

Results Based Accountability and Strategic Business Planning

Presented to USCM

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What is Results-Based Accountability™ (RBA)?

RBA is a public accountability framework developed by Mark Friedman that:

- Identifies the quality of life results that we are collectively trying to achieve for the community
- Links strategies (as expressed by programs, agency activities, statutes, policies, regulations, etc) to these quality of life results
- Provides an approach to measuring programs along three key dimensions:
 - How much activity or service is provided
 - How well the program or service is operated/managed
 - Whether anyone is better off as result of the activity, service, or program
- Allows for the introduction of this information on programs into the budget decision process
- Identifies current and potential partnerships in contributing to these quality of life results



What Makes RBA Different?

- Many aspects of RBA build on a long tradition of evaluation and performance measurement work. However, RBA makes some important distinctions:
- ***Emphasis on Quality of Life Results.***
 - RBA emphasizes determining the extent to which we, collectively (residents, state agencies, municipalities, non-profit organizations, foundations, business, etc.) are achieving the quality of life results (ends) we are trying to achieve.
 - We make that determination without regard to the particular means (programs and services) we are currently using in attempting to achieve those ends.
- ***Use of Indicators.***
 - Indicators are measures that show the extent to which we collectively are achieving particular quality of life results.



What Makes RBA Different? (Continued)

- ***Population vs. Performance Accountability.***
 - Population accountability is about the well being of whole populations, like all residents of the state of CT.
 - Performance accountability is about the well-being of client populations, like all those served by a particular program.
 - It is confusion about these kinds of accountability that has hampered progress on a common sense and useful approach to public accountability.
- ***Emphasis on Whether Anyone Is Better Off.***
 - Government agencies, in particular are used to counting things and reporting the scale and scope of their activities.
 - While RBA allows for this, it demands that programs also provide information on whether recipients of services are better off as a result of those services.
- ***Emphasis on the Role of Partners.***
- ***Emphasis on Low-cost/No-cost and Doing The Least Harm.***



RBA at the Connecticut Legislature

- RBA has been piloted by the Appropriations committee for the past 6 years.
 - This year, 43 agencies were asked to develop a report card for program selected by the relevant sub-committee of Appropriations.
 - The programs were, generally, selected because they had a substantial impact on the budget, or were one of the agency's largest or high-profile programs.
 - These programs were the focus of the forums held in December of 2010.
 - In addition, agencies that had prepared report cards for programs in 2009 were asked to refresh these report cards with the most recent data available, and make any other changes that were appropriate.
- This year we moved from pilot to full implementation.
 - That means that beyond the report cards mentioned above, RBA questions served as the foundation of the budget hearings.
- Check out: <http://www.cga.ct.gov/app/rba/>



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



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



Result Statements Developed by CT 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



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?

