentors and other service providers who are interested in RBA.	90%	10%	

The evaluation indicated that nearly all participants came to understand the basic framework and language of RBA (96%), were aware of additional RBA resources to use upon returning to their agencies (94%), and had made connections with mentors and other service providers interested in RBA (90%). Eight-five percent of the participants now saw the value of using RBA in their organization. However, only slightly more than half of the participants had a firm grasp on how to use RBA tools in their agencies. A particularly disappointing finding was that less than 50% of the participants felt that they knew how to use RBA for evaluation purposes.

Participants universally reported that having a facilitator work with their team during hands-on exercises was very helpful. In response to the question of, *“What did you like best about the day?”* the most frequently occurring responses involved the discussion, hands-on exercises, and working as a team. Participants thought that trainers could have done a better job of linking the PowerPoint to the handouts. One participant recommended that the program could have been improved if the trainers had a co-presenter(s) who had been through the RBA process and could suggest practical tips. Others thought that less lecturing and more practical exercises would have been helpful.

In light of the survey results and the comments about the value of hands-on team exercises and practical experience, it is likely that the relatively low level of confidence among participants for using RBA tools and techniques was due to the limited time devoted to hands-on exercises involving the tools during the training. Also noted was that the lowest mastery scores were reported for the ability to use RBA for evaluation and for management. The fact that hands-on exercises were **not** provided for these topics lends some credence to the hypothesis that increased use of facilitated experiential exercises may lead to higher levels of mastery regarding specific RBA tools.

Mentoring Services

VCJR staff advised participants at the end of the training that RBA mentoring services would be available through the end of September. The PowerPoint included contact information for participants who were interested in contacting a mentor. The week following the training, team leaders were notified that the PowerPoint for the training had been posted to the VCJR website and were reminded that they could contact mentors during September if they had any questions regarding RBA. Unfortunately only one team contacted a mentor for follow-up services. The questions from the Treatment Court focused on using RBA as a management tool.

Training Recommendations

Based on VCJR experience with the pilot RBA training program the following recommendations are offered for future training:

- 1. Training should be done in teams**
Participants unanimously agreed that their training experience was enhanced as a result of participating with colleagues from their agency as a team.

Participants were able to brainstorm, identify problems, problem solve, learn about RBA tools, develop performance measures and plan for the future as a team. As a result VCJR believes that there will be a higher level of commitment to continuing the RBA planning process then would be the case if agencies sent only one representative to the training.

2. Training should be scheduled for two full-day sessions with assigned homework between sessions.

The evaluation materials made it clear that participants needed additional time to work on their RBA planning then the two hours that were provided during the training. In the next iteration of training it might make sense to retain the original program agenda but at the end of the first day, give participants a homework assignment which would give them the opportunity to continue to work with the RBA tools. The second day of training which might be scheduled two weeks after the first session would focus on assessing the work completed for the homework assignment and providing additional team hands-on exercises designed to take participants to a high level of understanding regarding RBA tools, measures, and implementation. The afternoon session would focus on a review of RBA for management and evaluation and include hands-on exercises

3. RBA concepts should focus on performance measures with less emphasis on population indicators

The training presented material on population indicators followed by the basics of developing performance measures. About equal time was devoted to both topics. In the future VCJR recommends that population indicators be initially presented as an overview (a placeholder) followed by a detailed presentation of performance measures along with exercises. Perhaps on the second day a more detailed presentation of population indicators would end the morning session. This session would include a discussion of how population indicators and performance measures are part of an integrated process.

4. Didactic material should be co-presented with a practitioner who is experienced with RBA

This suggestion was made by a participant. VCJR thinks it is an excellent idea and plans on using the co-presenter model next time. It is anticipated that this approach would make the lecture material less dense, more informal, and more relevant for participants. Using a co-presenter will, however, probably increase the time it takes to cover the material, thus the need for a two-day training program.

5. Emphasis should be placed on practical exercises

Mark Friedman provides a number of RBA exercises in his book *Trying Hard Is Not Good Enough* and on his website www.raguide.org. VCJR used these exercises and they were very effective. In future training we will have participants develop multiple performance measures and conduct the “turning the curve” exercise with an emphasis on more thoughtful and detailed analysis.

VCJR will need to develop some additional exercises for using RBA to manage and evaluate organizations.

6. Teams should have the services of a facilitator trained in RBA

Having a facilitator trained in RBA work with each team during hands-on exercises was very successful. The facilitators ensured that participants stayed on track and moved forward productively – no team wasted time because they were lost or didn't know what to do. Facilitators were also able to provide practical tips and suggestions during the exercises as well as clarify points from the lectures. VCJR will definitely continue to use this strategy.

