

# 2018 Invest in What Works State Standard of Excellence



July 2018

**RESULTS**  
FOR **AMERICA**

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## Executive Summary

The *2018 Invest in What Works State Standard of Excellence* sets a national standard—a “north star”—for how state governments can consistently and effectively use data and evidence in budget, policy, and management decisions to achieve better outcomes for their residents.

- Results for America identified 88 leading and promising data-driven and evidence-based practices, policies, programs, and systems in effect in April 2018 in 30 states across the country.
- Five states are recognized as leading the way with their data-driven and evidence-based examples: Colorado, Minnesota, Oregon, Tennessee, and Washington.
- The State Standard of Excellence consists of 15 criteria: Strategic Goals, Performance Management / Continuous Improvement, Data Leadership, Data Policies / Agreements, Data Use, Evaluation Leadership, Evaluation Policies, Evaluation Resources, Outcome Data, Evidence Definition and Program Inventory, Cost-Benefit Analysis, Use of Evidence in Grant Programs, Innovation, Contracting for Outcomes, and Repurpose for Results.

The *2018 Invest in What Works State Standard of Excellence* informs policymakers and the public about state governments’ use of data, evidence, and evaluation to invest taxpayer dollars in what works. By identifying specific efforts currently under way in state governments, Results for America hopes to facilitate the broader adoption of evidence-based policymaking in state governments across the country.

### **Purpose of the *2018 Invest in What Works State Standard of Excellence***

#### **CREATE A NATIONAL STANDARD**

which defines the infrastructure state governments need in order to be able to use data, evidence, and evaluation to invest in what works.

#### **SHOWCASE EXAMPLES**

of results-driven and evidence-based practices, policies, programs, and systems currently in effect within state governments.

#### **PROVIDE A ROAD MAP**

for state government leaders committed to increasing investments in what works.

# State Standard of Excellence and List of Leading and Promising Examples by State Governments

State Standard of Excellence Criteria	Leading Example by a State Government	Other States with Promising Examples
<p><b>1. Strategic Goals</b> Did the governor have public statewide strategic goals?</p>	<p><b>Colorado</b> The Colorado Governor’s Office publishes statewide strategic goals and statewide and agency-specific outcomes on its <a href="#">performance dashboard</a>. The governor’s <a href="#">annual budget request</a> (p. 65) links these goals to specific agency activities and outcomes.</p>	<p>Oregon, Tennessee, and Washington</p>
<p><b>2. Performance Management / Continuous Improvement</b> Did the state or any of its agencies implement a performance management system aligned with its statewide strategic goals, with clear and prioritized outcome-focused goals, program objectives, and measures; and did it consistently collect, analyze, and use data and evidence to improve outcomes, return on investment, and other dimensions of performance?</p>	<p><b>Tennessee</b> Tennessee’s performance and data website, <a href="#">Transparent TN</a>, has statewide performance dashboards with specific <a href="#">sub-goals, targets, and performance data</a>. The site includes <a href="#">fiscal data</a> related to agencies’ programmatic spending and other expenditures. The site also <a href="#">publicizes strategic goals</a> in the areas of <a href="#">education and workforce development</a>, <a href="#">fiscal strength and efficient government</a>, <a href="#">health and welfare</a>, <a href="#">jobs and economic development</a>, and <a href="#">public safety</a>.</p>	<p>California, Colorado, Florida, Maryland, Minnesota, New Mexico, Oklahoma, Oregon, Virginia, Washington, and Wisconsin</p>
<p><b>3. Data Leadership</b> Did the governor’s office or any state agency have a senior staff member(s) with the authority, staff, and budget to collect, analyze, share, and use high-quality administrative and survey data—consistent with strong privacy protections—to improve (or help other entities including but not limited to local governments and nonprofit organizations improve) federal, state, and local programs? (Example: chief data officer)</p>	<p><b>Indiana</b> A <a href="#">2017 Indiana law</a> established the position of chief data officer (p. 8) with the budget, staff, and authority to (1) coordinate data analytics and data transparency for state agencies; (2) advise state agencies regarding best practices for data maintenance, security, and privacy; and (3) oversee the <a href="#">Indiana Management Performance Hub</a>, which uses state data, such as the <a href="#">Education and Workforce Development database</a>, to provide “analytics solutions tailored to address complex management and policy questions enabling improved outcomes.”</p>	<p>Arkansas, Connecticut, Michigan, and North Carolina</p>

State Standard of Excellence Criteria	Leading Example by a State Government	Other States with Promising Examples
<p><b>4. Data Policies / Agreements</b> Did the state or any of its agencies have data-sharing policies and data-sharing agreements—consistent with strong privacy protections—with any nonprofit organizations, academic institutions, local government agencies, and/or federal government agencies which were designed to improve outcomes for publicly funded programs, and did it make those policies and agreements publicly available? (Example: data-sharing policy, open data policy)</p>	<p><b>Washington</b> The <a href="#">Washington Education Research and Data Center</a> has a <a href="#">memorandum of understanding</a> which identifies how data will be collected and shared among partners with a <a href="#">strong focus on protecting individual privacy</a>. The center brings together <a href="#">eleven partners</a>, including other state agencies and nonprofits, to compile education and workforce data to improve student achievement and workforce outcomes.</p>	<p>Connecticut, Delaware, Georgia, Maryland, Michigan, and Texas</p>
<p><b>5. Data Use</b> Did the state or any of its agencies have data systems consistent with strong privacy protections that linked multiple administrative data sets across state agencies, and did it use those systems to improve federal, state, or local programs?</p>	<p><b>Kentucky</b> A <a href="#">2013 Kentucky law</a> established the <a href="#">Kentucky Center for Education and Workforce Statistics</a> which collects and links high-quality, actionable data from five state agencies in order to improve education and workforce programs in the state. By providing <a href="#">data sets</a>, publishing <a href="#">reports</a>, and fulfilling <a href="#">research requests</a>, the center provides state-specific <a href="#">insights</a> with appropriate <a href="#">data privacy</a> and <a href="#">data access</a> measures. It has more than <a href="#">40 staff members</a> who are <a href="#">dedicated</a> to “developing reports, responding to research requests, and providing statistical data about these efforts so policymakers, agencies, and the general public can make better informed decisions” (p. 7). The center is run by an executive director with oversight from <a href="#">a board</a> composed of participating state agencies. The center has also developed a <a href="#">research agenda</a> for 2017–2019.</p>	<p>California, Illinois, Indiana, Maryland, Massachusetts, Minnesota, South Carolina, Washington, and Wisconsin</p>
<p><b>6. Evaluation Leadership</b> Did the governor’s office or any state agency have a senior staff member(s) with the authority, staff, and budget to evaluate its major programs and inform policy decisions affecting them? (Example: chief evaluation officer)</p>	<p><b>Colorado</b> Colorado’s lieutenant governor <a href="#">serves as the state’s chief operating officer</a> and is responsible for working with agencies on the state’s performance management, process improvement, accountability, and transparency. In compliance with Colorado’s State Measurement for Accountable, Responsive and Transparent Government (SMART) Act, the lieutenant governor oversees the <a href="#">Governor’s Dashboard</a> with the goal of <a href="#">improving services for residents</a>. The lieutenant governor’s office also spearheaded the launch of the <a href="#">Colorado Evaluation and Action Lab</a>, which is helping departments evaluate their programs.</p>	<p>California</p>

