

*Proceedings of the*

***Second Results Based Accountability Gathering***

***Scottsdale, AZ***

***December 11 – 13, 2000***

*A group of over one hundred individuals from 20 states and five countries representing approximately 50 organizations met in Scottsdale, AZ to explore the question:*

***How can we turn the curve on the well being of children, adults, families and their communities?***

*People came from foundations, non-profits, universities, hospitals and government. The people came from neighborhoods, cities, counties, states and the federal government.*

*They used Open Space Technology to help tap into the tremendous experience and knowledge represented. The results of approximately 45 sessions convened by the*

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**Worksession VII – 8:30 AM– 10:30 AM, Wednesday, December 13**

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## *Stepping Up to Accountability (Part 1)*

Host: Jolie Bain Pillsbury

Large Group Discussion:

The initial interests of the group in this topic were as follows:

- How to make results accountability real, especially for the County Administration (from the perspective of a County Commission or Senior Administrator)
- We are using the words and concepts – but perhaps the concepts are being misused – our questions is how to use this effectively
- We are interested in working on alignment – vertically for the population, across the service systems, and across sectors

People conceptualized accountability in the following ways:

- Resources follow results and there are incentives to improve results
- Ideas last more than a year...e.g., this does not become the flavor of the month
- Results information leads to better decision making
- Everyone is expected to show what contribution they are making to improving results in a public way. (everyone to include public and no-profit leaders, frontline, supervisors, etc.)
- Individual accountability at the level of performance measures where there are connections between how the curve is turning (or not) and what people do

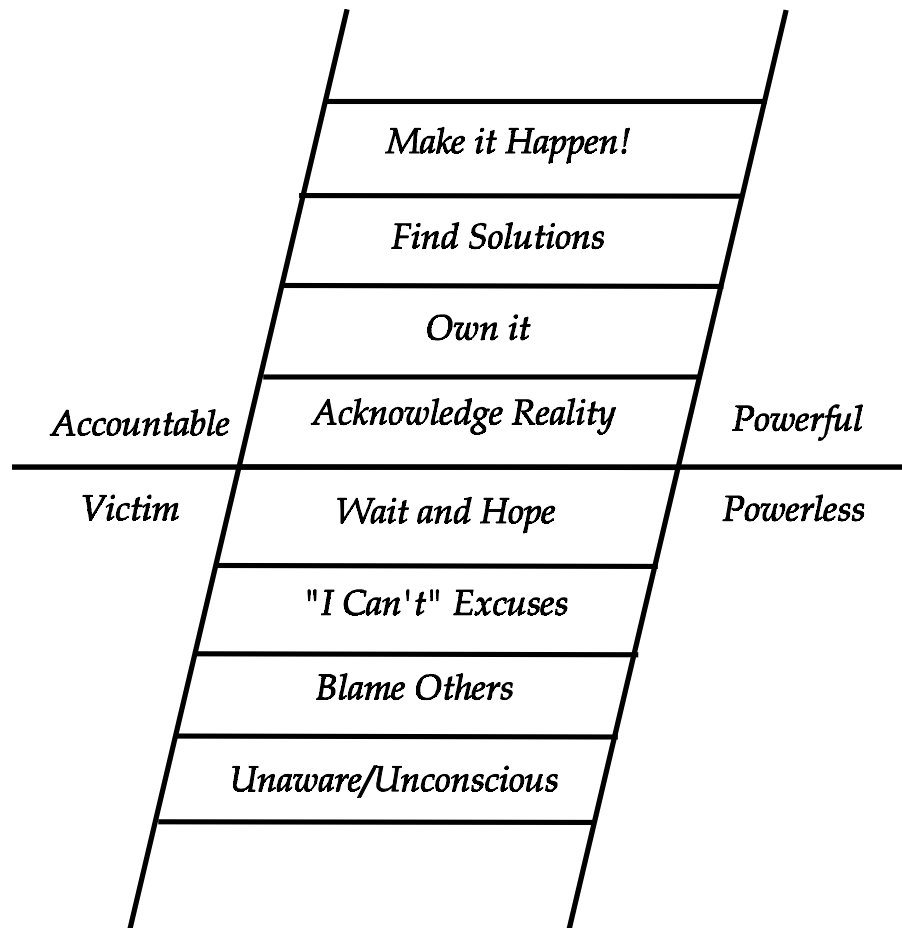
In small groups discussions the following topics were explored:

- **Sustainable Change:** To really make change sustainable you need:
  1. Supportive leaders (champions) – one way to develop supportive leadership is to work with local groups and advocates or coalitions to leverage and reinforce the interest of leadership
  2. Link and build on what exists to avoid the perception that it is a flavor of the month that will pass. An example of this might be to work with providers who are currently accountable for “service units” to begin to help them define results, e.g., what are the service units intended to produce.
  3. Use the “report cards” or other “tracking” for something – for example, identify the interests of the commissioner and make connection to date OR incentivize results with resources.
- *Can you do accountability in a political environment? There was some question that it could be possible...*
- **Individual Accountability: How do you set the scope for individual accountability at the beginning?**
  - Find or create “disciples” -- people who are willing to be accountable and start with them.
  - Create an environment where risk and protection are balanced. For example, in a school district (Maryland) the union is comfortable with the “protection” that takes the form of steps and improvement opportunities before consequences and the parents are supportive that there are consequences. Progress is tracked against a set of performance measures for student achievement and well-being.

