

inside

- 2...research update
- 5...on the ground
- 6...voices from the fields
- 7...key resources

welcome

to *Forum Focus*, a regular publication of the Forum for Youth Investment. *Forum Focus* is published five times a year as an insert in *Youth Today*. The Forum for Youth Investment is dedicated to changing the odds for children, youth and their families by sparking and supporting action to improve the quality and quantity of youth investment and youth involvement in neighborhoods and across the nation.

subscribe

to *Forum Focus* by visiting the Forum's Web site at www.forumforyouthinvestment.org. Choose to receive a free printer-friendly copy of *Forum Focus* via email and/or subscribe to receive a hard copy of each issue (printed on bond-quality paper) at an affordable price. *Bulk orders for conferences available!*

Taking Stock of Youth Investments

October is the start of a new fiscal year, one that does not bode well for social programs in general or for youth programs in particular. Nationally, advocates barely had time to rest after fending off the proposed cut to the 21st Century Community Learning Centers program when the news came that AmeriCorps funding was threatened. Locally, agencies and providers are reeling from budget cuts too large to absorb without reducing client numbers or eliminating major services.

As advocates gear up for even tougher battles and providers anticipate even tighter budgets, the perennial concerns float in the air: Is there a way to take at least some of the politics out of program

allocations for children and youth? Why are these programs always among the first to be cut? Why do the cuts often seem so arbitrary?

The knee-jerk responses are that children don't vote, politicians don't care, and the public doesn't believe that anything can make a difference. A more measured response, however, is that both the language and landscape of children and youth policies are so tangled and overgrown that neither the ends nor the means are clear. Even seasoned policy makers struggle to make sense of competing goals and seemingly competing programs.

... [T]here is no clearly discernable legislative agenda for children and families; rather, a multitude of individuals and organizations with different agendas are sending mixed messages about what is best for children.

— State Legislative Leaders Foundation

A 1998 analysis by the General Accounting Office has pointed out that there were 117 Federal programs administered by 15 departments aimed at disadvantaged youth... overall, the Federal Government's efforts and programs to assist disadvantaged young people have been fragmented and not as successful as hoped.

— Presidential Memorandum

forumfocus is published five times a year by the Forum for Youth Investment, the core operating division of Impact Strategies, Inc. A printer-friendly version is available from the Forum's Web site at www.forumforyouthinvestment.org

Suggested citation: The Forum for Youth Investment. (2003, November). "A Portfolio Approach to Youth Policy." *Forum Focus*, 1(3). Washington, DC: The Forum for Youth Investment, Impact Strategies, Inc. Available online at www.forumforyouthinvestment.org.

Readers are encouraged to share *Forum Focus* issues with others and to share comments with the Forum via the online reader survey, email, fax or letter.

To request copyright or reprint/repost information, contact: The Forum for Youth Investment, attn: *Forum Focus*, The Cady-Lee House, 7064 Eastern Avenue, NW, Washington, DC 20012. T: 202.207.3333; F: 202.207.3329 youth@forumforyouthinvestment.org



core operating division of Impact Strategies, Inc.

Publishers: Karen Pittman, *Executive Director*
Merita Irby, *Managing Director*

Contributing Writers: Nicole Yohalem, *Co-Director of Programs*
Thaddeus Ferber, *Co-Director of Programs*
Virginia Lee Ebbert, *Information Specialist*

