



## Results-Based Accountability Workbook

**ENOUGH Act**

# Instructions

This document will guide ENOUGH Act grantees in developing the Neighborhood Action Plan. It includes a workbook designed to guide ENOUGH Act grantees through the Results-Based Accountability process, and to build plans grounded in equity, shared results, and community voice.

This workbook should be completed collaboratively with key partners and community members. It can be customized to the format and design that reflects your community and collaborative branding, but each section of the action plan workbook must be completed.

# Results-Based Accountability Framework



## **What is RBA?**

Results-Based Accountability (RBA) is a disciplined way of thinking and acting to improve entrenched and complex social problems. Communities use it to improve the lives of children, youth, families, adults.

## **Why use the RBA framework?**

The Results-Based Accountability (RBA) Framework is a powerful tool that brings stakeholders together to build a shared vision for change. By centering the voices and experiences of youth, families, and communities most impacted by inequities, the framework supports coordinated action to address root causes—not just symptoms—of complex challenges. It fosters collaboration, shared accountability, and results-driven decision-making to advance more equitable outcomes.

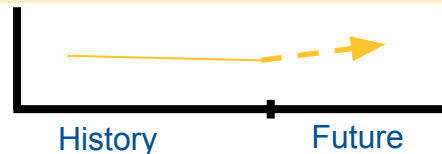
# RBA Overview

**RESULT:** Condition of well-being you want for your population

**POPULATION:** Determine who you will focus on

Select **OUTCOME INDICATOR(s)** that will tell you that you're making progress [Data source: GOC Outcome Bank.]

Understand **TRENDLINE** to show if things are getting better or worse over time. (Data provided by GOC)



Together, look at what **FACTORS** - conditions that are making things better and worse.

Widen your circle to everyone who can make a **CONTRIBUTION**.

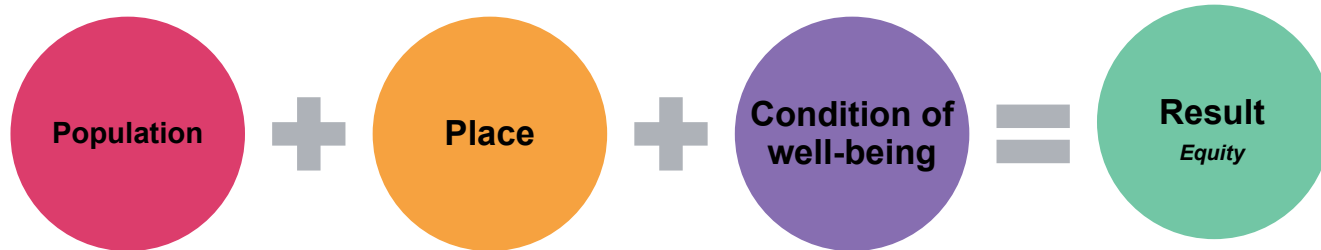
Decide on **STRATEGIES**, actions taken in aligned contribution with others that move the outcome indicator and help get to the result. Confirm **PROGRAMS**: organized programs, events, or initiatives that contribute to a broader strategy.

Find how well you're doing by setting and tracking **PROGRESS MEASURES**.

# Shared Community Result



- ❑ All children are academically prepared and successfully transition through school, graduating ready with the credentials for careers of their choice.  
[Cradle-to-Career Education]
- ❑ All families in Maryland are healthy.
- ❑ All families in Maryland are economically secure.
- ❑ All youth and families in Maryland are safe and live in thriving communities.

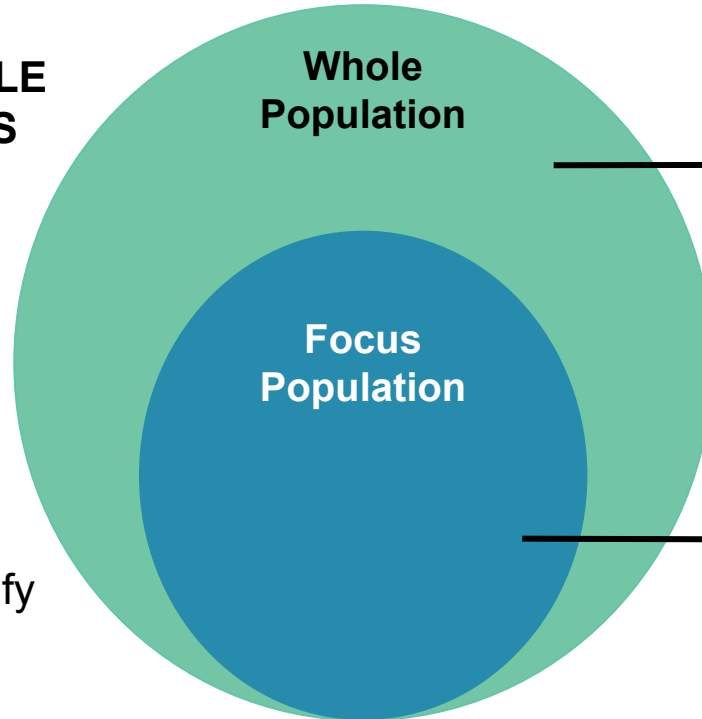


# Population Accountability



Differentiating and understanding the connection between **WHOLE POPULATION** and **FOCUS POPULATION** and being aware of who is most disadvantaged in terms of equitable opportunities to achieve the result.

**Tip: Use your needs assessment and community input** to identify specific groups facing the deepest disparities.



## Boundary of Your Work:

Communities, Cities, Counties, States, Nations

All children in Baltimore City will read proficiently by the end of third grade.

## Specific Population Within the Whole:

All Hispanic/Latino and Native Americans who attend YMCA community school in Penn/North will read proficiently by the end of third grade.

# Population Outcome Indicators



**Population outcome indicators** help your collaborative understand whether your collective efforts are moving the needle toward the desired result. These indicators reflect changes in well-being for the whole population—not just program participants.

The GOC has partnered with the Urban Institute to develop a curated **Outcome Indicators Bank** that includes indicators proven to be strong signals of progress toward broader community change.

## **Grantee Guidance:**

For each ENOUGH Act Result Area, select **at least one** population outcome indicator from the Outcome Indicator Bank. Choose those that are most relevant to your community and where you believe change is possible through coordinated, equity-centered action.

