

*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 federal governments.*

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

*Our thanks go to the Annie E. Casey Foundation, the East Bay Community Foundation, the Foundation Consortium, and the Council for Excellence in Government for providing funding and support for this gathering.*

*We want to acknowledge the tremendous energy, enthusiasm, and expertise that you brought to this gathering. We also express our gratitude for the work you did behalf of the children, adults, families and their communities.*

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# *Worksession I*

## *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

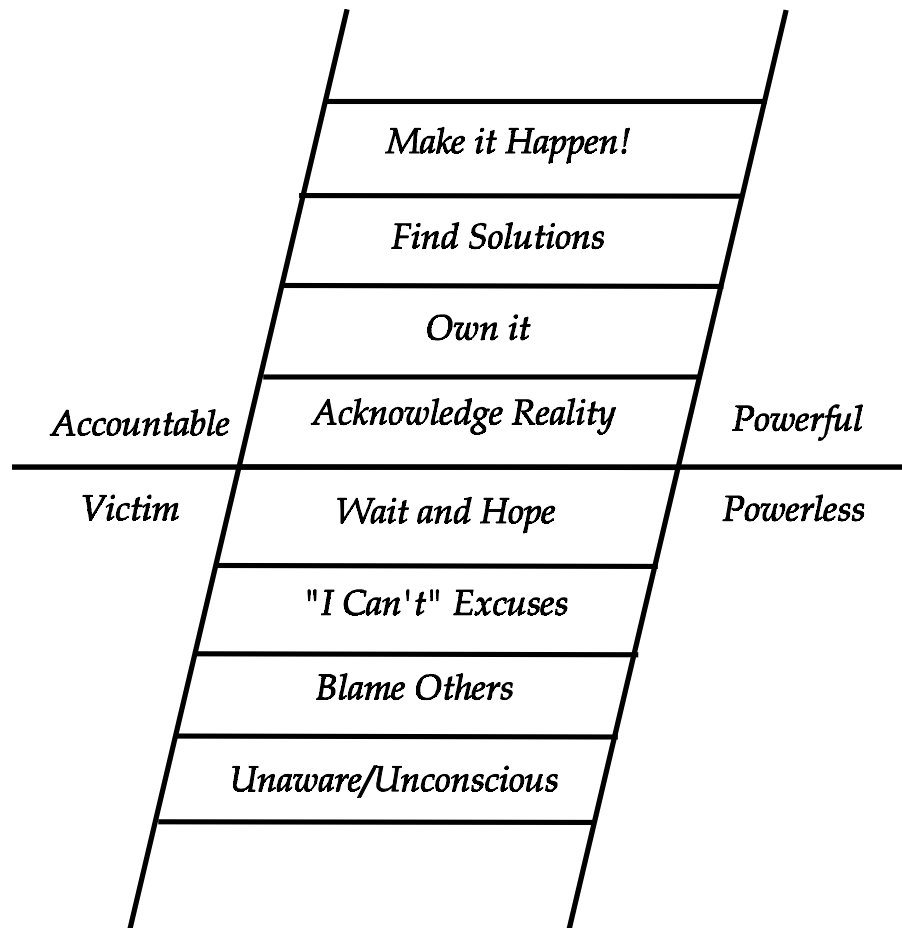
In small groups discussions the following topics were explored:

- **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 them 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 Fdn.), 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 Fdn.	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?

## ***Worksession III***

## *Tipping Points and Complexity Science*

Hosted: Howard Mason

We began by establishing a minimum structure for the discussion:

1. Posing an Explanatory Question: “Are human systems mechanistic or organic?”
2. Listing a conceptual vocabulary:
  - Emergence
  - Systems
  - Change
  - Agent
  - Adaptability
  - Dynamic
  - Polarity
  - Butterfly Effect
  - Diversity
  - Relationship
  - Critical Mass
  - Probabilistic Modeling
  - Chaos
  - Nonlinear
  - Chaordic
3. Addressing the “power of the paradigm”
4. We talked about the explanatory question, which is, do we apply a mechanistic way of thinking about human systems [i.e., are human systems like machines, that if we just build the right one, it will always output the correct (and objectively measurable) output] or the organic way of thinking (human systems are alive and they grow, evolve, are born and die). One comment was that many cultures don’t operate on the mechanistic model. People want human systems to operate on this model but it’s at odds with the way human systems actually work.

What is the “tipping point”? It can be called “the moment when critical mass is achieved for community change”. Communities can tip “up” (make progress) or “over” (lose ground). The tipping point model uses complexity theory to show how communities succeed/make progress. When applying the tipping point model, one looks at communities and identifies elements that cause them to tip “up”. These elements may be small things and the progress may be non-linear, but they are the elements that support community success and sustainability.

In a linear model, a unit of effort will always yield a corresponding unit of success

In the tipping point model, effort can yield little or no corresponding success, then yield success far beyond the current level of effort.

A comment was that, the more predictable the result, the more likely the effort will fail! We don’t know all the factors. The tipping point model says, go with the idea, but allow yourself to be **diverted**. Methodologically, follow **paths**. [Comment: in this way, the tipping point model is antithetical to the requirements of funders (government, private and foundation)! Funders are much more prescriptive.]

This is why *community-level* outcomes/results are so important. You can have many diverse, large or small efforts going on under the umbrella of a community-level outcome/result (ex: Healthy children).

We talked about how to define a “system”. For example, it can be one agency, a neighborhood, a county or a state. We also discussed the merits of doing lots of small, low/no cost activities vs. growing a few, proven efforts; a key is not seeing these as “either/or”s but as a number of “tools in our tool box”.

Remember not to get stuck in “the model” or “the program”. The issue is, keep getting communities together over time to respond effectively or proactively to problems. **Create a responsive framework; accept that the system is dynamic; expect it to change!**

EX: Visa International: a “chaordic” organization. It has no “owner” and the fees charged member banks only run the service, there’s no profit at that level. Member banks must adhere to only one “law” and a few “guiding principles”. It’s a “virtual” organization. The organization exists to empower its parts.

EX: A community-based organization in Alameda County, CA, “The Home Project”. The Director is committed to a youth-run organization. The program combines principles of adult coaching with youth autonomy. As a result, the organization changes its activities every 6 months.

A philosophical question was posed: are we saying there’s no truth? No “right” answer? In a way, yes. The issue is to accept that and put in place an infrastructure or framework that supports progress toward results. And build staff/organizational capacity (tolerance for ambiguity, resilience and perseverance), recognize progress as success and be willing to change and adapt. The **how** we get there may need to keep changing.

Question: do systems need self-correcting mechanisms, the way a thermostat kicks on when the air cools to a certain level? The system needs to support “truth-telling” or trust. It’s all about the relationships that are built, and the ability to share credit and accountability.

Remember, in the tipping point model, **progress is not linear**.

For more information on “tipping points” and related ideas, look at;

[www.gladwell.com](http://www.gladwell.com)

[www.chaordic.org](http://www.chaordic.org)

[www.thesoulatwork.org](http://www.thesoulatwork.org)

## *Priorities and power*

Hosts: Dalia Lev Sade and Nelly Geva

Participants: Richard Morris  
Diana Wahle  
Gini Milkey  
Betsy Singleton  
Kelly Hyde  
Aaron Hamo

### The 2 P's – power and priorities.

Who decides on priorities? Who has the power? Is power placed equally on all parts concerned?

Who is best equipped to create the process? How do we empower communities and how do we help the government release some of its power in favor of the community. What is the role of non-government organizations in helping the process turning the curve?

We believe that by a collaborate action of all systems involved we will be able to reach better results based on accountability.

### The issues that where raised by the participants in the group

1. The relationship between government and local authorities.
2. The influential means.
3. The components of the changing process.
4. The victimize attitude of the community versus the accountability attitude
5. The ways to mobilize a community that is involved most of the time in crisis events and survival into a civil society process.

### **Benchmarks for solutions**

1. Building a continuum of activities ranging from community organizing (as an ongoing process), through leadership development, non-government organizations development, to strikes and demonstrations (as a one shot activity).
2. The formation of a network that will influence the stakeholders in the national and local government.
3. Finding activists in the community that have a common interest and the power to influence government into making structural changes.
4. Training community developers to form non-government organizations in order to strength the third sector between the government and the community.
5. Peer group and international support for community developers all at an international level.



## *Marrying Data People and Program People*



- There is a need to sort out the roles of data gathering at the state, county and program levels.
- We need more people with data expertise that also know social policy. In our current RBA training initiatives, this could be a special training track. We could also infiltrate the universities (beyond measuring interventions!).
- Data positions need to be built into initiatives and programs.
- We need to train people in RBA across levels, including funders and data people, MIS managers, etc.)
- Determine and coordinate data needs across levels-define things up front for the people that work the data at the front end.
- Look at out-of-the-box methodologies for collecting, storing and presenting data.

## *Convincing the Commissioner*

In attendance:

Margie McNabb	Gail Hobbs	Jodi McCoy
Tom Bryer	Lukas Westra	Gary Stangler
Kees Zijlmans	Ken Jones	Gerry Maher
Christl Van Gerven	Lynn DeLapp	Lynn Fallow
Con Hogan	Curtis Brown	

1. One challenge is that you “can’t clone Mark.” You need people in-state that can articulate this... you need local talent.
2. To be successful with top-level people, avoid jargon. Make it concrete to the people you want to adopt this.
3. Get citizens involved so government and non-govt folks can work hand-in-hand.
4. Initially, this will look like more work.
5. Quietly collect the data showing good things, and then disseminate it.
  - 5.1. Disseminate to a variety of audiences.
  - 5.2. Start with small outcomes that many people/agencies can claim success for.
  - 5.3. Publicize results!
6. Make sure data is in a form that is accessible and easy-to-understand.
7. Have definitive jobs for your top-level people to take ownership for. Make this *their* idea!
8. Make the people that you are trying to convince aware of what other states/areas are doing.
9. Communicate that this (RBA) may not cost much--- include some “free” ideas.
10. If you bring an RBA expert to your site, make sure that expert knows what is happening/has happened in your area.
11. TO “HOOK” TOP-LEVEL PEOPLE
  - 11.1. Use “a-ha” data.
  - 11.2. Help people think they got to the idea themselves.
  - 11.3. Look for ways to apply the work.
  - 11.4. Bring in an outsider who is likely to draw people to a meeting they wouldn’t want to miss (local politician, business leader, etc.)
  - 11.5. What is the value added of all of this?
12. Don’t try to sell the *process*, but work on a problem that you’re facing in your area.
13. Remember that these ideas get phased in, they will not happen overnight. Get people used to the language and the concept.
14. Caution: RBA has not come far enough that it can be forced on a budget process.
15. Be careful of the politics... you don’t want failures pinned on the high-level people.
16. MOTIVATIONS FOR BRINGING THIS TO TOP-LEVEL PEOPLE
  - 16.1. Frustration with status quo.
  - 16.2. Simplification of complex processes.