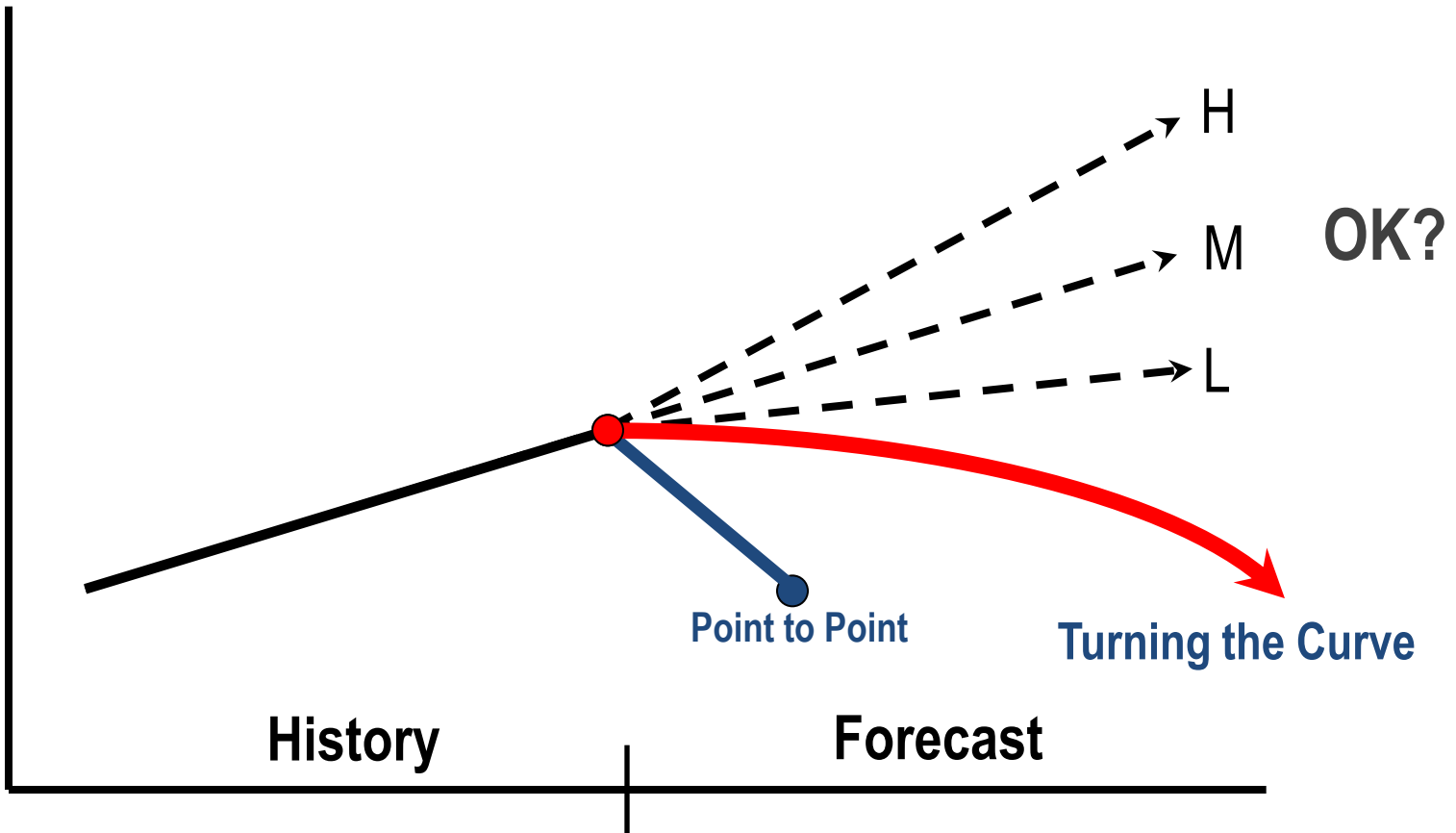


6. What works to do better, including no-cost and low-cost ideas?



7. What do we propose to do?

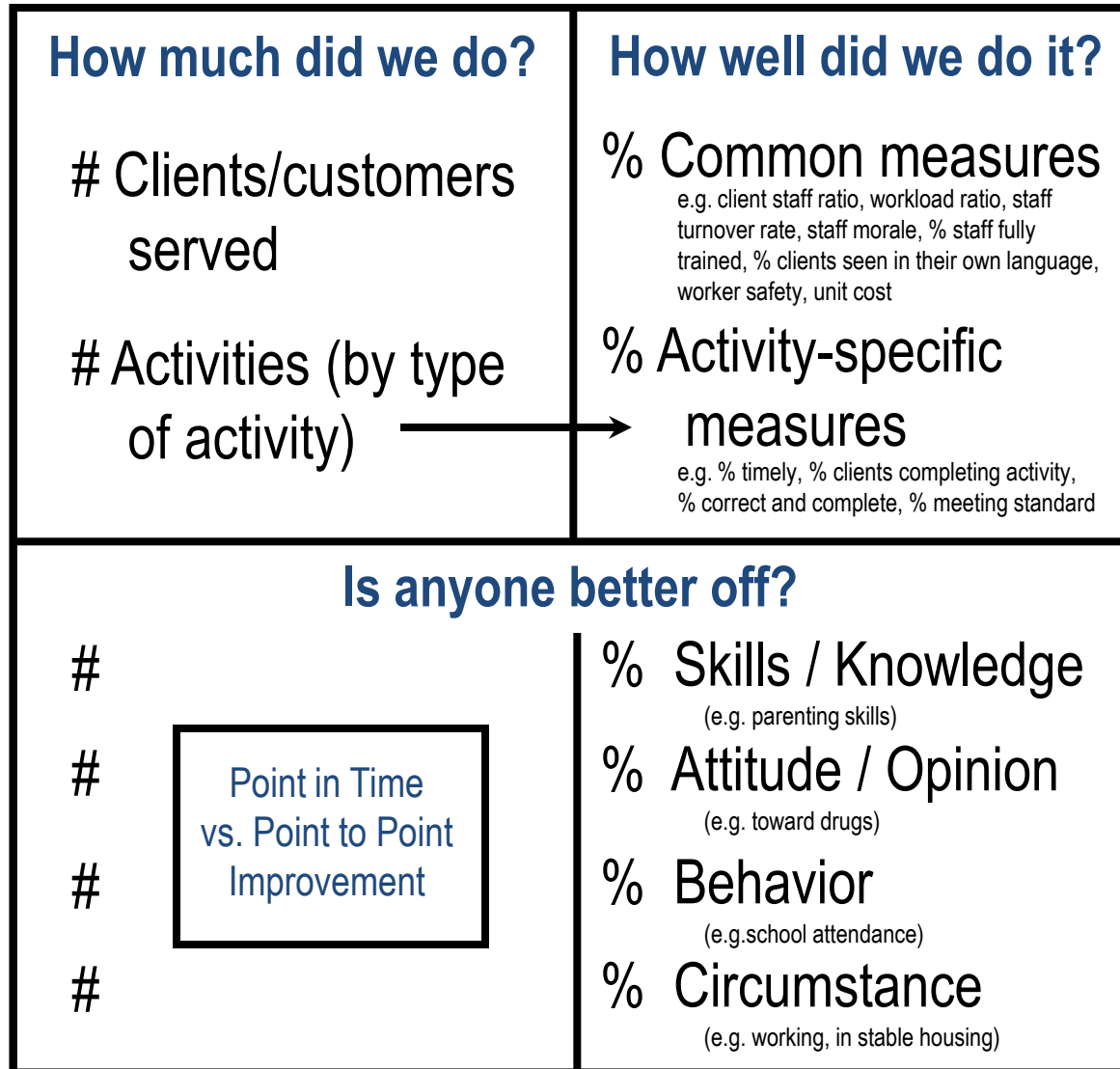
The Matter of Baselines



Baselines have two parts: history and forecast


Separating the Wheat from the Chaff

Types of Measures Found in Each Quadrant




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



THE LINKAGE Between POPULATION and PERFORMANCE

POPULATION ACCOUNTABILITY

Healthy Births

Rate of low birth-weight babies

Stable Families

Rate of child abuse and neglect

Children Succeeding in School

Percent graduating from high school on time

POPULATION
RESULTS

Contribution
relationship

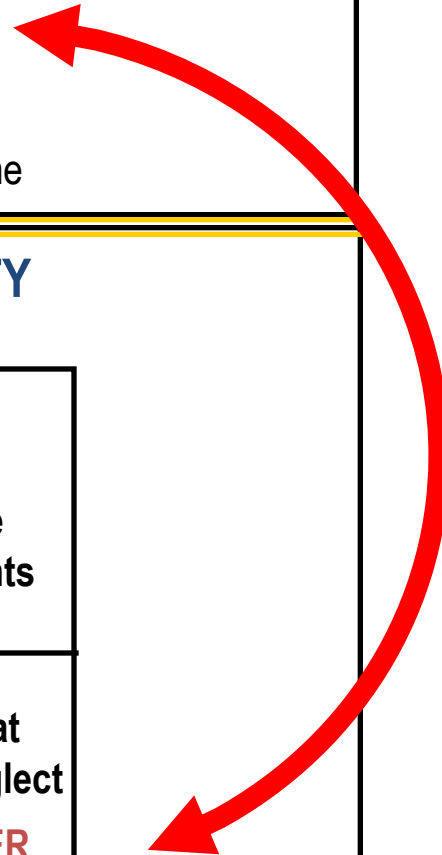
PERFORMANCE ACCOUNTABILITY

Child Welfare Program

# Foster Children Served	% with Multiple Placements
# Repeat Abuse/Neglect	% Repeat Abuse/Neglect CUSTOMER OUTCOMES

Alignment