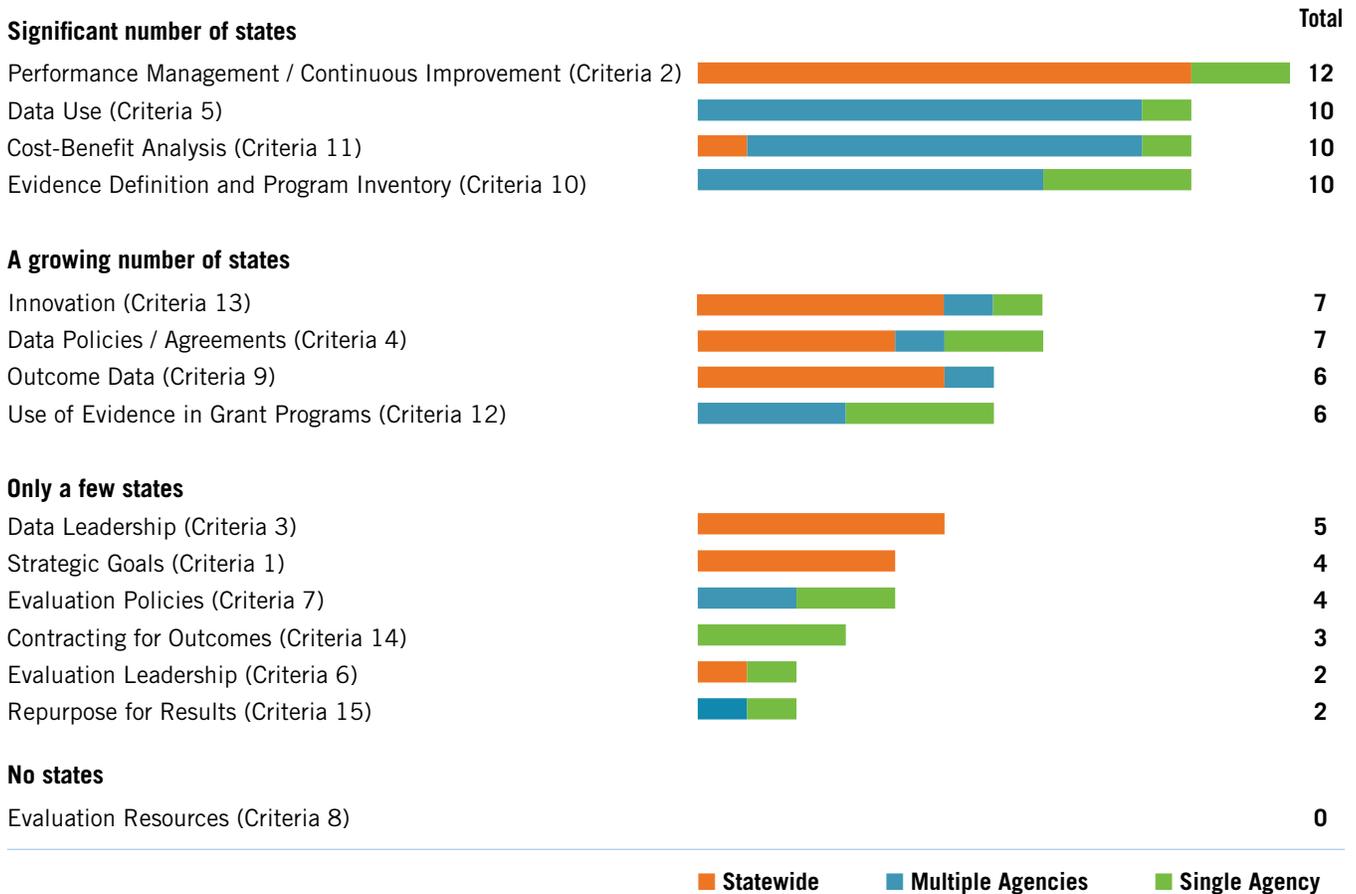
State Standard of Excellence Criteria	Leading Example by a State Government	Other States with Promising Examples
<p><b>7. Evaluation Policies</b> Did the state or any of its agencies have an evaluation policy, evaluation plan, and research/learning agenda(s), and did it publicly release the findings of all completed evaluations?</p>	<p><b>Massachusetts</b> The <a href="#">Massachusetts Department of Elementary and Secondary Education</a> has developed a <a href="#">research agenda</a> and posts the results of all <a href="#">completed evaluations</a>, as well as <a href="#">other research reports</a>.</p>	<p>Kentucky, Tennessee, and Virginia</p>
<p><b>8. Evaluation Resources</b> Did the state or any of its agencies invest at least 1% of program funds in evaluations?</p>	<p>None identified.</p>	
<p><b>9. Outcome Data</b> Did the state or any of its agencies report or require outcome data for its state-funded programs during their budget process?</p>	<p><b>New Mexico</b> A <a href="#">1999 New Mexico law</a> (p. 5) requires all New Mexico state agencies to submit annual performance-based budget requests which include (1) the outputs and outcomes from each program, (2) performance measures and performance targets for each program, and (3) an evaluation of the program's performance. This information is released annually in the state's <a href="#">policy and fiscal analysis</a>, which includes individual agency performance reports (pp. 87–129) and information on the cost effectiveness of different programs (pp. 15–20, 49–50).</p>	<p>Colorado, Minnesota, Mississippi, Oregon, and Utah</p>
<p><b>10. Evidence Definition and Program Inventory</b> Did the state or any of its agencies release a common evidence framework, guidelines, or standards to inform its research and funding decisions and make publicly available an inventory of state-funded programs categorized based on at least two tiers of evidence?</p>	<p><b>Minnesota</b> Under a <a href="#">2015 Minnesota law</a> (section 13), the Minnesota Management and Budget Office developed numerous inventories and cost-benefit analyses of evidenced-based programs. These inventories include the areas of <a href="#">adult criminal justice</a>, <a href="#">mental health</a>, <a href="#">child welfare</a>, <a href="#">juvenile justice</a>, and <a href="#">substance use</a>. As part of these inventories, the state developed <a href="#">evidence definitions</a> to categorize these interventions based on the following four levels: proven effective, promising, theory-based, or no effect. Further, Minnesota published a <a href="#">guide for using evidence in policymaking</a> to help policymakers use “the effectiveness of previously implemented policies or programs to inform management, policy, and budget decisions.”</p>	<p>California, Colorado, Connecticut, Florida, Mississippi, New Mexico, Oregon, Utah, and Washington</p>

State Standard of Excellence Criteria	Leading Example by a State Government	Other States with Promising Examples
<p><b>11. Cost-Benefit Analysis</b> Did the state or any of its agencies assess and make publicly available the costs and benefits of public programs?</p>	<p><b>Washington</b> A <a href="#">2013 Washington State law</a> (pp. 105–106) directed the Department of Corrections, in consultation with the Washington State Institute for Public Policy (WSIPP), to (1) compile an inventory of existing programs; (2) determine whether its programs were evidence-based; (3) assess the effectiveness, including a cost-benefit analysis, of its programs; and (4) phase out ineffective programs and implement evidence-based programs. As a result of this and similar laws, WSIPP has <a href="#">published hundreds of cost-benefit analysis reports</a> over the past 10 years.</p>	<p>Colorado, Connecticut, Minnesota, Mississippi, New Mexico, New York, Oregon, Rhode Island, and Utah</p>
<p><b>12. Use of Evidence in Grant Programs</b> Did the state or any of its agencies (1) invest at least 50% of program funds in evidence-based solutions or (2) use evidence of effectiveness when allocating funds to eligible grantees (including local governments) from its five largest competitive and noncompetitive grant programs?</p>	<p><b>Oregon</b> A <a href="#">2003 Oregon law</a> states that the Oregon Department of Corrections, the Oregon Youth Authority, the Oregon Youth Development Division, and “the part of the Oregon Health Authority that deals with mental health and addiction issues” <i>shall</i> (1) “spend at least 75 percent of state moneys that the agency receives for programs on evidence-based programs” by 2011, (2) perform cost-benefit analyses, and (3) compile a biennial program inventory with results from funded programs.</p>	<p>Florida, Georgia, New York, Ohio, and Tennessee</p>
<p><b>13. Innovation</b> Did the state or any of its agencies have staff, policies, and processes in place that encouraged innovation to improve outcomes?</p>	<p><b>California</b> The California Health and Human Services Agency’s Let’s Get Healthy California <a href="#">Innovation Challenge 2.0</a> awarded grants to <a href="#">12 community-based initiatives</a> to advance California’s goal of becoming the healthiest state in the nation by 2022. In the <a href="#">selection process</a>, applications were scored based on data use (“the extent to which data was effectively used to inform, target, and evaluate the innovation”) and effectiveness (“the extent to which the innovation’s results were achieved or show promise of being successful with the intended population”) among other criteria.</p>	<p>Colorado, Michigan, Ohio, Oregon, Rhode Island, and Washington</p>

State Standard of Excellence Criteria	Leading Example by a State Government	Other States with Promising Examples
<p><b>14. Contracting for Outcomes</b> Did the state or any of its agencies enter into performance-based contracts and/or use active contract management (frequent use of data and regular communication with providers to monitor implementation and progress) to improve outcomes for publicly funded programs?</p>	<p><b>Rhode Island</b> Since 2015, Rhode Island’s Department of Children, Youth, and Families has worked to <a href="#">reform and restructure</a> the department’s procurement processes in four areas: improving service delivery through strategic planning, embedding results-driven procurement in new contracts, improving performance through active contract management practices, and supporting results-driven contracting practices through technical resources, tools, and processes for staff. As part of this initiative, the department executed \$90 million in results-driven contracts that require providers to meet outcome goals rather than output metrics. This has led to a reduction in the number of children in group care by nearly 20%, reduced the number of children in state custody due to improved preventative services, expanded services available to families and children, and made improvements in the department’s procurement process.</p>	<p>California, Connecticut, Massachusetts, Michigan, South Carolina, and Tennessee</p>
<p><b>15. Repurpose for Results</b> Did the state or any of its agencies shift funds away from any practice, policy, or program which consistently failed to achieve desired outcomes?</p>	<p><b>Minnesota</b> A <a href="#">2014 Minnesota law</a> (subdivision 7) requires the Minnesota Department of Human Services to use the <a href="#">Self-Support Index</a> to monitor each county’s performance in assisting clients to become self-sufficient. Counties that meet performance targets receive a 2.5% bonus payment from the state, whereas counties that perform below the expected target must submit a performance improvement plan. In counties where “no improvement is shown by the end of the multiyear plan, the county’s or tribe’s allocation must be decreased by 2.5 percent” [<a href="#">256J.626(7)(a)(2)</a>].</p>	<p>Pennsylvania</p>

# Overview of Findings by Standard of Excellence Criteria

## LEADING AND PROMISING EXAMPLES IN STATE GOVERNMENTS



**For four State Standard of Excellence criteria, Results for America identified a significant number of state governments with leading and promising data-driven and evidence-based examples.**

### CRITERIA 2

Performance Management / Continuous Improvement

#### Why is this important?

*Performance management systems are important tools that help state governments monitor and improve customer service, program performance, and outcomes for their residents.*

#### What are states doing?

**12 states (10 statewide, 2 single agency)** have performance management systems, such as statewide dashboards, that integrate strategic goals, outcome metrics, and budgets to monitor the performance of state programs.

**CRITERIA 5**

Data Use

**Why is this important?**

*The linking of data across programs and agencies allows state governments to increase the efficiency and effectiveness of state services while measuring the impact of those services on residents.*

**What are states doing?**

**10 states (9 multiple agency, 1 single agency)** are building the infrastructure to link data across multiple programs and agencies in order to improve programs and better serve the diverse needs of state residents. Many of these states have integrated longitudinal systems that cover education, workforce, and other areas.

**CRITERIA 11**

Cost-Benefit Analysis

**Why is this important?**

*Cost-benefit analysis helps state governments quantify outcomes and program costs to ensure that public dollars are being efficiently spent to get the most value for taxpayers and the best outcomes for residents.*

**What are states doing?**

**10 states (1 statewide, 8 multiple agency, 1 single agency)** have conducted cost-benefit analyses of different program models, particularly in the areas of criminal justice, juvenile justice, mental health, and child welfare.

**CRITERIA 10**

Evidence Definition and Program Inventory

**Why is this important?**

*Defining evidence and conducting program inventories can help state governments ensure that their programs are using proven practices and that their interventions are effective in meeting the state's desired goals and improving outcomes for residents.*

**What are states doing?**

**10 states (7 multiple agency, 3 single agency)** have defined evidence standards and created program inventories that categorize interventions according to their level of evidence, frequently by using the [Pew-MacArthur Results First Initiative](#) methodology. The most common areas for these evidence-based program inventories are criminal justice, juvenile justice, mental health, and child welfare.

For four State Standard of Excellence criteria, Results for America identified a **growing number of state governments** with leading and promising data-driven and evidence-based examples.

