“TRYING HARD IS NOT GOOD ENOUGH”… Mark Friedman
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
AGENDA 2

- Program management using RBA
- Program evaluation using RBA
- RBA Implementation Self-Assessment Tool
- RBA Resources
- Work plan for next steps
- Training Evaluation
OUTCOMES OF TODAY’S TRAINING

• 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.
OUTCOMES: 2

- Participants will:
  
  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
Results-Based Accountability

FORMAT

• Pilot project
  ◦ Testing the presentation
  ◦ Testing the exercises
  ◦ Seeking your feedback
  ◦ The training is subject to change without notice!

• Unpacking:
  ◦ to make something easier to understand by breaking it up into smaller parts that can be examined separately.

• Thank you to Flint Springs Associates for mentoring and materials
INTRODUCTIONS -- TEAM ACTIVITY

• Meet your facilitator

• Each team select a recorder

• Each team select a reporter

• Team reporter:
  ◦ Introduces team members
  ◦ Describes their organization in two minutes or less
  ◦ Reports on how your agency is currently measuring program performance
WHAT IS RESULTS-BASED ACCOUNTABILITY?

Agreeing on

Being

Held accountable for results
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.

• used by agencies to improve the performance of their programs.
RBA IS A STRATEGY FOR:

• DEVELOPING PROGRAMS
• MANAGING PROGRAMS
• EVALUATING PROGRAMS
WHAT’S DIFFERENT ABOUT RBA?

- Focuses on starting with the ends (results), not the means:
  - *Trying hard is not good enough*

- Differentiates two kinds of accountability
  - Population or Community Accountability
  - Individual Program Performance Accountability
WHAT’S DIFFERENT ABOUT RBA: 2

- Emphasizes the use of simple language
- Encourages identifying 3 - 5 “headline” indicators/measures to gauge progress toward:
  - achieving conditions of well-being for communities (population accountability)
  - helping clients/consumers be “better off” as a result of receiving program services (program performance accountability)
- Data driven
WHY RBA?

• Not a fad – based on good science & methods

• Gets from talk to action quickly;

• Is a simple, common sense process that everyone can understand (Community, Board, Staff);

• Builds collaboration and consensus; and

• Uses data and transparency to ensure accountability for both the well being of children, families and communities and the performance of programs
ACT 186
Passed June, 2014

What is it?

• An act relating to reporting on population-level outcomes and indicators and on program level performance measures.

What does it require?

• Annual reports from CPO to the General Assembly that use data as indicators of the State’s progress in working toward the population-level outcomes or goals

How might Act 186 effect your program?

• Assists agencies as necessary in developing performance measures for contracts and grants
RBA BASICS

• RESULTS-BASED ACCOUNTABILITY IS ABOUT

1. Population Accountability
   ◦ About the well-being of **WHOLE** populations
     – Communities, Towns, Cities, Counties, States, Nations

2. Performance Accountability
   ◦ About the well-being of **CLIENT** populations
     – Programs, Agencies, and Services
RBA LANGUAGE: DISCIPLINED & DIRECT

• Stresses the importance of agreement on language and terminology in order to move communities and organizations from words to action quickly.
RBA LANGUAGE: POPULATION LEVEL

Community partners agree on:

- Conditions of well-being for the “community” (Results)

- Indicators of well-being
  - What would conditions of well-being look like if we could see them?
  - How do you measure or quantify the achievement of these conditions?
RBA LANGUAGE: PERFORMANCE or PROGRAM LEVEL

• Programs answer 3 bottom-line questions focused on understanding the **effect** of their **efforts**:
  1. How much did we do? (Quantity of our efforts)
  2. How well did we do it? (Quality of our efforts)
  3. Is anyone better off? (Effect of our efforts)

• The answers to these questions give rise to program performance measures
RESULT or OUTCOME
A condition of well-being for children, adults, families or communities.

