

Procurement for Performance 2: Contracting

By Diana Jackson, Sandra Kerka, and Darcie Milazzo

CONTENTS

PART I

What Is Procurement for Performance 2: Contracting?	2
Connecting Youth Development, WIA Performance, and Contracting	2
The Contracting Process and a Focus on Performance	3

PART II

Choosing a Contract Type	5
Balancing Risk Factors in Contracting	6
• Cost Reimbursement	6
• Performance-Based	7
• Hybrid Contracting	8
Using Hybrid Contracting	9
• Three Ways to Design Hybrid Contracts	9
• Tips for Developing Effective Hybrid Contracts	11

PART III

Developing Interim Performance Measures	12
Understanding Interim Measures	12
Developing Interim Measures	15

PART IV

Contracting for Follow-up	16
Connecting Follow-up Services and Performance	17
Contracting Options for Follow-up Services	18
Follow-Up Contracting Do's and Don'ts	19

PART V

Tools to Develop Interim Measures	20
Contracting for Performance: Goal-setting for Contracts	20
Effective Contracting for 12-Month Follow-up Services Checklist	24

Sources	26
---------	----

What Is Procurement for Performance

The ultimate goal of WIA youth programs is to help youth become healthy, productive adults by providing services and supports that may be missing from their lives. Effectively contracting with high-performing programs advances the objectives of WIA legislation.

CONNECTING YOUTH DEVELOPMENT, WIA PERFORMANCE, AND CONTRACTING

WIA youth programs are intended to provide the support that young people need to prepare for future success in education and employment. Programs that put into practice effective youth development principles will contribute to the achievement of local and state WIA performance goals as well as meet the needs of the youth they serve. By developing contracts that focus on youth development-driven results, local areas are more likely to achieve local WIA performance targets.

Contracting, Youth Development, and WIA Performance



2: Contracting?

THE CONTRACTING PROCESS AND A FOCUS ON PERFORMANCE

Each step of the contracting process relates to performance. The following table outlines the contracting activities addressed in this module and their relationship to performance.

Contracting Activity	Relationship to Performance	Where It Is Addressed in <i>Procurement for Performance 2: Contracting</i>
Determining appropriate contract type	<ul style="list-style-type: none"> • Develop detailed statement of work that clearly expresses performance expectations • Select contract type likely to inspire effective performance 	Part II
Developing performance measures	<ul style="list-style-type: none"> • Connect statement of work to relevant outcomes • Identify how contractor performance will be evaluated appropriately and fairly 	Part III
Contracting for follow-up services	<ul style="list-style-type: none"> • Ensure that youth continue success after exit; gather accurate post-exit data for reporting 	Part IV

This is not an exhaustive list of contracting activities. For information on screening and selection of providers, see *Procurement for Performance 1: Request for Proposals*.

In recent years, government funding has shifted from regulatory or compliance-based contracting to performance-based contracting. In this new environment, state and local WIA agencies are evaluated on whether contractors produce results (a performance model), not on whether contractors meet the formal qualifications, complete all the paperwork, or employ approved technologies (a regulatory model). The differences in these models are illustrated in the following chart:

Regulatory Contracting	Performance-Based Contracting
Pay for inputs, processes, and technologies	Pay for results (achievement of performance measures)
Adversarial relationships	Cooperative relationships
Regulations drive behavior	Results (performance measures) drive behavior
High certainty (vendor knows exactly what it must do to fulfill the conditions of the contract)	Low certainty (producing any kind of real, human result is inevitably more complex than fulfilling the rules of a contract)
Low responsibility (if vendor complied with all regulations of the contract)	High responsibility (vendor commits to achieving a very specific result)

Source: Behn and Kant 1999

While it is reasonable for government agencies to pay only for results, people and their individual aspirations, attitudes, abilities, and circumstances are involved. Therefore, contracting to purchase human services (and ultimately to achieve the public purposes underlying the WIA legislation) is inherently complex. WIA administrators must be careful to address the unpredictable human element in designing procurement and contracting processes that focus on performance.

Choosing a Contract Type

WIA does not specify the type of contract that should be used for youth programs; however, the most commonly used types are cost reimbursement contracts and performance-based contracts (PBCs) or hybrids of the two. Regardless of the type of youth services contract used, both provider and funder assume a certain amount of financial risk. **Effective contracting for youth services strikes an acceptable balance of risk for both parties, while focusing on program results.**

Balancing Risk Factors in Contracting



COST REIMBURSEMENT

Cost reimbursement contracts ask funder to pay for quantity of work with limited checks on quality.

LOW Provider Risk

- ✓ Provides for payment of allowable and reasonable costs incurred by the provider
- ✓ Focuses on what services will be provided rather than the impact of those services
- ✓ Allows providers to begin services without assuming the burden of start-up costs

HIGH Funder Risk

- ✓ Obligates the funder to reimburse all allowable costs regardless of the effectiveness of services or products provided
- ✓ Funder risks paying for services that do not meet expected performance standards



PERFORMANCE-BASED

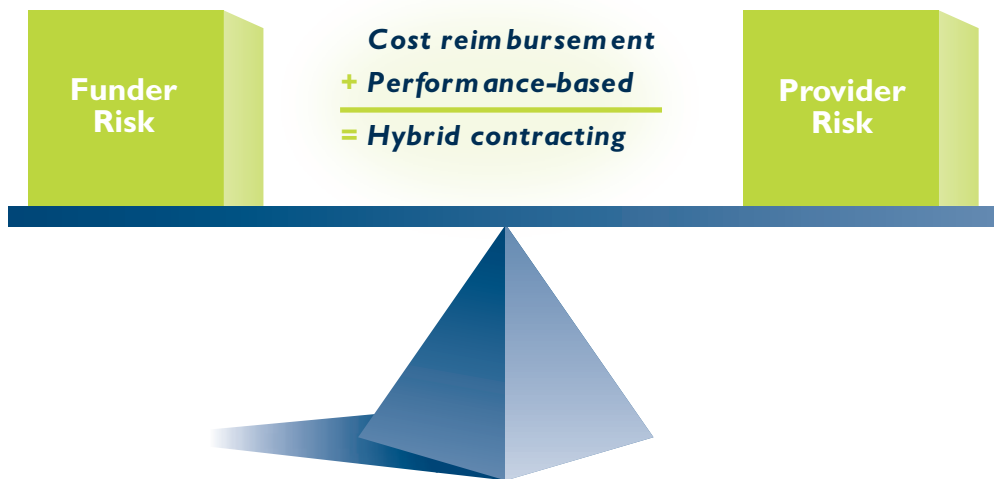
Performance-based contracts ask providers to assume the financial risk of providing services with no guarantee of cost recovery if performance measures are not met.

