


NASCSP | NATIONAL ASSOCIATION FOR STATE COMMUNITY SERVICES PROGRAMS

State and Federal Accountability Measures & ROMA Next Generation

What Does It Mean for CAAs?

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CSBG Performance Management Framework		
ORGANIZATIONAL STANDARDS <i>(Capacity)</i>	FEDERAL / STATE ACCOUNTABILITY MEASURES <i>(Efficiency & Effectiveness)</i>	MEASURES (ROMA NEXT GENERATION / NPIS) <i>(Results)</i>
The Organizational Standards COE was developed to assist States and local CSBG-eligible entities to set and meet high organizational standards that can be used across the Network. The COE has developed Organizational Standards with input from all key stakeholders, and created tools for organizational assessment that can be used by States and local CSBG-eligible entities.	The proposed new State and Federal accountability measures are intended to ensure that both State and Federal administrators of CSBG are accountable to high standards of performance. It is our expectation that the State and Federal accountability measures will be implemented alongside the new Organizational Standards for CAAs.	The Results Oriented Management and Accountability (ROMA) Next Generation COE was created to update the National Performance Indicators (NPIs) and training and technical assistance (T/TA) materials building on the ROMA cycle of performance management.
<i>Chart created by the Urban Institute and OCS – Summer 2014</i>		



State and Federal Measures



- Ensure state and federal administrators are accountable to high standards of performance management
- Implemented along with the Organizational Standards for eligible entities
- Increase state and local capacity to implement ROMA Next Generation tools and protocols

Development Process

 NASCS  4

- Urban Institute
- Federal Office of Community Services
- External experts/advisors
- Performance Management Task Force
 - In person meetings
 - Conference calls
 - Email feedback

Development Process



 NASCS  5

- Dear Colleague Letter – Feb. 28, 2014
 - Draft document provided for network review
 - Review of clarity, appropriateness, feasibility
- Modified July 2014
- Dear Colleague Letter – Dec. 19, 2014
- OCS desires to make FY 2015 the first year for data collection

 NASCS  6

State Measures

State Categories

 NASCS  7

- Development of State Plan
- Implementation of State Plan
 - Distribution of Funds
 - Use of Discretionary Funds
 - Grantee Monitoring and Corrective Action
 - Data Collection, Analysis and Reporting
 - Organizational Standards
 - Community Engagement
 - Feedback from of Eligible Entities (via survey)



State Plan Development

 NASCS  8

1Sa. The CSBG State Plan...

- Included a statewide vision with specific goals and strategies (e.g. use of CSBG 90 percent and discretionary funds, a T&TA Plan, a Communication Plan, Organizational Standards Implementation Plan, Partnership Strategies) for meeting the intent and purpose of CSBG; and
- Explained **specific steps the State took to involve the eligible entities** in developing the statewide vision, goals, and priorities.



State Plan Development

 NASCS  9

1Sb. As measured by an Office on Management and Budget (OMB)-approved survey...

- Determine **Eligible Entities'** perception of the extent of their **participation in the development of the State Plan**; and
- Determine **Eligible Entities'** perception of whether the **State Plan adequately reflects their input**.

State Plan Implementation



 NASCS  10

2S. The State CSBG Lead Agency made funds available to Eligible Entities within “x” days (TBD) after federal and state authority was provided.

3Sa. The State used its discretionary funds in accordance with the strategy and percentages outlined in the State Plan.

3Sb. The State completed the Training and Technical Assistance activities specified in its State Plan.



State Plan Implementation

 NASCS  11

4Sa. The State...

- Conducted monitoring activities as directed by the CSBG Act and outlined in the State Plan;
- Disseminated monitoring reports to local entities within “x” days (TBD); and
- Reported serious deficiencies to OCS.


State Plan Implementation

 NASCS  12

4Sb. “x” percent (TBD) of Eligible Entities resolved identified deficiencies within the agreed upon schedule outlined in the Corrective Action Plan.

4Sc. “x” percent (TBD) of Eligible Entity A-133 Audits reviewed and closed by the State, as required by the OMB Omni Circular within “x” days (in accordance with OMB circular requirements).