# Population Outcome Indicators

## Outcome Indicators Bank



### Primary Result and Indicator

+ **R** **ENOUGH** Children in Maryland are Economically Secure ⓘ

Most Recent Period	Current Actual Value	Baseline % Change
—	—	—
—	—	—
—	—	—

+ **OI** **ENOUGH** % children in census tract living in poverty (Census tract: )

+ **I** **ENOUGH** Total population (Census tract: )

+ **I** **ENOUGH** Total population under 18 (Census tract: )

### Cradle to Career Education

+ **R** **ENOUGH** Cradle to Career Education: Outcome Indicators (OI) ⓘ

Story Behind the Curve

Strategies to improve these indicators

Why Is This Important?

Most Recent Period	Current Actual Value	Baseline % Change
—	—	—
—	—	—
—	—	—
—	—	—
—	—	—
—	—	—
—	—	—
—	—	—

+ **OI** **ENOUGH** % students demonstrating proficiency on Kindergarten Readiness Assessment (KRA)

+ **OI** **ENOUGH** % of public school students demonstrating proficiency on the Grade 3 English Language Arts Maryland Comprehensive Assessment Program (MCAP)

+ **OI** **ENOUGH** % students demonstrating proficiency on Algebra I Maryland Comprehensive Assessment Program (MCAP)

+ **OI** **ENOUGH** % students chronically absent

+ **OI** **ENOUGH** % 9th grade students on track to graduate on time

+ **OI** **ENOUGH** Four-year high school graduation rate

+ **OI** **ENOUGH** # of high school graduates who enroll in college in the fall term immediately following high school graduation

+ **OI** **ENOUGH** Educational Attainment: Percent of Youth Ages 18-24 with a High School Diploma (Including Equivalence) or Higher

**Outcome Indicators Bank:** <https://tinyurl.com/indicatorsbank>



# Population Outcome Indicators



## Selecting and Assessing Population Outcome Indicators

Each ENOUGH Act result area includes a set of possible population indicators that signal whether your community is making progress toward that result.

**Your task:** For each result area, select at least one population indicator from the Indicator Bank and assess it using the following criteria: Communication Power, Proxy Power, and Data Power. See criteria definitions in slide notes.

ENOUGH Result	Outcome Indicator	Disaggregation (demographics)	Communication	Proxy	Data
All families in Maryland are healthy.	% of households with children under 19 who have health insurance	Race, School, Community (Geography)	<b>Moderate</b> - widely understood by public	<b>Moderate</b> - health insurance is a basic condition, but doesn't reflect access or quality of care	<b>Low</b> - data available through 2023, not disaggregated by race, but available at county level

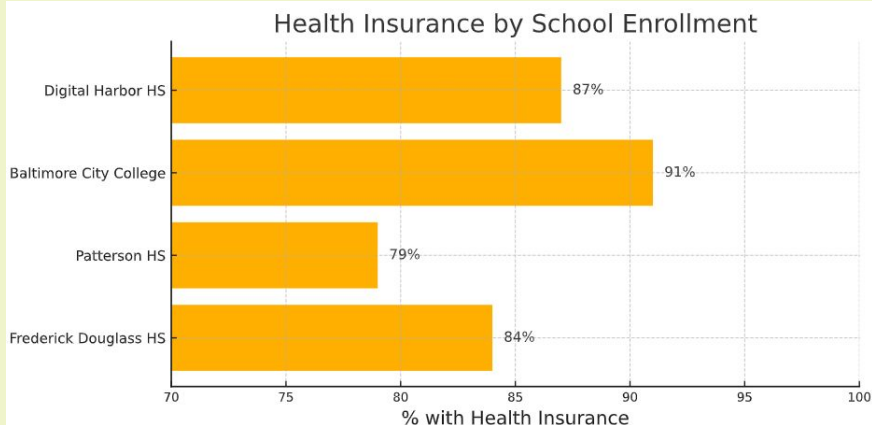
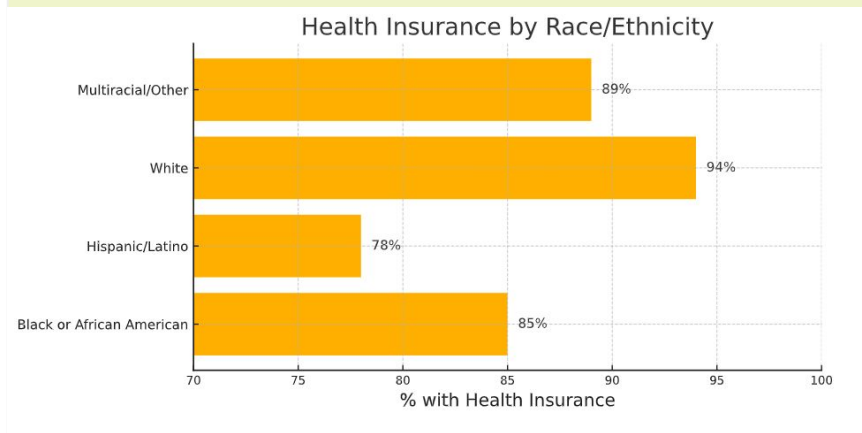
**Tip:** Start with the result, pick an indicator from the bank, and assess it as a collaborative. If the indicator doesn't meet all three powers, consider an alternate or note data agenda in your plan.

# Demographics [What do we know about our population?]

## Grantee Guidance:

Now that you've selected your indicator, review the disaggregated data to understand who is most affected. Use the most recent year of data available and focus on key demographics such as race/ethnicity, age, gender, school enrollment, or neighborhood. When possible, this data will be available from the GOC. If data is limited or unavailable, draw on community experience and insight to help interpret the context.

### Population Outcome Indicator Dashboard: % of households with children under 19 who have health insurance



# Population Outcome Indicators

How are we doing?



For **each** selected **population outcome indicator**, provide the following:

- Data over the past 5 years (where available)
- Current baseline: Where are we now?
- Trend direction: Are things getting better, worse, or staying the same?
- How do you know? Use both quantitative data and community context to explain the trend.

## Equity Tip:

Disaggregate data by race, income, geography, or other relevant factors to understand disparities and ensure no one is left behind.

# Population Outcome Indicators

## Trendline Example



### Result:

- All formerly-incarcerated adults in Marion County are successfully reintegrated into their community.