- 16.3. Ability to explain results of the work.
- 16.4. Gives meaning to someone's job.
- 16.5. Language connects to the real world--- that's where the energy is.
- 16.6. Natural relations among programs (watch turf wars, though).
- 16.7. Keep the message simple: land on an outcome, then work on who should be there.
- 16.8. Tailor the information to what's immediately relevant in your area.

## *Tools Workgroup*

<b>Resource Person:</b>	Sara Watson
<b>Title of Tool:</b>	Economics of Prevention
<b>Organization:</b>	Finance Project
<b>Purpose:</b>	Describe the methods that policy makers use to make funding decisions. How to determine and present the savings prevention programs achieve.
<b>Web Site:</b>	<a href="http://www.financeproject.org">www.financeproject.org</a>

<b>Resource Person:</b>	Sara Watson
<b>Title of Tool:</b>	Informed Consent
<b>Organization:</b>	Finance Project
<b>Purpose:</b>	Describe how communities have implemented RBA. Uses interviews with 50 people involved in RBA implementation.
<b>Web Site:</b>	<a href="http://www.financeproject.org">www.financeproject.org</a>

<b>Resource Person:</b>	Phyllis Becker
<b>Title of Tool:</b>	RBA Planning Guide
<b>Purpose:</b>	Guide for developing RBA plans in schools. Four page checklist and fill in the blank document to be used by community leaders when developing community site plans.
<b>Web Site:</b>	Not on the web. Will be included with conference proceedings.

<b>Resource Person:</b>	Mary Lou Goeke
<b>Title of Tool:</b>	Community Survey
<b>Organization:</b>	
<b>Purpose:</b>	A “quality of life” survey, asking questions developed by community partners to collect data that cannot be retrieved from secondary sources. Questions such as “Is it safe for your children to play outside?” Sample size is 550 out of 250,000 population. some groups are over sampled. Survey is done by telephone. It covers 6 domains: economy, education, health, public safety, social environment, physical environment.
<b>Web Site:</b>	<a href="http://www.appliedsurveyresearch.org">www.appliedsurveyresearch.org</a>

<b>Resource person:</b>	Jolie Pillsbury
<b>Title of Tool:</b>	Jolie’s Ladder
<b>Organization:</b>	Workgroup at RBA Conference
<b>Purpose:</b>	Tool to illuminate where people are in the process of learning about and reacting to RBA.
<b>Web Site:</b>	Will be included in conference proceedings.

<b>Resource Person:</b>	Marv Southard
<b>Title of Tool:</b>	Intermediate Measures
<b>Organization:</b>	LA Dept. of Mental Health
<b>Purpose:</b>	A set of measures to help look at the level of cooperation being achieved among community service providers in several geographical areas of LA. The concept is that certain measures will only move is providers

cooperate.

<b>Resource Person:</b>	Tim Reardon
<b>Title of Tool:</b>	
<b>Organization:</b>	Mental Health Roundtable
<b>Purpose:</b>	Three tiered approach to looking at outcomes in the Minnesota mental health system. Asks participants to identify outcomes in the areas of prevention, intervention, and care.
<b>Web Site:</b>	Will be included in conference proceedings.

<b>Resource Person:</b>	Mark Friedman
<b>Title of Tool:</b>	Supplementary Workshop Materials
<b>Organization:</b>	Fiscal Policy Studies Institute
<b>Purpose:</b>	To provide a format for assisting people develop performance measures, to provide a framework for cross-walking Mark's model with other models, and a structure for helping people "tell the story".
<b>Web Site:</b>	<a href="http://www.resultsaccountability.com">www.resultsaccountability.com</a>

<b>Resource Person:</b>	Mark Friedman
<b>Title of Tool:</b>	Training for Trainers and Coaches
<b>Purpose:</b>	A presentation construction kit for persons who will make RBA presentations.

<b>Resource Person:</b>	Mark Friedman
<b>Title of Tool:</b>	San Mateo Budget
<b>Purpose:</b>	Example of how to include performance measures in a governmental budget document..

<b>Resource Person:</b>	Mark Friedman
<b>Title of Tool:</b>	Language of Accountability Document
<b>Purpose:</b>	To include other concepts, such as mission and vision, in the language of accountability.

**Next Steps:** Brainstorming session of other tools needed

1. how to encourage "burned out" players
2. more examples of the model crosswalk
3. site level tools such as community surveys
4. a budget crosswalk from current categorical budgets to RBA based budgets
5. tools to understand what to measure and how to measure
6. critique of the strengths and weaknesses of typical candidates for indicators
7. how to tie customer results to group (staff) compensation
8. profiling of financial incentives for state/local cooperation
9. how to use census data
10. tool kit for working with legislators
11. guide for calculating cost avoidance
12. pathways to doing RBA

# *Worksession IV*

## *Resident Engagement in Outcome Work or Thinking Out of the Box*

**Participants:** Aliya Kedem – Israel  
Lukas Westra – Netherlands  
Leann Ayers -- Texas  
Aaron Hamo – Israel  
Linda Bright – Indianapolis  
Maria Elena Orrego – Chile  
Wanda Bryant Wills – Indianapolis

### **Questions that the group explored**

- How to do it
- Who are the voices
- Keeping the community voice active
- Whose voice is heard
- Using language everyone understands
- How do neighborhood priorities stay on the table

### **All voices - Difficulties, pitfalls, lessons**

Group discussion and issues that were identified included:

- Often only a handful of residents are in leadership positions and they speak in representation for other residents but they really are not connected or representative of many voices.
- There are too many examples of how some resident leaders will “take over” preventing other resident voices from being heard.
- It is very complex to try creating venues for multiplying resident leadership and how to support those processes so overtime there are many voices/people that are able to participate in different ways in decision making.
- Do not ask for input from residents [like canvassing] if you are not going to have opportunities for people to continue to participate –
- and don’t try to figure out everything ahead of time, without leaving room for resident creativity and best thinking.

Group concerns for effective ways to include youth as leaders were surfaced, conclusions included:

- It does not work to plan activities for youth when they have not been included in thinking the best ideas, planning the activity;
- Repeating the model of having only a handful of “selected” youth leaders does not create a multiplier effect and perpetuates the same problems of adult leaders that end up being the sole representative of the community voices;

### **What works – examples, experiences**

- ❖ In the Netherlands --- there are citizens associations [like neighborhood associations] that take active roles in organizing activities; they are asked: Who do you represent?; they do street by street outreach to neighbors asking: What is your vision, what are your needs, what are you good at? These citizens associations have “neighborhood managers”, paid staff that

support the work of the associations, serve as liaison to government resources, help get information in and out, help neighbors navigate systems, provide trainings, etc.

- ❖ Building leadership capacity as a way to encourage continuity of leadership voices, and to help new leadership voices to appear is something that requires ongoing investment, i.e. is not enough to have one training every so often...
- ❖ In Chicago, COFI [Community Organizing for Family Issues] is a resident leadership training and approach that focuses on improving outcomes in issues that families themselves have identified; the training process and leadership activities always consider the needs of parents who participate, so child care, food and transportation is an integral part of the model; experienced parents train other parents; over 900 parents have been trained and they have been able to develop partnerships with 6 schools in the neighborhoods where they live, transforming the way the schools relate to parents, as well as having impact in other areas such as child health, housing etc.
- ❖ In Israel, a letter from the Mayor to all the residents in a neighborhood resulted in excellent resident response to participation in an initiative;
- ❖ In Indianapolis, a newsletter is being developed to reach out to neighbors and inviting people to participate; in Saint Louis a similar effort was carried out very successfully when they were able to enlist the help of the Postal Service – postal carriers were engaged by helping them understand the idea of creating a Neighborhood Network for Child Safety and how the newsletter was to help connect families to resources and to one another.
- ❖ In Baltimore, a door to door canvassing was done asking people input on needs but also seeking people assets.
- ❖ Whenever report cards are used to inform and help neighbors learn about the status of children and families in their community; asking the question How are we doing? Is a powerful way to keep people informed and involved in solution seeking, participating in activities, invested in making and producing better results.
- ❖ The report card needs to come with opportunities for people to do something about it, i.e. “ten ways you can help children in your neighborhood be safe and families strong”
- ❖ In the Netherlands, a neighborhood project involved asking people to contribute “best ideas” to improving the health of elders in the community; of the many ideas that were generated, several were selected and one was chosen by residents themselves to be the recipient of a government grant for implementing it. This is an excellent way to have residents involved at every step of the way in reaching better outcomes.
- ❖ To get youth in Youth Councils, start with inviting school counselors to suggest possible candidates, once on board, open the youth council to anyone that wants to participate [more young people will get more interested when they see their peers doing interesting leadership activities; and do not try to step up the agenda for them, but help them set their own agenda.
- ❖ Brilliant ideas will emerge from young people when there is room for their ideas to grow, if it takes time, take the time it takes! Keep encouraging them.
- ❖ In Georgia, a group of eight graders, when invited to think of ways they could contribute to community building, came up with the idea of visiting the elderly in nursing homes; now 80 youngsters visiting elders in nursing homes and a waiting list of youngsters await opportunities to do more of it.
- ❖ IF there is a person/leader who is full of energy and can galvanize a resident engagement process, make sure that you take the opportunity to support such a person and work with all

the hope and enthusiasm that you can muster.

**Promising approaches, new thinking**

- ✓ Training for community leaders that includes support for parents while they are going through it
- ✓ Venture capital & small grants to “hatch and harvest” new fresh ideas and a way to engage residents and keep them engaged [
- ✓ Resident leadership training that supports people thinking and working on three sequential building blocks: a) What I want for Myself?; b)What do I Want for my Children?; and, c) What do I Want for my Neighborhood and Community?
- ✓ Making leadership training an ongoing resource for residents; and, making training relevant to where the voice is: language, context, family support, key issues that people care about, etc.
- ✓ Enlist other partners in the community you want to reach out to, like postal workers
- ✓ Make engagement not a life long commitment, leave flexibility for resident to be involved in small or large efforts, in short or long term basis. Keep the door always open, people do come back when they have the time.
- ✓ Invite residents in the neighborhood to contribute ideas, i.e. improving the health of residents;
- ✓ Do not think in terms of "failure" – when some effort to engage and involve residents [children, youth, adults, and/or elders] do not work as expected, think of it as an opportunity to reflect and learn; resident engagement and involvement in outcome work is developmental and we are always learning how to do it better [no one learned to tie their shoes overnight!!]

## ***Neighborhood Involvement in RBA***

The following should be added to the proceeds for the session hosted by Donna Stark and Maria Elena Orrego:

After the group divided to explore the two major topics which interested us, a small group of 4-6 decided to explore a small, subset of issues looking for answers to specific questions which had brought us to this session. We initially tried to construct a topic, but finally agreed to split our time up so that each of us got the benefit of the others' experience and coaching on a particular topic.

