

Additional Materials

PART 1

Performance Measurement Examples

Fiscal Policy Studies Institute
Santa Fe, New Mexico

DOT Road Maintenance

Performance Measurement Examples

Quantity

Quality

EFFORT

Number of
miles of road
maintained

Percent of
maintenance
on schedule

EFFECT

Number of
accidents

Accidents per
mile

Number of new
jobs

Growth in road
based jobs

Child Welfare

Performance Measurement Examples

Quantity

Quality

INPUT

Number of children in foster care

Average number of changed foster care placements per child

OUTPUT

Number of children in stable permanent living arrangements after 6 months in care

Percent of children in stable permanent living arrangements after 6 months in care

Environment: Water Quality

Performance Measurement Examples

	Quantity	Quality
EFFORT	Number of stream stations monitored per year	Average Sites per monitor
EFFECT	Number of fish found per station	Diversity of fish population (per scale)

Mental Health

Performance Measurement Examples

Quantity

Quality

INPUT

Number of hours of treatment provided

Time until the next opening in the appointment schedule

OUTPUT

Number of our clients in school or employed

Percent of our clients in school or employed

Commerce: Tourism

Performance Measurement Examples

	Quantity	Quality
EFFORT	Number of books sent to interested consumers	Cost per inquiry delivered
EFFECT	Number of tourists Number tourist businesses	Tourism market share Growth in tourist industry (by SIC code)

Homeless Services

Performance Measurement Examples

	Quantity	Quality
EFFORT	# bed days provided	staff turnover rate
EFFECT	# who return within 3 months	% who return within 3 months (redicivism rate)

Welfare to Work

Performance Measurement Examples

Quantity

Quality

INPUT

Number of persons provided job training

Percent with child care and transportation needs met

OUTPUT

Number employed 6 months after completion

Percent employed 6 months after completion

Bridge Inspections

Performance Measurement Examples

	Quantity	Quality
EFFORT	Number of Inspections	Percent on Schedule
EFFECT	Number of Bridge Closings for non-scheduled maintenance	Percent of Bridge Closings for non-scheduled maintenance

Adult Protective Services

Performance Measurement Examples

	Quantity	Quality
EFFORT	Number of Investigations	Percent of Investigations initiated within 24 hours
EFFECT	Number without repeat abuse	Percent without repeat abuse

Family Planning

Performance Measurement Examples

Quantity

Quality

EFFORT

Number of families served

Percent of workers who are multi-lingual

EFFECT

Number of clients with unwanted pregnancies

Percent of clients with unwanted pregnancies

Juvenile Justice

Performance Measurement Examples

Quantity

Quality

Number of children in custody

Percent of children in community based (vs. institutional) care

Number of children exiting custody

Percent of children exiting custody with no repeat offense in 6 months

INFLU

INFLU

BASEBALL

Performance Measurement Examples

	Quantity	Quality
EFFORT	Number of games played	Batting average Earned run average
EFFECT	Number of games won	Percent of games won

SOCCKER - FUTBOL

Performance Measurement Examples

Quantity

Quality

EFFORT

Number of
games played

Goals,
Shots on Goal
and Saves
per game

EFFECT

Number of
games won

Percent of
games won

Additional Materials

PART 2

Planning, Teaching and Coaching
Overheads

Fiscal Policy Studies Institute
Santa Fe, New Mexico

Indicator

Checks and Balances

1. Prevent success on one indicator at the expense of another.
2. Track linked indicators as a safeguard:
 - Foster Care length of stay vs. Child deaths from abuse/neglect
 - Welfare caseload and cost vs. Rates of unemployment and homelessness among families

Process for Creating Indicator Baselines Using Group Knowledge and Consensus

A. For each indicator ask:

1. What is the current status: Good or Bad?
2. Has this been getting: Better, Worse, Staying the same?
3. Optional: Is it getting (better or worse): Fast or Slow?

B. This will produce a worksheet something like this:

G	↑	s	Indicator 1
G	↓	s	Indicator 2
B	↑	s	Indicator 3
B	↓	s	Indicator 4
G	↔		Indicator 5
G	↓	f	Indicator 6
B	↔		Indicator 7
B	↓	f	Indicator 8

Possible top priorities for action

C. Which then allows individual indicator curves (with forecasts developed using the same technique) to be depicted on a line graph as the starting point for work on turning the curve. (Indicators without data should be added to the Data Development Agenda.)

