Working with Outcomes by Building on Partnerships

Developed by
The University of North Carolina, Chapel Hill, School of Social Work, Jordan Institute for Families, Family and Children’s Resource Program

Funded by a grant from the US Children’s Bureau, Administration of Children Youth and Families, 90CT0108
## Contents

1. Agenda and Competencies ................................................................. 1
2. Pre-training Skills and Knowledge Self-Evaluation Form ..................... 3
3. An Urgent Memo from the Director .................................................. 5
4. Family-Centered Principles and Strategies ........................................ 6
5. Results-based Decision Making Model ............................................. 7
6. My Family Outcome ......................................................................... 8
7. Effectiveness and Efficiency ............................................................. 9
8. Four Types of Performance Measures ............................................. 10
9. Four Quadrants .............................................................................. 11
10. The Linkage between Results and Performance Measures .............. 12
11. Measuring What Counts .................................................................. 13
12. The Purpose Triangle ...................................................................... 14
13. Results-based Decision Making Worksheet ..................................... 15
14. Homework Assignment ................................................................... 17
15. Advanced Baseline Display ............................................................. 18
16. Identifying Internal and External Partners ....................................... 19
17. Worksheet: Capacity-Building Strategies ....................................... 20
18. Aligning Strategies and Infrastructure ............................................ 21
19. A Presentation to Your Director ..................................................... 22
20. Memo ........................................................................................... 23
22. Bibliography .................................................................................. 25

### Resource Pages

- A. Web Resources ........................................................................... 27
- B. Education .................................................................................. 28
- C. Health Plan or Practice ............................................................... 29
- D. Drug/Alcohol Treatment Plan ..................................................... 30
- E. Fire Department ......................................................................... 31
- F. General Motors .......................................................................... 32
- G. Banking & Insurance Regulation ................................................. 33
- H. Traffic Safety ............................................................................ 34
- I. Personnel Department ............................................................... 35
- J. Every program ........................................................................... 36
- K. Results Accountability ............................................................... 37
- L. Families and Children, Inc. ......................................................... 38
- M. A Simplified View of Performance Accountability ...................... 39
- N. Creating a Chart Displaying DSS-Related Information Using Microsoft Software ......................................................... 40
- O. Charts and Graphs: The Basics ................................................... 43
- P. Glossary .................................................................................... 46
- Q. A Story of Collaboration ............................................................. 47
Agenda and Competencies

Agenda

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
</tr>
</thead>
</table>
| • Course Overview  
  • Results-based Decision Making (RBDM)  
  • Performance Measures: Effort vs. Effect  
  • The Connection between Purpose and Outcomes | • RBDM Revisited  
  • Data Presentation  
  • Collaboration  
  • Overcoming Barriers to Collaboration  
  • Homework Preparation | • Homework Presentations  
  • Baselines: Implications for Decision Making  
  • Internal and External Partners with a Role to Play  
  • Planning Our Strategy  
  • Aligning Strategies and Infrastructure  
  • Presentation of Plans  
  • Evaluations and Closing |

Competencies

After a supervisor attends this course, he or she will:

1. Know the benefits of an interdisciplinary and inter-agency team approach to serving families and children and recognize the potential system barriers to collaboration.
2. Know the benefits of cross-system collaboration.
3. Know how to apply a process for building consensus.
4. Be able to explain how data can be used to improve outcomes for families.
5. Be able to explain his or her county-specific TANF and child welfare data.
Pre-training Skills and Knowledge Self-Evaluation Form

What is your current position?_____________________________________________________________

How many years have you been in that position? ______________________________________________

How many years have you been employed in the agency? _______________________________________

Please rate your level of agreement with the following statements.

### Data in Decision-Making

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the importance of using data to guide decision-making.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
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<td>3</td>
<td>4</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I am able to explain the use and application of management reports to others.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### Collaboration

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the importance of collaboration with organizations serving children and families.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I am able to develop collaborative partnerships within my region/county.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I am able to advocate for the needs of children and families in my region/county.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

What do you think your direct supervisor would want you to learn from this training?

What do you think the staff who report directly to you would want you to learn from this training?

Source: Kranak et al., 2002
An Urgent Memo from the Director

You are the supervisor of your program area or service unit within your county department of social services. You and your unit just attended an agency-wide meeting called by the Director. This is the memo that was handed out as you walked into the meeting.

To: All unit supervisors

From: K.C. Canum, DSS Director

Date: August 22, 2005

Re: Organizational changes

As we will discuss in this meeting, our agency is facing unprecedented challenges and changes due to the fiscal crisis in our county and state. I have met with our Board, our fiscal management team, and the county commissioners to develop a feasible plan that will enable our agency to exist within this unstable fiscal environment, meet our legal mandates, and serve our clients to the best of our ability. To this end, an organizational priority will be to undertake a results-based management style. We want to be able to quantify the benefits of our services and programs, improve where necessary, and clearly communicate the value of our work to our stakeholders.

