The Charter Oak Group, LLC
Interactive Decision Consulting

Connecticut General Assembly Appropriations Committee Results Based Accountability 101

Charter Oak Group, LLC

Rev. 2 (11/7/11)

Objectives for Today

- **Understand the basic concepts and language of Results Based Accountability (RBA)**
- **Distinguish among the different types of performance measures and know how to use them for accountability and program improvement**
- **Learn how RBA is being used in Connecticut and determine how it can be helpful to your agency**

SIMPLE

COMMON SENSE

PLAIN LANGUAGE

MINIMUM PAPER

USEFUL

Two Key Principles for Achieving Measurable Community Results

1. Start with ends and work backwards to means

2. Use data-driven, transparent decision making

Results 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
CLIENT POPULATIONS

For Programs – Agencies – and Service Systems

Results and Performance Accountability

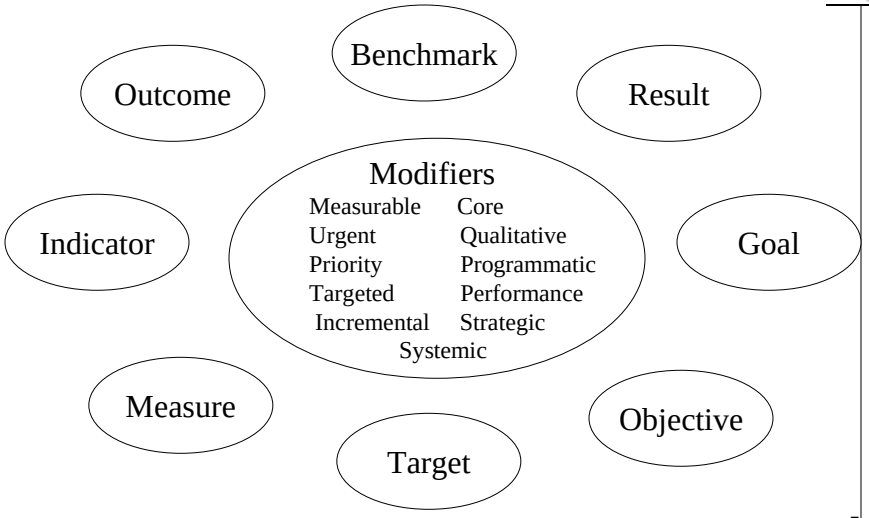
COMMON LANGUAGE

COMMON SENSE

COMMON GROUND

THE LANGUAGE TRAP

Too many terms. Too few definitions. Too little discipline



☆ Lewis Carroll Center for Language Disorders

DEFINITIONS

Population

RESULT

A condition of well-being for children, adults, families or communities.

Children born healthy, Children succeeding in school, Safe communities, Clean Environment, Prosperous Economy

INDICATOR

A measure which helps quantify the achievement of a result.

Rate of low-birthweight babies, Rate of high school graduation, crime rate, air quality index, unemployment rate

Performance

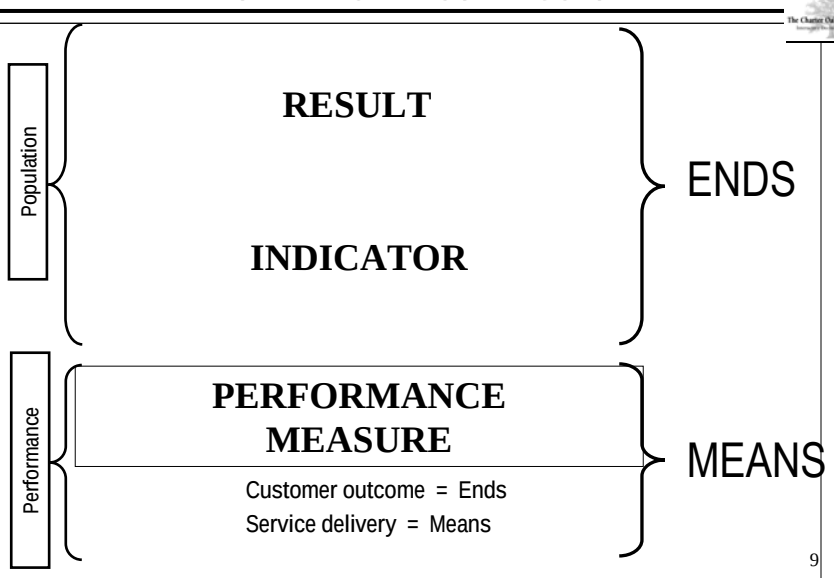
PERFORMANCE MEASURE

A measure of how well a program, agency or service system is working.

Three types:

1. How much did we do?
2. How well did we do it?
3. Is anyone better off? = Customer Outcomes

From Ends to Means
From Talk to Action



IS IT A RESULT, INDICATOR, OR PERFORMANCE MEASURE?

RESULT	1. Safe Community
INDICATOR	2. Crime Rate
PERF. MEASURE	3. Average Police Dept response time
RESULT	4. A community without graffiti
INDICATOR	5. % of surveyed buildings without graffiti
RESULT	6. People have living wage jobs and income
INDICATOR	7. % of people with living wage jobs and income
PERF. MEASURE	8. % of participants in job training program who get living wage jobs

Connecticut Glossary of RBA Terms

- The Appropriations Committee standardized the terms we use in Connecticut
- Terms in Connecticut glossary are consistent with Friedman's RBA approach
- Provides everyone in Connecticut -- executive branch, legislative branch, and communities -- with a common language and the ability to understand each other

POPULATION ACCOUNTABILITY

For Whole Populations in a Geographic Area

Results

- Results (population results or quality of life results) are conditions of well-being for children, adults, families or communities, stated in plain English (or plain Spanish, or plain Korean...).
- They are things that voters and taxpayers can understand. They are not about programs or agencies or government jargon. Results include: "healthy children, children ready for school, children succeeding in school, children staying out of trouble, strong families, elders living with dignity in setting they prefer, safe communities, a healthy clean environment, a prosperous economy."
- Definition: A condition of well-being for people in a place, stated as desired result. "All _____ in _____ _____." e.g. All children in Connecticut born healthy and developmentally on target from Birth to 3" or "A clean and healthy Long Island Sound for Connecticut's residents" or "All Connecticut citizens secure and free from crime."

Results

Population
+
Geographic Area
+
Condition of Well Being
=
Result

Connecticut Early Childhood Result Statements

- Ready By Five, Fine By Nine
- Goal 1: All Children Healthy and Ready For School Success at Entry To Kindergarten
- Goal 2: All Children Healthy and Achieving School Success By Age 9
- All Infants and Very Young Children Achieve Optimal Health and Development In Safe, Nurturing Families and Environments

Result Statements Developed by Non-profits and Funders

- Connecticut children of all races and income levels are ready for school by age five and are successful learners by age nine
- Families and individuals live in stable, affordable housing
- All Connecticut residents are healthy throughout their lives
- All children and youth in Connecticut become resilient, empowered, productive and engaged citizens
- All Capital Region adults are self-sufficient
- All Capital Region residents enjoy a healthy economy

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 result? Does the indicator bring along the data HERD?
Data Power	Quality data available on a timely basis.

