

# Two Types of Accountability

## Performance Accountability

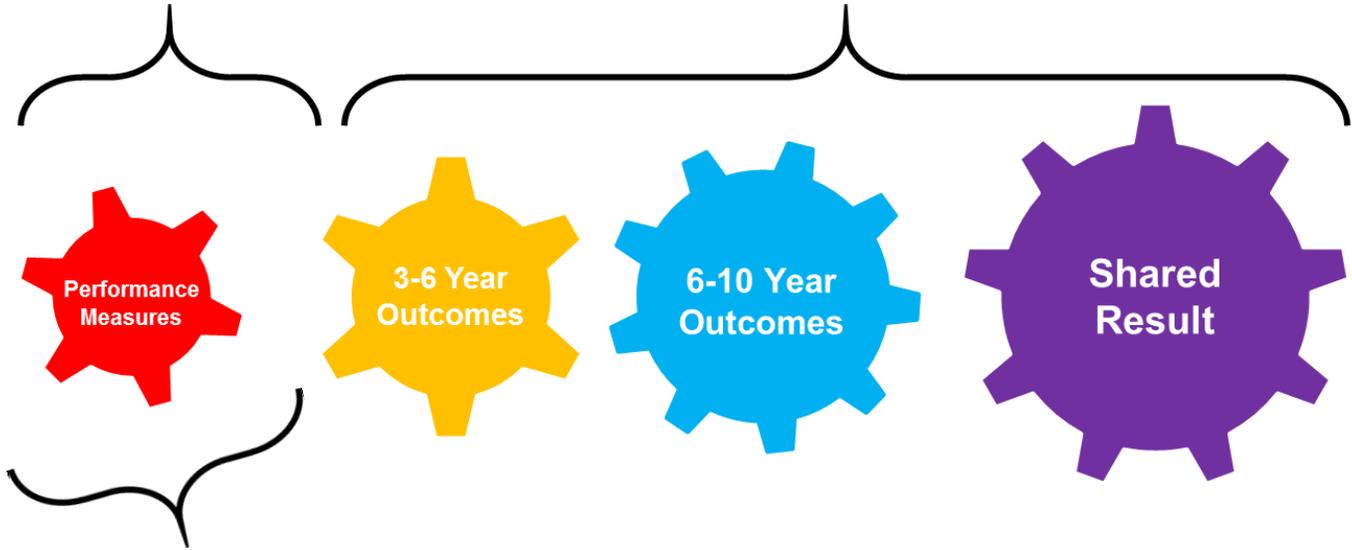
About the well-being of client populations

Measure “what” you are doing

## Population Accountability

About the well-being of whole populations

Measure “how” you are doing



## Three Types of Performance Measures

1. *Quantity* How much did we do
2. *Quality* How well did we do it?
3. *Impact* **Is anyone better off?**

<u>How much did we do?</u>	<u>How well did we do it?</u>
# Clients /customers served	Quality of staff
# Activities (by type of activity)	Quality of user experience
	Quality of Activity (timeliness, consistency)
<u>Is anyone better off?</u>	
#	% Skills / Knowledge e.g. parenting skills
#	% Attitude / Opinion e.g. toward drugs
#	% Behavior e.g. school attendance
#	% Circumstance e.g. working, in stable housing



# An Example of Using Performance Data to practice Continuous Improvement

## BACKGROUND

- A network of partners come together around an outcome— post-secondary enrollment.
- They look at quantitative data to understand current enrollment trends. They engage the community and look at qualitative data to understand what current barriers might be preventing students from enrolling. Data shows that FAFSA completion amongst students that don't end up enrolling is extremely low.
- The group develops a hypothesis that if they increase the FAFSA completion rate, then the post-secondary enrollment will increase as well. Based on their community engagement, they develop a working assumption that part of what is driving the low FAFSA completion rate is lack of awareness and technical support. Thus, the partners choose to host FAFSA workshop nights as one of their strategies.
- The network agrees to track the same performance measures so that they can come together to analyze progress after each iteration of workshops across the community. They set a project goal to “Increase percent of workshop attendees who complete a FAFSA to 90% by June 2015.”
- They implement the strategy and continuously check their performance data to understand what is working, what isn't working, and most importantly, why. They use the information to iterate with small tests to improve results and figure out what it takes to move the needle as shown in this chart.

## FAFSA Completion at Workshops

Long Term Outcome: Increase post-secondary enrollment by 10% by 2017

Project Goal: Increase percent of workshop attendees who complete a FAFSA to 90% by June 2015