### ***1. The first question was about how best to map and identify community-level data, assets and resources.***

A caution was offered from other group members that this can be an endless task – a sort of search for the resource capacity Holy Grail – and that the first undertaking should probably be to see what has already been done throughout the State which would meet this need.

An example of what works was given from Philadelphia, where Philadelphia Citizens for Children and Youth, 215/563-5848, was contracted by the City and the School District, in partnership, to create neighborhood-based data. This was done in increments of elementary schools, with the data collected by systems assigned, imperfectly, based on data sets which did not have matching boundaries. It included zip code level and census tract level data, but in some instances even this was divided based on the boundaries that the residents are likely to use in defining community boundaries. Information was also included about formal resources in the neighborhoods, including child care centers, and number served, libraries, recreation centers, afterschool programs, church-based service programs, etc.

A more detailed example was offered from Baltimore. This one was based on geopolitical boundaries, also with input on boundaries from neighbors, and included a walking/driving tour of target neighborhoods to add any resources which were not listed on formal resource directories. It included also, using the United Way resource directory and other resource directories to identify formal resources available in each neighborhood.

The work of Claudia Colton at Case Western Reserve was offered as a resource. She has looked at the gap between formal resource systems and structures in communities, and then using an anthropological framework, looked at the perspective of neighborhood residents on what resources exist in that same community. There is a gap between these two perspectives.

### ***2. Our second question was, how do you get neighborhood residents and service/system folks to work together in the same forum, and to reconcile competing priorities?***

The example given was of repeated attempts to bring together an organized community group, with an organized systems group, which frequently broke up with blaming, accusations about racism, and competing claims on the children and families. This happened repeatedly despite a facilitated process and coalescing of the two groups, independently.

An example was given from Midvale, Utah, where Hispanic community residents and service providers were brought together as a single group from the beginning, without meeting separately first. The facilitator personally modeled respect and a respectful way of doing business. Meetings were translated in Spanish and English. Community members were asked to speak first in response to any topic or question. The group agreed to a set of results, and divided into committees to address those issues.

Another example was given from the Ohio County Mental Health system. They identified 15 pertinent stakeholder groups. Then, they asked the stakeholder groups to rate who should have the most voice in the process. They used this rating to develop a ‘weighted voice’, sort of like a bulls eye. The closer you were to the center – children and families – the more weight your voice had – and counted in decision-making.

**1. *The third question was, how do you bring ‘minority’ communities to the table – this example was a Hispanic community and a Native American community. Much work had been done to bring the Hispanic community to the table, and now the Native American community wanted and needed the same support – but resources are limited.***

One suggestion was to engage (and pay) Hispanic community leaders to provide leadership training and education about the process to the Native American community leaders. Also, to use data to look at common ground, common concerns of the two groups that might be jointly addressed.

Another suggestion was to let the group define outcomes for themselves. David Fetterman’s (spelling? Stanford?) Empowerment Evaluation model was offered as a tool. He gathers neighborhood residents together to:

- a. list priorities
- b. rank from 1 to 10 where they are with regard to creating that as a reality in their community, and then defining the rankings, what does a four look like?

**4. *The fourth question was, how do we draw community members into a more objective evaluation of community outcomes?***

We sort of brainstormed this. Encourage community members to create their own definitions of things like wellbeing. Provide a broad list of potential indicators and then ask them to choose four (the limits of this approach, given the difficulty of choosing between essential needs of a community’s family was noted). Then you can chart the transitions and share that.

The book *Spiritual Politics* was mentioned, it is about the role of change agents in Mental Health services, and how to construct unions between people of different opinions.

The work of Martin and Madeline Landau at UC Berkley, who have developed a Training Institute on Community-Based Public Administration is being piloted in Alameda County.

Also, the usefulness of converting community-level data to numbers of actual children or families, instead of rates and percentages, and the way in which that is energizing and empowering for communities, was discussed. For example – instead of infant mortality rates, we lost 11 babies in our community last year. Instead of attendance rates, 37 young people at the middle schools missed more than 30 days of school last year.

A related aside: I have this idea for a computer modeling tool to help communities, regions and governments make decisions about distribution and investment of resources. What we need is a model which would enable us to plug in evaluation results of the promising practices being considered for expansion or initiation and culled into ‘likely results’ and then assigned a cost. At the same time, the basic data regarding population, income, health status and other community assets and risk elements would need to be plugged in.

Then, as we considered what programs to begin or end, expand or contract, in the context of a baseline of current outcomes, we could look, visually, at the impact of potential decisions on our

## *Engaging Neighbors in Results Accountability*

The subsection of this session focused on how power can be shared in a way that genuinely engages residents in the work of results accountability.

We want to acknowledge that the people in the room represented the people with a considerable amount of power and control over resources. There were no “neighbors” in the room so we were inventing ideas that come from our experience and the neighborhood voice was absent.

### Ideas and thoughts:

- o We acknowledged the lack of discipline in our own language about resident engagement, resident mobilization and resident lead. Most of the work of both government and local governance structures has been about engaging residents in the work and ideas of those holding the power. We had difficulty citing examples of neighbors starting and leading the process or examples of when they were part of the decision making body from the start of the process.
- o An innovative strategy might be for neighbors to have the initial and on-going power to decide on the results, indicators, and strategies and control the resources to turn the curves.
- o Building trust is extremely important, and the direction of trust building is directional: how can government trust community to achieve results and what government can do to encourage residents to trust government.
- o Building trust between government, governance structures and neighbors is more likely to occur under the following conditions:
  - o There is consistency over time in vision, strategies, relationships, and the faces that come to the table;
  - o All parties are given permission to fail without any party walking away from the table- staying power through difficult times;
  - o Agreements are co-designed and entered into by mutual consent of all parties and the deal is a negotiated agreement
- o Neighborhood councils: we frequently returned to the question about who decides... and we could imagine a system where neighborhood councils have a significant role in decision making about results, indicators and program strategies and where the councils negotiate with governance or government, trading outcome accountability for flexibility.
- o There was agreement within the group that role and expectation clarity among all the partners and participants are cornerstones of any successful effort.

### Unanswered questions:

- o Who speaks for the community and how can that be ensured as the neighborhood changes?
- o How can opportunities and situations be created that give the community the chance to speak first, rather than be reactive to the ideas and presentations by others?
- o If you start out by seeding creativity from the neighborhoods, how can that be maintained, sustained and grown when faced with increased emphasis on turning curves?
- o Why are the accountability standards for government less stringent than what government expects from communities?

- o If you are a small state government starting with a clean slate, how could residents be genuinely engaged as full decision making partners in the development of a results accountability framework?

Promising Models:

- o Lorraine Rogstad and Phil Lee shared the model being developed in Montgomery County where the local management board ( public-private governance board) is trying to establish neighborhood councils (see above).
- o Susan Brutschy described how the California Prop 10 Commissions engaged residents and got their input.
- o Su-ad Abdul-Khabeer described a faith based organizing strategy that facilitated moving from talk to action.
- o Donna Start described a model in Indianapolis where family circles are used as a tool to mobilize disenfranchised citizens in neighborhood action.
- o Thabiti Anyabwile described the Time Dollar program that gives residents a way to develop a neighborhood economy built on the skills and talents of the residents.

## ***Results-Based Partnership Agreements: Components and Negotiation Process***

Host: Sandy Wilkie

Participants discussed critical components and negotiation process for results-based partnership agreements based on their experience and/or best thinking:

### **Negotiation Process**

- ✓ Use neutral facilitator
- ✓ All partners must be at negotiating table
- ✓ Enter negotiation with shared accountability understanding
- ✓ Partners must want to come to negotiation table
- ✓ Refer to partners as “we”; use of language is important
- ✓ Build trusting relationships therefore build in ways to build these relationships
- ✓ Ensure that the persons at negotiation table have the authority to negotiate (“top” person signs the agreement, while “right” person involved in negotiation.)
- ✓ Agree on a communication process
- ✓ Agree on how new partners will be engaged in agreement
- ✓ Negotiate length of time agreement will be in effect
- ✓ Capture/record the agreement in way that it can be communicated effectively
- ✓ Prior to negotiation (“pre-work”), ensure partners have common knowledge about resources, roles, expectations, etc.
- ✓ Agree on process to amend agreement
- ✓ Agree on a process to deal with disagreements
- ✓ Develop ways to keep partners energized
- ✓ Develop process of how to raise barriers to the appropriate level
- ✓ Prior to negotiation (“pre-work”) have facilitator learn each partners’ interests
- ✓ Clarify when agreement will end

### **Components**

- ✓ Outcomes/results
- ✓ Shared accountability about “wins” and “opportunities for growth”
- ✓ How decisions will be made
- ✓ Financial incentives
- ✓ Data to be collected
- ✓ Timelines for events
- ✓ Conditions for renewal
- ✓ Process for handling disagreements
- ✓ Timeframes to check-in and celebrate e.g. quarterly
- ✓ Communication with other who will be involved/impacted
- ✓ Advice that agreements provide general direction, define what partnership means, allowing flexibility e.g. include results and indicators, and indicators do not include % rates.  
Supporting documentation could include many of the components identified above. This advice may vary based on partners’ needs. For example, a more specific agreement may be needed to avoid use of agreement as a political tool

### **Sample Agreements**

Participants agreed to forward sample agreements to Sherbrooke Consulting for inclusion in the conference proceedings. Some of these will include: OH; VT; MO; OR, HI. {*Only OH received - ED.*}

PHOTOCOPY WITH  
SIGNATURES  
September 27, 1994

# PARTNERSHIP AGREEMENT

Start Right  
1994-1995



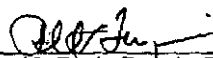
Photograph © 1991, Eric Futran

**PARTNERSHIP AGREEMENT FOR RESPONDING TO UNEXCUSED  
ABSENCES IN DAYTON PUBLIC SCHOOLS  
GRADES K - 6, 1994-95**

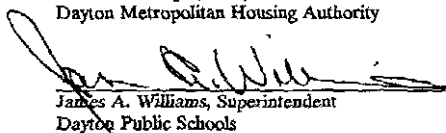
*The following agreement is entered into by the agencies listed below. This agreement is not a binding contract. It is an agreement to work with each other in a collaborative partnership which responds to excessive absenteeism in Dayton Public Schools grades K-6. This agreement will be in effect for the 1994-95 school year. The signatory agencies agree to renew this agreement for subsequent years, subject to review and revision as necessary.*

  
\_\_\_\_\_  
Joseph Szoke, Executive Director  
ADAMHS Board


7/12/94  
Date

  
\_\_\_\_\_  
Roland L. Turpin, Executive Director  
Dayton Metropolitan Housing Authority

7/12/94  
Date

  
\_\_\_\_\_  
James A. Williams, Superintendent  
Dayton Public Schools

7/13/94  
Date

  
\_\_\_\_\_  
Isaac R. Palmer, Executive Director  
Montgomery County Children Services

7/13/94  
Date

  
\_\_\_\_\_  
Helen Jones, Executive Director  
Montgomery County Community Human Services

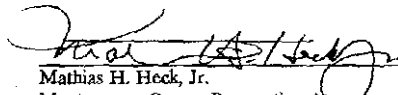
7/12/94  
Date

  
\_\_\_\_\_  
Stephen A. Rice, Executive Director  
Montgomery County Human Service Department


7-12-94  
Date

  
\_\_\_\_\_  
Nick Kuntz, Administrator  
Montgomery County Juvenile Court

7-12-94  
Date

  
\_\_\_\_\_  
Mathias H. Heck, Jr.  
Montgomery County Prosecuting Attorney

7/14/94  
Date

  
\_\_\_\_\_  
Robert L. Stoughton, Managing Director  
Youth and Family Collaborative

7-12-94  
Date

## EXECUTIVE SUMMARY

This Partnership Agreement stems from the firm belief of the participating agencies that parents are ultimately responsible for the school attendance of their elementary school-aged children. The actions specified in the Agreement embody the commitment of the agencies to the following:

first, to deliver to parents the support they need in order to fulfil their role as primary decision-makers for their children; and

second, to hold parents accountable when their actions contribute to a child's poor school attendance.