Art Direction: Carole L. Skog McGeehan, *Communications Manager*

Web Site: Erica P. Denner, *Web Coordinator*

Fulfillment: Janis Lee Rodriguez, *Communications Associate*

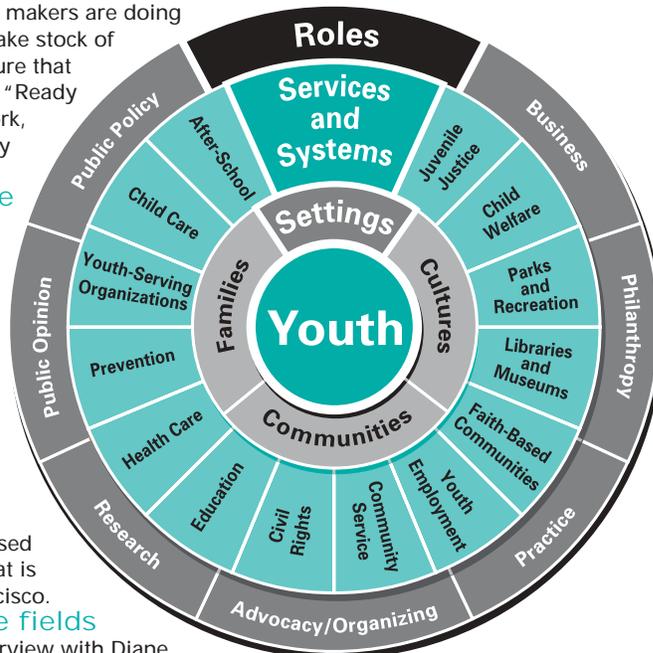
READY BY 21: ALIGNING RESULTS TO ENSURE SUCCESS FOR ALL YOUTH

In this issue of *Forum Focus*, we focus on what researchers and policy makers are doing to help governments take stock of their efforts to make sure that every young person is "Ready by 21" — ready for work, ready for college, ready for life.

research update reviews efforts to establish a coherent set of youth development outcomes and indicators, create lists of program outcomes that can be used across systems and sectors, and assess program performance.

on the ground features the results-based accountability work that is underway in San Francisco.

voices from the fields concludes with an interview with Diane Denish, Lieutenant Governor of New Mexico, who is providing leadership to the state's newly-formed Children's Cabinet.



These are not new observations. It is the pervasiveness of these concerns, in fact, that led to the decade-old push for results-based accountability that continues to gain momentum across the country. Children's cabinets, children's budgets, children's agendas, and children's report cards are just a handful of the structures and strategies that have been created in recent years as public and private leaders try to get a handle on the tendency to pile up programs rather than add up results.

Results-based accountability, simply put, is a response to the problems that plague most delivery systems and public budget processes: shortsightedness, fragmentation and a focus on inputs. Results-based accountability turns the tables, suggesting that communities need to a) decide on the results they want for children, b) identify population-specific measures of their success at achieving those results over time, c) define performance-based criteria for measuring the quality and quantity of efforts and the impact of those efforts on those directly served, and d) create new decision-making processes that use

this information to drive budgets and program strategies.

Results-based accountability has the potential to bring order to the children and youth services landscape. But to date, most of the applications are incomplete.

Many states and localities have created "Children's Report Cards" measuring and publicizing data on selected indicators of child and family well-being. A few have formed local collaborations to effect improvement on a single result or indicator. But almost no place has...succeeded in closing the loop...using information on results to drive decisions about policy, program strategies and funding for entire children and family services systems.

— Suzanne Goldstein

What will it take to engage and align the multiple systems and settings that affect youth and their families? Ensuring that every young person is "Ready By 21" will require blending the best of results-based accountability strategies with the best of youth development principles to create:

- *clearly defined results statements that resonate with the public and reflect what is known about development, speaking to the full range of outcomes, the full span of development and the reality that development reflects the quality of key environments (including family, school and community);*

- *manageable sets of indicators for each result area that address commonly held problems and are balanced with indicators that measure assets and are pegged to developmental stages, reflecting our belief that young people strive to be both problem free and fully prepared, as well as our belief that progress should be tracked for every age from early childhood through young adulthood; and*

- *strong performance measures that speak to quantity and quality of effort and effect and are used consistently across systems, agencies and programs, reflecting our belief that the impetus for change will come more from voluntary cross-agency or cross-program analyses of efforts to affect similar outcomes than of mandatory agency report cards on performance. ■*

research update **DEVELOPING 21ST CENTURY SKILLS**

Results-based accountability is a concept whose time has come. Serious work has to be done, however, to create the metrics and measures needed to turn the vision into reality. Researchers and program evaluators have made impressive strides on three fronts:

1. defining a balanced set of youth outcomes and indicators;
 2. creating youth-centered lists of program outcomes that can be used across departments and agencies; and
 3. developing generic assessment tools for measuring individual program performance.
- A review of recent efforts follows.

