The Results and Performance Accountability Implementation Guide

FPSI: 2000 Rev. May 22, 2002, Rev July 6, 2002

The Whole Distance from Results to What Works Exercise

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

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

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

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

Tools

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

Tips

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

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

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

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

- **Where are we now?**
- **Have things been getting better or worse over the last few years?**
- **Has it been getting (better or worse) fast or slow (steepness of baseline) ?**
- **Where do you think it will go in the next several years if we stay on our current course (i.e. keep doing the same things we're doing now)?**

(Taken from 2.11 [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.

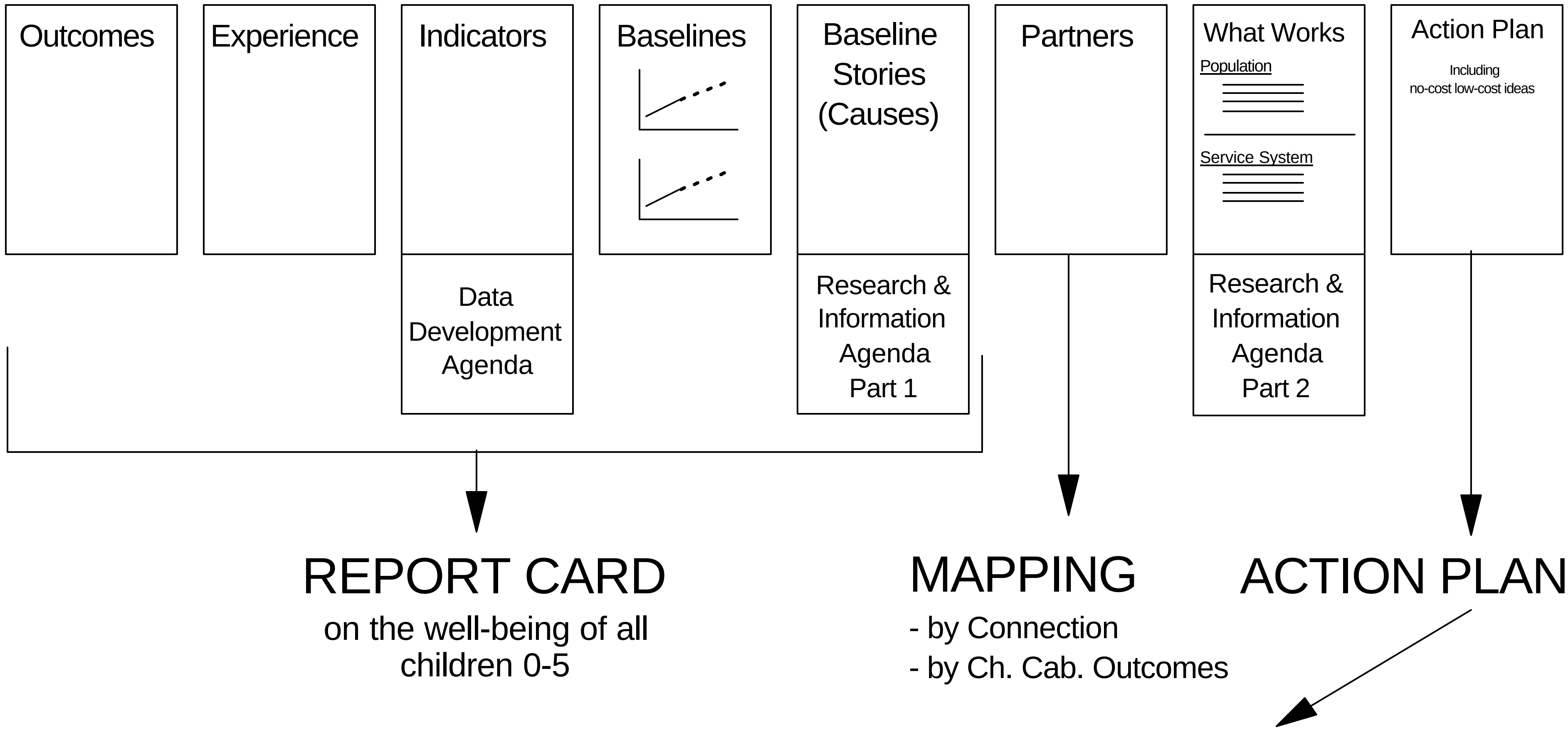
Step 10: ACTION PLAN: The next step is to create an action plan. It is generally not a good idea to try to do this as part of the exercise. But draw three sections headings on the flip chart page from top to bottom: "Now," "Next 12 Months," and "2 to 5 years." Point out that the no-cost low-cost actions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



Action Item	2005	2006	2007	2008	2009	2010	2011	2012

Early Childhood Action Network

for New Mexico's Young Children and Their Families

SERVICE SYSTEM PERFORMANCE LEVEL WORK

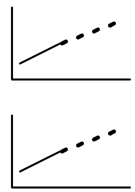
Customer Outcomes

Characteristics of a good service system

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

Data Development Agenda

Baselines



Baseline Stories (Causes)

Research & Information Agenda Part 1

Partners

What Works

Research & Information Agenda Part 2

Action Plan
Including no-cost low-cost ideas

REPORT CARD
on Service System Performance

MAPPING
- by Connection
- by Ch. Cab.Outcomes

ACTION PLAN

Action Item	2005	2006	2007	2008	2009	2010	2011	2012