Communication Power

- Does the indicator communicate to a broad range of audiences?
  - Public square test: If you briefly describe the indicator and give your fellow citizens the data (e.g., less than 60% of third graders are reading at grade level), they would understand the indicator and its importance to the result
  - Elevator test: If you are in the elevator with a legislator and have that short ride to make the point, the indicator will quickly highlight an important issue associated with the result
- Communication power means that the data must be simply stated, clear, and understandable to diverse audiences.

Proxy Power

- Does the indicator say something of central importance about the result or is it peripheral?
- Does this measure capture an important aspect of the result? Does it really get to the heart of the matter in a technical sense?
- Indicators run in herds. If one indicator is going in the right direction, often others are as well. You do not need a dozen indicators telling you the same thing

Data Power

- Do we have quality data on a timely basis? We need data which is reliable and consistent. And we need timely data so we can see progress - or the lack thereof - on a regular basis.
- Problems with data availability, quality or timeliness can be addressed as part of the data development agenda.

Choosing Indicators

Worksheet

Outcome or Result_____Safe Community____

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

Data Development Agenda

Three Part Indicator List for each Result

Part 1: Primary Indicators

- 2 or 3 or 4 "Headline" Indicators
- What this result "means" to the community
- Meets the Public Square Test

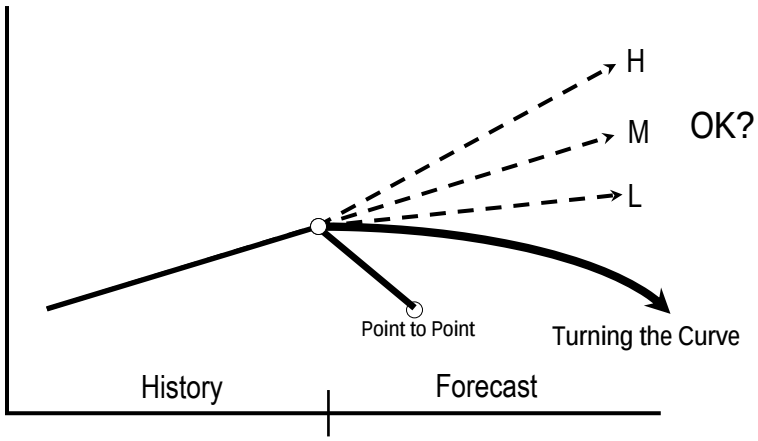
Part 2: Secondary Indicators

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

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

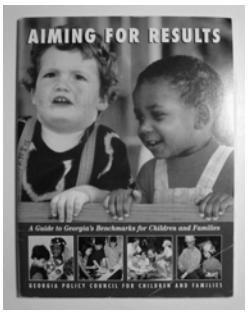
Caution

- Data are not the same as reality. Think of a leaking roof. No water in the bucket under the leak does not prove that the roof is fixed. In fact, the ceiling may be about to come down.
- Data are a proxy for the condition of well-being we want. Our result is not a dry bucket; it is a fixed roof and a dry house.
- The better the proxy, the closer to reality we get. Having more than one indicator increases the chance that we have actually captured reality.
- The rating of headline indicators is not the last word. You must look at the identified indicators and see if, as a whole, they encompass the important dimensions of the result statement.
- Iteration is central to RBA. The indicators may cause you to go back and tweak the result statement.

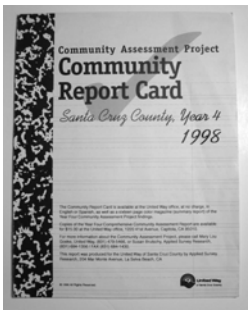
The 7 Population Accountability Questions

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?

