Results Accountability
Decision-making
and Budgeting

Trying Hard Is Not Good Enough

How to Produce Measurable Improvements for Customers and Communities

Mark Friedman
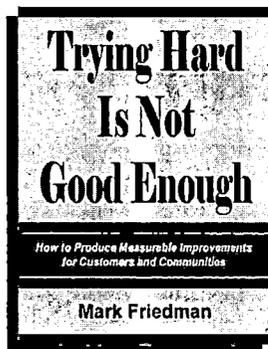
Fiscal Policy Studies Institute
Santa Fe, New Mexico

<u>WEBSITES</u>
www.resultsaccountability.com
www.raguide.org

<u>BOOK ORDERS</u>
www.trafford.com
www.amazon.com

SIMPLE

COMMON SENSE

PLAIN LANGUAGE

MINIMUM PAPER

USEFUL

Results Accountability
is made up of two parts:

Population Accountability
about the well-being of
| WHOLE POPULATIONS |

For Communities – Cities – Counties – States - Nations

Performance Accountability
about the well-being of
| CLIENT POPULATIONS |

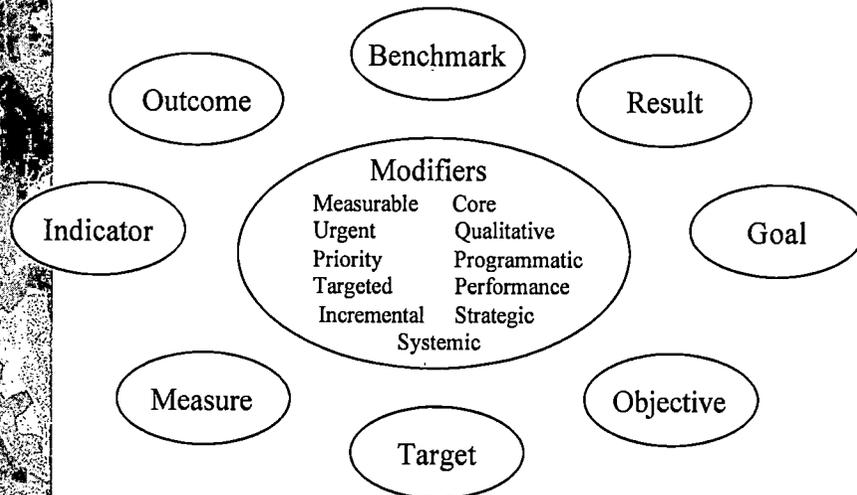**For Programs – Agencies – and Service Systems**

Results Accountability

COMMON LANGUAGE

COMMON SENSE

COMMON GROUND

THE LANGUAGE TRAP
Too many terms. Too few definitions. Too little discipline

Benchmark

Outcome

Result

Indicator

Goal

Modifiers

Measurable	Core
Urgent	Qualitative
Priority	Programmatic
Targeted	Performance
Incremental	Strategic
	Systemic

Measure

Target

Objective

Lewis Carroll Center for Language Disorders

DEFINITIONS

RESULT or OUTCOME
A condition of well-being for
children, adults, families or communities.

Children born healthy, Children succeeding in school,
Safe communities, Clean Environment, Prosperous Economy

INDICATOR or BENCHMARK
A measure which helps quantify the achievement
of a result.

Rate of low-birthweight babies, Rate of high school graduation,
crime rate, air quality index, unemployment rate

PERFORMANCE MEASURE
A measure of how well a program, agency or service
system is working.

1. How much did we do?
Three types: 2. How well did we do it?
3. Is anyone better off? = **Customer Results**

Population

Performance

From Ends to Means
From Talk to Action

Population

RESULT or OUTCOME

INDICATOR or BENCHMARK

ENDS

Performance

**PERFORMANCE
MEASURE**

Customer result = Ends
Service delivery = Means

MEANS

IS IT A RESULT, INDICATOR OR PERFORMANCE MEASURE?

____ 1. Safe Community

____ 2. Crime Rate

____ 3. Average Police Dept response time

____ 4. A community without graffiti

____ 5. % of surveyed buildings without graffiti

____ 6. People have living wage jobs and income

____ 7. % of people with living wage jobs and income

____ 8. % of participants in job training who get living wage jobs

---

Results – Indicators – Performance Measures in
Amharic, Cambodian, Laotian, Somali, Spanish, Tigrigna, Vietnamese

5

Tool for Choosing a Common Language
Schematic

Ideas	Possible Labels		Choice
	Words	Modifiers	
1. A condition of well-being for children, adults, families and communities	Result Outcome Goal	Population Community-wide	1._____
2.			2._____
3.			3._____
4.			4._____
5.			5._____
6.			6._____

FPSI

Translation Guide/Rosetta Stone
Not the Language Police

Ideas	Group 1	Group 2	Group 3 etc.
1. A condition of well-being for children, adults, families & communities	RESULT	OUTCOME	GOAL
	←	TRANSLATION	
2.		Back to the Idea	
3. etc.			

POPULATION ACCOUNTABILITY

For Whole Populations in a Geographic Area

Fiscal Policy Studies Institute
Santa Fe, New Mexico
www.resultsaccountability.com
www.raguide.org

Results for All Residents ☆
of the State, County, City or Neighborhood

A Prosperous Economy

A Clean Environment

Healthy and Safe Communities

Children Ready for and Succeeding in School

Parents and Other Adults Healthy and Self-Sufficient

Elders Living with Dignity in Setting of Their Own Choice

☆ See also: "Healthy, Wealthy and Wise" or "Life Liberty and the Pursuit of Happiness"

Results for
Children, Families and Communities
A Working List

Healthy Births

Healthy Children and Adults

Children Ready for School

Children Succeeding in School

Young People Staying Out of Trouble

Stable Families

Families with Adequate Income

Safe and Supportive Communities

Georgia Policy Council
for Children and Families

RESULTS

Healthy Children

Children Ready for School

Children Succeeding in School

Strong Families

Self Sufficient Families

Placer County, California

OUTCOMES for CHILDREN

SAFE

HEALTHY

AT HOME

IN SCHOOL

OUT OF TROUBLE

SMART Outcomes - Child Assessment Form   Placer Co. 1/28/17
To score, block out the appropriate rating with a pencil or dark pen.

Child's name: _____   Date: _____   Assessed by: _____

SAFE
(Rating)
1. 5 4 3 2 1   Physical and emotional needs are being satisfied
2. 5 4 3 2 1   Not subject to physical or emotional violence
3. 5 4 3 2 1   Not exposed to injury or illness
4. 5 4 3 2 1   Not placing self at risk of injury or illness
5. 5 4 3 2 1   Well treated, cared for, protected and respected

HEALTHY
(Rating)
6. 5 4 3 2 1   Experiencing physical and emotional well being; free of disease or recurring illness
7. 5 4 3 2 1   Experiencing positive self attitude and self-constructive behavior
8. 5 4 3 2 1   Immunized and receiving regular well-child care
9. 5 4 3 2 1   Free of illicit drugs and alcohol
10. 5 4 3 2 1   Not pregnant / not causing pregnancy; if pregnant, participating in prenatal care
11. 5 4 3 2 1   Achieving appropriate level of physical, mental and emotional development

AT HOME
(Rating)
12. 5 4 3 2 1   Living with related family members in a safe, stable, nurturing environment
13. 5 4 3 2 1   Interacting positively with all other persons at home
14. 5 4 3 2 1   Receiving appropriate care, shelter, food, and other necessities of life
15. 5 4 3 2 1   Experiencing a positive family and community environment

IN SCHOOL
(Rating)
16. 5 4 3 2 1   Attending school every school day
17. 5 4 3 2 1   Enrolled in an educational program that suits abilities and goals
18. 5 4 3 2 1   Participating, engaged in school work, and learning
19. 5 4 3 2 1   Earning good grades appropriate to ability, level of development and future goals

OUT OF TROUBLE
(Rating)
20. 5 4 3 2 1   Obeying all laws
21. 5 4 3 2 1   Engaged in self-controlled, positive, non-violent behavior
22. 5 4 3 2 1   Friends and peers are non-offenders
23. 5 4 3 2 1   Not in custody or on probation
24. 5 4 3 2 1   Not associating or involved with gangs
25. 5 4 3 2 1   Contributing to the health and safety of the community

ASSESSMENT RATING KEY:
5 = Sustaining the outcome with no system support
4 = Sustaining the outcome with limited system support
3 = Stable and improving with system support
2 = Unstable
1 = In crisis
– = (Leave blank if current status is unknown.)

MEANS not ENDS

To Improving Results | In Themselves

1. COLLABORATION

2. SYSTEMS REFORM

3. SERVICE INTEGRATION

4. DEVOLUTION

5. FUNDING POOLS

Leaking Roof
(Results thinking in everyday life)

Experience:

Measure:

Inches of Water — Not OK

? Fixed

Turning the Curve

Story behind the baseline (causes):

Partners:

What Works:
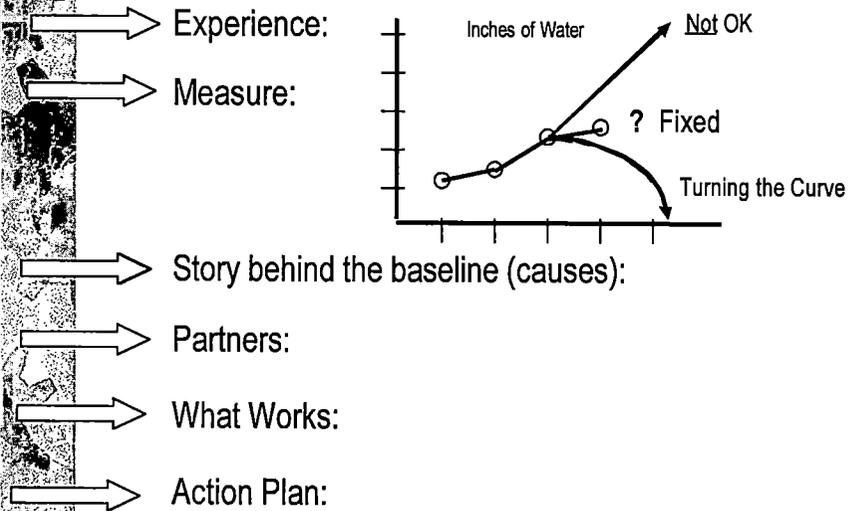
Action Plan:

Results-Based Decision Making

Getting from Talk to Action

Population: e.g. Children prenatal to age 5

↓

Result: e.g. Children enter school healthy and ready to learn   What we want for children in plain English, plain Spanish...