Children born healthy, Children ready for school, Safe communities, Clean Environment, Prosperous Economy

INDICATOR or BENCHMARK
A measure which helps quantify the achievement of a result.
Rate of low-birth weight babies, Percent ready at K entry, crime rate, air quality index, unemployment rate

PROGRAM PERFORMANCE MEASURE
A measure of how well a program, agency or service system is working.
1. How much did we do?
2. How well did we do it?
3. Is anyone better off?
RBA LANGUAGE SUMMARY

RESULT
INDICATOR

ENDS

PROGRAM PERFORMANCE
MEASURE

MEANS

Population

Performance
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)
GROUP EXERCISE:

IS IT A RESULT, INDICATOR OR PERFORMANCE MEASURE?

<table>
<thead>
<tr>
<th>RESULT</th>
<th>INDICATOR</th>
<th>PERF MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Financially stable families</td>
<td>2. Rate of child poverty</td>
<td>3. # of free school lunches served</td>
</tr>
<tr>
<td>4. Safe community</td>
<td>5. Domestic violence rate</td>
<td>6. % of clients that completed the DLS program</td>
</tr>
<tr>
<td>7. Drug-free community</td>
<td></td>
<td>8. % of participants in job training who get living wage jobs</td>
</tr>
</tbody>
</table>
MEANS VS. ENDS

- **DRUG CRIME PROBLEM**
  - Hire two officers
  - Increase drug buys
  - Increase drug arrests
  - Reduce drug related crime
  - Community meetings
  - High Point Drug Intervention Strategy

ENDS?

MEANS?
“MEANS not ENDS” TRAP

To Improving Results In Themselves

1. COLLABORATION
2. SYSTEMS REFORM
3. SERVICE INTEGRATION
4. FUNDING POOLS
5. INSERT YOUR FAVORITE
IN RBA THE ENDS DRIVE THE MEANS

RESULTS

MEANS

Are we locked in to just trying hard?
RBA TOOLS FOR ACHIEVING ACCOUNTABILITY:
MAKING SURE THAT THE RESULTS DRIVE THE MEANS

1. The Seven Questions
2. Turn the Curve Exercise
3. RBA Implementation Self-Assessment
POPULATION ACCOUNTABILITY
7 Population Accountability Questions For Project Planning

1. What are the quality of life conditions we want for (people) living 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/low cost ideas?

7. What do we propose to do?

- Identify Results/Outcomes
- Describe Experience
- Identify Indicators>>>Baselines
  Data Development Agenda
- Tell Story behind the numbers
  Information and Research Agenda about Causes
- Identify Partners
- Identify What works
  Information and Research Agenda about Solutions
- Create Strategy and action plan
EXAMPLES OF COMMUNITY OUTCOMES:

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
Vermont Outcomes – 1990’s
Con Hogan, former VT AHS Commissioner

- 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
INDICATORS & BENCHMARKS

A measure which helps quantify the achievement of a result
HOW TO DEVELOP INDICATORS

• Answer 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
<table>
<thead>
<tr>
<th>Agency of Human Services Strategic Plan 2011-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Vermonters are free from the impacts of poverty:</strong></td>
</tr>
<tr>
<td>% of Pre-Term Births (&lt;37 weeks)</td>
</tr>
<tr>
<td>Achievement Gap: Test score gaps between students eligible for free &amp; reduced lunch and those not eligible</td>
</tr>
<tr>
<td>3Squares VT Enrollment</td>
</tr>
<tr>
<td>AHS Consumers engaged in Creative Workforce Solutions who achieve a successful employment outcome (90 consecutive days of competitive employment)</td>
</tr>
<tr>
<td><strong>All Vermonters are healthy and safe:</strong></td>
</tr>
<tr>
<td>% of Recidivism among offenders released from prison within 3 years</td>
</tr>
<tr>
<td>Obesity in Vermont</td>
</tr>
<tr>
<td>Rate of fall-related deaths among older adults 65+ (per 100,000 people)</td>
</tr>
<tr>
<td>Rate of childhood abuse and neglect (per 1,000 children)</td>
</tr>
<tr>
<td>Rate of Vermont resident suicides annually (per 100,000 people)</td>
</tr>
<tr>
<td># of Vermonters who are homeless</td>
</tr>
<tr>
<td>% of Adults binge drinking in the past 30 days</td>
</tr>
<tr>
<td>% of Adolescents binge drinking in the past 30 days</td>
</tr>
<tr>
<td>% of Persons age 12+ who need and do not receive alcohol treatment</td>
</tr>
<tr>
<td>% of persons age 12+ who need and do not receive treatment for illicit drug use</td>
</tr>
</tbody>
</table>

