Results and Performance Accountability

Essential Exercises

Fiscal Policy Studies Institute
Santa Fe, New Mexico

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TURN THE CURVE EXERCISE

Whole Population Well-Being

Purpose: To provide hands on experience with results-based decision making by allowing a group to work on actually turning the curve on a specific indicator of child, adult, family or community well-being.

1. Large Group Work

! Results and Indicators: Choose the starting point for the exercise from the 3 options below. Option 1 is recommended for groups which have some experience with developing results and indicators. Option 2 is recommended for groups who need to practice choosing indicators. Option 3 is for groups at the very beginning of thinking about the well-being of a particular population. (Options 2 and 3 are given at the end.)

> Option #1 (Given set of results and indicators): Let's pretend that the we have an adopted list of results and indicators for children and families (or another population e.g. elders). We will pretend that (the working list in the results-based decision making package, or a list from another state or county) is our adopted list.

! An indicator curve to turn: If possible there should be at least 4 indicator baselines prepared before the session, so that each table can choose what they wish to work on. If this has not been done, then poll the group to identify an indicator that is particularly important right now (where the future trend line is "not OK"). Prepare a working baseline for the group as follows: Draw the x/y axes on a piece of flip chart paper. In the middle of the x axis write the word “now.” Then have the group answer the following questions on a consensus basis:

- What do you estimate is the current value of the indicator? Plot this point above the word “now.”
- Has the indicator been getting better or worse over the last few years? This tells the direction of the historical part of the baseline.
- Has it been getting (better or worse) fast or slow? This tells the steepness of the historical part of the baseline. Plot this line leading up to the current value.
- Where do you think it will go in the next few years if we don’t do anything differently than we are now? Plot the answer to this question as the baseline forecast.

This technique can also be used by groups who wish to work on a baseline other than the ones prepared or chosen by the group as a whole.

! Partners: In the Turn the Curve exercise we are going to talk about turning this curve. We know that results accountability work involves more than just one agency or department. So let's talk about who are the partners who have something to contribute to making a difference on this curve? Brain storm list of potential partners (e.g. churches, schools, police, media, businesses, etc.) on a separate page of flip chart paper.

2. Small Group Work: Divide people into groups of six. Six is optimal because it is too small for anyone to hide, and large enough for diverse opinions and vigorous discussion. Five or seven is OK if groups don't break evenly. Have them sit together around tables in a large room, or use breakout rooms if available.

Here's a technique, based in chaos and complexity theory, to break large groups into smaller groups. Announce your intention to form groups of six. "Each person is responsible for finding five other people to work with. Go!" In less than a minute the group will divide itself into smaller groups. No need to count off. An interesting twist on this method would be to require that "At least one person you work with is someone you didn't know before today's session."

Remind people that they will not have enough time to do this "right." Remember this is an exercise. Remind people to have fun.

Ask each group to do the following:

! Pick a time keeper and a reporter.

! Who are you? (5 minutes)

(part 1): Pick what geographic area you represent. This can be a whole state, county, or city or another defined geographic area such as a neighborhood.

(part 2): Each person must wear two hats: The first hat is their everyday role, and the second hat is a role from the list of potential partners which is shown on the flip chart at the front of the room. Groups are free to add to this list to identify other partners. Only one person per role. (Optional: You may ask that at least one person be from an agency of particular importance to the indicator chosen e.g. schools if 3rd grade reading scores; or human services department if rate of child abuse).

! The Curve to Turn (5 minutes): Pick a curve to work on from those presented. (Develop a baseline if necessary - see above.) Discuss the baseline and present at least one forecast of the path you are on if nothing changes. Ask yourself "Is this OK?" If the answer is "yes" then pick another curve.

! The Story Behind the Curve (15 minutes): What's going on here? Why does the baseline look the way it does? What are the causes? What are the forces at work? As you try to answer this question keep a side list of things you would like to know more about. This is your information agenda.

! What Works to Turn the Curve (20 minutes): What do you think would work in this community to turn this curve? Make sure the discussion gets to what each partner could contribute. Make sure the ideas have sharp edges. Be specific. Make sure at least one idea is a no cost or low cost idea.

! Prepare to report (5 minutes): Choose the three best "what works" ideas to report. (One should be for the lead agency if one is identified.) At least one reported item should be no cost low cost. And the group should identify the funniest or most “off the wall” idea from the discussion.

3. <u>Group Reports</u>: Ask each group to report the following:

- <u>What place did you choose to be?</u>

- <u>(Optional) What are the three most important things going on</u> in the story behind the curve? What are the causes? What information did you want that you didn't have?

- <u>What are your three best ideas about what would work</u> to turn the curve? Be specific! (who would do what, when, where, how) At least one idea must be no cost/low cost. And the funniest idea.

4. <u>Debriefing the exercise</u>

- How many people think that at least one idea from their group could actually be done <u>and</u> would make a difference?

- What did you learn from this? (e.g. collaboration vs blame) What was hardest (most frustrating) about this work? Why?

- How many people would like to have other opportunities to work in this way?