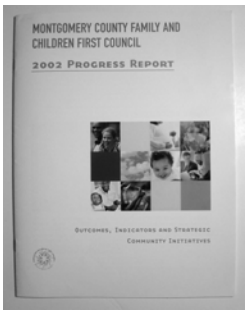
REPORT CARDS



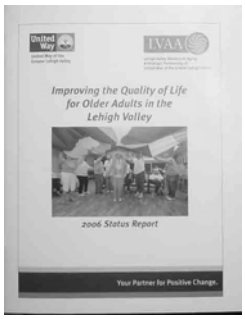
Georgia



Santa Cruz, CA



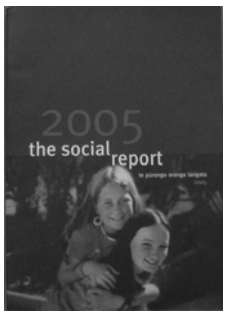
Dayton, OH



Lehigh Valley, PA

REPORT CARDS

Country

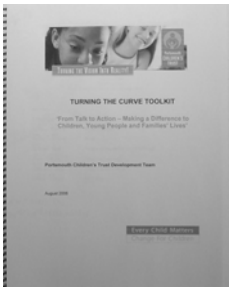


New Zealand

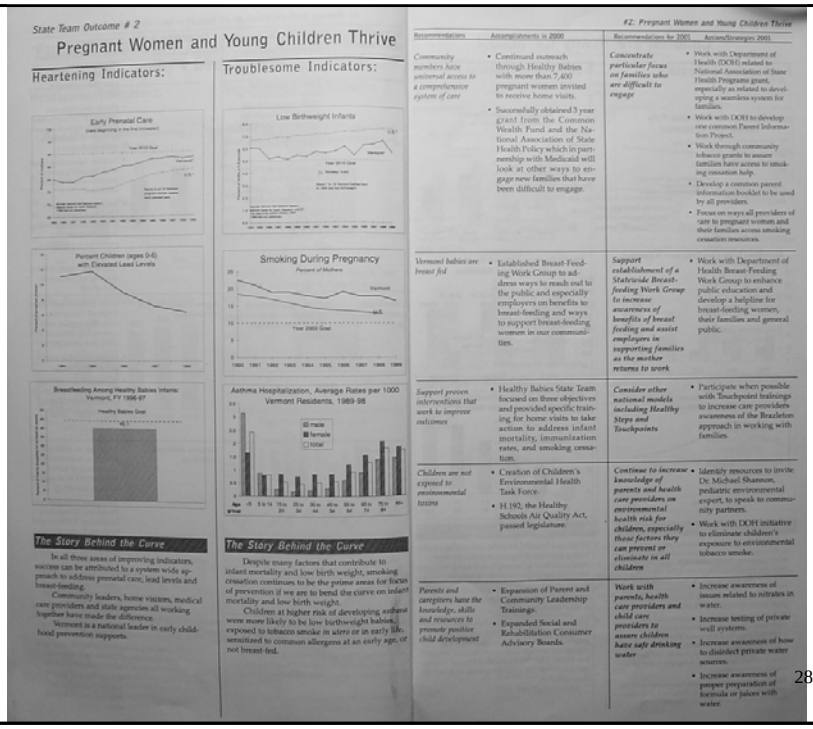
Neighborhood

Kruidenbuurt
Tilburg,
Netherlands

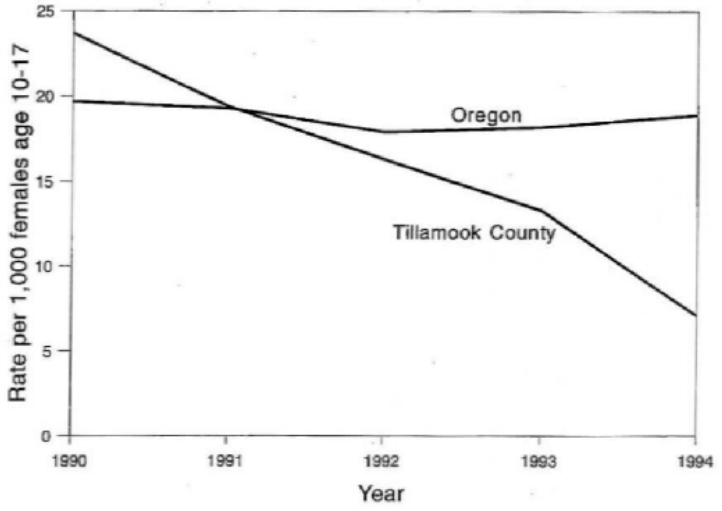
City



Portsmouth, UK

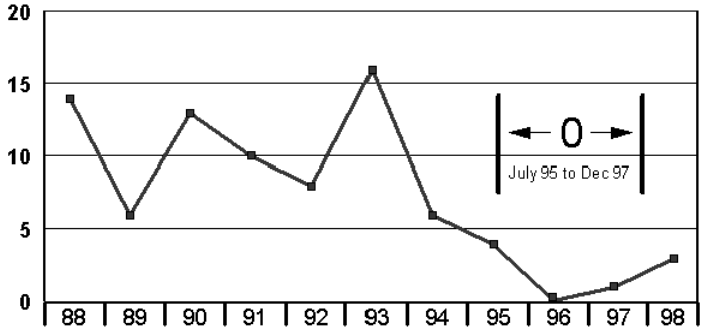


Teen Pregnancy Rates, 1990-1994



Source: Oregon Health Division, Center for Health Statistics

Boston Juvenile Homicides
1988 to 1998



Note: Juvenile is less than age 17.

Data Source: Boston Police Department

Population versus Program Accountability

Population Accountability

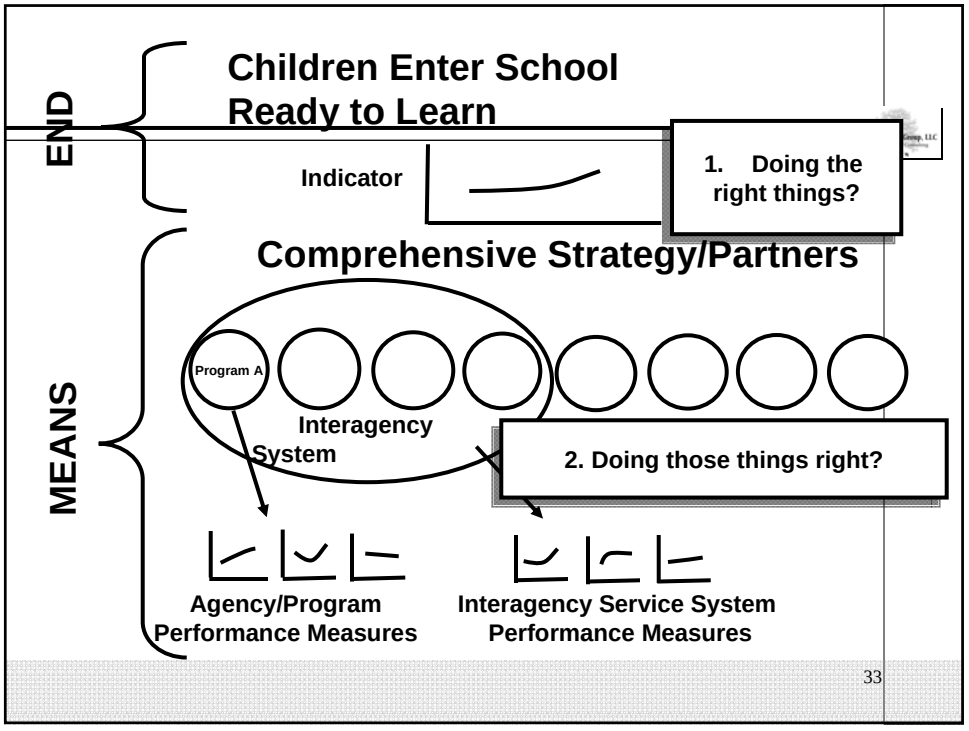
- About the well being of entire populations, like all young children in Waterbury
- Not about any program or service system

Performance Accountability

- About the well being of client populations only
- Applies to programs, agencies, or service systems

Population versus Performance Accountability

- At the population level, we ask what strategies (collections of activities or services) we want to buy to achieve our quality of life result
- At the program level, once we have decided to buy a particular program or service, we want to know how well it is being implemented and whether anyone is better off



33

Program Performance Measures

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

34

Program Performance Measures

	Quantity	Quality
Effort	How much did we do?	How well did we do it?
Effect	Is anyone better off? #	%

Education

	Quantity	Quality
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 high school graduates	Percent of high school graduates

Health Practice

	Quantity	Quality
Effort	How much did we do? Number of patients treated	How well did we do it? Percent of patients treated in less than 1 hour
Effect	Is anyone better off? Incidence of preventable disease (in the practice)	Is anyone better off? Rate of preventable disease (in the practice)

Drug/Alcohol Treatment Program

How much did we do?	How well did we do it?
Number of persons treated	Unit cost of treatment
Is anyone better off?	
Number of clients off alcohol/drugs	Percent of clients off alcohol/drugs -at exit -12 months post-exit

What Quadrant?

- % participants who got jobs
- staff turnover rate
- # participants who got jobs
- % of children reading at grade level
- cost per unit of service
- # applications processed
- % patients who fully recover

What Quadrant?

- % of customers satisfied with outcome of service (from survey)
- % of customers satisfied with service quality (from survey)
- % of applications processed within 2 working days
- # on waiting list
- % of teachers with certification

All Data Have Two Incarnations

Lay Definition	Technical Definition

HS Graduation Rate
- % enrolled June 1 who graduate June 15
- % enrolled Sept 30 who graduate June 15
- % enrolled 9th grade who graduate in 12th grade

Separating the Wheat from the Chaff

Types of Measures Found in Each Quadrant

How much did we do?	How well did we do it?
# Clients/customers served # Activities (by type of activity) →	% Common measures (e.g. client staff ratio, workload ratio, staff turnover rate, staff morale, % staff fully trained, % clients seen in their own language, worker safety, unit cost) % Activity-specific measures (e.g. % timely, % clients completing activity, % correct and complete, % meeting standard)
Is anyone better off?	
# # # # Point in Time vs. Point to Point Improvement	% Skills / Knowledge (e.g. parenting skills) % Attitude / Opinion (e.g. toward drugs) % Behavior (e.g.school attendance) % Circumstance (e.g. working, in stable housing)

Selecting Headline Performance Measures

How much did we do?