Many indicators for each outcome – not all are created equal
YOUR TURN TO DEVELOP INDICATORS: GROUP / TEAM ACTIVITY

- Develop indicators for the following outcomes:
  - Strong families
  - Community members are safe
  - Our campus is drug-free
  - Children are not victims of sexual crime
  - 100% of people with suspended licenses are able to get reinstated without being the subject of a criminal DLS prosecution
  - At least 50% of arrests are diverted to the Community Justice Center

What does the result look like?

How would you know if....
CRITERIA FOR CHOOSING INDICATORS: 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 result?
Does the indicator bring along the “data herd”?

**Data Power**
Quality data available on a timely basis.
## CHOOSING INDICATORS WORKSHEET

<table>
<thead>
<tr>
<th>Outcome or Result</th>
<th>Safe Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe Community</td>
<td></td>
</tr>
</tbody>
</table>

### Candidate Indicators

<table>
<thead>
<tr>
<th>Candidate Indicators</th>
<th>Communication Power</th>
<th>Proxy Power</th>
<th>Data Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 1</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>Measure 2</td>
<td>H</td>
<td>H</td>
<td>H</td>
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<tr>
<td>Measure 3</td>
<td>H</td>
<td>H</td>
<td>H</td>
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<tr>
<td>Measure 4</td>
<td>H</td>
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<td>L</td>
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<td>Measure 5</td>
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<tr>
<td>Measure 6</td>
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<td></td>
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<tr>
<td>Measure 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data Development Agenda
THREE PART INDICATOR LIST FOR EACH RESULT

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 STORY BEHIND THE BASELINES: CAUSES

- Partners explain their perspectives on how we got to where we are today
- Collect both positive & negative forces
- Not necessary for partners to agree on causes
- Develop an information and research agenda about causes
WHAT WORKS TO DO BETTER

- Each story behind the curve (causes) points to action
- What can each partner contribute to turning the curve?
- Literature reviews on evidence-based practices
- Diversity of opinion over what works is a strength not a problem
STRATEGY & ACTION PLAN: Turning the curve away from the baseline

Baselines have two parts: history and forecast.
SELECTING STRATEGIES TO TURN THE CURVE: 4 Criteria – H/M/L

**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?
OTHER CONSIDERATIONS:
WHAT IS TAKES TO ACHIEVE POPULATIONS RESULTS & OUTCOMES

◦ Leadership
◦ Active Partnerships
◦ Commitments
◦ Consensus
◦ Appreciation of each partner’s contribution
◦ Data capacity and utilization
◦ Information and Research
PERFORMANCE ACCOUNTABILITY
Performance Accountability

• Focus on:
  o Well-being of CLIENT populations
  o Programs, agencies, service systems
  o Goal: improve performance

• Primary questions:
  o Effort: What did we do?
  o Effect: Is anyone better off?
  o Quantity: How much did we do?
  o Quality: How well did we do it?
THE GOAL:

IMPROVING PROGRAM PERFORMANCE
THE PERFORMANCE MEASURE BASICS

“All performance measures that have ever existed for any program in the history of the universe involve answering two sets of interlocking questions.”
**PERFORMANCE MEASURES: THE 2 QUESTIONS**

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How Much</strong>&lt;br&gt;did we do?&lt;br&gt;(#)</td>
<td><strong>How Well</strong>&lt;br&gt;did we do it?&lt;br&gt;(%)</td>
</tr>
</tbody>
</table>
PERFORMANCE MEASURES: PLUS THE 2 DIMENSIONS OF THE WORK

<table>
<thead>
<tr>
<th>Effort</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>How hard did we try?</td>
<td>Is anyone better off?</td>
</tr>
</tbody>
</table>
PERFORMANCE MEASURES: THE QUADRANTS

<table>
<thead>
<tr>
<th>Effort</th>
<th>How Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>How</td>
<td>How Well</td>
</tr>
<tr>
<td>Effect</td>
<td></td>
</tr>
</tbody>
</table>
Results-Based Accountability

How much service did we deliver?

