



Agenda

DATE 12/1/16 TIME 1:40p
SERVED BY Yolanda Green
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**SPECIAL FINANCE COMMITTEE MEETING
DECEMBER 5, 2016
SANTA FE COMMUNITY COVENTION CENTER
DE VARGAS ROOM
3:00 P.M. – 4:30 P.M.**

ALL MEMBERS OF THE GOVERING BODY ARE INVITED TO ATTEND

1. CALL TO ORDER
2. ROLL CALL
3. APPROVAL OF AGENDA
4. Presentation of Results Based Accountability by Mark Friedman.
5. ADJOURN

REGULAR FINANCE COMMITTEE MEETING WILL COMMENCE AT 5:00 P.M. IN THE COUNCIL CHAMBERS.

Persons with disabilities in need of accommodations, contact the City Clerk's office at 955-6521.

**SUMMARY INDEX
CITY OF SANTA FE
SPECIAL FINANCE COMMITTEE MEETING
Monday, December 5, 2016**

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ADJOURN		8

**MINUTES OF THE
CITY OF SANTA FE
SPECIAL FINANCE COMMITTEE MEETING
Monday, December 5, 2016**

1. CALL TO ORDER

A special meeting of the City of Santa Fe Finance Committee was called to order by Chair Carmichael A. Dominguez, at approximately 3:00 p.m., on Monday, December 5, 2016, in the DeVargas Room, Santa Fe Convention Center, Santa Fe, New Mexico.

2. ROLL CALL

MEMBERS PRESENT:

Carmichael A. Dominguez, Chair
Councilor Signe I. Lindell
Councilor Harris
Councilor Ives
Councilor Villarreal

OTHER GOVERNING BODY MEMBERS IN ATTENDANCE:

Mayor Javier M. Gonzales
Councilor Joseph M. Maestas

OTHERS ATTENDING:

Brian Snyder, City Manager
Adam Johnson, Acting Director, Finance Department
Kelley Brennan, City Attorney
Teresita Garcia, Finance Department
Melessia Helberg, Stenographer.

There was a quorum of the membership in attendance for the conducting of official business.

NOTE: All items in the Committee packets for all agenda items are incorporated herewith to these minutes by reference. The original Committee packet is on file in the Finance Department.

3. APPROVAL OF AGENDA

MOTION: Councilor Ives moved, seconded by Councilor Villarreal, to approve the agenda, as presented.

VOTE: The motion was approved unanimously on a voice vote.

OPENING REMARKS BY THE CHAIR

Chair Dominguez said, "I want to thank everyone for being here. I want to thank the members of the Governing Body for being here as well. This is not something necessarily new or that we haven't talked about before. I think it has been said in many different ways, that the Governing Body is looking for some accountability process to subject itself to, when it comes to making sure we run an effective, efficient government. And also, as we contemplate our operating budget, because there are so many priorities out there, and not as much money as we really need. So there is a need to do some prioritization."

Chair Dominguez continued, "We have passed several pieces of legislation that have led us to this. More recently, we passed a piece of legislation that will allow public participation and population accountability, is the survey that went out yesterday. So we are going to be doing some work to make sure that the community gets involved in that and we get as much information as we can. This, by all means, is not intended to be the reflection of our budget, but it is just the beginning. This is really just the beginning of something that I see is going to take two things. Number one, it is going to take a sustained effort from leadership, whether it is this Governing Body or future Governing Bodies. And second, it is going to take the resources needed or required to provide staff with the training they need to make this successful as well. So those are the two things I just wanted to comment on."

Chair Dominguez continued, "And so, with that, let me go ahead and see if there is anything we want to change on the agenda before I turn it to Mr. Friedman."

4. PRESENTATION OF RESULTS BASED ACCOUNTABILITY BY MARK FRIEDMAN

A copy of a slide presentation, *RBA – Results-Based Accountability*, provided by Mark Friedman, is incorporated herewith to these minutes as Exhibit "1."

A copy of an information sheet on Results-Based Accountability, provided by Mark Friedman, is incorporated herewith to these minutes as Exhibit "2."

Chair Dominguez asked Mr. Friedman to make his presentation, and asked the Committee to hold questions until Mr. Friedman has completed his presentation.

Mark Friedman said he resides in Eldorado, although he is working on moving into the City. He said he has been in government for 20 years, one year as a High School Math teacher, and 19 years with the Maryland Social Service Agency. For many years he was the Chief Financial Officer of that Department, so he actually has a budget and finance background. Following, he worked for a think tank, Center for the Study of Social Policy, in Washington, D.C., working nationally and internationally.

Mark Friedman presented information on Results-Based Accountability via power point. Please see Exhibit "1," for specifics of this presentation.

The Committee commented and asked questions as follows:

Chair Dominguez said Mr. Friedman has taken something that, on reading the book, seems quite complicated and made it very clear. He thanked him for his work.

Chair Dominguez said it's very clear to the Committee that the public wants some accountability and some sort of measuring. He said during the last budget cycle, we were asked to compare various City departments to various operations in other parts of the State and country. He said it was something that was very extreme to the Governing Body, and he is interested in that aspect. He said he sees the concept or RBA as something that potentially could be very beneficial to the City, not only in the short term, but for the long term as well.

Chair Dominguez continued, saying he thinks it was important to have staff here today along with the Governing Body as we go through this, because the Governing Body may be more interested in the population accountability. He said that performance accountability is obviously very important to staff. He said, "To me, the magic of it all, is when all these things come together, very clearly understood, and we are able to dovetail them together."