YOUTH DEVELOPMENT OUTCOMES AND INDICATORS

Over the past decade, the quality and breadth of data collected about children, youth and families has increased dramatically. Organizations such as Child Trends, the Annie E. Casey Foundation, the federal Department of Health and Human Services (HHS) Office of the Assistant Secretary for Planning and

Evaluation and the Chapin Hall Center for Children are improving the quality and quantity of data available to states and cities.

In 2001, after a thorough review of the research literature on youth development and data sets on youth outcomes, Child Trends released a detailed youth indicators report. This report provided a model of youth development that organized dozens of important outcomes (such as high school completion) into four broad developmental domains (health and safety, educational achievement, social/emotional development, and self-sufficiency). For each outcome, the report assessed available indicators and answered three critical questions: Why does it matter? How is it measured? Is it malleable? (See Samples from Results-Based Accountability Efforts, *at right*.)

In April 2002, the HHS Office of the Assistant Secretary for Planning and Evaluation, with Chapin Hall and Child Trends, hosted a technical assistance workshop on youth indicators that brought together researchers and state policy makers to assess the state of the field and to support states in furthering their work in this area (Child Trends, 2003). This research collaborative compiled information on indicators currently in use by states in six results areas. (See Samples from Results-Based Accountability Efforts, *at right*.)

State report cards are not new. What is important about this back and forth between researchers and policy analysts is that the theory behind what used to be random lists of indicators is becoming both more explicit and more developmental. Data limitations still exist. But the adoption of results-based accounta-

SAMPLES FROM RESULTS-BASED ACCOUNTABILITY EFFORTS

Child Trends' Youth Development Outcomes Compendium
 Child Trends divided the full range of development into four overarching domains, listed specific outcomes within each domain, and assessed available indicators for each outcome, broken down by each age group. Pictured is their work on the domain of "Social Emotional Development," and one outcome within that domain: "Civic Engagement."

| Domain and Sub-Domains | Outcome Areas | Indicators (Variables/Measures) | Age | | | | | Type of Indicator | |
|----------------------------------|--------------------------------|---------------------------------|--|-------|-------|-------|-----|-------------------|---|
| | | | 6-11 | 12-17 | 18-24 | 25-34 | 35+ | | |
| Social and Emotional Development | Social Community Relationships | Civic Engagement | Civic leadership (participates as a leader in one or more community organizations) | X | X | X | X | X | H |
| | | | Participates in one or more school or community organizations | X | X | X | X | X | H |

YOUTH-CENTERED PROGRAM OUTCOMES

Programs, even small programs, are enormously complex. The totality of a program's goals and activities can not be discerned by reading its name or identifying its organizational/funding home. A pregnancy prevention program funded by the Department of Health may provide mentors and tutoring to middle school students, while a similarly named program run by the Department of Education may support the creation of school-based clinics.

The creation of metrics that help get inside what a program does is a critical step in creating a results-based accountability system that cuts across programs and agencies.

Compiling profiles of programs and departments by goals, target populations and activities allows planners and advocates to identify gaps and redundancies and to streamline or expand services. This approach also helps assign joint accountability for moving the dial on specific result indicators. For example, a state could ask 5 departments and 27 programs that focus on academic outcomes to come up with a coordinated plan.

The White House Task Force for Disadvantaged Youth was created last December and charged with developing recommendations on how to streamline and coordinate the hundred plus federal youth programs administered across 15 departments. The final report is due out in October (after this *Forum Focus* has gone to press). Progress reports, however, suggest that the Task Force has addressed its charge in thorough and thoughtful ways.

Reviewing nearly 200 programs, the Task Force developed surveys with generic lists for coding program goals, client populations and the range of services and activities provided. Data from these surveys was used to assess the extent to which programs have spread beyond their mandates, creating overlaps across departments and, potentially, over-extensions within departments.