How much change / effect did we produce?

How well did we deliver it?

What quality of change / effect did we produce?

Input / Effort

Output / Effect

Quantity

Quality
**Results-Based Accountability**

Types of Measures Found in Each Quadrant

<table>
<thead>
<tr>
<th>EFFORTS</th>
<th>QUALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantity</strong></td>
<td><strong>Quality</strong></td>
</tr>
<tr>
<td># Customers served (by customer characteristic)</td>
<td>% Common measures:</td>
</tr>
<tr>
<td># Activities (by type of activity)</td>
<td>- % eligible clients served</td>
</tr>
<tr>
<td></td>
<td>- % staff fully trained</td>
</tr>
<tr>
<td></td>
<td>- % Customer satisfaction</td>
</tr>
<tr>
<td></td>
<td>% Activity-Specific measures</td>
</tr>
<tr>
<td></td>
<td>- % of actions timely and correct</td>
</tr>
<tr>
<td></td>
<td>- % clients completing activity</td>
</tr>
<tr>
<td></td>
<td>- % actions meeting standards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EFFECTS: Better Off Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantity</strong></td>
</tr>
<tr>
<td># Skills/knowledge (e.g. parenting skills)</td>
</tr>
<tr>
<td># Attitude/opinion</td>
</tr>
<tr>
<td># Behavior (e.g. school attendance)</td>
</tr>
<tr>
<td># Circumstance (e.g. working, in stable housing)</td>
</tr>
</tbody>
</table>
Results-Based Accountability

Examples:

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much did we do?</td>
<td>How well did we do it?</td>
</tr>
<tr>
<td>Number of students</td>
<td>Student-teacher ratio</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effort</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of high school graduates</td>
<td>Percent of high school graduates</td>
</tr>
</tbody>
</table>

How much did we do?

How well did we do it?

Is anyone better off?
## Results-Based Accountability

<table>
<thead>
<tr>
<th>Effort</th>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much did we do?</td>
<td>Number of persons treated</td>
<td>How well did we do it?</td>
</tr>
<tr>
<td>Is anyone better off?</td>
<td>Number of clients off of alcohol &amp; drugs</td>
<td>Percent of clients off of alcohol &amp; drugs</td>
</tr>
<tr>
<td>Drug / Alcohol Treatment Program</td>
<td>- at exit</td>
<td>- at exit</td>
</tr>
<tr>
<td></td>
<td>- 12 months after exit</td>
<td>- 12 months after exit</td>
</tr>
</tbody>
</table>
WHAT KIND OF PERFORMANCE MEASURE?

- Upper Left: # of people served
- Lower Right: % participants who got jobs
- Upper Right: staff turnover rate
- Lower Left: # participants who got jobs
- Lower Right: % of children reading at grade level
- Upper Right: cost per unit of service
- Upper Left: # applications processed
- Lower Right: % patients who fully recover
FROM AN RBA PERSPECTIVE, NOT ALL MEASURES ARE CREATED EQUAL

**Quantity**

- How much did we do?

**Quality**

- How well did we do it?

- Is anyone better off?

---

**Least Important**

- Effort

- Important

---

**Most Important**

- Effect

- Also Very Important
CONTROL OVER PERFORMANCE MEASURES

Quantity
How much did we do?

Quality
How well did we do it?

Most Control

Least Control

Is anyone better off?
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
7 PERFORMANCE QUESTIONS EXERCISE

• Select a program at your agency
• ID your clients
• Clients better off?
• Measures of better off?
• Services and activities
• Measures of how well services and activities are provided
PERFORMANCE MEASURES
TURN THE CURVE EXERCISE
WHAT’S THE TURN THE CURVE EXERCISE ALL ABOUT?

