


Using Population Data: We have data, so now what?

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- **CEO, Action 2 Outcomes** – consulting, strategic planning, training and evaluation
- Adjunct Faculty, UCONN, DPP; University of New Haven, Criminal Justice
- 35+ years in government and nonprofit management
- Results-Based Accountability expert
- Former Fear Monster victim
- Author:
 - *Stop Spinning Your Wheels: Using Results-Based Accountability to Steer Your Agency to Success*, 2016
 - *Data Is Not a Four-Letter Word: Turning Data Fear Into Data Enthusiasm*, Forthcoming

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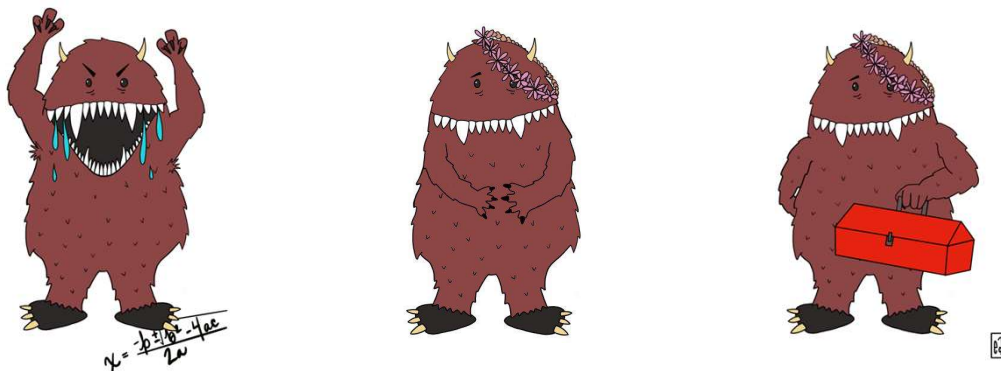
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Performance management systems development, continuous improvement, strategic and operational planning, public policy analysis, program evaluation and advanced data analysis
- Adjunct Faculty, UCONN, DPP
- Managed Performance Measurement Unit at CTDOL
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- Results-Based Accountability expert
- Author:
 - *Confessions of a Data Scientist...or Warrior-Priest? Lessons From 25 Years of Data Science, Performance Measurement and Decision Support*, 2018
 - *Data Is Not a Four-Letter Word: Turning Data Fear Into Data Enthusiasm*, Forthcoming



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The Data Fear Monster



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CAPACITY

Fear related to one's own skills and capacity



USE


Fear related to how data will be used

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Fear Related To Capacity




Fear of numbers (shows up in many different ways)

Fear coming from bad early math experiences


Fear coming from fundamental misunderstanding of probability [struggle for certainty]

Fear coming from visceral response to complex data displays or reports




Fear related to activities that run counter to self-image and comfort zone

Self-fulfilling prophesy—I don't, therefore I can't



Imposter syndrome



Dunning-Kruger effect and reaction to it

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Fear Related To Use



FEAR THAT LOTS OF EFFORT WILL GO INTO COLLECTING AND REPORTING DATA AND THAT INFORMATION WILL BE IRRELEVANT OR IGNORED



FEAR THAT DATA WILL BE MISINTERPRETED



FEAR THAT DATA WILL BE MISUSED (BLAME ASSIGNED, RESOURCES TAKEN AWAY)



FEAR BEING EMBARRASSED BY THE STORY THE DATA TELL [A BIG ONE! – LOTS OF DIFFERENT VERSIONS OF THIS]



FEAR OF INADVERTENTLY VIOLATING NORMS, RULES, OR LAWS RELATED TO DATA SHARING

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Results-Based Accountability 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

Performance

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 MEASURE
 A measure of how well a program, agency or service system is working.
 Three types:

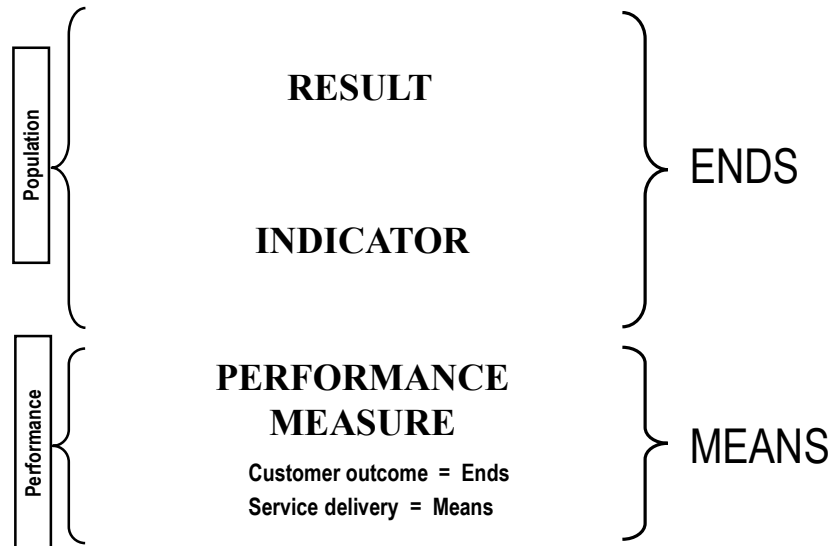
1. How much did we do?
2. How well did we do it?
3. Is anyone better off? = **Customer Outcomes**

