Promise Partners, Pottawattamie County's Alliance for Youth
Planning Committee Meeting
September 17, 2010

Attendees: Erin Binneboese-SHIP/DHS, Emily Davis-Greens Hills AEA, Nancy Drahota-Children's Square, Karen Finn-Results Leadership Group, Randy Fontaine-HopeNet Ministries, Mallory Friberg-FAMILY, Carol Gutchewsky-DHS, Christy Hagen-Trailblazers, David Harris-Iowa West Foundation, Kate Jobe-Children's Square, Carol Johnson-Green Hills AEA, Colleen Jones-FAMILY, Deb Kissel-Green Hills AEA, Kimberly Kolakowski-Family Connections, Bruce Kuenning-HopeNet, Butch Lecuona-Community Ed Foundation, Sheryl Lindau-Big Brothers Big Sisters, Pam Marshall-InPurpose Consulting, Beth Morrissette-MH/SA Network, Celeste Norman-Open Door Mission, Julie Oliver-Bridge Builders, Melissa Patten-FAMILY, Susan Pawloski-Lutheran Family Service, Jessica Plueger-CBCSD, Patricia Russmann-Promise Partners, Kelly Sears-Boys & Girls Club, Judy Showers-Promise Partners, Jessica Simons-Promise Partners, Dave Smith-Trailblazers, Jean Stephens-HopeNet, Kelly Towne-FAMILY

Introductions & Announcements: The meeting was called to order by Patricia Russmann, Director of Promise Partners at 8:42 AM. Patricia stated we were very privileged to have Karen Finn from Results Leadership Group with us to facilitate an overview and training for the Results Scorecard the coalition is developing. Karen has 15 years experience assisting organizations to develop their own Results Scorecard.

The Power Point Presentation utilized in the training is below:

Results Accountability is about...

* Unified purpose: focusing the energy of multiple partners on continuously improving the most important measures of well-being

* Transparency: Using data and effective questions to access facts and the "story behind the facts" to move quickly to action

* Communication power: Being able to tell your story in the most compelling and data-driven way

* Action-oriented: Seven step process leads very quickly from talk to action

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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

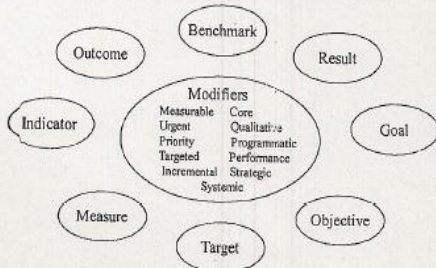## The 7 Effective Questions of Population Accountability

1. What are the quality of life conditions we want for our children, youth, families and communities? (Results)

2. How will we measure these conditions? (Indicators)

3. How are we doing on the most important measures? (baseline) and where will these measures be if we do nothing differently? (forecast)

4. What is the story behind the baseline?

5. Who are our partners with a role to play to help us do better?

6. What works to improve our baseline?

7. What do we propose to do?

Principles of RBA

- Agree to a common language among stakeholders

- Starting with results (ends), and working backward to the programs and strategies which support them (means)

- Base decisions on data and an analysis of the data

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

Benchmark

Outcome

Result

Indicator

Modifiers
Measurable   Core
Urgent   Qualitative
Priority   Programmatic
Targeted   Performance
Incremental   Strategic
              Systemic

Goal

Measure

Objective

Target

☆ Lewis Carroll Center for Language Disorders

DEFINITIONS

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

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

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Tool for Choosing a Common Language
Schematic

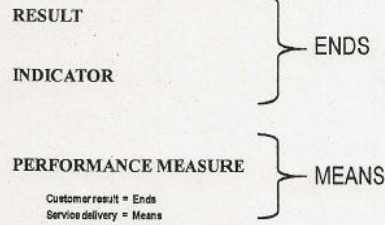| Ideas	Possible Labels		Choice
	Words	Modifiers	
1. A condition of well-being for children, adults, families and communities	Result Outcome Goal	Population Community-wide	1.
2.			2.
3.			3.
4.			4.
5.			5.
6.			6.

FPSI

However beautiful the strategy, you should occasionally look at the results.