State Plan Implementation

 NASCS 13

5S. The State submitted to:

- OCS, accurate program data, in the nationally prescribed format, about the State’s ‘actual performance against planned performance’ for the State Accountability Measures, (as specified in the State Plan);
- OCS, required data reports needed for the State’s Annual Report submission by the OCS-established deadlines; and
- The local entities and State Association, within “x” days (TBD), feedback regarding actual versus planned performance on the State Accountability Measures.

State Plan Implementation


 NASCS 14

6Sa. “x” percent (TBD) of assessed Eligible Entities in the State met the state-adopted Organizational Standards.

6Sb. The State had in place...


- Technical Assistance Plans (TAPs) for all assessed Eligible Entities with unmet standards that could be resolved within one year; and
- Corrective Action Plans (CAPs)/Quality Improvement Plans (QIPs) for all assessed Eligible Entities with significant deficiencies in meeting the state- adopted Organizational Standards.

State Plan Implementation

 NASCS 15

7S. The State provided both quantitative data and examples of how the State CSBG Office maintained and created linkages within State government to assure the effective delivery of services to low-income people.


State Plan Implementation

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8S. Using an OMB-approved survey, determine Eligible Entities' perception of the State's performance with regard to:

- Quality of grants administration;
- Use of discretionary funds;
- Monitoring activities;
- Training provided;
- Technical assistance provided; and
- Communication efforts

State Implementation Plan

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- During the first year after OMB approval, all measures would be reported on an annual basis.
- At some point, OCS (in compliance with the **GPRA Modernization Act**) expects to want information on some few measures (re: *Use of Discretionary Funds; Organizational Standards; and Grantee Monitoring and Corrective Action*) on a more frequent basis (**Semi-Annually or Quarterly.**)

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Federal Measures

Federal Categories

 NASCS 19


- State Plan Review and Acceptance
- Distribution of Funds
- Grant Monitoring and Corrective Action
- Data Collection, Analysis and Reporting
- Organizational Standards
- Training and Technical Assistance
- Communications

State Plan Review & Acceptance

 NASCS 20

1Fa. “x” number (**TBD**) of State Plans reviewed and accepted within 30 business days of receipt of the complete State Plan; “x” number (**TBD**) of State Plans reviewed and accepted within 60 business days of receipt of the complete State Plan.


State Plan Review & Acceptance

 NASCS 21

1Fb. Using an OMB-approved survey, determine the States’ perception of Division of State Assistance’s (DSA) performance with regard to its grant management services:


- Grant requirements and reporting (ease of obtaining information, clarity of information, and timeliness);
- Accessing grant funds (process for accessing, timeliness of funds availability);
- Quality of feedback provided;
- Timely status updates on funding issues; and
- Grant monitoring

Distribution of Funds

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2F. “x” percent (**TBD**) of States, Tribes and Territories that received funding within 15 business days of OMB/Department of Health and Human Services (HHS) apportionment of funds and acceptance of the State Plan.

Grant Monitoring & Corrective Action

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3Fa. “x” percent (**TBD**) of draft State Assessment Reports sent within 60 calendar days of State Assessment site visit.

3Fb. “x” percent (**TBD**) of deficiencies noted in the State Assessment Reports resolved or a Corrective Action Plan initiated within “x” (**TBD**) months.

3Fc. “x” percent (**TBD**) of States that met the agreed upon schedule to resolve Corrective Action Plans required by the Office of Community Services (OCS) as a result of State Assessments.

3Fd. “x” percent decrease (**TBD**) of States with repeat audit findings.

Data Collection, Analysis & Reporting

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4Fa. “x” number of State Reports (including required data reports) reviewed and accepted, and feedback provided within “x” (**TBD**) business days of receipt of the information.



4Fb. Using an OMB-approved survey, determine grantees’ perception of the OCS’ performance with regard to the quality of feedback provided by OCS about the State Reports.

Organizational Standards

 NASCS  25

5F. “x” number (**TBD**) of States in which “x” percent (**TBD**) of assessed Eligible Entities in the State met the state-adopted Organizational Standards.