**CRITERIA 13**  
Innovation

**Why is this important?**

*Encouraging innovation allows state governments to implement new models that can improve programs while also building their evidence base.*

**What are states doing?**

**7 states (5 statewide, 1 multiple agency, 1 single agency)** have staff, policies, and processes in place that encourage innovation to improve outcomes and the delivery of services for residents. Many of these states are using Lean process improvement techniques to increase the efficiency of state operations, improve customer service, and create a culture of continuous improvement. Other innovative approaches from state governments include using behavioral insights to collect overdue tax payments, predictive analytics to better design state programs and services, and issuing an innovation challenge to encourage new programs and services.

**CRITERIA 4**  
Data Policies /  
Agreements

**Why is this important?**

*Data-sharing policies and agreements serve as an important policy framework for data governance that allows state governments to take a coordinated approach to identifying and using relevant data to improve programs while implementing strong privacy protections.*

**What are states doing?**

**7 states (4 statewide, 1 multiple agency, 2 single agency)** have publicly available policies or agreements to share data as a way to improve taxpayer-funded programs. States have utilized a variety of data-sharing policies, including standardized data agreements and data policy handbooks.

**CRITERIA 9**  
Outcome Data

**Why is this important?**

*Aligning performance reporting and budgetary cycles makes it easier for state governments to make funding decisions based on the outcomes and results achieved by state-funded programs.*

**What are states doing?**

**6 states (5 statewide, 1 multiple agency)** have reported outcome data for state-funded programs during their budget process. Most of these states have laws requiring agencies to report this information to the state legislature during the annual state budget review.

**CRITERIA 12**

Use of Evidence  
in Grant  
Programs

**Why is this important?**

*Requiring a portion of grant funds to be spent on evidence-based programs allows state governments to use and scale proven program models to achieve better and more uniform results.*

**What are states doing?**

**6 states (3 multiple agency, 3 single agency)** have requirements that grant funds go toward evidence-based interventions as a way to improve outcomes. The majority of these efforts are focused on specific programs within state agencies.

**For six State Standard of Excellence criteria, Results for America identified only a few state governments with leading and promising data-driven and evidence-based examples.**

**CRITERIA 3**

Data  
Leadership

**Why is this important?**

*A designated chief data officer can create a coherent set of policies, structures, and guidance for how a state government and its agencies should routinely use data to improve programs.*

**What are states doing?**

**5 states (all statewide)** have chief data officers with the authority, staff, and budget to collect, analyze, share, and use data to improve federal, state, and local programs. The majority of these positions were established by law or executive order.

**CRITERIA 1**

Strategic  
Goals

**Why is this important?**

*The creation of statewide strategic goals is an important first step in aligning goals, expenditures, and programmatic activities as a way to improve outcomes on a state government's highest priorities.*

**What are states doing?**

**4 states (all statewide)** have statewide strategic goals. These states have overarching state goals, specific targets for achieving those goals, metrics to track progress toward the targets, and information on budget expenditures that support relevant programs to achieve those goals.

**CRITERIA 7**

Evaluation  
Policies

**Why is this important?**

*Evaluation policies provide a useful way for state governments to align their evaluation and research priorities, learn about what works, and share information with outside researchers about additional areas where they want to increase their knowledge base.*

**What are states doing?**

**4 states (2 multiple agency, 2 single agency)** have an evaluation policy, evaluation plan, or research/learning agenda. Only one state agency publicly released the findings of all completed evaluations.

**CRITERIA 14**

Contracting for Outcomes

**Why is this important?**

*These contracting techniques allow state governments to get better results and value for each taxpayer dollar.*

**What are states doing?**

**3 states (all single agency)** have begun to implement performance-based contracts which tie funding to population level outcomes. Only one state (in a single agency) has adopted active contract management techniques by frequently sharing data and regularly communicating with providers about program implementation and progress.

**CRITERIA 6**

Evaluation Leadership

**Why is this important?**

*Evaluation leadership positions are an important tool for state governments to ensure that evidence of what works is a primary consideration when making programmatic and budget decisions.*

**What are states doing?**

**2 states (1 statewide, 1 single agency)** have senior leadership positions with the authority, staff, and budget to evaluate the state government's major programs and inform policy decisions affecting them.

**CRITERIA 15**

Repurpose for Results

**Why is this important?**

*Repurposing funds from programs that fail to consistently achieve results to programs that consistently achieve results is a key strategy for state governments to improve their performance while building knowledge about what works.*

**What are states doing?**

**2 states (1 multiple agency, 1 single agency)** have successfully shifted public funds away from at least one practice, policy, program, or system which consistently failed to achieve desired outcomes.

**For one State Standard of Excellence criteria, Results for America was not able to identify any state governments with leading or promising data-driven and evidence-based examples.**

**CRITERIA 8**

Evaluation Resources

**Why is this important?**

*Making specific funding commitments to evaluation is critical and ensures that state governments have the necessary funds to evaluate whether state programs are achieving their desired outcomes. At the federal level, several agencies have made commitments to spend 1% of program funds on evaluation, which has allowed them to improve programmatic outcomes and build their knowledge base about what works.*

**What are states doing?**

**0 states** were identified that invest at least 1% of program funds in evaluations.

## Methodology

Results for America classified state governments' data-driven and evidence-based practices, policies, programs, and systems as "leading" or "promising" examples based on whether the effort met the minimum threshold described below and the extent to which it exhibited four characteristics: breadth, depth, legal framework, and interconnectedness.

In order to meet the **minimum threshold** for inclusion as leading or promising, the example must:

- meet the requirements of the criteria question;
- be in effect in April 2018; and
- be verifiable with publicly available information.

**Breadth** was determined by whether the example is:

- in effect across the state government;
- in effect across multiple state agencies;
- in effect across an entire state agency;
- in effect across multiple programs within a state agency; or
- in effect within one program within a state agency.

**Depth** refers to the extent to which the practice, policy, program, or system is exemplary in all aspects of the criteria.

**Legal Framework** refers to whether the practice, policy, program, or system is mandated by law, an executive order, or another formal rule-making mechanism.

**Interconnectedness** refers to the extent to which the practice, policy, program, or system directly informs budget, policy, and management decisions.

Results for America acknowledges that there are likely additional state government practices, policies, programs, and systems that are not included in this Standard of Excellence. In future years, Results for America plans to publish updated versions of the *Invest in What Works State Standard of Excellence* to illustrate how states are progressing in their use of data and evidence to improve outcomes for residents.

Results for America developed the *2018 Invest in What Works State Standard of Excellence* between July 2017 and April 2018. Results for America gave the state governments featured in this *2018 Invest in What Works State Standard of Excellence* an opportunity to review and comment on the content and presentation of the information related to their work. Finally, Results for America recognizes that it is difficult to distill complex practices, policies, programs, and systems into a single standard of excellence and accordingly relied on the knowledge of experts and leaders both within and outside state governments during the development of the *2018 Invest in What Works State Standard of Excellence*.

## Research Sources

Results for America's analysis is based on data provided under license by the [Pew-MacArthur Results First Initiative](#) (which was used to inform its [2017 report](#) on states' engagement in evidence-based policymaking) and input from more than 90 current and former state government officials and other experts. The views expressed herein are those of Results for America and do not necessarily reflect the views of the Pew Charitable Trusts or the John D. and Catherine T. MacArthur Foundation. All hyperlinks to the World Wide Web in this report were operational at the time of publication; however, URLs may change over time. Results for America regrets any inconvenience to readers; links will be updated in future editions of the *Invest in What Works State Standard of Excellence*.

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## About Results for America

Results for America is helping decision-makers at all levels of government harness the power of evidence and data to solve our world's greatest challenges. Our mission is to make investing in what works the "new normal," so that when policymakers make decisions, they start by seeking the best evidence and data available, then use what they find to get better results.

## Results for America State Government Team

The Results for America's State Government Team for the *2018 Invest in What Works State Standard of Excellence* included Sophie Bergmann, Program Associate; Nichole Dunn, Vice President for Innovation Community Impact; Jed Herrmann, Senior Policy Advisor; Josh Inaba, Policy Associate; Maia Jachimowicz, Vice President for Evidence-Based Policy Implementation; and David Medina, COO and Cofounder.

## Additional Results for America Standards of Excellence

Results for America has previously developed standards of excellence for the following levels of government:

- **Federal Government:** Results for America's [2017 Federal Invest in What Works Index](#) highlights the extent to which eight federal agencies have built the infrastructure necessary to be able to use data and evidence when making budget, policy, and management decisions; these agencies oversaw more than \$220 billion in federal investments in FY2017.
- **Local Government:** Results for America leads Bloomberg Philanthropies' [What Works Cities Certification](#), which assesses how well cities are managed by detailing the extent to which city leaders incorporate data and evidence in their decision making. The inaugural group of nine certified cities [were announced](#) in January 2018.

## Acknowledgments

Results for America gratefully acknowledges all the individuals and organizations who contributed their insight, advice, and expertise throughout the development of the *2018 Invest in What Works State Standard of Excellence*.

Results for America would like to especially recognize the assistance provided by the Pew-MacArthur Results First Initiative and the Laura and John Arnold Foundation.

Results for America would like to thank the state government leaders who provided information and feedback for the *2018 Invest in What Works State Standard of Excellence*; all of this work is possible because of their continued commitment to making state governments as effective and efficient as possible.

Results for America is grateful to the following organizations and the individuals at these organizations who contributed their time and expertise to the development of the *2018 Invest in What Works State Standard of Excellence*: Abdul Latif Jameel Poverty Action Lab-North America (JPAL-NA), Actionable Intelligence for Social Policy (AISP), American Enterprise Institute, Annie E. Casey Foundation, Behavioral Insights Team, Better Measured, Brookings Institution, California Policy Lab, Colorado Evaluation and Action Lab, Data Quality Campaign, Deloitte GovLab, Harvard Kennedy School Government Performance Lab, Ideas42, Johns Hopkins Center for Government Excellence, The Lab @ DC, National Association of State Budget Officers, National Association of State Chief Administrators, National Association of State Chief Information Officers, National Conference of State Legislatures, National Governors Association, the Pew Charitable Trusts' Data as a Strategic Asset Project, South Carolina Hospital Association, State Data Sharing Initiative, Sunlight Foundation, and Workforce Data Quality Campaign.

# Description of All Leading and Promising State Government Examples

CRITERIA

1

## Strategic Goals

Did the governor have public statewide strategic goals?

### Leading Example

#### Colorado <sup>S</sup>

The Colorado Governor's Office publishes statewide strategic goals and statewide and agency-specific outcomes on its [performance dashboard](#). The governor's [annual budget request](#) (p. 65) links these goals to specific agency activities and outcomes.