HIGH Provider Risk

- ✓ Requires the provider to make large up-front investments for program start-ups. Youth-serving organizations are typically small non-profits with out the cash flow to operate in this environment.
- ✓ If performance measures are inappropriate, providers may be held accountable for results that cannot be achieved due to factors beyond provider control (e.g., economic down-turn)

LOW Funder Risk

- ✓ Provides for payment to providers as they accomplish the specified results and withholds payment until and unless results are achieved
- ✓ Focuses on outcomes (what change occurs as result of services) rather than processes (what services are provided) used to achieve them
- ✓ Describes desired results and leaves it up to provider to determine how to meet the objectives
- ✓ Includes a plan for how performance will be measured against standards
- ✓ Includes positive and negative incentives tied to achievement of outcomes



HYBRID CONTRACTING

Hybrid contracts allow some provider costs to be reimbursed while allowing funder to withhold a percentage of funds until performance measures are reached.

Funder and Provider Advantages in Hybrid Contracting

Funder

- ✓ Allows funder to hold provider accountable for program results

Provider

- ✓ Limits financial risk while enabling provider to focus on results-driven programs
- ✓ Allows provider to be creative and innovative in achieving results

KEY TO SUCCESS

Performance measures must be clear, fair and measurable within the contract time period.

Using Hybrid Contracting

Properly executed hybrid contracts combine the best features of cost reimbursement and performance-based approaches while eliminating some of the drawbacks. Hybrid contracts give the funder leverage to ensure performance by decreasing reimbursement of allowable costs and increasing payments for demonstrated results. This shifts the focus from “was the service delivered?” to “how effective was the service?” For the provider, hybrid contracts limit financial risk, while bringing performance and outcomes to the front of provider activities.

THREE WAYS TO DESIGN HYBRID CONTRACTS

- I Most contract activities are cost reimbursed and a small percentage are performance based, with or without incentives and sanctions.**

Examples:

Miami-Dade (FL)

90% of cost via a cost reimbursement contract with 10% of cost earned by meeting performance measures and another 10% (incentive) earned if the provider exceeded the performance levels.

Seattle-King County (WA)

85% cost reimbursed, 15% based on performance on the following measures: wage progression for older youth, retention in a program leading to credential attainment for older youth, and retention for younger youth.

Source: Callahan Consultants n.d.

2 Part of the payment is based on a range of performance levels with payments made at different points during the contract period.

Examples:

County of Delaware Workforce Investment Board (PA)

80% on a cost reimbursement basis, 20% based on performance, plus incentives valued at no more than 10% of the contract amount. Both performance payments and incentive payments are paid using the following guidelines:

Younger Youth Performance

Payment Benchmarks:

- < 8% of the per participant cost will be paid upon documented attainment of all of the participants' skill attainment goals.
- < 6% upon documented attainment of school retention
- < 6% upon documented attainment of activity retention

Older Youth Performance

Payment Benchmarks

- < 2% upon documented attainment of all of the participants' skill attainment goals
- < 6% upon documented attainment of initial employment or additional education
- < 6% upon documented attainment of 6 months retention in employment or education

Source: County of Delaware Workforce Investment Board 2003

San Francisco Works Performance-Based Payment Schedule

Performance Measure	Percentage
Paid	
Enrollment	15%
Mid-completion of classroom training and paid work experience	15%
Completion of classroom training and paid work experience	15%
Full-time job placement	20%
Four-month job retention	25%
Seven-month job retention	10%

Source: Kazis and Liebowitz 2000

3 A percentage of payments is withheld until satisfactory progress is made.

Examples:

Pinellas County (FL)

Providers are given cost reimbursement contracts, but are also required to meet local and state performance standards on a quarterly basis. If the standards are not met quarterly, 10% of the invoiced amount is held back but may be recovered if the provider's performance improves in the next quarter.

Source: Berkeley Policy Associates 2003

Heartland Workforce Investment Board (FL)

Some costs paid but a percentage (minimum 20%) withheld until negotiated outcomes are demonstrated. Proposer may suggest hold-back percentage and applicable hold-back outcomes. All outcomes must be measurable, responsive to WIA standards, and independently verifiable.

Source: Heartland Workforce Investment Board 2003

TIPS FOR DEVELOPING EFFECTIVE HYBRID CONTRACTS

Take into account provider's ability to cover up-front costs and structure contract to balance financial risk and required results

Encourage improved performance and collaboration between funder and providers to develop contract performance specifications jointly

Augment performance measures with innovative incentives; e.g., placing individuals in jobs that make a certain amount above the minimum wage

Provide incentives and/or higher payments for placement of hard-to-serve youth to discourage creaming

Weight and space payment points in such a way that cash flow to providers is reasonably consistent with resource investment

Link payments/incentives to the achievement of quality-related performance measures (e.g., quality of jobs over number of placements)

Emphasize individualization, flexibility, and choice for program participants in performance specifications

Sources: Behn and Kant 1999; City of Los Angeles 2002-2003; Martinson and Holcomb 2002; Novak et al. n.d.; Vinson 1999

Developing Interim Performance Measures

Regardless of the type of contract awarded, appropriate program performance measures must be established to track individual youth program performance. Appropriate measures are those that:

UNDERSTANDING INTERIM MEASURES

In order to monitor the performance of individual programs, contracts should specify interim measures to help track the program's progress toward its ultimate outcomes.

Interim measures are measurable objectives that illustrate progress toward a goal.

Interim measures can be used as indicators of the likelihood of longer-term program success.

When developing interim measures for monitoring contracts and program performance, four types of outcomes must be considered.

TYPE OF OUTCOME	Long-Term Outcomes	Intermediate Outcomes	Short-Term Outcomes	Outputs
DEFINITION	System or community-wide change that occurs after substantial, coordinated programming	Changes that occur for individual participants after exit from programs	Changes that occur for individual participants during the program or immediately upon conclusion of program activities	Evidence that service has been provided
WHEN MEASURED	After 6–10 years	After 1–5 years	End of contract period	During contract period
EXAMPLES OF WHAT TO MEASURE	<ul style="list-style-type: none"> • reduced unemployment, higher-skilled workforce • increase in availability of higher-paying jobs • increase in standard of living 	<ul style="list-style-type: none"> • entering employment • retention in employment • entering postsecondary education or training • increase in wages 	<ul style="list-style-type: none"> • attainment of specific skills • measurable increase in literacy or numeracy • attainment of a degree, diploma, or certificate 	<ul style="list-style-type: none"> • number of youth served • frequency of services • number of classes held • materials produced or provided • total service delivery hours
USE IN CONTRACTING	Not appropriate for contract performance measurement	Not appropriate for contract performance measurement	Appropriate for setting performance measures for performance-based contracting	Appropriate for monitoring during contract period and for pay points for performance-based contracting

- Measure outcomes that can be attributed to the services provided
- Measure outcomes that can be achieved during the contract period
- Provide useful data about program performance

Long-Term Outcomes

To develop interim measures, begin with the ultimate objective or long-term outcome. Long-term outcomes are usually broad, system-wide changes in overall conditions or policy that are expected to result from several years of coordinated programming rather than a single service or program.