### Whole Population:

- 55,000 adults who were formerly incarcerated adults and currently reside in Marion County

### Program Population:

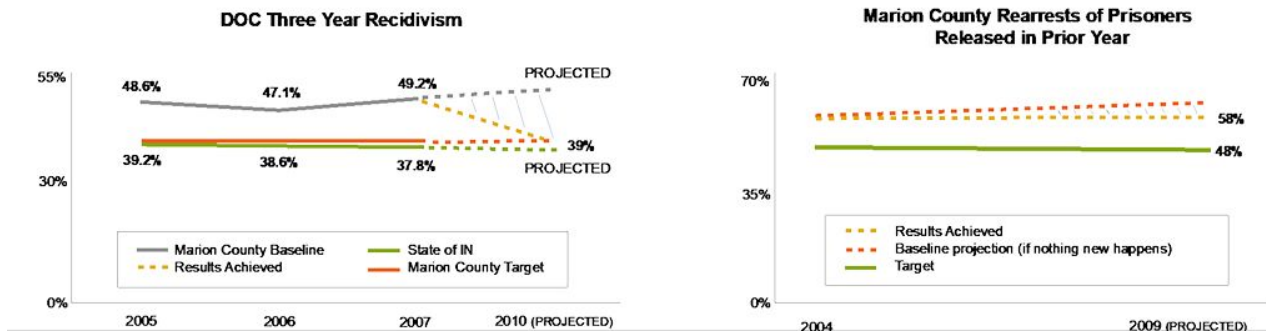
- 5,600 incarcerated adults returning to Marion County per year from Department of Corrections (DOC)

### Target:

- By February 2010, 12 percent DOC reduction in recidivism (600 cases), 10 percent reduction in rearrest rate (500 rearrests)

### Indicators:

- Three-year recidivism and one-year rearrest rates



# Turn the Curve Thinking



Use your needs assessment, asset mapping, and community input to uncover why trends in your outcome indicator are moving in the direction they are—and what's influencing them. **Complete a Factor/Root Cause Analysis for each population outcome indicator.**

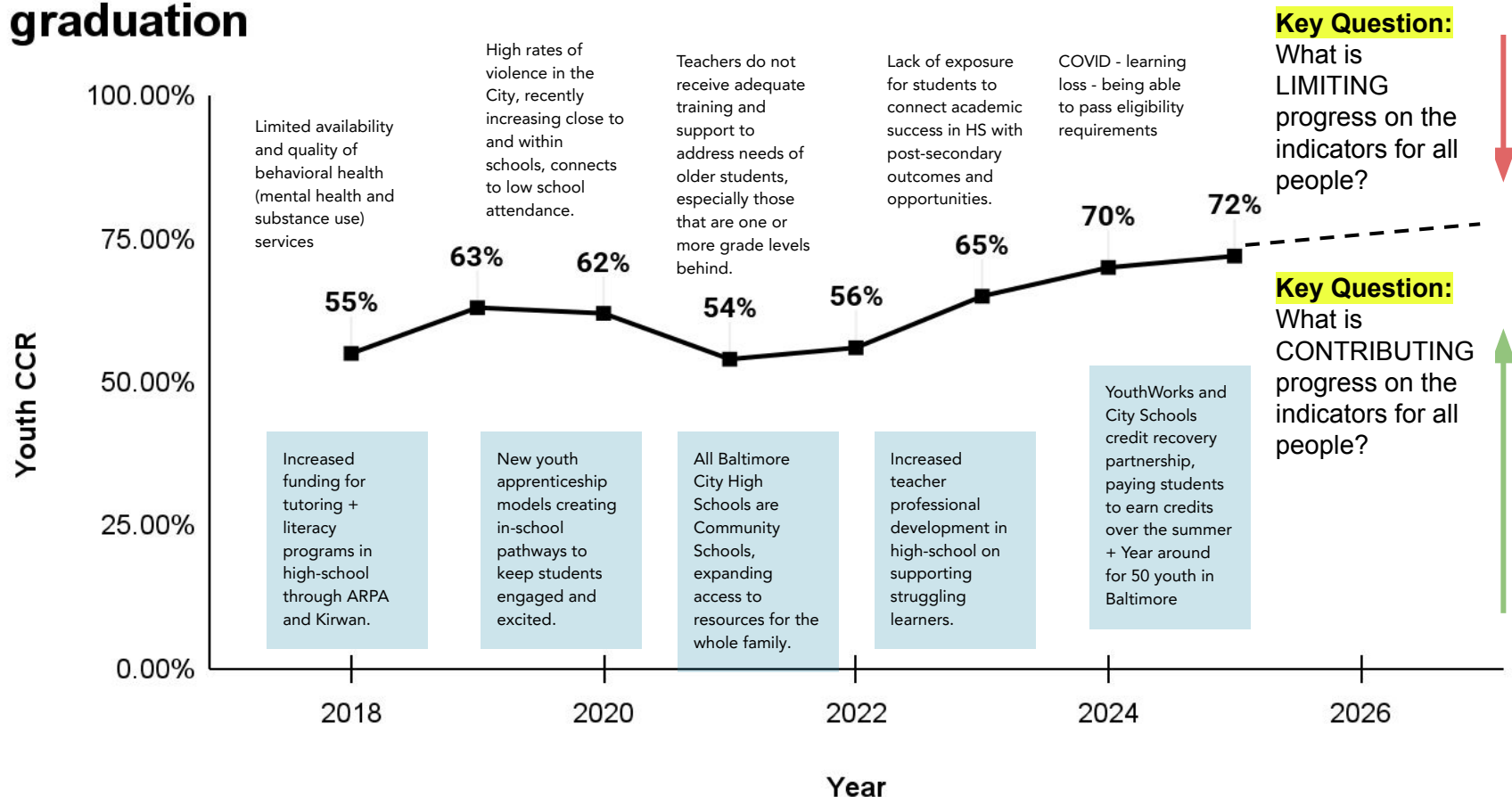
## Steps to Turning the Curve

1. Identify which population outcome indicator you're analyzing.
2. Gather data from the past 5 to 10 years (where available).
3. Ask the collaborative/community three questions:
  - a. What is **LIMITING** progress on the indicators for all people? What systemic barriers, gaps, or challenges exist?
  - b. What is **CONTRIBUTING** to progress on the indicators for all people? What's working well that can be expanded or replicated?
  - c. **Ask "Why?"** five times to understand the causal factors and the problem and solutions for the whole population or subpopulations.