7. The lead trainer should not be given facilitator responsibilities but should float from team to team during exercises to assess progress and identify problem areas

During the initial training the lead trainer was also assigned to be a facilitator for a team. As such the lead trainer could not float from team to team to assess the progress teams were making on the exercises, the quality of team efforts, or identify issues that needed to be reviewed. For future trainings the lead trainer should focus on managing the training experience rather than being asked to facilitate a group during exercises.

8. Handouts should be integrated with the PowerPoint

In an effort to save paper and keep costs low, VCJR decided not to print out all Power Point slides (N=85). Instead a set of handouts were developed which were based on key slides. The handouts are included in the Appendix to this report. Unfortunately, several participants and facilitators reported that they often had a hard time coordinating the handouts with the slides. For future trainings VCJR will place a circle with a number in it on slides that are included in the handouts. The circle and number will also be placed on the appropriate page of the handout to facilitate matching of the two sources of material.

RBA INDICATORS

The project also focused on inventorying and discussing published community indexes/scales and ongoing survey series which are commonly used to measure community wellbeing. These sources are recommended as a source of population indicators for RBA plans.

Key resources which provided both Vermont and nationwide sources of data included the following:

- **Crime Research Group**
<http://www.crgvt.org/>

This site is a portal to a wide variety of crime data. The *Data Resources* link provides links to nine federal and state criminal justice and human services data sites. An online data request form allows users to request sentencing data in criminal cases.

- **Vermont Crime On-Line**
Vermont Criminal Information Center, Vermont Department of Public Safety
<http://vcic.vermont.gov/crime+statistics/Vermont+Crime+On-Line>

Local, county, and statewide crime data. The site provides customizable, online data tables focusing on the characteristics of offenses, victim, defendants, and the circumstances of crime. Datasets are downloadable.

- **Bureau of Justice Statistics, U.S. Department of Justice**
<http://www.bjs.gov/>

The site contains a range of datasets including information about crime, law enforcement, courts, corrections, and victims. The site has several online data analysis tools which facilitate custom table construction at the local and state level.

- **Vermont State Data Center**
University of Vermont
<http://www.uvm.edu/crs/Census/>

The State Data Center (SDC) Program is a cooperative program between the states and the U.S. Census Bureau to make data available locally to the public. The site provides data on population, race/ethnicity/nativity, civics and planning, housing, education, property taxes, public safety, natural resources, environment and agriculture, the economy, quality of life, demographics, and transportation. Data is available at the state county, and local level. Some datasets can be downloaded from the site.

- **Building Bright Futures**
<http://bbfdata.com/>

Data reporting system which provides data on population, families and households, education, occupation, employment, income, housing, transportation and communication. Data is available at the state and county level. Rich graphics and maps are available. The site is still under development.

- **Youth Risk Behavior Survey (YRBS)**

VT Department of Health and Department of Education

<http://healthvermont.gov/research/yrbs.aspx>

The YRBS measures the prevalence of behaviors that contribute to the leading causes of death, disease, and injury among youth. The YRBS is part of a larger effort to help communities increase the “resiliency” of young people by reducing high risk behaviors and promoting healthy behaviors. The report is conducted every two years and online versions are available since 1995. The data is available at the state, county, and school district level.

- **County Health Rankings & Roadmaps**

Robert Wood Johnson Foundation & University of Wisconsin Population Health Institute

<http://www.countyhealthrankings.org/app/vermont/2014/overview>

Health outcomes by county/state (mortality, morbidity)

Health factors (behavior, care, social & economic, physical environment)

Available by State and county.

- **Kids Count**

Annie E. Casey Foundation

<http://datacenter.kidscount.org/>

Data Center tracks well-being of children including: economic well-being, family and community indicators, health indicators, education; and risky behavior.

Available at the state & county level.

- **The Behavioral Risk Factor Surveillance System (BRFSS)**

Center for Disease Control

<http://www.cdc.gov/brfss/>

Annual adult health survey data including information related to alcohol consumption, chronic health indicators, health status, injury, tobacco use, and demographics. Available by state.

RBA RESOURCES

The following list of RBA resources provides an excellent overview of the RBA model for any level.

