

Results-based Public Policy:

**Using Results To Support
Family Economic Success,
In Good Budget Times And Bad**

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- The current economic challenges demand an evidence-informed approach to public policy.
- There are objective contributions by research that can assist policymakers in the process of judging and justifying the available policy options.

Why Results-based Public Policy?

Why focus on results?

- Results build consensus.
- Results apply the common sense approach of starting with the end and working backwards to the means.
- Results mobilize public support for change.
- Results demonstrate progress which leads to more progress.

What is Results-based Public Policy?

- Results-based Public Policy
 - is **using the desired outcome to drive the actions taken by government** to address a particular issue.
- This decision-making process for developing public policy starts with a clearly articulated desired result or outcome to be achieved, assesses current circumstances, uses policy options that have demonstrated an ability to achieve this outcome and evaluates progress through data and performance measures.

Based on *Trying Hard Is Not Good Enough* by Mark Friedman, www.resultsaccountability.org

What is Results-based Public Policy?

1- What Results Do You Want?

Identify the *condition of well-being* you hope to achieve for children, youth and families.

2- How Are Your Kids?

Understand the progress made to date.

3- What Works?

Focus on policies that work to improve results for children, youth and families.

4- How Can You Ensure Success?

Establishing accountability before and after policies are implemented.

5- How Can You Sustain Success?

Financing and investing in results.

What is Results-based Public Policy?

1- What Results Do You Want?

Identify the *condition of well-being* you hope to achieve for children, youth and families.

- A “result” is a **goal for change** or improvement, it represents the ends (the quality-of-life results for children and families), rather than the means (the output of a program or system).
- It **drives decisions about policies**, programs, practices and the investment of taxpayer dollars.
- It establishes **an aspiration that can be measured** by data. Without meaningful data or indicators to measure achievement, results are little more than good intentions.

What is Results-based Public Policy?

1- What Results Do You Want?

Identify the *condition of well-being* you hope to achieve for children, youth and families.

Questions to ask:

- **What is the end you want to achieve?**
- **How will you tell whether you are achieving results? What data will measure progress?**

What is Results-based Public Policy?

1- What Results Do You Want?

Identify the *condition of well-being* you hope to achieve for children, youth and families.

Maryland's Results and Indicators



- **Babies Born Healthy**
 - Low Birth Weight
 - Births to Adolescents
 - Infant Mortality



- **Stable and Economically Independent Families**
 - Child Poverty
 - Single Parent Households
 - Out-of-Home Placements
 - Permanent Placements
 - Homeless Adults & Children

What is Results-based Public Policy?

2- How Are Your Kids?

Understand the progress made to date.

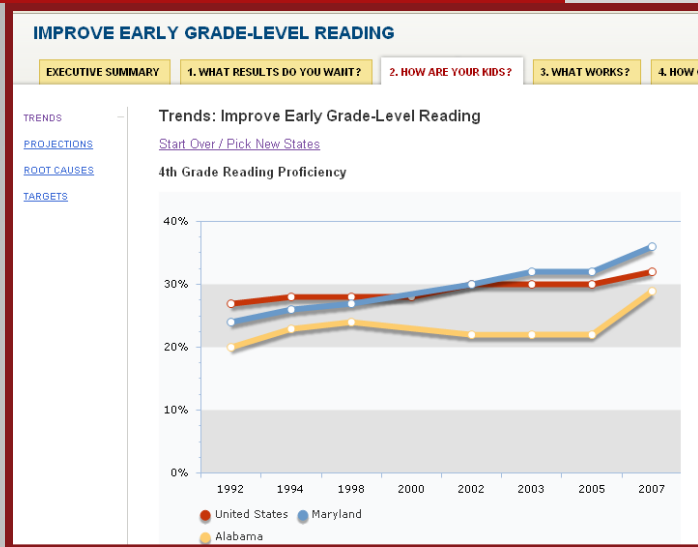
- Looking at the data tells you:
 - **whether you are achieving results** for children and families
 - if your state is **on the right course** and
 - if efforts are **having the desired impact**.
- Understanding the data:
 - **identifies the forces** that may affect the future and
 - **helps identify strategies** that will have a positive impact on results for children and families.