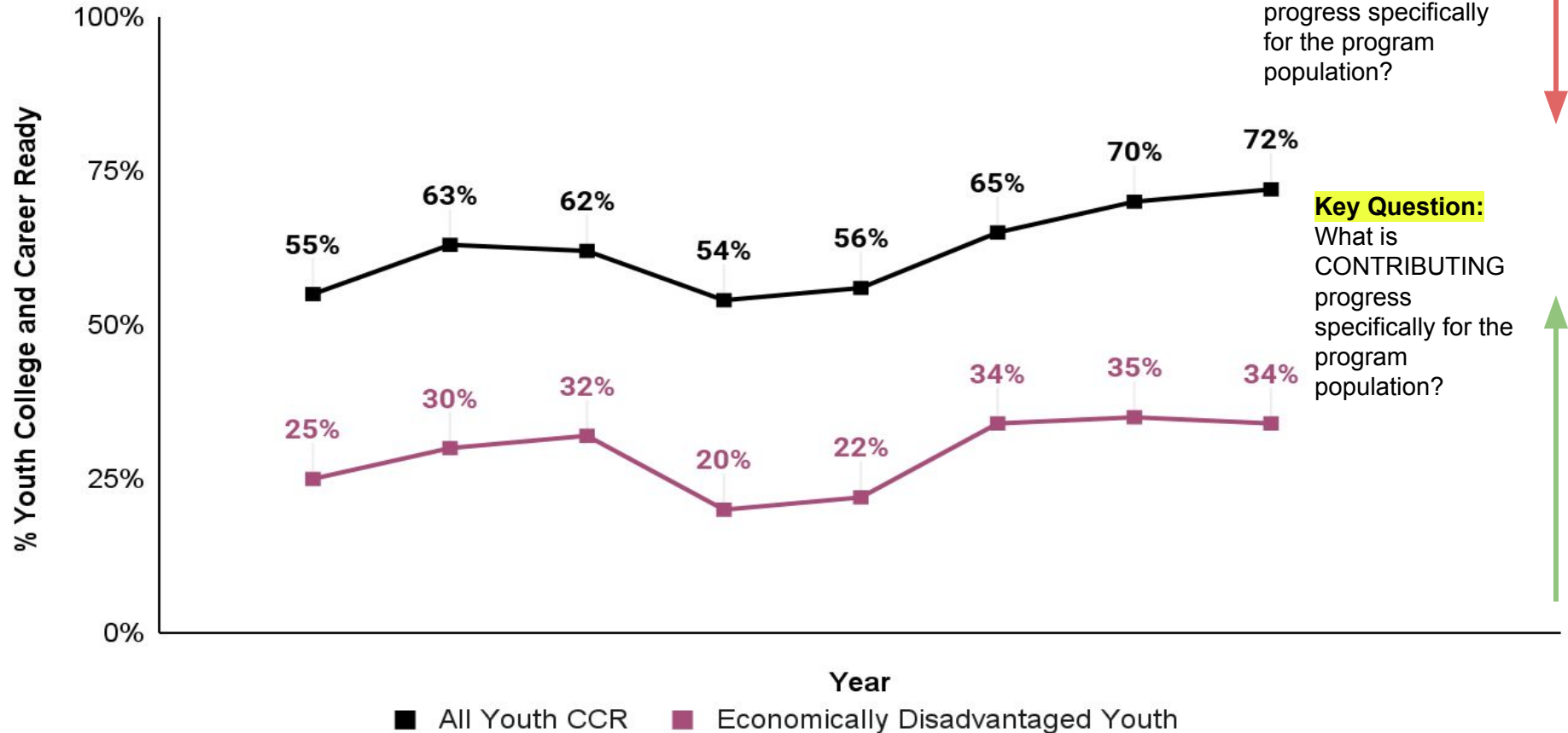
## Equity Tip:

Ensure your analysis includes voices from community members with lived experience and examines how race, income, power, and access are shaping the trends.

# #/% of youth college and career ready prior to high school graduation



# #/ of youth college and career ready prior to HS graduation (Disaggregated by Family Income)



# Example Turning the Curve

## Key Factors/Root Causes



### Targeted Root Causes: Youth College and Career Readiness

#### Positive Root Causes

- **Dual enrollment and CTE programs:** Youth can earn college credits or industry credentials while in high school.
- **Individualized academic mentoring and advising:** Students receive tailored support aligned with postsecondary goals at Frederick Douglass High School.
- **Access to high-quality work-based learning experiences:** Internships, apprenticeships, or job shadowing provide real-world exposure and skills.
- **Shift in course schedule:** High schools schedule more rigorous courses in the afternoon due to public transportation issues.

#### Negative Root Causes

- **COVID-19 Pandemic:** The pandemic created academic loss especially for youth from special education due to a lack of internet access.
- **Inconsistent access to rigorous coursework:** Students of color or those in under-resourced schools may be less likely to take AP, IB, or CTE courses.
- **Lack of qualified teachers in high needs schools: Staff:** City-wide hiring deficit for teachers, which leads to overcrowding in classrooms.
- **Lack of culturally responsive teaching and advising:** Students may not feel seen, valued, or supported in connecting their education to future goals.
- **Limited exposure to postsecondary pathways:** Youth may not be aware of or connected to college, career, or credentialing opportunities.



# Determining Strategies

## Setting Aim



Now that you've identified key factors, the next step is to determine your **strategies**—those coherent, **high-impact actions** with the greatest potential to **shift conditions**, **disrupt systems**, and **advance equitable results**.

### What is a Strategy?

A strategy (“**the how**”) is an overarching approach—a bundle of aligned actions and activities—designed to shift one or more key factors. Strong strategies have the power to accelerate progress toward the result and **may influence multiple indicators at once**.

### Guiding Questions to Shape Your Strategy

- ☐ What root cause are you addressing?
- ☐ What hypothesis is underlying this strategy? (If we do X, we believe Y will happen.)
- ☐ What equity frame are you holding? (Who benefits? Who's burdened?)
- ☐ What's the collaborative's primary contribution? (What's within your role, authority, and resources to move?)

# Determining Strategies



**Example Strategy:** Increase the high school graduation rate of pregnant and parenting teens by developing on-site child care, intensive academic mentoring, and an emergency fund for individualized support.

**1. Which root cause does your strategy target?**

- a. Number of pregnant and parenting teens who drop out of school

**2. What is the projected result or effect of the strategy in relation to the whole and program populations?**

- a. More pregnant or parenting girls complete school, and more girls are ready to connect to jobs and/or college or technical education.

# Selecting Strategies



## Grantee Guidance:

Now that your collaborative has identified key factors and root causes influencing your outcome indicators, choose strategies that directly respond to those root causes, especially those that deepen disparities or limit progress.