of measures

Appropriate
responsibility



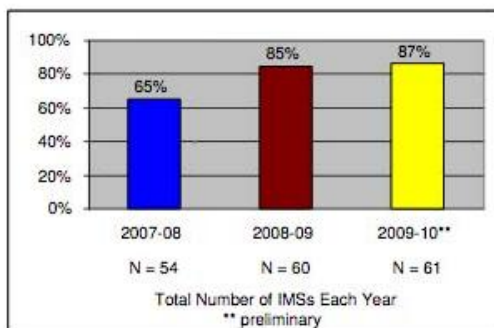
Program Report Card: Interdistrict Magnet School Program (Connecticut State Department of Education)

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 (IMs) 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. IMs 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.

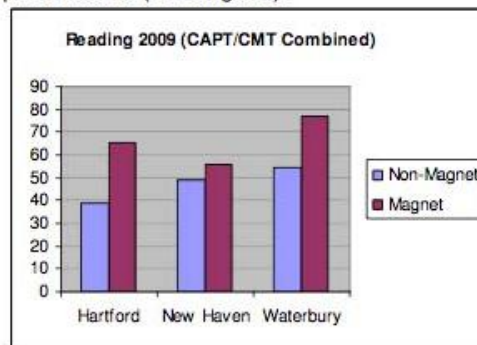
Performance Measure 1: Number and percentage of IMs meeting statutory racial isolation target of at least 20% white students.



Story behind the baseline: The percentage of IMs 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 IMs to meet a specific student diversity standard) help explain the two-year improvement in this measure. The number of IMs 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 IMs 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 IM 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 