Clients/customers served

Activities
(by type of activity)

Selecting Headline Performance Measures

How well did we do it?

% Common measures

e.g. workload ratio, staff turnover rate, % staff fully trained, unit cost

% Activity-specific measures

e.g. % timely intakes, % accreditation standards met

Selecting Headline Performance Measures

Is anyone better off?

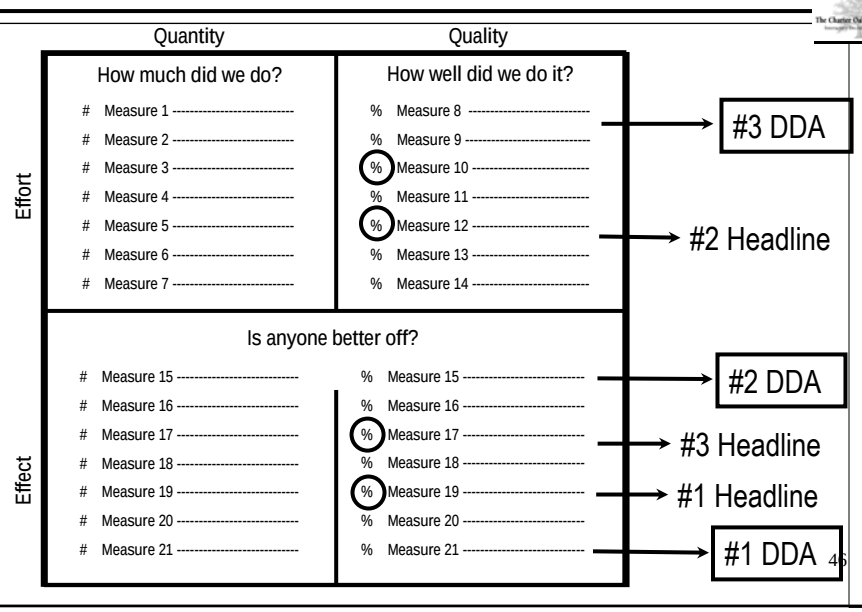
#/% Skills / Knowledge
(e.g. cognitive, social, physical)

#/% Attitude
(e.g. toward language, parenting)

#/% Behavior
(e.g. reading to child at home)

#/% Circumstances
(e.g. child care, transportation)

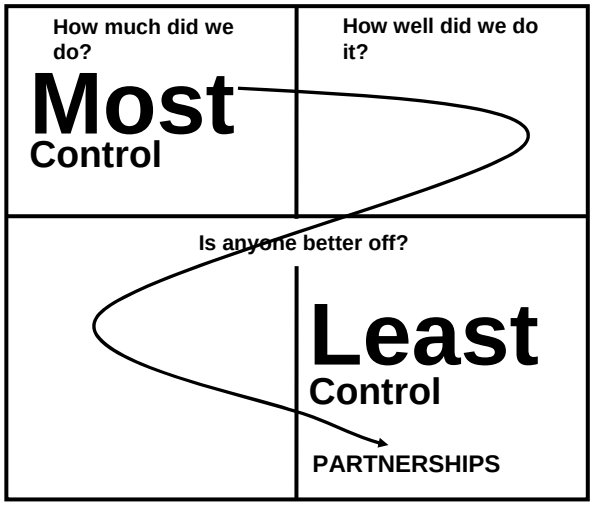
Choosing Headline Measures and the Data Development Agenda



Not All Performance Measures Are Created Equal

How much did we do?	How well did we do it?
Least Important	
Is anyone better off?	**Most** Important

The Matter of Control



Performance Accountability

For Programs, Agencies and Service Systems

1. Who are our customers?
2. How can we measure if our customers are better off? —— LR
3. How can we measure if we are delivering service well? —— UR
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

Program Report Card: Recycling in Connecticut, CT DEP

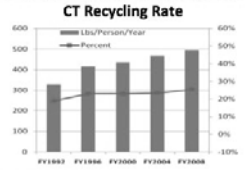
Quality of Life Result: All Connecticut residents live in a "clean and wholesome" environment in which natural resources are conserved and protected.

Contribution to Result: Waste minimization and prevention programs (source reduction, materials reuse, recycling, composting) optimize the percentage of solid wastes diverted from disposal, thereby minimizing the volume of waste burned or disposed. This saves energy, prevents greenhouse gases, conserves natural resources, saves landfill space, reduces pollutants and toxicity, and lowers the potential for degradation of air and water. *Less waste means less waste problems and a better environment.*

Partners: Municipalities, CRRA, regional resources recovery and solid waste authorities, DECD, OPM, CT General Assembly, regional solid waste and recycling operating committees, academic institutions, environmental advocacy groups, property tax reform advocates.

Performance Measure 1: **STATEWIDE RECYCLING RATE**

CT Recycling Rate

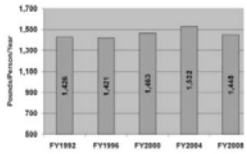


Story behind the baseline:
Mandatory recycling was put into place in 1989 to decrease the amount of waste disposed. CGS 22a-220(f) set a 40% recycling goal for the year 2000. While total tons have risen, the percent of Municipal Solid Waste ("MSW") recycled has stalled at 25% due to an overall increase in waste generation and disposal. This trend could require public expenditures for additional disposal capacity. Locating, permitting, and building new RRFs and landfills is a costly and time-consuming process. If all municipalities reached 40% recycling, the cost savings would be about $35 million dollars statewide in avoided disposal fees.

Proposed actions to turn the curve: Ensure partners' actions conform to state solid waste management plan; Focus on municipal compliance; support legislation to improve recycling of certain wastes; target enforcement in key sectors; improve collectors' registrations and ensure collectors act on their enforcement role.

Performance Measure 2: **PER CAPITA DISPOSAL RATE**

Pounds/Person/Year MSW Disposed



Story behind the baseline: Data in chart includes residential and commercial waste. DEP estimates each CT person annually accounts for 900 lbs residential MSW. US EPA estimates that 500 pounds residential MSW per person annually is a sustainable disposal rate. The general lack of an economic signal at the individual level on the costs of disposal results in a failure to properly value recycling. Statewide education is limited due to the variety of collection services and recycling practices resulting from municipal, rather than regional, control of solid waste management.

Proposed actions to turn the curve:
DEP will improve data reporting and post data on website to aid municipalities in measuring their progress toward the goal. Recognize exemplary municipal recycling rates. Encourage collectors and municipalities to use unit-based pricing for solid waste disposal to change how residents value recycling. Encourage partners to act regionally.