- Mark Friedman (2005) *Trying Hard is Not Good Enough* FPSI Publishing (www.resultsleadership.org/)
- Results Accountability Implementation Self-Assessment Questions (Appendix A of *Trying Hard is Not Good Enough*)
- Fiscal Policy Studies Institute website:
 - www.resultsaccountability.com
 - www.raguide.org (including links to scorecard)
- *Results Based Accountability Guide* <http://raguide.org/>
- Benchmarks for a Better Vermont
 - <http://bbvt.marlboro.edu/>
- Vermont Accountability Group
 - Vermont Accountability Compact <http://bbvt.marlboro.edu/compact/>
- *Vermont Communities Count: Using Results to Strengthen Services for Families and Children* (Con Hogan, 1999) The Annie E. Casey Foundation www.aecf.org
- *Results Based Accountability: The road to better results -- Targeting Capacity Building and Philanthropic Partnerships* The Annie E. Casey Foundation
- Lamoille Family Center website – use of RBA Scorecard - <http://www.lamoillefamilycenter.org/> - click on “Data”

APPENDIX

RBA TRAINING HANDOUTS



RESULTS-BASED ACCOUNTABILITY TRAINING

Presented by:

**The Vermont Center for Justice Research and
Flint Springs Associates**

<http://www.flintspringsassociates.com/>

(802) 253-9618

September 5, 2014
Northfield, Vermont

TRAINING AGENDA

- Training Outcomes
- Team Introductions
- What is Results-Based Accountability (RBA)
- Why RBA is Useful and Important
- Population Accountability
- Program Performance Accountability
- Integrating Population and Program Performance Accountability
- Program management using RBA
- Program evaluation using RBA
- RBA Implementation Self-Assessment Tool
- RBA Resources
- Work plan for next steps
- Training Evaluation

TRAINING OUTCOMES

Participants will:

1. Understand the basic framework of RBA including the language of RBA.
2. See the value of using RBA to develop, manage and evaluate programs.
3. Be sufficiently familiar with the “7 Questions” technique that they will be able to use both the population accountability and performance measure tools with their community and organization.
4. Be sufficiently familiar with the “Turning the Curve” tool that they will be able to successfully use the tool when they return to their communities and agencies.
5. Understand how to use RBA as a management tool.
6. Be able to utilize RBA for evaluation
7. Be aware of additional RBA resources
8. Develop an RBA action plan for when they return to their community and agency.
9. Make connections with mentors and other service providers who are interested in RBA

WHAT IS RESULTS-BASED ACCOUNTABILITY?

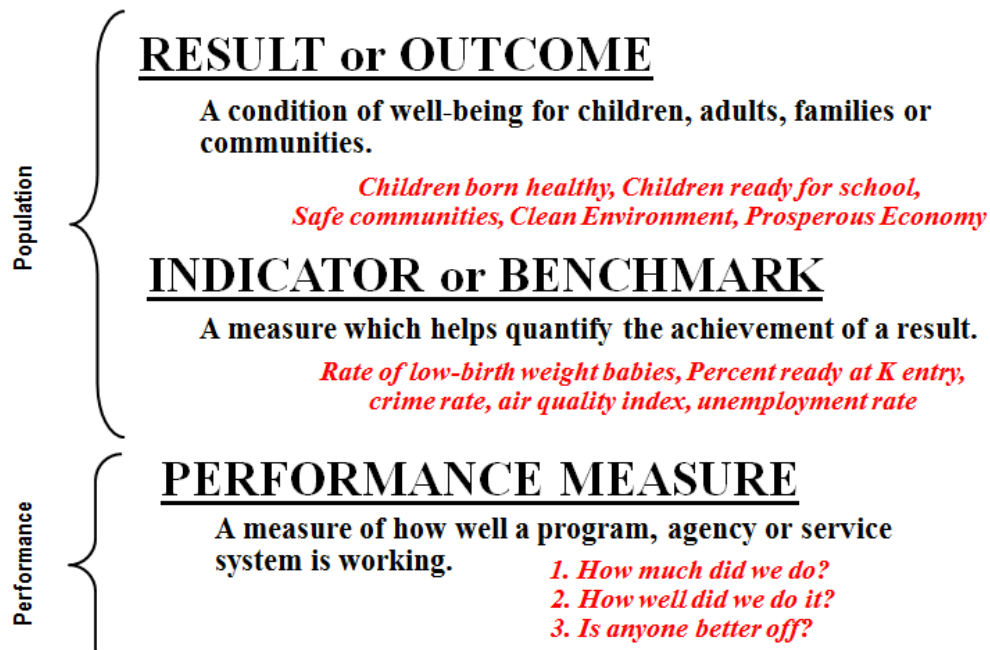
Results-Based Accountability™ (“RBA”) is a disciplined way of **thinking** and taking **action** used by **communities** to improve the lives of children, families and the community as a whole. RBA can also be used by **agencies** to improve the performance of their programs.

RBA is a strategy for developing programs, managing programs, and evaluating programs.