### Promising Examples

#### Oregon <sup>S</sup>

In 2011, Oregon implemented a strategic plan entitled "[10-Year Plan for Oregon](#)," which uses outcome-based budgeting to align outcomes with state agencies' programmatic responsibilities. Building on that foundation, the current administration's [four priorities](#) include details about each goal and the state entities charged with managing efforts in relevant areas.

#### Tennessee <sup>S</sup>

The Tennessee Governor's Office has [publicized strategic goals](#) in the areas of [education and workforce development](#), [fiscal strength and efficient government](#), [health and welfare](#), [jobs and economic development](#), and [public safety](#). [Transparent TN](#), the state's performance and data website, links these strategic priorities to statewide performance dashboards with specific [sub-goals, targets, and performance data](#). The site also includes [fiscal data](#) related to agencies' programmatic spending and other expenditures.

#### Washington <sup>S</sup>

Washington has [five overarching goals](#): world-class education; prosperous economy; sustainable energy and clean environment; healthy and safe communities; and effective, efficient, and accountable government. In each of these areas, the state [tracks specific goals and targets](#) which are accompanied by information that defines the goals, explains their importance, and tracks progress using data, graphs, and charts.

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency

## Performance Management / Continuous Improvement

Did the state or any of its agencies implement a performance management system aligned with its statewide strategic goals, with clear and prioritized outcome-focused goals, program objectives, and measures; and did it consistently collect, analyze, and use data and evidence to improve outcomes, return on investment, and other dimensions of performance?

### Leading Example



#### Tennessee <sup>S</sup>

Tennessee's performance and data website, [Transparent TN](#), has statewide performance dashboards with specific [sub-goals, targets, and performance data](#). The site includes [fiscal data](#) related to agencies' programmatic spending and other expenditures. The site also [publicizes strategic goals](#) in the areas of [education and workforce development](#), [fiscal strength and efficient government](#), [health and welfare](#), [jobs and economic development](#), and [public safety](#).

### Promising Examples



#### California <sup>A</sup>

The California Correctional Health Services Agency releases a monthly [Health Care Services Dashboard](#) performance report which compiles key metrics for health services across the state's correctional facilities. The California Department of Transportation releases [quarterly performance reports](#) which track performance against statewide transportation goals.



#### Colorado <sup>S</sup>

A [2013 Colorado law](#) requires all Colorado state agencies to submit annual performance reports to the Colorado state legislature which include (1) performance measures for the major functions of the department, (2) performance goals for at least the subsequent three years, (3) a description of the strategies necessary to reach the goals, and (4) a summary of the department's most recent performance evaluation.



#### Florida <sup>A</sup>

A [2014 Florida law](#) created the Florida Department of Children and Families' [child welfare results-oriented accountability program](#) which monitors data from service providers and other entities to report progress via a public child welfare [performance dashboard](#). In addition, the department publishes interactive [scorecards](#) with detailed information on [program performance](#) for [Community Based Care](#), [Federal Child Welfare Indicators](#), [Child Protective Investigations](#), and [Adult Protective Service](#).

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency



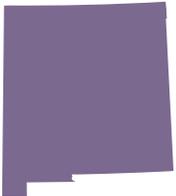
### Maryland <sup>S</sup>

The Maryland Department of Budget and Management’s [Managing for Results](#) initiative publishes [annual performance reports](#) that track agencies’ key goals, objectives, and performance measures. As part of these efforts, the Governor’s Office of Performance Improvement, established by a [2015 executive order](#), assists “agencies with measuring and managing performance information.” Further, the Maryland Children’s Cabinet has a [Child Welfare Scorecard](#) which tracks outcomes for [eight statewide child welfare goals](#).



### Minnesota <sup>S</sup>

Since 2014, Minnesota has maintained a [dashboard](#) featuring 40 key indicators in the state’s eight priority areas. Each indicator has a status (good, okay, or poor, based on specific [criteria](#)); indicators can be compared to the performance of other states; and many indicators are disaggregated by race, income, or geography.



### New Mexico <sup>S</sup>

A [1999 New Mexico law](#) (p. 5) requires all state agencies to submit annual performance-based budget requests which include (1) the outputs and outcomes for each program, (2) performance measures and performance targets for each program, and (3) an evaluation of each program’s performance. This information is released annually in the state’s [policy and fiscal analysis](#), which includes individual agency performance reports (pp. 87–129) and information on the cost effectiveness of different programs (pp. 15–20, 49–50).



### Oklahoma <sup>S</sup>

Oklahoma’s State Stat site features statewide goals, performance measures, and related budget allocations for state programs in the areas of health, safety, education, economy, and government.



### Oregon <sup>S</sup>

A [2016 Oregon law](#) requires all state agencies ([section 2](#)) to develop and use performance measures. Each state agency submits to the Oregon Legislative Fiscal Office an [Annual Performance Progress Report](#) detailing the agency’s programmatic outcomes, which are reviewed during the state’s budget process.



### Virginia <sup>S</sup>

Virginia uses its [Virginia Performs Scorecard](#) to track performance across [seven strategic areas](#): economy; education; health and family; natural, historic, and cultural resources; public safety; transportation; and government and citizens. The scorecards display current metrics and historical trends. In addition to providing performance by sector and policy area, the system shows [regional performance](#). The state also provides [individual agency metrics](#), which show details on each department’s operational outputs with associated targets for performance.

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency



### Washington <sup>S</sup>

A 2013 Washington State executive order established Results Washington as “an innovative, data-driven, performance management initiative [that] will drive the operations of state government.” Results Washington, a unit of the governor’s office, proactively and regularly publishes outcome data within the state’s priority areas of world-class education; prosperous economy; sustainable energy and clean environment; healthy and safe communities; and efficient, effective, and accountable government. Results Washington highlights progress through a performance dashboard for each strategic area. Since 2014, Results Washington has conducted Results Review meetings with the governor 10 times per year. Each of these meetings are recorded and publicly posted and allow the governor and state agency directors to “discuss objectives, improvement strategies, and metrics.”



### Wisconsin <sup>S</sup>

A 2016 Wisconsin executive order requires all state agencies to maintain a quarterly agency performance dashboard containing agency goals and performance data.



- <sup>S</sup> Statewide
- <sup>M</sup> Multiple agencies
- <sup>A</sup> Single agency

## Data Leadership

Did the governor's office or any state agency have a senior staff member(s) with the authority, staff, and budget to collect, analyze, share, and use high-quality administrative and survey data—consistent with strong privacy protections—to improve (or help other entities including but not limited to local governments and nonprofit organizations improve) federal, state, and local programs? (Example: chief data officer)

### Leading Example

#### Indiana <sup>S</sup>



A [2017 Indiana law](#) established the position of chief data officer (p. 8) with the budget, staff, and authority to (1) coordinate data analytics and data transparency for state agencies; (2) advise state agencies regarding best practices for data maintenance, security, and privacy; and (3) oversee the [Indiana Management Performance Hub](#), which uses state data, such as the [Education and Workforce Development database](#), to provide “analytics solutions tailored to address complex management and policy questions enabling improved outcomes.”

### Promising Examples

#### Arkansas <sup>S</sup>



A [2017 Arkansas law](#) (1) created the position of chief data officer with the authority, staff, and budget to “provide master data management by facilitating standardization, deduplication, sharing, and integration of critical data between systems and state agencies” [section 1(b)(1)(A)]; and (2) created the position of chief privacy officer to ensure the state's compliance with data privacy protections and laws.

#### Connecticut <sup>S</sup>



A [2014 Connecticut executive order](#) established the position of chief data officer, launched the state's [Open Data Initiative](#), and required each state agency to designate an agency data officer, “an upper level manager with broad knowledge of agency operations and data holdings, along with an understanding of the legal and policy issues surrounding the agency's data.” The chief data officer established the [Open Data Advisory Council](#) and developed the state's [Open Data Publisher Guide](#), a resource for accessing the data portal. Under the chief data officer's leadership, the state has [streamlined the data-sharing process](#), automated the publication of open data, and leveraged data as a strategic asset for state agencies and departments.

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency



### Michigan <sup>S</sup>

A [2016 Michigan executive order](#) requires the director of the Department of Technology, Management, and Budget to designate a chief data officer to “carry out the powers, duties, functions and responsibilities of [implementing](#) the Enterprise Information Management program.” The [Enterprise Information Management program](#) established statewide [protocols](#) for data sharing, management, and governance. As part of these efforts, Michigan developed a [statewide data sharing agreement template](#) to facilitate improved data sharing among its agencies and departments.



### North Carolina <sup>S</sup>

North Carolina’s chief data officer oversees the [North Carolina Government Data Analytics Center](#), which [manages](#) data sharing, integration, and data analytics to improve service delivery and the efficiency of services. In this role, the chief data officer has the authority, staff, and budget “to transform existing data assets into an information utility for the state’s policy and operational leaders for their use in making program investment decisions, managing resources, and improving financial programs, budgets, and results.”



<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency

## Data Policies / Agreements

Did the state or any of its agencies have data-sharing policies and data-sharing agreements—consistent with strong privacy protections—with any nonprofit organizations, academic institutions, local government agencies, and/or federal government agencies which were designed to improve outcomes for publicly funded programs, and did it make those policies and agreements publicly available? (Example: data-sharing policy, open data policy)

### Leading Example



#### Washington <sup>M</sup>

The [Washington Education Research and Data Center](#) has a [memorandum of understanding](#) which identifies how data will be collected and shared among partners with a [strong focus on protecting individual privacy](#). The center brings together [eleven partners](#), including other state agencies and nonprofits, to compile education and workforce data to improve student achievement and workforce outcomes.

### Promising Examples



#### Connecticut <sup>S</sup>

A [2014 Connecticut executive order](#) established the state's [Open Data Initiative](#). The order [also established a formal open data policy](#), formed an [open data advisory panel](#), created the position of chief data officer and required all agencies to designate an agency data officer.



#### Delaware <sup>S</sup>

A [2016 Delaware executive order](#) established the [Open Data Council](#) within the Department of Technology and Information, which was expanded to all executive agencies in a [2018 executive order](#). The council includes [17 members from departments and agencies](#). In 2016, the council published a [strategic plan](#), which lays out state data policies and the role of open data in improving decision making and coordination across state government, as well as a [progress report](#). In 2017 and 2018, the state sponsored two [code-a-thons](#) to work with residents on solving community issues with data from the state's [open data portal](#).