Capturing the Cost of Bad Results for Reinvestment

1. **SERVICES:** what works to turn the curve
 - Prevention oriented
 - Coherent strategy

2. **EVIDENCE** of cost savings/cost avoidance
 - Group evidence
 - Systemic evidence
 - Simulation evidence

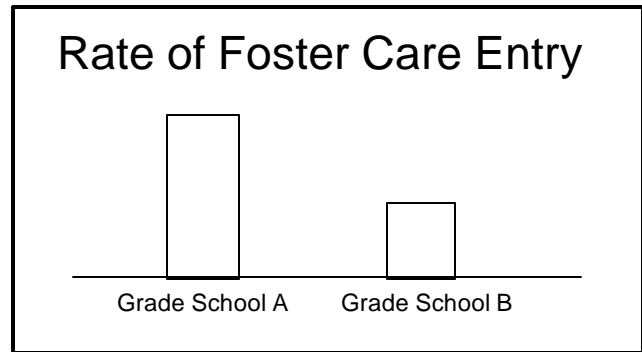
3. **PARTNERS** with a financial stake
 - Public and private partners
 - Willing to think in investment terms

4. **THE REINVESTMENT DEAL**
 - Track the savings
 - Capture the savings
 - Reinvest the savings

Using the Cost of Bad Results to make the case for Reinvestment

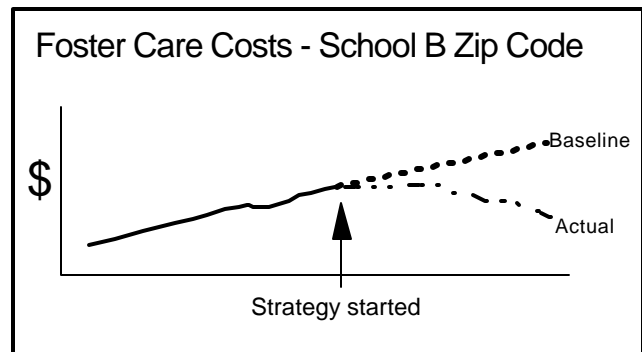
Group Evidence:

Our strategy worked
for a test group



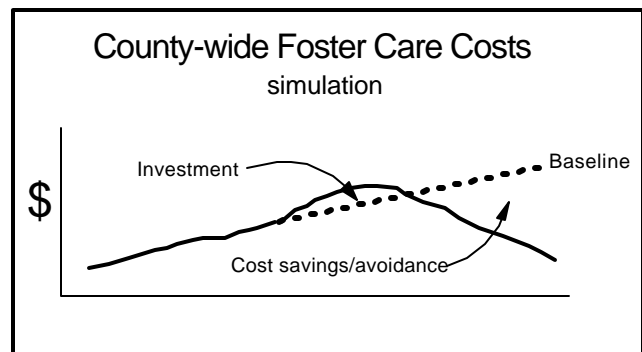
Systemic Evidence:

Our strategy showed up
as a "curve turn" at the
system level

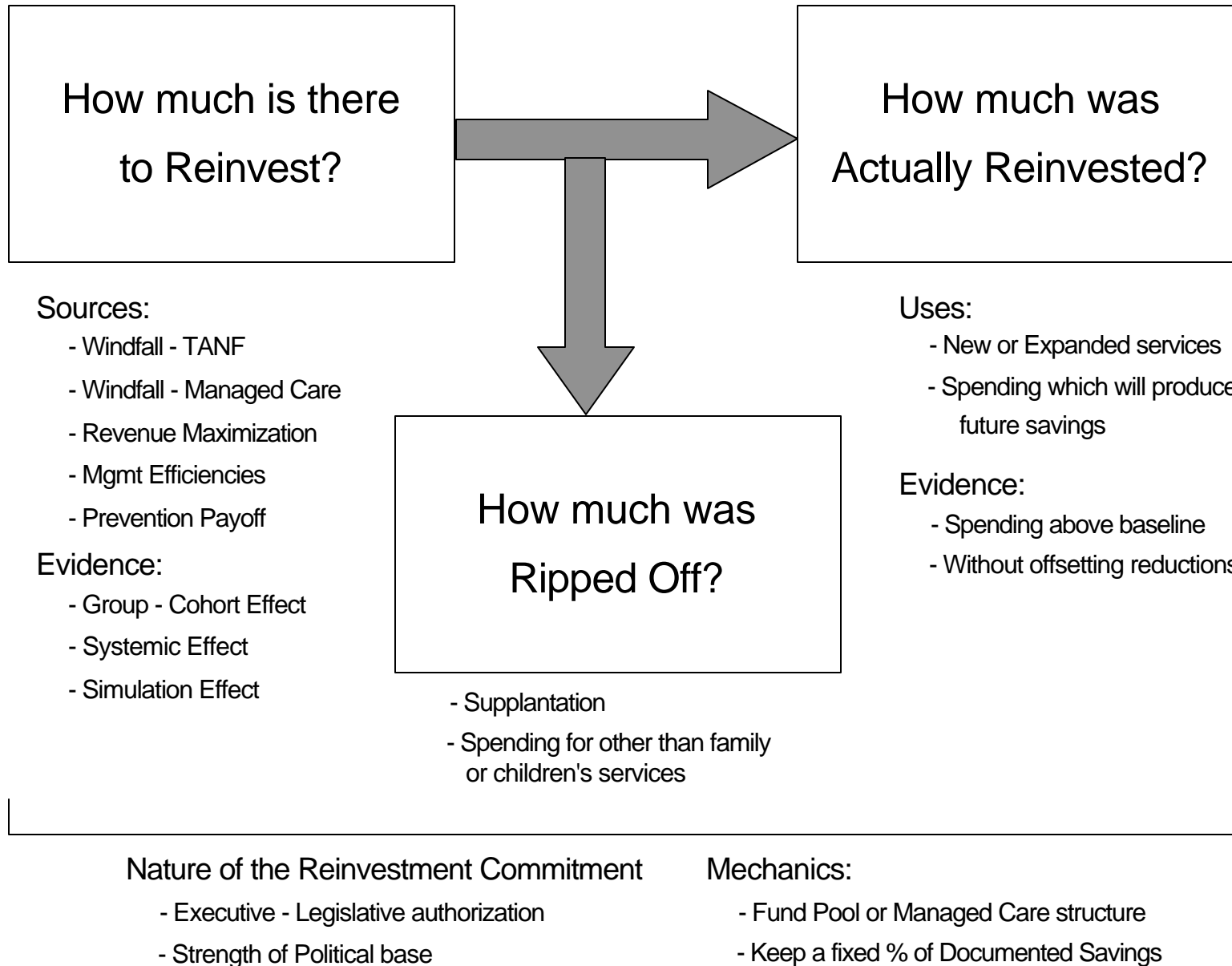


Simulation Evidence:

Scenario of what our
strategy might do if
implemented at scale



The Essential Elements of REINVESTMENT



Approaches to Budget Cuts

Traditional Approach

	Mandated	Non-Mandated
Low		Cut here (Usually prevention and infrastructure)
Medium		
High	Keep here (Usually deep end services)	

Results Approach

Maintenance/ Infrastructure	Improving Results
Non-Essential (Cut here)	Not Working! (Cut here)
Essential (Keep here)	Working (Keep here)
Value based	Fact based

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Performance Measures Puzzle

Lewis Carroll High School

- N. number of students served
- C. student teacher ratio
- W. number at grade in reading
- R. percent at grade in reading
- K. percent who graduate on time
- O. number who graduate on time
- E. percent staff w advanced degrees
- I. hours of instruction

	Quantity	Quality
Effort	How much did we do? _____	How well did we do it? _____
Effect	Is anyone better off? # _____	Is anyone better off? % _____

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Education

The Basic Elements of a County Children's Budget

I. Results for the Whole Population of all Children and Their Families

- a. Status of child well-being (report card)
- b. Current use of resources
- c. Strategies and Investment choices
- d. County government's role

2. Performance of programs, agencies and service systems for their customers

- a. County government delivered services
- b. Purchased services
- c. Total county service delivery
- d. Choices to improve performance

A Possible Architecture for a What Works Encyclopedia

Framework #1: Results

Volume #1: Result #1

Chapter #1: Benchmark #1

What Works:

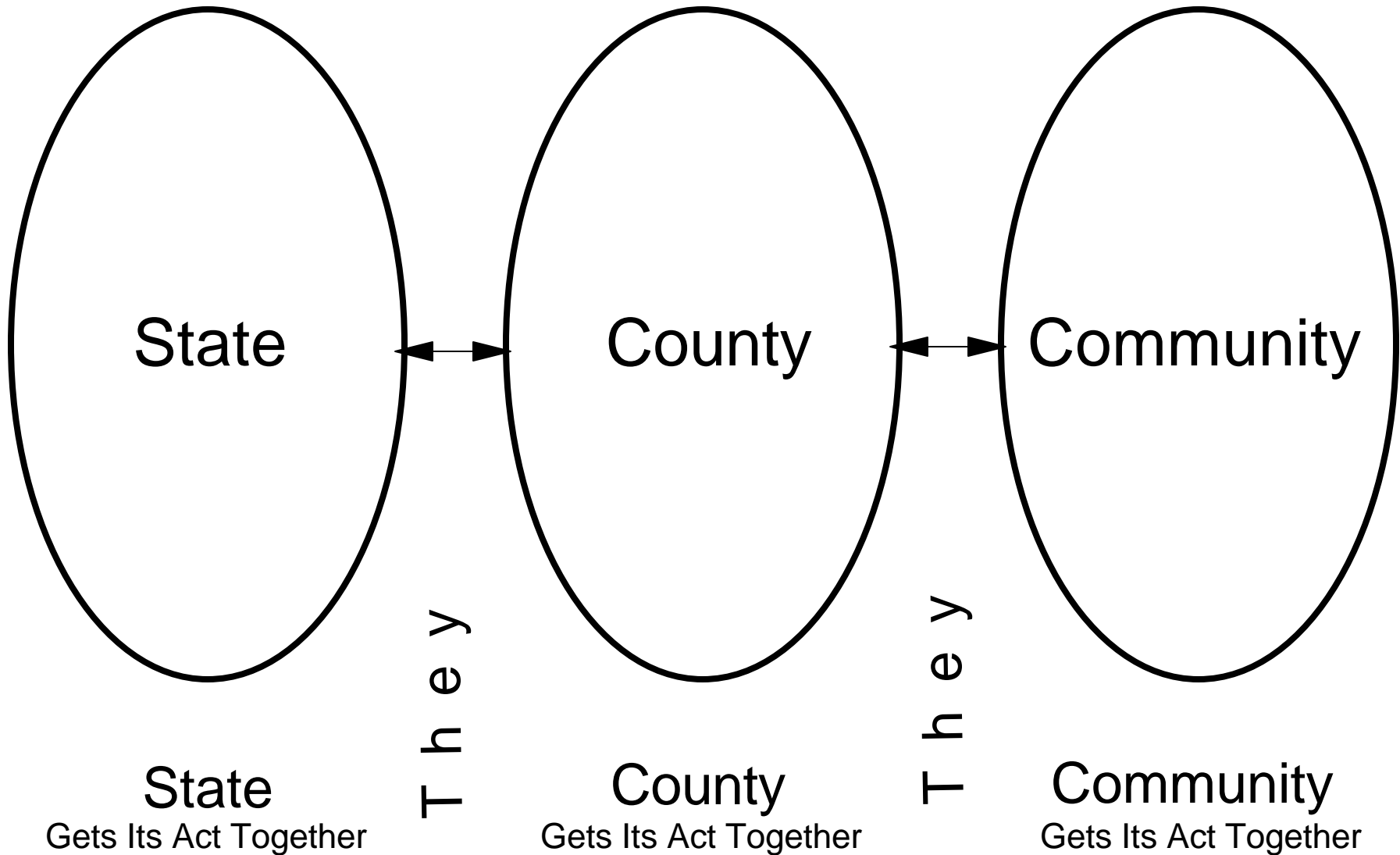
"Proven"	"Promising"	"Plausible"