Training & Technical Assistance



 NASCS  26

6F. Using an OMB-approved survey, determine grantees’ perception of OCS’ performance with regard to:

a) DSA staff-provided Technical Assistance (TA)

- Ease of reaching staff
- Ability of staff to direct you to useful resources/information
- Timeliness of receiving requested information
- Quality of the technical assistance provided
- Information provided is current; accurately interpreted
- Ability of staff to answer your questions
- Clarity and consistency of assistance/guidance provided



Training & Technical Assistance

 NASCS  27

b) DSA staff-provided Training

- Relevancy of training provided
- Effectiveness of training provided
- Staff providing training is knowledgeable about subject area



Training & Technical Assistance

 NASCS  28

c) DSA contractor-provided Technical Assistance

- Ease of reaching TA provider
- Ability of TA provider to direct you to useful resources/information
- Timeliness of receiving requested information
- Quality of the technical assistance provided
- Information provided is current; accurately interpreted
- Ability of TA provider to answer your questions
- Clarity and consistency of assistance/guidance provided



Training & Technical Assistance

 NASCS  29

d) DSA contractor-provided Training

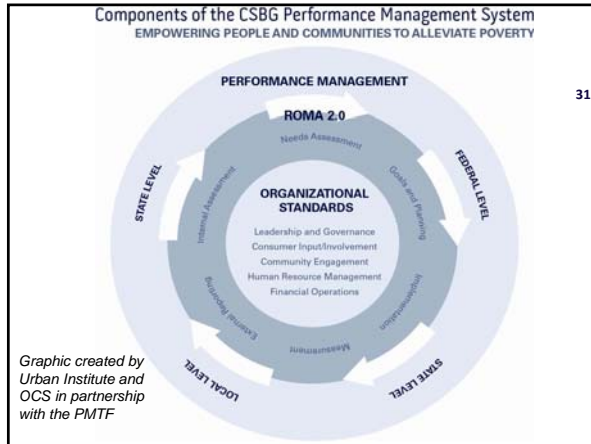
- Relevancy of training provided
- Effectiveness of training provided
- Individuals providing training are knowledgeable about subject area

Communications

 NASCS  30

7F. Using an OMB-approved survey, determine grantees' perception of OCS' performance with regard to communications (written guidance, feedback, reports):

- Clarity;
- Relevancy;
- Timeliness;
- Frequency; and
- Usefulness of the information



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ROMA Next Generation

Improved Performance Management & Data Analysis

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Improved Performance Management

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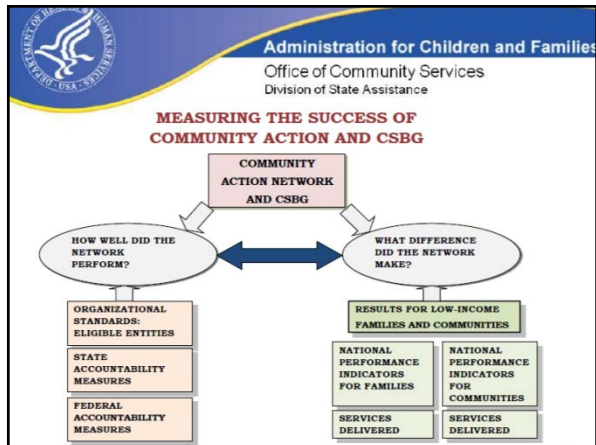
1. ROMA Next Generation is about strengthening the performance management culture of Community Action.
2. ROMA Next Generation is about more robust data analyses to enable agencies to more effectively connect people and distressed communities with the services needed to achieve specific outcomes.

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Improved Performance Management

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- 3. ROMA Next Generation asks agencies and states to establish a better understanding of what services produce the best outcomes for specific family groups and communities.
- 4. ROMA Next Generation will ensure that agencies and states are using their data to focus their limited resources on what works best to achieve Community Action’s long-term goals of self-sufficiency and revitalized communities.