→ | Plus how we **experience** the result |

↓

Indicators: →   **Baselines**:

(Measures of the result)

Where we've been &
where we're headed

1. _____
2. _____
3. _____
4. _____

| Plus a Data Development Agenda |

Trend

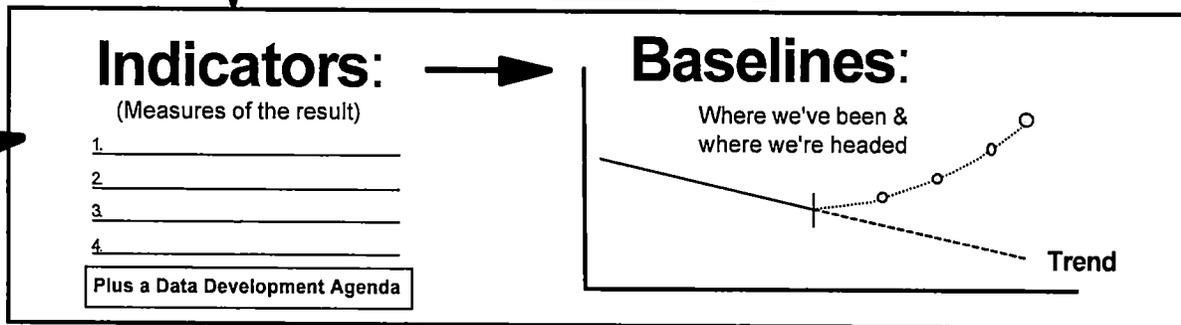↓   → | Plus a Cost of Bad Results Analysis |

Story behind the baselines:

The causes, the forces at work; the epidemiology of the baselines

| Plus Information & Research Agenda Part 1 |

↓

Partners with a role to play:

Public and private sector agencies and individuals

↓

What works   →

What would it take to turn the curve in this community, best practices, best hunches

| Plus Information & Research Agenda Part 2 |

Criteria
Could include:

Specificity: clear who, what, when, where, how
Leverage: power to turn the curve
Values: consistent with community values
Reach: feasible, affordable

Action Plan and Budget

What we propose to do: multi-year action plan and budget

How the "what works" pieces fit together in a **community system** of services and supports

Performance Measures: Measures of how well programs, services, supports, agencies and service systems, included in the action plan, are working: How much did we do? How well did we do it? Is anyone better off?

FPSI   11

Criteria for
Choosing Indicators
as Primary vs. Secondary Measures

Communication Power

Does the indicator communicate to a broad range of audiences?

Proxy Power

Does the indicator say something of central importance about the result?

Does the indicator bring along the data **HERD**?

Data Power

Quality data available on a timely basis.

Choosing Indicators
Worksheet

Outcome or Result____Safe Community_____

Candidate Indicators	Communication Power	Proxy Power	Data Power
Measure 1	H M L	H M L	H M L
Measure 2			
Measure 3	H	H	H
Measure 4			
Measure 5	H	H	L
Measure 6			
Measure 7			**Data Development Agenda**
Measure 8			

Three Part Indicator List for each Result

Part 1: <u>Primary Indicators</u>

? 2 or 3 or 4 "Headline" Indicators
? What this result "means" to the community
? Meets the Public Square Test

Part 2: <u>Secondary Indicators</u>

? Everything else that's any good (Nothing is wasted.)
? Used later in the Story behind the Curve

Part 3: <u>Data Development Agenda</u>

? New data
? Data in need of repair (quality, timeliness etc.)

The Matter of Baselines

H

M **OK?**

L

Point to Point

Turning the Curve
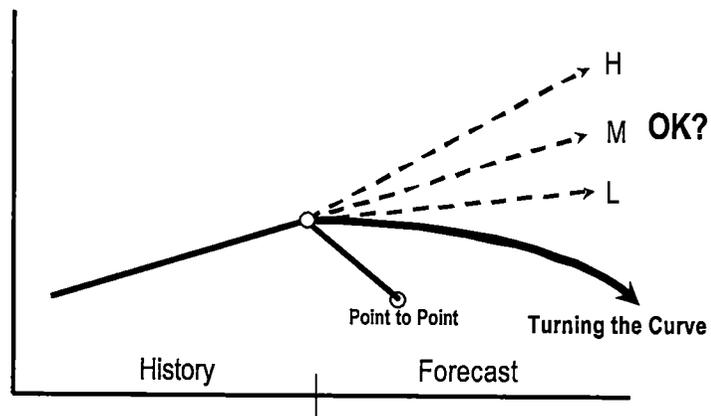
History   Forecast

Baselines have two parts: history and forecast

The Cost of Bad Results

The costs of remediating problems after they occur

Convergence
of Cost & Revenue

Revenue

$300 billion

Cost

Investment
Track
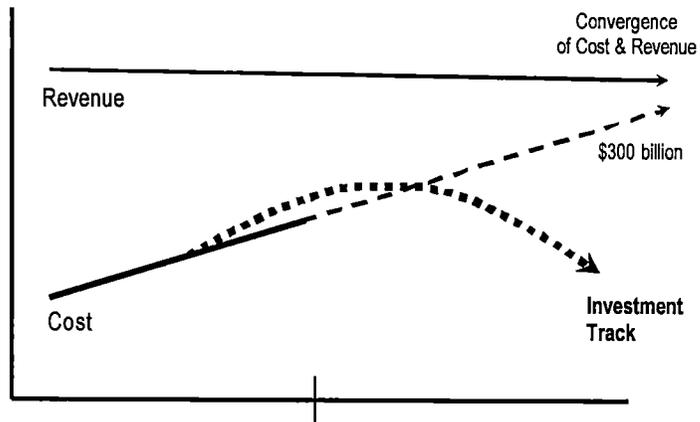
Invest in prevention to reduce or avoid out-year costs.

Total Cost of Bad Results
United States 1971 - 2010

-□- Current $ -○- Constant $ -◆- Forecast Current $ -◇- Forecast Constant $
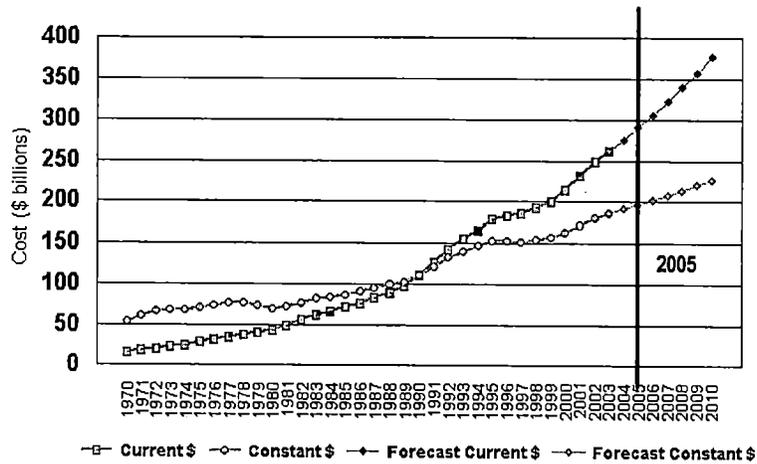
Alcohol-Related Traffic Fatalities
U.S. Total
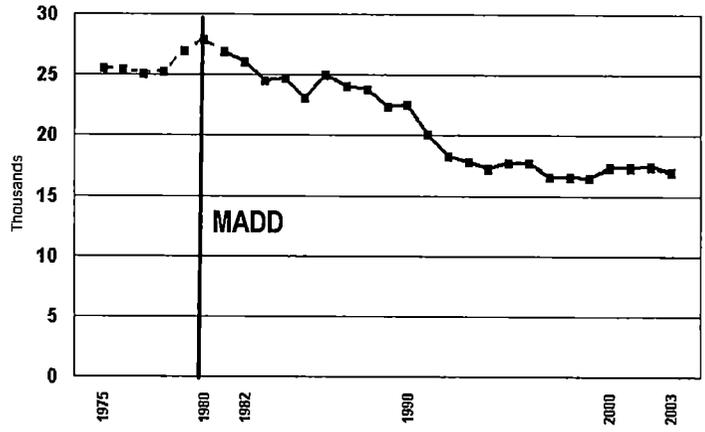
Source 1992 to 2003: Actual data from the NHTSA Fatality Analysis Reporting System (FARS)
Source 1975 to 1991: Estimate based on NHTSA data provided to VT AHS

Teen Pregnancy Rates, 1990-1994
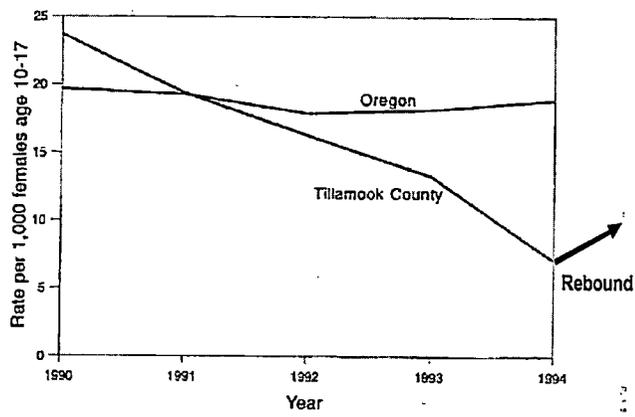
Source: Oregon Health Division, Center for Health Statistics

Boston Juvenile Homicides
1988 to 1998

Note: Juvenile is less than age 17.   Data Source: Boston Police Department

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Alternative to Traditional Evaluation Methods:
DEMONSTRATING a CONTRIBUTION
to complex change efforts ... requires 3 elements:

A Curve to Turn

②...and it had a timely relationship to....

③.... a turn in the curve.

① We tried a bunch of stuff that had a credible chance of making a difference ...