INDIVIDUAL PERFORMANCE ASSESSMENTS

Youth-centered program outcome lists can increase the capacity and motivation to align

Child Trends/Chapin Hall/ASPE Technical Assistance Workshop Materials
 Using similar domains of development to those in Child Trend's Compendium, this resource lists actual indicators being collected by states across the country, indicating if data is available at the state or local levels. Pictured is a selection of indicators within the domain of social/community relationships, and the outcome of civic engagement — specifically the sub-outcome of participation in school or community organizations.

I. SOCIAL COMMUNITY RELATIONSHIPS

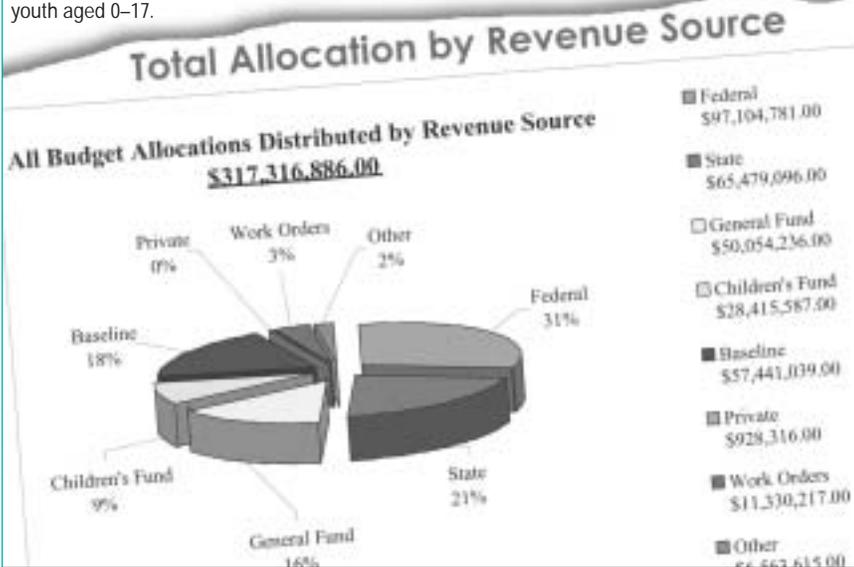
A. Civic engagement

1. Participation in one or more school or community organizations

2. Opportunities for participation in community-based activities

| State Indicators/Measures | State | Data Sources | | Data availability | |
|--|-------|-----------------------------|-------|-------------------|-------|
| | | State | Local | State | Local |
| Availability of Service clubs, Scouting groups, 4-H clubs, Boys and Girls clubs, Community sports programs (grades 6, 8, 10, and 12) | K5 | Compendium East Core Survey | | X | X |
| The percentage of students who answered yes when asked "What is the following activities for people your age are available in your community?" | | | | | |
| Percent of youth (grades 8 and 12) who report they are given useful roles in their community (family, school, and community) | V2 | Developmental Assessment | | | |

San Francisco's Public Draft Allocation Plan
 San Francisco analyzed spending by each of their departments and agencies by eight "themes" (such as health and wellness) to help them better align their efforts and allocate their resources. For each theme they report both the source of funds (e.g., federal, state, private), and how much each department spends. Pictured are overall investments in children and youth aged 0-17.



efforts across departments, but they do not eliminate the need to assess the performance of individual programs. In 1993, the Clinton Administration enacted the Government Performance and Results Act (GPRA) as the cornerstone of its Reinventing Government Initiative. The Office of Management and Budget has created a Program Assessment and Rating Tool (PART) that has been used to score every federal program on criteria that range from purpose to management to evaluation results. While it is not clear how, it is likely that these individual assessments will also factor into the White House Task Force's final recommendations.

While generally in favor of the GPRA, groups like OMB Watch have issued cautions about advancing the practice of creating scores and metrics for assessing programs and agencies without adequate participation of providers, adequate definition of the measures and adequate parameters for use. Responding specifically to the description of the PART, OMB Watch asks:

Would a low score on the PART suggest that the agency needs more money to improve the score, or that the program should be eliminated or reduced? A metric with uncertain measures...will not be helpful in making important budget decisions.