Together, we need to approach these challenges head-on and with a commitment to our mission. We also need to be cost-effective and make decisions that are well informed. I ask that all supervisors provide me with a report 6 months from today that answers the question, “What kind of positive difference are you making for your clients, and to what extent are your program’s goals attained?” I will need to eliminate any unit that cannot demonstrate this and contract out their services and programs to another agency. This necessary action will be painful, but in the end it will enable our agency to survive.
Family-Centered Principles and Strategies

Six Principles of Partnership
1. Everyone desires respect
2. Everyone needs to be heard
3. Everyone has strengths
4. Judgments can wait
5. Partners share power
6. Partnership is a process

Seven Strategies of the Multiple Response System
1. Strengths-based, structured intake process
2. Choice of two approaches to reports of child abuse, neglect, or dependency
3. Coordination between law enforcement agencies and child protective services for the investigative assessment approach
4. Redesign of in-home family services
5. Child and family team meetings
6. Shared parenting meetings
7. Collaboration between Work First and child welfare programs
Results-based Decision Making Model

Population
↓
Outcomes/Results
↓
Experience
↓
Indicators
↓
Baselines
↓
Story behind the baselines
↓
Partners with a role to play
↓
What Works
↓
Action Plan and Budget

My Family Outcome

1. What is an outcome you would like to see for your family?

2. Who is in your family?

3. What are some measurable ways that you can track how well you are doing in achieving this outcome?

4. Who do you need to help you with this result? (You can list family members as well as others here)

5. What past success have you had that will help you achieve this outcome?

6. What are some steps you can take to make this outcome a reality?
Effectiveness and Efficiency

Major Outcomes

Are they tied to customer/client needs?

Yes  No  Ineffectiveness

Were outcomes achieved?

Yes  No  Ineffectiveness

Effectiveness

Were they achieved through maximizing resources?

Yes  No  Inefficiency

Efficiency
# Four Types of Performance Measures

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>QUALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What We Do</strong></td>
<td><strong>How Well We Do It</strong></td>
</tr>
</tbody>
</table>
| # Customers served | % Customers served well  
  - Customer satisfaction  
  - People served who needed it |
| # Activities | % Activities performed well  
  - Reactions  
  - Wait time |

<table>
<thead>
<tr>
<th>EFFECT</th>
<th>Is Anyone Better Off?</th>
</tr>
</thead>
<tbody>
<tr>
<td># with improvement in:</td>
<td>% with improvement in:</td>
</tr>
<tr>
<td>Skills</td>
<td>Skills { Staff Training and Development</td>
</tr>
<tr>
<td>Attitude</td>
<td>Attitude</td>
</tr>
</tbody>
</table>
| Behavior | Behavior  
  - Side effects/training |
| Circumstance | Circumstance  
  - Percentage got the flu  
  - Number immunized |

Most Important

Adapted from: Friedman, 2003
Four Quadrants

<table>
<thead>
<tr>
<th>Effort</th>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Linkage between Results and Performance Measures

Results and Indicators
Measures for which we share responsibility with community partners

Healthy Births
- Rate of low birth-weight babies

Stable Families
- Rates of actual child abuse and neglect

Children Succeeding in School
- Percent graduating from high school on time

Performance Measures
Measures for which we are principal owners

Program: Prenatal Nutrition Program

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of women served</td>
<td>Percent of staff with a second language</td>
</tr>
<tr>
<td>Number of low birthweight births</td>
<td>Percent of low birthweight births</td>
</tr>
</tbody>
</table>

Client or Customer Results
Measuring What Counts

Outcomes are the benefits or changes for individuals or populations during or after participating in your program. Please circle the effective outcome statements or third or fourth quadrant performance measures. Be prepared to justify your decisions.

1. The percentage of clients served, who remain at home and in a stable environment, will increase.
2. Clients’ quality of life increases.
3. There will be an increase in respite hours provided.
4. Older adults will adhere to the nutritional guidelines recommended by the nutritionist.
5. Clients are satisfied with the agency.
6. There will be a decrease in elder abuse.
7. Older adults experience an increase in self-determination.
8. Participants will take medications properly.
9. Clients will have increased financial stability.
10. Recidivism of self-neglect cases will decrease.
11. Senior Community Service Employment trainees will be successfully placed in jobs.
12. Time between report of abuse or neglect and initiation of a comprehensive assessment will decrease.
13. The number of clients who appreciate their social worker will increase.
14. Participants will stop smoking.
15. The number of clients transferred from restrictive LTC facilities to assisted living facilities will increase.
16. The percentage of clients transferred from restrictive LTC facilities to assisted living facilities will increase.
17. The number of existing Adult Day Care Facilities receiving infractions will decrease.
19. There will be an increase in clients who stay in their own home and are not referred to a nursing home.
20. Clients’ homes are increasingly healthy, clean, and safe.
21. Number of guardianship cases will decrease.
22. Among those receiving home-delivered meals, the percentage of people with nutritionally-related disease will decrease.

