Misunderstandings and Opportunities in Managing For Outcomes

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Warsaw

Ultimate Purposes of Monitoring for Outcomes

- To Improve Services to Citizens
- To Make Government More Accountable to the Public
Two Topics

- Getting Good Information on Results
- Using the Information

### Performance Measurement vs. Program Evaluation

<table>
<thead>
<tr>
<th></th>
<th>PROGRAM EVALUATIONS</th>
<th>PERFORMANCE MONITORING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency:</td>
<td>Irregular</td>
<td>Regular, Continuing</td>
</tr>
<tr>
<td>Coverage:</td>
<td>Done on only a few programs</td>
<td>Covers most programs</td>
</tr>
<tr>
<td>Depth of Information:</td>
<td>Seeks reasons for poor performance</td>
<td>Only tells “the score”, not WHY</td>
</tr>
<tr>
<td>Cost</td>
<td>High for each study</td>
<td>Cost spread out</td>
</tr>
<tr>
<td>Utility</td>
<td>Major program Decisions</td>
<td>Continuous program Improvement</td>
</tr>
</tbody>
</table>
1. Inputs: Costs, Staff Time

2. Outputs (Amount of Work Completed)

3. Outcomes
   - Intermediate (including “quality”)
   - End

4. Efficiency
   - Amount of input per unit of output
   - Amount of input per unit of outcome

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Outputs and Outcomes

1. Patients served.
2. Roads repaired.
3. Training programs held.
4. Crimes investigated.
5. Potable water produced

1. Patients health improved.
2. Roads in good condition.
3. Trainees helped by the program.
4. Criminals convicted of crimes
5. Sufficient amount of potable water received by consumers
Track Both “Intermediate” (Including Quality-of-Service-Delivery) and “End” Outcomes

Example of a Outcome Sequence Chart: A Stop-Smoking Program

Sessions Publicized
  “No. of Announcements”

Smokers Enroll
  “No. Enrolled”

Complete The Program
  “No. Completing”

Improved Long-Term Health
  “No. with Smoking-related Illnesses”

Stopped Smoking
  “No. Who Stopped Smoking”
Small and Medium Business Support
Service Outcome Sequence Chart
(“Logic Model”)

DATA SOURCES

- Agency Records
- Citizen Surveys
- Trained Observer Rating Procedures
- Special Equipment
Information from Agency Records

- Number of staff in primary schools (input)
- Number of km of road repaired (output)
- Number of water pipe breakdowns per month (intermediate outcome)
- Response time by the fire department to emergency calls (intermediate outcome)
- Incidence of hospital illness and deaths (end outcome)
- Cost per kilometer of road maintained (efficiency)

Information Obtainable From Citizen Surveys

1. Citizen’s condition (income, health, employment, housing)
2. Ratings of service quality
3. Ratings of citizen confidence, trust, corruption in government
4. Explanations for poor ratings
5. Suggestions for improving the service
## TYPICAL SERVICE QUALITY CHARACTERISTICS

1. Timeliness/Wait Times/Backlogs
2. Staff Helpfulness/Knowledge
3. Pleasantness/Friendliness/Courteousness
4. Convenience/Accessibility
   - Of Location
   - Of Hours Of Operation
   - Customer Can Reach Someone To Talk To
5. Awareness Of Program Services
6. Overall Customer Satisfaction

## Two Major Survey Categories

- Surveys of households
- Surveys of the customers of particular services
# Questionnaire for Facility Users

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hours of Operation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Cleanliness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Condition of Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Physical Attractiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Crowdedness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Helpfulness of staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Overall</td>
<td></td>
<td></td>
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## Trained Observer Ratings: Definition

Ratings are based on observations made by trained persons using a standardized rating scale

- Low cost
- Easy to understand
- Actionable
Trained Observer Rating Applications

- Internal / external housing conditions
- Road condition
- Neighborhood sanitary conditions
- Quality of food in institutions
- Landfill conditions
- Physical access to drinking water
- Physical conditions of facilities -- health clinics, schools, etc.
- Pre-school children’s readiness to learn
- Functioning level of disabled
- Adequacy of legislation, regulation, or procedures

Rating Scales Can be Based on:

- Detailed wording descriptions
- Photographs
- Drawings
- Combination of these
Sample Road Condition Grade

Sample Rating Scale: Cleanliness

Condition 1  Condition 2

Condition 3  Condition 4
Who Does the Ratings?

- Agency employees
- Citizen volunteers
- Students/Youth
- Contractors – NGOs or businesses

Ratings Using Hand Held Computers: Parks Example

- Enter data using a keypad or stylus
- Tap on the screen just as you would “point and click” on a desktop computer
- Data entry into a computer is very quick, easy, and fun
Analyzing and Using the Outcome Information

Breakout Outcomes by Key Characteristics!