— OMB Watch

They make a good point. Imagine the chaos that could emerge from taking a strict grading approach to youth programs. Two hundred programs — from after-school to gang diversion — are rated on five criteria from purpose to

management to evaluation results. Those that get an "A" get budget increases, those that get an "F" are eliminated. This seemingly objective approach could wipe out an entire cadre of programs that had low scores — whether or not there were justifiable reasons for the poor marks, and whether or not programs would be likely to improve with increased technical assistance.

The effectiveness of individual programs has to be assessed. But it is no more realistic to assess the performance of an individual program out of context than it would be to make a decision about an individual stock without considering your overall portfolio. In striking a balance between individual and collective assessments, there are lessons to be learned from financial planners.

A PORTFOLIO APPROACH TO YOUTH POLICY

In MSN Money's "What a beginning investor should buy," financial planner Mary Rowland writes:

A typical newbie in our Start Investing Community asks a question like this: I have one share of IBM, two shares of General Electric, two shares of Amazon.com, and one share of Merck. What should I buy next?... This is not a good portfolio for a beginner. This is not a good portfolio for anybody. In fact, this is not a portfolio. It's just a handful of stocks.

The youth-focused policies and programs currently in place in most states and localities are not good portfolios of investments. They are just handfuls of policies and programs. Changing the

odds for youth will require being as intentional and strategic with our investments in young people as we are with our investments in stocks and bonds. Financial planners encourage investors to regularly complete four steps — steps which can be adapted for analyzing investments in youth:

1. analyze the current portfolio — determine the current mix across categories (financial examples: stocks, bonds and cash; youth examples: outcomes and ages);

2. allocate assets to suit needs — decide what levels of performance and risk are desired over what time period, what an ideal portfolio would look like and what shifts are needed;

3. select a way to screen potential investments by category — determine the criteria for inclusion within each category to acknowledge differences in performance; and

4. rate individual investments in each category — make decisions about keeping or adjusting individual holdings (or programs) only after having completed the other analyses.

The bottom line caution: Taking a shortcut that has you making decisions about individual investments (or programming) out of context from the overall picture of what is needed can lead to a portfolio that is not only low performing but unbalanced. Any efforts to improve results-based accountability should strive to have not only high-performing programs but also well-balanced portfolios of investments in our children and youth. ■

on the ground RESULTS-BASED ACCOUNTABILITY IN SAN FRANCISCO

In 1989, San Francisco created the Mayor's Office of Children, Youth and Their Families, institutionalized in 1998 as the Department of Children, Youth and Their Families (DCYF). DCYF is charged with developing a shared agenda for children and youth, launching citywide cross-departmental initiatives and projects and funding over 140 community-based organizations and city departments.

In 1991, voters passed Proposition J, which established the "Children's Fund," making San Francisco one of the first cities in the country to establish a baseline amount the city must spend on children and youth each year, as well as a property tax set-aside which provides funding above and beyond the baseline.

This overview draws heavily on the DCYF Community Needs Assessment Report and the DCYF Public Draft Children's Services Allocation Plan, as well as a white paper prepared by JMPT Consulting.

DEVELOPING A VISION AND FRAMEWORK**IDENTIFY THE RESULTS**

In the late 1990s, DCYF implemented a year-long process of community forums and interagency meetings that led to the establishment of four city-wide goals for the children and family services system. Children and youth:

- are healthy;
- are ready to learn and succeeding in school;
- live in safe, supported families in safe, successful, supported communities; and,
- contribute to the growth, development and vitality of the city.

These goals were adopted by the Mayor and Board of Supervisors.

PRODUCE STRATEGIC PLAN

DCYF created a two-year Children's Services Plan that announced the benchmarks and articulated the vision for implementing results-based accountability.