- Think of next steps: What is something I could do? What is something I could ask someone else to do, to advance this work? (Allow each person to think about this for 1 minute, then poll the group, or ask tables to report.)

- (Optional) Ask people to speak who took specific partner roles (e.g. what did the school folks have to contribute?) Who else should be in the room for this kind of work? How could you get them to the table?

- (Optional) Where did the groups come up with similar ideas? Does this work begin to suggest how these what works elements might be crafted into a real action agenda? (Note: remind people that this first effort is likely to be a Xmas tree, not a coherent strategy.)

- Review for the group the group the entire thinking process: results, indicators, baseline, partners, story, what works. Could you do this for real in your community? How many think they could lead this kind of process?

5. Optional Starting Points for Large Group Work

! Option #2 (Given a set of results only): Let's pretend we have an adopted list of results (for children and families, or another defined population). Let's pick one result and develop indicators for it. Brainstorm a list of candidate indicators. Make sure each is a specific data statement (e.g. "rate of full immunizations at age 6", not "immunizations"). Rate each candidate indicator High, Medium, or Low on three criteria, by asking the questions:

- Communication Power: Does the public understand what we mean when we use this data statement?

- Proxy Power: Does this data say something of central importance about the result we are trying to measure? (Remind people that this choosing process is a matter of approximation and compromise).

- Data Power: Do we have high quality data on a timely basis? (High only if people can go back to their office and open a report with the data in it; Medium if it can be developed relatively quickly; Low otherwise.)

Identify indicators which rate high (or highest) on all three criteria. These are the headline indicators. One of these will be chosen for the next step in the exercise. Note also those which rate high on communication and proxy, but low on data. These become part of the data development agenda. Continue with the work in option #1.

! Option #3 (Given a population only): Results-based decision making is about the well-being of a population across a given geographic area (e.g. state, county, city, community). Such a population can be defined as all the people in the geographic area, or a subpopulation by age (e.g. children or elders) or other condition (e.g. persons with mental illness). The one definition of subpopulation we do not use here is a client population of a particular program, agency or service system. This is the subject of service program performance measurement, a separate, interlocking form of accountability.

Identify results for this population by asking the question: "What do we want for these people?" and also "What do they want for themselves?" The answers are often phrases as "Children (elders...) who are..." (e.g. safe, healthy etc.). We are looking for conditions of well being that will stand up in the public square, that the lay public will understand. This is not yet about data. That comes next when we talk about indicators. And, generally, results statements are not about services. That comes later when we talk about strategies to achieve these conditions of well-being. Services are generally about means, not ends. And results are by definition ends. (See the exception to the rule about the relatively rare times when statements about "receiving needed service" may be the best we can do in articulating results.)

Develop a list of candidate results. This is a brainstorming process, and all ideas are OK, if they meet the "not data" and "ends, not means" tests. The list developed here will often be rough, with overlapping statements. In a non-exercise process, there is time to wordsmith these lists and create a balanced and complete set of results statements.

Turn the Curve Exercise

Population Well-being Indicator(s)

5 min: Starting points

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

5 min: Baseline

- pick a curve (or curves) to turn
- forecast - OK or not OK?

15 min: Story behind the baseline

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

20 min: What works? (What would it take?)

- what could work to do better?
- each partner's contribution
- no cost / low cost ideas
- information & research agenda part 2

5 min: Report

- baseline story
- 3 best ideas (incl one no/low cost)
- off the wall/funniest idea

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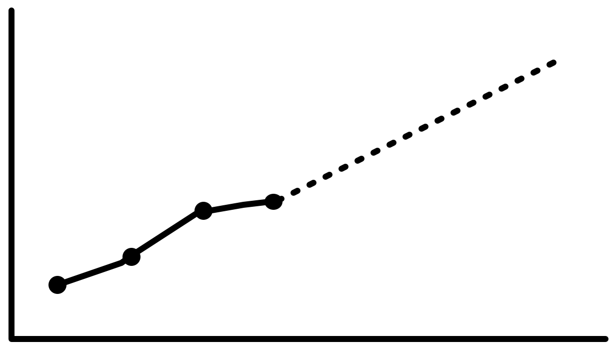
Turn the Curve Report

One Page

Result ______________________

Indicator
Baseline



Story behind the curve

- -------------------------
- -------------------------
- ------------------------- (List as many as needed)

Partners

- -------------------------
- -------------------------
- ------------------------- (List as many as needed)

Best Ideas - What Works

- -------------------------
- -------------------------
- -------No cost / low cost
- -------Off the Wall

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IDENTIFYING, SELECTING AND USING PERFORMANCE MEASURES

PART I: SELECTING PERFORMANCE MEASURES: Here is a five step process that is the fastest way (with practice about 45 minutes) to identify performance measures, select the most important ones and identify a data development agenda.