## Population Outcome Indicator:

% of Students Who Were Unstably Housed in the Last 30 Days (Grades 9-12)

ENOUGH Result	Prioritized Factor	Strategy	Strategy Programs/Activities	Key Partners (Who does what?)
All families in Maryland are economically secure.	Affordable, healthy housing	Advocate for increased funding to support community development projects	Re-invest in the Affordable Housing Trust Fund to spur affordable housing development	Baltimore City Housing
All families in Maryland are economically secure.	Workforce development	Improve talent pipeline and connect people to high wage jobs through trainings	Mayor's Office for Employment Development (MOED) career navigator stationed at the community center weekly	- MOED - Baltimore's Promise [Commitment: 50 slots in Grads2Careers]

**Tip:** A strong strategy isn't just a single program; it's a coordinated set of actions that moves the needle on the result.

# Foundations to Developing Progress Measures



Once your strategies are in place, you'll need a way to track whether your actions are making a meaningful contribution to equitable results. That's where **progress measures** come in.

## What Are Progress Measures?

Progress measures help you understand how well your program is working. Unlike population outcome indicators (which track progress for the whole community), progress measures assess the impact of your specific actions and programs on the focus populations you're directly working with.

## Foundations to Developing Progress Measures

- ❑ Identify the result and population outcome indicator(s) to which the program is aligned
- ❑ Define the end/ purpose of the program
- ❑ Determine the program population (i.e. who is it the collaborative is trying to positively impact?)

# Progress Measures Definitions



**What Will be Different if the Strategy and Program is Successful?**

**Start here:**

**Better Off**

Impact on wellbeing for a subset of the population at the heart of your result. (#/%)

*Correlates with overall result and indicator(s)*

**How much did we do?**

Quantity, i.e. (#) of people served

**How well did we do?**

Quality, how well a strategy is working. (#/%)

# Developing Quality Progress Measures



When you are brainstorming measures, you throw out all ideas, then focus on ensuring the measures you select are of quality and aligned to one another. The measures should tell the story that if the program does what it does...and it does it well...it will have an impact.

- ❑ This means that the progress measures score highly on the powers
- ❑ The progress measures help you understand if the purpose/end is being achieved
- ❑ The measures you select are in alignment with one another

## Brainstorming Progress Measures

How will we know if the collaborative's end/purpose is met?

How will you know if services are quality?

How many services are offered? What services? Who received them?

**Tip:** Select headline measures by comparing measures of the same type of the three powers.

# Progress Measures: EXAMPLE



**Result:** All families in Maryland are economically secure.

**Program population:** 18-24 year old Latinx Males

**Factor/root cause:** High employment

**Strategy:** Develop public-private partnerships to increase workforce development opportunities for Latinx youth

**Program:** ABC Example occupational training and employment program

## How Much

# of young adults apply for employment services or  
education/trade programs

# of enrollments/registrations

# of participant needs assessments

## How Well

#/% of attendance in programming

#/% of meetings with career navigators

#/% of young adults expressing being supported

## Better Off

#/% of successful employment applications/placements at livable wage

#/% of young adults entering advanced (next step) training/employment services programming

#/% of training/employment program completions

# Criteria for Selecting Headline Progress Measures

- ❑ **Communication Power:** Does the measure communicate to a broad range of audiences?
- ❑ **Proxy Power:** Sometimes referred to as “Representative or Importance Power.”
  - ❑ Does the progress measure say something of **central importance** about the program/strategy?
  - ❑ Does the measure bring along the **data herd**? (i.e.: if you improve this measure, will other potential measures be improved also?)
- ❑ **Data Power:** Is quality, disaggregated data available in a timely manner?

**Tip:** Select headline measures by comparing measures of the same type of the three powers.





## Let's Practice

### **Measures of effectiveness for which you are the principal owners**

Use the table on the next page to define how you'll track the performance of your strategies and programs, specifically those for which your organization is primarily responsible. Strong progress measures help you understand your effort, quality, and impact, and allow for learning and course correction along the way.

# Progress Measures



**Strategy:** Ensure youth in foster care graduate from high school

**Program:** Wrap-around supports + Connections to caring adults

Progress Measure Type “How Much,” “How Well,” or “Is Anyone Better Off”	Progress Measure Specific, meaningful, measurable statement	Baseline Note: This may be the first year this data is collected.	Target	Key Partner Contributions Which partners will contribute data to track this measure?	Data Source Where the data comes from (e.g., survey, intake forms)
Better Off	# and % of youth in foster care with a high school diploma	250/500 (50%)	60%	Foster Parent Education CBO (they track participant graduation work with 100 foster youth in Penn/North)	Partnership with DSS
How Well	% of caseworkers assisting in the transition to post-secondary education who create a career plan	TBD (Baseline Year)	25%	Working with 4 mentoring programs each will support between 25 - 40 youth annually.	Career center case notes
How Much	# receiving wrap-around support	TBD (Baseline Year)	100 youth	Referral partners have committed to supporting up to 100 youth.	Program intake and service tracking forms

# Pause for Community Conversation



**Before moving forward, ask yourself and your team:**

- ✓ Have you talked with the community?
- ✓ Have you prioritized with the community?
- ✓ Have final decisions been made collaboratively?



**Reminder:**


Each section of this plan is meant to be completed together with your community. This is not just a form to fill out—it's a tool to help center community voice and guide your collaborative's strategy, priorities, and actions.

# Workbook Tips



## Tips for Completing This Workbook

- ✓ This **is not a checklist** or a linear process — feel free to move between sections as your conversations and insights evolve.
- ✓ **Build on what you've already done** — this is not meant to create new work, but to organize and deepen existing efforts.
- ✓ **Think across result areas** — when discussing education indicators, it's natural (and encouraged!) to also talk about connected outcomes like health, economic security, or safety.
- ✓ **Center community** voice throughout — invite input from young people, families, and partners to ensure the strategies reflect real needs and strengths.

 The goal is not to complete a form—it's to support collaborative action that moves results and equity forward.

# [Insert Community Name] Progress Measurement Results-Based Accountability Workbook

This workbook should be completed collaboratively with key partners and community members. It can be customized to the format and design that reflects your community and collaborative branding, but each section of the action plan workbook must be completed.