The reason for the participating agencies' concern is simple: good school attendance is essential for success in school. From that concern grew the Start Right project, targeting chronically absent Dayton Public School (DPS) kindergarten students in 1992-93 and expanding to include DPS students in grades 1-6 in 1993-94.

The Start Right process begins at the level of the elementary school building. Building personnel monitor attendance daily, make contact with each student's home when he or she is absent, and hold conferences with parent(s)/guardian(s) as needed. The efforts of building personnel will be supplemented by a cadre of Attendance Outreach Workers available full time to make home visits and conduct initial assessments of absent children and their families.

A number of community resources are also available to work with the families of students with attendance problems. In particular, case workers from Montgomery County Children Services will add truancy issues to the case plans of families with whom they are already involved and will conduct investigations in other cases where attendance problems develop and neglect or abuse are suspected. Additional resources include the Residential Aides of Dayton Metropolitan Housing (DMHA), staff from ADAMHS-funded agencies, and staff from Juvenile Court Probation Department (in cases where the families are known to be involved with those particular agencies).

By the time a student has five or more unexcused absences, his or her case will be in the hands of an Attendance Outreach Worker or of a representative of one of the participating agencies. Every effort will be made to identify and to deliver to parents the resources, support, and encouragement they need in order to fulfil their role as parents.

If the attendance problem persists, despite the efforts of building personnel, of Attendance Outreach Workers, and of representatives from other agencies to intervene with the family, then DPS Pupil Personnel Central Office will make a home visit, issue a legal notice, and prepare the information necessary to make a referral to the County Prosecutor's Office at Juvenile Court.

## **I. UNEXCUSED ABSENCES AND THE DAYTON PUBLIC SCHOOLS**

### **A. Efforts Required by Building Personnel\* Prior to Submitting a Student Absence Referral Form to the Cluster Pupil Personnel Adviser**

1. Monitor attendance on a daily basis and record attendance in DPS' computer system.
2. Notify each home by phone/letter when a student is absent and keep a running record of all attempts to establish communication.
3. At least by the fifth unexcused absence, involve all internal school avenues available (counselor, nurse, teacher, Intervention Team, principal, etc.). Hold conferences with parent(s)/guardian(s) and student concerning each parent's responsibility to insure that his/her child attends school. Develop and document recommendations for improving student's attendance pattern, and document response of parents and students in following through with the recommendations.
4. If the total number of unexcused absences equals or exceeds 5, and if it is known that the student and/or family are involved with Montgomery County Children Services (MCCS), with an ADAMHS funded agency, or if the student is a DMHA resident, then notify that agency(ies). (To II.B.1. and/or VI.B. and/or IV.A.) If MCCS is not involved and there are issues of neglect or abuse, initiate a referral to MCCS. (To II.B.2)
5. Initiate and document referrals to additional community resources as needed to assist the parents in resolving the attendance problem. Also maintain linkage and follow up with resource and student.
6. If parents are uncooperative or fail to follow through with recommendations and the student accumulates 5 consecutive unexcused absences or 10 total unexcused absences, complete a Student Absence Referral Form and forward to the Cluster Pupil Personnel Adviser within three (3) working days. (To I.B.1.) Student Absence Referral Form must include documentation of known unexcused absences.

\* Building principal will specify which of his/her personnel are responsible for each action.

**B. Handling of Student Absence Referral Forms After They Are Received By the Cluster Pupil Personnel Adviser**

1. **(From I.A.6.)** The Cluster Pupil Personnel Adviser will screen all referral forms within three (3) working days:
  - a. Those which need additional information are returned to the school within two (2) working days. **(Repeat I.A.6.)**
  - b. Those naming students who are on probation (as determined from a list supplied by the Probation Department) are forwarded to Juvenile Court within two (2) working days. **(To III.B.)** The Cluster's Pupil Personnel Adviser should also take the steps necessary to prepare a case against the parent(s)/guardian(s) **(cf. I.B.1.d.)**.
  - c. Referrals which need further intervention by a DPS service broker or social worker are forwarded to the Cluster's Lead Principal within two (2) working days. The Lead Principal will make assignments for further intervention. If, after a reasonable time, the attendance problem persists, the case is returned to the Cluster's Pupil Personnel Adviser who makes a home visit and proceeds as in I.B.1.d.
  - d. In all other cases, the Cluster's Pupil Personnel Adviser makes a home visit within ten (10) working days. The Adviser discusses with the parent or guardian the legal ramifications of continued unexcused absences and issues a legal notice. The Pupil Personnel Adviser will inform the student's school that a legal notice has been issued. The schools will continue to monitor attendance.
2. After making a home visit and issuing a legal notice, the Cluster's Pupil Personnel Adviser will submit the following information within five (5) working days to the Pupil Personnel Court Liaisons **(To I.B.3.)** for forwarding to the Assistant Prosecutor for Montgomery County Juvenile Court. The following information is required by the Prosecutor's Office to prove the complaint:
  - a. child's name, date of birth, school and grade;
  - b. parent/guardian's name, address and phone number;
  - c. child's actual attendance records, absence referral form which interprets the actual attendance records, and cumulative record;
  - d. any notes relevant to truancy from guardian, doctor, etc.
  - e. the attendance records of all siblings of the child involved in order, if necessary, to file charges against the guardian(s) involving all siblings with attendance difficulties; and
  - f. a list of witnesses and what each of them can testify to, including but not limited to
    - identification of the defendant (parent or guardian);

- information on what the defendant has done or failed to do in regards to the child's attendance; and
- efforts made by the school to ameliorate or address the problems identified.

Such witnesses could include the school's "attendance clerk," members of the school's intervention team, the school's principal, the cluster's Service Broker, Social Worker and Pupil Personnel Adviser.

3. Pupil Personnel Court Liaisons:

- a. (From I.B.2.) will sign off on Court referral forms from the Cluster's Pupil Personnel Advisers and forward the referrals to the Assistant Prosecutor at Montgomery County Juvenile Court within 10 working days. (To III.A.)
- b. attend Juvenile Court hearings for parent(s)/guardian(s) named as defendants in cases where the child was excessively absent.
- c. follow up on Court dispositions by monitoring the pupil's compliance with order to attend school.
- d. inform the Montgomery County Juvenile Court Prosecutor's Office of non-compliance and determines what information (from the list in I.B.2.) needs updating.
- e. in case of non-compliance, initiate a referral to Montgomery County Children Services. (To II.B.3.)

C. Reports from Office of Computing and Technology Services

1. Every Monday the Office of Computing and Technology Services will produce a computerized datafile including the cumulative number of unexcused absences and total absences for each student as of the end of the previous week. The datafile will be transferred to the Youth and Family Collaborative. (To VIII.A.)

**II. UNEXCUSED ABSENCES AND MONTGOMERY COUNTY CHILDREN SERVICES (MCCS)**

A. Educational Neglect (Definition and Statement of Policy)

1. Educational neglect may exist when one of the following situations is true:

- a. A parent's or caregiver's behaviors prevent the minor from attending school.
  - b. If the minor is of such a young age, he or she could not assume the responsibility of getting to school.
  - c. If the parent is physically or mentally handicapped and unable to provide for his or her child's school attendance.
  - d. If a child is kept home to provide child care for other siblings or an ill adult.
2. The authority of Montgomery County Children Services to intervene in a child's life because of failure to attend school shall be exercised by the Agency upon referral made by school personnel or others who believe or have reason to believe that a parent's action or inaction is causing the failure to attend school or otherwise interfering with the child's right to an education.

#### **B. Operational Response**

1. **(From I.A.4.)** MCCS will be notified by DPS building personnel whenever a student with whom MCCS is already involved accumulates 5 or more unexcused absences. **(From VIII.B.)** In addition, MCCS will receive every week a computerized datafile of all students who have accumulated any unexcused absences; MCCS will electronically compare these lists with its existing active cases and identify those active cases who have accumulated 5 or more unexcused absences. If a child with 5 or more unexcused absences is currently active with MCCS:
  - a. the child's case worker will be notified and instructed to contact the family within five (5) working days to intervene, to determine why the absences have occurred, and to inform the parent(s)/guardian(s) of the seriousness of not attending and the consequences of continued non-attendance.
  - b. MCCS will contact the building principal within ten (10) working days regarding the intervention, conjoint monitoring of the action plan, and the student's subsequent attendance status.
  - c. Truancy issues will be added to the family's case plan. Continued absences will result in MCCS contacting DPS to request that a referral be made by DPS to the County Prosecutor's Office at Juvenile Court on parent/guardian. **(To III.A.)**

2. **(From I.A.4.)** MCCS will receive a referral from DPS building personnel whenever a student with whom MCCS is not involved AND with whom there are issues of neglect or abuse accumulates 5 or more unexcused absences. In such cases:
  - a. MCCS will complete an investigation within thirty (30) working days and determine the need for on-going intervention and types of services needed to improve family functioning.
  - b. MCCS will contact the DPS building principal when the investigation is complete regarding the findings.
3. **(From I.B.3.e.)** MCCS will receive a referral from DPS Pupil Personnel Central Office whenever a student with whom MCCS is not involved is found to be in non-compliance of a Court order to attend school. In such cases:
  - a. MCCS will complete an investigation within thirty (30) working days and determine the need for on-going intervention and types of services needed to improve family functioning.
  - b. If there is resistance from the family or if interventions fail to improve the child's attendance, MCCS will initiate a neglect filing through the Prosecutor's Office with Juvenile Court on behalf of the child. **(To III.A.)**

### **III. UNEXCUSED ABSENCES AND MONTGOMERY COUNTY JUVENILE COURT AND MONTGOMERY COUNTY PROSECUTOR'S OFFICE**

- A. **(From I.B.3.a.; II.B.1.c.; II.B.3.b.)** The County Prosecutor's Office at Juvenile Court receives referrals from DPS Pupil Personnel Central Office or from MCCS on parent(s)/guardian(s) when their children are excessively absent from school. The Prosecutor's Office reviews these referrals and, if appropriate, files a criminal or civil charge within ten (10) days. The defendant is served with a copy of the complaint and a notice to appear in Court. If no charge is filed, the matter will be returned to DPS or MCCS with instructions.
- B. **(From I.B.1.b.)** If Juvenile Court receives a referral for a student currently on probation, the referral is forwarded to the Probation Department within 3 working days. A referral to the County Prosecutor's Office on the parent/guardian will also be made by DPS.

