Results-Based Accountability

Essential Exercises

1. Turn the Curve Exercise (Population)
2. Turn the Curve Exercise (Performance)
3. Tool for Choosing a Common Language
4. Whole Distance Exercise
5. Results List from Scratch
6. Performance 20 minute exercise
7. Performance Measure Puzzles

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Appendix E

Turn the Curve Exercise #1 for Population Well-being

Purpose: To provide hands-on experience with results-based decision making at the **population** level. Small groups work on actually "turning the curve" on an indicator of child, adult, family or community well-being. Groups are capable of doing this exercise with little or no advance training in RBA concepts.

Setting up the Exercise

1. Prepare the history part of 3 or more population indicator baselines in advance, or gather the data that will allow the groups to do this. Baseline graphs should allow space on the x axis for forecasting at least 3 years from the present year. If data is not available (or only one point of data is available), the groups can use the technique in Appendix F, "Creating baselines from group knowledge" to create a working version of a baseline. Generally, groups choose which indicator curve they want to work on. In some cases you may want to pre-assign indicators to specific tables or have all the groups work on the same indicator.
2. Give each person a copy of the one-page instruction sheet with time limits for each step, and the group report format. These are shown on page 164, and also appear near the end of the RBA 101 workshop workbook.
3. Participants are asked to work in groups of 4, 5 or 6. You can pre-assign people to groups or let people self select who they want to work with. **For the Population Turn the Curve exercise, it is best if members of the group represent a wide range of perspectives.** There is a natural tendency for people to work with others they know and you may want to discourage this.
4. With a large group you can quickly assemble people into groups using an interesting technique derived from chaos and complexity theory. Announce that "each person is responsible for finding 4 or 5 other people to work with." In just a few minutes most people have formed into a group of the right size, and you can help those who are not in a group find a place. It is important to discourage groups of 8 or more. With groups of this size, some participants will dominate the discussion while others hang back and don't participate. Break these groups up into smaller groups.

Running the Exercise

1. **Starting points** (5 minutes): Each group picks a timekeeper, a reporter, and a geographic area.(Population Accountability is always about a whole population in a geographic area). The reporter will take notes on a regular piece of paper. These notes will be used to produce the group's one-page report on flipchart paper. Each person in the group is asked to wear two hats. The first hat is the hat they wear in their everyday work life. The second hat is the hat of a partner who is not otherwise represented in the group.
2. **Baseline** (10 minutes): Each group picks one of the prepared baselines or constructs a baseline using provided data. If no data is available, the group can construct the history part of the baseline from group knowledge, as noted above. The group agrees on a forecast of where this line is headed if we don't do something "more or different from what we are doing now." This is a crucial step in the exercise, and you should check in with each group, as time permits, to see that this is done correctly. Make sure the groups do **not** plot the

forecast of where they **want** to go. (If you're not careful, this can become a promise. And anything better than baseline will be progress.) Visit tables starting about 10 minutes into the exercise and ask "Can I see your baseline forecast?" With the forecast established, the group asks if this forecasted future is "OK." If the forecast **is** OK, then the group should pick a different baseline to work on. People should work on indicators where there is room for improvement.

3. **Story behind the baseline** (15 minutes): Consider the causes and forces at work. Why does this picture look the way it does? What accounts for the history? Explain the reasoning behind the forecast. (If only 70% of people are successful, who are the 30% who are not, and why?) Keep a list of questions about causes. These questions are the first part of your Information and Research Agenda. Dig deep for causes. Ask "Why?" five times. Don't settle for easy rhetorical answers.
4. **What works?** (What would it take?) (15 minutes): Consider what could work to do better. There are two natural pointers to action. Each cause is a pointer to actions that address that cause, and each partner has something to contribute. Go around the table twice and ask each person what they could contribute wearing each of their two hats. There is only one rule: At least one of the ideas must be a no-cost or low-cost idea. "Sharp edges" means ideas that are specific enough that they can actually be implemented. Keep a list of questions about what works. This is the second part of the Information and Research Agenda.
5. **Report** (10 minutes): Prepare a report on a **single** piece of flipchart paper, using the format shown below. Groups should not get the flipchart paper until the last 10 minutes of the exercise when they are ready to prepare the group's report.