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency



### Georgia <sup>A</sup>

The Georgia Department of Education’s [State Longitudinal Data System](#) shares student achievement data with school districts in order to help educators “make more informed (data-driven) decisions designed to improve student learning.” The State Longitudinal Data System [connects school districts’ data systems](#), allowing summative, state-level, high-quality data to be shared with districts, schools, teachers, parents, and students across the state.



### Maryland <sup>S</sup>

A [2014 Maryland law](#) requires state agencies to publish machine-readable [open data](#). To facilitate this process, the [37-member](#) Maryland Council on Open Data [promotes the implementation](#) of the law by providing best practices and policies for open data, data sharing, and staff coordination. The council meets on a quarterly basis and [publicly publishes its agenda and minutes](#). The [Governor’s Office of Performance Improvement](#) assists agencies in using open data to improve performance.



### Michigan <sup>S</sup>

A [2016 Michigan executive order](#) created the [Enterprise Information Management program](#), which established policies and [protocols](#) for data sharing, management, and governance. As part of these efforts, Michigan developed a [statewide data-sharing agreement template](#) to facilitate improved data sharing among agencies and departments. The executive order also requires the director of the Department of Technology, Management, and Budget to designate a chief data officer to “carry out the powers, duties, functions and responsibilities of [implementing](#) the Enterprise Information Management.”



### Texas <sup>A</sup>

The Texas Education Agency administers the [Texas Student Data System](#), a statewide platform for collecting, managing, sharing, and reporting state education data. The system has a [dashboard](#), which provides educators with timely, actionable information and metrics on student performance. The system has policies for [data standards](#) and [data governance](#). It also provides [training](#) and [case studies](#) to support the adoption of best practices. Users are assigned a [unique ID](#) to protect student and educator privacy before public posting to the [Texas P-20 Public Education Information Resource](#), the state’s longitudinal data system, which allows for sharing and reporting on trend and outcome data for students from prekindergarten through college.

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency

## Data Use

Did the state or any of its agencies have data systems consistent with strong privacy protections that linked multiple administrative data sets across state agencies, and did it use those systems to improve federal, state, or local programs?

### Leading Example



#### Kentucky <sup>M</sup>

A 2013 Kentucky law established the [Kentucky Center for Education and Workforce Statistics](#) which collects and links high-quality, actionable data from five state agencies in order to improve education and workforce programs in the state. By providing [data sets](#), publishing [reports](#), and fulfilling [research requests](#), the center provides state-specific [insights](#) with appropriate [data privacy](#) and [data access](#) measures. It has more than [40 staff members](#) who are [dedicated](#) to “developing reports, responding to research requests, and providing statistical data about these efforts so policymakers, agencies, and the general public can make better informed decisions” (p. 7). The center is run by an executive director with oversight from [a board](#) composed of participating state agencies. The center has also developed a [research agenda](#) for 2017–2019.

### Promising Examples



#### California <sup>A</sup>

The California Department of Health and Human Services has created an [Open Data Handbook](#) to allow stakeholders to use “government data to better understand what is happening in government on all levels—federal, state, and local.” The [CHHS Open Data Portal](#), the first state government open data platform, houses data from [14 agencies](#). The department’s [data policy playbook](#) also provides an overview of the agency’s approach to data governance and promotes an [innovative, results-driven, cross-sectoral organizational culture](#).



#### Illinois <sup>M</sup>

The 2016 Illinois [Enterprise Memorandum of Understanding \(eMoU\)](#) established a framework for data-sharing policy between 13 state health and human services agencies. The eMoU is [designed to help these agencies](#) optimize customer service, ensure efficient program management, and improve policymaking by providing reliable data for decision-makers.

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency



### Indiana <sup>M</sup>

The [Indiana Management Performance Hub](#) houses the integrated [Education and Workforce Development database](#), which brings together data from the Indiana Commission for Higher Education, the Indiana Department of Education, the Department of Workforce Development, and the Family and Social Services Administration. A [2017 Indiana law](#) requires the state’s chief data officer to oversee the Hub and advise state agencies regarding best practices for data maintenance, security, and privacy. The Hub uses this database to provide “analytics solutions tailored to address complex management and policy questions enabling improved outcomes.”



### Maryland <sup>M</sup>

A [2010 Maryland law](#) established the [Maryland Longitudinal Data System Center](#) as an independent agency to bring together education and workforce data from the Maryland Higher Education Commission, the Maryland State Department of Education, and the Maryland Department of Labor, Licensing, and Regulation. In partnership with the University of Maryland and under the guidance of a [board](#), the center’s [15 staff members](#) produce a variety of [reports](#) about student performance in order to improve the education system and guide decision-makers at all levels.



### Massachusetts <sup>M</sup>

The [2015 Massachusetts Chapter 55 law](#) directs state agencies to investigate [seven specific questions](#) related to the causes and effects of opioid addiction in the state. To answer these questions, the Massachusetts Department of Public Health, in cooperation with [29 cross-sector partners](#), combined [10 data sets](#) from five agencies. The resulting [report](#) and [online resources](#) provide an overview of the state’s opioid crisis, including usage and overdose patterns, and policy recommendations to improve the state’s response.



### Minnesota <sup>M</sup>

Minnesota’s [Statewide Longitudinal Education Data System](#) and [Early Childhood Education Data System](#) match administrative education and employment data from five state agencies from cradle to career. This system, which has [strong privacy protections](#), provides the state with a better understanding of program delivery and outcomes.



### South Carolina <sup>M</sup>

The South Carolina Revenue and Fiscal Affairs Office maintains an [integrated data system](#) which stores data and is able to link individuals being served by more than 20 state agencies and other organizations. This system has facilitated program improvement efforts and [numerous research studies](#), including a [random control trial](#) as a part of the state’s Pay for Success initiative to improve outcomes for low-income mothers and their babies.

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency



### Washington <sup>M</sup>

The Washington Department of Social and Health Services maintains an [Integrated Client Database](#) which brings together 30 data sets from [10 state agencies](#) to “support cost-benefit and cost offset analyses, program evaluations, operational program decisions, geographical analyses and in-depth research” (p. 1). The department’s longitudinal client database includes detailed information for 2.4 million individuals, including their medical diagnoses, medical costs, mental illness indicators, disability status, criminal justice history, and employment status. Recently, the system has deployed a data analytic tool, [Predictive Risk Intelligence System](#), which allows case managers to access information about individual clients and their service histories to make more informed decisions about targeting resources and coordinating care. Through this improved service delivery approach, Washington [reaped \\$10 million in state savings](#) by identifying high-need clients and better coordinating their care to reduce duplicative and fragmented interventions.



### Wisconsin <sup>M</sup>

In 2017, Wisconsin launched the [Early Childhood Integrated Data System](#), which integrates data from the state Departments of Children and Families, Health Services, and Public Instruction. The system links, collects, and monitors early childhood data from [37 state programs](#). The state engaged in [an inclusive planning process](#) to design the system which, although it is not an integrated data warehouse, provides for [data sharing](#) among relevant state agencies and has strong privacy protections.



<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency

## Evaluation Leadership

Did the governor's office or any state agency have a senior staff member(s) with the authority, staff, and budget to evaluate its major programs and inform policy decisions affecting them? (Example: chief evaluation officer)

### Leading Example

#### Colorado <sup>S</sup>

Colorado's lieutenant governor [serves as the state's chief operating officer](#) and is responsible for working with agencies on the state's performance management, process improvement, accountability, and transparency. In compliance with Colorado's State Measurement for Accountable, Responsive and Transparent Government (SMART) Act, the lieutenant governor oversees the [Governor's Dashboard](#) with the goal of [improving services for residents](#). The lieutenant governor's office also spearheaded the launch of the [Colorado Evaluation and Action Lab](#), which is helping departments evaluate their programs.

### Promising Examples

#### California <sup>A</sup>

The undersecretary of the California Department of Health and Human Services oversees the [Office of Statewide Planning and Development](#), which has the authority, staff, and budget to evaluate the department's agencies and programs.

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency

## Evaluation Policies

Did the state or any of its agencies have an evaluation policy, evaluation plan, and research/learning agenda(s), and did it publicly release the findings of all completed evaluations?

### Leading Example



#### Massachusetts <sup>A</sup>

The [Massachusetts Department of Elementary and Secondary Education](#) has developed a [research agenda](#) and posts the results of all [completed evaluations](#), as well as [other research reports](#).

### Promising Examples



#### Kentucky <sup>M</sup>

In 2016, the Kentucky Center for Education and Workforce Statistics released a [research agenda](#) covering the period from 2017 to 2019. The agenda includes four primary research areas related to education and workforce pathways: (1) expanding data to inform education and workforce decisions, (2) evaluating outcomes of education and workforce programs over time, (3) connecting supply and demand of the state's future workforce, and (4) generating data about out-of-state workforce migration.



#### Tennessee <sup>A</sup>

In 2016, the Tennessee Department of Education established the [Tennessee Education Research Alliance](#), a formal research partnership with Vanderbilt University's Peabody College of Education. Led by seven full-time staff and guided by a steering committee and advisory council, the department and the university have codeveloped a [research agenda](#) that builds a body of knowledge to better position the state to make data-driven and evidence-based decisions. The alliance [conducts independent studies](#) and directs external research to provide relevant and timely information to state policymakers across a variety of topical areas, including early reading, professional learning, school improvement, and educator workforce.



#### Virginia <sup>M</sup>

The following Virginia agencies have released [research agendas](#) for questions they are seeking to answer using data from the [Virginia Longitudinal Data System](#): Virginia Department of Education, State Council of Higher Education for Virginia, Virginia Department of Social Services, Virginia Community College System, Department for Aging and Rehabilitative Services, Virginia Department of Health Professions, and Virginia Employment Commission.

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency

## Evaluation Resources

Did the state or any of its agencies invest at least 1% of program funds in evaluations?

Results for America was not able to identify any states with leading or promising examples for this criteria.

## Outcome Data

Did the state or any of its agencies report or require outcome data for its state-funded programs during their budget process?