Dimensions of What Works Entries:

1. Source of Entry
2. Point of View
3. Principle Focus
4. Key Findings
5. Sectors Involved
6. Principles
7. Competencies
8. Organization
9. Performance
10. Resources
11. Likely Interest
12. Contacts
13. Detailed Entry

Trading Outcome Accountability

The Five Different Negotiations



Trading Outcome Accountability for Fund Flexibility: The Deal

		Fund Cluster: Unified Budget					
		← Prevention					→ Remediation
		Program 1	Program 2	Program 3	Program 4	Program 5	Program 6
Act.	1999	1000/\$1.0					3180/\$3.2
Act.	2000	1010/\$1.0					3403/\$3.4
Act.	2001	1020/\$1.0					3675/\$3.7
Est.	2002	1030/\$1.0					4006/\$4.0
Fcst.	2003	1040/\$1.0					4407/\$4.4
Fcst.	2004	1050/\$1.0					4892/\$4.9
Fcst.	2005	1072/\$1.0					5479/\$5.5

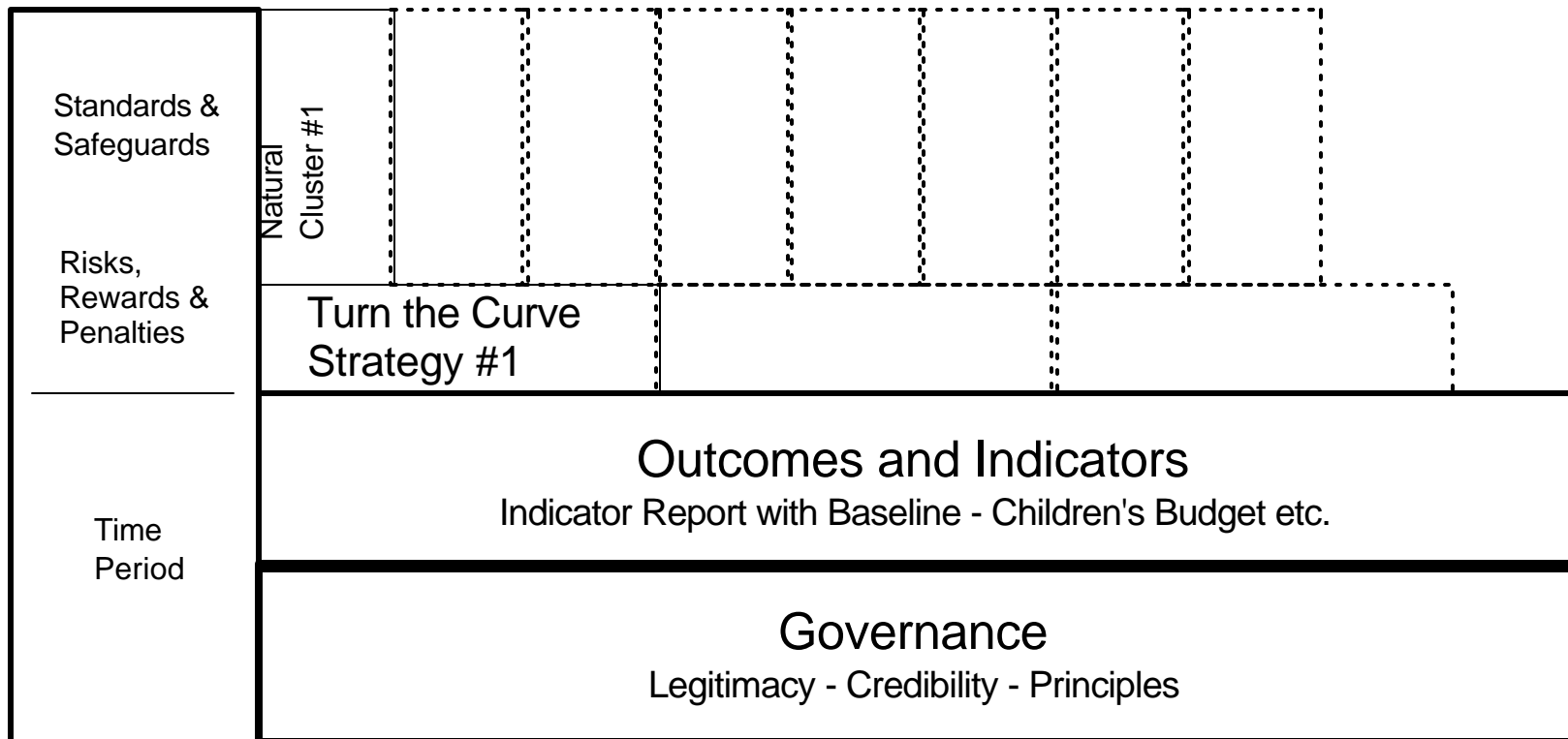
The Deal: If you guarantee all THIS money,
 1. then we will reduce THIS,
 2. by increasing THIS
 3. and we'll keep total cost the same.