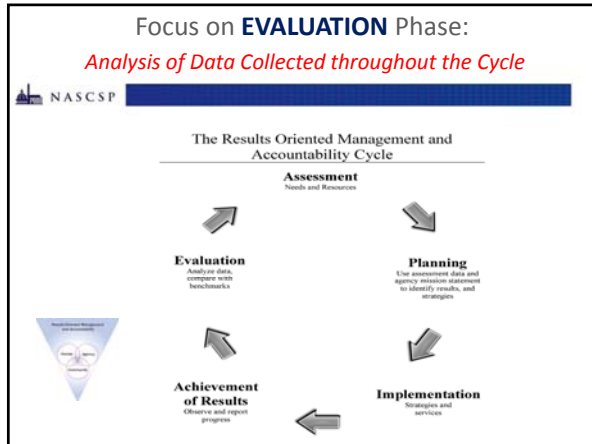


Snapshot of Progress

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- ROMA Implementation Surveys
- White Papers (3)
- National Community Action Theory of Change
- Local TOC Toolkit (Draft)
- National Webinars, National Listening Sessions, Statewide Listening Sessions (over 50)
- National Surveys on Proposed NPI Revisions (2)
- Interim Pilot of Proposed NPI Revisions (9 states, 37 CAAs)
- Case Study on Bundled Services
- Four ROMA COE Committees
 - 175 members in total
 - State CSBG Offices, State CAA Associations, CAAs, National Partner Organizations, Network Consultants



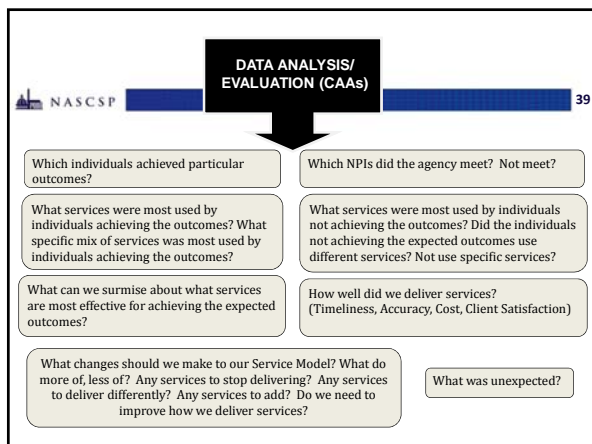


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What Difference Did Your Agency Make?

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What Difference Did The CSBG Network Make?

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**DATA ANALYSIS/
EVALUATION (States)**

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Is the data received from the local agencies accurate? Reliable? (Unduplicated counts of individuals served?)	What Outcomes (NPIs) were met by each of the local agencies across the state? What Outcomes were not met?
Taken together, what outcomes (NPIs) were achieved across the state?	How many people were served across the state?
What types of services were provided? How many of these types of services were provided across the state?	What service delivery models appear most effective?
What does the data tell us about any patterns and trends re: service delivery and outcomes achieved?	What local agency best practices should be replicated in other parts of the state?
What local agencies should receive enhanced training and technical assistance?	<i>In Summary: What did Community Action achieve in our State? "In this State, we achieved X Results (Outcomes) for this many low-income individuals/families/communities (Output) by delivering these services (Output), at this Cost."</i>

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What Data Is Available?

Is it easily accessible? Accurate? Complete?
In what ways can it be sorted?

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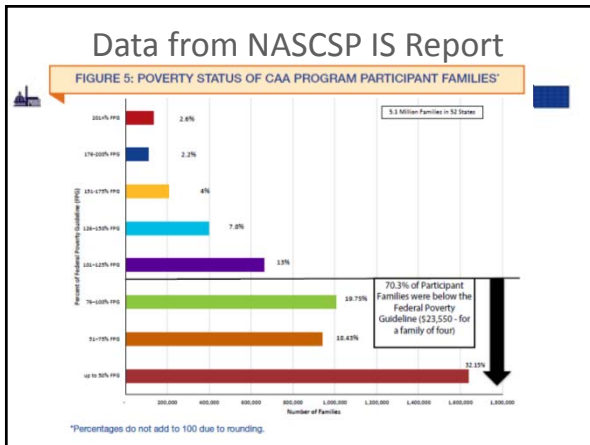
National IS Data