ⓒ FPSI
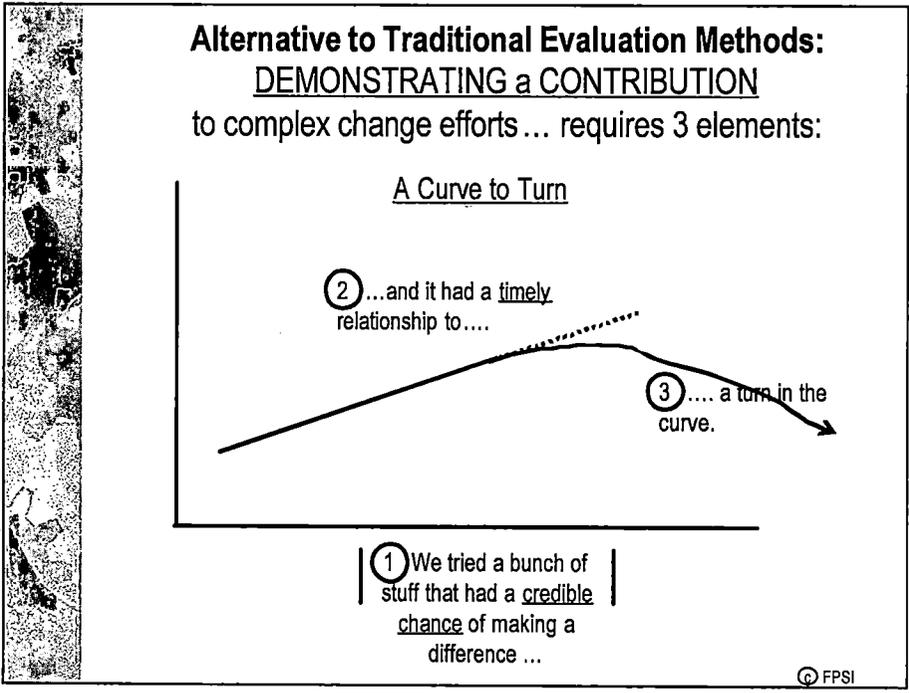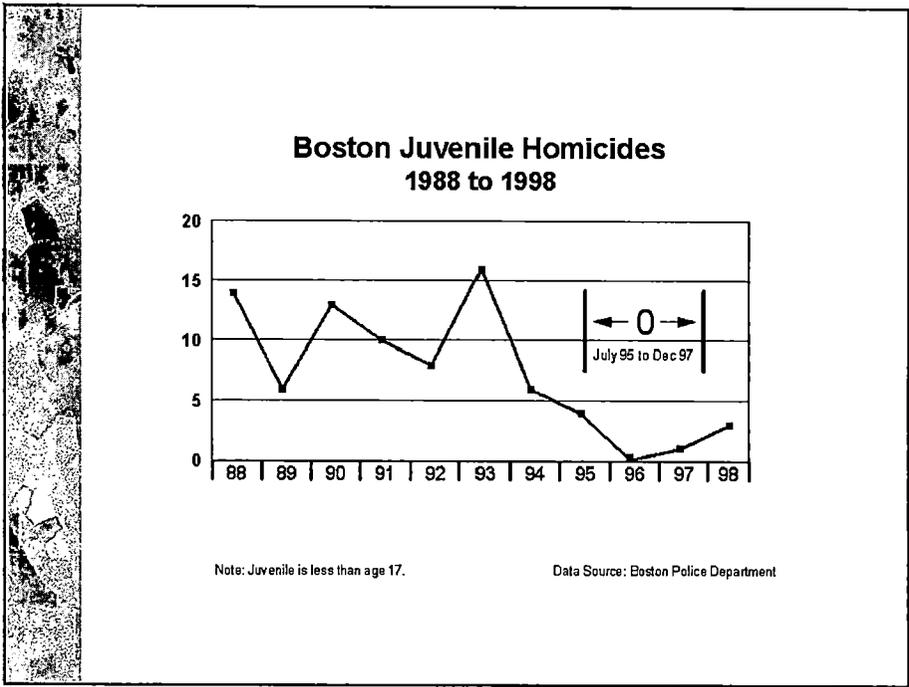
Performance Accountability

For Programs, Agencies and Service Systems

Fiscal Policy Studies Institute

Santa Fe, New Mexico

www.resultsaccountability.com

www.raguide.org

"All performance measures

that have ever existed

for any program

in the history of the universe

involve answering two sets of

interlocking questions."

Program Performance Measures

Quantity	Quality
How Much	**How Well**
did we do?	did we do it?
(#)	(%)

Program Performance Measures

Effort

How hard did we try?

Effect

Is anyone better off?
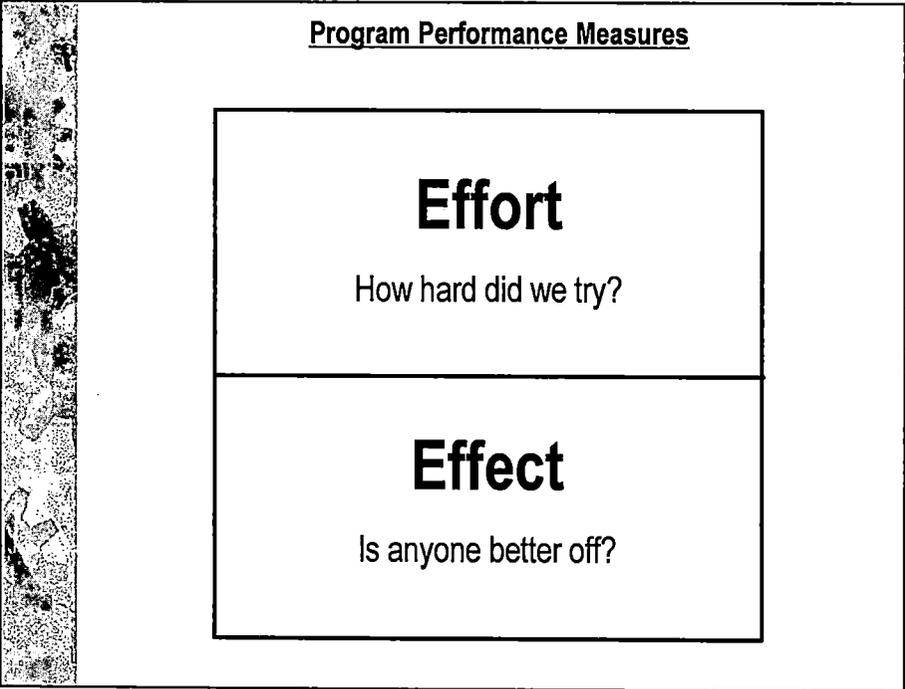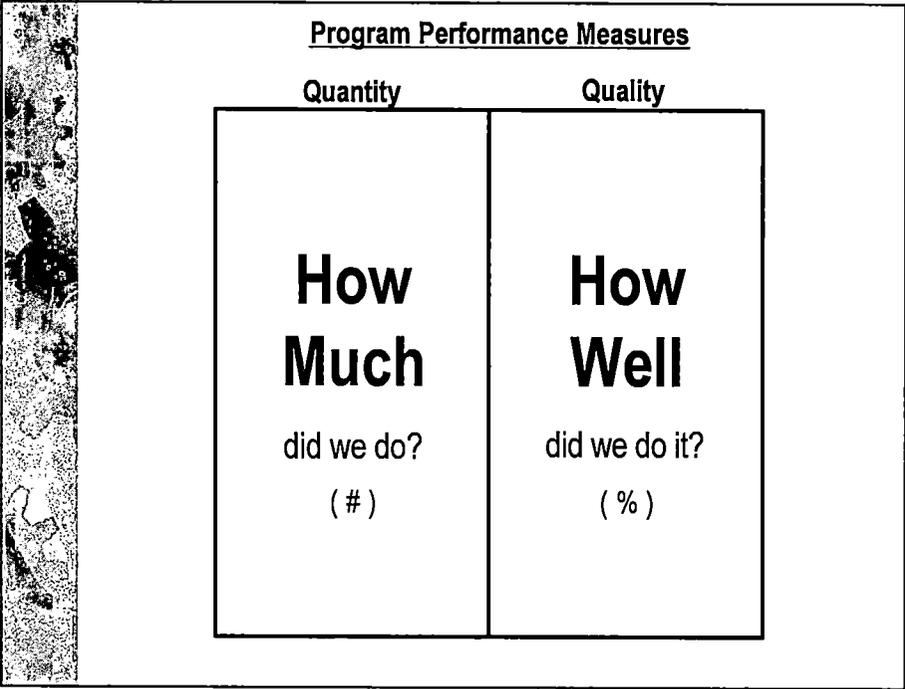
Program Performance Measures

Effort	
How	**How**
Much	**Well**
Effect	

Performance Measures

	Quantity	Quality
Input / Effort	How much service did we deliver?	How well did we deliver it?
Output / Effect	How much change / effect did we produce?	What quality of change / effect did we produce?

Performance Measures

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

Education

	Quantity	Quality
Effort	How much did we do? **Number of students**	How well did we do it? **Student-teacher ratio**
Effect	Is anyone better off? **Number of high school graduates**	**Percent of high school graduates**

Education

	Quantity	Quality
Effort	How much did we do? **Number of students**	How well did we do it? **Student-teacher ratio**
	Is anyone better off?	
Effect	**Number of 9th graders who enter college or employment after graduation**	**Percent of 9th graders who enter college or employment after graduation**

Health Clinic

	Quantity	Quality
Effort	How much did we do? **Number of patients treated**	How well did we do it? **Percent of patients treated in less than 1 hour**
	Is anyone better off?	
Effect	**Profit amount** **Recovery number** (for patients of the clinic)	**Profit rate** **Recovery rate** (for patients of the clinic)

Health Clinic

	Quantity	Quality
	How much did we do?	How well did we do it?
Effort	**Number of patients treated**	**Percent of patients treated in less than 1 hour**
	Is anyone better off?	
Effect	**# children fully immunized**	**% children fully immunized**

Drug/Alcohol Treatment Program

	Quantity	Quality
	How much did we do?	How well did we do it?
Effort	**Number of persons treated**	**Percent of staff with training/ certification**
	Is anyone better off?	
Effect	**Number of clients off of alcohol & drugs** - at exit - 12 months after exit	**Percent of clients off of alcohol & drugs** - at exit - 12 months after exit

Fire Department

	Quantity	Quality
Effort	How much did we do? **Number of responses**	How well did we do it? **Response Time**
Effect	Is anyone better off?	
	Amount of building damage in fire call responses	**Percent of building damage in fire call responses**

General Motors

	Quantity	Quality
Effort	How much did we do? **# of production hrs** **# tons of steel**	How well did we do it? **Employees per vehicle produced**
Effect	Is anyone better off?	
	# of cars sold **$ Amount of Profit** **$ Car value after 2 years**	**% Market share** **Profit per share** **% Car value after 2 years**

Source: USA Today 9/28/98

Not All Performance Measures Are Created Equal

	Quantity	Quality
Effort	How much did we do? **Least** Important	How well did we do it?
Effect	Is anyone better off?	**Most** Important
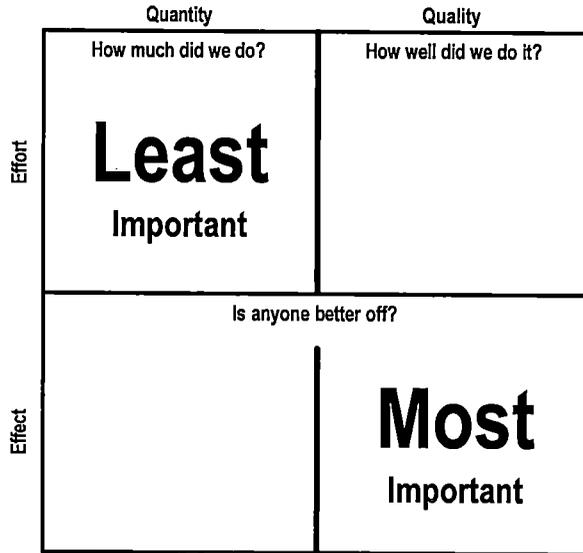
RBA Categories Account for All Performance Measures
(in the history of the universe)

TQM

Cost

Process → Input

Product → Output Impact

Quantity   Quality

Effort

Effect

Benefit value

Effectiveness
Value added
Productivity

Efficiency, Admin overhead, Unit cost
Staffing ratios, Staff turnover
Staff morale, Access, Waiting time,
Waiting lists, Worker safety

Customer Satisfaction
(quality service delivery
& customer benefit)

Cost / Benefit ratio
Return on investment

Client results or client outcomes

* 1. Did we treat you well? 2. Did we help you with your problems?