IMs 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 IMs serving significant numbers of city students from which to base valid comparisons.

Story behind the baseline: Resident students of urban centers who attend IMs 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 IMs, an analysis of student academic *growth* between 2008 and 2009 yielded nearly identical results – IM students grew at a greater rate than non-IM students, and New Haven's IM student growth lagged behind that of Hartford and Waterbury.

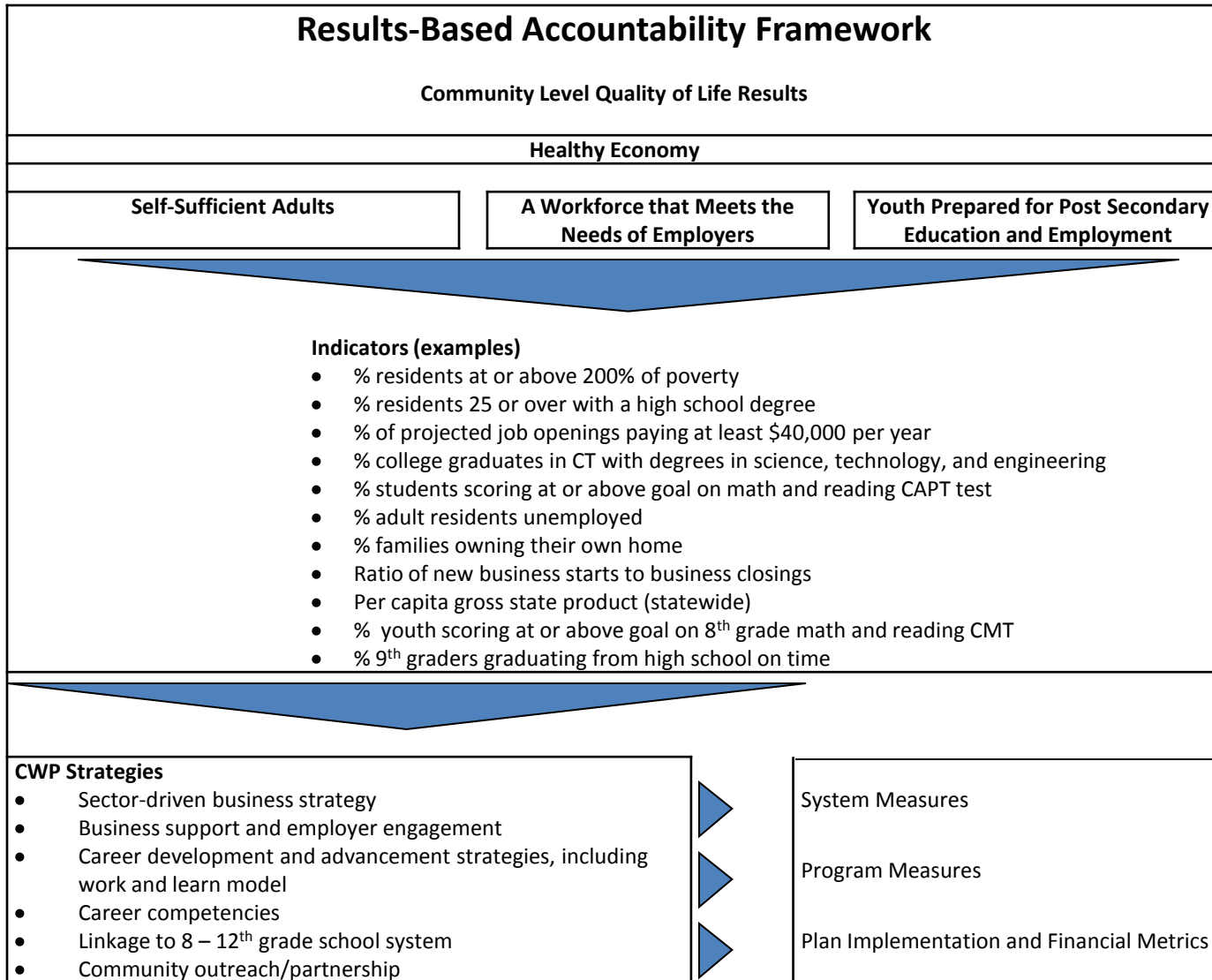
Beyond the reading data shown, a recent UCONN study of Hartford-area IMs found a *statistically significant* positive impact of the IM program on mathematics and reading achievement of urban middle and high school students. It is unclear if the difference in IM student performance across cities is related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