- In human services the challenge may be more to “transform” the current accountability that is for process or input to one for results. The tradition of measuring results may not be as strong as in Education field.
- For mid-managers in organizations:
  - make it part of their performance appraisals;
  - change the job of those they supervise to focus on results and then enforce the role of the mid-manager in reporting on their staff/s progress;
  - build relationships and appeal to passion and commitment.
- **Better Decision-making: A Michigan Example**
  - **All** counties must establish a multi-disciplinary coordinating council with consumers as members of the council.
  - There are dollars (small) to incent the planning process and support the work of the council as well as a coordinator to support the work.
  - There is a shared/binding consensus based decision making process that has a laser like focus on vision and results. The councils use a set of questions to ensure that the decisions they are making support the vision and the results. This has led to a shared ownership of the process and the vision. An example:
    - **NO Wrong Door:** Process by which a common intake form was developed (you can get a copy from Margie McNabb) and the coordinating councils facilitate the cross-agency – cross system response to family needs through family advocates and the use of the Family support teams that are part of the council.
    - The approach is family friendly, asset based and the family member gives permission to the family advocate to bring issues to the team and the family member may join in the meeting. The team provides resources and supports.
- **How to use data effectively to create accountability**
  - How to make performance measures align with outcomes, e.g., service units are process how move to results
  - Find ways to engage people in using the information.
- *The small groups continued to meet – the host continued with those who were interested in the “accountability ladder”*
- **The Accountability ladder: a tool for moving people to accountability for results. The following ladder was discussed. The following people are meeting again Wednesday, Session 1 to develop it as a tool in the following ways:**
  - People: Brent Schondelmeyer; Gini Milkey, Thea Meinema, Kathy Barbell; Sandy Wilkie, Lynn Fallon, Trine Bech
  - Refinements:
  - Use as a self-assessment tool;
    - Develop it for organizations, neighborhoods, teams.
    - Annotate the ladder with questions and approaches that can help people move from one step to the next;
    - Link it to stages of development that people or organizations go through in moving to results accountability )e.g., explicit link to Mark’s model
    - Capture ways to help people move:
      - To move from “I can’t excuses” – ask “why five times” to get to underlying issues for people and then try engage people/person in problem-solving around that/those issues.

- To move from wait and hope – find an executive or champion who will model the next steps OR find people who are higher up the ladder and focus attention and encourage peer learning
- Listen for “victim” – try to select people for initial work who are “actors”
- Use language that is appropriate to the context, e.g., “wait and hope” in bureaucracies may be “we be here when you came and we’ll be here when you are gone”
- Create examples of the desired behavior appropriate to the context – e.g., in neighborhood and community setting (or everywhere) “powerful” is not commanding it is collaborating.
- The group agreed to use the ladder over the next day as a tool for their own issues and then share Wednesday morning.

*‘The Accountability Ladder.’*



*Bell Atlantic created a cadre of “change agents” to act as peer coaches in accomplishing the transformation of the company. The change agents received training so that they could use every encounter as an opportunity to move people from where they were to one step up on the accountability ladder. Shared by Bob Young, Bell Atlantic, Environmental Management Change Summit, Denver Colorado, 1995*

## Suggestions on Accountability Ladders:

### Brent's thoughts (*Jolie's reactions to Brent's thoughts in italics*)

- **Expand concept to different settings: team, community, neighborhood, etc.**

The concept may not be additive. If we have seven “get it done, own it, personally accountability individuals” working in a team or an organization, does it mean that “collectively” they can “get it done, own it and make it happen.” The seven individuals – particularly if they come different organizations, experiences, disciplines – can potentially spending a lot of time discussing who is right, who is charge or exploring differences rather than creating common understanding or agenda. Emphasizing “personal accountability” – think also “personal responsibility” – is important, but we need to think about in other group contexts. [Focusing on individual accountability – I saw this for effect – one might want to look to the Libertarian Party for ideas. What we need are new ones to look at collective accountability that is consistent/congruent with “turn the curve,” “tipping point,” and results-based approaches. This approach potentially can challenge an individual to see how that behavior contributes to responsible or accountable behavior of the larger group. This can be important; if we want to “turn the curve” it is most likely to occur not through individual responsibility but through collective action. We often think we can achieve this through vision and mission statements.

The challenge: We always believe that if we change individual behavior that group/collective behavior will change in a similar fashion.

- *Two possibilities to explore in the context of the approaches described below: (1) Mark's turn the curve exercise enables a group to come to common understanding about what difference they want to make and a way to work toward collective action. Collective accountability somehow seems to emerge when individuals commit themselves to results that they can not achieve independently. A paradoxical insight that “I alone can do it AND I can not do it alone”. Therefore there may be a way to see this as both individual and collective rather than either or. (2) Re individual behavior and the behavior of an individual in a group – group norms explicitly adopted by the group and with each and all individuals holding themselves accountable for following the norms may be a way of having a group accountability for the effectiveness of the group's work (e.g., performance measures for meeting results...)*
- **Consider using some word/term/construct other than ladder.**

“Ladder” is fraught with too many other not useful connotations - career ladder, getting ahead, holding hierarchical position over some one else. One idea might be to use the word “developmental” in the model. This is an important word to this work, but not used enough. “Developmental” is non-judgmental – wherever you are is fine. Fewer people want to think of themselves as at “the bottom of the ladder” partly because “bottom of the ladder” is often used to describe class, income, and/or needs by human services and educational organizations. Ladder can be seen as percentiles. Ladder is moving up or down. Developmental language is growing.