**IV. UNEXCUSED ABSENCES AND DAYTON METROPOLITAN HOUSING AUTHORITY**

- A. (From VIII.B.) Every week DMHA will receive a list of all residents who have accumulated any unexcused absences. (From I.A.4.) In addition, DMHA will be notified by DPS building personnel whenever a DMHA resident accumulates 5 or more unexcused absences.
- B. DMHA Site management staff and Resident Aides will make home visits within five (5) working days to remind the parents of their responsibility to ensure their child attends school, to identify any needs which the family/student may have, and to make appropriate referrals for services.
- C. DMHA will contact the DPS building principal within ten (10) working days regarding the intervention and the findings.

**V. UNEXCUSED ABSENCES AND MONTGOMERY COUNTY DEPARTMENT OF HUMAN SERVICES**

- A. The Montgomery County Department of Human Services will assist other agencies as needed when problems arise with the referral process or service delivery within MCDHS regarding families and students with unexcused absences. MCDHS will work collaboratively with DPS to address student attendance concerns.

**VI. UNEXCUSED ABSENCES AND ALCOHOL, DRUG ADDICTION AND MENTAL HEALTH SERVICES**

- A. The ADAMHS Board will notify their funded agencies of the expectation that when a child is being seen in a mental health or alcohol or other drug services agency, the intake worker, counselor or case manager will request that the parent/legal guardian sign an Authorization to Release Information form in order to exchange information with personnel from the child's home school.
- B. If authorized to do so by the parent, the counselor/case manager will notify the child's school that he/she is providing services and (From I.A.4.) will work collaboratively with school personnel to address any attendance problems/issues.

## *Aligning United Way Funding With Community Outcomes And Most Promising Strategies*

Host: Janice Lovegrove

To begin and/or refine this journey, it was suggested that it might be helpful to envision **what exactly a United Way (UW) structure and process would look like if this alignment were fully realized**. Participants struggled with this ideal picture, but were in consensus that United Way leadership and evolving alignment were significant contributors to turning curves.

It was noted that *most* UW's have moved from funding agencies to funding programs, *many* have come to require more accountability in terms of performance measures, and *some* are now giving serious consideration to how to fund impact strategies that are most likely to turn indicator curves. One of toughest parts of this evolution remains **how to balance/reconcile a comprehensive RBA approach with the historical and ongoing support of UW "member agency" programs**.

### **Suggestions for United Way organizations as they strive to become more outcomes-driven:**

- ❑ Revisit mission statement to ensure it captures heightened focus on community outcomes
- ❑ Develop intentional plan and time frame for helping member agencies transition their work into RBA framework and specific community outcomes
- ❑ Engage with member agencies as a "learning" United Way vs. a "knowing" United Way
- ❑ Provide substantive RBA training to UW member agencies, volunteers, and major donors
- ❑ Involve member agencies in development of both conceptual and process changes
- ❑ Provide explicit written and technical assistance to member agencies re: how their work fits/could fit into a new UW allocation/investment framework; how their current/potential performance measurements can contribute to a community outcome; and how they should pursue their new budget requests
- ❑ Use UW funding to promote and/or require collaborative endeavors with other member agencies and/or non-member agencies to enhance and/or expand positive program impact
- ❑ Explore funding non-member agency strategies and/or directly implementing some strategies (in addition to member agency strategies) to diversify and/or intensify curve-turning work on a community-wide scale

### **References for more ideas and experiences:**

- ❑ Indianapolis – UW funds impact strategies by presenting RFP's to member agencies; if no member agency responds, a non-member agency may apply (if awarded funds, this organization must become a certified member agency or partner with a member agency to implement the strategy).
- ❑ Des Moines, Iowa – key UW leadership is beginning to develop a framework for collaborative county investments around child/family outcomes (including funds from state, county, UW, school districts, foundations, private sector); integration of needs data and "return on investment" results to shape agenda and business plan.
- ❑ Mark's latest "tools" regarding funder decision-making and funder roles

## ***Engaging Multisector Partners In Turning Curves***

Host: Mary Lou Goeke

*Each member of the group shared an experience or a problem/pause in engaging multi-sector partners. The group brainstormed solutions to each problem.*

### **Experience One**

*Large citywide multi-sector group convened with energy, excitement, mission and vision-formed three committees to turn the curve on three important community issues. New player entered, shamed group into adopting one impossible agenda and exited. Group, faced with impossible agenda, dwindled and dies.*

Solutions from the group:

- ✓ Set an agenda and timeline with manageable tasks and accomplishments each year. Celebrate the successes each year and then plan next year's realistic agenda.
- ✓ Form a "welcoming committee" that serves to orient new members and clarify the history, mission, goals, indicators and action plan the group is working toward. Talk to the derailing new member outside the meetings when he/she takes the group off course.
- ✓ Use a covenant that clearly spells out the group's mission, principles, rules and terms of engagement and agreements with each other. Have a good clear process and strong, strong facilitation.
- ✓ Keep the life in the collaborative by having terms of office for task leadership and deliverables. Celebrate the leaders' accomplishment and recruit "fresh horses" for the next set of tasks.

### **Experience Two**

*New kid on the block lesson. Member arrives in new city and is hired to facilitate a school success initiative. Sees that the participants in this initiative are the "usual suspects" present in all other initiatives. She suggests combining them into one. She blunders and fails to recognize the members' investments in these multiple initiatives. She changes her attitude and learns to let the groups evolve to conclude on their own to consolidate their efforts.*

### **Experience Three**

*In this community every multi-sector initiative to turn the curve fails to engage the public schools at any level. How have others succeeded?*

- ✓ *Take a tangible service into the schools, like children's mental health services. Begin to be seen as a service to the schools first, then engage them in community wide efforts to turn the curve.*

### **Experience Four**

*City Executive created service integration unit in city government. Great fears across/among departments that this was a "command and control" ploy under the guise of service integration. Passive resistance began. How to overcome resistance to really achieving more seamless service for families and children?*

- ✓ *In a non-threatening way, articulate as clearly as possible what the fears are exactly. Have the City Executive dispel the fears that are unfounded and own the ones that are possibly true.*

- ✓ *Engage the departments in articulating their own hopes for service integration. From their own perspective, what do they want changed, in their own department and others?*
- ✓ *Dispel rumors by weekly “integrated service news”, a hotline for questions and frequently asked questions (FAQ) updates. Have full disclosure and transparency in all operations and recommendations.*

# *Worksession V*

## *Turning the Curve Stories*

Convenor: Mark Friedman

Participants: Caroline Gaston, Jody McCoy, Jackie Harrison, Rosemary Neill, Allison Luthe, Mary Lou Goeke, Diana Wahle, Trine Bech, Scott Johnson, Bob Stoughton, Thea Meinema, Gayle Hobbs, Jolie Pillsbury, Janice Lovegrove

The purpose of the session was to describe success in turning the curve on measures of well-being for whole populations or client populations.

### Delaware: Turning the Curve on Child Re-abuse Rates: (Trine Bech):

- Reduction in re-abuse rate from 10% to 4% (Lower Right quadrant measure).
- Simultaneous decrease in worker turnover from 49% to 15% and increase in on time contact with families from 75% to 98 – 99% (Upper Right quadrant measures)
- Actions: Changed training for all workers and developed mentoring and provided smaller caseloads for new workers

### Vermont: Turning the Curve on Children's Health Insurance: (Scott Johnson):

- Vermont already had a high level of health insurance coverage for children
- Statewide awareness, outreach and support strategy to facilitate families to take advantage of “Dr. Dinosaur” (Vt. Health Insurance)
- Lamoille Valley: Increase in applications (and hopefully enrollment) of 6% in the first 12 months compared to the prior 12 months.

### Missouri: Kansas City Local Investment Commission: Turning the Curve on Welfare to Work: (Gayle Hobbs):

- Reduced average length of stay on TANF: Substantially reduced the number of clients on TANF 30 months or more. This number was lower than those on TANF 12 months or less (reversal of the historical ratio).
- Increased job retention (@ 90 days) and wages
- Used labor data base to track long-term earnings info
- Strategies: training, job duties incl. connection to other services, collocation of staff

### California: Santa Cruz County: Turning the Curve on teen drug and alcohol use: (Mary Lou Goeke):

- Went from above the national average to below the national average in period of 5 years. Alcohol and cigarette use down, heroin use up. (American Drug and Alcohol survey on an annual basis)
- Used information continuously in collaborative development of strategies to target specific areas.
- Roundtable of 110 organizations used information to make decisions.

### Pennsylvania: Lehigh Valley: Turning the Curve on school performance: (Janice Lovegrove):

- Strategy included: increased parental involvement, wrap around, and positive behavioral supports, meaningful youth involvement
- Wrap around strategy: track assets linked to academic performance
- Improvement 30% to 45%: students spending at least 1 hour per day on homework over 9 months.

- Improvement 45% to 62% Students earning C or better grade over 6 months. At end 88% C or better.
- 28% drop in CAFAS scores over 2 years
- Wrap around based on John Vandenberg's work; unconditional, whatever it takes,
- Preventing 2 out of district placements "pays" for the coordinator

Ohio: Montgomery County: Turning the Curve on School Performance: (Bob Stoughton)

- % of fourth grade children who pass all proficiency areas has gotten worse every year for the past 4-5 years.
- Formed a coalition with initiative "tables" to study the data and formulate solutions – approach was to explore the story behind the curve.
- The analysis led to targeting certain school districts with school readiness strategies, and developing other strategies in response to the data.

## ***Race Relations and RBA***

*Discussion of the hypothesis that RBA is the most effective model/process for stimulating meaningful advancements in community negotiations of racially and culturally charged issues.*

### **Format for Discussion**

- 1) Presentation
  - a) Indianapolis case study
  - b) Lessons learned
  - c) Results
- 2) Discussion
  - a) RBA and this case: Is this the right approach?
  - b) Pros/Cons of using RBA in addressing racial or cultural issues in communities
  - c) How might indicators be improved?
  - d) Next steps in this work?
- 3) Group Actions/Proposals
  - a) Endorsement of approach
  - b) Recommendations
  - c) Establishment of a virtual (external to the conference) review group of concepts
  - d) Establish an RBA think tank on approach
  - e) Create RBA Website links regarding observations or best practices
  - f) Establish an RBA work group to work on the application of RBA tools and best practices in this area
  - g) Other

### **Discussion Notes**

Toby Miller provided a baseline for discussion by providing an overview of the Greater Indianapolis Progress Committee's (GIPC) Race Relations Leadership Network and the application of RBA principles in advancing their work.