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The Purpose Triangle

WHAT?
Outcome, result, effect of services

WHY?
Beliefs and values that provide motivation for the individual or team’s work.

HOW?
Practices, services, activities

WHO?
Clients, co-workers, partners, and families
Results-based Decision Making Worksheet

This process, based on the work of Mark Friedman (www.raguide.org), can be used to develop strategies for improving outcomes for children and families. Follow the instructions below.

1. **Population.** Identify the entire population for whom the outcome you are seeking would apply. Do this regardless of whether they are currently receiving your services.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

2. **Presenting issue.** Many DSS supervisors first encounter practice concerns or questions because of a single, specific family or child. (These stories are “qualitative” data.) Jot down an example of a supervisor/worker exchange about a child/family whose experience indicates your outcome is not being achieved to the extent that you would like.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

3. **Sought result/outcome.** Identify the primary conditions of well-being you would like to sustain/create in your population. Plainly spell out your sought results. Avoid jargon.

______________________________________________________________________
______________________________________________________________________

4. **Story behind the baseline.** Review the baseline data. What do you think the story is behind this baseline? Why do you think the data looks the way it does? What questions does the baseline raise for you? Write them down, along with the sources of information that would help you answer these questions.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
5. **Partners with a role to play.** Who are the potential partners (people and agencies, public and private) who have a role to play when it comes to improving your community’s performance for this outcome?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

6. **Action plan and budget.** What do you propose you and your partners actually do to improve your performance around this outcome?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

7. **Self-evaluation.** Develop a plan that identifies specific ways you can measure your performance.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Homework Assignment

The homework assignment for your small groups is as follows:

1. Imagine that your director has asked you to research your question in an attempt to measure performance and achieve a better outcome associated with that question. Your director has also asked your group to present your findings to the board of social services.

2. For the question your small group decided upon, please bring back to this workshop all the information and data that you and your group can gather that will help answer your question.

3. Please be sure to include figures that represent your agency over a period of time (e.g., 5 years). Also include comparison figures for the state and for counties similar to yours during the same time period.

4. We also ask that you talk with your line workers and explain to them what your homework assignment is and why it is important—ask for their help or knowledge.

5. You will need to meet with your small group at least once between now and when you return to this class. During this meeting you will:

   a. Discuss your data/information and summarize it. Record any questions that you are unable to answer and any observations or comments you feel are important to share. This will help you begin putting your puzzle together. It is not important whether you entirely answer your question—do the best you can.

   b. Your small group must prepare a 5-minute presentation about your question and the information/data you have found to answer your question. Be creative. Make charts, graphs, handouts, or whatever props you think will be helpful and exciting as you present your information.

   c. As a first step for this homework, we suggest your small group formulate a game plan about who will do what tasks (e.g., contact others, review data sources, etc.).
Advanced Baseline Display
with Goal line and Comparison

Goal (line)
Target or Standard

Your Baseline
Comparison Baseline

NOW

Count anything better than baseline as progress.

Avoid publicly declaring targets by year if possible.

Source: Friedman, 2003
## Identifying Internal and External Partners

<table>
<thead>
<tr>
<th>What can they contribute?</th>
<th>How will they benefit from a successful outcome?</th>
<th>Indicate major players</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal Partners:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>External Partners:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Worksheet: Capacity-Building Strategies

<table>
<thead>
<tr>
<th>Strategies</th>
<th>No Cost</th>
<th>Low Cost</th>
<th>CRAZY!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Aligning Strategies and Infrastructure

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Resources (Financial, Staff, Technology, etc.)</th>
<th>Learning /Training</th>
<th>Self-Evaluation Process</th>
<th>Internal &amp; External Partners</th>
<th>Partner Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
A Presentation to Your Director

Instructions:
Create a presentation to your director. Remember to answer the following questions:

1. What has your group discovered about your outcome and performance measure? Summarize your data.
2. What are your recommended strategies to achieve your target on your outcome?
3. Who do you need to help and what will they contribute? How will they benefit?
4. What infrastructure changes will be needed?

Also, address the following:

- What’s exciting about this?
- Based on past success, what might make this work?
- Why might it fail?
- What will you personally do differently? (Include one small thing you’ll do differently tomorrow followed by one bigger thing you’ll do by next week.)
Memo

To: Director

Date: _______________________

From Outcome Group: ____________________________________________

Subject: Feedback on Cornerstone IV Training and Intervention Plans
Post-training Skills and Knowledge Evaluation Form

What is your current position? ______________________________________________________________

How many years have you been in that position? ______________________________________________

How many years have you been employed in the agency? _______________________________________

Please rate your level of agreement with the following statements.