- *Love developmental framework...don't mind imagery of growth of expansion – turning the curve on accountability? Flying the accountability spiral?*
- **Try to integrate the results-based language into the model and figuring out the appropriate level where that might occur.**

This is an important need. The problem with the richness of ideas is that we may be impoverished because we don't know who to use them. We shift from idea/model/fade as we move from supervision, community planning, public ... The question I would raise is: Why do some groups, neighborhoods, communities ready and willing "to own" the issue(s) and be "responsible" for the result, while others are not.

- *I'm interested in trying to make the connection in a developmental way to Mark's work. E.g., awareness (even thru blaming) is created through answering the questions associated with choosing the result and measure. Baseline brings you a little further along. Looking at the trend over time and working to turn it is when you "step up" "move into" "embrace" accountability (collective and individual).*

### **Two approaches**

There are perhaps two ways to look at a multi-dimensional model – a continuum showing different and/or larger groups of people or showing the issues of accountability as something which is an interaction between the individual and something else – a family, a neighborhood, a team, etc.

#### **Approach One**

This approach simply extends the concept to new settings. This shows that the issue of "accountability" is equally important in other settings, shows that it can be developed/learned/nurtured/discovered and opens the idea up that how that happens may be different in different settings.

Attribute	Individual	Team	Organization	Partnership	Neighborhood
Make it happen					
Unconscious					

#### **Approach Two**

Looks at the issue of responsibility not in a singular dimensions, but as an individual in relationships to a larger group. This approach potentially can challenge an individual to see how that behavior contributes to responsible/accountable behavior of the larger group. It also can promote an understanding about what part of a problem/issue is mine and what is ours. An individual can believe they are acting responsibly by asserting that: "Not my job." The effect is they can define their work, their responsibility so narrowly so as to assure that they are "doing their job" even though it may not achieving or contributing to the desired results.

This approach also can address one of the most prevalent and non-productive efforts that occurs in this work – i.e. "the blame game." Looking at the interaction between two entities – individual and team, neighborhood and agency, agency and agency, etc. – can promote an approach that

says this is where we are, what can we do. It can also provide a hook to tie into results-based accountability. Clearly, it should be easier to “turn the curve” if those involved – remember we are setting big tables – can to the endeavor inclined to be accountable and believe that they collectively can be powerful. Even if the groups does not achieve the agreed upon result, they will be more inclined to try again with the hope of achieving a different result. We lose so many in this work because they try something – perhaps half-hearted, ill-advised or poorly lead – and when it doesn’t work, they are prepared to say: “Done that. Tried that. Didn’t Work.” We often have ourselves failing before we ever really get started.

This second approach can also help with facilitative leadership. It can help a group understand where “they” and discuss where “they” would like to be.

**Supervisory Example**

Attribute	Individual	Team	Comments on the Relationship/Interaction
Own it			
Unconscious			

**Collaborative Example**

Attribute	Agency	Agency	Comments on the Relationship/Interaction
Own it			
Unconscious			

**Community Example**

Attribute	Neighborhood	Agency or	Comments on the Relationship/Interaction
Own it			
Unconscious			

Odd thoughts:

What does Jesse Jackson mean when he says: “Keep hope alive.” It is a statement that challenges people not to be powerless and challenges them to be accountable to creating a better and more just world.

***Where The Circle Meets The Line  
Is There A Role For Statistical Analysis In RBA?  
How Do We Measure The Impact Of Program Outcomes To Larger Community  
Indicators?***

Key Issues:

- What are the interacting (data) variables and how do they interact
- Can we ever demonstrate causality?
- Disaggregating data geographically and demographically
- What is “good enough” evaluation?
- How do we marry the merits of all sources of information and data?
- Connecting program level outcomes to population level indicators

Selected Area of Focus:

***Connecting program level outcomes to population level indicators***

- Is the indicator unrelated or unresponsive to actual work?
- Is it an issue of scale of measurement? i.e., Will the change in a small sample show up in a population level measurement?
- You may have to accept that there is no clear research design; and move forward with the model (RBA) despite this issue
- There is no such thing as bad data, rather the question is, “What does this data mean to you?”.
- Capacity building needed w/CBO’s and program staff in research designs: good ways of knowing
- Hierarchical linear model allows for comparisons of relationships of similar indicators are different levels of the system, i.e., classroom –school-school district-county-state
- Need to build capacity of government agencies and CBO’s to use data and statistics-using data to drive decision-making!
- Who decides what outcomes to measure? Agency planners? Community-Members?
- What is “enough” in terms of outcomes measures?
- Ownership of measuring results and making change is essential
- Perhaps the operative ingredient of RBA is getting people to come together
- The first several years of the work is a cultural shift within organizations
- There is a major issue with what to do with the data once you have results, specifically who and how to communicate the information. How to use political pressure to your advantage

Summary:

When chasing your tail:

- be patient
- don’t be afraid to color outside of the lines
- remember there are no truths
- be open to defining success after the fact

***Addressing Strategies For Becoming A Monitoring/Coordinating/ Resource Development Entity Within A Governmental System.***

Exchange between Amsterdam Southeast and Kansas City.

Key Points:

- Relationships(internal and external) are essential
- Identify key sponsors within the system
- Sponsors identify needs/ short term goals
- Develop common strategies
- Recognize perceived threats/challenges
- Value skepticism at the same time you're finding common ground
- Broaden involvement and input
- Recognize and identify REAL barriers/burdens for systems
- Create strategies to address burdens/ barriers
- Establish common short term goals/ supports needed in systems
- Educate/ inform in multiple ways to multiple parties
- Establish common outcomes
- Agree on monitoring
- REPEAT ALL THE ABOVE.....broader/over

Values....grassroots, common ground, same goals /different instruments, linking all levels, focus/refocus, talent of all, inspiration, patience, change, fortitude.....

