**Accountability Framework Template**

**[Department]**

**[Program/Policy]**

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| **Section** | **Information to Include** | | | | |
| **Purpose of the Initiative** | This section should provide a description of and rational for the policy or program.   * Who are the program’s clients? * What services will the program deliver? * Why has the program been established? | | | | |
| **Clients and Primary Stakeholders** | **Clients:** This section builds on the Purpose above by describing demographic, socio-economic and other characteristics of the clients, such as geographic location. | | | | |
| **Primary Stakeholders:** This section lists key departments or external organizations that have an interest in the client group and/or proposed initiative, as well as the nature of their interest.  If an external organization is already providing similar or complementary services, the framework should explain why government should undertake this initiative. | | | | |
| **Accountabilities** | This section outlines the roles and responsibilities of the lead department and other partners in implementing the initiative.  For collaborative arrangements, this section should outline how the relationship will be managed, how decisions will be made and who has final decision-making authority, and what processes will be used to ensure performance of other departments or external partners/ organizations. | | | | |
| **Logic Model** | The Accountability Framework should append a logic model for the initiative.  A logic model depicts what a program or policy will do and what it is intended to accomplish. A logic model is a systematic and visual way to present the relationships among the resources you have to operate the program, the activities you plan, and the changes or results you hope to achieve. The following diagram shows a logic model in its simplest form. However, there are various approaches that can be taken to develop a logic model and departments may want to modify their approach based on the simplicity or complexity of an initiative. A sample logic model template is also available online on the Public Engagement and Planning Division website.  Outcomes – these can be immediate, intermediate and ultimate – they are changes in behavior, knowledge, skills, status, level of functioning, etc.  Activities – what is done with the resources?  Outputs – the direct products of the activities | | | | |
| **Indicators and Targets** | **Output Indicators:**  Outline the quantitative or qualitative measures for the indicators and establish targets for all outputs identified in the logic model. | | **Baseline:** | **Target for Each Indicator:** | |
| **Outcome Indicators:**  Outline the quantitative or qualitative measure for the indicators and establish targets for all outcomes identified in the logic model. | | **Baseline:** | **Target for Each Indicator:** | |
| **Performance Monitoring Plan** | This section of should identify how often performance monitoring reports will be developed, by whom, who will receive these reports and how the reports will be used. Departments may find it useful to complete the performance measurement template available on the Public Engagement and Planning website, to assist in identifying what performance data will be collected, who will be responsible for collecting the data and the frequency of collection. **The Performance Measurement Plan is a working document and does not have to be attached to a submission, but should be prepared as part of the development of a new policy or program.** | | | | |
| **Evaluation Plan** | This section could discuss how the policy or program is planned to be evaluated. If an evaluation is not planned, this section should discuss why not or what might trigger a decision to evaluate. If evaluations are planned, this section should provide a summary of the type, by whom it would be done (e.g., internal, external consultant, combination of the two) and the timeframe, such as presented in the sample below: | | | | |
| **Type of Evaluation** | **Why Would Conduct?** | | | **Date/Timeframe** |
| Formative Evaluation | Internal | | | End of Year 1 |
| Summative Evaluation | Internal plus external consultant for pieces | | | End of Year 4 |