Long-term outcomes should be identified prior to issuing requests for proposals to procure youth services. For more information on identifying long-term outcomes, see *Procurement for Performance 1: Requests for Proposals*.

Intermediate Outcomes

Intermediate outcomes are specific changes that are predicted to result from 1-5 years of coordinated programming and are not necessarily attributed to the effects of a single service or program. Intermediate outcomes measure the impact of services and programs on individuals rather than on an entire community or organization. Intermediate outcomes can help local areas track their progress toward achieving their long-term goals, and program providers should be required to report data needed for monitoring that progress.

However, because they measure results that occur after multiple years of program participation during which participants may receive a number of services or measure outcomes that occur after participants have exited programs, they are not appropriate performance measures for 1- or 2-year contracts.

Short-Term Outcomes

Short-term outcomes are the changes in attitudes, behaviors, knowledge, and skills that can be expected to occur during an individual's participation in a specific program or immediately upon completion of a program or service. Because they measure the impact of specific programs or services upon individual participants, short-term measures should be customized for each program. Short-term outcomes are appropriate performance measures for contracting purposes.

Outputs

Outputs demonstrate that services and products have been delivered as well as customer satisfaction with the effort. Outputs are useful as pay points for performance-based contracts and for monitoring to make sure services are being provided in the manner for which they were contracted. However, outputs do not necessarily indicate whether a program or a system is on track to meet outcomes. Outputs indicate whether services have been provided; they do not measure the effectiveness of services or programs.

WIA Youth Performance Measures and Contracting

Most WIA youth performance measures are exit-based—data are not collected until after the participant has exited the program. Thus, they track intermediate outcomes, and so are not appropriate for use as measures in typical performance-based contracting.

WIA Youth Performance Measures and Contracting

WIA Youth Performance Measure	Exit-based Measure	Type of Outcome Measured	Appropriate for use in performance-based contracting
Older Youth: Entered Employment Rate	Yes	Intermediate	No
Older Youth: Employment Retention Rate	Yes	Intermediate	No
Older Youth: Earnings Change	Yes	Intermediate	No
Older Youth: Credential Rate	Yes	Intermediate or Short-term (depending on individual program outcomes)	No, if not a specific outcome of an individual program; Yes, if program specifies attainment of a credential as a program outcome
Younger Youth: Skill Attainment Rate	No	Short-term	Yes
Younger Youth: Diploma Rate	Yes	Intermediate or Short-term (depending on individual program outcomes)	No, if not a specific outcome of an individual program; Yes, if program specifies attainment of a secondary school diploma or GED as a program outcome
Younger Youth: Retention Rate	Yes	Intermediate	No

DEVELOPING INTERIM MEASURES

Since most WIA performance measures are not appropriate for measuring individual youth program success, interim measures must be developed for each youth program. Short-term outcomes and program outputs are typically appropriate interim measures.

Examples of Outputs and Short-Term Outcomes as Interim Measures for WIA Youth Services

Outputs: Evidence that a product or service was delivered

- attendance
- course taking
- scores on academic tests and occupational performance assessments
- number of 3rd quarter follow-up interviews completed
- number of youth who have received at least one post-exit service
- transportation and child care needs addressed
- completion of specific units: e.g., job search seminar, x hours of tutoring, money management, updated resume
- number of appropriate interviews
- completion of job shadowing experiences
- number of hours of mentoring activities
- number of supportive services provided
- number of community service hours or projects completed
- number of youth eligible to vote who register
- training progress reports
- counseling progress reports
- existence, completeness, appropriateness, and relevance of career plan

Short-term outcomes: Changes that occur for individual participants during the program or immediately upon conclusion of program activities

- substantial learning gain, such as grade level improvement
- improvement in at least two state standards competencies in each year of program involvement
- completion of at least one major project demonstrating progress toward or acquisition of basic skills and work-readiness skills per program year
- reduction in the dropout rate among alternative education enrollees
- for youth without a GED or high school diploma, completion of an official GED practice test with a minimum score of 45
- for youth with a high school diploma credit deficiency as identified by the school, completion of a specified number of credits toward earning a high school diploma
- high school grade-level promotion
- competencies in specific subject areas
- 30-day retention (or other interval)
- improved attitudes toward reading
- increased attendance

Sources: Boston Redevelopment Authority n.d.; Jackson and Slanker 2004; Picone and Hebert 2004; Texas Workforce Commission 2003a; U.S. Congress 1995; U.S. Department of Labor 2002

Contracting for Follow-up

Follow-up services, a required element for WIA youth programs, support and help ensure the long-term success of WIA programs and participants. WIA requires that follow-up services be provided to all youth participants for no less than 12 months after exit.

Follow-up services are intended to support a young person in the transition to self-sufficiency. The barriers youth must navigate on the road to independence vary greatly by individual. As a result, plans to deliver follow-up services should be designed to address the specific barriers to education and employment faced by each individual youth and be included in each youth's Individual Service Strategy (ISS).

Follow-up services may include:

- Employer contact
- Assistance in securing better paying jobs
- Career development
- Adult mentoring
- Leadership development opportunities
- Exposure to postsecondary educational opportunities, community and service-learning projects
- Peer-centered activities, including peer mentoring and tutoring
- Training in decision making, including determining priorities
- Citizenship training, including life skills training
- Referrals to medical services
- Assistance with childcare and dependent care
- Assistance with housing
- Transportation
- Uniforms or other appropriate work attire and work-related tools, including eyeglasses
- Work-related peer support group
- Regularly scheduled meetings with case managers to discuss challenges and progress

CONNECTING FOLLOW-UP SERVICES AND PERFORMANCE

Follow-up services are directly connected to successful WIA program performance:

- Effective follow-up services support youths' continued success after program completion. Youth who remain and feel supported are more likely to remain employed, earn credentials, and/or increase earnings.
- Effective follow-up services help to ensure that local areas meet performance measures. Since nearly all of the performance measures take place after the youth exits the WIA program, follow-up services have a direct impact on most performance measures. Follow-up services are essential for capturing information needed for performance reporting.

The table shows the relationship between effective follow-up services and performance measures. For specific information on effective principles and practices of follow-up, see *Focused Futures: Program Design for Performance*.