<table>
<thead>
<tr>
<th>DATA IN DECISION-MAKING</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>I understand the importance of using data to guide decision-making.</td>
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</table>

<table>
<thead>
<tr>
<th>COLLABORATION</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>I understand the importance of collaboration with organizations serving children and families.</td>
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</table>

What do you think your direct supervisor would want you to learn from this training?

What do you think the staff who report directly to you would want you to learn from this training?

Source: Kranak et al., 2002
Bibliography


Resource Pages
Web Resources

- Jordan Institute for Families, UNC-CH SSW:
  - Child Welfare: http://ssw.unc.edu/cw/
  - Work First: http://ssw.unc.edu/workfirst/
  - Food Stamps: http://ssw.unc.edu/foodstamps/

- NC DHHS:
  - Central Registry: http://www.dhhs.state.nc.us/dss/stats/cr.htm
  - Client Services Data Warehouse: https://www.dw.dhhs.state.nc.us/wi/ (authorized users only)

- Other:
  - NC State Data Center: http://sdc.state.nc.us
  - US Census Bureau: http://www.census.gov/
### Education
Performance Measurement Examples

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Quality</th>
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</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>Student - teacher ratio</td>
</tr>
<tr>
<td>Number of high school graduates</td>
<td>Percent of 9th graders who enter college or employment following HS graduation</td>
</tr>
</tbody>
</table>
# Health Plan or Practice

## Performance Measurement Examples

<table>
<thead>
<tr>
<th>Effort</th>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of patients treated</td>
<td>Percent of patients treated in less than 1 hour</td>
</tr>
<tr>
<td></td>
<td>Incidence of preventable disease</td>
<td>Rate of preventable disease</td>
</tr>
</tbody>
</table>
**Drug/Alcohol Treatment Program**

Performance Measurement Examples

<table>
<thead>
<tr>
<th>Effort</th>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of persons treated</td>
<td>Percent of staff with training/ certification</td>
</tr>
<tr>
<td>Effect</td>
<td>No. of clients off alcohol &amp; drugs</td>
<td>Percent of clients off alcohol &amp; drugs</td>
</tr>
<tr>
<td></td>
<td>- at exit</td>
<td>- at exit</td>
</tr>
<tr>
<td></td>
<td>- 12 months after exit</td>
<td>- 12 months after exit</td>
</tr>
</tbody>
</table>

Source: Friedman, 2003
Fire Department
Performance Measurement Examples

<table>
<thead>
<tr>
<th>Effort</th>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Responses</td>
<td>Response Time</td>
<td></td>
</tr>
<tr>
<td>Number of Fire related Deaths</td>
<td>Fire Deaths per 100,000 population</td>
<td></td>
</tr>
</tbody>
</table>

Source: Friedman, 2003
General Motors
Performance Measurement Examples

<table>
<thead>
<tr>
<th>Effort</th>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Production hours</td>
<td>Employees per vehicle produced</td>
</tr>
<tr>
<td></td>
<td>Number of cars sold</td>
<td>Market Share</td>
</tr>
<tr>
<td></td>
<td>Amount of Profit</td>
<td>Profit per share</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Car value after 2 years</td>
</tr>
</tbody>
</table>

Source: Friedman, 2003
Banking & Insurance Regulation
Performance Measurement Examples

<table>
<thead>
<tr>
<th>Effort</th>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td># Bank Audits</td>
<td>% Bank Audits on time</td>
<td>% Staff with CPA's</td>
</tr>
<tr>
<td># Insurance companies monitored</td>
<td>% Bank Failures</td>
<td>Rate of Insurance Fraud</td>
</tr>
<tr>
<td># Bank Failures</td>
<td>% Bank Failures</td>
<td></td>
</tr>
</tbody>
</table>
Traffic Safety