Capital Workforce Partners Integration of RBA into Business Planning

Framework



RBA Framework



RBA Rationale

1. CWP has developed a Results Based Accountability (RBA) model. CWP embraced it within the organization several years ago.
 - RBA: Is an approach to measurement that puts the focus on the ends – the quality of life results for a community.
 - Looks at the end rather than the means – the output of a program or system.
2. By achieving its strategic and operating goals, we will be able to make a stronger impact on positive achievements towards our RBA indicator goals by helping to produce:
 - Healthy economy
 - Self-sufficient adults
 - A workforce that meets the needs of employers
 - Youth prepared for post-secondary education and employment



RBA Rationale

3. In order to achieve these outcomes, CWP has adopted six key strategies:
 - Sector-driven business strategy
 - Business support and employer engagement
 - Career development and advancement strategies, including work and learn model
 - Career competencies
 - Linkage to 8 – 12th grade school system
 - Community outreach/partnership



CWP and Community Organizational Goals: Results We Want to Achieve

The following goals are those CWP wants to contribute to at the community/population level. By following its strategies and delivering on its actions, CWP will make a positive impact on improving the associated indicators at the community/population level.

	<i>Goals where CWP has a direct impact</i>
	<i>Goals where CWP has an indirect impact</i>
	<i>Indicators are those which CWP works toward in its day-to-day operations and programs</i>

Healthy Economy - Community Level Indicators:	
% adult residents unemployed	% families owning their own home
Ratio of new business starts to business closings	Per capita gross state product (statewide)



Self Sufficient Adults

Community Level Indicators:

% residents at or above 200% of poverty

% residents 25 or over with a high school degree

% of projected job openings paying at least \$40,000 per year

Workforce Employers Need to be Competitive

Community Level Indicators:

% college graduates in CT with degrees in science, technology, and engineering

% students scoring at or above goal on math and reading CAPT test

Youth Prepared for Employment and Post Secondary Education

Community Level Indicators:

% youth scoring at or above goal on 8th grade math and reading CMT

% 9th graders graduating from high school on time

The following strategies drive delivery of CWP programs and services to achieve the desired community level goals.