CREATE A CHILDREN'S CABINET

Recognizing that the success of results-based accountability efforts hinged on the

engagement of other departments, DCYF worked with the Mayor's Office to build a cross-agency leadership forum that brought together the heads of all city agencies with responsibility for child, youth and family services and the superintendent of the school district. The Children's Cabinet oversaw the development of a system of population-level indicators, as well as efforts to align agency planning to better achieve improvement

GETTING DATA**COMMIT TO A LONG-TERM PROCESS**

In 2000, voters passed the Children's Amendment, increasing the Children's Fund and mandating several processes to undergird a results-based accountability approach: a community needs assessment report, an allocation plan and an evaluation plan. This process will repeat every five years through 2015.

DEFINE INDICATORS, GENERATE COMMUNITY BUY-IN

DCYF convened a series of cross-departmental meetings to review indicators lists and to solicit input from parents, youth, service providers and advocates. The final list of desired indicators was ratified by the Children's Cabinet in May 2001.

CREATE CHILDREN'S CABINET WORKING GROUPS

A Data Development Group, consisting of data specialists and planners from across the agencies represented, was charged with inventorying existing data sources and recommending new indicators to be developed.

CONDUCT NEEDS ASSESSMENT

DCYF established a baseline picture of child and youth well-being in San Francisco based on an analysis of data and trends for agreed upon population-level indicators and completed a Community Needs Assessment process, which included focus groups, parent-to-parent and youth-to-youth surveys, and departmental feedback.

CONDUCT OUTCOMES-BASED EVALUATION

DCYF contracted with JMPT Consulting to work with grantees to identify the range of client outcomes that programs seek to affect, and evaluated grantees based on these outcomes. Grantees were "held harmless" through the first cycle of evaluation.

ANALYZE DEPARTMENTAL SPENDING

In November 2002, DCYF kicked off a process to collect information from city departments to present a quantitative picture of city-funded children's services, showing both income sources and service distribution across eight theme areas.

PUTTING IT ALL TOGETHER

Using all the data collected, DCYF will now move to the next phase of results-based budgeting. DCYF will define the priorities for the Children's Fund, along with specific measurable objectives and associated budgetary allocations. In order to determine the measurable objectives and allocations, DCYF is bringing together community leaders, public agencies and private foundations to conduct a "Theory of Change" for each priority.

To support DCYF's efforts, in September 2003, the Forum worked with Community Network for Youth Development to convene public officials and foundation program officers to discuss results-based accountability efforts to date. There are several reasons to be optimistic:

- interest in public/private partnerships is high;
- DCYF is moving forward with a coordinated results-based budget; and
- Coleman Advocates has launched a Windows of Opportunity project to evaluate coordination efforts and provide recommendations for change.

Stay tuned for more. ■

voices from the fields

A FORUM INTERVIEW WITH
DIANE D. DENISH, LT. GOVERNOR OF NEW MEXICO

In February 2003, the New Mexico Children's Cabinet was created by executive order with the intent of focusing state resources on improving the lives of New Mexico's children and youth by increasing the interaction among state departments in an effort to streamline services and decrease bureaucratic red tape. Cabinet membership includes department secretaries from Labor; Economic Development; Finance and Administration; Health; Children, Youth, and Families; Human Services; Aging and Long-Term Care; Corrections; Public Safety; and Education.

Q: What can a Children's Cabinet do that individual departments could not or would not do on their own?

DD: The driving force behind this effort is to change and/or better the realities of New Mexico's children, youth and families. In doing so, we have to address the complexity and connection between issues as well as the impact poverty has on our state. Issues such as economic development and the role of the business community (especially small businesses) have to be part of the conversation. We have to have a broad dialogue among ourselves and with the community.

We also feel that communication, shared issue prioritization, and the maximizing of resources among departments has to be a focus in order to make a larger impact on identified child well-being indicators, to limit the duplication of efforts, and to establish a seamless system of services among the departments. We are committed to using youth development concepts to influence decision making throughout the process, including community and youth voice and building public/private partnerships to look at the big picture. This has to be a collective effort.

Q: What role does the Children's Cabinet play in helping both government agencies and the public understand how the individual issues add up to a "big picture" vision and non-negotiable package of what young people need?