#### **Overview:**

#### **Greater Indianapolis Progress Committee and the Race Relations Leadership Network –**

- The Greater Indianapolis Progress Committee is a leadership forum established to address issues important for the advancement of the city of Indianapolis
- Mayor appoints the board of directors of this non-profit 501 © 3 organization
- Staff supports GIPC sponsored task forces
- Race Relations Leadership Network (RRLN) is a standing committee of the GIPC designed to continually explore and address racially and culturally charged issues
- The GIPC Board Chair and the Mayor collaborate in appointing the members of the RRLN which is comprised of GIPC board members and community leadership

#### **Philosophy –**

- The overarching philosophy of the RRLN is “Live the Answer...” (From Lorraine Hansberry’s play [A Raisin in the Sun](#))
- Improving race relations is a process, not an event
- Empowerment is the capacity to define and act upon interests
- Integration is natural; Segregation is natural; Desegregation is not natural. People tend to gravitate around mutual interests

- To silence critics, make them partners
- Leadership is influence derived from work and service. Everyone can serve, even if it is as a bad example

### **Hypothesis –**

- Productive leadership-based dialogue can be sustained without a precipitating crisis. Results Based Accountability (RBA) is the most effective model/process for stimulating meaningful advancements in community negotiations of racially and culturally charged issues.

### **Lessons Learned –**

- Approach inspires bottom-top search for consensus on issues important to particular communities
- Disparity debates (positional) become incidence (interest) debates
- Objectives have become more measurable, meaningful and manageable because better questions are being asked (What are the anticipated results, how do we measure the impact of ..., etc)
- Resistance to RBA (process) is most prevalent among established “representative” leadership and program administrators in the area of race relations
- Continual cultivation of champions is required
- Process does not require a lot of money, it does however require a lot of time and commitment
- Process has inspired more calls for benchmarking (When first initiated, process focused on activities, not outcomes or results)

### **Indicators –**

- Hybrid of indicators was used
- Anecdotal – Prevalence data recorded by staff, community story tellers and cultural anthropologists from the university
- Scientific – Analysis of demographic, attitudinal, incidence and social indices data
- Institutional – Adjustments made by community institutions to respond to cultural or racial sensitivities in the community (staff investments, programmatic, organizational ... ATM’s offering Spanish and other language translations)
- Value - Investments in readiness and valuing diversity (community marketing, Asset based orientations vs. problem or deficit orientations regarding demographic change)

### **Questions –**

- RBA and this case: Is this the right approach?
- Pros/Cons of using RBA in addressing racial or cultural issues in communities
- How might indicators be improved?
- Next steps in this work?

### **Notes –**

Significant time was invested in exploring indicators and how they might be best applied to the work of improving race relations. Housing, licensing, school enrollment, number of racially/culturally charged incidence, number of language assistance programs and numbers of ethnic restaurants and food availability were all lifted up as baseline indicators (community scale).

Examples about whether Latino children are placed in school by grade level last accomplished or by English proficiency in school were raised as possible indicators of sensitivity, justice and efficacy. Linda indicated that looking at African-American children might reveal additional indicators and numbers relating to free and reduced meals, the health concerns relating to lactase deficiency and days missed due to illness. The analysis, synthesis and use of this health data might reveal school performance data that might only be initiated by using RBA as a process to improve outcomes for particular groups. These RBA inspired improvements have cultural overtones and might serve as the basis for cultural exchange, understanding and collaboration around how RBA (as a process) might enhance the capacity of communities to respond to issues of diversity.

Lessons learned from the Caring Communities Concept (Kansas City) indicated that learning to ask the right questions ultimately helps communities get to the right bottom line. Richard suggested that RBA can be used to help bring about those rare occasions where people can come together to talk about race, and that these activities should be encouraged and expanded.

Other examples regarding the improvement of race and cultural relations were offered:

- ❖ YMCA – Referenced as one of the few institutions (nationally) that produce environments on a regular basis that feature diverse populations relating well ... especially during play.
- ❖ Orlando, FL – Personal anecdote regarding observing large group of culturally diverse children at play at an Orlando McDonalds restaurant by Disney World
- ❖ Carnival Cruise Lines – Regular environments where large group of people are engaged in a profound cultural experience and that such an experience might be developmental for a group seeking to explore how RBA can be developed as a viable process for exploring the deeper and more fear provoking elements of race and cultural relations.

The common observation of the group was that racial and cultural barriers do tend to drop around common interests and/or activities (play, education, sport, economic development, etc). However, beyond the surface, many still felt that fear (particularly the fear of offending someone) was still a prevailing issue. The group was not convinced that RBA was the process to create a structure that takes fear out or bring people together, but that it might be part of the process by which diverse groups establish meaningful dialogue, establish new questions and promote new understandings.

#### **Group Action –**

- Group proposed that the conveners of the RBA Conference look to create more opportunities for discussions pertaining to the use of RBA in the area of race and cultural diversity.
- Encourage the Annie E. Casey Foundation to advance this dialogue by:
  - a) Encouraging and/or establishing a link to the RBA Website for observations or best practices in the area of cultural diversity using RBA as a vehicle to advance dialogue to results.
  - b) Convening a conference specifically focused on RBA and Race and Cultural Relations
  - c) Establish an international think tank to explore how RBA might be used as a means of helping communities negotiate win-win scenarios and address culturally charged issues.
- Create a bibliography of recommended reading with the ultimate aim of canonizing best practice resources that identify RBA as a model/process for helping communities turn the curve in that area of race and cultural relations.

## ***How To Successfully Engage The “Helping Cultures” Of Various Organizations:***

Host: Marvin Southard

The problem that the group attempted to grapple with was the frustration that can occur when agencies are asked to cooperate or collaborate on producing results based outcomes and the cultures of those organizations are so different that they have difficulty working with each other at all.

Examples of helping cultures that need to be aligned include:

- A. Child welfare
- B. Mental Health
- C. Domestic Violence
- D. Substance Abuse
- E. Education
- F. Law Enforcement
- G. Health

Attention was also paid to the different cultures of private sector versus public sector and labor and management within each of those organizations.

The group thought that it was important to recognize the “legitimate” differences in viewpoint between the organizations (those that were not merely excuses to maintain turf). The chief among these were differences in who is the client and differences in timelines. For example in a dysfunctional family, substance abuse might conceivably see the father as their client, the domestic violence agency view the mother as the client, child welfare the child, mental health the family as whole and each be working toward incompatible goals. The example highlighted the need for clarity of purpose. Each of the “helping entities” might also have different timelines that they view as limiting their involvement with the family.

Other important differences that we noted were variance in language so that partners might mean different things when using terms like “wraparound,” “recovery,” and the like. This was something we thought the partners could handle once they were aware that differences in usage existed. Another manageable issue involved the differences between adult systems, children’s systems and older adult systems within a helping culture (mental health for example). These differences could be overcome if the focus of intervention was the family not the individual, the obstacle then centered on the question of who is really the client as alluded to earlier.

This brought us to the core of our conversation: that we believed that the only way to successfully bridge the gap between the culture of the various entities was to find a way to focus each on the positive changes in the lives of the “clients” (caveat above) that we were helping. A model for this is the Wraparound paradigm, which says that it is possible for any child to thrive in the community if he or she is wrapped around with the mixture of services needed (including anything it takes from any source) to support success. Agreement on a set of principles like those of wraparound can serve as a basis for bridging the cultures and forming a pre-condition to real commitment to results based accountability.

With this as the core element, there were numerous suggestions about helping the various cultures to interact more successfully. These included:

1. Fostering consumer choice: in the Netherlands clients are in some circumstances given vouchers to arrange for themselves that mix of services (within agreed limits) they believe would help them in their individual situation.: A kind of self-driven wraparound. This would certainly turn system incentives around.
2. Create a common intake: This would allow agencies to see the totality of a client's situation from the beginning. Several participants reported progress with a common intake in place.
3. Hire peer professionals (family advocates etc). This has the effect of making the workforce less wedded to the professional prerogatives and making the agencies more responsive to actual client needs. Caution was given about making sure to support and train these paraprofessionals effectively.
4. Change the reward system. Recognize that people within these agencies (especially the middle managers) do what they do for a reason. The reward system that supports those activities must be changed or at least recognized.
5. Common training. The hope was expressed that there could be found a way to train the new workers in the field differently so that the collaborative process could be something they became used to from the very beginning of their career. This would entail changes in graduate curriculum, field work and inservice training. There was the hope of doing much of that training of workers from different agencies together.
6. Family Group Decision Making. This was a model from Michigan in which the extended family was empowered to develop a plan for Native American families in danger of having children placed out of home. The professionals of all the various involved agencies participated in a strength based description of the situation after which they left the room as the family agreed upon a plan. The theme is client empowerment as the key to agency cooperation.
7. There was a sense that if we make the outcomes for children and their families compelling enough, the staff will gladly put up with the paperwork that might be needed to get those outcomes paid for.

## ***Web-Based Tools***

Hosts: Beverly Godwin, National Partnership for Reinventing Government and  
Linda Asato and Melanie Moore, JMPT Consulting

Topics participants were interested in exploring:

- GIS Mapping
- Web linkages to emerging sites that are relevant to RBA
- How to track population indicators.
- Web-based tools to increase participation from and service to citizens/residents with government entities
- Web-based tools – what for?

We tried to integrate the topics through showing a few web-based examples:

1. [www.firstgov.gov](http://www.firstgov.gov) This website is a portal to all government pages. It is a search engine of public services constructed in a user friendly manner. A key purpose of this web-based tool is to transform the focus to the consumer and their needs. For example, the interfaces were tailored to the user (ex. children's page using icons vs. an adult page), and organization and format by topical areas to match how people look for government information. It also serves as a communication tool – allows user to provide feedback to the website, to an agency or by the topical area.

Scrolling through the various functions of the website, we learned of the multiple uses of the web for public engagement – ranging from information access (for example getting census data in an accessible and queried way, to on-line transactions (interactive). You can also check performance on-line of federal, state, or by agency which addresses some of the public accountability.

We also briefly explored the website (embedded in the firstgov.gov) entitled technology leadership conference.

2. <https://www.centipede1.com/dcyf> This site shows a mock-up of the future San Francisco's Children's Portal, sponsored by the S.F. Department of children, Youth and their Families. The concept is to provide a portal that can help both the service providers and the public: a) communicate information to each other; b) have tools to access resources, information, and track progress towards outcomes related to children, youth and their families.