Debriefing the Exercise

1. **Presentations:** You have several options about how the groups report out. 1) The "traditional" method is to have someone from each group come to the front of the room and present to the larger group. People hate this. Don't do this unless you have only two or three groups. 2) Gallery Walk: Have groups post their one page reports on the wall. One person from the group then stays with the report to explain the work, while everyone else tours the work of all the other groups. 3) Modified Gallery Walk: Same as 2) but people are told to visit ONLY ONE report on the wall. With this technique, large groups can get through the report out process in 10 minutes or less.
2. **Questions:** At the end of the exercise and presentations, ask the group: What did you learn from this exercise? How was this experience different from other processes you've worked with in the past? What worked and what didn't? How many people think that a lay audience would understand the one page reports you produced? How many people think they could lead this exercise with a small group? You can also ask the group about the elements of the exercise. Why did we ask for the Forecast? (A forecast that is "not OK" generates a sense of urgency about taking action.) Why did we ask for the Story behind the baseline? (The story is the diagnostic step in the process. The diagnosis of causes points to solutions.) Why did we ask for the No-cost and Low-cost ideas? (It gets us quick wins. We usually don't have new money to work with.) Why did we ask for the Crazy idea? (It gives people permission to be creative and have fun. Remember fun!)

Population Turn the Curve Exercise

5 min: Starting Points
- Timekeeper and reporter
- Geographic area
- Two hats (yours plus partner's)

10 min: Baseline
- Choose an indicator.
- Create a baseline with history and forecast (+2 - 3 yrs)
- Forecast - OK or not OK?

15 min: Story behind the baseline
- Causes and forces at work
- Information & research agenda - causes

Causes & partners point to action.

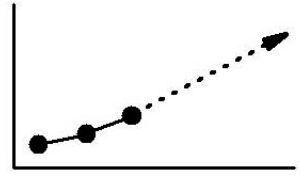
15 min: What works? (What would it take?)
- What could work to do better?
- Each partner's contribution
- No-cost / low-cost ideas
- Information & research agenda - solutions

10 min: Report Convert notes to one-page report.

Population Turn the Curve Report

Result: _____

Indicator baseline



Story behind the baseline
- _____
- _____
- _____ (List as many as needed)

Partners
- _____
- _____
- _____ (List as many as needed)

Three best ideas - what works
- _____
- _____
- _____ No-cost / low-cost
- _____ Off the wall

Sharp edges

Turn the Curve Exercise #2 for Program Performance

Purpose: To provide hands-on experience with results-based decision making at the program **performance** level. Small groups work on actually "turning the curve" on a performance measure for a program. (For participants in the E.U., Australia and New Zealand, substitute the word "service" for "program.") Groups are capable of doing this exercise with little or no advance training in RBA concepts.

Setting up the Exercise

1. If possible, participants should bring data for one or more measures. If participants did not bring data (the more usual case) then show the groups how to use the method in Appendix F, Exercise #3 to construct a working baseline.
2. Give each person a copy of the one-page instruction sheet with time limits for each step and the group report format. These are shown on page 167 and also appear near the end of the RBA 101 workshop workbook.
3. Participants are asked to work in groups of 4, 5 or 6. **For the performance turn the curve exercise it is best for people to work with others from the same service or same organization.** This may sometimes mean groups as small as 3, or even 2.
4. With a large group you can quickly assemble people into groups using an interesting technique derived from chaos and complexity theory. Announce that "each person is responsible for finding 4 or 5 other people to work with." In just a few minutes most people have formed into a group of the right size, and you can help those who are not in a group find a place. It is important to discourage groups of 8 or more. With groups of this size, some participants will dominate the discussion while others hang back and don't participate. Break these groups up into smaller groups.