DD: We believe the development of a shared definitional language around indicators, outcomes and accountability will move the conversation faster and create more opportunities for creative and joint problem solving. We need to validate the

knowledge within communities, and at the same time access and use the data and research that is housed within state government and nongovernmental entities.

Issues don't exist in isolation from one another. Therefore, state departments that serve the public can't operate in isolation from one another either. There are certain nonnegotiables that we all agree on: social, emotional and physical well-being; high standards for, and access to, education; opportunities to civically engage; and for all children and youth to be able to exist and operate in both healthy and safe environments.

The Children's Cabinet provides a space where state government can focus strictly on children, youth and family issues, share departmental knowledge and expertise, and engage in conversation with the public. It creates a forum within state government that hopefully can set standards and results desired to better the reality for citizens and encourage public/private partnerships.

Q: Will the Children's Cabinet advance an "umbrella agenda" reflecting the full range of child and youth programs supported by state government, or will it focus on specific projects and initiatives?

DD: There has to be a balance. You have to honor the work that happened prior, and you have to encourage the current efforts, regardless of whether they are part of the big picture or a narrower effort. Some trains are already moving, and we have to be both strategic and ready to jump on!

The big picture engages the complexity of issues and reveals boundless opportunities for collaboration. In pursuing this we hope to direct efforts to the root of the problem. But that doesn't mean you remove supports along the spectrum of engagement for that issue. More specific efforts must also be part of the strategy.

Q: How can/should the Children's Cabinet interact with nongovernmental organizations? What is the structure?

DD: The geographic realities of the state, the range of issues and their importance within different regions, the diversity of the population around the state, and our

desire to build community collaborations and voice into the process and work of the Children's Cabinet have pushed discussion of the Cabinet's operating structure to the forefront of the planning process.

It may not be our role to "create" local versions of the Children's Cabinet but, instead, to build upon the community and citizen convenings that already occur. Knowledge isn't only housed in state government. We want to create various levels or spheres of input, which would allow us to identify who holds knowledge about issues and their impact upon communities.

Q: What advice would you give to other states interested in developing a Children's Cabinet?

DD: First, there has to be a commitment among the executive and legislative branches of government, as well as within departments. Everyone has to be on the same page as to why we need him or her at the table. What does economic development, labor, corrections or public safety have to do with children and youth? How are the services of state government connected in the overarching effort to better the lives of the state's citizens? These questions have to be answered early on.

Second, I would institutionalize the effort. We want the impact to withstand the duration of our administration. Third, community collaboration is also very important. The work has to come from the bottom up, as much as the top down. Be open to who you can partner with and seek them out. Fourth, you need to respect the time needed to work through the process to make the effort as authentic as possible. This also includes being very clear about what your ultimate goal is. Finally, embrace a youth development perspective. The true spectrum of youth includes those ages 0 to 25. Look at how the support needed will vary as they transition through different developmental stages. Identify what state government's responsibility is to address the social factors that impact their lives so they have the opportunity to be healthy, educated, safe, and engaged citizens. ■