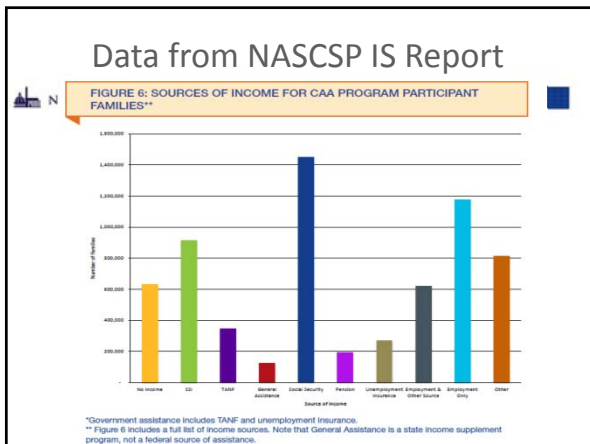


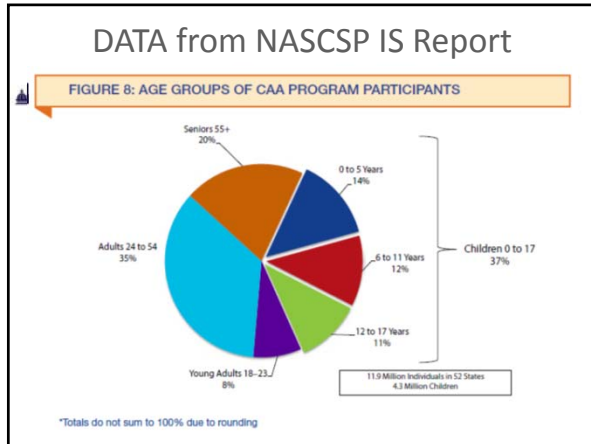
Some data elements about the population...

- Income levels
- Income sources
- Ages of participants

*These have been relatively stable over the past five years. **







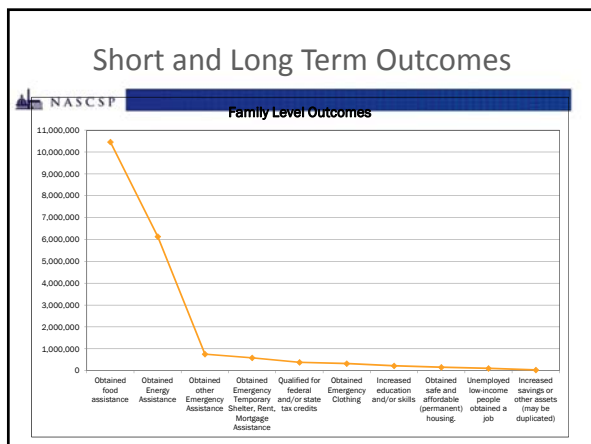
National IS Data

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Information about the outcomes (NPIs)...

- Highest area of reporting is around food followed by energy assistance
- Other outcomes from single or short term service are next
- Long term impact is reported in smaller numbers

Consider what information we can make of this data.




What Do You Know?

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- Analysis of your agency IS data
- Is your population similar to the national data? Or is it different in a significant way?
- What about the NPIs that you report on?
 - Where are the biggest numbers? Does this reflect the actual performance of your agency?

What We Don't Know

 **NASCS**


- What services produced the results?
 - One? More than one?
- Who achieved the results?
 - (What was the age, income level and income source of those who achieved? What about education level?)
- Did the individuals who achieved one outcome achieved any others?

Identify Key Client and Service Characteristics to Link to Outcome Information


 **NASCS** 51

<ul style="list-style-type: none"> <input type="checkbox"/> The agency should identify client characteristics that may be related to outcomes. <input type="checkbox"/> The client characteristic data should not only be totaled for all the program's clients but also be tabulated for specific groups of clients, where appropriate. <input type="checkbox"/> This information will enable the program manager and staff, as well as upper management, to assess the extent to which the program has been, or has not been, successful in helping different client groups 	<ul style="list-style-type: none"> <input type="checkbox"/> This information will enable the program manager to determine if changes are needed. <input type="checkbox"/> For example, health and human service programs are likely to find it useful to report outcomes by one or more of the following: <ul style="list-style-type: none"> ▪ Gender ▪ Age group ▪ Race/ethnicity ▪ Income group ▪ Type of disability ▪ Educational level ▪ Housing type
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Identify Key Client and Service Characteristics to Link to Outcome Information

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- When the data collection procedures are established, the information on the selected characteristics for each client can be obtained.
- Many of these demographic characteristics would be obtained at intake.
- Another way to examine outcome data is to link the outcomes to one or more **service characteristics** -
 - Such as specific office or facility, if more than one
 - Specific caseworker or clinician (usually should not be reported outside the program)
 - Key characteristics of the service, such as type (such as whether group or individual counseling was used)
 - Mode of delivery, location, etc. and amount of service (such as the number of hours or visits)
- Such information can help identify staff who need training or technical assistance and help identify successful service procedures that may be transferable to other staff.