## *Race, Equity and Social Change*

Host: Linda Bright

DRAFT

Work in Progress

Anyone can contribute!

What this really means is that we need a definition of the terms race, ethnicity, culture, inter race and intra race relations, respect, equity, class

We have determined that we need conversation that moves us beyond venting to healing. CONVERSATION IS THE CONVERSION FACTOR—and in the conversation we must determine and define the terms and rules of engagement similar to those used in open space. In these conversations we must assure that there is representation beyond tokenism, respecting cultural differences, delineating similarities, working with commonalities, common needs, assets, resources by doing a comprehensive resource inventory on multi levels.

Is it necessary for racial reconciliation before we do the “good or best work” or do they come together? A common phrase used, overused but seldom understood and rarely implemented is “Perhaps, we have to level the playing field“ but, are we willing to do this if some of us must give up or share resources to bring about the assurance that there will be a systemic standard that guarantees those Minimal Essentials necessary to a quality of life that most of us would chose to live? Those minimal essentials might be that there is a guarantee of peace, education and compassion for everyone. Great ideas, but how do we bring people together to come to a common agreement as to what those minimal essentials will be and eliminate the “isms”, not offend, alienate or withhold the needed tools, services, respect etc. driven by historic prejudices and attitudes.

How do we reconcile the promotion of activism and participation of the at risk, empower them and deal with the threats to status quo? When the promise of power implies struggle and the prophesy of all things being equal then there will be more self efficient, self sufficient involved individuals aware of rights and responsibilities and perpetuate an empowered people.

We want to develop a process of multi-system infrastructure that guarantees an ongoing process that is delivered by credible, sane individuals that can empower the powerless.

What will happen is there will be a guarantee of individualized education family plan that breaks the cycle of impoverished thinking.

Building capacity for self determination and self sufficiency might be possible if there is a leadership training process that is driven by a self selected body that understands that the individuals involved know (that nobody loves the poor anywhere in the world for free) and that the poor in spirit don't know that there should be no one that cares more about them than themselves. That they should be not only motivated but mobilized to engage in the process of taking care of business! They- the poor should be given the tools of leadership and not operate as some rich do as well with the sense of privilege or entitlement.

Since we are all at risk in varying degrees, integrating the best practices ( SEARCH Institute, National Council on Educating Black Children (NCEBC) Blueprint for Action) best of industry - Outcomes Results System ORS (Data Design –Lancaster, PA) best of discipline- Institute of Moralogy, Reitaku University Chiba-ken, Japan etc.

Have the poor vested in the development of the process, understanding that they are not only stakeholders but stockholders in the process and product resulting in the improvement of outcomes.

Defining race as the human race. Looking as ethnicity as misspelled “ethicsnicity”. Multi-cultural looking at monoculture = peace. With behavior expectations – isn’t that what culture is all about. The choice is to do something right. Defining right then we could determine what our outcomes or results should or could be.

Lorraine Rogstad (MD); Leann Ayers (TX); Dalia LevSade (Israel)

## ***Youth Decision making (Year Two of this Conversation)***

If youth decision-making councils had authority at either the local or state level what world they look like? How would they function etc?

This conversation started at last year's RBA conference when we worked on civic competence and afterwards we in Vermont redirected money to youth initiated grants.

### **General advice**

- ❖ Identify outcomes you are going for
- ❖ Have the youth have input into both goals and measurement and the structure of the group itself. It is possibly premature to start with the council because the groundwork must be laid
- ❖ In PA that groundwork includes
  - teen voice,
  - teen connection,
  - teen leadership.
  - This is manifest through having a teen coordinator and a teen ENEWS – even labor unions have given money to support this teen grant making work.
- ❖ In Minnesota, these decision-making teams are made up of youth from juvenile justice system etc. They make decisions about grants from adult youth service workers and young people themselves, e.g. group of teen mothers were very clear on what would work and what wouldn't)
- ❖ Consider the culture of youth as one area of “cultural competence” and demographics (as distinct from adult culture)
- ❖ Oakland grant making process
  - Youth go out and ask their peers “what do you want to change about your community?”
  - We will hook you up with an adult who can help you write the grant
  - Whole process takes one month and youth do follow-up site visits

### **What outcomes are we looking for?**

In addition to choosing healthy behaviors, (substance use, teen pregnant, delinquency) we also are looking for competence, connection, caring, opportunities to contribute to the community and a sense of positive identity.

### **Identification of youth leaders among groups of young people who are not student leaders**

- ❖ Morrisville, Vt. Part of the process for all of our RBA work is to ask the question who is not at the table who needs to be?  
So we will identify that we need additional young people
- ❖ Oakland – the group is very dedicated to finding and engaging young people who may be difficult to engage. They will often consider cultural relevancy and if possible have staff reach out to youth from their group and when possible partner with someone from the youth's group.  
Instead of just having to call a school and ask, this involves getting ideas, calling the young person, meeting tem for lunch etc.

- ❖ Brattleboro, Vt. – nomination by youth service organization adults – form  
It is possible that the students who are in the mainstream may also know the youth we are most concerned about and can help find them and encourage their participation
- ❖ Minnesota - ask the adults in the alternative programs  
Who are the adults that kids really gravitate towards and ask these adults to nominate youth

### **Challenges down the line**

Once we start to involve youth as full partners how do we keep the youth service organization staff that aren't used to having the youth they serve make the decisions and are not totally

How do we assess programs for discrimination against youth leadership?

If we find it how can we change things?