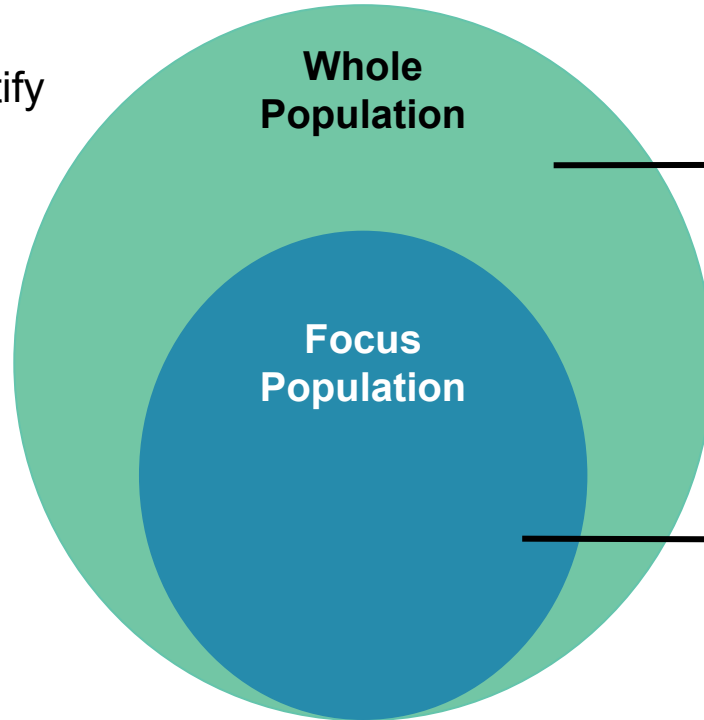
# Background of the Partnership

- ❑ Community Quarterback Name:
- ❑ Target Community/Neighborhood(s):
- ❑ Key Partners Involved:
- ❑ Background on community:

# Population Accountability



**Tip: Use your needs assessment and community input** to identify specific groups facing the deepest disparities.



## **Boundary of Your Work:**

Communities, Cities, Counties, States, Nations

**[Insert Whole Population]**

## **Specific Population Within the Whole:**

**[Insert Focus Population]**


# Result 1: Cradle-to-Career Education

Unlocking children's potential through early care and education from birth until working in a career, specifically ensuring smooth transitions through kindergarten, middle school, and high school graduation with a pathway to college and/or career.




# Cradle-to-Career Education Population Outcome Indicators



 **Your Turn!** For each result area, select at least one population indicator from the Indicator Bank and assess it using the following criteria: Communication Power, Proxy Power, and Data Power. See criteria definitions in slide notes.

Only Population Outcome Indicators for Cradle-to Career Education should be entered in this table. You will enter indicators for each results in later sections of the plan.

 **Note:** Only enter Cradle-to-Career Education indicators in this table. You'll select indicators for the other ENOUGH Act result areas in later sections of the plan.

ENOUGH Result	Outcome Indicator	Disaggregation (demographics)	Communication	Proxy	Data


**Outcome Indicators Bank:** <https://tinyurl.com/indicatorsbank>




## **Your Turn! Insert Outcome Indicator Trend Data**

For each Population Outcome Indicator, the GOC will provide trend data.

- ☐ Insert a new slide for each indicator
- ☐ Use the trend data provided by GOC to visually represent how the indicator has changed over time

 **Note:** Grantees are not required to collect or find this data. The GOC will supply trend data for each selected indicator.

 Need a refresher? See Slides 11 and 14 in the Workbook Instructions for guidance on how to interpret and use trend data effectively.

# Pause for Community Conversation



**Before moving forward, ask yourself and your team:**

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- ✓ Have final decisions been made collaboratively?



**Reminder:**

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# Turning the Curve: Cradle-to-Career Education



## Your Turn! Explore Factors and Root Causes

This next step requires **conversation + data**. (*Use data from your Needs Assessment*)

Facilitate conversations with your team, partners, and community to explore:

- What's contributing to or limiting progress on each Population Outcome Indicator?
- What are the root causes behind the trend?
- What do lived experiences and community context reveal that the data alone may not?

Use this process to identify and prioritize the key factors your collaborative has the ability to act on through strategy.

Add as many slides as you need to document these conversations and selected factors.

# Turning the Curve: Cradle-to-Career Education



Positive Factors/Root Causes

Negative Factors/Root Causes

# Pause for Community Conversation



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# Strategies: Cradle-to-Career Education



## Your Turn! Build Your Strategies

Now that you've identified the root causes and contributing factors, enter your strategies into the Strategy Table.

- Focus on strategies that address the prioritized factors your collaborative can influence
- Be specific about the programs, activities, and key partner roles
- Align each strategy to your population outcome indicator and ENOUGH result area

### Population Outcome Indicator:

[Insert Population Outcome Indicator]

ENOUGH Result	Prioritized Factor	Strategy	Strategy Programs/Activities	Key Partners (Who does what?)

# Strategies: Cradle-to-Career Education (Cont.)



## Population Outcome Indicator:

[Insert Population Outcome Indicator]

ENOUGH Result	Prioritized Factor	Strategy	Strategy Programs/Activities	Key Partners (Who does what?)



# Pause for Community Conversation



**Before moving forward, ask yourself and your team:**

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# Progress Measures: Cradle-to-Career Education



 **Your Turn!** Use this table to document the performance measures you own as a collaborative or organization.

**Result:**

**Program population:**

**Factor/root cause:**

**Strategy:**

**Program:**

**How Much**

**How Well**

**Better Off**

# Progress Measures: Cradle-to-Career Education



**Strategy:** [Insert Strategy]

**Program:** [Insert Program]

Progress Measure Type “How Much,” “How Well,” or “Is Anyone Better Off”	Progress Measure Specific, meaningful, measurable statement	Baseline Note: This may be the first year this data is collected.	Target	Key Partner Contributions Which partners will contribute data to track this measure?	Data Source Where the data comes from (e.g., survey, intake forms)

Add as many rows and slides as needed

# Pause for Community Conversation



**Before moving forward, ask yourself and your team:**

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- ✓ Have you prioritized with the community?
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# Result 2: Healthy Families


Ensuring community member and family access to high quality healthcare with goals of decreasing infant mortality, increasing life expectancy, and improving mental health.

# Healthy Families Population Outcome Indicators



 **Your Turn!** For each result area, select at least one population indicator from the Indicator Bank and assess it using the following criteria: Communication Power, Proxy Power, and Data Power. See criteria definitions in slide notes.

Only Population Outcome Indicators for Cradle-to Career Education should be entered in this table. You will enter indicators for each results in later sections of the plan.

 **Note:** Only enter Cradle-to-Career Education indicators in this table. You'll select indicators for the other ENOUGH Act result areas in later sections of the plan.

ENOUGH Result	Outcome Indicator	Disaggregation (demographics)	Communication	Proxy	Data


# Healthy Families Population Outcome Indicators




## **Your Turn! Insert Outcome Indicator Trend Data**

For each Population Outcome Indicator, the GOC will provide trend data.