What is Results-based Public Policy?

2- How Are Your Kids?

Understand the progress made to date.

KIDS COUNT DATA CENTER



Questions to ask:

- What are the trends?
- What are the projections for the future if current conditions remain unchanged?
- What target would you set?
- What is the story behind the data? The influences and factors?

What is Results-based Public Policy?

3- What Works?

Focus on policies that work to improve results for children, youth and families.

- **Effective policies** are based on research and on-the-ground experience.
- **Success stories** provide examples and evidence that it is possible to impact indicators of well-being.

What is Results-based Public Policy?

3- What Works?

Focus on policies that work to improve results for children, youth and families.

Questions to ask:

- **What do we know from other states about what works?**
- **What does success look like?**

What is Results-based Public Policy?

3- What Works?

Focus on policies that work to improve results for children, youth and families.

Strategies for Family Economic Success:

- Increase Household Financial Resources
 - Employment
 - Income Support
- Control Household Costs
 - Make Quality Child Care Affordable
 - Increase Access to Health Care
 - Promote Affordable Housing
 - Reduce Predatory Financial Practices
- Build Household Assets
 - Enhance Short-Term / Emergency Savings
 - Encourage Long-Term Savings and Investment
- Curb Household Debt
 - Cap Interest on Small Loans
 - Prevent Mortgage Foreclosures
 - Enhance Banking Options

What is Results-based Public Policy?

3- What Works?

Focus on policies that work to improve results for children, youth and families.

- **Increase Access to Work Supports, through strategies that can be paid for with federal funds.**
 - Ensure that Eligible Families Receive Tax Benefits.
 - Make High-Quality, Affordable Child Care and Early Education Programs Accessible.
 - Provide Short-Term or One-Time Emergency Assistance with Employment Expenses.
- **Protect Working Families from Predatory Financial Practices, through strategies that can be enacted at no cost to the state.**
 - Limit Check-Cashing Fees.
 - Cap Refund Anticipation Loans (RALs).
 - Control Payday Lending.
 - Enact Protections Against Predatory Mortgage Lending.

What is Results-based Public Policy?

4- How Can You Ensure Success?

Establish accountability before and after policies are implemented.

- Before implementation look at **the conditions required for success**, explore the impact of existing policies and investigate impediments to successful implementation.
- Oversight of implementation requires **monitoring results** (what we are trying to accomplish) and **monitoring performance** (how we tried to accomplish it).

What is Results-based Public Policy?

4- How Can You Ensure Success?

Establish accountability before and after policies are implemented.

Questions to ask:

- *Before-* What are the necessary conditions for implementation?
- *After-* Is there measurable improvement in the data? Is anyone better off?

What is Results-based Public Policy?

4- How Can You Ensure Success?

Establish accountability before and after policies are implemented.

Population Report Card: Early Childhood Cabinet

Quality of Life Result #1: Ready by Five and Fine by Nine: All Connecticut children are healthy and ready for school success at age 5, contributing to a reduction over time in Connecticut's achievement gap at Grade 4.

Story behind the baseline: Kindergarten teachers continued their annual October assessment of student skills, according to one of three Performance Levels for each of six readiness domains (Creative; Physical/Motor; Personal/Social; Language; Numeracy; Literacy):

- Performance Level 1 (PL1): Students at this level demonstrate emerging skills in the specified domain and require a large degree of instructional support.
- Performance Level 2 (PL2): Students at this level inconsistently demonstrate the skills in the specified domain and require some instructional support.
- Performance Level 3 (PL3): Students at this level consistently demonstrate the skills in the specified domain and require minimal instructional support.