Current Performance Measures	
OY: Entered Employment	No Impact
OY: Employment Retention	Direct Impact
OY: Earnings Change	Direct Impact
OY: Credential	Direct Impact
YY: Skill Attainment	No Impact
YY: HS Diploma/GED	Indirect Impact*
YY: Retention	Direct Impact
Common Measures	
Placement	Direct Impact
Literacy and Numeracy Gains	No Impact
Degree or Certification	Direct Impact

*May have an impact on diploma/GED measure if the youth has not earned either at exit, is not enrolled in secondary education at exit, but completes either a diploma or GED by the end of the first quarter after exit.

CONTRACTING OPTIONS FOR FOLLOW-UP SERVICES

Contract specifically for follow-up services

- Issue two 1-year contracts to the same service provider; the first contract provides one or more of the 10 program elements and the second provides follow-up services to those youth who exited during the prior year's training contract.
- Issue a follow-up services contract to a separate service provider. A challenge of this method is that it can disrupt the continuity of services for youth. Include in the youth services RFP the expectation that service providers will work collaboratively with the follow-up provider's case managers to maintain a continuum of service. Require a plan for making sure this happens.

Contract for follow-up as a separate line in the budget

- Allocate a specific dollar amount per participant to each youth provider contract for reimbursement of expenses for follow-up services. Create pay points for specific follow-up activities and place monetary values on each. Increasing the values over time creates an incentive for completing effective follow-up services. For example:

Reimbursements are made when:	Reimbursement Amount
The participant creates follow-up plan and completes exit interview	\$50
The participant is exited and the 1st Quarter follow-up is completed and reported	\$150
The participant's 2nd Quarter follow-up is completed and reported	\$300
The participant's 3rd Quarter follow-up is completed and reported	\$500
Total possible reimbursement for follow-up per participant	\$1,000

See Procurement for Performance Part 1: Request for Proposals for ideas and examples of effective follow-up for quarters 1-3.

Issue multiyear contracts that make follow-up services a program benchmark with a separate payment point

- Reserve a percentage of contract monies to be paid on completion of the case manager's reports on follow-up services provided to each participant during the 12 months after exit.

FOLLOW-UP CONTRACTING DO'S AND DON'TS**DO**

- contract for follow-up services
- require a follow-up services plan for each participant
- provide incentives for service providers to conduct follow-up services
- tie dollars/reimbursements to tracking and reporting of follow-up services
- require providers to track and report follow-up activities

DON'T

- assume follow-up will just happen
- accept a monthly phone call placed to participants as effective follow-up
- accept a single generic follow-up plan for all past program participants

Tools to Develop Interim Measures

CONTRACTING FOR PERFORMANCE: GOAL-SETTING FOR CONTRACTS

This worksheet has three pages. The first is for overall program information. The second page is a planning tool for setting contract performance goals. The third page can be used to develop contract pay points. A separate set of worksheets for each program element provided should be completed. Service providers who provide more than one program element will have a set of worksheets for each element.

Program Name Name of your program Example: Homework Helpdesk			
Service Provider Name of organization providing the program Example: Tutors-R-Us	Number of Youth Served 0 OY 35 YY	Description of Population Served	
PROGRAM ELEMENTS PROVIDED		CURRENT PERFORMANCE MEASURES ADDRESSED	
<input type="checkbox"/> Tutoring, study skills, dropout prevention <input type="checkbox"/> Alternative education <input type="checkbox"/> Occupational skills training <input type="checkbox"/> Work experience — Paid — Unpaid <input type="checkbox"/> Adult mentoring	<input type="checkbox"/> Summer employment linked to academic/occupational skills <input type="checkbox"/> Comprehensive guidance and counseling <input type="checkbox"/> Supportive services <input type="checkbox"/> Leadership development <input type="checkbox"/> Follow-up activities (required)	<input type="checkbox"/> OY: EER <input type="checkbox"/> OY: ERR <input type="checkbox"/> OY: EC <input type="checkbox"/> OY: Credential	<input type="checkbox"/> YY: Skill Attainment <input type="checkbox"/> YY: Diploma/GED <input type="checkbox"/> YY: Retention
		COMMON MEASURES ADDRESSED	
		<input type="checkbox"/> Attainment of a Degree or Certificate <input type="checkbox"/> Placement in Education or Employment <input type="checkbox"/> Literacy/Numeracy Gains	

Although it's necessary to track what WIA performance measures are being addressed by programs, it is not appropriate to use these performance measures for contracting.

See *Focused Futures: Program Design for Performance* for information on connecting program elements, evidence-based youth development, and WIA performance measures.

Provide specific description of the youth, including particular barriers to success. The needs of the population served by the program should be considered when establishing interim program measures.

Example: In-school youth, ages 14-16, who are deficient in 2-4 academic credits. Approximately 80% of participants have an identified learning disability.

SHORT-TERM OUTCOMES: GOALS FOR PROGRAM PERFORMANCE

Describe the general change expected by the end of the program.
Example: Participants' academic achievement will improve.

What changes can you expect to see in individual participants at the end of the program?

What will

Increase?

Decrease?

Stay the same?

Program results should be observable and measurable.

Examples:

- Participants will increase reading ability by one grade level.
- Participants will earn one academic credit.

Although some goals might be measurable and easily achieved, they may not be useful achievements for participants. Performance measures should balance what is attainable with what is meaningful for youth.

Examples: Earning a pre-employment credential that is not recognized by local employers is both achievable and measurable, but not meaningful to the youth participant. However, earning a credential developed in cooperation with and endorsed by local employers may be more difficult to attain, but is ultimately more valuable to the youth.

Is this change significant and beneficial to the individual participant?

How will this change be measured?

What percentage of youth participants can reasonably be expected to achieve this goal?

What assessments will be used to measure individual youth's progress?
Are pre- and post-tests appropriate?

What level of achievement is expected from youth who do not meet the program goal?

Can the remaining percentage of youth reasonably be expected to meet this level of achievement?

If not, what level of achievement is expected from the remaining percentage of youth?

The answers to these questions should form the basis for performance measures for programs. It is important to set goals for all youth involved in the program, not just the percentage who achieve the highest outcomes.

OUTPUTS: EVIDENCE OF SERVICE FOR PAY POINTS

What activities will the program deliver?

	What?	To whom?	How many times?/ How often?
First quarter	• Hold regular tutoring sessions	• Small groups (3-5) of enrolled participants	• 3 times a week
	• Contact participants' academic teacher		• 3 times a quarter
Second quarter			
Third quarter			
Fourth quarter			

The answers to these questions should be used to develop pay points and for monitoring during the contract period. This form or a similar one can be used by providers to submit quarterly reports of activities completed.