**POPULATION** Results and Indicators Examples

**Result:** Safe Roads

**Indicators:**
- Traffic Accident Rate
- % of drivers using seat belts
- % of children passengers in safety seats

**PROGRAM** Performance Measurement Examples

```markdown
<table>
<thead>
<tr>
<th>High School Safety Training Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantity</td>
</tr>
<tr>
<td>Quality</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effort</th>
<th>Number of Training Sessions</th>
<th>Average Attendance per session</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
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<tr>
<th>Effect</th>
<th>% of those trained reporting using seat belts &quot;almost all the time&quot;</th>
<th>% of those trained reporting using seat belts &quot;almost all the time&quot;</th>
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</thead>
<tbody>
<tr>
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</table>

Source: Friedman, 2003
Personnel Department
Performance Measurement Examples

<table>
<thead>
<tr>
<th>Effort</th>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER OF APPLICANTS PROCESSED</td>
<td>Average Recruitment Period</td>
<td></td>
</tr>
<tr>
<td>EFFECT</td>
<td>Workforce New Hires</td>
<td>Workforce Turnover rate (non-promotions)</td>
</tr>
</tbody>
</table>
Results Accountability
For Cross-System, Cross-Community Collaboratives

1. **What population group are we concerned about?** (e.g. all children in the county or state)

2. **What conditions of well-being do we want for these folks?** *(results - stated in plain English - e.g. safe children)*

3. **How could we measure these conditions?** *(indicators - e.g. rate of child abuse)*

4. **How are we doing on these measures?** Where have we been; where are we headed? *(baselines and story behind the baselines)*

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

6. **What works, what could work, to do better than the baseline?** (best practices, best hunches; including partners' contribution)

7. **What do we propose to do?** (multi-year action plan and budget, including no-cost / low-cost items)

FPSI
Families and Children Inc.
Board of Directors Meeting

AGENDA

1. New data
2. New story behind the curves
3. New partners
4. New info on what works
5. New financing
6. Changes to action plan/budget
7. Adjourn

FPSI
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:

<table>
<thead>
<tr>
<th>Program: Road Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission or Purpose of the Program</td>
</tr>
<tr>
<td>Performance Measure Baselines</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Story behind the baselines</td>
</tr>
</tbody>
</table>

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

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

Source: Friedman, 2003
Creating a Chart Displaying DSS-Related Information Using Microsoft Software

In this example, a supervisor has decided she wants a better understanding of how many of her county’s Food Stamp registrants are being placed in jobs by the ESC (Employment Security Commission). She decides to create a chart that will allow her to compare her county’s performance on this indicator with the performance of another county of similar size, and to the state as a whole.

**Step 1: Get data from source**
- Go to NCDSS “Program Statistics and Reviews” page http://www.dhhs.state.nc.us/dss/stats/
- Click on “Food Stamp Program”
- Click on the April 2005 “Monthly Food Stamp Employment and Training Report.” This takes you to the page http://www.dhhs.state.nc.us/dss/stats/docs/fset0405.pdf. You can print the portion of this report you need, or you can download the entire report.

**Step 2: Enter data into Microsoft Word**
- Options: Retype or download and copy from the pdf.
- As the image below illustrates, the supervisor chose to copy from the pdf file.

- When pasted into Word and edited, the copied data looks like this:

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>Similar sized county</th>
<th>Your county</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23.36</td>
<td>33.33</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>23.66</td>
<td>62.50</td>
<td>29.17</td>
</tr>
<tr>
<td></td>
<td>20.61</td>
<td>64.71</td>
<td>23.08</td>
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<tr>
<td></td>
<td>19.06</td>
<td>81.82</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>22.37</td>
<td>44.44</td>
<td>38.10</td>
</tr>
<tr>
<td></td>
<td>16.74</td>
<td>73.91</td>
<td>3.85</td>
</tr>
<tr>
<td></td>
<td>20.48</td>
<td>80.00</td>
<td>5.88</td>
</tr>
<tr>
<td></td>
<td>20.71</td>
<td>60.78</td>
<td>12.22</td>
</tr>
</tbody>
</table>

**Step 3: In Word, create table using the data**
- Create a table in Word, with text labels in the top row and left column, and numbers in other cells. How?
1. Click where you want to create a table.
2. Click **Insert Table** on the **Standard** toolbar (toolbar: A bar with buttons and options that you use to carry out commands. To display a toolbar, press ALT and then SHIFT+F10.).
3. Drag to select the number of rows and columns you want.

- Click in the table.
- When completed, the table looks like this:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>23.36</td>
<td>23.66</td>
<td>20.61</td>
<td>19.06</td>