• Turn the Curve helps organizations think clearly about where they are headed and how to get there

• Incorporates some of the information identified through the 7 Performance Accountability Questions

• The “7 Questions Exercise” combined with the “Turn the Curve Exercise”, help organizations focus on:
  ◦ Assessing results for clients
  ◦ Tracking and understanding progress
  ◦ Using information to improve performance
TURN THE CURVE EXERCISE

1. What is the end?
   Choose result and indicator OR performance measure

2. How are we doing?
   Graph historic baseline and forecast for the indicator or performance measure

3. What is the story behind the curve of the baseline?
   Explain factors most strongly influencing the curve of the baseline – use DATA available, identify DATA needed – Research and Information Agenda, Part 1 - causes

4. Who are the partners who have a role to play?
   Identify who might have role to play in turning the curve

5. What works to turn the curve?
   Determine what would work to turn the curve of the baseline – Research and Information Agenda, Part 2 – what works

6. What do we propose to do to turn the curve?
   Propose strategies to turn the curve of the baseline – assess for leverage, feasibility, specificity, values
HOW POPULATION AND PERFORMANCE ACCOUNTABILITY FIT TOGETHER
THE LINKAGE Between POPULATION and PERFORMANCE

POPULATION ACCOUNTABILITY

Healthy Births
Rate of low birth-weight babies

Children Ready for School
Percent fully ready per K-entry assessment

Self-sufficient Families
Percent of parents earning a living wage

PERFORMANCE ACCOUNTABILITY

Job Training Program

<table>
<thead>
<tr>
<th># persons receiving training</th>
<th>Unit cost per person trained</th>
</tr>
</thead>
<tbody>
<tr>
<td># who get living wage jobs</td>
<td>% who get living wage jobs</td>
</tr>
</tbody>
</table>

Contribution relationship
Alignment of measures
Appropriate responsibility
RBA MANAGEMENT
MANAGEMENT AND RBA

• Planning
  ◦ RBA skips the mission, vision, values, objectives, inputs. And goes from talk to action
  ◦ Aligns and coordinates programs within a community

• Supervision
  ◦ Ask & answer 7 Performance Questions regularly
  ◦ Begin each staff meeting with the 7 Performance Questions
  ◦ Regular use of the 7 Performance Questions will change the culture of the organization
MANAGEMENT AND RBA

• Targets
  ◦ The main purpose of performance measures is to achieve improved program performance
  ◦ Establish targets fairly
  ◦ Provide rewards for improvements
  ◦ Revisit the 7 Questions & Turn the Curve when the curve does not bend in the right direction.

• Monthly / Quarterly Reviews
  ◦ Charts on the walls – Report Cards
Results-Based Accountability

LAMOILLE FAMILY CENTER REPORT CARD

Our Impact
We continuously seek to understand and communicate the impact of our services. Improving outcomes for children, youth and families (safe children, stable families, youth successfully transition to adulthood) can take years and involve multiple partners. We must be held accountable for our role in improving these outcomes by measuring our performance according to the following three questions:

- How much did we do?
- How well did we do?
- And, more challenging to measure but most important, is anyone better off as a result of our services?

Here’s how we are answering those questions in FY13 -

How much did we do?
- The Children’s Integrated Services program provided 4,726 home visits to 436 families whose children have physical, developmental or behavioral challenges
- The Holiday Project provided toys, games, puzzles, stocking stuffers, mittens, hats and books to 350 children
- The Outreach program provided emergency assistance with rent, fuel, utilities, food, gas, diapers, and clothing to 331 families, reaching 503 children and adults
- 31 child care programs received training and support to serve 108,451 healthy meals and snacks to 297 children
- 699 families received financial assistance to help offset the high cost of child care

How well did we do it?
- 95% of survey respondents rated playgroups as “excellent” or “good”
- 100% of Child Care Financial Assistance Program applications were processed within the required timeframe
- 96% of survey respondents rated their experience with the Child Care Referral program as “excellent” or “good”
- The LFC licensed child care center maintained 5 STARS, the highest possible quality rating
- 95% of Children’s Integrated Services program participants had services start within the required timeframe

Is anyone better off?
- Playgroup participants responded that their child has benefited and made progress since joining playgroup: Social/Emotional development (100%), Communication (86%), Cognitive development (76%)
- 3 students graduated from Families Learning Together
- 39% of Reach Up participants secured new employment
- More families have access to quality care and a higher rate of State financial assistance, with 46% of Lamoille Valley early care and education programs participating in the STARS quality rating program
- 70% of survey respondents reported either finding child care or keeping their current arrangement after utilizing the Child Care Referral program
- 76% of participants in the LINK and Learning Together programs reported that they “have a plan for the future.”
RBA EVALUATION
TRADITIONAL PROGRAM EVALUATION

Now that the project is over, how did we do?

