Outcome-Based Accountability

(AKA: Results-Based Accountability or RBA)

The Fiscal Policy Studies Institute
Santa Fe, New Mexico

Websites
raguide.org
resultsaccountability.com

Book - DVD Orders
amazon.com
resultsleadership.org
Outcome Based Accountability

is made up of two parts:

Population Accountability
about the well-being of
WHOLE POPULATIONS
For Communities – Cities – Counties – States - Nations

Performance Accountability
about the well-being of
CUSTOMER POPULATIONS
For Programs – Agencies – and Service Systems
DEFINITIONS

OUTCOME
A condition of well-being for children, adults, families or communities.
- Being Healthy
- Staying Safe
- Enjoying and achieving
- Making a Positive Contribution
- Economic Well-being
- Safe Communities
- Clean Environment

INDICATOR
A measure which helps quantify the achievement of an outcome.
- Rate of low-birthweight babies
- Rate of confirmed child abuse
- Percent 16 & 19 yr. olds with 5 A-C GCSE's
- Rate of volunteering
- Rate of child poverty
- Crime rate
- Air quality index

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? = Customer Outcome

From Ends to Means
From Talk to Action

OUTCOME

INDICATOR

PERFORMANCE MEASURE
Customer outcome = Ends
Service delivery = Means

ENDS

MEANS
POPULATION ACCOUNTABILITY

For Whole Populations in a Geographic Area

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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
MEANS not ENDS
To Improving Outcomes In Themselves

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

Leaking Roof
(Outcomes thinking in everyday life)

Experience:
Measure:
Story behind the baseline (causes):
Partners:
What Works:
Action Plan:
Population Accountability
Getting from Talk to Action

Population

Outcomes

Experience

Indicators → Baselines
(Data Development Agenda)

Story behind the baselines
(Information & Research Agenda about Causes)

Partners

What works
(Information & Research Agenda about Solutions)

Criteria

Strategy and Action Plan

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?
Three Part Indicator List for each Outcome

Part 1: Primary Indicators
- 3 to 5 “Headline” Indicators
- What this result “means” to the community
- Meets the Public Square Test

Part 2: Secondary Indicators
- Everything else that’s any good (Nothing is wasted.)
- Used later in the Story behind the Curve

Part 3: Data Development Agenda
- New data
- Data in need of repair (quality, timeliness etc.)

The Matter of Baselines

Baselines have two parts: history and forecast
Performance Accountability

For Services, Agencies and Service Systems

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“All Performance Measures that have ever existed for any program in the history of the universe involve answering two sets of interlocking questions.”
### Program Performance Measures

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How much did we do?</strong></td>
<td><strong>How well did we do it?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is anyone better off?</strong></td>
</tr>
<tr>
<td>#</td>
</tr>
</tbody>
</table>

### Education

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

<table>
<thead>
<tr>
<th>Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is anyone better off?</strong></td>
</tr>
<tr>
<td><strong>Number of 16 olds with 5 A to C GCSE's</strong></td>
</tr>
</tbody>
</table>
## Pediatric Practice

<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 patients treated</td>
<td>Percent of patients treated in less than 1 hour</td>
</tr>
<tr>
<td>Is anyone better off?</td>
<td># children fully immunized (in the practice)</td>
<td>% children fully immunized (in the practice)</td>
</tr>
</tbody>
</table>

## Drug/Alcohol Treatment Program

<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>Percent of staff with training/certification</td>
</tr>
<tr>
<td>Is anyone better off?</td>
<td>Number of clients off of alcohol &amp; drugs</td>
<td></td>
</tr>
<tr>
<td>- at exit</td>
<td>Percent of clients off of alcohol &amp; drugs</td>
<td></td>
</tr>
<tr>
<td>- 12 months after exit</td>
<td>- at exit</td>
<td></td>
</tr>
<tr>
<td>- 12 months after exit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Not All Performance Measures Are Created Equal

- **Quantity**: How much did we do?
- **Quality**: How well did we do it?
- **Effect**: Also Very Important
- **Effort**: Least Important
- **Is anyone better off?**: Most Important