* World's simplest complete customer satisfaction survey

The Matter of Control

	Quantity	Quality
	How much did we do?	How well did we do it?
Effort	**Most** Control	
	Is anyone better off?	
Effect		**Least** Control

Partnerships needed to improve performance

The Matter of Use

1. The **first purpose** of performance measurement is to **improve performance.**

2. **Avoid** the performance measurement equals **punishment trap.**

   ? Create a healthy organizational environment.

   ? Start small.

   ? Build bottom-up and top-down simultaneously.

Comparing Performance

1. To Ourselves First

Can we do better than our
own history?

2. To Others

When it is a fair apples/apples
comparison.

3. To Standards

When we know
what good performance is.

CHARTS ON THE WALL

Reward?

Punish?
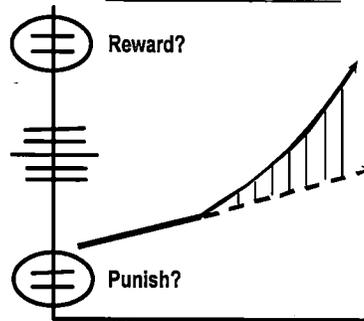
The Matter of Standards
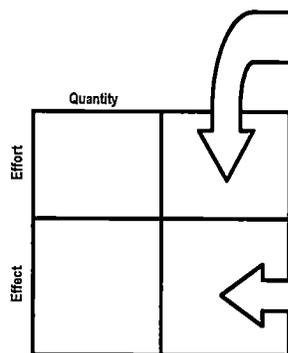
1. **Quality of Effort Standards** are
sometimes **WELL ESTABLISHED**

- Child care staffing ratios
- Application processing time
- Handicap accessibility
- Child abuse response time

BUT

2. **Quality of Effect Standards** are
almost always **EXPERIMENTAL**

- Hospital recovery rates
- Employment placement
  and retention rates
- Recidivism rates

Quantity

Effort

Effect

AND

3. Both require a
LEVEL PLAYING FIELD
and an **ESTABLISHED RECORD**
of what good performance is.

Advanced Baseline Display

Create targets only when they are: FAIR & USEFUL

Goal (line)

Target or Standard

Avoid publicly declaring targets by year if possible.

Your Baseline

Instead:
Count anything better than baseline as progress.

Comparison Baseline
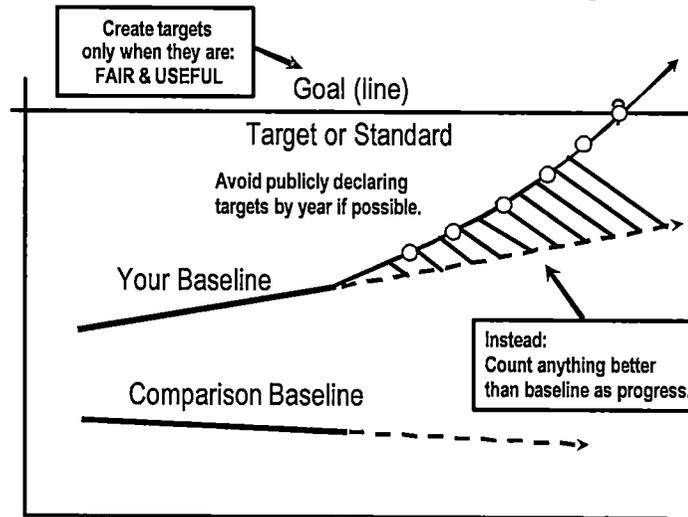
Choosing Headline Measures and the Data Development Agenda

	Quantity	Quality
	How much did we do?	How well did we do it?

Effort

Quantity	Quality	
# Measure 1	% Measure 8	→ #3 DDA
# Measure 2	% Measure 9	
# Measure 3	(%) Measure 10	
# Measure 4	% Measure 11	
# Measure 5	(%) Measure 12	→ #2 Headline
# Measure 6	% Measure 13	
# Measure 7	% Measure 14	

Is anyone better off?

Effect

Quantity	Quality	
# Measure 15	% Measure 15	→ #2 DDA
# Measure 16	% Measure 16	
# Measure 17	(%) Measure 17	→ #3 Headline
# Measure 18	% Measure 18	
# Measure 19	(%) Measure 19	→ #1 Headline
# Measure 20	% Measure 20	
# Measure 21	% Measure 21	→ #1 DDA

Separating the Wheat from the Chaff

Types of Measures Found in Each Quadrant

How much did we do?	How well did we do it?
# Customers served (by customer characteristic) **# Activities** (by type of activity)	**% 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?* **% Activity-specific measures** Percent of actions timely and correct, percent customers completing activity, percent of actions meeting standards

Is anyone better off?

#	**% Skills / Knowledge** (e.g. parenting skills)
#	**% Attitude / Opinion** including customer satisfaction: *Did we help you with your problems?*
#	**% Behavior** (e.g. school attendance)
#	**% Circumstance** (e.g. working, in stable housing)

Point in time vs. Point to Point Improvement

FPSI rev 12/06

The 7 Performance Accountability Questions

For Programs, Agencies and Service Systems

1. Who are our customers?

2. How can we measure if our customers are better off?

3. How can we measure if we are delivering services well ?

4. How are we doing on the most important of these measures?

5. Who are the partners that have a role to play in doing better?

6. What works to do better, including no-cost and low-cost ideas?

7. What do we propose to do?

North Lincolnshire
Public Sector Homes
Percent Empty 1999 - 2005

% empty homes

5.0%
4.0%
3.0%
2.0%
1.0%
0.0%

99 00 01 02 03 04 05 Q1

Montgomery County, Ohio
K-12 Attendance Per Year
with 2-year moving average

Attendance Rate

94
93.5
93
92.5
92
91.5
91
90.5
90
89.5
89
88.5

FY92 FY93 FY94 FY95 FY96 FY97 FY98 FY99 FY00 FY01 FY02 FY03 FY04

Year
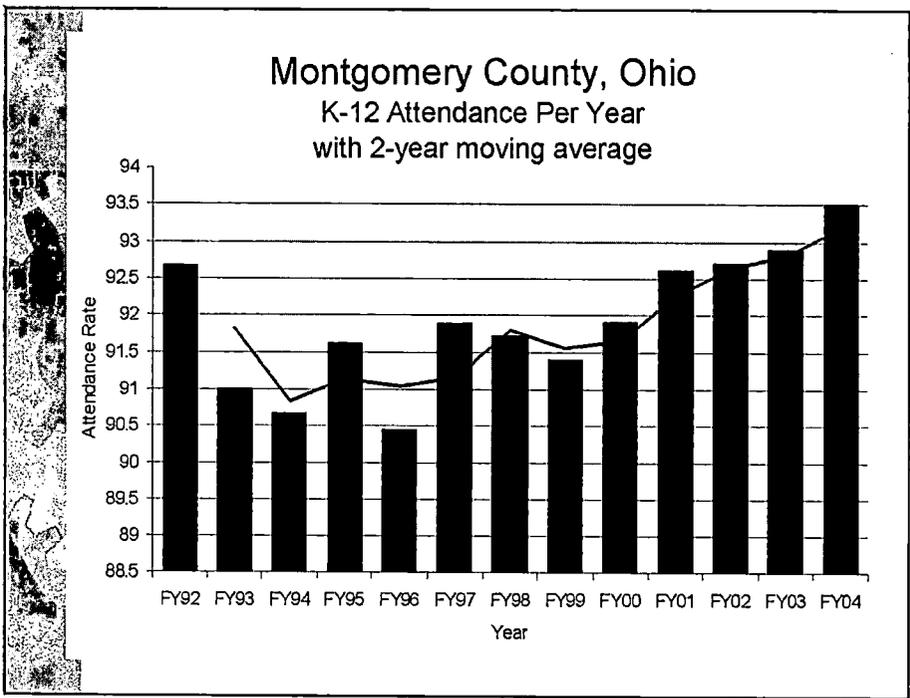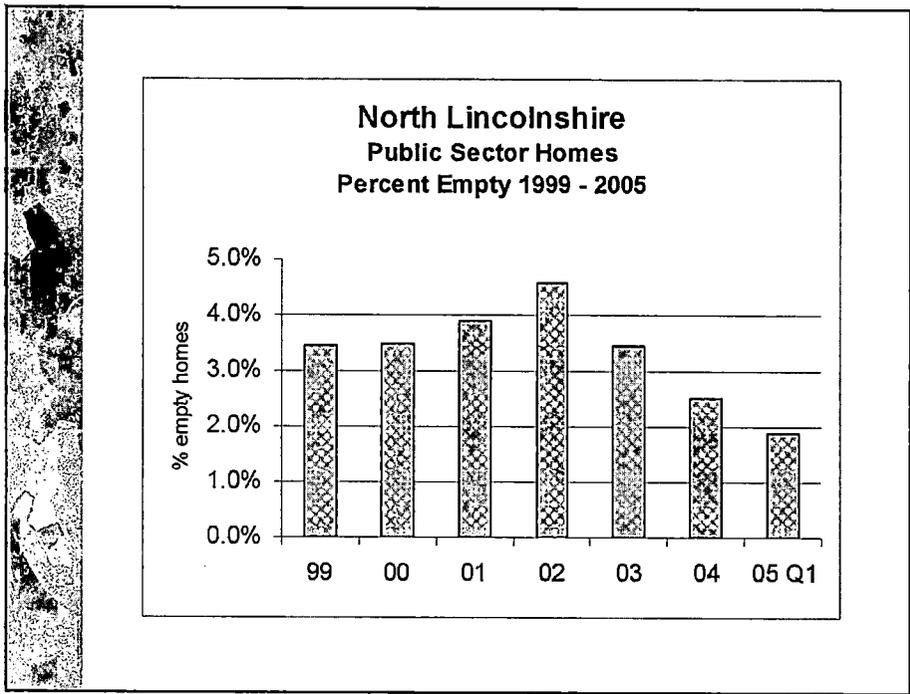
How Population & Performance Accountability
FIT TOGETHER