Program Name			
Service Provider		Number of Youth Served _____ OY _____ YY	Description of Population Served
PROGRAM ELEMENTS PROVIDED		CURRENT PERFORMANCE MEASURES ADDRESSED	
<input type="checkbox"/> Tutoring, study skills, dropout prevention <input type="checkbox"/> Alternative education <input type="checkbox"/> Occupational skills training <input type="checkbox"/> Work experience ___ Paid ___ Unpaid <input type="checkbox"/> Adult mentoring	<input type="checkbox"/> Summer employment linked to academic/ occupational skills <input type="checkbox"/> Comprehensive guidance and counseling <input type="checkbox"/> Supportive services <input type="checkbox"/> Leadership development <input type="checkbox"/> Follow-up activities (required)	<input type="checkbox"/> OY: EER <input type="checkbox"/> OY: ERR <input type="checkbox"/> OY: EC <input type="checkbox"/> OY: Credential	<input type="checkbox"/> YY: Skill Attainment <input type="checkbox"/> YY: Diploma/GED <input type="checkbox"/> YY: Retention
		COMMON MEASURES ADDRESSED	
		<input type="checkbox"/> Attainment of a Degree or Certificate <input type="checkbox"/> Placement in Education or Employment <input type="checkbox"/> Literacy/Numeracy Gains	

SHORT-TERM OUTCOMES: GOALS FOR PROGRAM PERFORMANCE
What changes can you expect to see in individual participants at the end of the program?
What will Increase? Decrease? Stay the same?
Is this change significant and beneficial to the individual participant?
How will this change be measured?
What percentage of youth participants can reasonably be expected to achieve this goal?
What level of achievement is expected from youth who do not meet the program goal? Can the remaining percentage of youth reasonably be expected to meet this level of achievement?
If not, what level of achievement is expected from the remaining percentage of youth?

OUTPUTS: EVIDENCE OF SERVICE FOR PAY POINTS

What activities will the program deliver?

	What?	To whom?	How many times?/ How often?
First quarter			
Second quarter			
Third quarter			
Fourth quarter			

EFFECTIVE CONTRACTING FOR 12-MONTH FOLLOW-UP SERVICES CHECKLIST

Follow-up services have been included in the provider's contract or have been contracted to a separate provider

Tools for designing and implementing effective follow-up are included in the *Youth Development System Builder* module on Follow-up Services.

A detailed plan for collaboration between providers of program elements and providers of follow-up services has been developed (if issuing separate contracts for 10 program elements and follow-up services)

A system for tracking individual participants and reporting follow-up activities is specified

WIA performance measures are still intermediate outcomes and not appropriate for measuring effective follow-up. Short-term outcomes and outputs need to be developed for follow-up services.

Appropriate interim measures have been developed to assess quality and frequency of follow-up

Payment points for effective completion and reporting of follow-up activities have been developed

Payment points are weighted and spaced in a way that is reasonable with provider resource investment

Follow-up services have been defined as broadly as possible to allow case managers to be creative in providing effective, supportive follow-up services

Support needs vary greatly by each individual youth. Follow-up services need to be tailored to meet individual needs. Case managers must be able to draw from a diverse set of activities and services to support youth in successful transition to self-sufficiency.

EFFECTIVE CONTRACTING FOR 12-MONTH FOLLOW-UP SERVICES CHECKLIST

- Follow-up services have been included in the provider's contract or have been contracted to a separate provider
- A detailed plan for collaboration between providers of program elements and providers of follow-up services has been developed (if issuing separate contracts for 10 program elements and follow-up services)
- A system for tracking individual participants and reporting follow-up activities is specified
- Appropriate interim measures have been developed to assess quality and frequency of follow-up
- Payment points for effective completion and reporting of follow-up activities have been developed
- Payment points are weighted and spaced in a way that is reasonable with provider resource investment
- Follow-up services have been defined as broadly as possible to allow case managers to be creative in providing effective, supportive follow-up services