<td>22.37</td>
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<td>20.48</td>
</tr>
<tr>
<td>Similar</td>
<td>33.33</td>
<td>62.5</td>
<td>64.71</td>
<td>81.82</td>
<td>44.44</td>
<td>73.91</td>
<td>80</td>
</tr>
<tr>
<td>Yours</td>
<td>0</td>
<td>29.17</td>
<td>23.08</td>
<td>0</td>
<td>38.1</td>
<td>3.85</td>
<td>5.88</td>
</tr>
</tbody>
</table>

**Step 4: Use the table to create a chart**

- On the Table menu, point to Select, and then click Table.
- On the Insert menu, click Object, and then click the Create New tab.
- In the Object type box, double-click Microsoft Graph Chart. Word displays a chart with the information from the table you created. The data associated with the chart is in a table called a datasheet. You can edit the data in the chart by clicking a cell on the datasheet and revising the entry.
- To return to Word, click the Word document.
- The supervisor decides that this data would best be displayed as a line chart:
Step 5: Refine the table

- The supervisor uses the charting program within Microsoft Word to add value labels for the data for her county, as well as labels for the x and y axes. She is also careful to create a title for the chart that accurately describes the data being displayed. The resulting chart, shown below, can be used in her analysis of her county’s performance, or in discussions with staff or stakeholders.

Percent of Food Stamp Registrants Placed in Jobs by ESC

Oct. 2004 through Apr. 2005

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>State</td>
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<td></td>
<td>29.17</td>
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<tr>
<td>Similar</td>
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<tr>
<td>Yours</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.88</td>
</tr>
</tbody>
</table>

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The Basics

Easier - A graph is a chart or drawing that shows the relationship between changing things. They are a diagram displaying the relationship between numbers or amounts. Common graphs use bars, lines, or parts of a circle to display data.

Harder - A graph or chart is used to present facts in visual form. They are a drawing that displays the relative sizes of numerical quantities. A graph is one of the easiest ways to compare numbers.

Graphs can be used to illustrate many types of data and are not limited to the simpler types such as line, bar, and circle. They should be used to make facts clearer and more understandable.

42 eXplore

Charts and Graphs: Showing Statistical Data Visually
http://www.kemetrow.cc.mo.us/longview/socsci/philosophy/logic/graphs.htm
This website examines misrepresentation of data that sometimes leads to conclusions (generalizations) which otherwise might not be warranted.

Create a Graph
http://nces.ed.gov/nceskids/Graphing/
Sometimes complicated information is just hard to understand and needs an illustration. Try your hand at creating some and see if it helps in explaining what you are trying to show.

Charts and Graphs by B. Guffin & N. Poppen from South Dakota Department of Education
http://www.state.sd.us/decu/DDN4Learning/ThemeUnits/Charts/index.htm
Don't miss exploring this outstanding learning site and its links collection to websites that involve creating, reading and interpreting data using charts and graphs.

Learning About Charts and Graphs by F. Oldfield from Educational Resources for Adults
This series of lessons can help you learn more about the various types of chart and graphs. Not only can you learn how to extract information from them, but you also learn how to build them.

Other Introductory Lessons:
2) Charts from BBC ReviseWise Maths
http://www.bbc.co.uk/schools/revisewise/maths/data/21_fact.shtml
3) Graphs and Charts by B. Dueber from USDA National Agricultural Statistics Service

Be An Explorer

After visiting several of the websites, complete one or more of the following activities.

Make Your First Graph! You can connect to some great data and content ideas at sites like (1) Real Time Data Sites (http://k12science.att.sievens-tech.edu/realtimedata/sites.html), (2) U.S. Census Bureau (http://www.census.gov/), (3) Weekly Nielsen Ratings (http://www.cmn.com/SHOWBIZ/TV/top10/content.html), and (4) FedStats Home Page (http://www.fedstats.gov/). Select a subject for which you will collect and display data. Or gather your own original data - - such as finding out how many and what type and color of vehicles pass by your house or park.

http://www.42explore.com/graphs.htm
at your school. Then present your findings with a graph(s). Select the best type graph for your data. Can you incorporate pictures? Can you effectively use color? Extend the project by collecting data at different times of the day, on different days of the week, and by also identifying the types of vehicles?

Complete a Charts and Graphs WebQuest. Follow or adapt the procedures that you find at the following webQuest sites:
1) Charts and Graphs http://fc.portage.k12.wi.us/~caulumj/lesson1.html (Grade 9) by J. Caulum
2) Charts and Graphs: A WebQuest using Microsoft Excel and PowerPoint http://bhs035.k12.sd.us/excel%20WebQuest/charts_and_graphs.htm by I. Benson
3) Graphs and Charts...What Are They Good For? http://students.luther.edu/~jolivean/webquest.htm