THE LINKAGE Between POPULATION and PERFORMANCE

POPULATION ACCOUNTABILITY

Healthy Births   POPULATION
   Rate of low birth-weight babies   RESULTS

Stable Families
   Rate of child abuse and neglect

Children Succeeding in School
   Percent graduating from high school on time

Contribution relationship

PERFORMANCE ACCOUNTABILITY
Child Welfare Program

# of investigations completed	% completed within 24 hrs of report
# repeat Abuse/Neglect	% repeat Abuse/Neglect CUSTOMER RESULTS

Alignment of measures

Appropriate responsibility

An Advanced View
of the Relationship Between
Indicators and Performance Measures

RBB201

Total Population

Service System
Client Population

Agency
Client Population

Program
Client Population

As the system client population approaches the total population,

Then Performance measures, which address client well-being may begin to play a double role as both service system performance measures and total population indicators.

FPSI:
2/15/98

Every time you make a presentation,

use a two-part approach

Population Accountability
Result: to which you contribute to most directly.

Indicators:

└   └   └

Story:

Partners:

What would it take?:

Your Role: As part of a larger strategy.

Performance Accountability

Program/Service:

Performance measures:

└   └   └

Story:

Partners:

Action plan to get better:

A Results-Based Budget
Schematic

Volume I: Results

Result #1:

Indicator Baselines

The Story Behind the Baselines:

What Works to Turn the Curve:

Our Strategy and Agenda:

Volume II: Departments

Department #1:

Our most important contributions to Cross Agency Results:

Program #1

Sub -program #1   Performance Measure Baselines

The Story Behind the Performance Baselines:

What Works to Improve Performance

Our Strategy and Agenda:

Management - Budgeting - Strategic Planning: A Single System

Management	Budgeting	Str. Planning
Periodic	Incremental	Incr. or Zero-based
Use the 7 Questions on a monthly or quarterly basis for performance assessment and action planning: At state enterprise level, department, division and unit levels, and for contract monitoring.	Use the San Mateo Budget format for budget hearings & budget submission to present current performance and what will be done in the next two years to improve. Priority Setting (method of choice) informed by Strategic Plan.	Wyoming Quality of Life Report Card and the state's role (Results & Indicators) Department Plans: • Department role in quality of life • 7 Questions for a 2 to 5 year period • Department multi-year priorities

Progress Reporting: 1. Quality of Life Indicator Progress   2a. Performance Measure Progress   2b. Accomplishments   2c. Anecdotes/stories

Values	Principles	Criteria
	Simple- Common Sense - Plain Language Minimum Paper - Useful	

FPSI Draft

A Simpler View of
the Funders' Role
In Results Accountability

Results and Indicator Curves to Turn

Strategy to Turn the Curves
  └─ Assessment of whether the
     indicator curves are turning or not

Our Role as part of that strategy
  └─ Performance measures for the
     programs/organizations we fund
  └─ Performance measures for the
     management of our organization

Board of Directors Meeting
AGENDA

1. New data

2. New story behind the curves

3. New partners

4. New information on what works.

5. New information on financing

6. Changes to action plan and budget

7. Adjourn

Different Kinds of Progress

1. Data

a. Population indicators Actual turned curves:
movement for the better away from the baseline.

b. Program performance measures:
customer progress and better service:

How much did we do?
How well did we do it?
Is anyone better off?

2. Accomplishments: Positive activities, not included above.

3. Anecdotes: Stories behind the statistics that show how individuals are better off.

What's Next?
A Basic Action Plan for Results Accountability

TRACK 1: POPULATION ACCOUNTABILITY

? Establish results
? Establish indicators, baselines and charts on the wall
? Create an indicators report card
? Set tables (action groups) to turn curves

TRACK 2: PERFORMANCE ACCOUNTABILITY

? Performance measures, and charts on the wall
  for programs, agencies and service systems
? Use 7 Questions supervisor by supervisor and program by
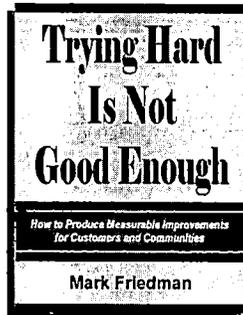 program in management, budgeting and strategic planning

IN CLOSING

"If you do what you always did,

you will get what you always got."

Kenneth W. Jenkins
President, Yonkers NY NAACP

THANK YOU !

Trying Hard Is Not Good Enough

How to Produce Measurable Improvements for Customers and Communities

Mark Friedman

"Never doubt that a small group of thoughtful committed citizens can change the world.

Indeed it's the only thing that ever has."

- Margaret Mead

EXERCISES

Fiscal Policy Studies Institute

Santa Fe, New Mexico

www.resultsaccountability.com

www.raguide.org

Turn the Curve Exercise: Population Well-being

5 min: **Starting Points**
- timekeeper and reporter
- geographic area
- two hats (yours plus partner's)

10 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 - causes

15 min: **What works? (What would it take?)**
- what could work to do better?
- each partners contribution
- no-cost / low-cost ideas
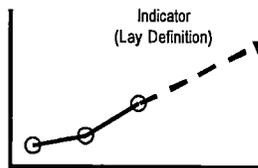- information & research agenda part 2 – what works

Two pointers to action

10 min: **Report** convert notes to one page

ONE PAGE Turn the Curve Report: Population

Result _____

Indicator
Baseline

Indicator
(Lay Definition)

Story behind the baseline

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

Partners

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

Three Best Ideas – What Works
1. -------------------------
2. -------------------------
3. ---------No-cost / low-cost
   ---------Off the Wall

Sharp Edges

Turn the Curve Exercise: Program Performance

5 min: <u>Starting Points</u>
- timekeeper and reporter
- identify a program to work on
- two hats (yours plus partner's)

10 min: <u>Performance measure baseline</u>
- choose 1 measure to work on – from lower right quadrant
- forecast – OK or not OK?

15 min: <u>Story behind the baseline</u>
- causes/forces at work
- information & research agenda part 1 - causes

15 min: <u>What works? (What would it take?)</u>

Two pointers to action

- what could work to do better?
- each partners contribution
- no-cost / low-cost ideas
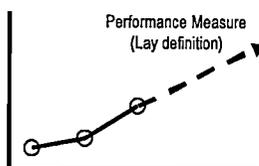- information & research agenda part 2 – what works

10 min: <u>Report</u> Convert notes to one page

<u>**ONE PAGE Turn the Curve Report: Performance**</u>

Program: _____

<u>Performance Measure Baseline</u>

Performance Measure
(Lay definition)

<u>Story behind the baseline</u>

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

<u>Partners</u>

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

<u>Three Best Ideas – What Works</u>
1. ------------------------
2. ------------------------
3. --------No-cost / low-cost
    --------Off the Wall

Sharp Edges

20 Minute Exercise

Performance Accountability
for Programs, Agencies and Service Systems

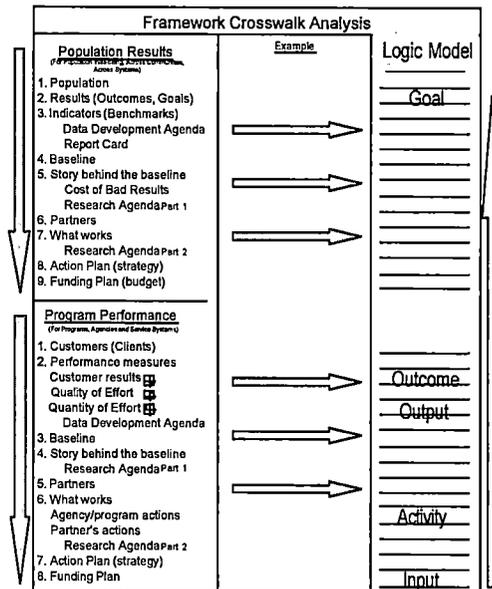|	
2 customers	→ 1. Who are our customers?
1 measure	→ 2. How can we measure if our customers are better off?
1 measure	→ 3. How can we measure if we are delivering service well?
Discuss how we're doing	→ 4. How are we doing on the most important of these measures?
2 partners	→ 5. Who are the partners with a role to play in doing better?
2 what works ideas (1 nc/lc)	→ 6. What works, what could work, to do better?
Discuss how to implement	→ 7. What do we propose to do?

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20 Minute Exercise

POPULATION ACCOUNTABILITY

1 population	⇒ What population are we concerned about? (e.g. U.S. population)
1 result	⇒ What condition(s) do we want for this population? (Americans are free of cancer.)
1 indicator	⇒ How could we measure these conditions? (e.g. cancer rates)
Discuss how we're doing	⇒ How are we doing on the most important of these measures? (baseline history)
2 partners	⇒ Who are the partners with a role to play in doing better?
2 what works ideas (1 nc/lc)	⇒ What works – what would it take – to do better? (What is our role?)
Discuss how to implement	⇒ What do we propose to do?