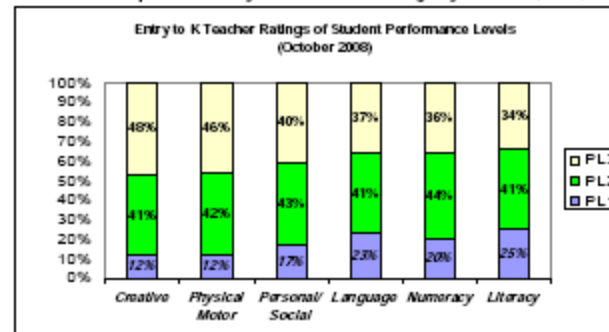
Results from this fall's 2008 Entry to K Inventory show no change from 2007 scores reported in the Cabinet's prior RBA presentation. Within Priority School Districts, just over 50% of entering kindergartners were rated at the lowest skill level. Conversely, just over 50% of students in 110 more affluent districts consistently demonstrated expected skills across the domains. NOTE: Nearly 5,000 entering kindergartners from the Priority and Competitive districts DO demonstrate consistently high skill levels at entry to K.

Proposed actions to turn the curve:

- Since there will likely be no new funding through the state School Readiness funding Program in the coming biennium, effort must focus on parents to inform them of the knowledge, skills and behaviors expected of entering kindergartners. Partner with: (a) all state agencies now serving vulnerable families; (b) family support and literacy projects reaching parents across the state; and (c) sectors from which parents "naturally" obtain information, specifically the pediatric and faith communities.
- The Cabinet will work with SDE to obtain and analyze data on those children from vulnerable circumstances who do demonstrate higher skill levels at entry to K.

- Work with SDE, DHE and other early education stakeholders and TA from the national Taking Stock Initiative to (a) establish the validity and reliability of the current Entry to K Inventory or (b) propose more appropriate child assessment tools for use beginning in the fall of 2010.

Indicator 5: Snapshot of Entry to K Teacher Ratings by Domain (NEW)



Story behind the baseline: In the normal course of development, student skill levels will vary across readiness domains in the first five years of life. However, the fall 2008 Entry to K teacher assessment indicates that just over one third of public school kindergartners consistently demonstrated the expected skills (PL3) in the critical domains of language and literacy. Just four in ten consistently demonstrated personal/social skills such that only minimal kindergarten teacher classroom support would be required. Language, literacy and numeracy were the three domains in which teachers found between 20% and 25% of students at the most basic level of skill.

Connecticut Legislature's "Turn the Curve" Report forms

What is Results-based Public Policy?

4- How Can You Ensure Success?

Establish accountability before and after policies are implemented.

The screenshot shows the Virginia.gov website with the 'Virginia Performs' scorecard. The 'Economy' category is selected, showing a goal to be a national leader in the preservation and enhancement of the economy. A list of metrics with trend indicators is shown:

Metric	Trend
Business Climate	↑
Business Startups	→
Employment Growth	→
Personal Income	↓
Poverty	↓
Unemployment	↓
Workforce Quality	↑



} How is Virginia doing?

} Are we getting results on our highest priorities?

} Are we improving government services and operations?

Virginia Performs aligns specific state agency outcomes with larger statewide goals.

Quality-of-life measures (societal indicators) answer the question, "How is Virginia doing?" on broad issues such as obesity, land preservation, and educational attainment.

Key objectives and measures help us see whether we are getting results on our highest priorities -- for example, obesity in adults, acres of land preserved, and graduation rates.

Finally, a range of other metrics help us gauge whether state programs and services are producing the desired results and whether agency operations are well managed.

What is Results-based Public Policy?

5- How Can You Sustain Success?

Financing and Investing in Results: What does it take?

Progress is driven by:

- providing adequate funding levels;
- maximizing returns on investments;
- leveraging taxpayer dollars with private, non-monetary, and federal resources; and
- providing incentives for continuing improvement toward measurable outcomes.

What is Results-based Public Policy?

5- How Can You Sustain Success?

Financing and Investing in Results: What does it take?

Questions to ask:

- How can we invest in proven interventions?
- Have we maximized federal funds?
- Can we leverage private funding?
- Have we maximized state resources through coordination of funding in different agencies and departments?
- What evidence do we have that shows this is a good investment of state general revenue?

What is Results-based Public Policy?

5- How Can You Sustain Success?

Financing and Investing in Results: What does it take?