4) Graphs Galore (Grade 5) http://bg016.k12.sd.us/graphs_webquest.htm

Analyze the Charts and Graphs Used in the Press. Look through a few issues of recent magazines or newspapers. Collect as many different types of charts and graphs as you can find. Analyze each of them as to their purpose, type of graph, data information, trends shown, and use of color and pictures. Put together a display that shows the variety of charts and graphs that you find.

More 2 eXplore

Charts and Graphs
http://www.twingroves.district96.k12.il.us/ScienceInternet/ChartsGraphs.html
Tables, charts and graphs are convenient ways to clearly show your data. Choose the best graph form to express your results.

Chart / Graph (Grades 3-8)
http://www.essdack.org/tips/chart.html
Here are instructions for making a chart using AppleWorks Spreadsheet or Microsoft Excel.
Related Online Tutorials:
2) Chart and Graph Tutorial (Advanced level) by J.F. Lacher http://lacher.com/toc/tutchart.htm
3) Create Charts and Diagrams in PowerPoint 2002 by G. Bajaj
4) Creating a Chart/Graph with ClarisWorks http://www.essdack.org/tool/graph.html
5) Creating a Chart or Graph (Microsoft Excel)
http://www.internet4classrooms.com/excel_create_chart.htm

Describing Data with Charts and Graphs
http://www.sytisma.com/phad530/excelcharts.html
This website describes and illustrates the nine basic type of charts and graphs that can be formed using Microsoft Excel.
Other Instruction Websites:
2) Can I Make a Graph or Chart? (Excel Instruction)
http://www.personal.kent.edu/~labwork/excel/graph.htm
3) Create Charts and Graphs With Excel by L. Jackson from Education World
http://www.education-world.com/a_tech/techorial/techorial025.shtml
4) How Do I Make a Chart (Graph)? (Microsoft Excel for Macintosh)

Every Picture Tells a Story
http://www.idea.com/chart.htm
This brief article idea and tips website explains how to create eye-catching, information-packed graphics, charts and graphs.

Graphics, Charts, and Graphs by K. Swortzel at Mississippi State University
http://www.aes.msstate.edu/AEE/Tutorial/graphs.html
This site introduces the various types charts and graphs plus explains the advantages, disadvantages, and purposes for selecting and using each.

Graphing Overview by E. Stapel from PurpleMath http://www.purplemath.com/modules/graphing.htm
This overview touches on the following graph types: straight lines, absolute values, quadratics, general polynomials, radical functions, rational functions, and piecewise functions.

http://www.42explore.com/grahps.htm
Create better presentations with these tips and tutorials for creating slides, charts, and posters. Learn how to create presentation materials that communicate effectively.

*Related Websites:*

**Websites for Teachers**

**Apples A Peel To Me (Grades K-1)** by O. Moreno
[http://www.iit.edu/~smile/ma0409.html](http://www.iit.edu/~smile/ma0409.html)

Students will learn to gather, record and interpret data as they use manipulatives, real objects, and pictures to make graphs

*Other Graph Lessons at the Smile Program Mathematics Index:*
2) Collecting Data and Graphing (Grades 3-5) by J. Ramsey, Jr.
[http://www.iit.edu/~smile/ma9412.html](http://www.iit.edu/~smile/ma9412.html)
3) Counting And Graphing by V. Smith (Grades 1-2)
[http://www.iit.edu/~smile/ma9514.html](http://www.iit.edu/~smile/ma9514.html)

**Data Analysis, Probability and Statistics, and Graphing (Grades 9 and Up)**
[http://archon.educ.kent.edu/Oasis/Rese/Educ/data.html](http://archon.educ.kent.edu/Oasis/Rese/Educ/data.html)

Reading charts and graphs, interpreting data, and making decisions based on the information are key skills to being a successful worker and an informed citizen. Here are a series of activities designed to improve those skills.

*Related Website:*

**Graphics Calculators**

If you have a graphing calculator (TI or otherwise), use this page to discover a world of resources to help you get the most out of it!

**Line Graphs of Weather Forecasts** (Grades 4-6) from Teachnet
[http://www.kings.k12.ca.us/math/lessons/mandm.html](http://www.kings.k12.ca.us/math/lessons/mandm.html)

The student will interpret data; make and read a line graph, understand plotting points on an X-Y axis, and round numbers.

**M & M Math** (Grade K) by K. Walker from Learn NC
[http://www.learnnc.org/LearnNC/lessonnp.nsf/0/C19AC51AB61AB0D28525...](http://www.learnnc.org/LearnNC/lessonnp.nsf/0/C19AC51AB61AB0D28525...)

Using small individual bags of M&Ms, students will do activities to review their understanding of estimating, sorting, graphing, mean, median, mode, fractions, percentage, and averaging.

*Related Lesson Plans:*
2) Fruit Loops Graphing by S. Hanner (Grades 3-5)
[http://www.nce.edu/~thecmath/lessonпланs/ShirleyHanner/the98shanner.html](http://www.nce.edu/~thecmath/lessonпланs/ShirleyHanner/the98shanner.html)

3) M&M Graphing and Probability (Grades 1-5) from AskERIC Lesson Plans
[http://ericir.syr.edu/Virtual/Lessons/Mathematics/Probability/PRB0005.html](http://ericir.syr.edu/Virtual/Lessons/Mathematics/Probability/PRB0005.html)

**Usage and Interpretation of Graphs** (Grades 3-6)
[http://yn.la.ca.us/cee/cecmath/cecmath.03.txt](http://yn.la.ca.us/cee/cecmath/cecmath.03.txt)

Students predict how many shoe eyelets are in the classroom without looking at the other students' shoes!