Additional Slides

Framework Crosswalk Analysis

Population Results *(For Population Results Across Systems)*	Example	Logic Model
1. Population		
2. Results (Outcomes, Goals)		**Goal**
3. Indicators (Benchmarks)		
Data Development Agenda	→	
Report Card		
4. Baseline		
5. Story behind the baseline		
Cost of Bad Results	→	
Research Agenda Part 1		
6. Partners		
7. What works	→	
Research Agenda Part 2		
8. Action Plan (strategy)		
9. Funding Plan (budget)		

Program Performance *(For Programs, Agencies and Service Systems)*	Example	Logic Model
1. Customers (Clients)		
2. Performance measures		**Outcome**
Customer results	→	
Quality of Effort		**Output**
Quantity of Effort		
Data Development Agenda		
3. Baseline	→	
4. Story behind the baseline		
Research Agenda Part 1		
5. Partners		
6. What works	→	
Agency/program actions		**Activity**
Partner's actions		
Research Agenda Part 2		
7. Action Plan (strategy)		
8. Funding Plan		**Input**

From What Works Ideas to a Public Square Strategy
Some Ideas on Sorting Criteria
(Not intended to take the place of hard thinking)

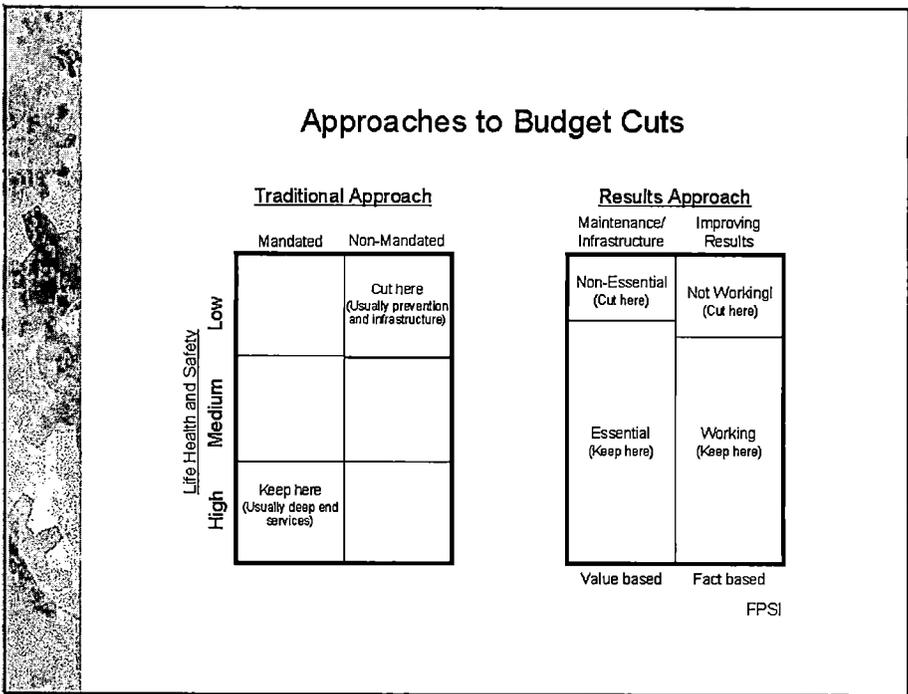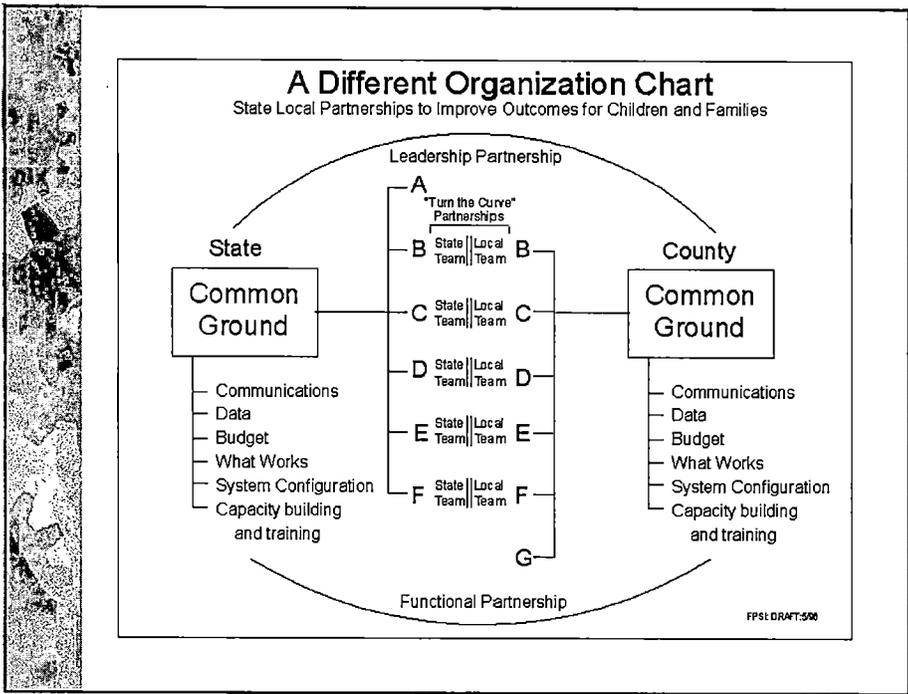| What Works Ideas	----------Criteria----------			
	Specificity	Leverage	Values	Reach
	Who, What, When, Where, How	To turn the curve	Community and Personal	Feasible Affordable
	H	M-H	H	H = this year M = next year L = 2-10 years
Total	Coherence and the Public Square			

Strategy - Action Plan - Budget

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UNIFIED PLANNING STRUCTURE FOR EDUCATION

Required Plans							
Consolidated Plan	X	X	X	X	X	X	X
School Improvement Plan	X				X	X	
Technology Plan						X	X
Professional Development Plan		X					
301 Plan		X					
NCA Accreditation	X	X					
District Assessment Plan	X	X					
School Reform Plan	X	X					
Customer Result, Goal or Purpose	All students proficient in reading math and science	All teachers and para professionals are highly qualified	All ELL students proficient in reading math and science	All students are safe and drug free	All students graduate from H.S.	All Parents are involved	Technology use is integrated to improve student achievement
Headline Performance Measures (and Baseline Picture- Charts on the Wall) / **Data source** / **Targets**	% proficient Reading, Math and Science	% highly qualified teachers / % retention highly qualified teachers / Ave class size	% ELL proficient Reading, Math and Science	Rate of drug use / Rate of violence / Rate of expulsions / % positive attitudes	H.S. graduation rate	% Parents involved / % Parents involved in technology	% Teachers technology literate / % Students technology literate
Story - Common crosscutting analysis - Analysis specific to given measures **Partners** - Basic partners in all plans - Special partners for specific plans **What works** - Action Plan Crosscutting strategies - Strategies specific to given measures **Budget / funding**	↓	↓	↓	↓	↓	↓	↓
Appendices Demographics Secondary Measures Data Dev Agenda Information and Research Agendas About causes About what works	↓	↓	↓	↓	↓	↓	↓

Prepared for the Arizona Department of Education by the Fiscal Policy Studies Institute www.raguide.org Draft March 2004

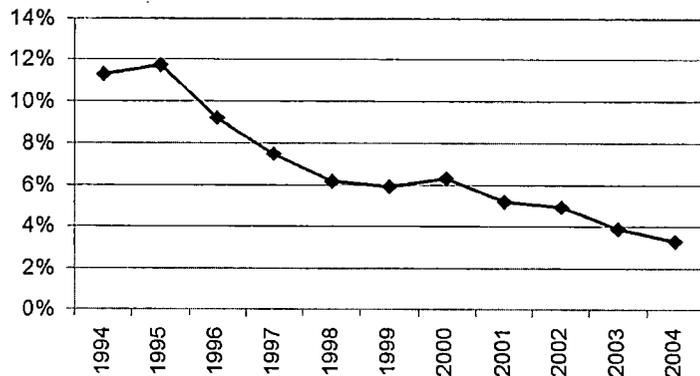## A Different Organization Chart

State Local Partnerships to Improve Outcomes for Children and Families

Leadership Partnership

A

"Turn the Curve" Partnerships

	State	County
B	State Team || Local Team	B
C	State Team || Local Team	C
D	State Team || Local Team	D
E	State Team || Local Team	E
F	State Team || Local Team	F

State

Common Ground

- Communications
- Data
- Budget
- What Works
- System Configuration
- Capacity building and training

County

Common Ground

- Communications
- Data
- Budget
- What Works
- System Configuration
- Capacity building and training

G

Functional Partnership

FPSI DRAFT:5/98

Approaches to Budget Cuts

Traditional Approach

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

Life Health and Safety

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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Trading Outcome Accountability
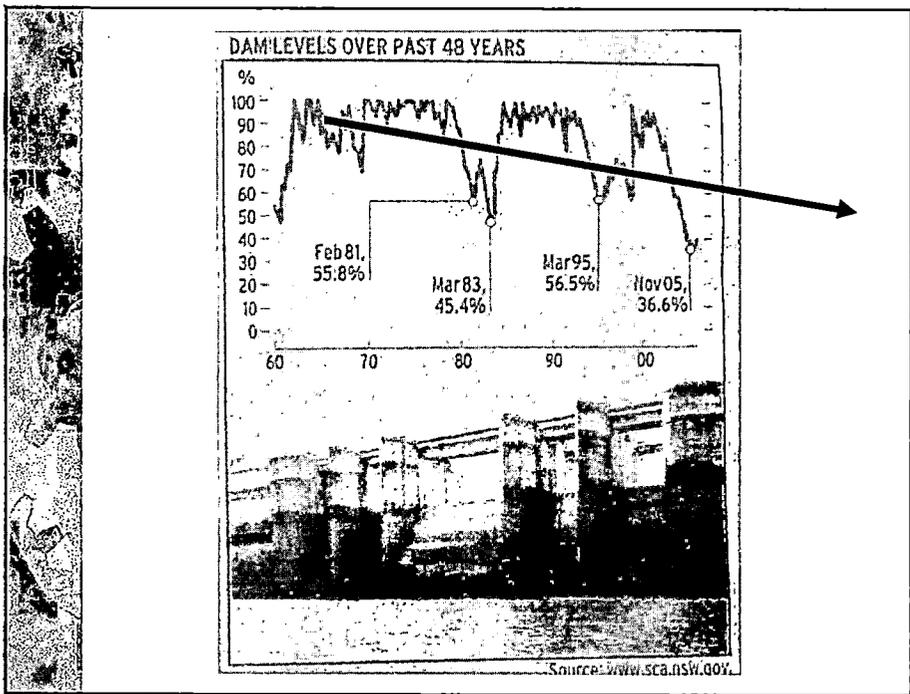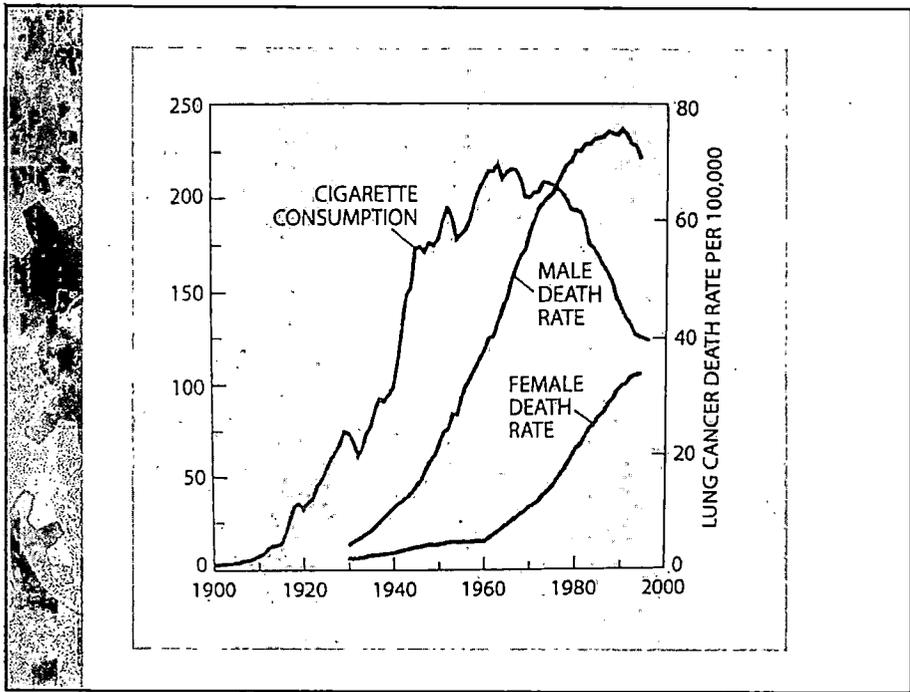## for Fund Flexibility
The Elements of a New Deal