Running the Exercise

1. **Starting points** (5 minutes): Each group picks a timekeeper and a reporter, and a program to work on. The reporter will take notes on a regular piece of paper. These notes will be used to produce the group's one-page report on flipchart paper. Each person in the group is asked to wear two hats. The first hat is the hat they wear in their everyday work life. The second hat is the hat of a partner who is not otherwise represented at the table.
2. **Baseline** (10 minutes): Each group picks one performance measure from the measures for *How well did we do it?* or *Is anyone better off?* The group constructs a baseline using actual data if possible. If real data is not available, the group can construct a working version of a baseline using the method noted above. The group agrees on a forecast of where this line is headed if we don't do something "more or different from what we are doing now." This is a crucial step in the exercise, and you should check in with each group, as time permits, to see that this is done correctly. Make sure the groups do **not** plot a forecast of where they **want** to go. (If you're not careful, this can become a promise. And anything better than baseline is progress.) Visit tables starting about 10 minutes into the exercise and ask "Can I see the baseline forecast?" With the forecast established, the group asks if this forecasted future is "OK." If the forecast **is** OK, then the group should pick a different baseline to work on. People should work on performance measures where there is room for improvement.
3. **Story behind the baseline** (15 minutes): Consider the causes and forces at work. Why does this picture look the way it does? What accounts for the history? Explain the reason-

ing behind the forecast. (If only 70% of customers are successful, who are the 30% who are not, and why?) Keep a list of questions about causes. These questions are the first part of your Information and Research Agenda. Dig deep for causes. Ask "Why?" five times. Don't settle for easy rhetorical answers.

4. **What works?** (What would it take?) (15 minutes): Consider what could work to do better. There are two natural pointers to action. Each cause is a pointer to actions that address that cause and each partner has something to contribute. Go around the table twice and ask each person what they could contribute wearing each of their two hats. There is only one rule: At least one of the ideas must be a no-cost or low-cost idea. Keep a list of questions about what works. This is the second part of the Information and Research Agenda. "Sharp edges" means that the ideas are specific enough that they can actually be implemented.
5. **Report (10 minutes):** Prepare a report on a single piece of flipchart paper, using the format shown below. Groups should not get the flipchart paper until the last 10 minutes of the exercise when they are ready to prepare the group's report.

Debriefing the Exercise

1. **Presentations:** You have several options about how the groups report out. 1) The "traditional" method is to have someone from each group come to the front of the room and present to the larger group. People hate this. Don't do this unless you have only two or three groups. 2) Gallery Walk: Have groups post their one page reports on the wall. One person from the group then stays with the report to explain the work, while everyone else tours the work of all the other groups. 3) Modified Gallery Walk: Same as 2) but people are told to visit ONLY ONE report on the wall. With this technique, large groups can get through the report out process in 10 minutes or less.
2. **Questions:** At the end of the exercise and presentations, ask the group: What did you learn from this exercise? How was this experience different from other processes you've worked with in the past? What worked and what didn't? How many people think that a lay audience would understand the one page reports you produced? How many people think they could lead this exercise with a small group? You can also ask the group about the elements of the exercise. Why did we ask for the Forecast? (A forecast that is "not OK" generates a sense of urgency about taking action.) Why did we ask for the Story behind the baseline? (The story is the diagnostic step in the process. The diagnosis of causes points to solutions.) Why did we ask for the No-cost and Low-cost ideas? (It gets us quick wins. We usually don't have new money to work with.) Why did we ask for the Crazy idea? (It gives people permission to be creative and have fun. Remember fun!)

Performance Turn the Curve Exercise

5 min: Starting Points
- Timekeeper and reporter
- Identify a program to work on.
- Two hats (yours plus partner's)

10 min: Baseline
- Choose a lower right quadrant measure.
- Create a baseline with history and forecast (+2 - 3 yrs)
- Forecast - OK or not OK?

15 min: Story behind the baseline
- Causes and forces at work
- Information & research agenda - causes

Causes & partners point to action.

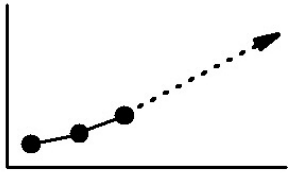
15 min: What works? (What would it take?)
- What could work to do better?
- Each partner's contribution
- No-cost / low-cost ideas
- Information & research agenda - solutions

10 min: Report Convert notes to one-page report.