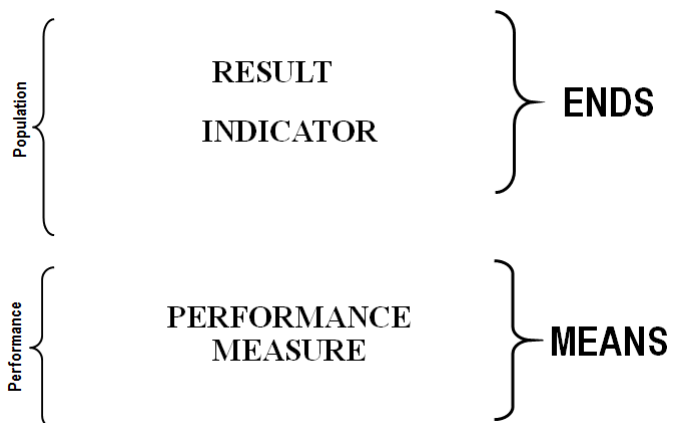
WHY RBA?

Act 18: An act relating to reporting population-level outcomes and indicators and on program-level performance measures: <http://www.leg.state.vt.us/docs/2014/Acts/ACT186.pdf>

RBA LANGUAGE



RBA LANGUAGE SUMMARY



RBA LANGUAGE EXAMPLES

Result - Safe Community (population)

Indicator - Crime Rate (population)

Performance Measure - Average Police Department response time (program)

Result - An educated workforce (population)

Indicator - Adult literacy rate (population)

Performance Measure - % of adults in ABE program with X grade reading level (program)

Result - People have living wage jobs and income (population)

Indicator - % of people with living wage jobs & income (population)

Performance Measure - % of participants in job training who get living wage jobs (program)

RBA LANGUAGE REVIEW

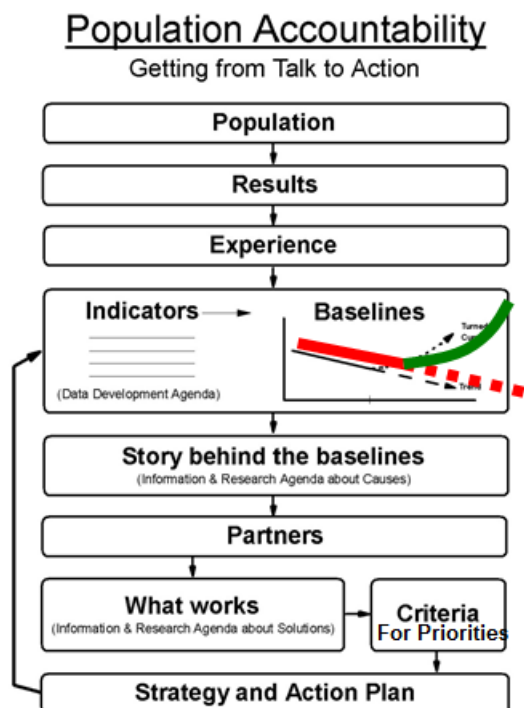
Determine whether each of the following is a result, indicator or performance measure?

1. Financially stable families
2. Rate of child poverty
3. # of free school lunches served
4. Safe community
5. Domestic violence rate
6. % of clients that completed the DLS program
7. Drug-free community
8. % of participants in job training who get living wage jobs

POPULATION ACCOUNTABILITY: THE 7 QUESTIONS

- | | |
|--|---|
| 1. What are the quality of life conditions we want for (people) living in our community? | • Identify Results/Outcomes |
| 2. What would these conditions look like if we could see them? | • Describe Experience |
| 3. How can we measure these conditions? | • Identify Indicators>>>Baselines
Data Development Agenda |
| 4. How are we doing on the most important of these measures? | • Tell Story behind the numbers
Information and Research Agenda about Causes |
| 5. Who are the partners that have a role to play in doing better? | • Identify Partners |
| 6. What works to do better, including no/low cost ideas? | • Identify What works
Information and Research Agenda about Solutions |
| 7. What to we propose to do? | • Create Strategy and action plan |

ANOTHER WAY TO THINK ABOUT POPULATION ACCOUNTABILITY



POPULATION QUESTION #1: EXAMPLES OF POPULATION OUTCOMES

Vermont Outcomes in the 1990s

- Pregnant Women and Newborns Thrive
- Children are Ready for School
- Children Succeed in School
- Children Live in Caring and Supportive Families
- Youth Choose Healthy Behaviors and Become Successful Adults
- People Live in Safe and Supporting Communities
- Elders and People with Disabilities are Resources in their Communities and Live with Dignity and Independence in Settings they Prefer

QUESTION #2: INDICATORS

How to develop indicators:

Answers the following questions to develop indicators:

1. What does the result look like?
2. How would you measure or quantify the achievement of the result?
 - Put another way: How would you know if

Example: Outcome: Data-Driven Government

What does Data-Driven Government look like?