> <u>STEP 1. HOW MUCH WE DO</u> (Upper Left): Draw the four quadrants on a big piece of flip chart paper. Start in the upper left quadrant. First put down the measure "# of customers served." in the upper left quadrant. Ask if there are better more specific ways to count customers or important subcategories of customers, and list them. (e.g. by age, by geography, by condition. Next ask what activities are performed. Convert each activity into a measure (e.g. "we train people" becomes # of people trained; "we repair roads" becomes # miles of roads repaired) When you're finished, ask if there are any major activities that are not listed. Don't try to get every last thing, just the most important.
>
> <u>STEP 2. HOW WELL DO WE DO IT? HOW WELL DO WE PERFORM THESE ACTIVITIES?</u> (Upper Right): Ask people to review the standard measures for this quadrant that apply to most if not all programs, services or activities (e.g. unit cost, staff turnover, etc.) These are shown on the "Separating the Wheat From Chaff" worksheet (page 50) in the upper right quadrant under "Common Measures." Write each answer in the upper right quadrant.
>
> Next take each activity listed in the upper left quadrant and ask if there are measures that tell whether that particular activity was performed well. If you get blank looks, ask if timeliness matters, if accuracy matters. Convert each answer into a measure and be specific (e.g. the timeliness of case reviews becomes "percent of case reviews completed within 30 days after opening;" response time becomes "percent of responses in less than 6 minutes.")
>
> <u>STEP 3. IS ANYONE BETTER OFF?</u> (Lower Left and Lower Right): Ask "In what ways could customers/clients be better off as a result of getting this service? How we would know if they were better off in measurable terms?" Create pairs of measures (# and %) for each answer (e.g. # and % of clients who get jobs above the minimum wage). The # answers go in the lower left; the % answers go in the lower right.
>
>> NOTE: There are two ways to state these kind of measures: point in time measures (e.g. % of children with good attendance this report card period) and improvement over time measures (e.g.. % of children whose attendance improved since the last report card period).

Identifying the ways in which customers are better off is the most interesting and challenging part of this process. Dig deep into the different ways this can show up in the lives of the people served. Explore each of the four categories of "better-offness": skills/knowledge, attitude, behavior and circumstance. If people get stuck, try the reverse question: "If your service was terrible, how would it show up in the lives of your customers?"

Look first for data that is already collected. But be creative about things that could/should be counted and the ways in which data could be generated. It is not always necessary to do 100% reporting. Sampling can be used, either regular and continuous sampling or one time studies based on sampling. Pre and post testing can be used to show improvement over time in skills, knowledge or attitude. Surveys can be used which ask clients to self report improvement or benefits.

> NOTE: Every performance measure has two incarnations: a lay definition and a technical definition. The lay definition is one that anyone could understand (e.g. Percentage of clients who got jobs) and a technical definition which, for percentages, exactly specifies the numerator and denominator (e.g. the number of clients who got jobs this month, divided by the total number of clients enrolled in the program at any time during the month).

PAUSE: Now you have filled in the four quadrants with as many entries as you can. Next we select the most important measures and a data development agenda. Here's a SHORT CUT way to do that:

<u>STEP 4. HEADLINE MEASURES:</u> Identify the measures in the upper right and lower right quadrants for which there is (good) data. This means decent data is available <u>today</u> (or could be produced with little effort). Circle each one of these measures with a colored marker. Ask the following question: "If you had to talk about your program in a public setting with just one of these circled measures, which one would it be?" Put a “star #1” by the answer. Then ask "If you could have a second measure... and a third?" You should identify no more than 3 or 4 measures. And those should be a mix of upper right and lower right quadrant measures. These choices represent a working list of headline measures for the program.

<u>STEP 5. DATA DEVELOPMENT AGENDA:</u> Ask "If you could buy one of the measures for which you don't have data, which one would it be?" The word buy is used deliberately because data is expensive both in money and employee time.) Mark each answer with a different colored marker. "If you could have a second measure... and a third?" List 3 or 4 measures. These answers are the beginning of your data development agenda *in priority order*.

PART II: THIS PROCESS CONTINUES WITH QUESTION 4 OF THE 7 PERFORMANCE ACCOUNTABILITY QUESTIONS.

QUESTION 4: How are we doing on the most important of these measures? Where have we been; where are we headed?

- Create a BASELINE with forecast for one or more of the headline performance measures. This consists of as much historical data as you have, preferably 3 to 5 years, AND a forecast of 2 or 3 scenarios of where your performance is headed if you stay on your current course.
- Describe the STORY BEHIND EACH BASELINE (or the set of baselines together). This should include an explanation of the factors which you think account for where you've been and the reasoning behind the forecast scenarios.
- Add questions to your INFORMATION AND RESEARCH AGENDA about what you would like to know about causes.

QUESTION 5: Who are the partners who have a potential role to play in doing better? – Brainstorm a list of public and private section partners.

QUESTION 6: What works, what could work to do better than baseline? (best practices, best hunches; include partners' contribution)

- Use the list of partners and the story behind the baseline as POINTERS to what works. Drawing on your own experience, the research literature and the experience of other jurisdictions, describe what would work to improve performance. In this case improved performance means performance better than the baseline(s) described in step 4. Make sure you include potential actions of your partners outside the organization. And make sure you consider no-cost and low-cost actions which would make a difference. (Not everything is about money.)
- Add questions to your information and research agenda about what you would like to know about what works.