The Matter of Control

- **Quantity**: How much did we do?
- **Quality**: How well did we do it?
- **Effect**: Least Control
- **Effort**: Most Control
- **Is anyone better off?**: Partnerships
## Separating the Wheat from the Chaff

Types of Measures Found in Each Quadrant

<table>
<thead>
<tr>
<th>How much did we do?</th>
<th>How well did we do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td># Customers served</td>
<td>% Common measures</td>
</tr>
<tr>
<td>(by customer characteristic)</td>
<td>Workload ratio, staff turnover rate, staff morale, percent of staff fully trained, worker safety, unit cost, customer satisfaction: <em>Did we treat you well?</em></td>
</tr>
<tr>
<td># Activities</td>
<td>% Activity-specific measures</td>
</tr>
<tr>
<td>(by type of activity)</td>
<td>Percent of actions timely and correct, percent customers completing activity, percent of actions meeting standards</td>
</tr>
</tbody>
</table>

### Is anyone better off?

<table>
<thead>
<tr>
<th>% Skills / Knowledge (e.g. parenting skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Attitude / Opinion including customer satisfaction: <em>Did we help you with your problems?</em></td>
</tr>
<tr>
<td>% Behavior (e.g. school attendance)</td>
</tr>
<tr>
<td>% Circumstance (e.g. working, in stable housing)</td>
</tr>
</tbody>
</table>
Performance Accountability
Getting from Talk to Action

Customers

Performance Measures → Baselines
  How much did we do?
  How well did we do it?
  Is anyone better off?
(Data Development Agenda)

Story behind the baselines
(Information & Research Agenda about Causes)

Partners

What works
(Information & Research Agenda about Solutions)

Criteria

Strategy and Action Plan

The 7 Performance Accountability Questions

1. Who are our customers?
2. How can we measure if our customers are better off?
3. How can we measure if we are delivering services well?
4. How are we doing on the most important of these measures?
5. Who are the partners that have a role to play in doing better?
6. What works to do better, including no-cost and low-cost ideas?
7. What do we propose to do?
How Population & Performance Accountability FIT TOGETHER

THE LINKAGE Between POPULATION and PERFORMANCE

<table>
<thead>
<tr>
<th>POPULATION ACCOUNTABILITY</th>
<th>POPULATION OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Being Healthy</strong></td>
<td>Rate of low birth-weight babies</td>
</tr>
<tr>
<td><strong>Staying Safe</strong></td>
<td>Rate of child abuse and neglect</td>
</tr>
<tr>
<td><strong>Enjoying and Achieving</strong></td>
<td>Percent with 5 A-C GCSE's</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERFORMANCE ACCOUNTABILITY</th>
<th>Child Protection Service</th>
</tr>
</thead>
<tbody>
<tr>
<td># of investigations completed</td>
<td>% initiated within 24 hrs of report</td>
</tr>
<tr>
<td># repeat Abuse/Neglect</td>
<td>% repeat Abuse/Neglect CUSTOMER OUTCOMES</td>
</tr>
</tbody>
</table>
Every time you make a presentation, use a two-part approach:

**Population Accountability**
- **Outcome:** to which you contribute to most directly.
- **Indicators:**
  - 
  - 
  - 
  -
- **Story:**
- **Partners:**
- **What would it take?:**
- **Your Role:** as part of a larger strategy.

**Performance Accountability**
- **Service:**
- **Performance measures:**
  - 
  - 
  -
- **Story:**
- **Partners:**
- **Action plan to get better:**
Board of Directors Meeting

AGENDA

1. New data
2. New story behind the curves
3. New partners
4. New information on what works.
5. New information on financing
6. Changes to action plan and budget
7. Adjourn

Different Kinds of Progress

1. Data
   a. Population indicators: Actual turned curves: movement for the better away from the baseline.
   b. Service performance measures: customer progress and better service:
      - How much did we do?
      - How well did we do it?
      - Is anyone better off?