Performance Turn the Curve Report

Program: _____

Performance measure baseline



Story behind the baseline
- _____
- _____
- _____ (List as many as needed)

Partners
- _____
- _____
- _____ (List as many as needed)

Three best ideas - what works
- _____
- _____
- _____ No-cost / low-cost
- _____ Off the wall

Sharp edges

Appendix G

A 5-step method for identifying performance measures for any program in about 45 minutes

In order to identify performance measures, we must first be clear about what part of the organization we are talking about. This can be thought of as a "fence drawing" question. Draw a fence around the agency as a whole or the component program, service, unit or activity whose performance is to be measured. You can also draw a fence around a function, such as supervision, financial management or communications that crosses over lines within the agency. Or you can draw a fence around a group of agencies that make up a service system. As a general rule, it is best to start at the bottom of the organization and identify performance measures for each program or service. These measures can then be used at progressively higher levels of the organization.

The following five step scripted process is the best way to select the most important performance measures and identify a Data Development Agenda for what's inside the fence. With practice, this process can be completed for any program in about 45 minutes.[139] Participants should each have a copy of the performance measurement summary in Figure 4.16.

Step 1. How much did we do? Draw the four quadrants on a piece of flip chart paper. This is best done by sectioning the paper with a vertical and horizontal line. Start in the upper left quadrant. Ask "Who are the customers of this program?" List the different customer groups with a "#" in front of each to signify that we are counting how many of these people we served. For example # of student or # of patients. If there is no special name for the program's customers, simply write down the measure "# of customers." Ask if there are more specific ways to count customers or important subcategories of customers and list them, such as the number of children with disabilities. Most programs have a primary customer. Circle the name of the primary customer. This will be important when we come to the "Is anyone better off?" question below. Note: staff are not customers, unless you are working on internal administrative services.

Next, ask what activities are performed. Convert each activity into a measure. The activity of "training people" becomes #of people trained. Paving roads becomes #of miles of road paved. When you're finished, ask if there are any major activities that are not listed. Don't try to get every last detail, just the most important categories of customers and activities.

Step 2. How well did we do it? Ask people to review the common measures listed in the upper right quadrant of the performance measurement summary (Figure 4.16). Write each one that applies in the upper right quadrant of the flipchart paper.

Next take each activity listed in the upper left quadrant and ask what measures tell how well that particular activity was performed. If you get blank looks, ask if timeliness or accuracy mat-

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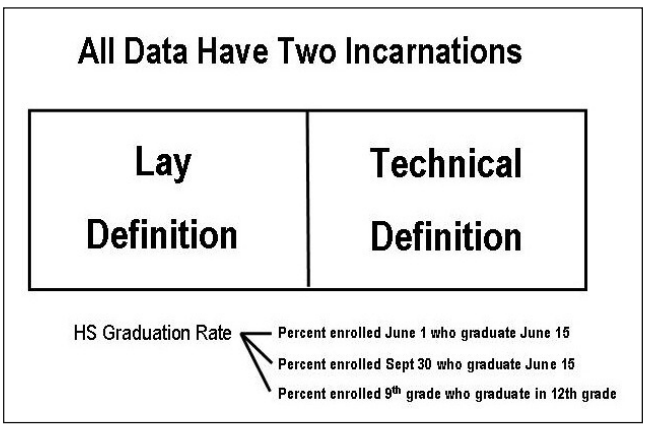
139. 45 minutes is an average. Some programs take less time. More complicated programs can take an hour or more. Using the 5-step process is a skill where the speed and the quality of work improves with practice. In large organizations it is often best to work with each service unit across the bottom of the organization chart.

ters. Convert each answer into a measure and be specific. The timeliness of case reviews becomes % of case reviews completed on time. If you are not sure whether a measure goes in the upper right or lower right quadrant, put it where you think best and move on. All the measures in both quadrants will be considered equally in Steps 4 and 5.