Data for each outcome measures should be broken out (disaggregated) to show outcomes for different sub-groups.
Two Major Breakout Categories

- By Customer characteristics
- By Service Characteristics

Typical Useful Breakouts and Comparisons

Client Characteristics
- Age group
- Gender
- Race/ethnicity
- Income group
- Handicap status
- Clients’ problem difficulty
Typical Useful Breakouts and Comparisons (con’t)

Service Characteristics

- Type of service provided individual clients
- Amount of service provided individual clients
- Individual offices/facilities (if more than one)
- Individual “case worker” (for internal use only)

### Percent of Clients That Reported The Program’s Assistance Had Helped Them Improve Their Business

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<thead>
<tr>
<th>Number of Days of Assistance</th>
<th>N</th>
<th>Very or Somewhat Helpful</th>
<th>Target</th>
<th>Difference (Percentage Points)</th>
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<tbody>
<tr>
<td>1 - 2</td>
<td>15</td>
<td>53%</td>
<td>60%</td>
<td>-7</td>
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<tr>
<td>3 - 4</td>
<td>31</td>
<td>55%</td>
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<td>-5</td>
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<tr>
<td>5+</td>
<td>10</td>
<td>30%</td>
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<th>Office</th>
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<tr>
<td>Office #1</td>
<td>37</td>
<td>49%</td>
<td>60%</td>
<td>-11</td>
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<td>19</td>
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<tr>
<td>A</td>
<td>19</td>
<td>63%</td>
<td>60%</td>
<td>3</td>
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<tr>
<td>B</td>
<td>18</td>
<td>50%</td>
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### Which Hospital Would You Choose?

- **Mercy Hospital**
  - 2,100 Surgery Patients
  - 63 Deaths
  - 3% Death Rate

- **Apollo Hospital**
  - 800 Surgery Patients
  - 16 Deaths
  - 2% Death Rate
Which Hospital Would You Choose?

MERCY HOSPITAL

- 2,100 surgery patients
- 63 deaths
- 3% death rate

APOLLO HOSPITAL

- 800 surgery patients
- 16 deaths
- 2% death rate

BUT...

MERCY HOSPITAL

- 600 in good condition
- 6 deaths
- 1% death rate

- 1,500 in poor condition
- 57 deaths
- 3.8% death rate

APOLLO HOSPITAL

- 600 in good condition
- 8 deaths
- 1.3% death rate

- 200 in poor condition
- 8 deaths
- 4% death rate

Percent of Clients Improved Twelve Months After Service Completion

<table>
<thead>
<tr>
<th>Education</th>
<th>N</th>
<th>Attended Short Program</th>
<th>Attended Long Program</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than High School</td>
<td>80</td>
<td>25%</td>
<td>75%</td>
<td>63%</td>
</tr>
<tr>
<td>At least High School</td>
<td>180</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>260</td>
<td>46% (120)</td>
<td>61% (140)</td>
<td>54% (260)</td>
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Action potentially needed?

Encourage clients with low education to attend the long program, but not other clients. Perhaps use these figures to help convince clients.
Undertake Data Comparisons

Compare latest outcome data:
- To Past Performance
- To Targets
- Across “Customer” Characteristics
- Across Different Types and Amounts of Service

Seek Explanations For Unexpected Findings

- Make “Proving Explanations” an Integral Part of the Performance Measurement Process
Sources for Explanations

- Interview program staff
- Review responses from customer survey
- Review assumptions identified during project design – What did not occur as anticipated?
- Use findings from in-depth evaluations

Making the Information Useful and Used (1)

1. Breakout the Data and Make Comparisons
2. Set Targets for Each Outcome Indicator
3. Report Provide Data Regularly (e.g., quarterly, monthly) – and Soon After Reporting Period
4. Seek Explanations for Unexpected Findings
5. Make Reports “Reader Friendly”
Making the Information Useful and Used (2)

6. Provide Recognition Awards (non-monetary)
7. Use “Performance Contracting”
8. Provide Education/Training in Results-Based Management to All Employees
Legislating for Results

Provide Assistance to Legislators and their Staffs in Using Outcomes

Role of Cost-Benefit and Cost-Effectiveness Analysis

- Both are used to examine future options
- Both need estimates of the cost and impacts of each option
- C-E compares the costs and impacts of each option
- C-B then also estimates a monetary value for each benefit for each option—providing a single cost-benefit ratio.
Avoid the Crocodiles

Improve Services For Your Country’s Citizens!