key resources

YOUTH POLICY

- Ferber, T., & Pittman, K., with Marshall, T. (2002). *State Youth Policy: Helping All Youth to Grow Up Fully Prepared and Fully Engaged*. Washington, DC: The Forum for Youth Investment, Impact Strategies, Inc. Available at www.forumforyouthinvestment.org/papers/stateyouthpolicy.pdf.
- Flores, K., Douglas, T., & Ellwood, D.A. (1998, September). *The Children's Budget Report: A Detailed Analysis of Spending on Low-Income Children's Programs in 13 States*. Washington, DC: Urban Institute. Retrieved September 22, 2003, from www.urban.org/url.cfm?ID=308042.
- Friedman, M. (2003). "Results and Performance Accountability, Decision-Making and Budgeting." A presentation. Santa Fe, NM: Fiscal Policy Studies Institute. Retrieved September 15, 2003, from www.resultsaccountability.com/powerpoint_-_rba_101.htm.
- Goldstein, S. (n.d.). *Closing the Loop with Results-Based Accountability: How San Francisco is Linking Outcomes-Based Program Evaluation to Strategic Planning for Children, Youth and Their Families*. San Francisco, CA: JMPT Consulting. Retrieved September 15, 2003, from www.jmpt.com/WhitePaper/WhitePaper3.pdf.
- Hair, E.C., Moore, K.A., Hunter, D., & Kaye, J.W. (Eds.). (2002, revised). *Youth Development Outcomes Compendium*. Washington, DC: Child Trends. Retrieved October 3, 2003, from www.childtrends.org/PDF/Compendium_Phase1_Intro.pdf.
- Horsch, K. (1997). *Indicators: Definition and Use in a Results-Based Accountability System*. A Reaching Results brief. Cambridge, MA: Harvard Family Research Project. Retrieved September 15, 2003, from www.gse.harvard.edu/hfrp/pubs/onlinepubs/rb/indicators.html.
- Kids Count. (2003). *Kids Count Data Book*. Baltimore, MD: Annie E. Casey Foundation. Retrieved September 15, 2003, from www.aecf.org/kidscount/databook/pdfs/e_entire_book.pdf. Also: (2003). Kids Count Census Data Online. An interactive data site, www.aecf.org/kidscount/census/. Also: (2002). CLIKS: County-City-Community Level Information on Kids. An interactive data site, www.aecf.org/cgi-bin/cliks.cgi.
- Let's Invest in Families Together (LIFT) Table Wizard. Retrieved September 15, 2003, from www.lift.nccp.org/wizard/wizard.cgi.
- Office of the Press Secretary. (2002, December 23). Memorandum announcing the White House Task Force for Disadvantaged Youth. Washington, DC: The White House. Retrieved September 22, 2003, from www.whitehouse.gov/news/releases/2002/12/20021223.html.
- OMB Watch. (2000, July 20). "Seven Years of GPRA: Has the Results Act Provided Results?" Statement of Ellen Taylor, Policy Analyst, before the House Committee on Government Reform Subcommittee on Government Management, Information and Technology. Washington, DC: OMB Watch. Retrieved September 15, 2003, from www.ombwatch.org/article/articleview/887/1/90/.
- Reidy, M. (2003, Winter). "HHS ASPE Youth Indicators Technical Assistance Workshop for States." *The Child Indicator: The Child, Youth, and Family Indicators Newsletter*, 4(2), 4-5. Retrieved October 3, 2003, from www.childtrends.org/PDF/ChildIndicatorWinter03.pdf. For summaries of States' Child Indicators meetings, see www.chapinhall.org/category_archive_new.asp?L2=65&L3=120.
- Rowland, M. (n.d.). "What a Beginning Investor Should Buy." *MSN Money*. Retrieved September 22, 2003, from <http://moneycentral.msn.com/content/investing/startinvesting/p38385.asp>.
- San Francisco Department of Children, Youth and Their Families. (2003). *Children's Services Allocation Plan: Public Draft*. San Francisco, CA: San Francisco Department of Children, Youth and Their Families. For information, visit www.dcyf.org and the publications section of www.sfchildren.org.
- San Francisco Department of Children, Youth and Their Families. (2002). *Snapshot: San Francisco's Children and Youth Today. A Community Needs Assessment*. San Francisco, CA: San Francisco Department of Children, Youth and Their Families. Retrieved October 3, 2003, from www.dcyf.org/Pubs/final_CNA.pdf.
- State Legislative Leaders Foundation. (1995). *State Legislative Leaders: Keys to Effective Legislation for Children and Families*. Centerville, MA: State Legislative Leaders Foundation. For copies contact Debbie Buckler at 508.771.3821 or slfdeb@aol.com.
- Watson, S.D. (2000, November). *Informed Consent: Advice for State and Local Leaders on Implementing Results-Based Decisionmaking*. Washington, DC: The Finance Project. Retrieved September 22, 2003, from www.financeproject.org/informed_consent.htm. ■