2. Accomplishments: Positive activities, not included above.

3. Anecdotes: Stories behind the statistics that show how individuals are better off.
OBA in a Nutshell

2 – 3 - 7

2 - kinds of accountability plus language discipline
Population accountability —— Outcomes & Indicators
Performance accountability —— Performance measures

3 - kinds of performance measures.
How much did we do?
How well did we do it?
Is anyone better off?

7 - questions from ends to means in less than an hour.

What’s Next?
A Basic Action Plan for Outcome-Based Accountability

TRACK 1: POPULATION ACCOUNTABILITY
- Establish a set of outcomes
- Establish indicators, baselines and charts on the wall
- Create an indicators report card
- Set tables (action groups) to turn curves

TRACK 2: PERFORMANCE ACCOUNTABILITY
- Performance measures, and charts on the wall for services, agencies and service systems
- Use 7 Questions supervisor by supervisor and service by service in management, budgeting and strategic planning
EXERCISES

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Creating a Working Baseline from Group Knowledge

High School Graduation Rate

Now

Backcasting

Forecasting

75%

Not OK?
Turn the Curve Exercise: Population Well-being

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

10 min: Baseline
- pick an outcome and indicator curve (or curves) to turn
- forecast to 2012 – OK or not OK?

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

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

10 min: Report convert notes to one page

ONE PAGE Turn the Curve Report: Population

Outcome

Indicator
(Lay Definition)

Baseline

Story behind the baseline
--------------
-------------- (List as many as needed)

Partners
--------------
-------------- (List as many as needed)

Three Best Ideas – What Works
1. ---------------
2. ---------------
3. ------No-cost / low-cost
--------Off the Wall

Two pointers to action

Sharp
Edges
Turn the Curve Exercise: Program Performance

5 min: Starting Points
- timekeeper and reporter
- identify a program to work on
- two hats (yours plus partner’s)

10 min: Performance measure baseline
- choose 1 measure to work on – from lower right quadrant
- forecast – OK or not OK?

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

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

10 min: Report
Convert notes to one page

---

ONE PAGE Turn the Curve Report: Performance

Service: __________________

Performance Measure
Baseline

Story behind the baseline

-----------------------------------
(List as many as needed)

Partners

-----------------------------------
(List as many as needed)

Three Best Ideas – What Works
1. ____________________________
2. ____________________________
3. ------------No-cost / low-cost
--------------Off the Wall

Two pointers to action

---

Sharp Edges
### Quality of Life Result:

E.g. A Clean Environment, A Prosperous Economy, Strong Stable Families, Children Ready for and Succeeding in School, etc.

### Why is this important?

Briefly explain, so a taxpayer could understand, why this quality of life condition is important to the people of Wyoming.

### How are we doing?

Show the 3 to 5 most important indicators in the form of baselines with at least 3 years of actual history. Optional: provide a 2 year forecast at current effort level.

- 
- 
- 

The story behind the baselines:

Explain, so a taxpayer could understand, the causes behind the indicator baselines above. Use additional data as necessary to tell this story.

### What it will take to do better and the role of state government:

Include no-cost and low-cost ideas and the role of the state’s partners.

### Appendix A: Data development Agenda: List priorities for new or better indicator data
<table>
<thead>
<tr>
<th>Department/Division/Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to Wyoming Quality of Life:</td>
</tr>
<tr>
<td>Briefly explain, so a taxpayer could understand, how your (Dept/Div/Prog), in conjunction with other public and private partners, contributes to the quality of life of the people of Wyoming.</td>
</tr>
<tr>
<td>Basic Facts:</td>
</tr>
<tr>
<td>Show total number of staff and size of budget in total and general funds.</td>
</tr>
<tr>
<td>List the 5 most important programs or functions and show annual number served,</td>
</tr>
<tr>
<td>Performance:</td>
</tr>
<tr>
<td>Show the 3 to 5 most important performance measures in the form of baselines with at least 3 years of actual history. Optional: provide a 2 year forecast of performance at current effort level.</td>
</tr>
<tr>
<td>Performance measures must be those that best answer the questions:</td>
</tr>
<tr>
<td>- How well are we delivering service?</td>
</tr>
<tr>
<td>- Are our customers better off? (CUSTOMER RESULTS)</td>
</tr>
<tr>
<td>Story behind (last 3 years of) performance:</td>
</tr>
<tr>
<td>Briefly explain, so a taxpayer could understand, the causes behind your performance for the last few years, including an explanation of the picture of performance shown in the baselines above. Reference your accomplishments where they have contributed. Use additional performance data as necessary to tell this story. Best formatting is short paragraphs with first sentence underlined.</td>
</tr>
<tr>
<td>What do you propose to do to improve performance in the next 2 yrs?</td>
</tr>
<tr>
<td>Include no-cost and low-cost ideas and the contribution of partners. Best formatting is short paragraphs with action item underlined.</td>
</tr>
</tbody>
</table>