### Leading Example

#### New Mexico <sup>S</sup>

A [1999 New Mexico law](#) (p. 5) requires all New Mexico state agencies to submit annual performance-based budget requests which include (1) the outputs and outcomes from each program, (2) performance measures and performance targets for each program, and (3) an evaluation of the program's performance. This information is released annually in the state's [policy and fiscal analysis](#), which includes individual agency performance reports (pp. 87–129) and information on the cost effectiveness of different programs (pp. 15–20, 49–50).

### Promising Examples

#### Colorado <sup>S</sup>

The [2013 Colorado State Measurement for Accountable, Responsive and Transparent Government \(SMART\) Act](#) requires all Colorado state agencies to submit annual performance reports to the Colorado state legislature as part of the state's budget process. These reports include (1) performance measures for the major functions of the department, (2) performance goals for at least the following three years, (3) a description of the strategies necessary to reach the goals, and (4) a summary of the department's most recent performance evaluation. For example, the [2018–19 Executive Branch Budget Instructions](#) (pp. 33–34) required agencies to report anticipated outcomes, including the theory of change, the evaluation method used to assess effectiveness, the potential return on investment, the connection to the state's performance and strategic plans, and how new programs will be evaluated.

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency



### Minnesota <sup>S</sup>

A [2017 Minnesota law](#) requires state agencies to include performance data in their biennial budget documents. Minnesota Management and Budget issued [guidance](#) on reporting outcome data and linking such data to key statewide population indicators.



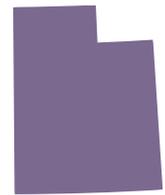
### Mississippi <sup>M</sup>

A [2014 Mississippi state law](#) (Title 27, chapter 103, section 159) requires the Mississippi Departments of Corrections, Health, Education, and Transportation to report during the budget process about their programs' effectiveness and cost-benefit ratio. Mississippi's FY2019 budget formulation process [required all state agencies](#) (pp. 14–15) to include the level of evidence, the cost-benefit ratio, and the performance measurement plan for any new proposed programs. This law also required these agencies to develop an inventory of their programs based on four levels of evidence: evidence-based program, research-based program, promising practice, or other programs and activities. In 2017, the state published a [report on adult prison intervention programs](#), which includes an inventory of prison-based programs and their estimated fiscal year expenditures and evidence base in FY2016 (pp. 5–6).



### Oregon <sup>S</sup>

A [2016 Oregon law \(section 2\)](#) requires all Oregon state agencies to develop and use performance measures and to submit to the Oregon Legislative Fiscal Office an [Annual Performance Progress Report](#) detailing the agency's programmatic outcomes, which are reviewed during the state's budget process.



### Utah <sup>S</sup>

The Utah Governor's Office of Management and Budget required all state agencies to submit the following information when [requesting funds for new agency programs](#) (p. 6) in FY2016: (1) information about the outcomes or results that have "been achieved by the same or similar programs or services in Utah or elsewhere," (2) a description of the evidence base for the program, and (3) a list how data and evaluation will be used to track program outcomes.

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency

## Evidence Definition and Program Inventory

Did the state or any of its agencies release a common evidence framework, guidelines, or standards to inform its research and funding decisions and make publicly available an inventory of state-funded programs categorized based on at least two tiers of evidence?

### Leading Example



#### Minnesota <sup>M</sup>

Under a [2015 Minnesota law](#) (section 13), the Minnesota Management and Budget Office developed numerous [inventories](#) and [cost-benefit analyses](#) of evidenced-based programs. These inventories include the areas of [adult criminal justice](#), [mental health](#), [child welfare](#), [juvenile justice](#), and [substance use](#). As part of these inventories, the state developed [evidence definitions](#) to categorize these interventions based on the following four levels: proven effective, promising, theory-based, or no effect. Further, Minnesota published a [guide for using evidence in policymaking](#) to help policymakers use “the effectiveness of previously implemented policies or programs to inform management, policy, and budget decisions.”

### Promising Examples



#### California <sup>A</sup>

The California Department of Social Services created an [Evidence-Based Clearinghouse for Child Welfare](#), which allows child welfare providers and professionals to “[identify, select, and implement](#) evidence-based child welfare practices that will improve child safety, increase permanency, increase family and community stability, and promote child and family well-being.” This tool helps [identify best practices](#) and provides [guidance and support](#) for program implementation. The clearinghouse’s numerical [rating scale](#) categorizes programs into six tiers of evidence: (1) well-supported by research evidence, (2) supported by research evidence, (3) promising research evidence, (4) evidence fails to demonstrate effect, (5) concerning practice, or (6) “NR” or not able to be rated on the scientific rating scale. The clearinghouse also uses a [relevance scale](#), as a complement to the scientific rating scale and to demonstrate applicability for client populations.

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency



### Colorado <sup>M</sup>

The Colorado Governor’s Office of State Planning and Budgeting proactively publishes periodic [Results First reports](#), including the 2017 [Prevention Findings](#), which categorize all of the state-funded prevention programs in the areas of child welfare, criminal justice, and juvenile justice according to the following three tiers of evidence: evidence-based, promising, and needs additional research (pp. 7 and 146). The reports also apply a cost-benefit analysis to these same programs (pp. 2 and 6).



### Connecticut <sup>M</sup>

A [2015 Connecticut law](#) (pp. 649–651) defines the following three tiers of evidence for programs operated by the Connecticut Departments of Correction, Children and Families, and Mental Health and Addiction Services and the Court Support Services Division of the Judicial Branch: evidence-based, research-based, and promising. This law also requires these same agencies to categorize their programs by these evidence tiers in even-numbered fiscal years.



### Florida <sup>A</sup>

Florida’s Department of Juvenile Justice requires all delinquency prevention contractors to implement at least one evidence-based model from the agency’s [Sourcebook of Delinquency Interventions](#). The sourcebook defines three levels of evidence (evidence-based practices, promising practices, or practices with demonstrated effectiveness) and lists all juvenile justice programs according to their level of evidence. The department also introduced a [Standardized Program Evaluation Protocol](#), a monitoring tool that ensures providers implement programs with fidelity.



### Mississippi <sup>M</sup>

A [2014 Mississippi state law](#) (Title 27, chapter 103, section 159) requires the Mississippi Departments of Corrections, Health, Education, and Transportation to (1) develop an inventory of their programs based on four levels of evidence (evidence-based program, research-based program, promising practice, or other programs and activities); and (2) report during the budget process about their programs’ cost-benefit ratio and effectiveness. For example, a 2017 Mississippi [report on adult prison intervention programs](#) included an inventory of prison-based programs and their estimated fiscal year expenditures and evidence base in FY2016 (pp. 5–6). Mississippi’s FY2019 budget process [requires all state agencies](#) (pp. 14–15) to include the level of evidence, the cost-benefit ratio, and the performance measurement plan for any new proposed programs.

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency



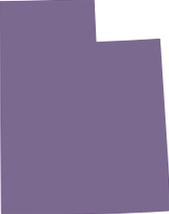
### New Mexico <sup>M</sup>

New Mexico has published a series of inventory and cost-benefit reports in the areas of [children's behavioral health](#), [adult behavioral health](#), [early education](#), [child welfare](#), and [criminal justice](#). A [2017 report](#) included a program inventory of New Mexico's 34 child behavioral health programs administered by the New Mexico Children, Youth and Families Department and Health Services Department (p. 11). These programs were categorized by three tiers of evidence: evidence-based, promising practice, and not evidence-based. The state has also [done extensive cost-benefit analysis of its programs](#) and published [guidance on Legislating for Results](#). Additionally, in 2015 the New Mexico Department of Corrections issued [guidance](#) on using evidence-based programs and performing cost-benefit analysis.



### Oregon <sup>M</sup>

Under a [2003 Oregon law](#) the Oregon Department of Corrections, the Oregon Youth Authority, the Oregon Youth Development Division, and “the part of the Oregon Health Authority that deals with mental health and addiction issues” [are required](#) to compile a biennial program inventory with results from funded programs and perform cost-benefit analyses. The law also requires these agencies to “spend at least 75 percent of state moneys that the agency receives for programs on evidence-based programs” by 2011. In 2007, to support the implementation of evidence-based interventions in a consistent manner, the Oregon Addictions and Mental Health Division [released definitions for six tiers of evidence-based practices](#) from interventions that are “scientifically sound randomized controlled studies that have shown consistently positive outcomes” to those that “consistently [have] poor outcomes for a particular population.” Further, in 2016 the [Oregon Youth Authority](#) and the [Oregon Department of Corrections](#) both published reports on the use of evidence-based programs, which inventory and evaluate the effectiveness and evidence base of each department's programs.



### Utah <sup>A</sup>

In 2015, in accordance with the state's [Alcoholic Beverage Control Act](#) [in section 32B-2-402(1)(f)], the Utah Department of Human Services [issued a rule](#) to create a statewide registry of evidence-based substance abuse prevention interventions. The department's Division of Substance Abuse and Mental Health convened an [Evidence Based Workgroup](#) which defined the following [four levels of evidence](#): well supported, supported, promising, and emerging. Using these tiers, the workgroup published an [inventory of evidence-based programs](#) in 2015. Also, a 2015 [report](#) by the Utah Department of Corrections scored jail- and prison-based programs as “highly effective,” “effective,” “needs improvement,” or “ineffective” (p. 14) according to their use of evidence-based practices.

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency



## Washington <sup>M</sup>

A [2012 Washington State law](#) (1) stated that “prevention and intervention services delivered to children and juveniles in the areas of mental health, child welfare, and juvenile justice [must] be primarily evidence-based and research-based” (p. 2); (2) directed the Washington State Institute for Public Policy (WSIPP) to develop [definitions](#) for three levels of evidence: evidence-based, research-based, and promising practices (p. 4); and (3) tasked WSIPP with creating an [inventory of evidence-based programs](#), which was released in 2012 with subsequent annual updates, including this [2016 report](#). Under a [2013 Washington State law](#) (pp. 105–106), the Washington State Department of Corrections and WSIPP compiled a [program inventory](#) using the following [evidence levels](#): evidence-based, research-based, and cost beneficial (p. 2).



<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency

## Cost-Benefit Analysis

Did the state or any of its agencies assess and make publicly available the costs and benefits of public programs?