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Using Data for Decision Making – Part I

CASE STUDY

Adding A New Program



When the local school district’s GED test preparation program suffered a large budget cut, the Mount Auburn Community Action Council (MACAC) stepped in to fill the gap. In a short time, 100 students had enrolled in MACAC’s new GED test preparation course. The course promised ungraded, highly interactive training with feedback on problem areas and strengths as well as one-on-one teaching. Based on information found on the internet from an adult education clearinghouse, the MACAC staff set a target of 40 graduates by the end of the first year.

End of First Year Analysis



- At the end of the first year, only 13 students had completed the GED test preparation course and taken the test. In addition, a substantial number had dropped out of the course.
- The program director talked to the director of the former GED test preparation course, who was not surprised by the low completion rate. He said, "It's just the way adult education is."
- Nevertheless, MACAC's GED teachers were not sure they were achieving the best results possible.
- The program director and the teaching staff agreed to analyze the gap between their target and their Year One outcome.

Ask Your Customers



- As a first step, the staff identified students who had dropped out or who had missed a large number of classes. Those students were sent a letter, saying that the MACAC staff was looking for ways to better meet their students' needs. The letter asked for the student's help in the form of a brief interview over the telephone. A few days later, a MACAC staff member called each student.
- The interview approach was highly successful. Not only did the telephone conversations provide insights to the staff, the students seemed to appreciate being asked for their input.
- It became clear from the interviews that a lack of motivation was not a problem. To the contrary, most students were anxious to take the GED test, but they became increasingly frustrated over time by their slow rate of progress.
- In addition, the classes were scheduled in a way that made attendance burdensome for the many students who had night-shift jobs.

Considering What You Discover



- Reflecting on the results of the survey, the teaching staff questioned their policy of providing extensive feedback to students but not grades. The theory had been that being graded might intimidate the students.
- The teachers realized that a lack of grades meant that students did not see an objective indicator of any increments of progress was made, and might not perceive the progress that the teaching staff could see.

How Did They Use the Data?



- With these insights, the program director and the teaching staff decided on changes that promised to make a significant difference for their students.
- The hours were changed slightly.
- They established several intermediate “certificates of accomplishment” as tangible evidence of a student’s progress. In addition, a procedure was established for evaluating each student after enrollment and then creating an individual plan that included an estimated time to graduation.
- The program director and teaching staff thought that the first year target was still appropriate for the following year, and they expected that their program modifications would make the target reachable.



Using Data for Decision Making – Part II

TREND ANALYSIS, SCALES, MATRICES

Using Data to Identify a Trend



- When you want to know more about the outcomes of a program that your agency has provided for awhile, you may find **readily available data elements** that you have been collecting routinely.
- If so, then you will be able to create a good picture of what has been happening over time.
- You should be able to see trends - in demographics, services and outcomes

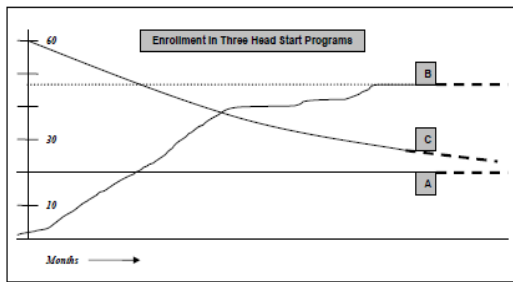
An Example of Trend Analysis



The graph on the next slide below shows three projection possibilities:

- 1) The enrollment in Head Start program "A" has followed a consistent trend for many months. A straight -line project ion suggests that enrollment will continue to be about 20 children per month.
- 2) Head Start program "B" has shown a gradual upward trend, and has reached its maximum enrollment of 48. A straight -line projection would suggest that enrollment is likely to continue at 48.
- 3) Head Start program "C" has experienced a steady downward trend to its current enrollment of 25. If the factors responsible for the loss in enrollment are not addressed or cannot be offset, a straight -line projection suggests that enrollment will fall to 20 within the next few months.