Step 3. Is anyone better off? Ask "If your program works really well, how are your customers better off? How are their lives better or different? How could we observe this? How could we measure it?" Create pairs of measures (number and percentage) for each answer. For example, for a job training program, the #of clients who get jobs goes in the lower left quadrant. And the % of clients who get jobs goes in the lower right quadrant. It saves time, when entering these measures, to write them only once in the lower right quadrant, and place # signs in the lower left quadrant across from each measure. For programs that manage infrastructure (e.g. roads, bridges, water and sewer systems) the infrastructure itself can be considered a customer for purposes of this question. So for example #/% of roads or bridges rated in good (or poor) condition, or #/rate of water main breaks.

Identifying whether anyone is better off is the most interesting and challenging part of this process. Dig deep into the different ways in which service benefits show up in the lives of the people served. Explore each of the four categories of better-offness: Skills / Knowledge, Attitude / Opinion, Behavior, and Circumstance. If people get stuck, try the reverse question: "If your service didn't work, how would your customers be worse off? How would it show up in their lives?"

Look first for data that is already collected. Then be creative about things that could be counted and how the data could be generated. It is not always necessary to have data for all of your customers. Data based on samples can be used. Pre and post testing can be used to show improvement over time in skills, knowledge, attitude and opinion. When no other data is available, ask clients to self report about improvements or benefits.



Keep in mind that all data have two incarnations: a lay definition and a technical definition. The lay definition is something that everyone can understand. The technical definition gives the exact way in which the measure is constructed. For example, "high school graduation rate" is a lay definition with many possible technical definitions. The easiest technical definition is the number who graduate as a percentage of enrollment one month before graduation. This will always be close to 100%. A tougher technical definition would compare graduation numbers to enrollment at the beginning of the school year. A still tougher definition would compare graduation to the enrollment three or four years earlier. Each technical definition constitutes a **separate measure**.

When you complete step 3, you will have filled in the four quadrants with as many entries as possible. In steps 4 and 5, we use a shortcut method to assess the communication, proxy and data power of each measure and winnow these down to the most important measures.

Step 4. Headline measures: Review the list of upper right and lower right quadrant measures and identify those for which there is good data. By good data we mean that timely and reliable data for the measure is available **today** or could be produced within an hour.If the data is in the system somewhere, but it would take you more than an hour to aggregate it then you don't have it. Put a circle next to each one of these measures. Next, ask "If you had to talk about the performance of your program in a public setting, such as a presentation to elected officials or a presentation at a public hearing or conference, and you could use only **one** of the measures with a circle, which one would you choose?" Put a "#1" by the answer. Then ask "If you could have a second measure... and a third?" You should identify no more than 3 to 5 measures. These should be a mix of upper right and lower right measures. These choices represent a working list of headline measures for the program.

Step 5. Data Development Agenda: Ask, "If you could buy one of the measures for which you don't have data, the ones without the circles, which one would it be?" The word "buy" is used because data is expensive both in terms of money and worker time. With a different colored marker, write DDA #1 next to the chosen measure. "If you could buy a second measure... and a third?" List no more than 3 to 5 measures. These measures are the program's Data Development Agenda in priority order.

This process leads to a three part list of performance measures:

> **Headline measures**: Those 3 to 5 most important measures for which you have good data, the measures you would use to present your program's performance in a public setting.
>
> **Secondary measures**: All other measures for which you now have good data. These measures will be used to help manage the program, and will often figure in the story behind the headline measure baselines.
>
> **Data Development Agenda**: A prioritized list of measures where you need new or better data. You will later need to make a judgment about how far down this list you can afford to go.

often don't know how to ask if customers are better off. If you are good at answering this question, you will be much more successful at fund raising because people give you money to make a difference in your customers' lives.

What is the response to the "lack of control" objection? Simple. **Get over it.** No one controls all the factors that affect their performance. Performance in the supposedly clearer environment of business is just as complicated. Business sales are affected by many factors, including demographic changes, market forces and weather, to name a few. A salesperson who complained that they shouldn't be held accountable for sales because of these outside forces would be promptly fired.

Think of all the factors that affect whether your customers are better off. Do you control these factors? Of course not. Should you still be accountable for whether your customers are better off? Definitely yes.

Summary of performance measures

The following chart provides a summary of the various types of measures found in each quadrant. It will be helpful to have this chart handy when choosing performance measures for your program or agency.