QUESTION 7: What do we propose to do? (multi-year action plan and budget; include no-cost and low-cost items)

- Using the raw material of step 6, craft your ideas about what works into a multi-year action plan and budget. Answer the question: "If we were serious about improving the performance of this program (service, agency) what would we do over the NEXT YEAR and over the NEXT 2 TO 10 YEARS?" Display this approach in a format which shows the baselines, the story behind the baselines, and what you propose to do over the next 2 (to 10) years to improve performance.
- NOTE: In the Turn the Curve Exercise, identify the 3 best ideas (including at least one no-cost/low-cost idea) and the funniest or most off the wall idea.

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Separating the Wheat from the Chaff

Types of Measures Found in Each Quadrant

What We Do	How Well We Do It
# Clients/customers served	% Common measures (e.g. client staff ratio, workload ratio, staff turnover rate, staff morale, % staff fully trained, % satisfied customers, % clients seen in their own language, worker safety, unit cost)
# Activities (by type of activity)	% Activity-specific measures (e.g. % actions timely, % clients completing activity, % actions correct and complete, % of actions meeting standard etc.)

Is Anyone Better Off?

Point in Time **vs.** Point to Point Improvement

#	% **Skills / Knowledge** (e.g. parenting skills)
#	% **Attitude** (e.g. toward drugs)
#	% **Behavior** (e.g. school attendance)
#	% **Circumstance** (e.g. working, in stable housing)

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Turn the Curve Exercise

Program Performance Measurement

5 min: <u>Starting points</u>

- timekeeper and reporter
- identify a program to work on

5 min: <u>Who's at the table?</u>

- partners who have a role to play
- two hats (yours plus partners)

15 min: <u>Performance measures</u>

- choose 1 measure to work on

  (from: How well did we do it? Is anyone better off?)
- create a baseline with forecast

15 min: <u>Story behind the baseline</u>

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

15 min: <u>What works?</u>

- what could work to do better?
- each partner's contribution
- no cost / low cost ideas
- information & research agenda part 2

5 min: <u>Report</u>

- program, partners and baseline story
- 3 best ideas (incl one no/low cost)
- Off the wall / funniest idea

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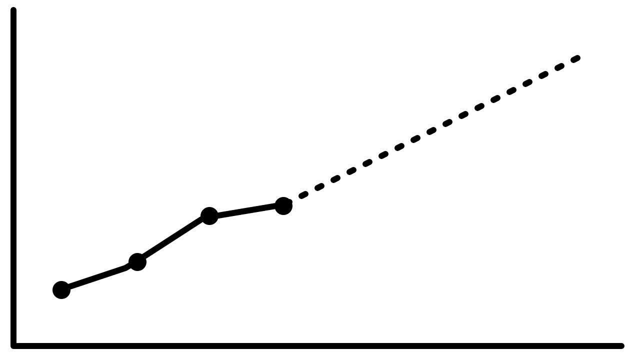
Turn the Curve Report

Program/Service ______________________

Performance
Measure
Baseline



Story behind the curve

- --------------------------
- --------------------------
- -------------------------- (List as many as needed)

Partners

- --------------------------
- --------------------------
- --------------------------(List as many as needed)

What Works - Best Ideas

- --------------------------
- --------------------------
- ----No cost / Low cost
- ----Off the Wall

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A TOOL FOR CHOOSING A COMMON LANGUAGE

(and constructing a meaningful glossary)

Framework Idea	Choices-- Common Labels for each idea (Each line represents a separate choice.)	Motifiers - if you must (and some notes)	Chosen Word or Phrase PICK ONE!! (Each word or phrase can be used only once.)
A. The Basics			
1. A condition of well being for children, adults, families or communities (stated in plain language).	Result Outcome Goal Vision	Population Total population Whole population Community-wide (For "client results" see D3 below)	1.
2. A measure that helps quantify the achievement of a result.	Indicator Benchmark		2.
3. A coherent set of actions that has a reasoned chance of working (to improve results).	Strategy		3.
4. A measure of how well a program, agency or service system service is working.	Performance measure Performance indicator	Program Agency System	4.
B. Other Important Ideas - Part 1			
1. A picture of a desired future, one that is hard but possible to attain.	vision desired future	Often contains one or more results.	1.
2. The purpose of an organization.	mission purpose		2.
3. A person or organization who benefits from program or agency service delivery.	customer client		3.
4. A person or organization who has a significant interest in the performance of a program, agency or service system.	stakeholder constituent		4.
5. A person or organization who has a role to play in improving results	partner	current potential	5.
6. A visual display of the history (where we've been) and forecast(s) (where we're headed) for a measure.	baseline trendline		6.
7. An analysis of the conditions, causes and forces at work which help explain why a baseline looks the way it does.	story behind the baseline epidemiology		7.
8. Possible actions that could make a difference on a result or performance measure.	what works options strategy	research based asset based	8.
9. A description of proposed actions.	action plan stratetgic plan strategy		9.
10. The components of an action or strategic plan.	planned accomplishments goals and objectives		10.
11. A description of the funding of existing and/or proposed actions.	budget funding plan		11.
12. A document that describes what new data is needed or where existing data needs to be improved.	data development agenda		12.
13. A document that describes what new information is needed about causes, conditions, and/or what works to improve results.	information and research agenda		13.
14. A desired level of achievement for an indicator or performance measure	target goal standard	realistic arbitrary insane	14.