Prototype Implementation Plan Format

Task Description (goals & objectives)	Responsibility Primary Secondary		Schedule Start Complete		Status

Building Partnership Agreements

From the Foundation Up



Initiative Mapping

Using an Outcome-Based Decision Making Framework

Governance	Outcomes	Indicators	Strategies What Works	Performance Measures	Financing

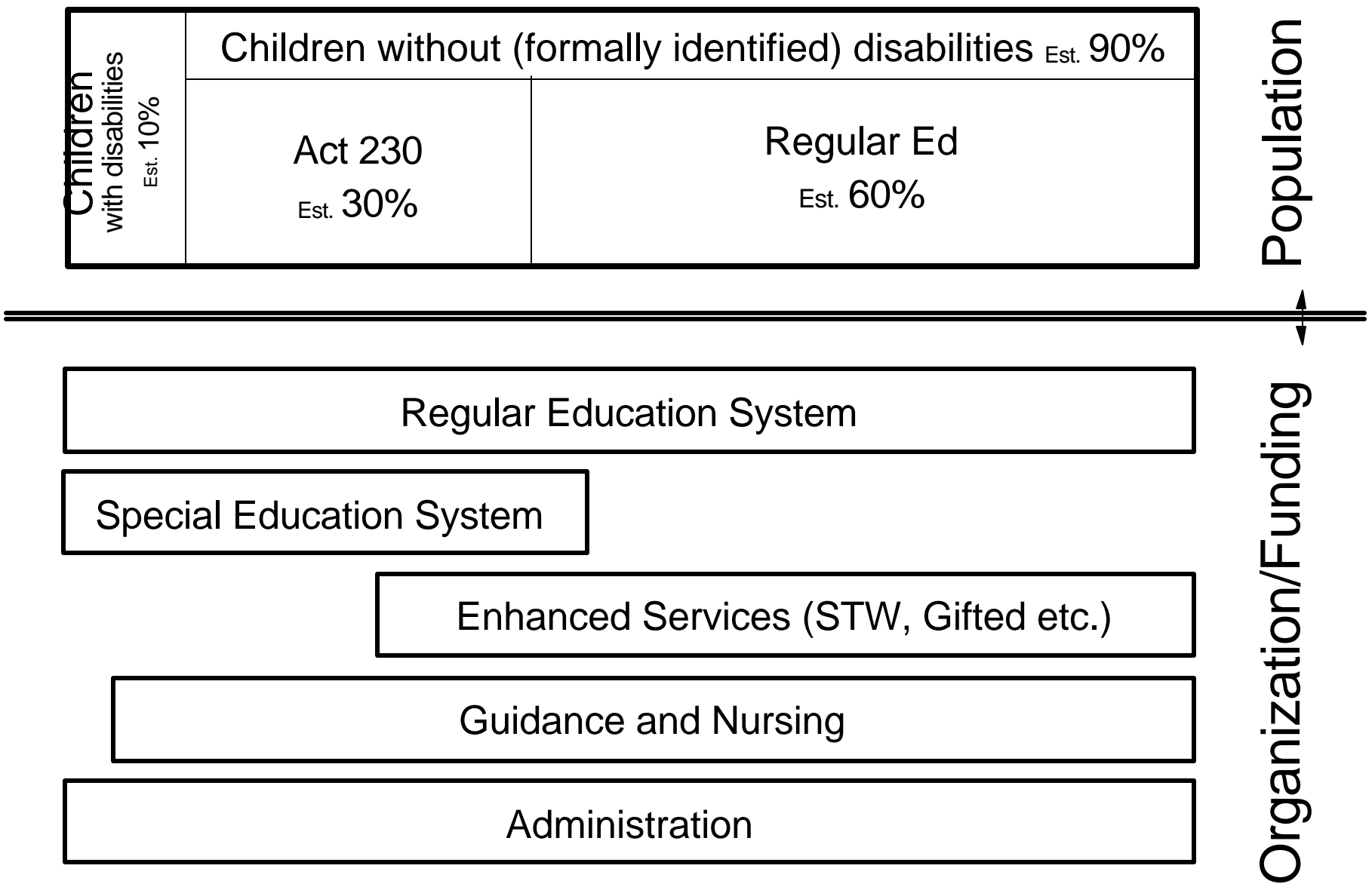
A Partial View of
Agency Functional Alignment
Within a Outcomes-Based Decision Making Framework