How much did we do?	How well did we do it?
# Customers served (by customer characteristic)	% Common measures: Workload ratio, staff turnover rate, staff morale, percent of staff fully trained, worker safety, unit cost, customer satisfaction: *Did we treat you well?*
# Activities (by type of activity)	% Activity-specific measures: Percent of actions timely and correct, percent clients completing activity, percent of actions meeting standards

Is Anyone Better Off?	
# Skills / Knowledge	% Skills / Knowledge
# Attitude / Opinion	% Attitude / Opinion including customer satisfaction: *Did we help you with your problems?*
# Behavior	% Behavior
# Circumstance	% Circumstance

Figure 4.16

Separating the Wheat from the Chaff

Types of Measures Found in Each Quadrant

What We Do	How Well We Do It
# Clients/customers served # Activities (by type of activity)	% 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) % 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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Appendix B

TOOL FOR CHOOSING A COMMON LANGUAGE

Ideas	Possible Labels (and modifiers)	Choice
A. THE BASICS		
1. A system or process for holding people in a geographic area responsible for the well-being of the total population or a defined subpopulation.	Population Accountability	
2. A system or process for holding managers and workers responsible for the performance of their programs, agencies and service systems.	Performance Accountability	
3. A condition of well-being for children, adults, families and communities.	Result, Outcome, Goal (Population, Community-wide)	
4. A measure that helps quantify the achievement of a population result.	Indicator, Benchmark (Population, Community-wide)	
5. A measure of how well a program, agency or service system is working.	Performance measure, Performance indicator	
6. A measure of the quantity of effort (how much service was delivered).	How much did we do?, Quantity of effort, Inputs, Outputs	
7. A measure of the quality of effort (how well the service functions were performed).	How well did we do it?, Quality of effort, Efficiency measure, Process measure	
8. A measure of the quantity and quality of effect on customers' lives. (Note: for infrastructure, effect on condition of infrastructure.)	Is anyone better off?, Is anyone or anything improved?, Customer result or outcome, Quantity & Quality of effect	
9. A visual display of the history and forecast(s) for a measure.	Baseline, Trendline	
10. Doing better than the forecast part of the baseline.	Turning the curve, Beating the baseline	

TOOL FOR CHOOSING A COMMON LANGUAGE (continued)

Ideas	Possible Labels (and modifiers)	Choice
B. OTHER IMPORTANT IDEAS		
1. A picture of a desired future that is hard but possible to attain.	Vision, Desired future	
2. The purpose of an organization.	Mission, Purpose	
3. A person (organization or entity) who directly benefits from service delivery. (generic category)	Customer, Client, Consumer, Beneficiary, Service user	
4. A person (or organization) with a significant interest in the performance of a program, agency or service system or population quality of life effort.	Stakeholder, Constituent	
5. A person (or organization) with a role to play in achieving desired ends.	Partner (Current, Potential, Active, Inactive)	
6. An analysis of causes and conditions that helps explain why a baseline looks the way it does.	Story behind the baseline, Root cause analysis	
7. Possible actions that could have a positive effect on a population indicator or performance measure.	What works, Options	
8. A coherent set of actions that has a reasoned chance of producing a desired effect.	Strategy	
9. A description of proposed actions.	Action Plan, Strategic plan	
10. The components of an action or strategic plan.	Goals & Objectives, Planned actions	
11. A description of why we think an action or set of actions will work.	Theory of change (Logic model)	
12. A prioritized list of where we need new or better data.	Data Development Agenda	
13. A prioritized list of where we need new information/research about causes and solutions.	Information & Research Agenda	
14. A desired future level of achievement for a population indicator or performance measure.	Target, Goal, Standard, Benchmark	
15. A study or analysis of how well a program is working or has worked.	Program evaluation, Performance evaluation	

(Other modifiers: measurable, urgent, priority, targeted, incremental, systemic, core, quantitative, qualitative, intermediate, ultimate short-term, mid-term, long-term, internal, external, infernal, eternal, allegorical, extraterrestrial) **FPSI revised Nov 2013**

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 could we count? What do 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 How do we create a baseline (trend line) for an indicator?)

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.