Performance Measure 3: **CLOSING THE GAPS IN INFRASTRUCTURE PERMITTED CAPACITY**

Recycling Infrastructure

Waste type	Permitted facilities (#)	Capacity meeting current need (%)
Bottles, cans, paper	6+	100%
Food Waste	1	10%
Electronics	6	varying
Soil	0	marginal

Story behind the baseline: Current infrastructure has sufficient capacity to process current tonnages of commodity recyclables [paper, bottles, cans]. Infrastructure is lacking for processing certain significant sectors such as electronics, food waste, other organics, and soil] and for marketing and using processed recyclables. CT food waste is 13% of all waste disposed or 331,468 tons annually. There is one permitted food waste recycler in CT.

Proposed actions to turn the curve: Prioritize permit applications that close the capacity gap in specific sectors. Revise regulations to clarify reuse of soils and construction materials. Focus on permitting of collectors, processors, and waste streams with lagging recycling rates. Encourage partners to invest in making home composting units widely available. Ensure partners assist in development of industries, technologies, and commercial enterprises within the state that are based upon recycling, reuse, treatment, or processing of solid waste. Ensure partners encourage private investment in local recycled materials industries and marketing as part of green jobs promotion.

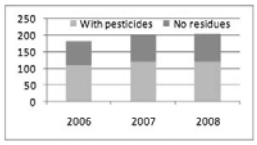
The Connecticut Agricultural Experiment Station Program Report Card: Crop Quality and Food Safety

Quality of Life Result: All Connecticut residents have access to safe products and safe, locally-grown, high-quality food.

Contribution to Result: By conducting research on new crops for our farmers and testing for pesticides and other contaminants, we provide new locally grown crops for our farmers and farmers' markets, help preserve farmland, and reduce exposure to unwanted chemicals in our food. Results are disseminated to state residents and the scientific community through publications and talks.

Partners: CT Depts. of Agriculture, Consumer Protection, and Public Health; US FDA, USDA, US EPA; CT farmers and markets; food banks.

Performance Measure 1: Reduce exposure of CT residents to food and other products containing pesticides or other unwanted chemicals.



Story behind the baseline: With increased commerce from foreign countries and with our domestic, large-scale food processing, there is greater potential for product contamination. Sometimes foods and other products contained unwanted chemicals, such as pesticide residues. For example, pomegranate juice contained benomyl and was recalled. Other discoveries include detection of lead paint in toys (2 recalls), sanitizer fluids in CT milk (analyzed within 4 hours of receiving samples), melamine in dog food and wafer rolls (2 recalls), and ethylene glycol in toothpaste and fruit punch. Our tests resulted in 3 national recalls in 2008. These regulatory actions ensure consumer access to safe foods and other products.

Proposed actions to turn the curve: Pesticide extraction and analyses generally take about 4 days. New methods will be developed to detect lower amounts of pesticides more efficiently and to more quickly remove unsafe foods and other products from commerce. Further staff reductions or program cuts will greatly impede work output.

Performance Measure 2: Develop new crops for CT farmers that offer fresh and nutritional food for CT residents.

Number of new crops and cultivars evaluated.

Year	# Crops Evaluated	# Cultivars Evaluated
2006	8	96
2007	9	93
2008	10	106

Story behind the baseline: There is increased public interest in growing new specialty crops with little or no pesticides. Cultivars (varieties) of fruits and vegetables and different cultural methods have been field-tested. Recently, different crops, such as Chinese cabbage, were high yielding and could be grown in CT with little or no pesticides. Yields averaged about 17.5 tons/acre. At a retail price of about $0.99 per pound, there is a potential crop value of about $38,400 per acre. Farmers are including this crop in their farm operations; 24 CT farmers are growing 9 specialty crops with low-cost cultural methods. At fruit growers' requests, beach plums were evaluated at our farms for CT production. With an expected value of $52,270 per acre, two of CT's largest commercial orchards now include beach plums, which are in consumer demand and can be made into a premium jelly.

Proposed actions to turn the curve: New information on crop programs will be transferred to farmers at grower meetings. A brochure was mailed to 500 farmers on the new crops program, but additional lectures will be given to describe new study results.

Performance Measure 3: Improve soil quality and minimize the use of fertilizers on lawns and nursery stock.

Total soil tests performed.

Year	# Soil Tests
2006	10,018
2007	10,377
2008	11,699

Story behind the baseline: Fertilizers are used extensively by homeowners, landscapers, golf course managers, and farmers. In many cases, these chemicals are applied without knowledge of soil quality. This practice can lead to polluted surface and groundwater, thereby encouraging rapid growth of algae and invasive aquatic plants. People who own or rent lake-front properties are concerned about reduced water quality. A benefit of testing soil samples is less fertilizer leaching into surface and ground water and less detrimental effects to Long Island Sound. Around 4-5% of soils tested do not need additional fertilizer, thus saving those homeowners $11,700 in fertilizer costs.

Proposed actions to turn the curve: Information will be included in soil-test reports to advise state residents on the proper use of fertilizers to prevent environmental contamination. Field studies have been designed to determine minimal amounts of fertilizers needed to reduce costs for proper Christmas tree growth in farms. Results will be transferred to growers at public meetings.

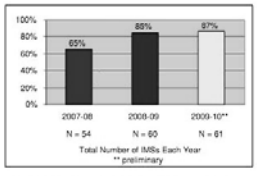
Program Report Card: Interdistrict Magnet School Program (Connecticut State Department of Education)

Quality of Life Result: All Connecticut students have a successful transition to adulthood, assume a contributing role in a world-class workforce, and become productive members of their community and society at large.

Contribution to Result: Interdistrict Magnet Schools (IMSs) are one of the public school choice options that are raising the educational attainment level of participating students throughout the state through high-quality, racially/economically integrated education. These schools directly provide educational choices that contribute to a more highly educated work force and reduce racial, ethnic and economic isolation. IMSs maximize the opportunity for each student to achieve his or her highest potential by offering challenging, relevant and rigorous curriculum and instruction. In addition, these programs provide a creative and flexible environment that values each student's unique abilities, talents, interests and learning styles. Greater student learning and engagement in school lead directly to a more prosperous adulthood with greater contributions to the economy and society.

Partners: Institutions of higher education, business and industry, theme-specific associations/groups, educational researchers and parents.

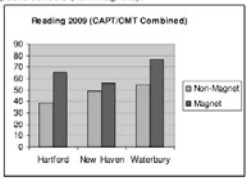
Performance Measure 1: Number and percentage of IMSs meeting statutory racial isolation target of at least 20% white students.



Story behind the baseline: The percentage of IMSs meeting the standard (at least 20% white) is continually growing, currently at 87%, up from 65% two years earlier. However, approximately 40% of the schools meeting the standard are only *marginally* above it, thus risking falling below the standard with only a slight shift in white student enrollment from year to year. Enhanced marketing, better recruitment strategies and the influence of specific requirements resulting from the *Sheff* decision (requiring Hartford-area IMSs to meet a specific student diversity standard) help explain the two-year improvement in this measure. The number of IMSs increased from 54 to 61 between 2007-08 and 2009-10.