Appendix A: Data development Agenda: List priorities for new or better data on performance
Appendix B: Link to Budget: Provide detail on priorities identified above which show in the current or proposed budget.
A 5-step method for identifying performance measures for any program in 45 minutes

The following five step scripted process is the best way to select the most important performance measures and identify a Data Development Agenda for any program or service. With practice, this process can be completed in about 45 minutes. Participants should each have a copy of the performance measurement summary on page 28.

**Step 1. How much did we do?** Draw the four quadrants on a piece of flip chart paper. Start in the upper left quadrant. Write down the measure “number of customers served.” Ask if there are better, more specific ways to count customers or important subcategories of customers and list them, such as the number of children with disabilities served.

Next, ask what activities are performed. Convert each activity into a measure. The activity of “training people” becomes number of people trained. Paving roads becomes number of miles of road paved. When you're finished, ask if there are any major activities that are not listed. Don’t try to get every last detail, just the most important categories of customers and activities.

**Step 2. How well did we do it?** Ask people to review the common measures listed in the upper right quadrant of the performance measurement summary. Write each one that applies in the upper right quadrant of the flipchart paper.

Next take each activity listed in the upper left quadrant and ask what measures tell how well that particular activity was performed. If you get blank looks, ask if timeliness or accuracy matters. Convert each answer into a measure and be specific. The timeliness of case reviews becomes percent of case reviews completed on time. If you are not sure whether a measure goes in the upper right or lower right quadrant, put it where you think best and move on. All the measures in both quadrants will be considered equally in Steps 4 and 5.

**Step 3. Is anyone better off?** Ask “If your program works really well, in what ways are your customers’ lives better? How could we observe this? How could we measure it?” Create pairs of measures (number and percentage) for each answer. For example, the number of clients who get jobs goes in the lower left quadrant. And the percent of clients who get jobs goes in the lower right quadrant. It saves time, when entering these measures, to write them only once in the lower right quadrant, and place # signs in the lower left quadrant across from each measure.

Identifying whether anyone is better off is the most interesting and challenging part of this process. Dig deep into the different ways in which service benefits show up in the lives of the people served. Explore each of the four categories of better-offness: Skills / Knowledge, Attitude / Opinion, Behavior, and Circumstance. If people get stuck, try the reverse question: "If your service was terrible, how would it show up in the lives of your customers?"
Look first for data that is already collected. Then be creative about things that could be counted and how the data could be generated. It is not always necessary to have data for all of your customers. Data based on samples can be used. Pre and post testing can be used to show improvement over time in skills, knowledge, attitude and opinion. When no other data is available, ask clients to self-report about improvements or benefits.

Keep in mind that all data have two incarnations: a lay definition and a technical definition. The lay definition is something that everyone can understand. The technical definition gives the exact way in which the measure is constructed. For example, “high school graduation rate” is a lay definition with many possible technical definitions. The easiest technical definition is the number who graduate on June 15th as a percentage of enrollment on June 1st. This will always be close to 100%. A tougher technical definition would compare graduation numbers to enrollment on September 30 of the previous year. A still tougher definition would compare graduation to the enrollment of 9th graders four years earlier. Each technical definition constitutes a separate measure.

When you complete step 3, you will have filled in the four quadrants with as many entries as possible. In steps 4 and 5, we use a shortcut method to assess the communication, proxy and data power of each measure and winnow these down to the most important measures.