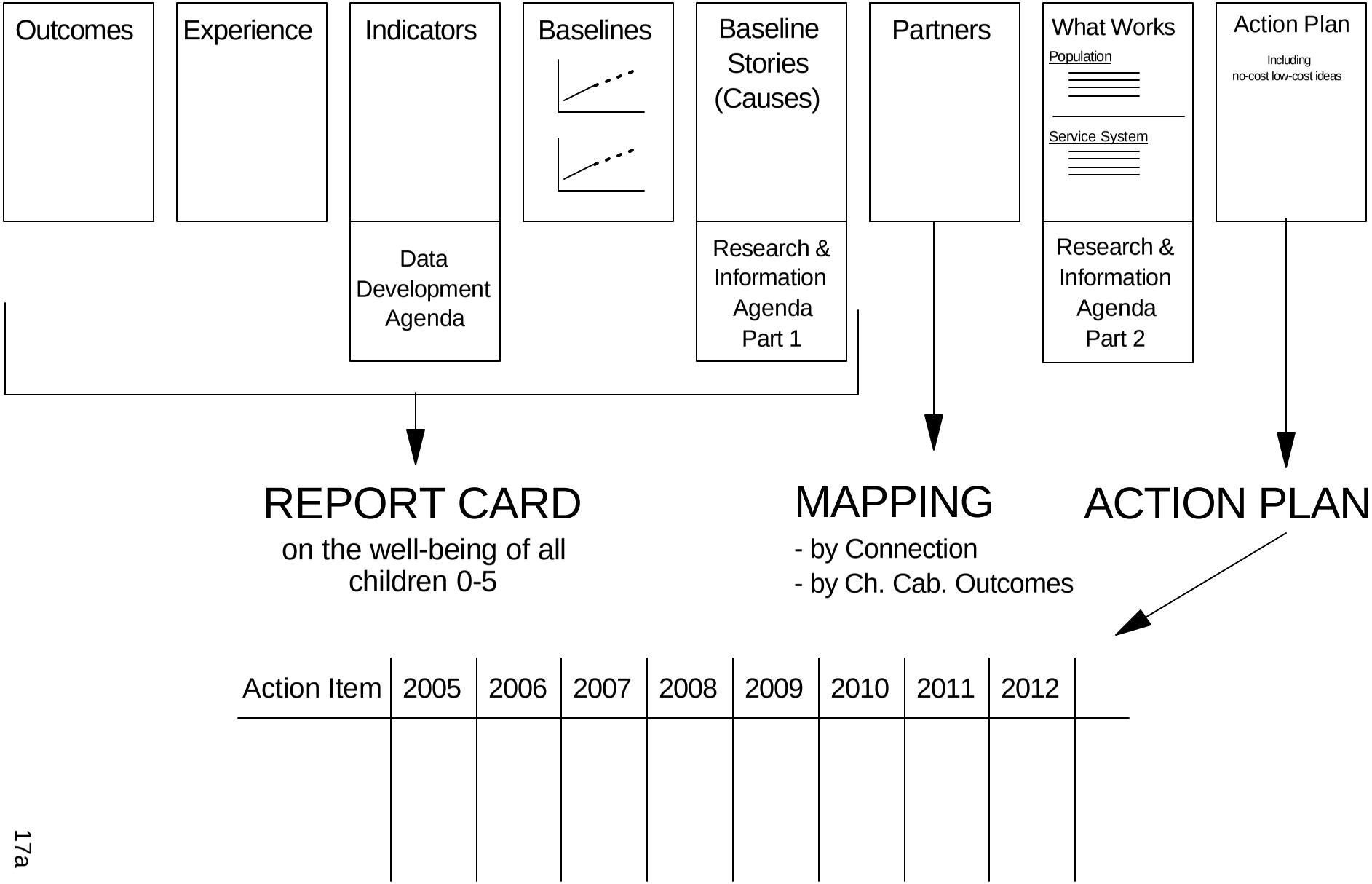
Step 10: ACTION PLAN: The next step is to create an action plan. It is generally not a good idea to try to do this as part of the exercise. But draw three sections headings on the flip chart page from top to bottom: "Now," "Next 12 Months," and "2 to 5 years." Point out that the no-cost low-cost actions 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