Proposed actions to turn the curve: The Connecticut State Department of Education (CSDE) will build upon existing enrollment management plans (EMPs) in assisting IMSs that are below or marginally above the threshold with expanding and improving their recruitment strategies. An EMP is a school-level mechanism designed to ensure sufficient enrollment, equitable access, and that student systems to support success and retention are in place. Recruitment strategies may include greater interaction between IMS administrators and potential feeder school children and families, action videos, and other methods beyond program literature.

Performance Measure 2: Percentage of Hartford, New Haven and Waterbury resident students at or above proficiency in reading in both IMSs and the city public schools (non-magnets).



# of Students Tested in Reading (2009 CMT/ CAPT)

	Hartford	New Haven	Waterbury
Magnet	1955	2216	628
Non-magnet	7560	5443	7697

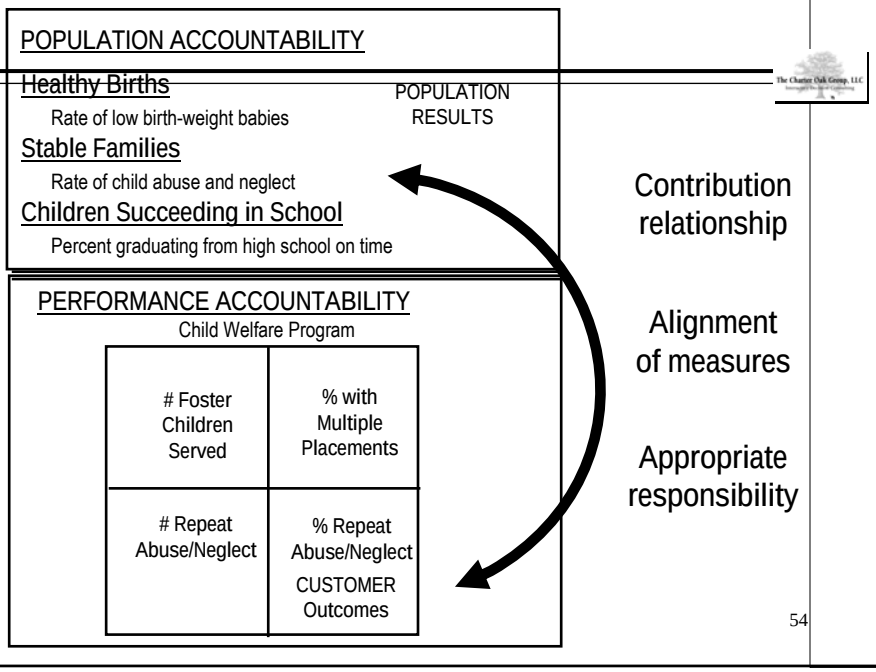
Note: These data reflect students in *tested* grades only. These three cities are chosen as they are the only urban areas with at least three IMSs serving significant numbers of city students from which to base valid comparisons.

Story behind the baseline: Resident students of urban centers who attend IMSs outperform students in the city public schools in reading. The distinction between magnet and non-magnet schools is nearly identical for mathematics. To control for differences in the baseline of students when they enter IMSs, an analysis of student academic *growth* between 2008 and 2009 yielded nearly identical results – IMS students grew at a greater rate than non-IMS students, and New Haven's IMS student growth lagged behind that of Hartford and Waterbury.

Beyond the reading data shown, a recent UCONN study of Hartford-area IMSs found a *statistically significant* positive impact of the IMS program on mathematics and reading achievement of urban middle and high school students. It is unclear if the difference in IMS student performance across cities is related to the number or percentage of city resident students attending IMSs.

How
Population
&
Performance Accountability
FIT TOGETHER

THE LINKAGE Between POPULATION and PERFORMANCE



THE LINKAGE Between POPULATION and PERFORMANCE

POPULATION ACCOUNTABILITY

POPULATION RESULTS

~~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

# persons receiving training	Unit cost per person trained
# who get living wage jobs	% who get living wage jobs

CUSTOMER Outcomes

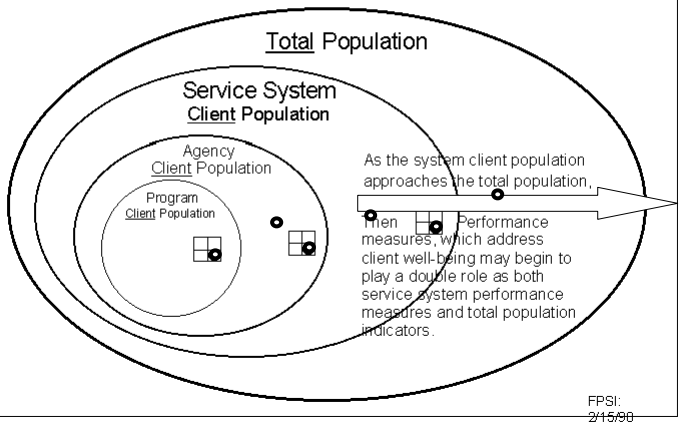
Contribution relationship

Alignment of measures

Appropriate responsibility

RBB201

An Advanced View of the Relationship Between Indicators and Performance Measures



FPSI: 2/15/98

Important Data Display Principles

- Show the data
- Engage the viewer in thinking about substance rather than about the method, graphic design, or technology used to produce the graphic display
- Avoid distorting what the data have to say
- Make large data sets coherent
  - Reveal data at several levels of detail, from a broad overview to a fine structure (drill-down approaches)
- Encourage the eyes to compare different pieces of data

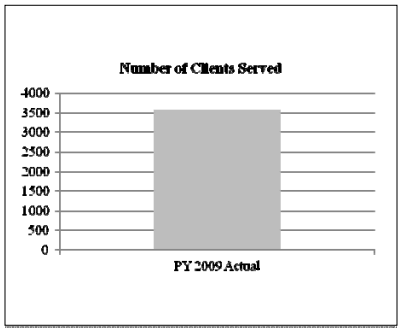
*Adapted from Tufte, 1982

Some Key Design Principles

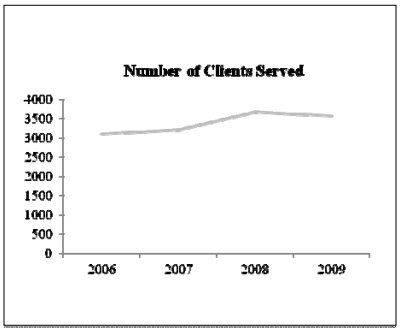
- Organization of indicator report should be driven by the audience and use of the report
- Level of detail should also vary based on audience and intended use of report. This includes:
  - How many and what kind of indicators to include
  - What kinds of comparisons to include
  - How much detail is directly accessible in the report
- Don't bury people in data. The concept of headline indicators and performance measures is crucial