Tie funding to proposals, which show evidence of authentic youth engagement and decision-making.

How do we pass on the leadership because kids keep “aging out”?

Oakland each youth picks their successor although they still must go through the usual application process

Civic leadership curriculum for youth

### **Unanswered questions**

What about youth who are bussed to a different neighborhood for school, How do we get them involved in reclaiming a playground in their community?

What about children of immigrants? How do we make sure they are involved?

### **Resources**

Spirit of Culture document – Assets for Colorado Youth  
1580 Logan St.  
Suite # 700  
Denver, Colorado 80204

Oakland fund for Children and Youth  
250 Frank Ogawa Plaza #6306  
Oakland, Ca. 94612  
Attention: Franklin Hysten

Tim Reardon  
The Alliance for families and children  
Central Community center  
6300 Walker Street  
St. Louis Park, MN 55416  
[timreadon@wayfront.com](mailto:timreadon@wayfront.com)  
(952) 928-6725

## *Setting Benchmarks*

Host: Janis Parks

The group of approximately 18 convened around the issue of setting benchmarks(targets) that are realistic but meet the expectations of local government figures, state legislators, and funders.

Recommendations from the group included the following:

Benchmark setting should be done within the context of a governance structure and a strategic planning process that is:

- long term(5-10 years)
- inclusive of all stakeholders
- has developed Results or Outcomes
- has developed a set of measurable indicators
- has collected baseline data

Benchmarks could be set utilizing comparisons with “like places” or a review of national averages on your set of child well being indicators;

Quantitative goals should not be set too high! Be careful that you don’t set the community up for failure.

Educate and communicate widely about your current status of child well being indicators and your strategies to address them.

Involve legislators from the earliest point of planning.

Use trend lines as a method of utilizing data for decision making and building credibility and support for the process.

“Real” neighborhood involvement is critical to the ultimate buy-in of benchmarks and strategy success.

A process is needed that equalizes the power of community voices and policy makers.

Possibility that consensus around specific quantitative benchmarks is not needed if agencies/organizations individually focus on one or two goals or indicators.

The importance of defining terms continues to be a priority(benchmark, target, goal, indicator, outcome).

Some communities who participated in this session and felt that they had made significant progress in this area are:

Santa Cruz  
Georgia  
Missouri  
Vermont  
Indianapolis

Many of the above recommendations came from representatives of those communities and would be willing to engage in further discussion. The hostess (Janis Parks) thanks all of those who participated in a lively and satisfying session.

## *Worksession II*

## *How to have a great meeting*

Hosts: Janice and Paula

**New Data**

**New Story Behind the Data**

**New Partners**

**New Information on what works**

**New financing**

**Changes to Action Plan and budget**

**Adjourn**

### **Lessons learned using this approach:**

Start with story of courage

Resources include people training and staff development opportunities as well as money

New information national studies but more importantly local people's successful approaches

For conversations about a community or state level indicator

Focus - maybe on just one outcome e.g. Youth choose healthy behaviors and one indicator, e.g. substance abuse

Consider sending out or emailing all the written info first and save the meeting time for a facilitated discussion that can only happen when the group is together People may not read the information and could derail the discussion if there is no summary at the beginning of the meeting.

Make sure people have time to express their ideas

Using the outcomes approach can "elevate" the discussion to a higher level

Be someone who keeps reminding the group about the outcomes for children and youth

Share credit for success as broadly as is real

Have someone (maybe you) write up the notes and keep track of the suggestions and the data

No matter where you are trying to get to, this approach can be an effective way to start because it sets the stage for many conversations

identify data that can be collected or reported out soon to show some success for folks to rally around

Don't forget the political arena in which we are doing this work. Many time legislators already know these data and the decision to make a move on one of them is a political one.

### **Brainstorm of suggestions for the following situation:**

#### **What about when the group is not working together effectively or at all?**

Sometimes we may need to finally get to the "getting along" part a chance to discuss differences and/or concerns

Spend time building the relationships, learning from each other

If the money is there sometimes people will figure out how to work together

When a group has already implemented no cost/low cost solutions" and there are a whole bunch of things going on then if a funding opportunity comes along, resources tied to a certain thing can be pursued.

Sometimes, people can be invited to leave - in private by senior person 6 61 5 in sure you have so much to do maybe it would be more effective for you to concentrate your energy over here instead"

do pre meeting work when you anticipate there may be difficulties. This will accomplish three things

- community people often have different culture and motivation for the work than social services folks
- gives people a chance to discuss concerns, strengths about the upcoming meeting or work
- builds relationships

Keep focusing on indicators that haven't changed and asking for new approaches and solutions

**What can be done about an administrator who will not work in this collaborative way?**

get parents and /or youth to speak discuss with legislators

Resources: The Eye of the Storm AE Casey Foundation

***Beg, Borrow or Steal the Best or Most Creative Ideas for Generating or Maximizing Dollars to Improve Outcomes/Build Capacity***

Frame the Question:

Brainstorm Financing Innovations

1. Generating New \$\$
2. Redirecting \$\$
3. Maximizing use of \$\$
4. How to fund capacity building infrastructure

Resources-Yellow Pages

Jerry Grimm-Title IV-E/Medicaid-Baltimore

Jaime Halperin, MN-revenue maximization

Utah-Capacity building-Deborah Hinton

- allocated federal Head Start \$\$ to communities for community planning via RFP
- universal home visiting with building in funds for community planning

Foundations-Indianapolis Linda Bright

- Universal RFP for summer youth programs including Casey funding

Vermont-Jean Haigh

- submit grants together from 15 towns in an area; one lead agency; federal tobacco, new Directions; 21<sup>st</sup> Century, etc.