Early Childhood Action Network

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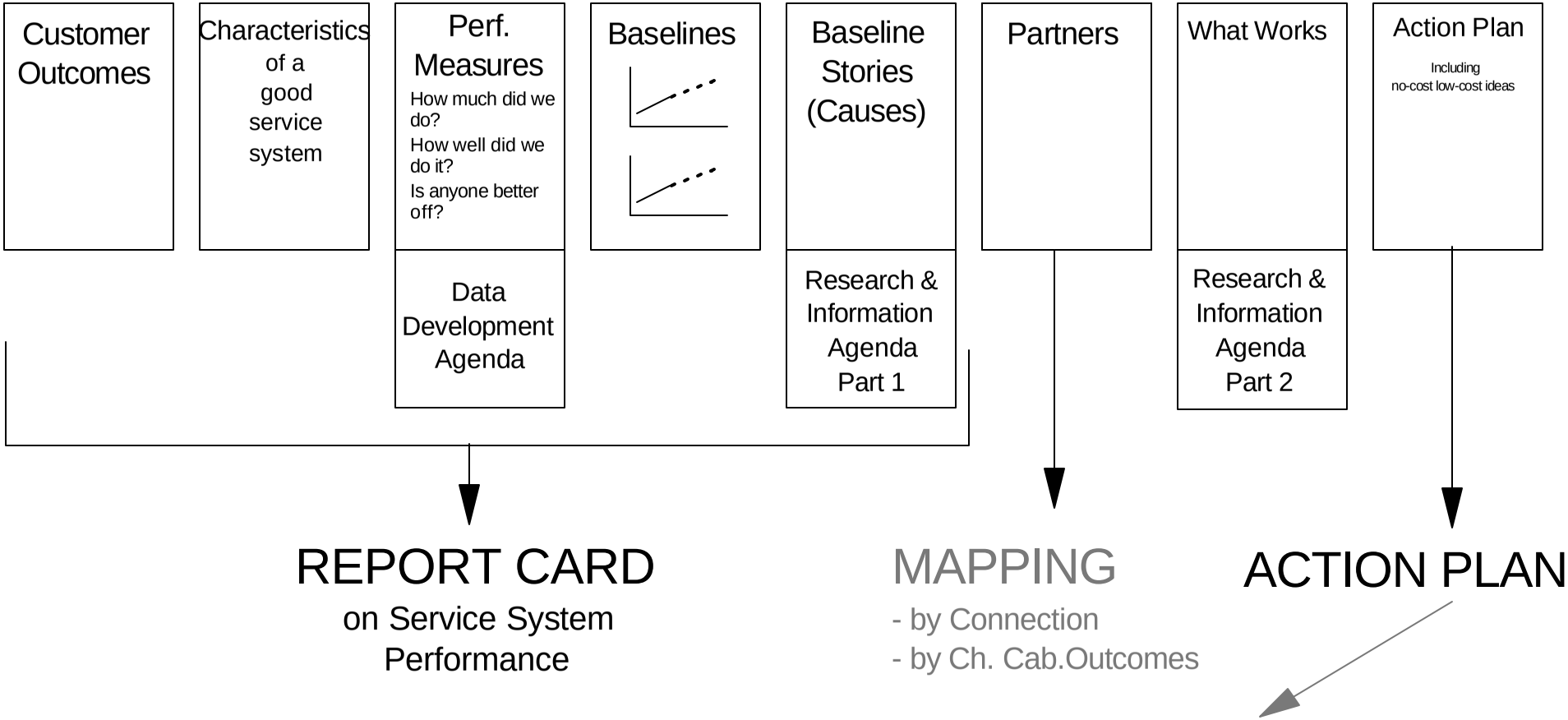
SERVICE SYSTEM PERFORMANCE LEVEL WORK



Action Item	2005	2006	2007	2008	2009	2010	2011	2012	

___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. number of students served

E. student teacher ratio

T. number at grade in reading

O. percent at grade in reading

B. percent who graduate on time

J. number who graduate on time

A. percent staff w advanced degrees

R. 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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