- ☐ Insert a new slide for each indicator
- ☐ Use the trend data provided by GOC to visually represent how the indicator has changed over time

 **Note:** Grantees are not required to collect or find this data. The GOC will supply trend data for each selected indicator.

 Need a refresher? See Slides 11 and 14 in the Workbook Instructions for guidance on how to interpret and use trend data effectively.

# Pause for Community Conversation



**Before moving forward, ask yourself and your team:**

- ✓ Have you talked with the community?
- ✓ Have you prioritized with the community?
- ✓ Have final decisions been made collaboratively?



**Reminder:**

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# Turning the Curve: Healthy Families



## **Your Turn! Explore Factors and Root Causes**

This next step requires **conversation + data**. (*Use data from your Needs Assessment*)

Facilitate conversations with your team, partners, and community to explore:

- What's contributing to or limiting progress on each Population Outcome Indicator?
- What are the root causes behind the trend?
- What do lived experiences and community context reveal that the data alone may not?

Use this process to identify and prioritize the key factors your collaborative has the ability to act on through strategy.

Add as many slides as you need to document these conversations and selected factors.

# Turning the Curve: Healthy Families



## Positive Factors/Root Causes

## Negative Factors/Root Causes

# Pause for Community Conversation



**Before moving forward, ask yourself and your team:**

- ✓ Have you talked with the community?
- ✓ Have you prioritized with the community?
- ✓ Have final decisions been made collaboratively?



**Reminder:**

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# Strategies: Healthy Families



## Your Turn! Build Your Strategies

Now that you've identified the root causes and contributing factors, enter your strategies into the Strategy Table.

- Focus on strategies that address the prioritized factors your collaborative can influence
- Be specific about the programs, activities, and key partner roles
- Align each strategy to your population outcome indicator and ENOUGH result area

### Population Outcome Indicator:

[Insert Population Outcome Indicator]

ENOUGH Result	Prioritized Factor	Strategy	Strategy Programs/Activities	Key Partners (Who does what?)

# Strategies: Healthy Families (Cont.)



## Population Outcome Indicator:

[Insert Population Outcome Indicator]

ENOUGH Result	Prioritized Factor	Strategy	Strategy Programs/Activities	Key Partners (Who does what?)

# Pause for Community Conversation



**Before moving forward, ask yourself and your team:**

- ✓ Have you talked with the community?
- ✓ Have you prioritized with the community?
- ✓ Have final decisions been made collaboratively?



**Reminder:**

Each section of this plan is meant to be completed together with your community. This is not just a form to fill out—it's a tool to help center community voice and guide your collaborative's strategy, priorities, and actions.

# Progress Measures: Healthy Families



**Your Turn!** Use this table to document the performance measures you own as a collaborative or organization.

**Result:**

**Program population:**

**Factor/root cause:**

**Strategy:**

**Program:**

**How Much**

**How Well**

**Better Off**

# Progress Measures: Healthy Families



**Strategy:** [Insert Strategy]

**Program:** [Insert Program]

<b>Progress Measure Type</b> “How Much,” “How Well,” or “Is Anyone Better Off”	<b>Progress Measure</b> Specific, meaningful, measurable statement	<b>Baseline</b> Note: This may be the first year this data is collected.	<b>Target</b>	<b>Key Partner Contributions</b> Which partners will contribute data to track this measure?	<b>Data Source</b> Where the data comes from (e.g., survey, intake forms)

Add as many rows and slides as needed



# Pause for Community Conversation



**Before moving forward, ask yourself and your team:**

- ✓ Have you talked with the community?
- ✓ Have you prioritized with the community?
- ✓ Have final decisions been made collaboratively?



**Reminder:**


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# Result 3: Economically Secure Families


[Insert Description]

# Economically Secure Families Population Outcome Indicators



 **Your Turn!** For each result area, select at least one population indicator from the Indicator Bank and assess it using the following criteria: Communication Power, Proxy Power, and Data Power. See criteria definitions in slide notes.

Only Population Outcome Indicators for Cradle-to Career Education should be entered in this table. You will enter indicators for each results in later sections of the plan.

 **Note:** Only enter Cradle-to-Career Education indicators in this table. You'll select indicators for the other ENOUGH Act result areas in later sections of the plan.

ENOUGH Result	Outcome Indicator	Disaggregation (demographics)	Communication	Proxy	Data

**Outcome Indicators Bank:** <https://tinyurl.com/indicatorsbank>


# Economically Secure Families Indicators




## **Your Turn! Insert Outcome Indicator Trend Data**

For each Population Outcome Indicator, the GOC will provide trend data.

- ☐ Insert a new slide for each indicator
- ☐ Use the trend data provided by GOC to visually represent how the indicator has changed over time

 **Note:** Grantees are not required to collect or find this data. The GOC will supply trend data for each selected indicator.

 Need a refresher? See Slides 11 and 14 in the Workbook Instructions for guidance on how to interpret and use trend data effectively.

# Pause for Community Conversation



**Before moving forward, ask yourself and your team:**

- ✓ Have you talked with the community?
- ✓ Have you prioritized with the community?
- ✓ Have final decisions been made collaboratively?



**Reminder:**

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# Turning the Curve: Economically Secure Families



## Your Turn! Explore Factors and Root Causes

This next step requires **conversation + data**. (*Use data from your Needs Assessment*)

Facilitate conversations with your team, partners, and community to explore:

- What's contributing to or limiting progress on each Population Outcome Indicator?
- What are the root causes behind the trend?
- What do lived experiences and community context reveal that the data alone may not?

Use this process to identify and prioritize the key factors your collaborative has the ability to act on through strategy.

Add as many slides as you need to document these conversations and selected factors.

# Turning the Curve: Economically Secure Families



Positive Factors

Negative Factors

# Pause for Community Conversation



**Before moving forward, ask yourself and your team:**

- ✓ Have you talked with the community?
- ✓ Have you prioritized with the community?
- ✓ Have final decisions been made collaboratively?



**Reminder:**

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# Strategies: Economically Secure Families



## Your Turn! Build Your Strategies

Now that you've identified the root causes and contributing factors, enter your strategies into the Strategy Table.

- Focus on strategies that address the prioritized factors your collaborative can influence
- Be specific about the programs, activities, and key partner roles
- Align each strategy to your population outcome indicator and ENOUGH result area

### Population Outcome Indicator:

[Insert Population Outcome Indicator]

ENOUGH Result	Prioritized Factor	Strategy	Strategy Programs/Activities	Key Partners (Who does what?)