- *Sector-driven business strategy*
- *Business support and employer engagement*
- *Career development and advancement strategies, including the work and learn model*
- *Career competencies*
- *Linkage with 8th-12th grade school*
- *Community Outreach/Partnership*

CWP Strategies

- ***Sector-driven business strategy***
 - Need for market intelligence to focus training efforts on developing skills for occupations in demand in sectors with the most job growth, i.e., Green Construction/Technology, Advanced Manufacturing, Allied Health, and emerging sectors.
- ***Business support and employer engagement***
 - CWP activities need to be consistent with and meet the needs of business, while developing partnerships with employers and economic development entities to create more focused training opportunities to support job creation.
- ***Career development and advancement strategies***
 - Including the work and learn model - It is not enough to place people in jobs. Instead, there should be a focus on skill development and helping people find career pathways which will lead to better wages and self sufficiency. the work and learn model is one approach to developing skills while obtaining work experience.



CWP Strategies

- ***Career competencies***
 - Career competencies are employer-identified competencies that workers need.
 - The system for developing these competencies (basic skills, prevocational, and vocational) better prepares workers and provides business with workers who have the work-readiness skills they need.
- ***Linkage with 8th-12th grade school system***
 - Developing a career focus in youth at an earlier age will help youth stay motivated; involvement in youth programming (aligning school/career competency and summer/year round) outside of school will help youth stay in school and gain workplace skills.
 - Creating a set of mutually supportive services will target increased numbers of youth graduating high school with a full set of career competencies.



CWP Strategies

- ***Community Outreach/Partnership***
 - Workforce development requires attention at the policy level and adequate resources for effective outcomes.
 - This can only be accomplished through diligent local, state and federal outreach.
 - Recognition of and support for employer needs, partnership for efficiencies and maximized results, workforce development system success and its intrinsic relationship with economic development, require continuous education of key stakeholders.
 - It also requires collaboration and partnership development to maximize limited resources.



CWP Target Populations – Alignment to Strategies



Adult

- Un/underemployed
- Dislocated Worker

Youth

- In-School
- Out-of-School

Incumbent Workers Through Targeted Sector Focus

- Allied Health
- Advanced Manufacturing
- Green Construction/Technology
- Emerging Sectors



Key Initiatives to Support Strategies - *Adult*

Strategy 1:

Implement career development and advancement strategies, including work and learn model.

Strategy 5:

Business support and employer engagement.

Strategy 6:

Community Outreach/Partnership

Target Population	Key Initiatives	Resource Development Needs
Un/Underemployed		
<ul style="list-style-type: none"> • Low wage earners • Lack post secondary credentials • Those facing socio-economic barriers <ul style="list-style-type: none"> ○ Public assistance recipients ○ Ex-offenders • UI Exhaustees 	<ol style="list-style-type: none"> 1. Build capacity and efficiency of One-Stop system. 2. Expand use of jobs funnel model. 3. Emphasize use of online learning tools. 4. Fully implement regional adult literacy plan. 5. Target limited WIA funds to meet specific needs. 6. Develop career advancement model to include comprehensive goal setting/career planning. 	<ul style="list-style-type: none"> • Online learning options for job preparation. • Target resources for ex-offenders, TANF recipients, and other individuals with barriers to employment. • Staff development and system capacity building. • Targeted resources for training and placement in CWP-focused sectors. • Increase TANF funds to augment JFES-paid work experiences.
Dislocated Worker		
<ul style="list-style-type: none"> • Long-term unemployed • Experienced workers • “Mal-employed” – employed below skill level • UI recipients 	<ol style="list-style-type: none"> 1. Engage individuals into One-Stop services. 2. Utilize Encore! Hartford transition program, targeting experienced worker with strong work history. 3. Provide customized services for experienced workers. 	