Framework Idea	Common Labels for for each idea	Motifiers - if you must	Chosen Word or Phrase PICK ONE!!
C. Other Important Ideas - Part 2			
1. A description of why we think an action or set of actions will work.	Theory of change Logic model	Used at both the population and performance levels.	1.
2. A structured, disciplined analysis of how well a program is working or has worked.	Program Evaluation		2.
3. A system or process for holding people in a geographic area responsible for the well-being of the total population or some defined subpopulation.	Results Accountability Outcome Accountability Results-based Accountability Outcome-based Accountability	"Results Accountabilty" is sometimes used to describe all of 3 thru 7 combined.	3.
4. A system or process for holding managers and workers responsible for the performance of their programs, agencies and/or service systems	Performance Accountability	program agency service system	4.
5. A system or process of working from ends to means, using (population and/or program) results to drive decisions about what to do.	Results-based decision making Outcome-based decision making		5.
6. A system or process of working from ends to means, using (population and/or program) results to drive the budget.	Results-based budgeting Outcome-based budgeting		6.
7. A system or process of working from ends to means, using (population and/or program) results to drive grantmaking decisions.	Results-based grant making Outcome-based grant making		7.
D. Types of (or ways to categorize) Performance Measures			
1. Measures of the quantity or amount of effort, how hard did we try to deliver service, how much service was delivered.	How mach did we do? input output resources process measure product measure		1.
2. Measures of the quality of effort, how well the service delivery and support functions were performed.	How well did we do it? efficiency measure unit cost staffing ratios staff turnover staff morale access waiting time & waiting lists worker safety customer satisfaction process measure		2.
3. Measures of the quantity and quality of effect on customer's lives.	Is anyone better off? customer outcome measure customer result measure impact measure effectiveness measure cost benefit ratio return on investment value added customer satisfaction output outcome product measure	 program or client program or client	3.
E. A BASKETFUL OF MODIFIERS to use with any of the above...		Measurable, Positive Urgent, Negative Priority, Short term Targeted, Intermediate Incremental, Long term Systemic, Powdered Core, Granulated Qualitative, Homogenized	

The Results and Performance Accountability Implementation Guide

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The Whole Distance from Results to What Works Exercise

How to take a large group through the process from results to action (an alternative Turn the Curve Exercise).

Step 1: Put up on the wall a series of flip chart pages, labeled: RESULTS (What quality of life conditions do we want?) , EXPERIENCE (How would we experience these conditions?), INDICATORS (How could we measure these conditions?), BASELINE (Where have we been and where are we headed - the pathway we're on), STORY BEHIND THE BASELINE (What are the causes?), PARTNERS (Who are the partners with a role to play?), WHAT WORKS (What works, what would it take to do better?) ACTION PLAN (Our Strategy, what we propose to actually do) - (and optional: PERFORMANCE MEASURES - a placeholder for suggested indicators that are really performance measures).

Step 2: Start with the RESULTS page. Ask the group "What would you like to be able to say about children and families in plain English? (or plain Spanish, Vietnamese, Cambodian etc.). Complete the sentences: "We want children who are..." "We want families that are..." "We want to live in a community that is..." Put these entries on the RESULTS page. It is also possible to start this exercise with a single agreed-upon result, and skip to the next page. (See also the separate exercise Generating a Results List from scratch.)

IMPORTANT: If a member of the group suggests something that is not a result, put the idea on the appropriate page. So for example "rate of immunizations at age two" would go under indicator, "more child care slots" would go under what works, " etc. It is very important that you let people know that *anything* they say, any contribution they make, is valuable. Validate each comment and then put it where it belongs in the framework. This process will also help teach the framework to the group.

Tools

1. Whole Distance Exercise Setup Schematic
2. Talk to Action Thinking Process Schematic

Tips

1. This exercise can be used as the VERY FIRST THING you do with a group, before any of the theory.
2. This can also be used to structure input from focus groups or hearings where public input is sought.
3. Optional: At the beginning of the exercise, give an example for each page, e.g.
Results=Safe children,
Experience= Observing children wearing or not wearing bike helmets
Indicator = Rate of unintended injuries
Story = Parents lax, bike helmets expensive
Partners = Sports equipment businesses
What works= Donated equipment, TV ads

Step 3: EXPERIENCE: After you have a good list of results, ask "How would we recognize these results in our everyday lives? What would we see, hear or feel?" Put these entries on the EXPERIENCE page. These answers should not be about programs or data. (If people offer data answers, e.g. "We would see a reduction in the teen pregnancy rate." then put the "teen pregnancy rate on the next Indicators page. If people offer program answers, e.g. "We would see child care programs for every child." then put "child care for all children" on the What Works page.)