Establishing a Trend Line




Using Scales and Matrices



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- If your agency/state has established scales, with agreed upon benchmarks, then progress toward a goal can be tracked.
- Initial visit establishes placement on the scale (or the group of scales known as a matrix)
- Follow up establishes movement to show progress (or lack of progress)

A Scale




Thriving	<i>Best Case (10)</i>
Safe	
Stable	
<i>Prevention line</i>	
Vulnerable	
In Crisis	<i>Worst Case (0)</i>

A Matrix





Status	Domain	Domain	Domain
Thriving			
Safe			
Stable			
<i>Prevention line</i>			
Vulnerable			
In Crisis			

Chart It – Then Analyze It



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- It is up to you to analyze the data that you get from using scales and matrices.
- What is the connection between domains, or among all of them?
- Can you aggregate the data from many participants to find out the progress (or lack of progress) of the group?

Using Data to Identify a Trend

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- What happens when you want to know more about the outcomes of a program that your agency has provided for awhile, and you find that there is **not much data available** – that is: you have not been collecting or documenting it routinely.
- If you find this is true, then you will have to look at other program data and identify what you need to know. Then you will have to establish systems to collect the necessary data.

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Using Data for Decision Making – Part III


COMPARING DATA

Comparing Data

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- Either with or without your own robust data, you will want to compare your program with other similar ones to begin to explore the question: “are we doing a good job?”
- If we assisted 100 people in getting a job, is that good?
 - What do other agencies who have employment as an outcome achieve?
 - Are our populations similar?
 - How might differences in population impact differences in outcomes?

Using a Program Map

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- You may use “mapping” to analyze your program.
- This may look like a Logic Model or other Program Mapping Graphic.
- It may include scales or other progressive benchmarks.

Using “Expert” Input

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- Subjective judgment can have a valuable place in the analysis process when the judgments are provided by experts.
- Who are “experts”?
 - They might be line staff or former line workers who have had experience with the program you are examining. They might be members of one of your agency’s advisory groups.
 - They might be graduates of the program or of a program that is similar. They might be members of your board of directors, who sometimes have special insights into one or more areas of programming.
- Be flexible as you think about the question, “Who could help us understand the data we have (or what we need)?”

“Borrowing” Data from Another Program

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If you know of a program in another community or another state that is highly similar to the program that you are implementing, and if the other program’s outcome indicators are the similar to the ones that you plan to use, it may be practical to look at that program’s data to identify trends.

You can then compare your program to the other program’s outcome data.

Internet Sources



- National clearinghouses often have statistics in areas such as average rates of GED test preparation class completion.
- National advocacy organizations may have reports that include program outcome statistics.
- Foundations often have reports of the outcomes achieved by their grantees.
- A Google search sometimes can help you zero in on the sources you need.

Outcomes Specified by a Funding Source



- Sometimes the source of your funding gives you a target that you are expected to hit.
- This can be good news, because it is easy to determine.
- But may be bad news if the imposed target is difficult to hit, or if there are other outcomes that you want to track.

Using Data for Decision Making – Part IV

UNDERSTAND THE CIRCUMSTANCES

Dealing with the Impact of One-Time Events



What happens to the annual data?

- When you have large events only once a year
 - Such events could be special programs at the Thanksgiving/Christmas holiday season
- Events at specific times of year
 - Fuel programs that peak in winter months, or summer programs for school children.

Dealing with Wide Variations



- When analysis of the data shows quantities of participants (or service units) vary widely from one measurement period to the next, you may be able to see a contingent trend:
 - "If A occurs, our outcome will be B, but if Y occurs, our outcome will be Z."

Dealing with the Complexity of Anti-Poverty Programs



- Poverty is an enormously complex issue. Reducing poverty, whether for a household or for a community, is difficult and requires a long-term effort on many levels.
- "Long term" effort means that you have to acknowledge challenges in data collection practices that may cover several years of service.
- Effort on "many levels" means that you will have to establish processes to gather data across different service delivery systems.