Governance	Outcomes	Indicators	Strategies What Works	Performance Measures	Financing
Strategic Planning					
	Budgeting				
		Performance Accountability			

Vermont Education System

Alignment of Populations, Organization and Funding

DRAFT
2/14/98



Note: One purpose of this chart is to allow organizational performance measures to address the well-being of the population of children served.

Results and Performance Accountability

for All Children, and Children in the Child Welfare System

for a given jurisdiction

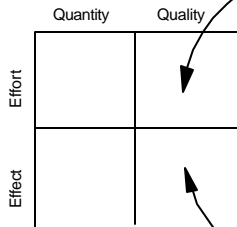
All Children

(results & indicators)

Conditions of well-being for all children (results or outcomes);
 - Measures of achievement of results (indicators)

Children in the Child Welfare System

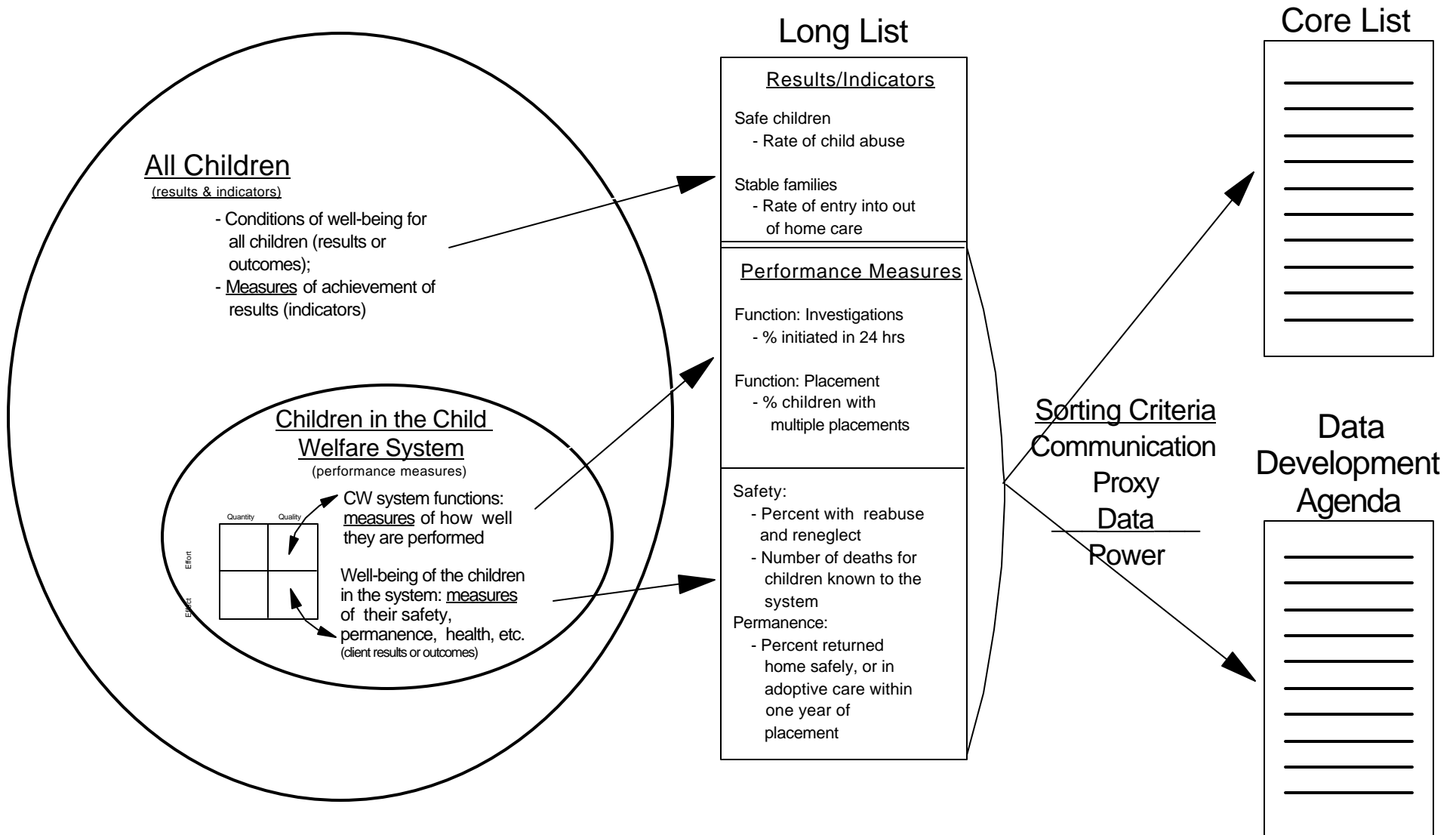
(performance measures)