Winston Churchill

From Ends to Means
From Talk to Action

RESULT

INDICATOR

ENDS

PERFORMANCE MEASURE

MEANS

Customer result = Ends
Service delivery = Means

POPULATION ACCOUNTABILITY
For Whole Populations
in a Geographic Area

Maryland Child Well-Being Results

* Babies born healthy
* Healthy children
* Children enter school ready to learn
* Children are successful in school
* Children completing school

* Children safe in their families and communities
* Stable and economically independent families
* Communities that support family life

New Mexico Children's Cabinet

* Children and youth will be involved
* Children and youth will be educated
* Children and youth will be safe

* Children and youth will be supported
* Children and youth will be healthy

VERMONT'S OUTCOMES

* Families, youth and individuals are engaged in their community's decisions and activities
* Pregnant women and young children thrive
* Children are ready for school
* Children succeed in school
* Children live in stable supported families

* Youth choose healthy behaviors
* Youth transition to adulthood
* Adults lead healthy and productive lives
* Elders and people with disabilities live with dignity and independence in settings they prefer
* Communities provide safety and support for families and individuals

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New York State Touchstones

* Economic Security
* Family
* Education
* Community
* Physical and Mental Health
* Vocational

* Economic Security Goal:
  * Youth will be prepared for their eventual economic self-sufficiency
* Family Goal:
  * Families will provide children will safe, stable and nurturing environments
* Physical and Mental Health Goals
  * Children and youth will have optimal physical and emotional health

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Pottawattamie County Proposed Results

* Secure and Nurturing Families
* Healthy Children and Youth
* Children enter school ready to succeed

* Children and youth are successful in school
* Youth are prepared for a productive adulthood
* Safe and Supportive Communities

Pottawattamie County Proposed Results and Indicators

* **Secure and Nurturing Families**
  * Child abuse rate
  * Teen birth rate
  * Qualified families receiving FIP (cautions: may need a different indicator of family economic stability)
  * % of youth reporting family involvement and support
  * % of youth reporting that families provide them with boundaries
  * Out of Home Placement

* **Children enter school ready to succeed**
  * Pre-literacy measurement tool DIBELS
  * # of NAEYC accredited preschool programs
  * # of children entering kindergarten with preschool experience.
  * Child Abuse in a Child Care Setting (IDHS)
  * Quality Child Care Ratings % of participating child care providers at each level of the voluntary quality rating system (IDHS)
  * Data Development Agenda for a holistic assessment

Pottawattamie County Proposed Results and Indicators

* **Healthy Children and Youth**
  * % low birth weight - low birth weight measures percent of live births weighing at less than 5.5 pounds at the time of birth.
  * % of child immunization - Child immunization measures percentage of assessments conducted at public sector clinics where the children were fully immunized by age 24
  * % youth not using ATOD in last 30 days
  * % youth reporting no suicide thoughts, plans, or attempts

* **Children and youth are successful in school**
  * % of youth reporting supportive schools
  * % of youth reporting feeling safe at school
  * % of youth committed to school/learning
  * % of 4th grades proficient in reading
  * % of 8th grade proficient in Math
  * % of 8th grade proficient in Reading (KidsCount does not track this)
  * Daily Attendance Rate
  * Drop-out rate

Pottawattamie County Proposed Results and Indicators

* **Youth are prepared for a productive adulthood**
  * % of 16 - 19 year olds not in school and not working
  * Graduation Rate
  * % of youth engaged in helping others

* **Safe and Supportive Communities**
  * Child Poverty Rate
  * Unemployment Rate
  * % of youth reporting safe neighborhood
  * % of youth reporting supportive neighborhood

Feedback on Results and Indicators

* Review the list and consider:
  * Should we add "youth are socially competent" as a result?
  * Is the indicator "teen birth rate" in the right place?
  * Secure and nurturing child care environments has been removed as a result but we want to include it as a performance measure
  * Clarify the indicator "% of youth reporting no violent or aggressive behavior"

Feedback on Results and Indicators

* Other potential Indicators:
  * Chronic school absence in the early grades
  * Youth reports of positive values/positive peer norms

Start With Ends

WORK BACKWARDS TO MEANS
(Data-driven and transparent decision making)

Results-Based Decision Making
Getting from Talk to Action

* Population:
* Result:
  * Indicator(s) (measures of our result)
  * Baselines: Forecast — Turning the curve
* Story behind the baselines: The causes, the forces at work...
* Partners with a role to play:
* What works: Information & research about solutions
* Action Plan and Budget

Criteria
Specificity
Leverage
Values
Reach

Slide 1
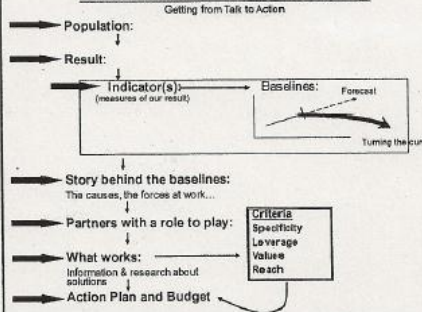
Criteria for

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.