Dealing with the Complexity of Anti-Poverty Programs



□ Acknowledging long-range goals

- When long range goals cannot be achieved in a single year, an interim indicator should be established – and it should be as meaningful as possible in and of itself.
- An interim indicator should show how successfully customers are moving toward the desired final outcome.
- Sometimes an interim indicator should be chosen because it relates to a goal in a way that is unambiguously apparent to all stakeholders.

Dealing with the Complexity of Anti-Poverty Programs



□ Acknowledging that some goals depend on the activities of many programs working together



- Operationally distinct programs can contribute to meeting one or more poverty reduction targets.
- Each separate program has its own internal targets, but they also share targets related to the long-term goal of family self-sufficiency.



The Measurement System



TYPES OF INDICATORS

What Have You Measured?

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- Process indicators** – provide evidence of whether the program unfolded according to plan.
- Service delivery indicators** – provide straightforward information about what a program is providing. *How much? How many? How often?* are the kinds of questions we can answer with service delivery indicators.
- Customer satisfaction indicators** – provide information about whether a program met its customers' expectations.
- Impact indicators**– provide evidence of whether the program had the impact (achieved outcomes or results) it was intended to have.

How to Measure?

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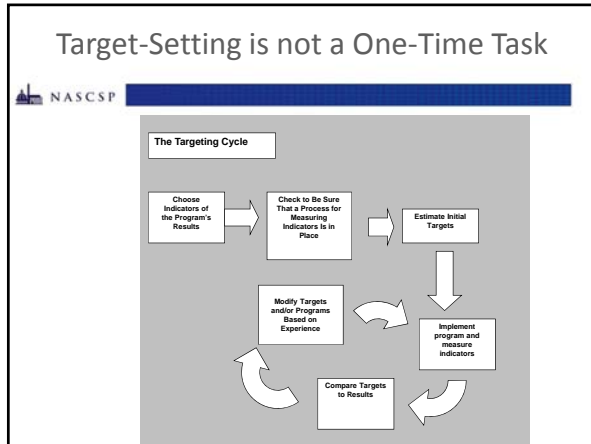
What measurement tools do you use to document success (or movement towards success)?

How do you collect and store this kind of data?

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The Targeting Cycle

IMPROVE ANALYSIS BY SETTING TARGETS




- ### A Dynamic Process
- In a new program, the initial target may be unrealistic despite your best efforts to set an accurate target.
 - The experience of program implementation may tell you that you need to modify the target either upward or downward.
 - In established programs, targets may need to be modified because of environmental changes or changes in a program (such as the loss of a staff person).
 - Even if a program's results match the original targets exactly, the targets should be reviewed and changes considered as the program further matures.

Learning from the Evaluation Phase


ASKING THE RIGHT QUESTIONS

Learning from the Review

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- It may be tempting to see data review as a simple yes-or-no answer to the question: Did we meet the target? But answering this question is only the first step in analysis.
- The second step is to seek answers to the question, “Why?”
 - Why did we meet the target or miss it? In other words, ask you self: “what went well?” and “what do we want to do differently?”

When Answers Are Difficult to Find

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- Whether your program’s results exceeded your target or fell short, understanding the mismatch between targets and results is not always easy.
- You must find ways to understand the various factors in a program/process and the way in which those factors influenced outcomes.

Tools & Toolkits

 NASCS 90

- Guide to Creating a Comprehensive Needs Assessment
- NASCS Performance Targeting Manual
- CSBG IS Survey Instructions, Lexicon, Guides
- Introduction to ROMA Manual
- ROMA Next Gen. Manual (*Coming Soon*)
- TOC Toolkit (*Coming Soon*)
- Standard Monitoring for CSBG (*Updates Coming*)
- State Monitoring Self Assessment Tool (*Updates Coming*)

NASCSP Conferences

 **NASCSP** 91

NASCSP CSBG/WAP Orientation & Mid-Winter Training Conference
February 23rd to 27th
Arlington, VA

NASCSP Annual Training Conference
September 15th to 18th
Sacramento, CA



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Questions?