CW system functions: measures of how well they are performed

Well-being of the children in the system: measures of their safety, permanence, health, etc. (client results or outcomes)

Creating a Core List of Performance Measures for the Child Welfare System



Results and Performance Accountability

All Children and Families vs. Children and families in the Child Welfare System



All Children and Families

Results & Indicators

(e.g. Result: Safe Children, Indicator: Rate of teen violent death)

Children and Families in the Child Welfare System

Performance Measures^{1/}

(e.g. Percent of CW cases with repeat
abuse/neglect)

Draft: 6/18/98

^{1/} This term is distinguished from "measurement instruments" which are used to assess various conditions or levels of functioning (e.g. CBCL or CAFAS)

Results and Performance Accountability

All Children and Families vs. Children and families in the Child Welfare System

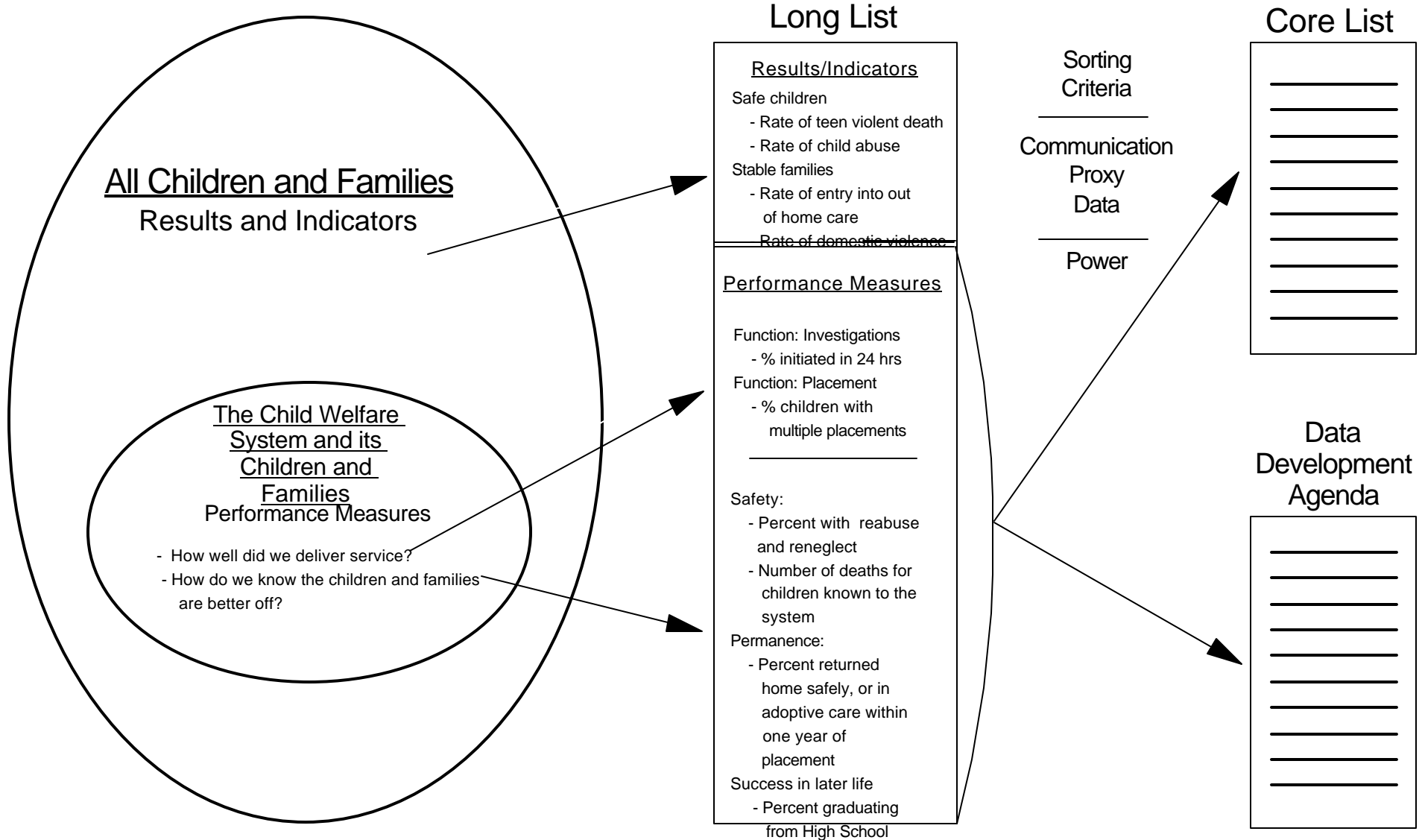
All Children and Families

1. What do we want for all of our children and families? (results)
2. How do we know if we have achieved the results we want? (indicators)