### Leading Example



#### Washington <sup>M</sup>

A [2013 Washington State law](#) (pp. 105–106) directed the Department of Corrections, in consultation with the Washington State Institute for Public Policy (WSIPP), to (1) compile an inventory of existing programs; (2) determine whether its programs were evidence-based; (3) assess the effectiveness, including a cost-benefit analysis, of its programs; and (4) phase out ineffective programs and implement evidence-based programs. As a result of this and similar laws, WSIPP has [published hundreds of cost-benefit analysis reports](#) over the past 10 years.

### Promising Examples



#### Colorado <sup>M</sup>

The Colorado Governor’s Office of State Planning and Budgeting proactively publishes periodic [Results First reports](#), including the 2017 [Prevention Findings](#), which applies a cost-benefit analysis (pp. 2 and 6) to all of the state-funded prevention programs in the areas of child welfare, criminal justice, and juvenile justice according to the following three tiers of evidence: evidence-based, promising, and needs additional research (pp. 7 and 146). As part of these efforts, [Colorado has published technical documentation](#) on the components of its cost-benefit analysis calculations.



#### Connecticut <sup>M</sup>

Using evidence inventories required by a [2015 Connecticut law](#) (pp. 649–651), the [Institute for Municipal and Regional Policy at Central Connecticut State University](#) was charged with developing cost-benefit analyses for programs operated by the Connecticut Departments of Correction, Children and Families, and Mental Health and Addiction Services and the Court Support Services Division of the Judicial Branch. In March 2016, the institute released “[Benefit-Cost Analyses of Adult Criminal and Juvenile Justice Evidence-Based Programs.](#)”

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency



### Minnesota <sup>M</sup>

A 2015 Minnesota law (section 13) directs the Minnesota Management and Budget Office to develop a cost-benefit inventory of evidence-based interventions. As a result, the state developed cost benefit in the areas of criminal justice, mental health, child welfare, and probation based on the following four levels of evidence: proven effective, promising, theory-based, or no effect.



### Mississippi <sup>M</sup>

A 2014 Mississippi state law (Title 27, chapter 103, section 159) requires the Mississippi Departments of Corrections, Health, Education, and Transportation to report during the budget process about the cost-benefit ratio and effectiveness of their programs based on four levels of evidence: evidence-based program, research-based program, promising practice, or other programs and activities. Mississippi's FY2019 budget process required all state agencies (pp. 14–15) to include the level of evidence, the cost-benefit ratio, and the performance measurement plan for any new proposed programs.



### New Mexico <sup>M</sup>

New Mexico's extensive cost-benefit analysis includes a series of inventory and cost-benefit reports in the areas of children's behavioral health, adult behavioral health, early education, child welfare, and criminal justice. Additionally, in 2015 the New Mexico Department of Corrections issued guidance on selecting evidence-based programs and performing cost-benefit analysis.



### New York <sup>A</sup>

Starting in 2013, the New York State Division of Criminal Justice Services developed a cost-benefit analysis, based on an initial technical report, to outline the impact, costs, and benefits of specific criminal justice interventions. As a result of these efforts, New York has increased its funding of evidence-based interventions, targeting 75% of its alternative to incarceration funds (pp. 5–6) toward evidence-based interventions in FY2015–2016.



### Oregon <sup>M</sup>

A 2003 Oregon law required that the Oregon Department of Corrections, Youth Authority, Youth Development Division, and “the part of the Oregon Health Authority that deals with mental health and addiction issues” shall perform cost-benefit analyses and compile a biennial program inventory with results from funded programs. As a result, in 2016 the Oregon Youth Department published a report on the department's use of evidence-based programs, which inventories and evaluates the effectiveness of the department's programs. The law also required these agencies to “spend at least 75 percent of state moneys that the agency receives for programs on evidence-based programs” by 2011.

<sup>S</sup> Statewide

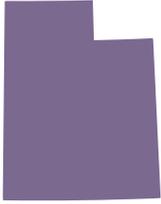
<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency



### Rhode Island <sup>M</sup>

Beginning in 2016, the Rhode Island Office of Performance Management, within the Office of Management and Budget, conducted [cost-benefit analyses](#) for state-operated [child welfare](#) and [adult justice](#) programs. As a precursor to these analyses, the state also released an [Adult and Juvenile Justice Cost Evaluation](#) in 2015.



### Utah <sup>S</sup>

Since 2013, Utah has used the [SUCCESS Framework](#) to perform cost-benefit analyses of government services by integrating three performance elements: quality, throughput, and cost. The cost-benefit tool is described in Utah's [Measurement Guide](#). The SUCCESS Framework "help[s] agencies improve quality, reduce costs, and create the capacity to do more with the same or fewer resources (improved throughput)."



- <sup>S</sup> Statewide
- <sup>M</sup> Multiple agencies
- <sup>A</sup> Single agency

## Use of Evidence in Grant Programs

Did the state or any of its agencies (1) invest at least 50% of program funds in evidence-based solutions or (2) use evidence of effectiveness when allocating funds to eligible grantees (including local governments) from its five largest competitive and noncompetitive grant programs?

### Leading Example



#### Oregon <sup>M</sup>

A [2003 Oregon law](#) states that the Oregon Department of Corrections, the Oregon Youth Authority, the Oregon Youth Development Division, and “the part of the Oregon Health Authority that deals with mental health and addiction issues” shall (1) “spend at least 75 percent of state moneys that the agency receives for programs on evidence-based programs” by 2011, (2) perform cost-benefit analyses, and (3) compile a biennial program inventory with results from funded programs.

### Promising Examples



#### Florida <sup>A</sup>

Florida’s Department of Juvenile Justice requires all residential commitment prevention contractors to implement at least one evidence-based model from the agency’s [Sourcebook of Delinquency Interventions](#). The sourcebook defines three levels of evidence (evidence-based practices, promising practices, or practices with demonstrated effectiveness) and lists all juvenile justice programs according to their level of evidence. The department also introduced a [Standardized Program Evaluation Protocol](#), a monitoring tool to ensure providers implement programs with fidelity.



#### Georgia <sup>A</sup>

Georgia’s Division of Family and Children Services requires all of its programs to be evidence-based. The [Promoting Safe and Stable Families program](#) notes on its website that “all Promoting Safe and Stable Families service providers MUST utilize evidence-based practices, strategies, or program models with a medium to high relevance to child welfare effective in addressing the needs of the target population and achieving desired outcomes.”

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency



### New York <sup>M</sup>

Beginning in 2011, the New York State Office of Alcohol and Substance Abuse Services (OASAS) has [required programs that receive its grant funding](#) (p. 13) to “allocate a percentage of their OASAS funded prevention efforts to the delivery of evidence-based programs and strategies.” The percentage [started at 35% in 2011](#) (p. 14) and escalated to 50% in 2014 and 70% in 2018. To assist in the implementation of evidence-based programs, OASAS created a [Registry of Evidence-based Programs and Strategies](#) (p. 12). Promising programs can be proposed to a [state panel for approval and inclusion](#) in the [OASAS registry](#).

The New York State Division of Criminal Justice Services has increased its funding of evidence-based interventions, targeting [75% of its alternative to incarceration funds](#) (pp. 5–6) toward evidence-based interventions in FY2015–2016. This funding target was based on the department’s [technical report](#) and [cost-benefit analysis](#) to outline the impact, costs, and benefits of specific criminal justice interventions.



### Ohio <sup>A</sup>

The Ohio Department of Job and Family Services oversees the [Ohio Children’s Trust Fund](#), which provides grants to support local child welfare activities across the state. The trust’s [FY2017 grant instructions](#) state that it will fund programs and activities that are based on proven evidence (p. 7) while defining the following five levels of evidence: proven, likely effective, promising, emerging, or not recommended (p. 17).



### Tennessee <sup>M</sup>

A [2007 Tennessee law](#) requires that 100% of the state’s juvenile justice funding be evidence-based ([section 4e](#)) beginning in 2012, with the exception of pilot programs that are building the evidence basis for research- or theory-based interventions. As a result, the Tennessee Department of Children’s Services [2017 Request for Proposal](#) for juvenile justice services noted that “the Department of Children’s Services is prohibited from expending state funds on any juvenile justice program . . . unless the program is evidence-based” (p. 23). The law also established [section 37-5-121(a)] the following four levels of evidence for the juvenile justice programs operated by the Department of Children’s Services: evidence-based, research-based, theory-based, or pilot.

The 2010 [Complete College Tennessee Act](#) included provisions for using evidence of effectiveness in the funding system for public colleges and universities in the state. The competitive [outcomes-based funding](#) system allocates state funds based on student progress and completion metrics, rather than traditional enrollment-based criteria. The Tennessee Higher Education Commission [annually updates](#) the funding formula based on outcome data.

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency

## Innovation

Did the state or any of its agencies have staff, policies, and processes in place that encouraged innovation to improve outcomes?

### Leading Example



#### California <sup>M</sup>

The California Health and Human Services Agency's Let's Get Healthy California [Innovation Challenge 2.0](#) awarded grants to [12 community-based initiatives](#) to advance California's goal of becoming the healthiest state in the nation by 2022. In the [selection process](#), applications were scored based on data use ("the extent to which data was effectively used to inform, target, and evaluate the innovation") and effectiveness ("the extent to which the innovation's results were achieved or show promise of being successful with the intended population") among other criteria.

In 2011, the California Franchise Tax Board launched the [Enterprise Data to Revenue](#) project, a multiyear tax system modernization to increase efficiency and improve services for California taxpayers. The five-year project generated approximately \$3.7 billion in additional revenue, with recurring additional revenue of \$1 billion annually, through five components: an automatic tax return service, a new data warehouse and analytics tool that incorporated legacy tax data, a new customer service interface, an improved case management system, and enhanced tools for collections. Launched in 2016, the [second phase of the project](#) will build on these improvements.

California's [Eureka Institute](#) "guides, supports, and integrates innovation and drives continuous improvement throughout state government" as a way to improve the impact of the state's programs. The institute trains state employees on leadership, open data use, and Lean techniques, which are designed to improve customer service.