```
<table>
<thead>
<tr>
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<th>data</th>
<th>bar</th>
<th>pie</th>
<th>plot</th>
<th>chart</th>
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<tbody>
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<td>simple</td>
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<td>column</td>
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<td>area</td>
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<td>radar</td>
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<td>scale</td>
<td>increment</td>
<td>legend</td>
<td>statistics</td>
<td>graphic design</td>
</tr>
</tbody>
</table>
```

*Created by Annette Lamb and Larry Johnson, 9/00. Updated, 10/03.*
Glossary

Average: It is better to avoid this sometimes vague term. It usually refers to the (arithmetic) mean, but it can also signify the median, the mode, the geometric mean, and weighted means, among other things.

Baseline: (1) Information gathered at the beginning of a study from which variations found in the study are measured; (2) A known value or quantity with which an unknown is compared when measured or assessed.

Comparison: An examination of two or more items to establish similarities and dissimilarities.

Data: A recording of facts, concepts or instructions on a storage medium for communication, retrieval and process by automatic means.

Indicator: Evidence of achievement or non-achievement of any outcome.

Mean: The middle point between two extremes.

Measure: A way of evaluating something or a standard against which something can be compared.

Median: The median is another average that represents the value of the “middle” case in a rank-ordered set of observations, half of the values are above the median and half are below it.

Mode: Another average that represents the most frequently observed value.

Outcome: An event, occurrence, or condition AFTER services have been provided.

Percent: One part in a hundred; tells how many out of 100. For example, 5% = 5 out of 100.

Percent change: The portion of a change in quantity, amount or value.

Range: A measure of dispersion of the highest and lowest values of a variable in a set of observations.

Rate: Frequency of occurrence.

Ratio: A ratio tells you how much larger or smaller one number is when compared with another.

Trend: A line of general direction.

Sources:


http://www.ojp.usdoj.gov/BJA/evaluation/glossary/glossary_1.htm

http://www.shodor.org/interactivate/dictionary/a.html
A Story of Collaboration

To fully appreciate the power of collaboration, it helps to view it in terms of specific interventions with specific families. For this reason we present the following example. Although names and some details have been changed to protect confidentiality, this story is closely based on the success a real North Carolina family experienced when it was served by a collaborative department of social services.

Natalie’s Story

When she came to town for a job six months ago, Natalie was excited by the prospect of a better life for herself and her eight-year-old son and three-year-old daughter. Unfortunately, her employer soon went under. Her family lived off her savings while she looked for work. By the time her money ran out she had no car, no job, and they were living in a homeless shelter.

One day Tiffany, her daughter, woke up after the shelter’s kitchen stopped serving breakfast. After a long, hungry morning, the shelter staff refused to give Tiffany lunch because Natalie’s son had taken two lunches with him when he left for school that day.

That was the last straw. When Tiffany began to cry, Natalie gave up. She had no job, no friends, no hope. She couldn’t even feed her baby girl! Natalie called CPS and asked them to come for her kids. She imagined DSS would place them in a decent home that very same day. There, she thought, they could be together and get everything she could not give them.

Sandra was a Work First worker at the local DSS. By the time her supervisor told her about the situation, Natalie and Tiffany were already at the agency, talking with Sidney, a CPS worker. Sandra’s supervisor suggested she join them.

Sandra saw right away that Natalie was distraught. Yet gradually Sandra and Sidney calmed and comforted her. Every time Natalie brought up an issue she thought couldn’t be solved, Sandra or Sidney had an idea, and Natalie brightened. For example, Natalie was having trouble finding a job because she couldn’t find daycare, in part because Tiffany had behavior problems. When Sandra explained her program could help find and pay for appropriate daycare for Tiffany, Natalie’s whole outlook improved.

Sidney also dispelled Natalie’s assumptions about foster care: in particular, he described the negative impact that separation and loss can have on children, and the fact that if they were placed in foster care, Natalie’s access to her children would probably be limited to one visit a week. After this dose of reality—and some reflection—Natalie admitted her decision to give up her children had been a big mistake.

By the end of the meeting Natalie had signed a safety plan and agreed she could continue caring for her children. Over the course of the next few months, with support from the agency, Natalie overcame many of the concerns threatening her family:

- **Child Safety.** The agency responded to Natalie’s call using the Multiple Response System’s family assessment approach. Due to low risk, CPS recommended services for the family, but did not require them.
• **Education.** Natalie had been a licensed paraprofessional in another state. Work First helped her navigate the process of transferring that license to North Carolina. It also paid for a community college course that was part of the licensure process.

• **Child Care.** DSS arranged for an evaluation of Tiffany. Because Natalie was enrolled in Work First, the agency provided daycare vouchers. Child welfare staff found her a place in a therapeutic daycare.

• **Transportation.** Work First provided Natalie with transportation assistance so she could pursue employment and additional education, which she eagerly did.

• **Speech Therapy.** Once in daycare, Tiffany, who had serious speech difficulties, had access to a speech pathologist. Her speech soon improved.

• **Employment.** When Natalie could not find a job in her field, Work First helped her find a factory job.

• **Housing.** With encouragement from the agency, Natalie and her family moved to a more family-friendly shelter. Both she and the agency believe it won’t be long before she can afford an apartment.

Collaboration is no magic cure. At the end of the story, Natalie and her kids are still living in a shelter and still economically at risk. But they are on the road to recovery. Natalie again sees herself as a good mother and as someone with a real future in the world of work. What’s more, she readily acknowledges that she and her family are stronger and better off for having been involved with DSS.

Source: Children’s Services Practice Notes, v. 9, n. 4 (www.practicenotes.org)