- **Who Is Accountable?**
  Creating a Framework for Cross Systems Governance

- **For What Outcomes (or Results)?**
  Creating a Framework of Outcomes and Indicators
  for which to be Accountable

- **With What Money?**
  Creating Funding Packages with Natural Incentives
  for Better Performance

- **With What Standards and Safeguards?**
  Reaching Agreement on Performance, and Reasonable
  Boundaries for Responsibility

- **With What Risks Rewards and Penalties?**
  Creating Incentives and Defining Risk

- **For What Period of Time?**
  Creating Room to Succeed

FPSI: 1/96

VERMONT
Percent of Screened Children 1-5
with Elevated Blood Lead Levels

Source: Vermont Agency of Human Services

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CIGARETTE CONSUMPTION

MALE DEATH RATE

FEMALE DEATH RATE

LUNG CANCER DEATH RATE PER 100,000

DAM LEVELS OVER PAST 48 YEARS

Feb 81, 55.8%

Mar 83, 45.4%

Mar 95, 56.5%

Nov 05, 36.6%

Source: www.sca.nsw.gov.

Additional Performance Measurement Examples

See also: www.raguide.org
Questions 3.10 and 3.11

Environment: Water Quality

	Quantity	Quality
	How much did we do?	How well did we do it?
Effort	Number of stream stations monitored	Average sites per monitor per month
	Is anyone better off?	
Effect	Number miles of healthy streams	Percent miles of healthy streams

---

DOT Road Maintenance

	Quantity	Quality
	How much did we do?	How well did we do it?
Effort	Number of miles of road maintained	Percent of maintenance on schedule
	Is anyone better off?	
Effect	Number of accidents	Accidents per mile
	Number of new jobs	Growth in road based jobs

Personnel Department

	Quantity	Quality
	How much did we do?	How well did we do it?
Effort	Number of Applicants Processed	Average Recruitment Period
	Is anyone better off?	
Effect	Workforce New Hires	Workforce Turnover Rate (non-promotions)
	# Customer Satisfaction	% Customer Satisfaction

Information Technology (MIS)

	Quantity	Quality
	How much did we do?	How well did we do it?
Effort	Number of IT projects	Average Response time to Svc requests
	Is anyone better off?	
Effect	Amount of Unscheduled Downtime	Rate of Unscheduled Downtime
	# Customer Satisfaction	% Customer Satisfaction

Corrections

	Quantity	Quality
	How much did we do?	How well did we do it?
Effort	# Inmates	Rate of overcrowding
	Is anyone better off?	
Effect	# Recidivism	% Recidivism

Juvenile Justice

	Quantity	Quality
	How much did we do?	How well did we do it?
Effort	Number of children in custody	Percent of children in community based (vs. institutional) care
	Is anyone better off?	
Effect	Number of children exiting custody with no repeat offence in 6 months	Percent of children exiting custody with no repeat offence in 6 months

Welfare to Work

	Quantity	Quality
	How much did we do?	How well did we do it?
Effort	Number of persons provided job training	Percent with child care and transportation needs met
	Is anyone better off?	
Effect	Number employed 6 months after completion	Percent employed 6 months after completion

Child Welfare

	Quantity	Quality
	How much did we do?	How well did we do it?
Effort	Number of children in foster care	Average number of changed foster care placements per child
	Is anyone better off?	
Effect	Number of children in stable permanent plcmt after 6 months in care	Percent of children in stable permanent plcmt after 6 months in care

Mental Health

	Quantity	Quality
	How much did we do?	How well did we do it?
Effort	Number of hours of treatment	Time until the next opening in the appointment schedule
	Is anyone better off?	
Effect	Number of clients in school or employed	Percent of clients in school or employed

Dispute Resolution / Mediation

	Quantity	Quality
	How much did we do?	How well did we do it?
Effort	# of persons served # of disputes	Unit cost (compared to average court resolution costs)
	Is anyone better off?	
Effect	# of disputes resolved to both party's satisfaction # holding 6 months later	% of disputes resolved to both party's satisfaction % holding 6 months later

Every Program
(Financial Performance Measures)

	Quantity	Quality
	How much did we do?	How well did we do it?
Effort	Cost (total)	Unit Cost
	Is anyone better off?	
Effect	Benefit Value (total)	Cost-Benefit (ratio)

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Wyoming Strategic Planning Design - Part I

(To be completed by the Governors Planning Deptartment)

Quality of Life Result:

E.g. A Clean Environment, A Prosperous Economy, Strong Stable Families, Children Ready for and Succeeding in School, etc.

Why is this important?

Briefly explain, so a taxpayer could understand, why this quality of life condition is important to the people of Wyoming.

How are we doing?

Show the 3 to 5 most important indicators in the form of baselines with at least 3 years of actual history. Optional: provide a 2 year forecast at current effort level.

The story behind the baselines:

Explain, so a taxpayer could understand, the causes behind the indicator baselines above. Use additional data as necessary to tell this story.

What it will take to do better and the role of state government:

Include no-cost and low-cost ideas and the role of the state's partners.

Appendix A: Data development Agenda: List priorities for new or better indicator data

Wyoming Strategic Planning Design - Part II
Same format for Departments, Divisions and Programs

Department/Division/Program:

Contribution to Wyoming Quality of Life:

Briefly explain, so a taxpayer could understand, how your (Dept/Div/Prog), in conjunction with other public and private partners, contributes to the quality of life of the people of Wyoming.

Basic Facts:

Show total number of staff and size of budget in total and general funds.
List the 5 most important programs or functions and show annual number served,

---

Performance:

Show the 3 to 5 most important performance measures in the form of baselines with at least 3 years of actual history. Optional: provide a 2 year forecast of performance at current effort level.

Performance measures must be those that best answer the questions:
- How well are we delivering service?
- Are our customers better off? (CUSTOMER RESULTS)

Story behind (last 3 years of) performance:

Briefly explain, so a taxpayer could understand, the causes behind your performance for the last few years, including an explaination of the picture of performance shown in the baselines above. Reference your accomplishments where they have contributed. Use additional performance data as necessary to tell this story. Best formatting is short paragraphs with first sentence underlined.

What do you propose to do to improve performance in the next 2 yrs?

Include no-cost and low-cost ideas and the contribution of partners. Best formatting is short paragraphs with action item underlined.

Appendix A: Data development Agenda: List priorities for new or better data on performance

Appendix B: Link to Budget: Provide detail on priorities identified above which show in the current or proposed budget.

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

The following five step scripted process is the best way to select the most important performance measures and identify a Data Development Agenda for any program or service. With practice, this process can be completed in about 45 minutes. Participants should each have a copy of the performance measurement summary on page 28.

Step 1. How much did we do? Draw the four quadrants on a piece of flip chart paper. Start in the upper left quadrant. Write down the measure "number of customers served." Ask if there are better, more specific ways to count customers or important subcategories of customers and list them, such as the number of children with disabilities served.

Next, ask what activities are performed. Convert each activity into a measure. The activity of "training people" becomes number of people trained. Paving roads becomes number 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. 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 matters. Convert each answer into a measure and be specific. The timeliness of case reviews becomes percent 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, in what ways are your customers' lives better? How could we observe this? How could we measure it?" Create pairs of measures (number and percentage) for each answer. For example, the <u>number</u> of clients who get jobs goes in the lower left quadrant. And the <u>percent</u> 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.

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 was terrible, how would it show up in the lives of your customers?"

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 on June 15th as a percentage of enrollment on June 1st. This will always be close to 100%. A tougher technical definition would compare graduation numbers to enrollment on September 30 of the previous year. A still tougher definition would compare graduation to the enrollment of 9th graders 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 with little effort. 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 public hearing or conference, and you could only use 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, 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 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.

A Simplified View of
Results Accountability
for Community-wide Efforts
## to Improve the Well-being of Whole Populations

<u>Answer these questions</u> (every week, month, quarter or year):

1. What population are we concerned about?
2. What conditions of well-being do we want for these folks? (results)
3. How could we measure these conditions? (experience & indicators)
4. How are we doing on the most important measures? (baselines)
5. Who are the partners who have a role to play in doing better?
6. What works (what would it take) to do better?

7. What do we propose to do?

<u>Put it in this format</u>:

<u>Result</u>: Clean Environment

Indicator Baselines

∟ ∟ ∟
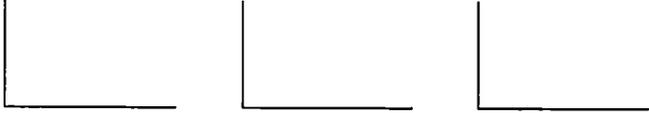
Story behind the baselines

What it would take to turn the curves?

What we and our partners propose to do.

Link to Budget

<u>Optional Appendices</u>

A. Data Development Agenda

B. Information and Research Agenda (about causes & what works)

C. Secondary Measures detail

D. Partners detail

E. Current actions (that are working)

F. Proposed next year detail

G. 2 to 10 Year agenda detail

A Simplified View of
Performance Accountability
for Programs, Agencies and Service Systems

Answer these questions (every week, month, quarter or year):

1. Who are our customers? (customer population)
2. How can we measure if our customers are better off? (customer results)
3. How can we measure if we're delivering service well?
4. How are we doing on the most important of these measures? (baselines and the story behind the baselines)
5. Who are the partners who have a role to play in doing better?
6. What works to do better?
7. What do we propose to do?