Step 4: INDICATORS: Next ask "How would we see these experiences in measurable terms? What <u>could</u> we count? What <u>do</u> we count?" Put these answers on the INDICATORS page. Each entry should be a data statement, like the "rate of unemployment." Optional: place a second page of flipchart paper below the indicators page and label it "Data Development Agenda" and point out that this is a place to record where they need new or better data."

Step 5: BASELINES: Next, take one or two indicators which are of central importance to the result and draw a picture of the baseline. If you have real data, use it here. If not, create a baseline using group knowledge and consensus. First draw the x and y axes and label the top of the graph with the indicator data statement (i.e. Unemployment Rate). Then ask the following questions:

- **Where are we now?**
- **Have things been getting better or worse over the last few years?**
- **Has it been getting (better or worse) fast or slow (steepness of baseline) ?**
- **Where do you think it will go in the next several years if we stay on our current course (i.e. keep doing the same things we're doing now)?**
  (Taken from 2.11 <u>How do we create a baseline (trend line) for an indicator?</u>)

Point out that this represents the historical and forecast parts of the baseline. Describe the forecast part as "the pathway we are now on." Ask is this pathway, is this future OK? Presumably most people will say "no." Using a different colored marker, draw a curve turning away from the baseline in the right direction. Describe this as the "pathway you'd rather follow." Presumably most will agree. The rest of the exercise is about what it will take to follow this desired pathway instead of the one we're on - what it will take to turn the curve.

___Alternative: Go down the list of potential indicators (those with data and those without) and ask " How are we doing on this indicator now - Good or Bad?" Label the answers next to the indicator "G" or "B". Then ask: " Are things getting better or worse or about the same?" Mark these answers next to the G/B letters with an up arrow, a down arrow or a horizontal line. This picture can also be used to drive the rest of the process of story, partners, what works and action. Particular emphasis can be

placed on two sets of natural priorities which emerge from this rating method - those indicators which are "Bad and Getting" worse or "Good and Getting worse."

Step 6: STORY BEHIND THE BASELINES: Next ask: "How are we doing on these indicators? What are the reasons these pictures look the way they do?" What are the causes and forces at work? Put these answers on the STORY page. Optional: place a second page of flipchart paper below the Story page and label it "Information and Research Agenda Part 1" and point out that this will show where they need additional information about the story behind the baselines."

Step 7: PARTNERS: Next ask, "Who are the partners who have a role to play in making these numbers better?" Put these answers on the PARTNERS page.

Step 8: WHAT WORKS - WHAT WOULD IT TAKE: Next ask, "What do you think would work to make these numbers better (to achieve the desired results)? What could your partners do? What could you do that is no-cost or low-cost? Put these answers on the WHAT WORKS page. When this page is filled, go back through the list from the top and ask which items are no-cost or low-cost actions. Mark these items with a colored marker or a letter code like "nclc." Optional: place a second page of flipchart paper below the what works page and label it "Information and Research Agenda Part 2" Point out that this is a place to record where they need additional information about what works."

Step 9: REVIEW: Review the whole progression the group has just developed, from results to the beginnings of an action plan. Point out how little time it took to get through this, compared to their past experience with such work. Acknowledge that this work is not complete. Imagine what you could do with more time.