Create something out of nothing-then don't owe anyone anything-Con Hogan

- provide data to cross motivate across sectors
- costs very little

Children's Trust Funds-Gail Hayes

Braided Funding-Chris Linville

- wraparound for severely emotionally disturbed kids
- home visiting newborns

MN-Tim Reardon/Curtin Brown

- State \$\$ for capacity building-5 years (three years full funding them down 1/3, 1/3)

Federal Revenue Enhancement

- Local collaborative time study
- foster care and medical assistance (Title IV-E XIX)-Considered reimbursement to local level-no strings from the federal level; state did impose some strings such as spending funds within 24 months

Kansas City Gail Hobbs

- state \$\$ nonprofits; 6% administrative fee (admin, reporting, data) vs. 23% previously to universities

Land Grant Institutions- Linda Bright

- in all states
- fed \$\$ that require university participation; can be accessed for almost anything

Longer Term Finance Project paper-Con Hogan

- economic value of costs

Results Based Accountability Gathering

-avoided as you achieve results

750 Club-Iowa and Vermont Scott Johnson

- keep costs of substitute care flat or down then share in savings
  - pay for performance like Phoenix and in Sunnvale Bev Godwin
  - welfare to work contractors-Kansas City Gail Hobbs
- performance based contracts placement and retention

Community Foundations-capacity building

- Michigan-Kellogg (?) youth as stewards ; universities help argue prevention

1 to 1 match; youth administers \$

-regional community foundations

- performance based logic model; asset based; use search institution survey as baseline

School lunch and TANF child care-Kansas City-Gail Hobbs and TANF after school-Chris Linville

MN and CA-Linda Bright

National Council on Educating Black Children-“Blueprint for Action”

- IEP IEPF smart card technology; genius maker

ORS-Outcome Results Systems by Data Design, Lancaster, PA

- gives info that funder need... baseline and status reports \$5K

USDA After School snack Program-Bev Godwin

- very underutilized; estimated to be 10 million children eligible only 1 million utilizing funds
- also Title I \$\$ Daybreak

Contra Cost County-Chris Linville

Direct Certification-if on food stamps or Medicaid automatic eligibility for all food programs

MN-Linda Bright

- 1987 legislation FRPL-African American-lactose intolerant children

Outcomes and Accountability-Chris Linville

Started as pilot, now county wide \$10K for 4 programs (County general funds)

- now have data on what they are doing well and what need to improve

Data Managers...

Finance Project Websites

- Wilder Foundation-Linda Bright, MN

-publications on capacity building especially by McKnight and Pressman

-also the Bell Curve

Innovation in American Government-January 12 for paper application; January 19<sup>th</sup> for on-line application-\$25K for finalists and \$100K for winners

Building of public will as important as financing strategies

What Happens When the Curve Goes the Other Way?

- state/local partnerships need to: win together or loose together

-shared accountability

-loss already exists

-data so important-what would have happened anyway

Issue of Taking Saving Away

Results Based Accountability Gathering

-different cost models/formulas for different indicators  
GA Teen pregnancy-Gail Hayes

Learning Guides on Finance-MO, VT, GA and CSSP

-publications available late winter [www.cssp.org](http://www.cssp.org)

-example case management in Georgia

Long Term Financing Paper-Guide for Communities-GA-Gail Hayes

[www.georgiafamilyconnection.org](http://www.georgiafamilyconnection.org) small fee ?

GA lottery funds used for universal preschool (Innovations winner)

## ***Sorting Results and Indicators***

Host: Phyllis Rozansky

We explored the use of results, indicators and performance measures that capture the changes in neighborhoods, communities and systems. These indicators were viewed as process indicators. They were also seen as different from agency performance measures such as timeliness of service delivery etc.

### **Questions surfacing**

In what ways do communities identify and use neighborhood, community, or system results, indicators and measures in RBA? For example, in Santa Cruz, CA they use system outcomes. Such as the following: Result: comprehensive integrated system. Indicators: Common set of results across agencies, tracking system for data

Other system indicators identified included:

- Increased funding available
- Increased leveraging of funds across organizations/agencies
- More partners at the table

Community/neighborhood indicators identified

- Residents demand change for children and families
- Community supports change
- Leadership
- Decisions made with resident participation (number and type of participation)
- Agency inclusion of residents in decisions about service priorities

### **Conversation points:**

The system, community or neighborhood indicators and performance measures of the strategies the strategies to turn the curve for child and family indicators are

Caution has to be exercised in the use of community or system results and measures so as not to lose focus on child and family results. It runs the risk of changing systems without changing results for children and families. The neighborhood, community or system measures can be used in the context of measures the strategies

Agency performance measure can be converted into a neighborhood measure such as: enrolling the total number of eligible children for health insurance. Neighborhood measure could be the number of children in our school or zip code who are enrolled in a health insurance program.

Community indicators have to have the “right” geographic scope to be useful.

The process indicators and performance measures may have value for agencies or community governance bodies while having little or no value for the community at large. E.g. an effective non-profit agency infrastructure.

Measuring support for community change included strategies to use to create community support for change from the use of a chaos theory approach to the use of community field trips with the dual purpose of informing residents and strengthen resident relationships with one another.

### **Questions to consider in the use of process indicators**

- What process measures are useful? (What does parent attendance rates at school meetings tell us? What is the use of the information?)
- What is the power of the data?
- What is its relevant worth compared to the human and financial cost of collecting the data?