Put it in this format:

Program: Road Maintenance

Mission or Purpose of the Program

Performance Measure Baselines

Story behind the baselines

What will be done to improve performance in the next two years.

Link to Budget

Optional Appendices

A. Data Development Agenda

B. Information and Research Agenda (about causes & what works)

C. Secondary Measures detail

D. Partners detail

E. Current actions (that are working)

F. Proposed next year detail

G. 2 to 10 Year agenda detail

A Simplified View of

Results Based Grantmaking
for Foundations and Other Funders

<u>Answer these questions</u> (every week, month, quarter or year):

1. What conditions of well-being do we hope to affect for the better (results)?
2. How would we recognize those conditions in measureable terms (indicators)?
3. For the places we are considering helping, how are they doing on these measures (baselines)?
4. What is the story behind the baselines?
5. Who are the partners who have a potential role to play in doing better?
6. What would it take to turn the curves? What strategy should the community (city, county, state) as a whole pursue to make this happen?
7. What is our role in that larger strategy?

<u>Put it in this format</u>:

<u>Result</u>: Children live in safe and loving families

Indicator Baselines
(and/or Service System Performance baselines

Story behind the baselines

What would it take (what complete strategy is required) to turn the curves?

Our role in this larger strategy

Link to Budget

<u>Optional Appendices</u>

A. Data Development Agenda

B. Information and Research Agenda (about causes & what works)

C. Secondary Measures detail

D. Partners detail (current & potential)

E. Current actions (that are working)

F. Proposed next year detail

G. 2 to 10 Year agenda detail

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TOOL FOR CHOOSING A COMMON LANGUAGE

Framework Idea	Choices		Chosen
	Common Labels for Each Idea	Modifiers (if you must)	Word or Phrase Each word or phrase can be used only once.
A. The Basics			
1. A condition of well-being for children, adults, families and communities stated in plain language.	Result, Outcome, Goal, Vision	Population Community-wide (For "client results" see D3)	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, What works		3.
4. A measure of how well a program, agency or service system is working.	Performance measure Performance indicator	Program, Agency, System, Cross-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, Consumer		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 and forecast(s) for a measure.	Baseline, Trendline		6.
7. An analysis of the conditions, causes and forces at work that helps explain why a baseline looks the way it does.	Story behind the baseline, Epidemiology, Etiology		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, Strategy, Strategic plan		9.
10. The components of an action or strategic plan.	Goals and Objectives, Planned actions		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 existing data that 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.	Information and Research Agenda	About causes, About solutions	13.
14. A desired level of achievement for an indicator or performance measure.	Target, Goal, Standard	Realistic, Arbitrary, Punitive, Insane	14.

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Framework Idea	Choices		Chosen Word or Phrase
	Common Labels for Each Idea	Modifiers (if you must)	Each word or phrase can be used only once.

C. Other Important Ideas - Part 2

Framework Idea	Common Labels for Each Idea	Modifiers (if you must)	Chosen
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 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 Results-based Accountability Outcome Accountability Outcome-based Accountability	"Results Accountability" is sometimes used to describe all of 3 through 7 combined.	3.
4. A system or process for holding managers and workers responsible for the performance of their programs, agencies and 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 grantmaking, Outcome-based grantmaking		7.

D. Types of Performance Measures

Framework Idea	Common Labels for Each Idea	Modifiers (if you must)	Chosen
1. Measures of the quantity or amount of effort, how much service was delivered.	How much 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, Process measure, Customer satisfaction		2.
3. Measures of the quantity and quality of effect on customers' lives.	Is anyone better off?, Effectiveness measure, Customer result, Customer outcome, Impact, Cost / benefit ratio, Return on investment, Output, Outcome, Product, Value added, Customer satisfaction	Program, Agency, Service system	3.

E. A Basketfull of Modifiers
to use with any of the above.

Measurable,	Quantitative,	Intermediate,
Urgent,	Qualitative,	Internal,
Priority,	Positive,	Infernal
Targeted,	Negative,	External;
Incremental,	Short-term	Eternal,
Systemic,	Mid-term,	Allegorical,
Core	Long-term	Extraterrestrial

Program Outcome Statement

The Elections Division promotes civic involvement in the election process by registering eligible voters and conducting honest and accurate elections on behalf of the citizens of San Mateo County.

Headline Measures

Percent of Eligible Voters Registered

Fiscal Years	99-00	00-01	01-02	02-03
North Fair Oaks	55.1%	61.1%	58.6%	60.0%
All San Mateo County	68.0%	70.2%	67.7%	65.0%

Percent of Registered Voters Who Voted in Last Election

Fiscal Years	99-00	00-01	01-02	02-03
North Fair Oaks	47.5%	70.0%	50.0%	55.0%
All San Mateo County	57.5%	77.0%	60.0%	65.0%
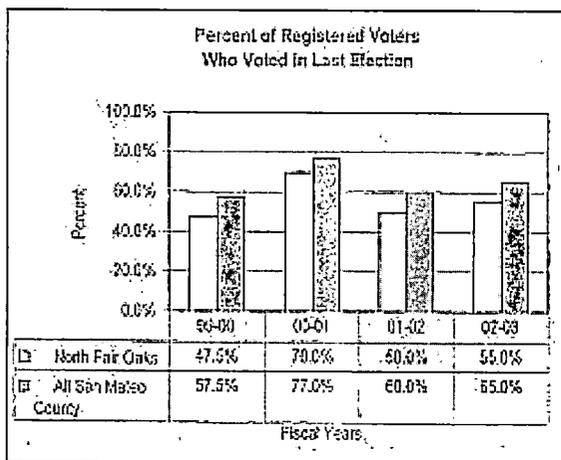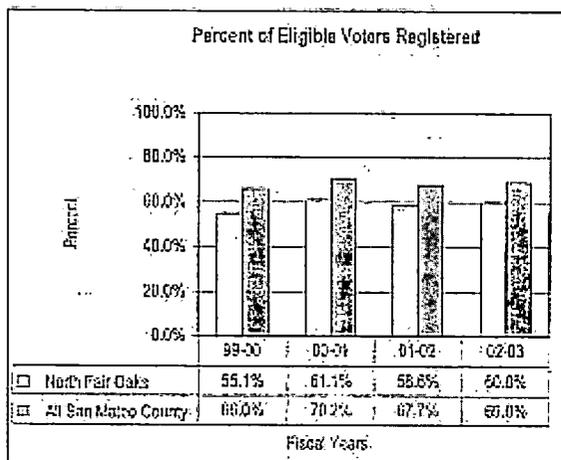
Story Behind Baseline Performance

During FY 1999-2000, Elections staff conducted the following purges of the voter file: SB 1313 purge (which requires the review and cleanup of voter files to ensure all information is current), targeting voters who had not voted in four years, and also Change of Address purge using post office data. More than 30,000 voters were removed from active voter file as a result of these efforts. There was a larger increase in voter registrations in February 2000, in anticipation of the March 2000 Presidential Primary Election. In addition, there was an increase in voter turnout during the November 2000 Presidential General Election. As anticipated, more people register and vote during a Presidential Primary and General Election. Voter registration and turnout is anticipated to drop off in FY 2001-02. However, voter registration and turnout will increase slightly in FY 2002-03 due to the November Gubernatorial Election.

There will be ongoing voter registration occurring via Department of Motor Vehicles registrations, political party activity in the County and via the 210 affidavit sites, including four in the North Fair Oaks Area, administered by the League of Women Voters.

What Will Be Done to Improve Performance in the Next Two Years

The Elections Office will meet performance targets by doing the following:

Continue Community Outreach and Education to Increase Voter Registration and Turnout

* Partner with League of Women Voters, community organizations, county agencies, political parties and other resources
* Develop a plan to coordinate the voter registration activities of the political organizations
* Partner with "Frontiers in Leadership" to engage in voter registration and voter turnout efforts.
* Attend festivals and major community events to register people.
* Conduct voter registration and voting classes in the community at key locations, including the community center and local schools

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Performance Measures Summary Table

Performance Measures	FY 98-99 Actual	FY 99-2000 Actual	FY 2000-01 Estimate	FY 2001-02 Target	FY 2002-03 Target
What/How Much We Do					
Number of new voters registered:					
- North Fair Oaks	402	443	600	400	450
- All San Mateo County	22,404	24,482	25,000	20,000	25,000
How Well We Do It					
Percent of eligible voters registered to vote:					
- North Fair Oaks	57.5%	55.1%	61.1%	58.6%	60.0%
- All San Mateo County	70.1%	66.0%	70.2%	67.7%	69.0%
Is Anyone Better Off?					
Number of registered voters who voted in last election:					
- North Fair Oaks	1,723	2,198	3,539	2,640	2,772
- All San Mateo County	150,967	181,190	261,297	207,268	217,631
Percent of registered voters who voted in last election:					
- North Fair Oaks	36.3%	47.5%	70.0%	50.0%	55.0%
- All San Mateo County	44.8%	57.5%	77.0%	60.0%	65.0%

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Source: County of San Mateo: Recommended Budget FY 2001-2002 FY 2002-2003

RESULTS ACCOUNTABILITY IMPLEMENTATION
Self Assessment Questions

1. Has your group or organization adopted a common language using the tool for choosing a common language or some other method? Does this common language allow you to clearly distinguish population and performance accountability?

2. Has your organization identified one or more population level results or conditions of well-being stated in plain language to which your work contributes?

    a. Have you identified the 3 to 5 most important indicators for each of these results?

    b. Have you created a baseline with history and a forecast for each of these measures?

    c. Have you analyzed the story and causes behind these baselines?

    d. Do you have a written analysis of what it would take to turn these conditions around at the national, state, county, city or community level?

    e. Have you articulated the role your organization plays in such a strategy?

3. Has your organization established the 3 to 5 most important performance measures for what you do, using the performance accountability categories *How much did we do? How well did we do it? Is anyone better off?*

    a. Have you created a baseline with history and a forecast for each of these measures?

    b. Do you track these measures on a daily, weekly, monthly or quarterly basis?

    c. Do you periodically review how you are doing on these measures and develop action plans to do better using the performance accountability 7 questions?

    d. Have you adapted your organization's management, budget, strategic planning, grant application, and progress reporting forms and formats to reflect systematic thinking about your contribution to population conditions and your organization's performance?

4. Are the population and performance baseline curves you are trying to turn displayed prominently as one or more charts on the wall?

5. Have you identified an in-house expert to train and coach other staff in this work?

6. Have you turned any curves?