We focused on the “Application Tools” of this website and walked through the different functions that are planned. In particular, JMPT Consulting and DCYF have been thinking about how might it be possible to track department funded programs' aggregated performance measures as a way to hypothesize about their consolidated contribution to a population indicator and to lay a framework for collecting data over time that could be useful in understanding more how we might be able to turn the curve (ex. like simulation modeling). They have been exploring and thinking about methods such as chaos theory, and tapping the brains of the conference participants (ex. see conference workshops:

Where the line meets the circle—Session I, Working both sides to the middle (Session II), and Tipping point—Session III) to see if it might be possible to design such a tool. Note: what is on the site now is not developed – it is just a mock up of what we imagined we’d like to see.

3. Lastly a prototype of a data-sharing tool that can bring disparate data sources together to do client matching and aggregate planning was viewed (note: prototype name: Centipede, developed by JMPT Consulting). We quickly explored the functions of the basic tools (cross-agency: data-matching, charting, address mapping, thematic mapping, modeling, outcomes tracking, and building your own queries), and we discussed some of the confidentiality concerns. Note: for more information, contact JMPT Consulting, since this is a secured site not for public viewing).

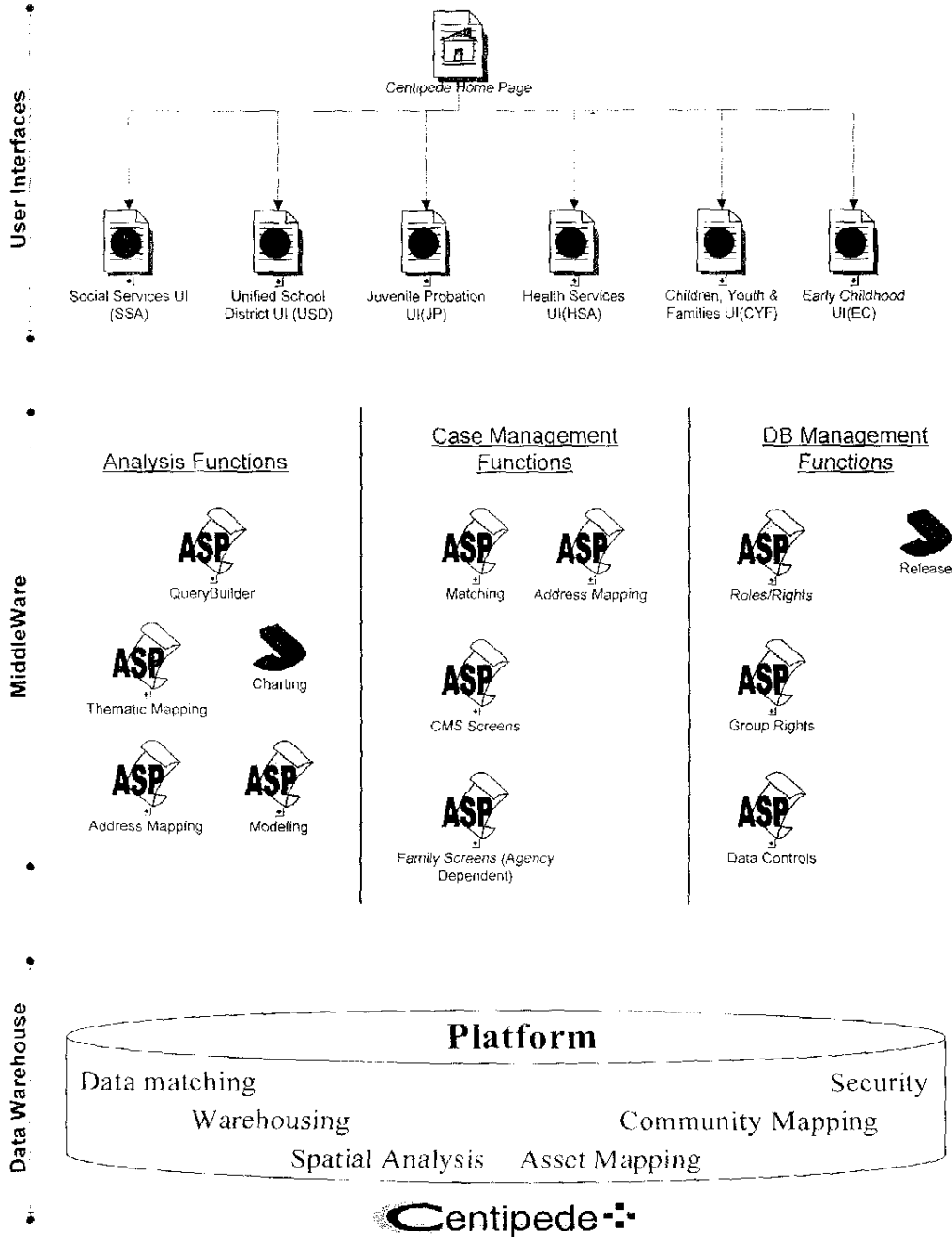
Additional tool (not shown):

[www.promisingpractices.net](http://www.promisingpractices.net) sponsored by CA Foundation Consortium, GA policy council, Missouri Family Investment Trust and Colorado. This site is a resource to the “what works” portion of the RBA model. It has juried best practices that are organized along key result areas.

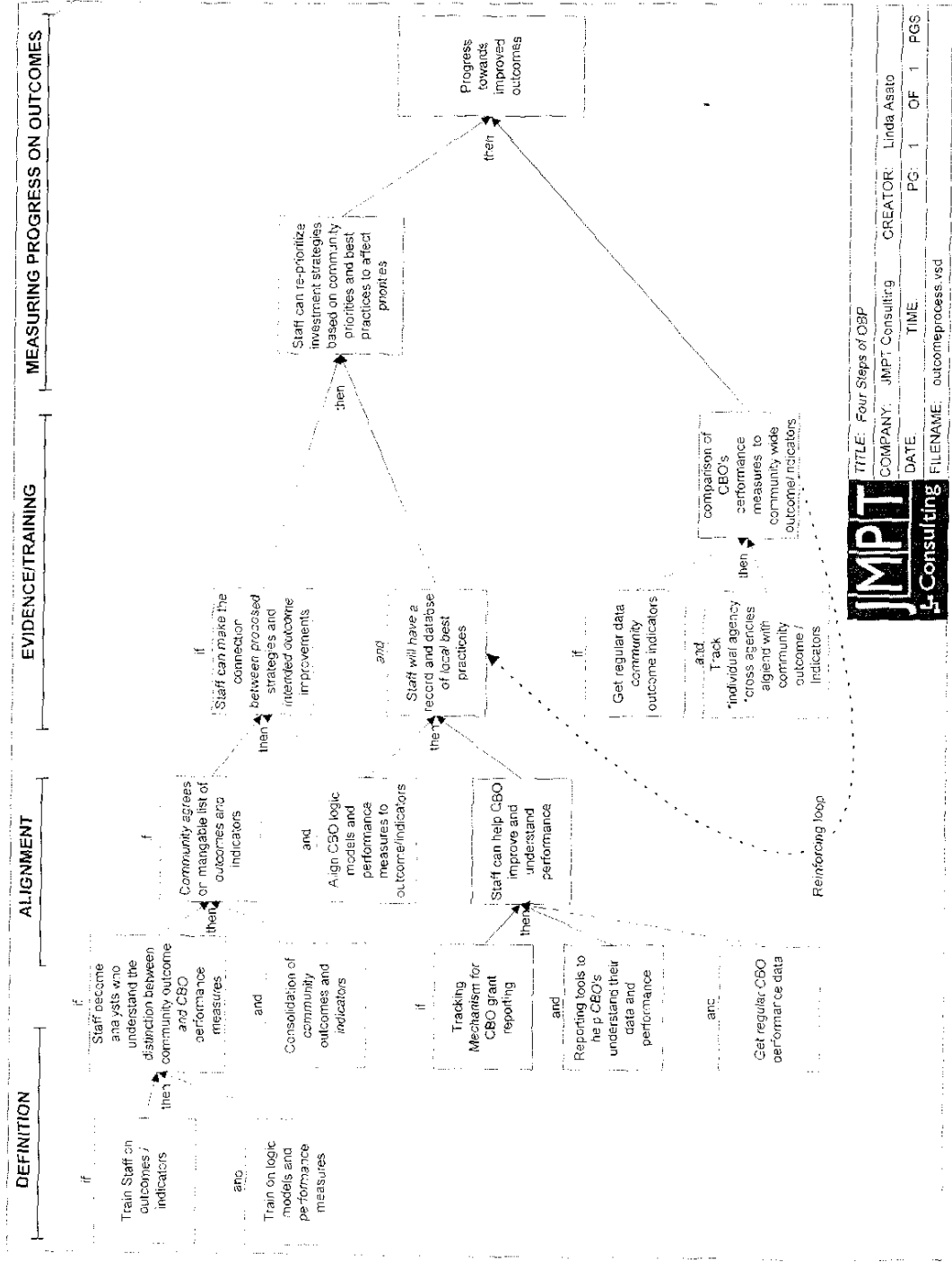
See attachments:

- Outcomes based tracking (If, then model) illustrating sample of process for integrating technology tools with policy/planning work to move a community towards improved outcomes.
- Schematic of the Centipede tool.

# Session V: Web-Based Tools



**IMPROVED TOOLS: SESSION II**



**JMPT** Consulting

TITLE: Four Steps of CBP  
 COMPANY: JMPT Consulting CREATOR: Linda Asato  
 DATE: TIME: PG: 1 OF 1 PGS  
 FILENAME: outcomeprocess.vsd

## ***Rolling Out The Learning Guides with GA, MO, VT and CSSP***

Convenor: Scott Johnson

This session was an opportunity to develop the questions and identify some of the next steps in rolling out the Building Local Capacity Learning Guides.

Vermont partners shared that they are developing an opportunity with the University of Vermont to apply credit to the Learning Guide curriculum, and assist in developing a “summer institute” type format for the offering. Vermont wants to explore the possibility of involving GA, MO and CSSP in the first “institute” to add value and expertise as we launch the offering.

Our conversation helped us all begin to focus on some of the critical questions we need to ask ourselves as we explore rolling out the guides in each of our states.

Is CSSP planning a trainer of trainers’ opportunity already?

What role should/could higher education play?

How do we integrate the guides in the ongoing TA/Training that already exists in each state?

We need to acknowledge that the learning guides are one tool in the training available to us in the area of community development – local capacity building.

Can we get state level trainers already in state government to adopt the learning guides as part of their ongoing training work?

What’s the best way to share cross-state expertise?

Is it best to do the whole Learning Guide at once or to do it in pieces?

Do we need 1 trainer per each section in the guide or can one person teach all six sections?

One model for implementation is to consider 2 days for ToT and then 3 days to do the training.

We need excellent trainers who have both content knowledge and knowledge of our community work.

Is any of it already out of date?

What’s the best way to “grow” this?