RBA was created by Mark Friedman...See his great book, [Trying Hard Is Not Good Enough.](#)

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From Ends to Means... From Talk to Action



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Connecticut Early Childhood Result Statements

- Ready By Five, Fine By Nine
- Goal 1: All Children Healthy and Ready For School Success at Entry To Kindergarten
- Goal 2: All Children Healthy and Achieving School Success By Age 9
- All Infants and Very Young Children Achieve Optimal Health and Development In Safe, Nurturing Families and Environments
- **Southington: All children are healthy and ready to learn.**

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Other CT Result Statements

- 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 have optimal mental health
- All children and youth in Connecticut become resilient, empowered, productive and engaged citizens
- All Capital Region adults are self-sufficient
- Connecticut children grow up safe, healthy, and ready to lead successful lives

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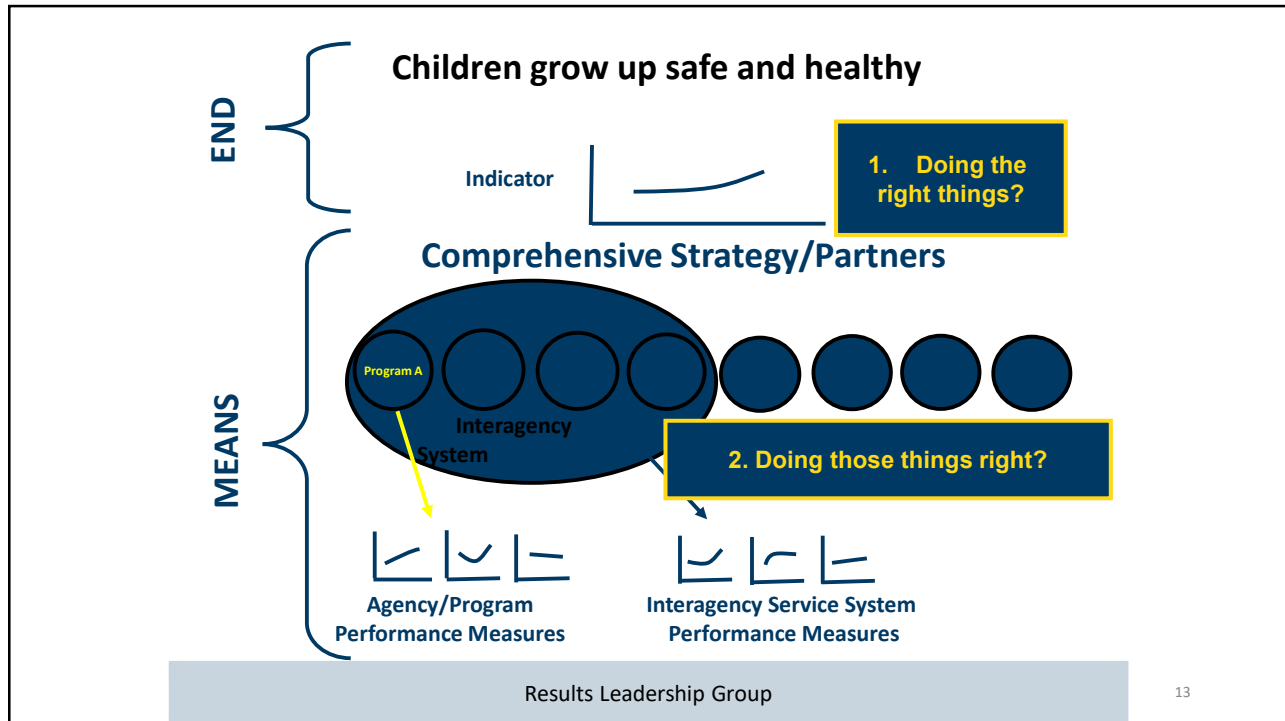
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The 7 Population Accountability Questions