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency

## Promising Examples

### Colorado <sup>S</sup>

Colorado's [Performance Management Academy](#) seeks to “promote a culture of customer-focused operational excellence” by providing employees with the tools they need to improve the efficiency of the state’s programs. In 2017, as part of the academy, the state released an innovative [performance-based contract](#) for employee training. Colorado has also pursued increased efficiency through an [experimental field trial](#) by the Colorado Department of Revenue to assess if nudges would increase taxpayer responses (and payment) of delinquent taxes. The randomized controlled trial found that by rewording delinquent tax notifications, the state could increase the payments it collected by up to 4.1% for no additional cost. Based on this experiment, Colorado is expanding these techniques to other departments and launched a pilot to use behavioral economics insights to improve programs in five areas in 2017.

### Michigan <sup>S</sup>

A [2016 Michigan executive order](#) established the Office of Performance Transformation “for continuous and systematic review and coordination of the state’s regulatory, business, and customer service environments and processes as well as coordination and implementation of performance management metrics, service process optimization efforts, employee engagement programs and protocols, and change management and leadership education and training.” According to office’s [2017 Annual Report](#), the office launched 52 [Lean improvement initiatives](#), which led to [accomplishments](#) such as faster permits for construction licenses issued and improved elderly transportation services that helped customers arrive to their appointments on time (p. 9).

### Ohio <sup>S</sup>

[LeanOhio](#), an initiative of the Ohio Department of Administrative Services, uses the Lean process improvement methodology to assist agencies in streamlining their service delivery through [consultations](#) and [training](#) for state agencies. Between 2011 and 2017, LeanOhio ran [247 projects at 42 agencies](#), which are [publicly catalogued](#) with [detailed project summaries](#). Training has also been provided to [hundreds of state employees](#).

### Oregon <sup>A</sup>

The Oregon Youth Authority has used [predictive models](#) to determine which interventions are most likely to succeed for at-risk and court-involved youth. These predictive models are based on data and outcomes captured in the state’s [Juvenile Justice Information System](#), which uses a risk/needs profile to “assist in decision making for appropriate supervision levels, service type and dosage, readiness for transition, and support program evaluation.”

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency



### Rhode Island <sup>S</sup>

A [2015 Rhode Island executive order](#) requires agencies to complete process improvements and to report lessons and improvements to the Office of Management and Budget on an annual basis. These efforts are led by the [Office of Strategic Management](#), which provides [technical assistance](#) to agencies, including a 2015 Lean Leadership Summit to focus on process efficiency at state agencies. The state has also provided agencies with a [guide](#) and [master price agreement](#) for contracting Lean services.

The Rhode Island Governor’s Office has partnered with the [Rhode Island Innovative Policy Lab](#) (RIIPL) at Brown University to design and implement evidence-based policies. The lab has [linked state administrative data sets](#) to improve programs in four key areas (economic opportunity, human services, criminal justice, and regulation) and to create [RI 360](#), a data visualization tool that “gives [a] comprehensive view of social indicators in Rhode Island—economics, education, health, environment, and crime.” Using this data RIIPL was able to analyze anonymized state SNAP records to produce [academic](#) and [programmatic](#) research about the optimal distribution of funds to program recipients, as well as suggest innovative approaches to providing benefits to people exiting prison ([pp. 8–9](#)).



### Washington <sup>S</sup>

In 2017, as part of Washington’s Lean process improvement initiative to improve the quality of state government services, Results Washington hosted the sixth annual state government-wide [Washington State Government Lean Transformation Conference](#) which convened “more than 2,000 public sector and business leaders [to] discuss lessons learned and share innovative ways of adapting Lean.” Other aspects of Results Washington’s Lean program include [case studies](#), a [list](#) of improvements by state agencies, and a [Lean Fellowship Program](#), housed within the governor’s office.

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency

## Contracting for Outcomes

Did the state or any of its agencies enter into performance-based contracts and/or use active contract management (frequent use of data and regular communication with providers to monitor implementation and progress) to improve outcomes for publicly funded programs?

### Leading Example



#### Rhode Island <sup>A</sup>

Since 2015, Rhode Island's Department of Children, Youth, and Families has worked to [reform and restructure](#) the department's procurement processes in four areas: improving service delivery through strategic planning, embedding results-driven procurement in new contracts, improving performance through active contract management practices, and supporting results-driven contracting practices through technical resources, tools, and processes for staff. As part of this initiative, the department executed \$90 million in results-driven contracts that require providers to meet outcome goals rather than output metrics. This has led to a reduction in the number of children in group care by nearly 20%, reduced the number of children in state custody due to improved preventative services, expanded services available to families and children, and made improvements in the department's procurement process.

### Promising Examples



#### Massachusetts <sup>A</sup>

In 2014, Massachusetts launched the [Massachusetts Chronic Homelessness Pay for Success Initiative](#) to provide permanent supportive housing to 500–800 individuals experiencing chronic homelessness. As part of the five-year, \$3.5 million project, the state will make payments based on stable housing for at least one year for program clients. As of March 2018, the Pay for Success program has [housed 668 tenants](#). The project partners hold monthly operational monitoring meetings to review performance and quarterly oversight meetings with Massachusetts Department of Housing and Community Development. Massachusetts has also launched a Pay for Success contract, [Pathways to Economic Advancement](#), to improve employment outcomes for immigrants.

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency



## Tennessee <sup>A</sup>

In 2016, the Tennessee Department of Children’s Services introduced a [new performance-based contracting model](#), which standardized outcomes and the payments. Providers are now paid based on their performance on specific metrics. As a result of this performance pay system, the agency has standardized outcomes, metric definitions, and measurement methodology. As part of this initiative, the agency distributes monthly performance reports to providers.

### Various States

Four states (California, Connecticut, Michigan, and South Carolina) are currently implementing Pay for Success initiatives but have yet to report outcomes or results. For more information about the projects, their partners, and outcomes, please visit the [Nonprofit Finance Fund](#) or [Social Finance](#).



<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency

## Repurpose for Results

Did the state or any of its agencies shift funds away from any practice, policy, or program which consistently failed to achieve desired outcomes?

### Leading Example



#### Minnesota <sup>M</sup>

A 2014 [Minnesota law](#) (subdivision 7) requires the Minnesota Department of Human Services to use the [Self-Support Index](#) to monitor each county's performance in assisting clients to become self-sufficient. Counties that meet performance targets receive a 2.5% bonus payment from the state, whereas counties that perform below the expected target must submit a performance improvement plan. In counties where "no improvement is shown by the end of the multiyear plan, the county's or tribe's allocation must be decreased by 2.5 percent" [section [256J.626\(7\)\(a\)\(2\)](#)].

A 2016 [Minnesota law](#) (section 14, line 15.21) allows savings from reducing sentences for minor drug offenders to be applied to evidence-based drug and mental health treatments for those in prison and under supervised release. The evidence to support this law comes from the Department of Corrections' [own research](#) which [found](#) (p. 26) that drug treatment reduces recidivism.

### Promising Example



#### Pennsylvania <sup>A</sup>

The Pennsylvania Department of Corrections [sets performance targets for its community corrections program](#). Providers that meet recidivism prevention goals receive a 1% increase in their rate while providers that fail to meet targets for two consecutive years can have their contracts terminated. In 2014–2015, the program's recidivism rate dropped by 11.3%.

<sup>S</sup> Statewide

<sup>M</sup> Multiple agencies

<sup>A</sup> Single agency

## Appendix: State Standard of Excellence Criteria for Investing in What Works

CRITERIA TITLE	CRITERIA DESCRIPTION
<b>1. Strategic Goals</b>	Did the governor have public statewide strategic goals?
<b>2. Performance Management / Continuous Improvement</b>	Did the state or any of its agencies implement a performance management system aligned with its statewide strategic goals, with clear and prioritized outcome-focused goals, program objectives, and measures; and did it consistently collect, analyze, and use data and evidence to improve outcomes, return on investment, and other dimensions of performance?
<b>3. Data Leadership</b>	Did the governor’s office or any state agency have a senior staff member(s) with the authority, staff, and budget to collect, analyze, share, and use high-quality administrative and survey data—consistent with strong privacy protections—to improve (or help other entities including but not limited to local governments and nonprofit organizations improve) federal, state, and local programs? (Example: chief data officer)
<b>4. Data Policies / Agreements</b>	Did the state or any of its agencies have data-sharing policies and data-sharing agreements—consistent with strong privacy protections—with any nonprofit organizations, academic institutions, local government agencies, and/or federal government agencies which were designed to improve outcomes for publicly funded programs, and did it make those policies and agreements publicly available? (Example: data-sharing policy, open data policy)
<b>5. Data Use</b>	Did the state or any of its agencies have data systems consistent with strong privacy protections that linked multiple administrative data sets across state agencies, and did it use those systems to improve federal, state, or local programs?
<b>6. Evaluation Leadership</b>	Did the governor’s office or any state agency have a senior staff member(s) with the authority, staff, and budget to evaluate its major programs and inform policy decisions affecting them? (Example: chief evaluation officer)
<b>7. Evaluation Policies</b>	Did the state or any of its agencies have an evaluation policy, evaluation plan, and research/learning agenda(s), and did it publicly release the findings of all completed evaluations?
<b>8. Evaluation Resources</b>	Did the state or any of its agencies invest at least 1% of program funds in evaluations?

CRITERIA TITLE	CRITERIA DESCRIPTION
<b>9. Outcome Data</b>	Did the state or any of its agencies report or require outcome data for its state-funded programs during their budget process?
<b>10. Evidence Definition and Program Inventory</b>	Did the state or any of its agencies release a common evidence framework, guidelines, or standards to inform its research and funding decisions and make publicly available an inventory of state-funded programs categorized based on at least two tiers of evidence?
<b>11. Cost-Benefit Analysis</b>	Did the state or any of its agencies assess and make publicly available the costs and benefits of public programs?
<b>12. Use of Evidence in Grant Programs</b>	Did the state or any of its agencies (1) invest at least 50% of program funds in evidence-based solutions or (2) use evidence of effectiveness when allocating funds to eligible grantees (including local governments) from its five largest competitive and noncompetitive grant programs?
<b>13. Innovation</b>	Did the state or any of its agencies have staff, policies, and processes in place that encouraged innovation to improve outcomes?
<b>14. Contracting for Outcomes</b>	Did the state or any of its agencies enter into performance-based contracts and/or use active contract management (frequent use of data and regular communication with providers to monitor implementation and progress) to improve outcomes for publicly funded programs?
<b>15. Repurpose for Results</b>	Did the state or any of its agencies shift funds away from any practice, policy, or program which consistently failed to achieve desired outcomes?



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