We will do the analysis and let you know.
EVALUATION & RBA

- RBA promotes partnerships between evaluators and managers
- Evaluation is conducted during the life of the project
- Evaluators help the manager interpret data and make mid-course corrections as necessary
WHAT ARE THE EVALUATION QUESTIONS?

TWO ASPECTS OF PROGRAM EVALUATIONS

1. Process Evaluation
   - Is the program doing what it is supposed to do?
   - Is the program true to its design (replicating with fidelity)?
   - Is the program doing it well?

2. Results or Outcome Evaluation
   - Are customers getting better?
   - To what extent is the program related to customer improvement
EVALUATION QUESTIONS = RBA

- **Process evaluation**
  - How much service did we deliver?
  - How well did we deliver it?

- **Result of Outcome Evaluation**
  - Is anyone better off?
  - How much change did we produce?
  - What quality of change did we produce?

<table>
<thead>
<tr>
<th></th>
<th>Quantity</th>
<th>Quality</th>
</tr>
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<tbody>
<tr>
<td>How much service did we deliver?</td>
<td>How well did we deliver it?</td>
<td>How much change / effect did we produce?</td>
</tr>
</tbody>
</table>
## FRAMEWORK CROSSWALK

### Population Accountability
1. Population
2. Results
3. Indicators
   - Data Development Agenda
4. Baselines
5. Story behind the baselines
   - Info/Research Agenda (causes)
6. Partners
7. What works
   - Info/Research Agenda (solutions)
8. Action Plan
9. Budget

### Performance Accountability
1. Customers
2. Performance measures
   - How much did we do?
   - How well did we do it?
   - is anyone better off?
   - Data Development Agenda
3. Baselines
4. Story behind the baselines
   - Info/Research Agenda (causes)
5. Partners
6. What works
   - Program actions
   - Partner’s actions
   - Info/Research Agenda (solutions)
7. Action Plan
8. Budget

### Logic Model
1. Input
2. Activity
3. Output
4. Outcome
5. Goal
RESULTS ACCOUNTABILITY IMPLEMENTATION: SELF-ASSESSMENT

Excerpt from “Trying Hard Is Not Good Enough” by Mark Friedman

RESULTS ACCOUNTABILITY IMPLEMENTATION
Self Assessment Questions

1. 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?

2. Has your organization identified one or more population level results or conditions of well-being stated in plain language to which your work contributes?
   a. Have you identified the 3 to 5 most important indicators for each of these results?
   b. Have you created a baseline with history and a forecast for each of these measures?
   c. Have you analyzed the story and causes behind these baselines?
   d. 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?
   e. Have you articulated the role your organization plays in such a strategy?

3. 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?
   a. Have you created a baseline with history and a forecast for each of these measures?
   b. Do you track these measures on a daily, weekly, monthly or quarterly basis?
   c. Do you periodically review how you are doing on these measures and develop action plans to do better using the performance accountability? questions?
   d. Have you adapted your organization’s 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?

4. Are the population and performance baseline curves you are trying to turn displayed prominently as one or more charts on the wall?

5. Have you identified an in-house expert to train and coach other staff in this work?

6. Have you turned any curves?
RBA RESOURCES

Useful RBA Resources:

- 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
- *Results Based Accountability: Implementing Data Management*

- *Next Steps in RBA: Implementing Data Management*
- *Vermonnt 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”
What’s Next?
A Basic Action Plan for Results Based Accountability

TRACK 1: POPULATION ACCOUNTABILITY

- Establish population results
- 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 programs, agencies and service systems
- Use 7 Questions supervisor by supervisor and program by program in management, budgeting and strategic planning
AN INCENTIVE TO KEEP AT IT:

- VCJR staff will provide free email and phone RBA consultations during September.
- Contact me at:
  - max@CRGVT.org
  - 802-595-5090
RBA in a Nutshell

2 - kinds of accountability plus language discipline
   Population accountability — Results & 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. Baselines & Turning the Curve