Financing Options to Consider:

- **Gains sharing**
- **Targeted revenues**
- **Incentive funding**
- **Returns on investment**
- **Redirect resources**
- **Streamline government**

What is Results-based Public Policy?

5- How Can You Sustain Success?

Financing and Investing in Results: What does it take?

Gains Sharing: The Opportunity Compact

- **Private investment:** Seed capital from the private sector funds year one of a proven program.
- **Government funding:** If the program is effective, the government assumes funding in year two.
- **Public savings and reinvestment:** The savings achieved through the intervention is divided; a portion is reinvested to sustain the program and a portion is invested in prevention.

What is Results-based Public Policy?

5- How Can You Sustain Success?

Financing and Investing in Results: What does it take?

- **Targeted Funding.** Sixteen states dedicate state lottery revenue to fund education. Michigan's lottery has generated more than \$15 billion since 1972.
- **Return on Investment.** According to the Centers for Disease Control (CDC), every dollar spent on immunization saves \$6.30 in direct medical costs. When indirect costs such as missed work, death and disability are added to the calculation, the return on investment jumps to \$18.40.

What is Results-based Public Policy?

5- How Can You Sustain Success?

Financing and Investing in Results: What does it take?

- **Incentivize Funding.** The state of Ohio established RECLAIM Ohio which creates a fiscal incentive for counties to utilize alternatives to incarceration rather than state-run residential facilities for youth or local detention facilities. In three years commitments were reduced by 51 percent and saved \$18.7 million.
- **Streamline Government.** Michigan's consolidation of IT operations allowed the state to provide the same level of service to state departments. Spending was reduced from \$466 million in 2003 to \$351 million in 2005. The State of Ohio consolidated networks, e-mail, payroll and help desk functions across 70 state agencies, saving more than \$14 million annually.

What is Results-based Public Policy?

Top 6 Reasons for Results Based Public Policy in Tough Budget Times

- 1. A compelling vision.** Powerful visions – such as clear and compelling goals for improving children’s lives – are *magnets for resources*.
- 2. Aligning financing with results.** The goal is to invest in policies, programs and practices that research and experience indicate will contribute to better results for children. Policymakers can act to ensure that desired *results drive financing*, instead of available funding driving policy and programs.
- 3. Financing partnerships.** Government policies, funding streams, and regulations have an enormous impact on the well-being of residents. While cost shifting across levels of government or between government and communities can have dire consequences, carefully crafted agreements developed in *partnership can provide powerful incentives* for change.

Top 6 Reasons for Results Based Public Policy in Tough Budget Times

- 4. Packaging financing.** No single financing approach will support the change required to achieve ambitious targets for improving children's lives. The best results are accomplished with financing packages that draw from a *wide array of resources*, instead of getting stuck on a single funding stream or financing approach.
- 5. Leveraging resources.** Even small amounts of money can be leveraged to have positive impact. For example, grants from foundations can provide *seed money for shifting investments*.
- 6. Effective use of existing resources.** The number one financing priority is to use resources that you already have to pay for better results. Fiscally responsible approaches that are accountable to taxpayers focus *on spending existing funds in more effective ways*.

Traditional responses:

- Responding to worsening economic conditions by *across the board budget cuts, draining rainy day funds or piecemeal revenue enhancements.*
- Funding *pet projects* without regard to performance.
- Establishing policies *without regard to goals* and changing policies *without diagnosing the problems.*

A “Results” Approach:

- **Results Questions**

- How does this program, budget item or proposal impact conditions of well-being for children and families?

- **Performance Questions**

- How does this program, budget item or proposal impact the performance of key services? How much did this program do, and for which populations, during the last several fiscal years? How well did it do during the past several fiscal years? Are the people this program was created to serve better off as a result?

From *Trying Hard Is Not Good Enough* by Mark Friedman, www.Resultsaccountability.org

Plan budgets and programs in three stages:

- The current crisis
- The next 3-5 years
- The next 5-10 years

The purpose behind a staged approach is to establish a sense of direction to focus investments and reduce the possibility that decisions made during the crisis will have long-term, unintended consequences for families and children that increase the inequities that are tragically growing as unemployment and poverty deepen.

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