# Strategies: Economically Secure Families (Cont.)



## Population Outcome Indicator:

[Insert Population Outcome Indicator]

ENOUGH Result	Prioritized Factor	Strategy	Strategy Programs/Activities	Key Partners (Who does what?)

# Pause for Community Conversation



**Before moving forward, ask yourself and your team:**

- ✓ Have you talked with the community?
- ✓ Have you prioritized with the community?
- ✓ Have final decisions been made collaboratively?




**Reminder:**

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# Progress Measures: Economically Secure Families



 **Your Turn!** Use this table to document the performance measures you own as a collaborative or organization.

**Result:**

**Program population:**

**Factor/root cause:**

**Strategy:**

**Program:**

**How Much**

**How Well**

**Better Off**

# Progress Measures: Economically Secure Families



**Strategy:** [Insert Strategy]

**Program:** [Insert Program]

Progress Measure Type “How Much,” “How Well,” or “Is Anyone Better Off”	Progress Measure Specific, meaningful, measurable statement	Baseline Note: This may be the first year this data is collected.	Target	Key Partner Contributions Which partners will contribute data to track this measure?	Data Source Where the data comes from (e.g., survey, intake forms)

Add as many rows and slides as needed

# Pause for Community Conversation



**Before moving forward, ask yourself and your team:**

- ✓ Have you talked with the community?
- ✓ Have you prioritized with the community?
- ✓ Have final decisions been made collaboratively?



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# Result 4: Safe and Thriving Communities


Creating communities where residents feel safe and where the built environment supports their ability to thrive, including through high-quality, affordable housing, a thriving commercial core, and access to recreational spaces, nutritious food, and transportation.

# Safe and Thriving Communities Population Outcome Indicators



 **Your Turn!** For each result area, select at least one population indicator from the Indicator Bank and assess it using the following criteria: Communication Power, Proxy Power, and Data Power. See criteria definitions in slide notes.

Only Population Outcome Indicators for Cradle-to Career Education should be entered in this table. You will enter indicators for each results in later sections of the plan.

 **Note:** Only enter Cradle-to-Career Education indicators in this table. You'll select indicators for the other ENOUGH Act result areas in later sections of the plan.

ENOUGH Result	Outcome Indicator	Disaggregation (demographics)	Communication	Proxy	Data







## **Your Turn! Insert Outcome Indicator Trend Data**

For each Population Outcome Indicator, the GOC will provide trend data.

- ☐ Insert a new slide for each indicator
- ☐ Use the trend data provided by GOC to visually represent how the indicator has changed over time

 **Note:** Grantees are not required to collect or find this data. The GOC will supply trend data for each selected indicator.

 Need a refresher? See Slides 11 and 14 in the Workbook Instructions for guidance on how to interpret and use trend data effectively.

# Pause for Community Conversation



**Before moving forward, ask yourself and your team:**

- ✓ Have you talked with the community?
- ✓ Have you prioritized with the community?
- ✓ Have final decisions been made collaboratively?



**Reminder:**

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# Turning the Curve: Safe and Thriving Communities



## **Your Turn! Explore Factors and Root Causes**

This next step requires **conversation + data**. (*Use data from your Needs Assessment*)

Facilitate conversations with your team, partners, and community to explore:

- What's contributing to or limiting progress on each Population Outcome Indicator?
- What are the root causes behind the trend?
- What do lived experiences and community context reveal that the data alone may not?

Use this process to identify and prioritize the key factors your collaborative has the ability to act on through strategy.

Add as many slides as you need to document these conversations and selected factors.

# Turning the Curve: Safe and Thriving Communities



Positive Factors

Negative Factors

# Pause for Community Conversation



**Before moving forward, ask yourself and your team:**

- ✓ Have you talked with the community?
- ✓ Have you prioritized with the community?
- ✓ Have final decisions been made collaboratively?



**Reminder:**

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# Strategies: Safe and Thriving Communities



## Your Turn! Build Your Strategies

Now that you've identified the root causes and contributing factors, enter your strategies into the Strategy Table.

- Focus on strategies that address the prioritized factors your collaborative can influence
- Be specific about the programs, activities, and key partner roles
- Align each strategy to your population outcome indicator and ENOUGH result area

### Population Outcome Indicator:

[Insert Population Outcome Indicator]

ENOUGH Result	Prioritized Factor	Strategy	Strategy Programs/Activities	Key Partners (Who does what?)

# Strategies: Safe and Thriving Communities



## Population Outcome Indicator:

[Insert Population Outcome Indicator]

ENOUGH Result	Prioritized Factor	Strategy	Strategy Programs/Activities	Key Partners (Who does what?)

# Pause for Community Conversation



**Before moving forward, ask yourself and your team:**

- ✓ Have you talked with the community?
- ✓ Have you prioritized with the community?
- ✓ Have final decisions been made collaboratively?




**Reminder:**

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# Progress Measures: Safe and Thriving Communities



 **Your Turn!** Use this table to document the performance measures you own as a collaborative or organization.

**Result:**

**Program population:**

**Factor/root cause:**

**Strategy:**

**Program:**

**How Much**

**How Well**

**Better Off**

# Progress Measures: Safe and Thriving Communities



**Strategy:** [Insert Strategy]

**Program:** [Insert Program]

Progress Measure Type “How Much,” “How Well,” or “Is Anyone Better Off”	Progress Measure Specific, meaningful, measurable statement	Baseline Note: This may be the first year this data is collected.	Target	Key Partner Contributions Which partners will contribute data to track this measure?	Data Source Where the data comes from (e.g., survey, intake forms)

Add as many rows and slides as needed

# Pause for Community Conversation



**Before moving forward, ask yourself and your team:**

- ✓ Have you talked with the community?
- ✓ Have you prioritized with the community?
- ✓ Have final decisions been made collaboratively?



**Reminder:**


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# Workbook Completion Tips



## Tips for Completing This Workbook

- ✓ This is not a checklist or a linear process — feel free to move between sections as your conversations and insights evolve.
- ✓ Build on what you've already done — this is not meant to create new work, but to organize and deepen existing efforts.
- ✓ Think across result areas — when discussing education indicators, it's natural (and encouraged!) to also talk about connected outcomes like health, economic security, or safety.
- ✓ Center community voice throughout — invite input from young people, families, and partners to ensure the strategies reflect real needs and strengths.

 The goal is not to complete a form—it's to support collaborative action that moves results and equity forward.