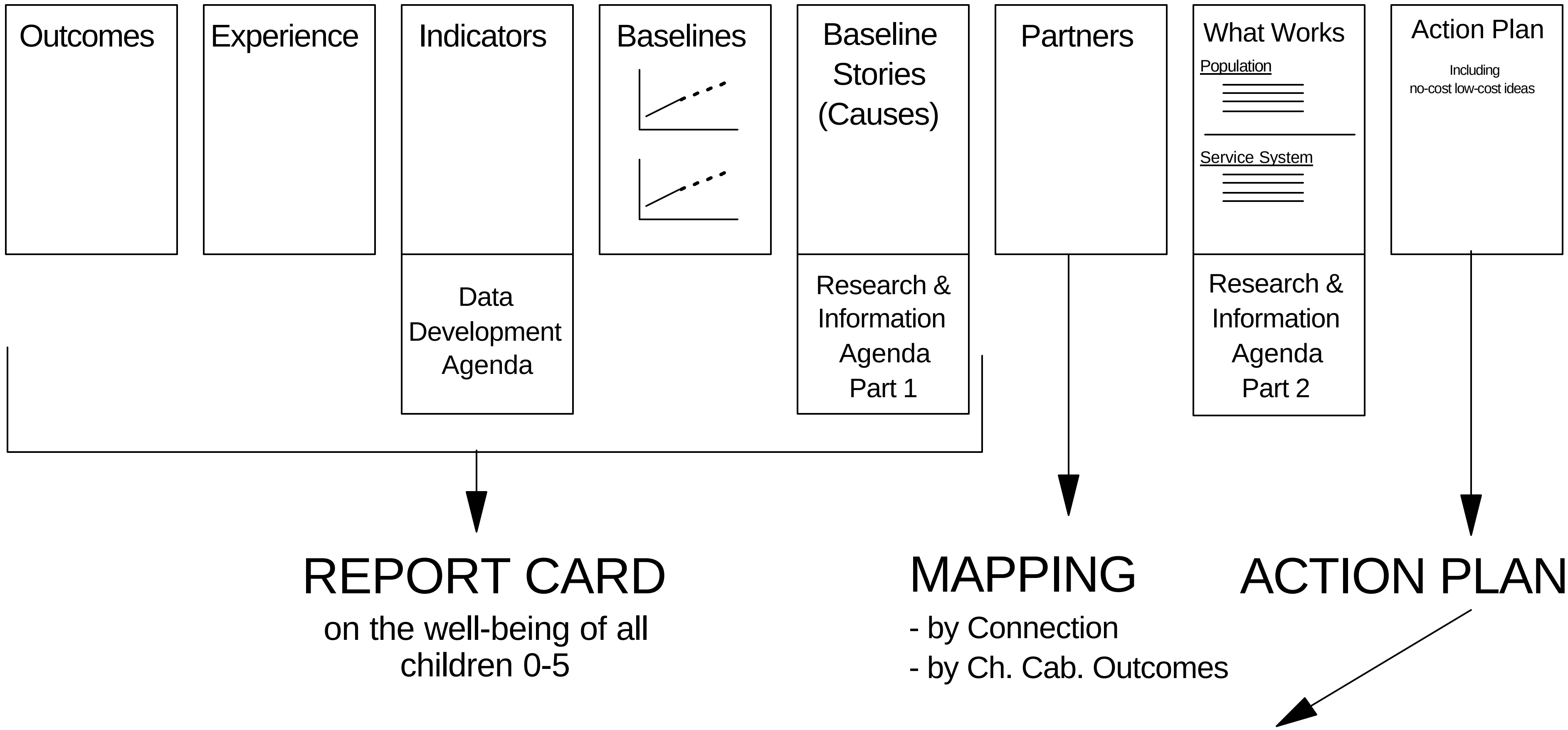
Step 10: ACTION PLAN: The next step is to create an action plan. It is generally not a good idea to try to do this as part of the exercise. But draw three sections headings on the flip chart page from top to bottom: "Now," "Next 12 Months," and "2 to 5 years." Point out that the no-cost low-cost actions are natural places to start. Don't wait for the perfect plan to be developed and approved. Get started right away.

Point out that people have just gone through the entire thinking process. (Optional, show people the page 11 Talk to Action schematic and review what they have just done.) Encourage people to go through all the steps in this process every time they get together. (See the Families and Children Inc. Board of Directors Meeting Agenda) Every meeting should end with a discussion of action. And some action should always take place between meetings.