Slide 2

Three Part Indicator List for each Result

Part 1: Primary Indicators
- 2 or 3 or 4 "Headline" indicators
- What this result "means" to the community
- Meets the Public Square Test

Part 2: Secondary Indicators
- Everything else that's any good (Nothing is wasted.)
- Used later in the Story behind the Curve

Part 3: Data Development Agenda
- New data
- Data in need of repair (quality, timeliness etc.)

Slide 3

The Matter of Baselines

H
M OK?
L

Point to Point   Turning the Curve

History   Forecast

Baselines have two parts: history and forecast

Slide 4

Turn the curve exercise.....

* In small groups of 5-6 people
* On the worksheet provided, review the graph of the indicator
* Determine if the indicator is going in the right direction.

Slide 5

ONE PAGE Turn the Curve Report: Population

Result: _____

Indicator
(Key Definition)

Indicator
Baseline

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
4. _____ Off the Wall

Sharp Edges

Slide 6

What is the story behind the curve?

* What are some of the causes and forces at work in your community for this indicator?
* Ask the question "why" three times to get at root causes
* What are the key contributing factors?
* Write these on your report.
* Who are the partners with a role to play in helping you "turn the curve"?

Slide 7

What works?

* What works to address these causes and forces?
* Creative Brainstorming:
  * No judgment;
  * Include at least one low-cost, no-cost idea
  * Include at least one off-the-wall, outrageous idea
* Passionate Selling:
  * Each person selects the idea they are most passionate about and tries to sell everyone else on that idea
* Prioritization: Select your top three ideas that have the most leverage to impact the indicator and are feasible and affordable
* Write your top three ideas, off the wall idea and low-cost, no-cost idea on your report

Slide 8

Population Accountability (Talk to Action)

Population & Result:

Indicator

Story behind the baseline

Partners

What Works

Strategy
_____
_____

Start at the End
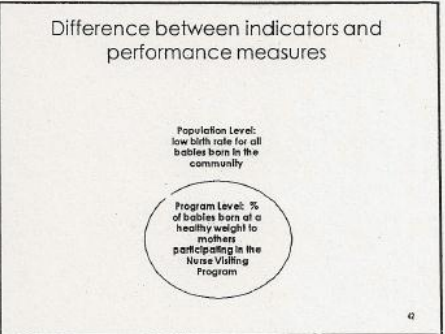
Work Backwards to Means

Performance Accountability
For Programs, Agencies and Service Systems

Program Performance Measures

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

Education

	Quantity — How much did we do?	Quality — How well did we do it?
Effort	Number of students	Student-teacher ratio
Effect	Number of high school graduates	Percent of high school graduates

Is anyone better off?

Education

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

Is anyone better off?

Teen Pregnancy Prevention Program

	Quantity — How much did we do?	Quality — How well did we do it?
Effort	Number of teens in program	Percent of staff speaking same language as teens / % of staff rated above a "standard" level of competence
Effect	Number of teens in the program with improved knowledge of healthy reproductive choices	Percent of teens in the program with improved knowledge of healthy reproductive choices

Is anyone better off?

45

Difference between indicators and performance measures

Population Level:
low birth rate for all babies born in the community

Program Level: % of babies born at a healthy weight to mothers participating in the Nurse Visiting Program

42

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:

Performance measures:

Story:

Partners:

Action plan to get better:

Acknowledgements: Many of these materials draw from the work of:

Other References and Interesting Reading:

* Edward DeBono: *Six Hats Thinking*

* Peter Senge (et.al): *The Fifth Discipline and the Fifth Discipline Fieldbook*

* Margaret Wheatley: *Finding our way: Leadership for uncertain times*
   * Margaret Wheatley with Myron Rogers: The uses and abuses of measurement. In: *Finding our way, Leadership for uncertain times* (p. 156-162)

Meeting Adjourned:
The meeting was adjourned by Patricia Russmann at 3:45 PM.

The next meeting is scheduled for Friday, October 15, 2010 from 9:00-11:00AM at the Micah House.

The next Governance Board meeting is scheduled for Wednesday, September 29, 2010 from1:00 to 3:00PM at the Micah House

Meeting minutes respectfully submitted by Judy Showers, Administrative Assistant