SOURCES

- Alameda County Workforce Investment Board. "Managing the Continuum of Youth Services. Action Bulletin No. 40." June 16, 2004. <http://www.acwib.org/faq/7.13.htm>
- Allen, L. **Evaluation of the Transition to Comprehensive Youth Services under the Workforce Investment Act**. New Brunswick, NJ: John J. Heldrich Center for Workforce Development, Rutgers University; Boston, MA: Jobs for the Future, 2002. (ERIC Document Reproduction Service No. ED 472 424); <http://www.jff.org/jff/PDFDocuments/YCEval.pdf>
- Allen, M. "Performance Based Statement of Work/RFPs." Presented at the Acquisition Reform Road Show Sponsored by the Assistant Secretary of the Navy Acquisition Reform Office, San Diego, CA, 1998. <http://www.abm.rda.hq.navy.mil/navyaos/content/view/full/1016>
- Appalachian Partnership for Welfare Reform. **Contract Management Manual**. Athens: APWR, Ohio University, 2001a. http://www.ilgard.ohiou.edu/apwr/contract_management/Contract_Management_revised_june28.pdf
- Appalachian Partnership for Welfare Reform. **Performance Measurement for the Workforce Policy Board**. Athens: APWR, Ohio University, 2001b. http://www.ilgard.ohiou.edu/apwr/resources/Module2_PM_for_WPB_April.pdf
- Bandoh, E. "Outsourcing the Delivery of Human Services." **WIN Issue Notes** 7, no. 12. Washington, DC: Welfare Information Network, October 2003. http://www.financeprojectinfo.org/Publications/outourcing_humanservicesIN.htm
- Behn, R. D., and Kant, P.A. "Strategies for Avoiding the Pitfalls of Performance Contracting." **Public Productivity & Management Review** 22, no. 4 (June 1999): 470-489.
- Berardone, S. "Financial Monitoring for Adult and Youth Contracts." Presented at WIA: An Agenda for Change, National Association of Job Training Assistance Annual Conference, New Orleans, Louisiana, April 5-9, 2004. http://www.naja.org/pdf/Fin_Mont_Review.pdf
- Berkeley Policy Associates. **Creating Partnerships for Workforce Investment: How Services Are Provided under WIA**. Revised Final Report for "Understanding the Role of Intermediaries under WIA." Oakland, CA: Berkeley Policy Associates, 2003. http://wdr.doleta.gov/owsdrr/papers/merged_final_report.pdf
- Boston Redevelopment Authority Jobs and Community Services Division. **Request for Proposals**. <http://www.commcorp.org/cyde/WIA/Downloads/Bostonfp.pdf>
- Brown, D.; Maxwell, S.; DeJesus, E.; and Schiraldi, V. **Barriers and Promising Approaches to Workforce and Youth Development for Young Offenders. Program Profiles**. Baltimore, MD: Annie E. Casey Foundation, 2002. (ERIC Document Reproduction Service Nos. ED 466 511-513); <http://www.aecf.org/publications/pdfs/workforce.pdf>
- Buchanan, W. P., and Snyder, N. M. **Enhancing the Delivery of Public Services by Nonprofit Agencies**. Wichita, KS: Wichita State University, 2000. http://www.sedgwickcounty.org/manager/pdf_files/NonProfitStudy.pdf
- Buck, M. L. **Charting New Territory: Early Implementation of the Workforce Investment Act. Field Report Series**. Philadelphia, PA: Public/Private Ventures, 2002. (ERIC Document Reproduction Service No. ED 463 444); http://www.ppv.org/ppv/publications/assets/89_publication.pdf
- "Business Terms Dictionary." <http://www.commerce-database.com/performance-management.htm>
- California Employment Development Department. **Workforce Investment Act Information Bulletin Number: W I A B 0 2 - 2 3**. Sacramento: California Employment Development Department, September 26, 2002. <http://www.edd.ca.gov/wiarep/wiab02-23.pdf>
- Callahan Consultants. **WIA Youth RFP Program Guide**. Washington, DC: Employment and Training Administration, U.S. Department of Labor, n.d. http://www.doleta.gov/youth_services/pdf/rfpguide.pdf
- Center for Public Policy Priorities. **The Workforce Investment Act of 1998. Challenges and Opportunities to Assist Low-Income Adults in Becoming Self-Sufficient in a "Work-First" World. The Policy Page**, no. 96. Austin, TX: Center for Public Policy Priorities, September 17, 1999. <http://www.cppp.org/products/policypages/91-110/91-110pdf/pp96.pdf>
- City of Los Angeles. "Performance Evaluation and Incentive Award. Year 3 Annual Plan 2002-2003." <http://www.lacity.org/wib/19Performance.pdf>
- Clymer, C.; Edwards, K.; Ponce, J.; and Wyckoff, L. **Supporting Youth Employment: A Guide for Community Groups**. Philadelphia, PA: Public/Private Ventures, 2002. (ERIC Document Reproduction Service No. ED 472 487); http://www.ppv.org/ppv/publications/assets/19_publication.pdf
- Clymer, C. "Strategies for Effective Youth Program Design and Delivery. WIA Performance Enhancement Project (P/PV & SPRA)." Presented at ETA Region I Annual Youth Conference, Mystic, CT, November 19, 2003. <http://www.doleta.gov/regions/reg01bos/slides/2003Youth/Carol%20Clymer-connecticutl.ppt>
- Corporation for National and Community Service. **AmeriCorps Program Applicant Performance Measurement Toolkit**. Washington, DC: Corporation for National and Community Service, 2004. http://www.projectstar.org/star/AmeriCorps/AC_PM_Toolkit_04-14-04.pdf
- County of Delaware Workforce Investment Board & the County of Delaware Office of Employment and Training. **Open-ended Request for Proposals for Year-round Youth Programs**. http://www.delcoworks.org/www/2003_RFP.pdf
- County of Santa Cruz Human Resources Agency. **Workforce Investment Board Procurement for Youth Program**. Santa Cruz, CA, 2002. http://sccounty01.co.santa-cruz.ca.us/bds/Govstream/BDSvData/non_legacy/agendas/2002/20020604/PDF/040.pdf
- Elsie, J. F.; Groze, V.; Hornby, H.; Mirr, R.; and Wheelock, J. "Performance-Based Contracting: The Case of Residential Foster Care." **Child Welfare** 71, no. 6 (November-December 1992): 513-526.

First Nation Self-Evaluation of Community Programs: A

Guidebook on Performance Measurement. Ottawa, Ontario: First Nations Working Group on Performance Measurement and Departmental Audit and Evaluation Branch, Department of Indian Affairs and Northern Development, 1998. <http://dsp-psd.pwgsc.gc.ca/Collection/R3-45-1998E.pdf>

Friedman, M. "A Guide to Developing and Using Performance Measures in Results-based Budgeting." Prepared for The Finance Project, 1997. <http://www.financeproject.org/measures.html>

Gash, A., and Wolff, K. "Contracting for Performance: A Checklist for RFP Development." Presented by Social Policy Research Associates and thinkers & doers, llc at the Contracting for Performance Workshop hosted by the Ohio Department of Job and Family Services, Columbus, Ohio, November 2003.

Georgia Department of Audits and Accounts. **Components of an Effective Contract Monitoring System.** Atlanta: Georgia Department of Audits and Accounts, 2003. <http://www.audits.state.ga.us/internet/pao/paorpts/pao-03-0245full.pdf>

Greater New Bedford Workforce Investment Area. **Request for Proposals for FY 2005 Workforce Investment Act Youth Follow-up Services.** <http://www.gnbwib.org/PDFfiles/RFPFollowUpServ05.pdf>

Harris, J. L. "Introduction to Performance Government." Presentation sponsored by the Maine State Training Office, April 5, 2001. <http://www.state.me.us/spo/sp/stratplan/docs/intro.ppt>

Harvard Family Research Project. **Learning from Logic Models in Out-of-School Time.** Cambridge, MA: Harvard Family Research Project, 2000. http://www.gse.harvard.edu/hfrp/content/projects/afterschool/resources/learning_logic_models.pdf

Health and Education Research Operative Services, Inc. "United Way Family Resource Center Logic Models." Lebanon, TN: HEROS, 2003. <http://www.heros-inc.org/logicmodels.htm>

Heartland Workforce Investment Board. "WIA Year Round Youth Services RFP Bidders' Conference," January 24, 2003. <http://www.heartland-workforce.org/rfp/hwibbi2.ppt>

Jackson, D., and Slanker, D. "WIA Youth Program Elements/Performance Measures Crosswalk." Columbus: Ohio Learning-Work Connection, the Ohio State University, 2004. <http://www.ohiolearningwork.org/docs/WIA-Elements-Performance-Measures-Crosswalk-draft.pdf>

Johnson, J. H. "How to Succeed with Performance-based Contracts." **Software Magazine** 20, no. 5 (October-November 2000): 44-46.

Kazis, R., and Liebowitz, M. "Using Outcome-focused Performance Measures to Drive Change and Improve Performance." Presented at Welfare to Work: New Solutions for the New Economy. A UK/US Symposium, September 21, 2000. <http://www.jff.org/jff/PDFDocuments/Perfmeasures.pdf>

Kellogg Foundation. **Using Logic Models to Bring Together Planning, Evaluation, & Action. Logic Model Development Guide.** Battle Creek, MI: Kellogg Foundation, 2001. <http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf>

Koller, V., and Winiarczyk, E. "Contracting for Performance." Presented at the Third Annual WIA Youth Conference, Columbus, Ohio, April 6-8, 2004a.

Koller, V., and Winiarczyk, E. "Performance Matters: Issues during the Lifecycle of WIA Youth." Presented at the Third Annual WIA Youth Conference, Columbus, Ohio, April 6-8, 2004b.