Report the Trend, Not a Data Point

NO

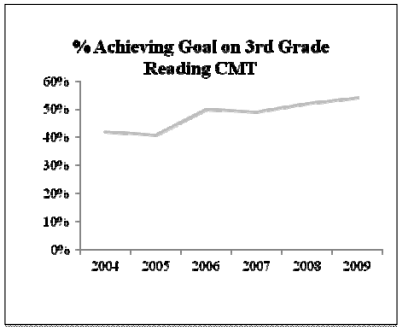


YES

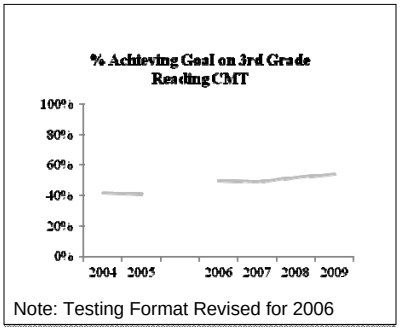


Note Any Changes in Data Reporting

NO



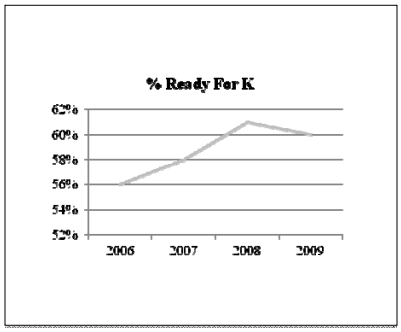
YES



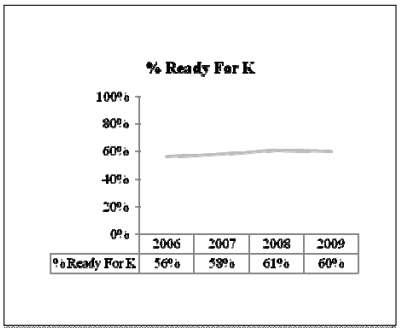
Note: Testing Format Revised for 2006

Use 0-100 Scale Whenever Possible

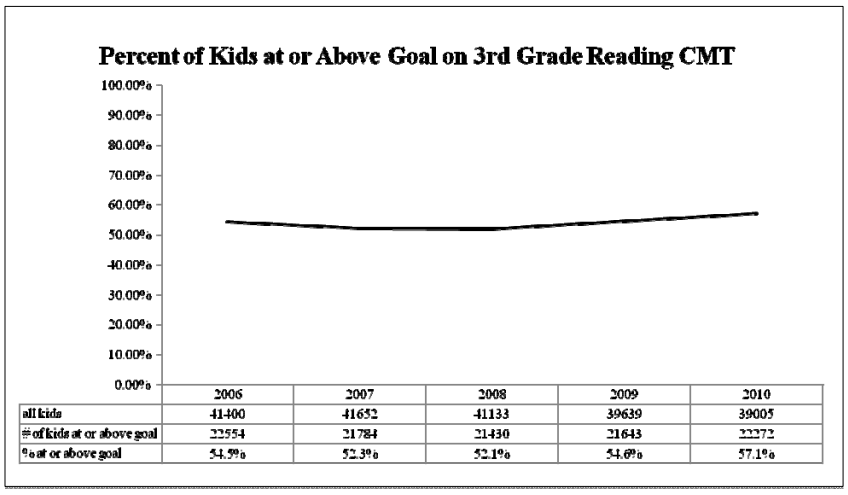
NO



YES



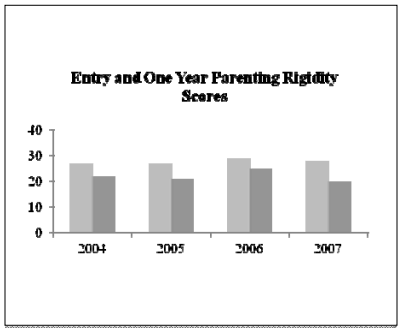
Use Chart/Table Combination



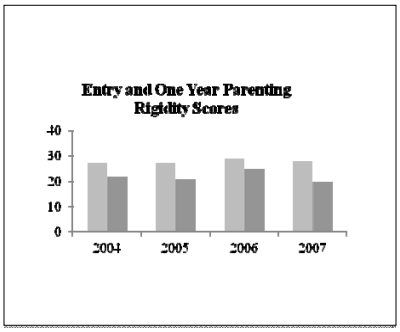
	2006	2007	2008	2009	2010
all kids	41400	41652	41133	39639	39005
# of kids at or above goal	22554	21784	21430	21643	22272
% at or above goal	54.5%	52.3%	52.1%	54.6%	57.1%

Always Tell The Story With The Data

NO



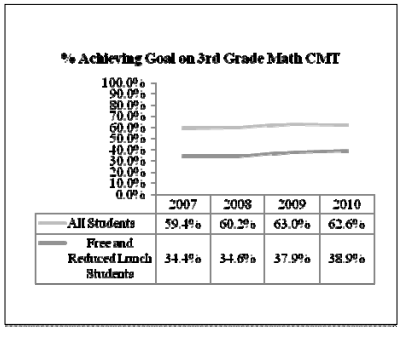
YES



Story behind the Baseline: This measure shows program entry and one year follow-up scores on a parental rigidity assessment. Parental rigidity is predictive of a number of negative parenting behaviors , including abuse. The trend shows consistently lower (better) scores after participation in the program.

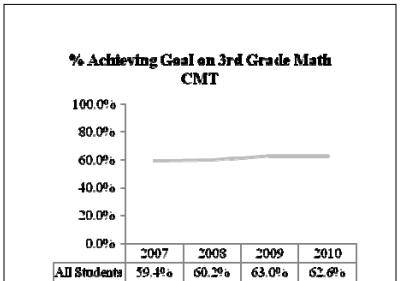
Display Important Disaggregations

If you know this…



	2007	2008	2009	2010
All Students	59.4%	60.2%	63.0%	62.6%
Free and Reduced Lunch Students	34.4%	34.6%	37.9%	38.9%

Don't just show this…



	2007	2008	2009	2010
All Students	59.4%	60.2%	63.0%	62.6%

Other Critical Comparisons

- To a standard or expectation
- To a previous point in time
- To another place or group of places
- To similar, but not exactly the same, programs

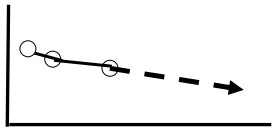
The Power of RBA Thinking: Turning the Curve

Turn-the-Curve Thinking™: Talk to Action

Result or Program:

How are we doing?

Data Baseline



Why?

Story behind the baseline

Help?

Partners *(with a role to play in turning the curve)*

Options?

What Works

Propose to do?