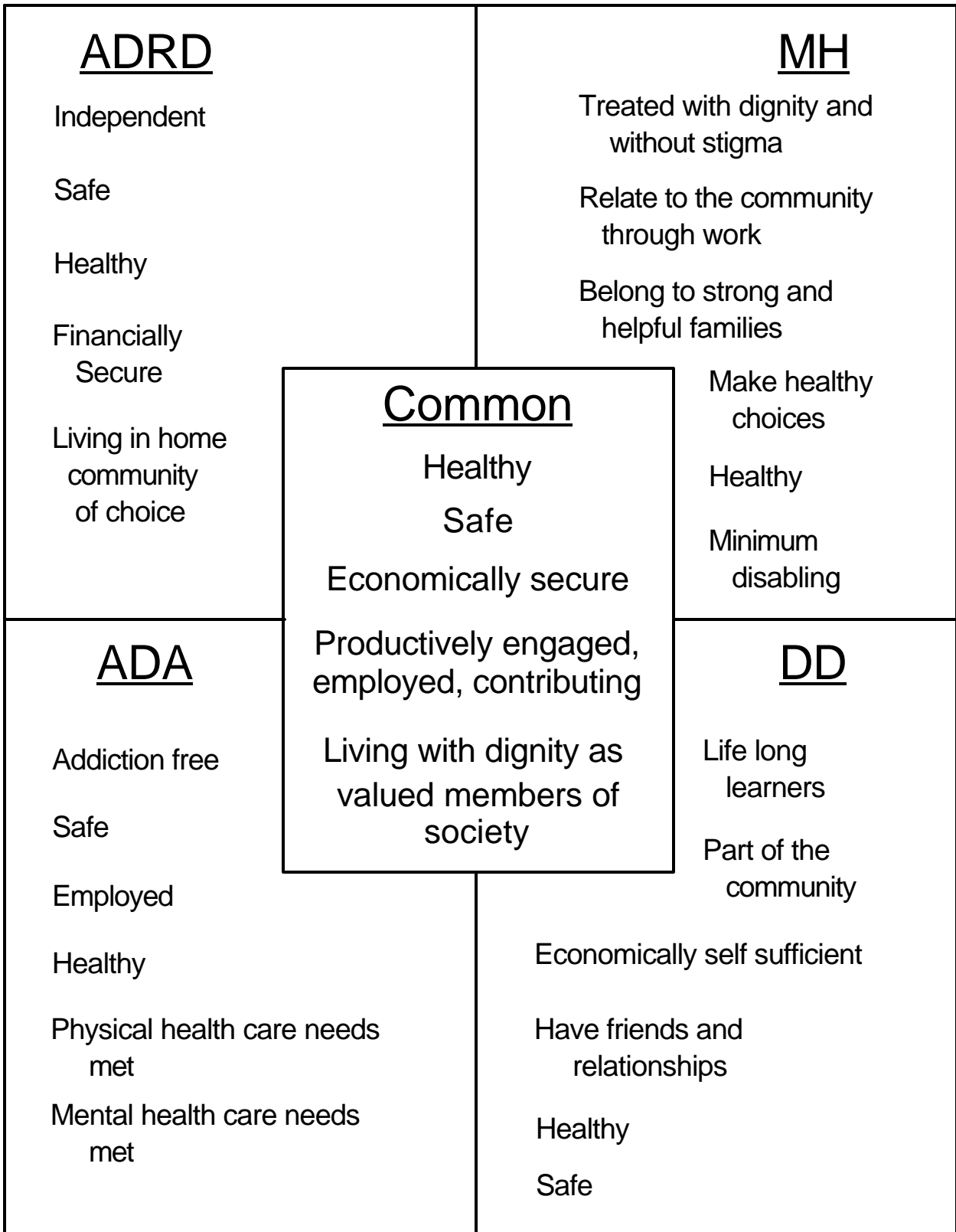
Children and Families in the Child Welfare System

3. How do we know the system is performing as well as possible? (performance measures)
 - a. How well did we deliver service? (quality of effort - function measures)
 - b. How do we know the children and families are better off? (quality of effect - client results - clinical measures)

Creating a Core List of Performance Measures for the Child Welfare System



Results for Beneficiaries: 9/22/97 Working Session



Child Time to Adult Time Conversion Table

Child Months to Adult Years *

Child Age	1 month	3 months	6 months	12 months
1	3.3	10.0	20.0	40.0
2	1.7	5.0	10.0	20.0
3	1.1	3.3	6.7	13.3
4	0.8	2.5	5.0	10.0
5	0.7	2.0	4.0	8.0
6	0.6	1.7	3.3	6.7
7	0.5	1.4	2.9	5.7
8	0.4	1.3	2.5	5.0
9	0.4	1.1	2.2	4.4
10	0.3	1.0	2.0	4.0
11	0.3	0.9	1.8	3.6
12	0.3	0.8	1.7	3.3
13	0.3	0.8	1.5	3.1
14	0.2	0.7	1.4	2.9
15	0.2	0.7	1.3	2.7
16	0.2	0.6	1.3	2.5
17	0.2	0.6	1.2	2.4

* Based on adult 40 years old.