Lewis, M. V., and Resch, S. **Potential Performance Indicators for Youth Programs Funded by the Workforce Investment Act of 1998.** Columbus: Center on Education and Training for Employment, the Ohio State University, 2001. (ERIC Document Reproduction Service No. ED 480 306)

Lichiello, P. **Turning Point: Collaborating for a New Century in Public Health. Guidebook for Performance Measurement.** Seattle: Turning Point National Program Office, University of Washington, 1999. <http://www.turningpointprogram.org/Pages/lichiello.pdf>

Liner, B.; Dusenbury, P., and Vinson, E. **State Approaches to Governing-for-Results and Accountability.** Washington, DC: Urban Institute, 2000. http://www.urban.org/UploadedPDF/410067_governing_for_results.pdf

Longo, P. J. "The Performance Blueprint: An Integrated Logic Model Developed to Enhance Performance Measurement Literacy. The Case of Performance-Based Contract Management." Paper presented at the annual meeting of the American Evaluation Association, Arlington, VA, November 6-10, 2002. (ERIC Document Reproduction Service No. ED 471 543); <http://oak.cats.ohiou.edu/%7Elongo/AEA2002.pdf>

Louisiana TANF Executive Office of Oversight and Evaluation. "Appendix: Forms." http://www.state.la.us/tanf/FORMS_TEMPLATE_orgman.pdf

Lu, M., and Donaldson, C. "Performance-Based Contracts and Provider Efficiency: The State of the Art." **Disease Management & Health Outcomes** 7, no. 3 (March 2000): 127-137.

Martinson, K., and Holcomb, P. A. **Reforming Welfare: Institutional Change and Challenges. Assessing the New Federalism. Occasional Paper No. 60.** Washington, DC: Urban Institute, 2002. http://www.urban.org/UploadedPDF/310535_OP60.pdf

Maryland Department of Human Resources. **Managing for Results Guidebook.** Baltimore: Maryland Department of Human Resources, 1997. <http://www.dhr.state.md.us/mfr/>

National State Auditors Association. **Contracting for Services: Best Practices Document.** Lexington, KY: National State Auditors Association, 2003. http://www.nasact.org/techupdates/downloads/BP/06_03-Contracting_Best_Practices.pdf

National Youth Employment Coalition. **Developing the WIA Youth Request for Proposals (RFP): A Technical Assistance Tool for Workforce Investment Board Staff.** The RFP Topical Study Group 2002-2003 WIA Leaders Academy. Washington, DC: NYEC, 2002-2003. <http://www.nyec.org/wiaRFPpreprt.pdf>

Neighborhood Employment Network. **Performance-Based Contracting Evaluation Project.** Minneapolis, MN: NEN, 2003. <http://www.mtn.org/~netmpls/PerformanceBasedContracting.pdf>

New Hampshire Workforce Opportunity Council. "Workforce Investment Act-Title I Youth PY04 Request for Proposal Technical Assistance Questions." http://www.ed.state.nh.us/wia/RFP_Q&A.htm

Nilsen, S. R. **Workforce Investment Act: Improvements Needed in Performance Measures to Provide a More Accurate Picture of WIA's Effectiveness.** Report to Congressional Requesters. Washington, DC: General Accounting Office, 2002a. (ERIC Document Reproduction Service No. ED 463 448); <http://www.gao.gov/new.items/d02275.pdf>

Nilsen, Sigurd R. **Workforce Investment Act: Youth Provisions Promote New Service Strategies, But Additional Guidance Would Enhance Program Development.** Report to Congressional Requesters. Washington, DC: General Accounting Office, 2002b. (ERIC Document Reproduction Service No. ED 466 756); <http://www.gao.gov/new.items/d02413.pdf>

Northwest Georgia Workforce Development Board. **Request for Proposal.** Workforce Investment Act Youth Success Academy. January 2003. <http://www.careerdepot.org/RFP/2003youth.rfp.pdf>

Novak, J.; Mank, D.; Revell, G.; and O'Brien, D. **Paying for Success: Results-Based Approaches to Funding Supported Employment.** Oklahoma City: Oklahoma Department of Rehabilitation Services, n.d. <http://www.onenet.net/~home/milestone/Paying%20For%20Success.pdf>

O'Sullivan, G. A.; Yonkler, J. A.; Morgan, W.; and Merritt, A. P. **A Field Guide to Designing a Health Communication Strategy.** Baltimore, MD: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, March 2003. <http://www.jhuccp.org/pubs/fg/02/02.pdf>

Pennsylvania Department of Labor and Industry. **Local Area Monitoring Guidelines Technical Assistance Guide.** Harrisburg: Bureau of Workforce Investment, Pennsylvania Dept of Labor and Industry, 2001. http://www.paworkforce.state.pa.us/pa_workforce/lib/pa_workforce/pdf/local_area_monitoring_guide.pdf

"Performance-Based Contracting Desk Reference: Glossary." <http://www.knownet.hhs.gov/acquisition/performDR/glossary.htm>

Petrillo, J. J. "Without Precise Planning, Metrics Can Be a Minefield." **Government Computer News** 22, no. 32, November 10, 2003. http://www.gcn.com/22_32/mgmt_edition/24038-1.html

Philadelphia Division of Social Services. "Managing for Results." Philadelphia, PA: Quality Management Unit, Division of Social Services, City of Philadelphia, 2003.

<http://www.phila.gov/quality/mfr/pdfs/MFRWebSitedraft4.pdf>
Philadelphia Division of Social Services. "Key Performance Management Terms and Definitions." Philadelphia, PA: Quality Management Unit, Division of Social Services, City of Philadelphia, n.d. <http://www.phila.gov/quality/toolkit/pdfs/Definitions.pdf>

Picone, J., and Hebert, J. "Performance Measures & CISRS Overview." One-Stop Career Center RFBP Technical Assistance Session, San Diego Workforce Partnership, January 6, 2004. <http://www.workforce.org/ppt/RFBPTASESSION/RFBP%20Perf%20TA%20Session%20presentation.ppt>

"Project Auditors' Project Management Dictionary." <http://www.projectauditors.com/Dictionary/DictionaryHome.html>

Rappaport, C. D., and Jastrzab, J. **Promising Practices for Helping Low-Income Youth Obtain and Retain Jobs: A Guide for Practitioners.** Produced for the National Association of Service and Conservation Corps by Abt Associates with funding from the U.S. Department of Labor, September 2003. http://www.abtassoc.com/reports/NASCC_Guidebook.pdf

"Results and Performance Accountability Implementation Guide." <http://www.raguide.org/>

Sanger, M. B. **When the Private Sector Competes. Reform Watch Brief #3.** Washington, DC: Brookings Institution, October 2001. <http://www.brook.edu/dybdocroot/comm/reformwatch/rw03/sanger.pdf>