Key Initiatives to Support Strategies - Youth

Strategy 2: Career competencies.		Strategy 5: Business support and employer engagement.
Strategy 3: Linkage to 8 – 12 th grade school system.		Strategy 6: Community Outreach/Partnership.
Target Population	Key Initiatives	Resource Development Needs
In-School Youth		
<ul style="list-style-type: none"> • 14-19 years old • Grades 9-12 (high school) 	<ol style="list-style-type: none"> 1. Develop coordinated approach with secondary school entities, youth service bureaus and employers to increase career readiness and work experience opportunities for 14 to 19 year-olds. 2. Develop coordinated business engagement strategies to increase available work experiences for youth. 3. Further develop and promote newly launched Career Competencies website. 	<ul style="list-style-type: none"> • Funding to increase number of slots for summer youth employment. • Resources to enhance existing school-year programs, e.g., Sector/STEM/Career Competencies for school-year.
Out-of-School Youth		
<ul style="list-style-type: none"> • 16-24 years old • School dropout or enrolled in adult education • “Almost job-ready” (individuals who can overcome barriers to employment with 6-12 months of training). 	<ol style="list-style-type: none"> 1. Enhance opportunities to engage and develop “almost job ready” out-of-school youth. 2. In conjunction with Adult Strategies, expand use of Work and Learn model. 3. In conjunction with Adult Strategies expand use of Jobs Funnel model. 4. Expand use of CWP Career Competency/Tiered Progressive Youth Development System to older youth and younger adults. 	<ul style="list-style-type: none"> • Increased capacity for adult education/career competency training. • Technology pilot (social networking). • Pilot, demonstration funding for adult literacy best practices.

Key Initiatives to Support Strategies – *Incumbent Worker*

Strategy 1:
Implement career development and advancement strategies, including work and learn model.

Strategy 5:
Business support and employer engagement.

Strategy 6:
Community Outreach/Partnership.

Target Population	Key Initiatives	Resource Development Needs
Green Construction/Technology		
<ul style="list-style-type: none"> • Incumbent workers • Benched workers • Underemployed 	<ol style="list-style-type: none"> 1. Green and upgrade the skills of the current workforce. 2. Create a pipeline of future green workforce. 	<ul style="list-style-type: none"> • Enhancement of Jobs Funnel programs across the region.
Allied Health		
<ul style="list-style-type: none"> • Low wage/low skill workers 	<ol style="list-style-type: none"> 1. Increase employee skills to meet the needs of employers. 2. Work with employers and educators to ensure training meets employer needs. 	<ul style="list-style-type: none"> • Dedicated resources to train direct and indirect care workers to improve opportunity for career growth.



Key Initiatives to Support Strategies – *Incumbent Worker*

<p>Strategy 1: Implement career development and advancement strategies, including work and learn model.</p> <p>Strategy 5: Business support and employer engagement.</p> <p>Strategy 6: Community Outreach/Partnership.</p>		
Target Population	Key Initiatives	Resource Development Needs
Advanced/Precision Manufacturing		
<ul style="list-style-type: none"> • Incumbent workers • Layoff aversion 	<ol style="list-style-type: none"> 1. Strengthen the region’s talent pipeline in advanced manufacturing. 2. Develop mechanism to promote manufacturing careers. 3. Implement job matching system that matches skilled workers with employer needs. 	<ul style="list-style-type: none"> • Targeted resources for training and placement in manufacturing fields for incumbent workers to increase skills and avert layoffs. • More career exploration in advanced manufacturing at secondary school level.
Emerging Sectors		
<ul style="list-style-type: none"> • Incumbent workers • Layoff aversion 	<ol style="list-style-type: none"> 1. Develop new sector development strategy. 2. Identify key collaboration partners. 3. Continue to evolve CWP website/communications with timely and accurate information. 	<ul style="list-style-type: none"> • Secure IWT and other training funding for emerging sector(s).

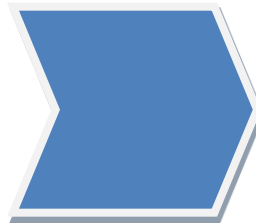


Measurement



The following measures identify how successful the identified programs and services have been in making improvements at the system and program levels. They also measure the successful completion and implementation of program objectives and activities.

Adult Services Programs
Future Workforce Services (Youth) Programs
Incumbent Worker Program
Employer Engagement



System Performance Measures (examples): <u>Adult</u> <ul style="list-style-type: none"> • % adult exiters achieving self-sufficiency <u>Youth</u> <ul style="list-style-type: none"> • % youth graduating from high school • % youth staying in school
Common Program Measures (examples): <ul style="list-style-type: none"> • % entering employment • % youth with good attendance
Incumbent Worker Program Measures (examples): <ul style="list-style-type: none"> • Number of employees trained in new skills
Employer Engagement Success Measures: <ul style="list-style-type: none"> • % of regional employers in targeted sectors in active partnership



Thank you !

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