Legislators use data regularly

How would you know if Legislators used data regularly?

% of hearings during a session where research was requested by a legislative committee

Sample Vermont Agency of Human Services Outcomes with Indicators

All Vermonters are free from the impacts of poverty:
% of Pre-Term Births (<37 weeks)
Achievement Gap: Test score gaps between students eligible for free & reduced lunch and those not eligible
3SquaresVT Enrollment
AHS Consumers engaged in Creative Workforce Solutions who achieve a successful employment outcome (90 consecutive days of competitive employment)

All Vermonters are healthy and safe:
% of Recidivism among offenders released from prison within 3 years
Obesity in Vermont
Rate of fall-related deaths among older adults 65+ (per 100,000 people)
Rate of childhood abuse and neglect (per 1,000 children)
Rate of Vermont resident suicides annually (per 100,000 people)
of Vermonters who are homeless
% of Adults binge drinking in the past 30 days
% of Adolescents binge drinking in the past 30 days
% of Persons age 12+ who need and do not receive alcohol treatment
% of persons age 12+ who need and do not receive treatment for illicit drug use

Criteria for choosing indicators:

Communication Power

Does the indicator communicate to a broad range of audiences?

Proxy Power

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

Does the indicator bring along the “data herd”?

Data Power

Quality data available on a timely basis.

QUESTION # 6: STRATEGIES

How to select strategies to turn the curve:

Leverage – *how strongly will the **proposed strategy** impact progress as measured by the baseline?*

- *Strategy should address most important root causes.*

Feasibility – *is the strategy proposed feasible?*

- *Can it be done? How could it be done?*

Specificity – *is the strategy specific enough to be implemented?*

- *Who, what, when, where, how?*

Values – *is the strategy consistent with the values of the community and/or agency?*

PERFORMANCE ACCOUNTABILITY -- PERFORMANCE MEASUREMENT

	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?

EFFORTS	
<u>Quantity</u> # Customers served (by customer characteristic) # Activities (by type of activity)	<u>Quality</u> % Common measures: <ul style="list-style-type: none"> • % eligible clients served • % staff fully trained • % Customer satisfaction % Activity-Specific measures <ul style="list-style-type: none"> • % of actions timely and correct • % clients completing activity • % actions meeting standards
EFFECTS: Better Off Measures	
<u>Quantity</u> # Skills/knowledge (e.g. parenting skills) # Attitude/opinion # Behavior (e.g. school attendance) # Circumstance (e.g. working, in stable housing)	<u>Quality</u> % Skills/knowledge (e.g. parenting skills) % Attitude/opinion % Behavior (e.g. school attendance) % Circumstance (e.g. working, in stable housing)

Examples: Drug / Alcohol Treatment Program	Effort	Quantity	Quality
		How much did we do?	How well did we do it?
		Number of persons treated	Percent of staff with training/certification
	Effect	Is anyone better off?	
	<u>Number of clients off of alcohol & drugs</u> - at exit - 12 months after exit	<u>Percent of clients off of alcohol & drugs</u> - at exit - 12 months after exit	

THE 7 PERFORMANCE ACCOUNTABILITY QUESTIONS

1. Who are our customers/clients?
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? (Strategy/action plan)

THE 7 PERFORMANCE QUESTIONS EXERCISE

Practice Exercise Instructions: 1 Hour

Setup

- Choose 1 specific program within your agency/organization to focus on and answer the following questions.
- Select a timekeeper and a reporter to record and report.
- Fill in the blank quadrant (next page) as you answer the following questions.
- Refer to the “Examples” quadrant (below) to help you identify the types of measures that are related to measures of how much/how well/better off.

Questions

1. Who are your customers/clients/consumers for whom this program is providing services?
2. Begin with the *ends* in mind. How will these customers/clients/consumers be “better off” as a result of receiving your services?
 - a. If there are multiple categories of customers being served by this program choose one category first and work through the exercise. If time remains then work through another category.
3. What measures will reflect that your customers are better off? How will you/they know they are better off? What would it look like?
 - a. Record answers in the appropriate bottom left and right cell.
4. List the types of services/activities (how much) your program provides to help its customers be “better off”
 - a. Record answers in top left cell.
5. Identify measures to determine how well those services are provided.
 - a. Record answers in top right cell.
6. If you have time, look back at measures identified in #3. Which 2 to 4 “headline” measures have the power to tell the story of how clients are better off?