## *Connecting the Mind and the Heart*

In the workplace, employees are often left to feel like psychological orphans”.

Work makes a difference

Need to feel part of the wider community

Effects our work with our customers

These are important in order to achieve organizational goals

We speak the RBA language but are we making a difference?

How do we keep from becoming cynical in our day to day work?

How are we using our resources, i.e. conferences that may not produce results, for instance?

How do you translate the stories into something that really matters?

Use with politicians and presentations with heart!

Making the outcomes into neighborhood stories with meaning.

Work with those that are “not known”

Parent Leadership Training supports learning in the civic and social arenas.

Provide a structure for people to develop their passion.

Restructure how we frame our influence.

Start small and grow from there.

Lean to translate what people are doing and recognize the great work that they are doing.

How can we identify a “personal aspect” of the work that doesn’t dissipate with time?

How to connect with the heart of our community.

Letting go of blame.

Getting through the crux of the program.

How do we engage? It has to be about more than just heart.

High turnover within communities makes being a stakeholder hard.

Reaching out one person at a time.

Listening

Balance between strong voices and silent people

Tension between structural demands and a process that allows the time for people to know and discover what they want and value.

How to embrace all critical levels. Who do you partner with?

Expectations should begin as small things.

Begin with our passions and support others in doing this too. We’ll get to everything that’s important.

Sometimes we need to get very focused on serious problems in specific ways in our outcomes work. Not always the broad outcomes.

May mean focusing resources and choices.

Taking responsibility

Looking inward and taking care of ourselves and colleagues as a guide for working and supporting others.

## ***How to Align the Work of a Variety of Youth Coalitions to Effectively Strategize Using Results Based Work.***

Convenor: Diana Wahle, Alliance for Building Community (ABC), Windham County, Vermont  
(with assistance from ABC Board member Gini Milkey)

In Windham County, there are approximately 15 coalitions which serve youth. How can our coalition work with them effectively? Key questions were asked:

How is ABC being viewed by these coalitions? Do we have credibility? Regarding fiscal matters, do we only fund members of ABC? Are we able to leave our “egos” at the door? ABC needs to be aware that as a result of this meeting, it may need to change its course of action.

Is it possible that ABC is viewed as a threat?

Before doing any planning to strategize, ABC needs to step back and create a “buy-in” atmosphere with the coalitions. The first step is to ask “those in power” to host a meeting – an informational session to gain an understanding of ABC’s purpose. The following people were nominated by those present:

Kevin McElhinney, Exec. Director, Brattleboro Area Chamber of Commerce  
(also ABC Board member)  
Con Hogan, to act as facilitator  
Paula Duncan, state partner

It is these people who would invite the participants from the coalitions to attend the meeting. Their names would appear at the top of the invitation.

It was also recommended to ask the town manager, Jerry Remillard, to act as co-host – but he is not at present as close to ABC’s work as the others, although that may change within the next few weeks.

The meeting should be convened by these key leaders; it would be self-serving if ABC were the convenor. ABC would do all the “leg work” to get the meeting organized however. Until this outreach is done, no substantial work on results based accountability can be accomplished.

WHO? The participants at the meeting would be the members of the various coalitions and ABC members. In addition, youth leaders will be invited. County-wide attendance is essential.

WHY? To gather input on how to achieve the following community-wide outcomes:

Youth Choose Healthy Behaviors  
Youth Transition Successfully to Adulthood  
Youth Have a Voice in Community Decisions that Effect Them

To use the indicators relating to these outcomes as focal points for strategizing.

WHAT FOR? By the end of the meeting, participants will:

- 1) be aware of the work of the various coalitions serving youth in our county
- 2) be aware of ABC’s results based work
- 3) consider how ABC can assist these coalitions to become more successful
- 4) a hidden/long term result may be a reduction in the number of coalitions – they, by their own choice, may find that joining together may be more effective – but this would not be articulated in the meeting.

HOW?

Wall Displays: Create a “museum gallery” around the meeting room, displaying posters describing the mission, activities and membership of each youth coalition. Obtain this information by sending out a template to each coalition to prepare the information on the poster.

Keynote Speakers: Describe Results Based Accountability and ABC’s role in our county. Show the key indicators relating to these outcomes and urge them to all be jointly accountable to “turn the curve”.

Discussion/Next Steps: Give time to have people consider the process and how they could benefit from it. Ask their input on developing next steps.

### **Good Food**

#### ***Resources at our workshop with great ideas:***

Barbara Kelley Duncan: Presently works with the Casey Foundation and frequently prepares planning meetings which bring together coalitions. In the past, she has trained 400 youth at a time in summer leadership camps at the Alex Haley Farm and has experienced youth potential in many forms.

Jolande Pansier: (from the Netherlands) Jolande has brought together a broad variety of coalitions to examine duplication and support each other more effectively.

Margie McNabb from Michigan – the “Givem 40.24.7” Program – and asset development effort asking us all (even school bus drivers) to be accountable.