Will local board members really commit the necessary time to learn this material?

VT, GA, MO agreed that we need to take some immediate next steps to move forward.

1. VT, MO, GA and CSSP need time together to specifically focus on next steps.
2. Each state needs to think through the following draft questions?

How is your state thinking about implementing the guides?

What tools will your state share to support implementation?

What resources do your state have to support implementation?

What are the gifts that each state can share with other state partners?

Where would your state need assistance to implement the guides?

Which guide(s) are you willing to teach?

3. Scott will draft a letter to Frank, Phyllis and Cheryl inquiring about bringing us all together.
4. Scott will forward questions in #2 to each partner.

# *Worksession VI*

## *Stepping up to Accountability Part Deux*

Host: Jolie

Participants: Kathy Barbell, Phyllis Becker, Sandy Wilkie, Brent Schondelmeyer, Fran Gutterman, Lynelle Thrasher, Gini Milkey, Thea Meimema, Janice Lovegrove, Trine Bech, Rosemary Neill, Bob Stoughton

This session build on Stepping up to Accountability Part one.

Peoples' interests:

- o Techniques for using the ladder at the individual and team level, especially examples of how to get people “unstuck”
- o Common examples of how the tool actually can be used
- o Thinking about the tool in a training context from individual, to team, to organizational, to neighborhood, to community
- o Examples of how to ask the open ended questions to help people move

People in pairs then practiced using the ladder. Where in role play one person would try to help another person move up the ladder. The following is the debriefing from the paired practice:

- o Context: a dissatisfied parent in a neighborhood where he was worried about the “kids coming into the neighborhood” – parent stayed stuck in “blaming others”.
  - o Tip: When using the ladder stay focused on listening for where the person is on the ladder and asking open-ended questions to create some awareness of help them take one step up. Avoid getting to involved in understanding everything about the situation or helping to actually create a solution.
- o Context: experienced bureaucrat in “I can’t” moved to seeing possible action to take
  - o Tip: Constant use of open-ended questions to see if could open up a possibility. “wore them down”, looked for a small area where things might be working and built on that.
    - Resources for open ended questions:
      - Appreciative Inquiry
      - Enlightened Leadership
- o Context: principal who “didn’t have time” to engage with parents. Stuck in “I can’t”.
  - o Tip: Use inquiry to elicit data (trend) in area that is important to the Principal. E.g., how do you see the school. Is it getting better or worse. Technique offered path from I can’t to acknowledge the reality for the principal.
  - o Tip: in helping people move from I can’t reframe to “we can” and offer support.
- o Context: foster care managers stuck in “I can’t” and “blame”. Moved to taking a step through constant use of questions to explore possibilities.
  - o Persistence in questioning and acceptance of the person’s answers helps.

Discussion highlights:

- o Definitions of “acknowledge reality”: point where person sees world differently, e.g., is looking at facts that help them see that they can do something or a path to action towards their desired results.
- o The ladder takes on a different “flavor” when used in a supervisory context where there be consequences to a person not “moving up”
- o A frequent I can’t for public sector managers is that the civil service system prevents them from taking effective action re nonperforming staff. Diligent and focused documentation

of performance and perhaps bringing to bear external pressure about poor results were strategies that can be effective.

- o Using two ladders simultaneously – one for yourself and one for your boss who you are trying to persuade was helpful in moving “self” and discovering a strategy to use with the boss.
- o Use of “date” – e.g., questions about what the person wants or cares about and what they see to indicate whether better or worse is useful at every level (the intersection with Mark’s framework)
- o The values underlying the use of the ladder: that everyone has choice and that consequences (positive, negative, neutral) flow from choices. In larger context of collaborative efforts and public sector/non profit accountability not often associated with celebration, joy, learning seen primarily as “people being blamed for things they can not control”. Opportunity to reframe accountability using the ladder as a tool.
- o Curiosity about how this could be made accessible through written product – needed if to penetrate an organization.
- o Case example of using the tool – Bell Atlantic transformation from bureaucracy to entrepreneurial in competitive market. Tool used in conversations by change agents in their daily work informally (elevator conversations) and formally. This was one component of their culture change strategy. Other strategies included information technology to track data, aligning performance and incentives, customer service focus, etc.
- o Resource: Mike Weiner’s Collaboration Workbook. Observation that 30-50% effort spent on trying to convince the 5% Who won’t move. Better to spend time working with those who are moving. In his framework change happens when passion connects with what people are trying to do; when use enlightened self-interest is encouraged; and when people are self-aware.
- o Group felt they might want to become an informal learning community.

#### Final comments:

- o Experience in using the tool in a role play was effective and easy in helping understand the practical application;
- o I need to get better at this and keep working at it
- o It was helpful to see how I could “set up” these conversations
- o This seems universal – across countries
- o This increases my awareness of where I am, and I notice when I am in “I can’t” and don’t want to stay there
- o Follow-up learning would be helpful especially case studies
- o I’ll use this on Friday
- o Many skills are needed – listening, understanding where people are m—all need to work together. It is also contextual -- non-profit and public sector context important. We need to acknowledge the small victories more as part of “accountability”.
- o I’ll use this in a leadership briefing and share with the group.
- o This is daunting especially in a systems reform context – I have become “consciously unskilled” I’m a little uncomfortable and anxious but that is good because it will lead to learning.
- o Helpful to see the modeling of the phrases and methods
- o It would be useful to have a list of “verbs” to use that work in this context
- o I am going to change my sales pitch from academic to concrete and results based highlighting concrete benefits

- o I may be able to have a case study – Mark is coming to work with us and I can track what happens.

*Jolie will add references for Bell Atlantic, appreciative inquiry, and Enlightened Leadership when put on the web.*

## ***Do We Need A National “Turn The Curve” Leadership Academy? Has The Time Come?***

Facilitators: Paula Duncan and Diana Wahle

Participants: Ann Martin, Jean Haigh, Phyllis Rozansky, Elizabeth O’Dell, Christina Linville, Lynn Delapp, Michael Halsted, Susan Brut sky, and Scott Johnson

### **If a leadership academy is the answer, what is the question?**

*Where can folks go to learn the nitty gritty of how to introduce this RBA framework to their communities and states?*

An example of a model being used to doing business to their communities or educate people about using an RBA framework is the California Foundation Consortium work. It consists of a three day training and monthly Learning Circles. A combination of practical applications and theoretical underpinnings for people in government, service organizations and foundations and communities, the Implementation manual Mark demonstrated this morning fits with this approach. 30 – 40 people at a time participated. This is combined with all the work that Mark F has done with groups for the Prop 10 training

Where do people learn how to deliver this kind of product?

#### **WHAT PEOPLE DOING THE WORK NEED RIGHT NOW**

The discussion turned to what community people doing this work really need right now This includes:

- 1) Free consultants to help with what their working on
- 2) Yellow pages - TARC might fill that need
- 3) A group (Casey Foundation??) to broker communities receiving this consultation from the person who knows the work.
- 4) This RBA meeting once a year
- 5) A peer network for sharing information and tools
- 6) Strategies for making this the way things are done
- 7) Funding sources to use an RBA framework for grant applications (like Prop 10)
- 8) Casey Fellows working with communities

Lessons learned and Ideas

- 1) Call this “Improving Our Community-Working Together to improve things for Children Youth and Families in Our Community”
- 2) “Results based Accountability” does not speak to people until they understand it.
- 3) International Youth Exchange focused on civic competence
- 4) Do this work in Vermont with the learning circle

#### **CONCLUSIONS**

Most participants felt that at this time with limited resources and energy, that the things are more important than establishing a leadership academy

Two people felt that there was a need for all those things PLUS a leadership academy where people could learn from experienced RBA people and peers. This could consist of sessions with practical advice, formal presentations and OST sessions. A gathering place for experienced people to come together specifically to educate the next group coming along.

It may be that at some point in the future, this may be a place for young people to come to get their education when they have decided that community building outcomes based work is their chosen career. They will then go out and provide support and leadership to folks doing this work in communities - improving outcomes around the world.

## ***Intermediaries as TA Providers – How Do We Make This Work for Everyone?***

Facilitator and reporter: Sara Watson

### **What are intermediaries/TA providers in a position to do well, or add value?**

- ❑ Bring neutrality to the process
- ❑ No baggage – can ask objective questions that aren't seen as loaded
- ❑ We can train local people – build capacity
- ❑ Provider brokering service
- ❑ Bring in many different perspectives and best practices from our work across sites.
- ❑ Come in when the process hits a snag and an outside can re-start or bring a fresh perspective.
- ❑ Teaming – moral/emotional support, give site leader of not being alone.
- ❑ Can give just as much service as a site wants.

### **What barriers do we face to be efficient and effective providers/consumers of TA?**

- ❑ Lack of talent – general skills, knowing the local scene, specific knowledge and skills
- ❑ Not enough flexible money
- ❑ Fragmentation/turf across TA providers
- ❑ Having feedback on our work – both for TA providers to improve and for sites to know whom to use.
- ❑ Not good network of TA providers
- ❑ Easy way to assess what a site needs, what the provider can offer.
- ❑ Don't put a label on processes – people are resistant, seeing it as a gimmick or one-size-fits-all approach.
- ❑ Single model expected to fit everyone
- ❑ Key issue is sustaining relationships within the sites – outsiders can't just come in and do that.

### **What do state and localities need?**

- ❑ TA on a quick turnaround basis.
- ❑ Just in Time TA – how do we identify our needs and find appropriate providers quickly?
- ❑ Ways to know what it is our own backyard
- ❑ Help knowing what we need
- ❑ Specific skills/topics:
  - Financing
  - Facilitation – big one
  - Best practices
  - RBA
  - Governance – managing the collaborative process
  - Political cover and legitimacy
  - Political strategy
  - Building relationships
  - How to get media to cover RBA efforts better
  - Working in cross-cultural situations

- Race
- Culture
- Agency
- Neighborhood
- Socioeconomic
- Education
- Public education and engagement
- Leadership support – coaching, a safe place to explore mistakes and learn from them
- Perspective – knowing the policy rhythms, the policy cycle, how to fit with it, work with it, knowing when to go forward, when to retreat
- Seeing windows of opportunity and taking advantage of them

### **What can we do to move the field forward?**

- Need to have a good asset map of what’s out there – both to bring people in and send out folks out to see what’s successful.
- Barter system –exchange program
- Clearinghouse – but will people really use it?
- Expand the RBA network yellow pages and make sure people use it.
- State/local TA brokers who help site people find, use and evaluate TA
- Better feedback loop to providers – make it ok for consumers to give constructive feedback
- Change the name of TA to de-emphasize short-term, one-time help to broader spectrum
- Change concept of TA – to encompass
  - Skill and knowledge transferal
  - Jolt or re-start or “call the question” that an outsider can do
  - Giving personal support
  - Creating peer network in and among sites
  - Helping local people apply skills/knowledge

## *Worksession VII*