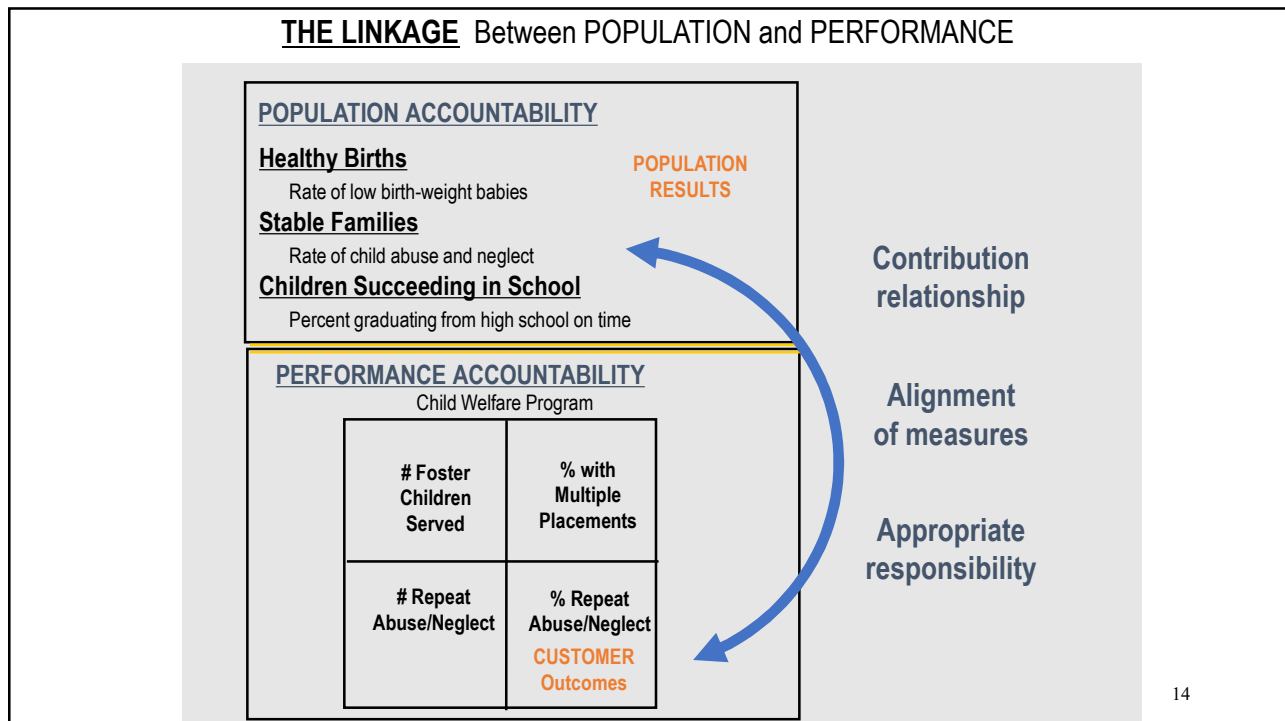
1. What are the quality of life conditions we want for the children, adults and families who live in our community?
2. What would these conditions look like if we could see them?
3. How can we measure these conditions?
4. How are we doing on the most important of these measures?
5. Who are the partners 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?

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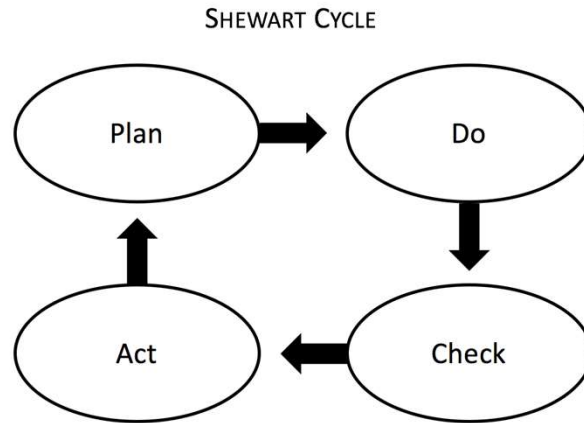


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Shewart Cycle



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Basic Continuous Improvement Tools

- Force-Field Analysis
- Process Mapping
- Cause and Effect Diagrams



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The Story Behind The Baseline

- **Root Causes (ask "Why?" five times)**
- **Three Diagnostic Domains:**
 - *Customer/Population Characteristics*
 - *Policies/Process*
 - *Economic/Environmental*
- **Positive and negative**
- **Prioritize – which are the most important to address to "turn the curve" of the baseline?**
- **Research agenda?**



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Population Well-Being Getting To Solutions

5 min: Starting Points

- timekeeper and reporter
- two hats (yours plus partner's)

5 min: Baseline

- forecast: Where is the trend line going?
- turn the curve: Is forecast OK or not OK?

30 min: Story behind the baseline

- causes/forces at work
- information & research agenda part 1 - causes

25 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

Two
pointers
to action

10 min: Report: Convert notes to one page

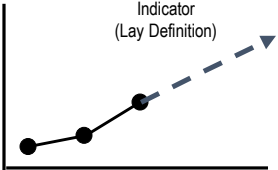
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ONE PAGE Turn the Curve Report

Result: _____

Indicator
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
4. -----Off the Wall

Sharp
Edges

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