## *Linking RBA and Program Evaluation*

**Attendees:** Departments, Foundations (United Way & East Bay Community Fdtn.), mainly local, some state and one federal (sign-in sheet)

<b>Name</b>	<b>Organization</b>	<b>Email</b>
Marvin Southard	L.A. County DMH	msouthar@co.la.ca.us
Jennifer Zuidveen	Local Gov't, The Netherlands	jmzuidveen@helnet.nl
Phyllis Becker	Communities in School	pebecker@sprintmail.com
Lynn Fallin	Hawaii Governor's Office	Lynn_n_fallin@exec.staff.hi
Lorraine Rogstad	Montgomery County Collaboration Council	Lorraine_Rogstad@co.mo.md.us
Melodya Salaices	El Paso City Collaboration Council	Msalaices@co.el-paso.tx.us
Gerry Maher	Ireland Dept. of Social Comm'y & Family Affairs	Jerry.maher@welfare.ie
Jody McCoy	CA Health & Human Svcs.	jmccoy@chhs.ca.gov
Teddy Milder	Alameda Children & Families Commission	tmidler@co.alameda.ca.us
Jackie Harrison	Georgia Family Consortium	jackieha@bellsouth.net
Bob Uyeki	East Bay Comm'y Fdtn.	buyeki@eastbaycf.org
Susan Brutschy	Applied Survey & Research	susan@appliedsurveyresearch.org
Lynelle Thrasher	Branch Hilldale St. Joseph Community Health Agency	lynellet@net-link.net
Phil Lee	University of MD School of Public Affairs	PI80@umail.md.edu
Wanda Bryant Wills	Indianapolis Making Connections	willsapr@aol.com
Howard Mason	Metro. United Way/Louisville	howardm@metrouw.org
Kenneth L. Jones	Georgia Dept. of Human Resources	kljones@dhr.state.ga.us
Kelly Colopy	UT Dept. of Human Services	Hsadmin1.kcolopy@state.ut.us
Laurie Iscaro	Ga Dept. of Human Resources	liscaro@dhr.state.ga.us
Dave Soper	Children & Family Network	dsoper@edcoe.k12.ca.us

### **Themes from the Participants and Desired Outcomes:**

1. Framework or processes ("to-dos") to link RBA and Program Evaluation
2. Interest in learning the S.F. model
3. Harmonizing models and nomenclature: How do we create a common language?
4. How should money flow differently? / Performance: Linking program outcomes and community outcomes
5. Link to program evaluators? Show me the program evaluation that is linked to this so that a program officer can make funding decisions. How can these concepts be used for contracting?
6. How can we use RBA to prioritize limited resources
7. Improve strategic planning, performance planning and performance evaluations
8. Link with "Managing for Results," and Government Performance Commission, see [www.gowesuhs.com](http://www.gowesuhs.com)

9. User-friendly systems to change service delivery. E.g., how line workers can be used to change service delivery.

## **Presentation**

- In San Francisco, there is a Mayor's Children's Cabinet
- DCYF, in conjunction with the community has developed broad outcomes
- In parallel: Outcomes-based evaluation process is being developed, using the Evaluation Consortium model (Jane Reisman)
- This evaluation model links well with RBA
- Evaluation is leveraging 30 adult evaluators and 12 youth evaluators. Each evaluator works with three Community-Based Organizations
- CBOs serve age 0 - 23 and provide a wide-range of services
- Consultant is the quality control. Data is standardized.
- Q: Underlying assumptions on uniform outcomes vs. program-specific outcomes?  
A: The evaluation template has some standards and some customization by program
- Evaluation is hoping to find out to what extent each program is contributing to community outcomes.
- The ultimate goal is to create a framework for continuous quality improvement and understanding the relative impact of each program. This year, we are establishing the framework.
- Each program will provide program outcomes - each program will provide the outcomes for which they will be held accountable. (the United Way model: how much can I argue that I have an impact with vs. population outcomes?)
- CBOs already have written outcomes through a logic model. There is a wide variety of program outcomes. The program outcomes will be standardized through this process based on each program's actual activities. Goal: 2-3 outcomes for each program area.
- DCYF is moving from contract compliance to capacity building
- This evaluation is hoping to look at the outcomes for the program vs. outcomes for the population and hopes to build the linkages.

## **Discussion**

Issue: How can budget decisions be made based on this type of evaluation?

- Show the outcomes that you can show and show where you are making things better.
- Show an alignment between program outcomes and overall outcomes.
- You can align county contracts with the children's vision.
- In Placer County, CA, there is an individual child assessment tool that is aligned with population outcomes and conditions. Each department uses this form. You can take these 5-6 questions for each individual child and evaluate how well the departments are doing.
- In San Francisco, DCYF wants to look at the collective influence on all kids. Taking this to scale means involving all Departments. No one agency or program can do this in isolation. It takes working together for a "tipping point."
- Sid Gardner suggests not talking about how the budget is going to be affected at the outset.

- For budget discussion: See San Mateo budget. San Mateo also has coaches to help around performance measures.

### **Some Tools**

- New Mexico (Kelly Hyde) has a model that shows statistical significance of different interventions.
- Need: United Way has identified 12 factors to conduct analytical rigor, looking at clients, outcomes, some technical items, results, and frameworks. See [www.metrouw.org](http://www.metrouw.org) Go to "Tools for Agencies" and see "Framework." This is used in a 7-county area in Louisville, KY.
- Need: consistency of language through training.

Issue: The more you talk about what an agency has "control" over, the further you are getting away from collaboration with others. The most important thing is the thing you control the least. What is the mechanism that will inspire CBOs to work together?

- Have agencies reach for broad outcomes as well as the outcomes of their program. For each agency, doing things that make people's lives better requires working together.
- Create crusaders in CBOs to reach towards a higher goal or outcome. Talk to CBOs about the likely overall effect of their actions to inspire collective accountability.

Issue: What is the intentionality of introducing Results-based accountability?

- Need to recognize the emotional and political context.
- Can try to work this through other Department accountability measures. Holding Departments accountable.
- Agencies will do only their performance measures, so collaboration is reduced. How do we define success? Can we define it as defining partners as a performance measure?