**Step 4. Headline measures:** Review the list of upper right and lower right quadrant measures and identify those for which there is good data. By good data we mean that timely and reliable data for the measure is available today or could be produced with little effort. Put a circle next to each one of these measures. Next, ask "If you had to talk about the performance of your program in a public setting, such as a public hearing or conference, and you could only use one of the measures with a circle, which one would you choose?" Put a “#1” by the answer. Then ask "If you could have a second measure... and a third?" You should identify no more than 3 to 5 measures. These should be a mix of upper right and lower right measures. These choices represent a working list of headline measures for the program.

**Step 5. Data Development Agenda:** Ask, "If you could buy one of the measures for which you don't have data, which one would it be?" The word “buy” is used because data is expensive both in terms of money and worker time. With a different colored marker, write DDA #1 next to the chosen measure. "If you could buy a second measure... and a third?" List no more than 3 to 5 measures. These measures are the program’s Data Development Agenda in priority order.

This process leads to a three part list of performance measures:

- **Headline measures:** Those 3 to 5 most important measures for which you have good data, the measures you would use to present your program's performance in a public setting.

- **Secondary measures:** All other measures for which you now have good data. These measures will be used to help manage the program, and will often figure in the story behind the baselines.

- **Data Development Agenda:** A prioritized list of measures where you need new or better data. You will later need to make a judgment about how far down this list you can afford to go.
**Elections Program (1330P)**

**Program Outcome Statement**

The Elections Division promotes civic involvement in the election process by registering eligible voters and conducting honest and accurate elections on behalf of the citizens of San Mateo County.

**Headline Measures**

<table>
<thead>
<tr>
<th>Percent of Eligible Voters Registered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal Years</td>
</tr>
<tr>
<td>99-00</td>
</tr>
<tr>
<td>00-01</td>
</tr>
<tr>
<td>01-02</td>
</tr>
<tr>
<td>02-03</td>
</tr>
</tbody>
</table>

- North Fair Oaks: 55.1%, 61.1%, 58.6%, 60.0%
- All San Mateo County: 66.0%, 70.2%, 67.7%, 69.6%

**Story Behind Baseline Performance**

During FY 1999-2000, Elections staff conducted the following purges of the voter file: SB 1313 purge (which requires the review and cleanup of voter files to ensure all information is current), targeting voters who had not voted in four years, and also Change of Address purge using post office data. More than 30,000 voters were removed from active voter file as a result of these efforts. There was a larger increase in voter registrations in February 2000, in anticipation of the March 2000 Presidential Primary Election. In addition, there was an increase in voter turnout during the November 2000 Presidential General Election. As anticipated, more people register and vote during a Presidential Primary and General Election. Voter registration and turnout is anticipated to drop off in FY 2001-02. However, voter registration and turnout will increase slightly in FY 2002-03 due to the November Gubernatorial Election.

There will be ongoing voter registration occurring via Department of Motor Vehicles registrations, political party activity in the County and via the 210 affidavit sites, including four in the North Fair Oaks Area, administered by the League of Women Voters.

**What Will Be Done to Improve Performance in the Next Two Years**

The Elections Office will meet performance targets by doing the following:

**Continue Community Outreach and Education to Increase Voter Registration and Turnout**

- Partner with League of Women Voters, community organizations, county agencies, political parties and other resources
- Develop a plan to coordinate the voter registration activities of the political organizations
- Partner with “Frontiers in Leadership” to engage in voter registration and voter turnout efforts
- Attend festivals and major community events to register people
- Conduct voter registration and voting classes in the community at key locations, including the community center and local schools
## Performance Measures Summary Table