Schacter, M. **Not a "Tool Kit": Practitioner's Guide to Measuring the Performance of Public Programs.** Ottawa, Ontario: Institute on Governance, 2002. <http://www.iog.ca/publications/Guide.pdf>

Siegford, B. **Follow Up Services Handbook. A Technical Assistance Guide for Minnesota WIA Youth Practitioners.** Minneapolis: Office of Youth Development, Minnesota Department of Employment Security, 2001. http://www.mnwfc.org/youth/components/documents/Resources/followup_services_handbk.pdf

Stanislaus Economic Development and Workforce Alliance. **Workforce Investment Act Youth Services Request for Proposals.** http://www.stannet.org/rfp_2004/proposal-preparation.pdf

Tennessee Department of Labor and Workforce Development. "Summary of Risk Assessments." http://www.state.tn.us/labor-wfd/et_monitor23.pdf

Texas Workforce Commission. **Evaluate It!: From Policy to Practice to Performance. Training Packet 12. Youth Program Initiative.** Austin: Texas Workforce Commission, 2003a. <http://www.twc.state.tx.us/svcs/youthinit/ypi.html>

Texas Workforce Commission. **You and Youth in the Middle: Effective Case Management. Training Packet 3. Youth Program Initiative.** Austin: Texas Workforce Commission, 2003b. <http://www.twc.state.tx.us/svcs/youthinit/ypi.html>

U.S. Army Corps of Engineers. **A Guide to Best Practices for Cost Reimbursement Contracts**. Washington, DC: U.S. Army Corps of Engineers, 1998.
http://hq.environmental.usace.army.mil/tools/reimburse/CR_Best_Practice_Guide_981218.PDF

U. S. Congress. **Learning to Work: Making the Transition from School to Work**. Washington, DC: Office of Technology Assessment, U.S. Congress, 1995. (ERIC Document Reproduction Service No. ED 387 594);
<http://www.wws.princeton.edu/cgi-bin/byteserv.prl/~ota/disk1/1995/9548/954807.PDF>

U.S. Department of Health and Human Services. **Report on Alternative Outcome Measures: Temporary Assistance for Needy Families (TANF) Block Grant**. Washington, DC: Administration for Children and Families and Assistant Secretary for Planning and Evaluation, DHHS, 2000.
<http://aspe.hhs.gov/hsp/alt-outcomes00/>

U.S. Department of Labor. **Program Guidance for Implementation of Comprehensive Youth Services Under the Workforce Investment Act. Training and Employment Guidance Letter No. 18-00**. Washington, DC: Employment and Training Administration, U.S. Department of Labor, 2000. <http://wdr.doleta.gov/directives/attach/TEGL18-00.pdf>

U.S. Department of Labor. **Program Guidance for Implementation of Comprehensive Youth Services Under the Workforce Investment Act. Training and Employment Guidance Letter No. 28-01**. Washington, DC: Employment and Training Administration, U.S. Department of Labor, 2002. <http://wdr.doleta.gov/directives/attach/TEGL28-01.html>

U.S. General Accounting Office. **Contract Management: Guidance Needed for Using Performance-Based Service Contracting**. Washington, DC: GAO, 2002. <http://www.gao.gov/new.items/d021049.pdf>

U.S. General Accounting Office. **Workforce Investment Act. Labor Actions Can Help States Improve Quality of Performance Outcome Data and Delivery of Youth Services**. Washington, DC: GAO, 2004. <http://www.gao.gov/new.items/d04308.pdf>

U.S. Office of Management and Budget. **A Guide to Best Practices for Performance-Based Service Contracting**. Washington, DC: Office of Federal Procurement Policy, OMB, Executive Office of the President, 1998. <http://www.arnet.gov/Library/OFPP/BestPractices/PPBSC/BestPPBSC.html>

Vinson, E. **Performance Contracting in Six State Human Services Agencies**. Washington, DC: Urban Institute, 1999.
http://www.urban.org/UploadedPDF/governing_2.pdf

Walters, J.; Abrahams, M.; and Fountain, J. "Managing for Results—An Overview." In **Reporting Performance Information: Suggested Criteria for Effective Communication**, pp. 13-24. Norwalk, CT: Governmental Accounting Standards Board, 2003.

Washington State Office of Financial Management. **Guide to Client Service Contracting**. Olympia: Washington State Office of Financial Management, 2002. <http://www.ofm.wa.gov/contracts/csg/chapter1.pdf>

Wells, S. J., and Johnson, M. A. "Selecting Outcome Measures for Child Welfare Settings: Lessons for Use in Performance Management." **Children and Youth Services Review** 23, no. 2 (February 2001): 169-199.

Westchester/Putnam Workforce Investment System. "Program Benchmarks/Payment Points." White Plains, NY: Westchester County Office of Workforce Investment, 2001.
[http://www.westchestergov.com/onestopemploymentcenter/wplwisweb/StateTANF%20Summer%202001/WIA%20Youth%20RFP%202001%20-%202003/Schedule%20B%20\(IV\)%20%20pages.pdf](http://www.westchestergov.com/onestopemploymentcenter/wplwisweb/StateTANF%20Summer%202001/WIA%20Youth%20RFP%202001%20-%202003/Schedule%20B%20(IV)%20%20pages.pdf)

"Wideman Comparative Glossary of Project Management Terms v 2.1." <http://www.pmforum.org/library/glossary/index.htm>

Wimmer, S. J. "Contracting for Performance: No More 'Acquisition Think': Performance-Based Contracting Offers Government the Ability to Transform Dramatically the Nature of Service Delivery." **Government Procurement II**, no. 5 (October 2003): 14-17.
http://articles.findarticles.com/p/articles/mi_m0LEE/is_5_1/ai_110734206

Wolff, K., and Morales, S. "Delivering for Ohio's Youth: Contracting for Performance." Presented to the Ohio Department of Job and Family Services, November 2003.

Wong, K. "Performance Based Contracting: From Theory to Practice." Presented at Journey to Performance Excellence 2001, Anaheim, CA, January 30-February 2, 2001. <http://www.workforce-excellence.net/html/journey/2001/workshops/contracting.ppt>

Workforce Initiative Association (Canton, Ohio). **Request for Proposal for the Selection of Contractor(s) for Youth Workforce Development Services for the Period 09/01/2004 through 08/31/2005**.

Yates, J. **Managing the Contracting Process for Results in Welfare Reform. Issue Note**. Washington, DC: Finance Project, November 1998. <http://www.financeprojectinfo.org/Publications/contractissue.htm>



For more information on additional Focused Futures modules please contact LearningWork Connection at 614-292-8665 or visit ohiolearningwork.org