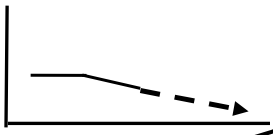
Strategy (w/ Budget)

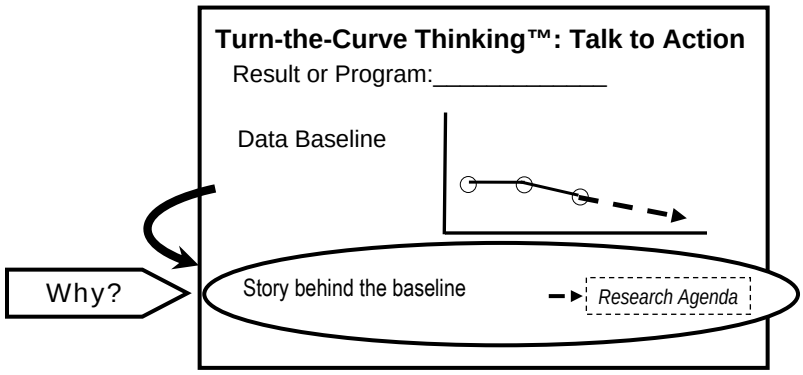
Turn-the-Curve Thinking™ Talk to Action

Result or Program:_____

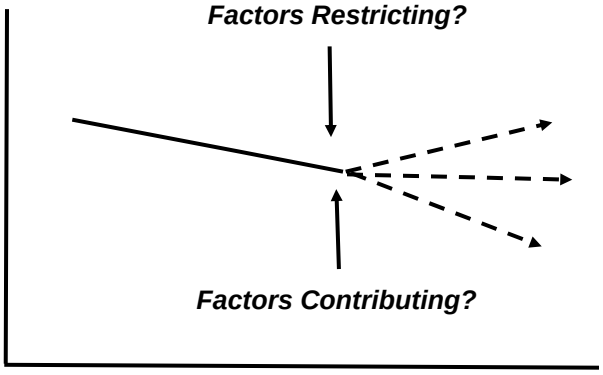
How are we doing?

Data Baseline





Force Field Analysis



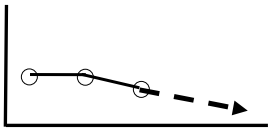
The Story Behind the Baseline

- ***Root Causes (ask "Why?" five times)***
- ***Positive and negative***
- ***Prioritize – which are the most important drivers of the baseline performance?***
- ***Research agenda?***

Turn-the-Curve Thinking™ Talk to Action

Result or Program:_____

Data
Baseline



Story behind the baseline

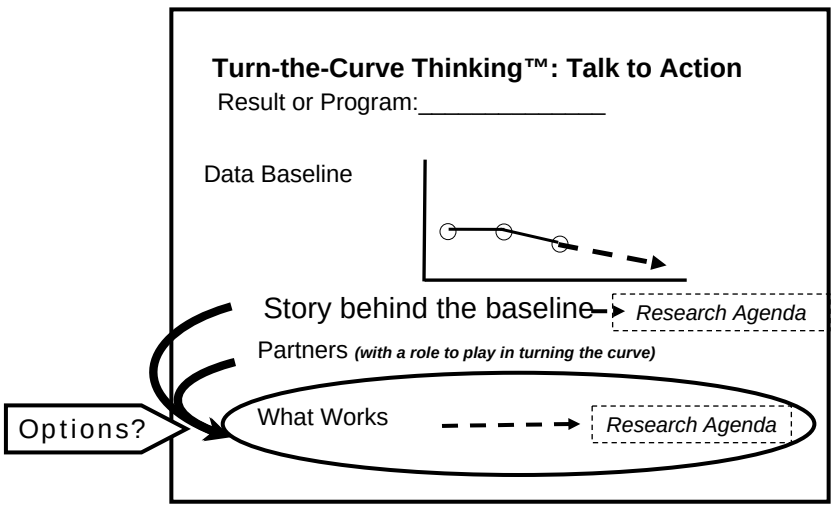
Research Agenda

Help?

Partners ***(with a role to play in turning the curve)***

Partners

- ***Who are partners who may have a role to play in turning the curve?***
- ***Does the story behind the curve suggest any new partners?***



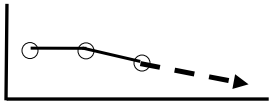
What Works

- ***Options for actions to "turn the curve"?***
- ***Research-based?***
- ***Low-cost/no-cost?***
- ***Off-the-wall ideas?***
- ***Research agenda?***

Turn-the-Curve Thinking™: Talk to Action

Result or Program: _____

Data Baseline



Story behind the baseline → *Research Agenda*

Partners ***(with a role to play in turning the curve)***

What Works → *Research Agenda*

Criteria: Leverage; Feasible; Specific; Values

Strategy

Propose to do?

Action Plan

- ***Leverage: will turn the curve of the baseline?***
- ***Feasible (a.k.a. "reach")?***
- ***Specific: who, what, when, where, how?***
- ***Consistent with values?***

Turn the Curve Exercise: Population Well-Being

5 min: Starting Points
- timekeeper and reporter
- two hats (yours plus partner's)

5 min: Baseline
- forecast: Where is the trend line going?
- turn the curve: Is forecast OK or not OK?

15 min: Story behind the baseline
- causes/forces at work
- information & research agenda part 1 - causes

25 min: What works? (What would it take?)
- what could work to do better
- each partner's contribution
- no-cost / low-cost ideas
- information & research agenda part 2 – what works

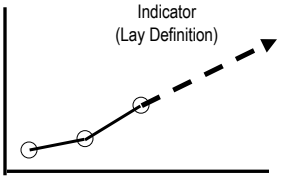
Two pointers to action

10 min: Report: Convert notes to one page

ONE PAGE Turn the Curve Report

Result: _____

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
4. ---------Off the Wall

Sharp Edges

How RBA Is Being Used in Connecticut

- Connecticut legislature
- State agencies
- Communities
- Non-profits
- Funders

The Charter Oak Group, LLC
Interactive Decision Consulting

IN CLOSING

"If you do what you always did…

you will get
what you always got."

Kenneth W. Jenkins
President, Yonkers NY NAACP

Never Be Afraid To Try Something New.

Remember…

A lone amateur
built the Ark.

A large group of professionals
built the Titanic.

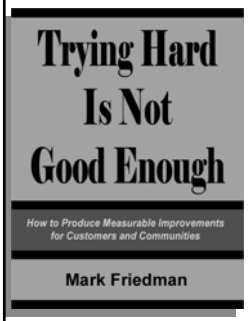
— Dave Barry

Results-Based Accountability™

Mark Friedman

Fiscal Policy Studies Institute

Santa Fe, New Mexico

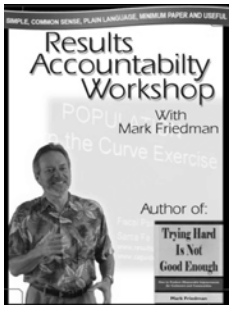


WEBSITES

www.resultsaccountability.com

www.raguide.org

Book - DVD Orders
amazon.com
resultsleadership.org



Thank You

Barry Goff
bgoff@charteroakgroup.com
(860) 659-8743

Bennett Pudlin
bpudlin@charteroakgroup.com
(860) 324-3555

Ron Schack
rschack@charteroakgroup.com
(860) 478-7847

www.charteroakgroup.com