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What/How Much We Do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of new voters registered:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- North Fair Oaks</td>
<td>402</td>
<td>443</td>
<td>600</td>
<td>400</td>
<td>450</td>
</tr>
<tr>
<td>- All San Mateo County</td>
<td>22,404</td>
<td>24,482</td>
<td>25,000</td>
<td>20,000</td>
<td>25,000</td>
</tr>
<tr>
<td>How Well We Do It</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of eligible voters registered to vote:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- North Fair Oaks</td>
<td>57.5%</td>
<td>55.1%</td>
<td>61.1%</td>
<td>58.6%</td>
<td>60.0%</td>
</tr>
<tr>
<td>- All San Mateo County</td>
<td>70.1%</td>
<td>66.0%</td>
<td>70.2%</td>
<td>67.7%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Is Anyone Better Off?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of registered voters who voted in last election:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- North Fair Oaks</td>
<td>1,723</td>
<td>2,198</td>
<td>3,539</td>
<td>2,640</td>
<td>2,772</td>
</tr>
<tr>
<td>- All San Mateo County</td>
<td>150,967</td>
<td>181,190</td>
<td>261,297</td>
<td>207,268</td>
<td>217,631</td>
</tr>
<tr>
<td>Percent of registered voters who voted in last election:</td>
<td></td>
<td></td>
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<td>- North Fair Oaks</td>
<td>36.3%</td>
<td>47.5%</td>
<td>70.0%</td>
<td>50.0%</td>
<td>55.0%</td>
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<tr>
<td>- All San Mateo County</td>
<td>44.8%</td>
<td>57.5%</td>
<td>77.0%</td>
<td>60.0%</td>
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Source: County of San Mateo: Recommended Budget FY 2001-2002 FY 2002-2003
OBA Implementation Self Assessment
for Government and Non-Government Sector Organizations

1. Language Discipline (10)
   a. Has your group or organization adopted a common language using the Tool for Choosing a Common Language or some other method? Does this common language allow you to clearly distinguish population and performance accountability? (7)
   b. Can you crosswalk your language usage to that of your funders and other partners? (3)

2. Population Accountability (30)
   a. Has your organization identified one or more population level outcomes or conditions of well-being stated in plain language to which your work contributes? (5)
   b. Have you identified the 3 to 5 most important indicators for each of these outcomes? (5)
   c. Have you created a baseline with history and a forecast for each of these measures? (5)
   d. Have you analyzed the story behind these baselines? (5)
   e. Do you have a written analysis of what it would take to turn these conditions around at the national level, local authority level, or community level? (5)
   f. Have you articulated the role your organization plays in such a strategy? (5)

3. Performance Accountability (45)
   a. Has your organization established the 3 to 5 most important performance measures for what you do, using the performance accountability categories How much did we do? How well did we do it? Is anyone better off? (5)
   b. Have you created a baseline with history and a forecast for each of these measures? (5)
   c. Do you track these measures on a daily, weekly, monthly or quarterly basis? (10)
   d. Do you periodically review how you are doing on these measures and develop action plans to do better using the performance accountability 7 questions? (10)
   e. Have you adapted your management, budget, strategic planning, fund application, and progress reporting forms and formats to reflect systematic thinking about your contribution to population conditions and your organization’s performance? (5)
   f. Are the population and performance baseline curves you are trying to turn displayed prominently as one or more charts on the wall? (5)
   g. Have you identified an in-house expert to train and coach other staff in this work? (5)

4. Bottom line Quality of Service (15)
   a. Considering the presenting difficulty of your clients or customers, are you doing well or poorly on the most important Is Anyone Better off? measures compared to others? (Others = comparable providers, or reasonable targets or standards) (5)
   b. How are you doing on the most important How well did we do it? measures compared to others? (Others = comparable providers, or reasonable targets or standards) (5)
   c. Have you turned any curves? (5)

5. Bonuses and Penalties (-20 to +10)
   a. Research and Evaluation Bonus: Do you have (recent i.e. less than 3 to 5 yrs. old) research or evaluation evidence that shows your services cause improvement in customers’ lives as shown by Is Anyone Better off? measures? Yes = plus 10  No = 0
   b. Skimming Penalty: Is there any evidence that you are skimming easy customers in order to increase success rates on Is Anyone Better off? measures? Yes = minus 10  No = 0
   c. Unit Cost Penalty: Given the intensity of your services are your unit costs per customer in line with other providers in the field? Yes = 0  No = minus 10