Early Childhood Action Network

for New Mexico's Young Children and Their Families

POPULATION LEVEL WORK

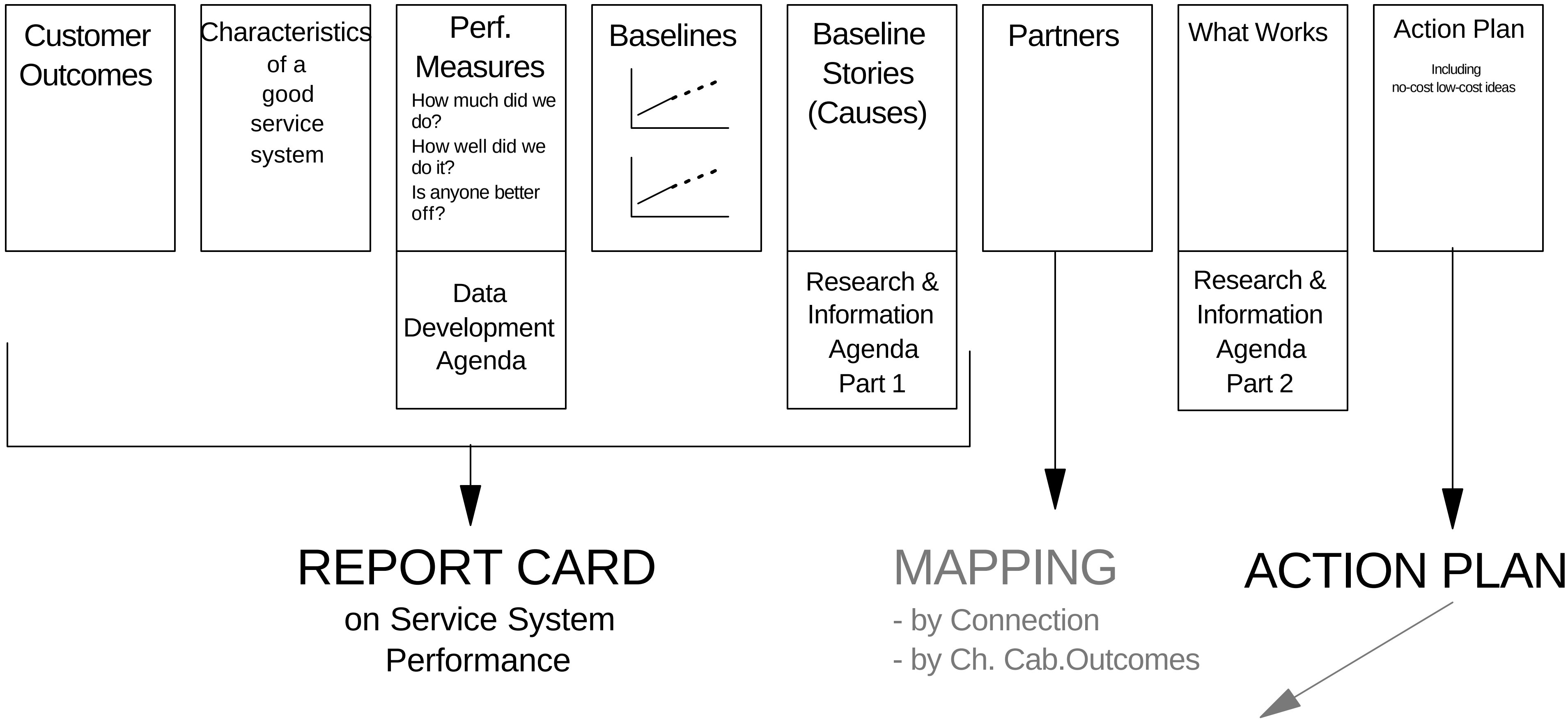


Action Item	2005	2006	2007	2008	2009	2010	2011	2012

Early Childhood Action Network

for New Mexico's Young Children and Their Families

SERVICE SYSTEM PERFORMANCE LEVEL WORK



Action Item	2005	2006	2007	2008	2009	2010	2011	2012

The Results and Performance Accountability Implementation Guide

__TECHNIQUE for Generating Results List from Scatch

Purpose: Create a list of 10 plain language results.

Pre-requirements: all participants must have been trained or instructed so they have at least a basic understanding of the difference between results indicators and performance measures. Preferably all participants will have training in the full results-based decision making process.

Step 1. Ask participants in the whole group to brainstorm endings to the sentences:

We want children who are...
We want families that are...
We want to live in a community that is...

Step 2. Break into three groups (by children, family and community) Have each group pare their list of answers down to 5 for children, 3 for families, and 2 for the community. (Option: have each group designate "emissaries " to the other two groups to discuss potential duplication and overlap and other issues necessary for the work of the groups to fit together.)

Step 3. Bring the large group back together and have each group report. Have the large group make recommendations for changes that will make the list function as a whole.

Variations:
We want adults/elders who are...
We want an environment which is...
We want an economy that is...

Taken from FPSI Training
for Trainers and coaches,
June, 2000

Performance Accountability in 20 Minutes

Here's an exercise which allows people to experience the whole performance accountability thinking process in just 20 minutes.

1. Hand out the 7 Questions or the following instructions page. Point people to the chart which shows the different types of performance measures in each quadrant.

2. Ask people to work in pairs, choose a program to work on, and answer the 7 Questions as described below. Point out that this allows for about 3 minutes per questions.

1. Who are our customers?
Identify 2 customer groups.

2. How could we measure if our customers are better off?
Identify 1 measure in the lower right quadrant.

3. How could we measure if we're delivering service well?
Identify 1 measure in the upper right quadrant.

4. How are we doing on the most important of these measures?
Discuss whether things are getting better or worse and why on the two measures identified in 2. and 3.

5. Who are the partners who have a role to play in doing better?
Identify 2 partners.

6. What works to do better?
Come up with 2 ideas, one of which is a no-cost or low-cost idea.

7. What do we propose to do?
Discuss what it would take to implement these 2 ideas.

3. During the exercise, walk around to answer questions and check to see that people are making progress.

4. Debrief the exercise by asking

- How many people got to questions 6 or 7?

- How many people here have ever said "This is a good idea, but I don't have time for it." Point out that they just did it in 20 minutes.

- What did you learn from this?

0 1 2 3 4 5 6 7 8 9

Performance Measures Puzzle

Lewis Carroll Health Maintenance Organization

N. number of patients served

C. average wait for a non-emergency appt.

W. number who fully recover

R. percent who fully recover

K. percent with preventable illness

O. number with preventable illness

E. percent of staff with CPR training

I. number of hours billed

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

FPSI

Health

Performance Measures Puzzle

Lewis Carroll High School

G. <u>number of students served</u>

E. <u>student teacher ratio</u>

T. <u>number at grade in reading</u>

O. <u>percent at grade in reading</u>

B. <u>percent who graduate on time</u>

J. <u>number who graduate on time</u>

A. <u>percent staff w advanced degrees</u>

R. <u>hours of instruction</u>

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

FPSI

Education