Chair Dominguez continued, saying this is only the beginning of the work we have ahead of us. It will take a sustained effort, and will go beyond just this current Governing Body, hopefully to others. He said it will take investment to be sure staff is properly trained in this – from City Manager all the way down. He will be working with Mr. Johnson and Mr. Snyder on the calendar on how to start to see how these things fit together.

Councilor Harris asked when does the light come on, in terms of an organization really understanding what RBA is all about and how to make it work. He said he read some of the book, but not all, commenting he thought Mr. Friedman condensed his presentation very well.

Mr. Friedman said there are two places where light bulbs go on for people. The first is the difference between population and performance, because there are a lot of programs that have been told their whole lives that they are responsible for population and quality of life. He said he talks with social workers in child protection services. They have been told their whole lives that they are responsible for population and quality of life. He talks with others, who have been told they are responsible for the rate of child abuse, and responsible for the children who come to their attention. He said we, as a community, have to work together on the population stuff. He said we are lifting an unfair burden off social workers, teachers and police officers who have been held unfairly accountable for population and quality of life indicators. They can be leaders, but it's not their sole job.

Mr. Friedman continued, saying the second place is the question of: is anyone better off. That question is deliberately provocative. It's the taxpayer's voice saying, we give you all this money, what are we getting for it, is anybody better off for all this money. And when people really connect to that question, it opens a conversation that for some programs has never taken place.

Councilor Lindell thanked Mr. Friedman for his presentation. She asked the process of implementation. She asked if Mr. Friedman goes into an organization and works with them for a time, or does someone go and get training, or do we continue to push through the book. She asked the time frame, for example, in Cardiff, Wales, which seems to have done a good job of implementation – what was the time frame for that group.

Mr. Friedman said his belief is that you don't need consultants to do this. He believes every organization can build its own internal capacity to identify performance measures and do the reporting as discussed. He said it may take time for an organization to build its capacity, and it may need some help in the meantime. He said each unit of City government should identify a person to be its in-house expert in RBA. They can learn how to identify performance measures and help people use this process. He said you have to be patient in working through the different parts of City government.

Mr. Friedman continued, saying with regard to the 20-60-20 Rule, find the 20% who are ready to do it – don't force it on everybody at once, just find the 20% who are ready to do it, and let them demonstrate that it actually helps. He said if this doesn't help the manager, then it is a waste of time and you shouldn't do it. He said if the 20% Rule shows it helps, then they can be leaders and role models, and you can bring the others along gradually. He said, "I think I would say that it would take at least a year to do that."

Councilor Villarreal said, "I guess I'm grappling with the two points – qualitative and quantitative, and you use it in other sectors, like the non-profit, about how you are making *[inaudible]*, it's really about what people say, how they feel and what is changing in their lives. I guess I'm confused as to how this fits in a government system, where a lot of.... some of these sources want to know the numbers kind of things, quantitative. One example, is how many people are being served, but it doesn't necessarily show that their quality of life is better. So, I'm just curious if you have an example of where you had seen quality data used so that's telling a story, and not just the data given by quantitative and how it can be used for grants and things that we apply for."

Mr. Friedman said the whole idea here is that you have numbers that tell you how much you did, but you also have numbers that tell you the quality of what you did. So if you're running a job training program, you can say I served 100 people, 40 of them got jobs, so I have a 40% placement rate, that's the quality. Now let me tell you a story about Ms. Jones who got a job. So you connect the number with an actual story about a person. He said that can be done with any program. He said it is a flow of how much we did to whether anybody is better off to specific examples.

Councilor Villarreal said, "But I think telling the story is harder. Also convincing the public that there are things that have happened that have been improvements without having much as data, but also hearing people and how things have improved. I think that where we're kind of at fault, at least on my short time of the Council, I feel like we don't do a good job telling the story."

Mr. Friedman said he is a big believer in telling the stories of individuals, and Councilor Villarreal is absolutely right about focusing on that and not just the numbers. He said the numbers are one piece of the picture, but the stories are the other piece.

Councilor Ives said he appreciated the slide where Mr. Friedman was pointing out that it is unfair to hold City programmatic efforts responsible for population based results. The population based results are significantly resolved by much broader participation across the community. He asked how does H.R. work in the context of the types of results that we're looking for in RBA. How do we evaluate people. He said if we're turning the curve, then we're saying we're being successful. Some of it might have to do with the percentage rate of change, etc. – how do those relate.

Mr. Friedman said he is correct about the idea that a program by itself can't produce changes at the quality of life level. A program can be a leader in assembling partners, and creating a partnership that will do that, but the program by itself very rarely will do that. However there are some exceptions to that.

Mr. Friedman continued, saying, "You asked about H.R., and this is a can of worms to say the least, about individual employee evaluation. But I have to tell you that RBA is not intended for individual employee evaluation, should not be used for individual employee evaluation. And I have never seen a good employee evaluation system in 40 years of doing this work.... I believe that employee evaluation is not something that happens once a year. Employee evaluation is something that is a by-product good supervision. And if you're a good supervisor, you are asking these questions on a regular basis, and if you have a problem employee, and you're going to fix it, you can document it. But the idea of assigning a score at the end of the year is anathema to what we're really are trying to accomplish. And I don't recommend that you use this for any purpose."

Councilor Maestas said it is a great presentation. He likes the notion of really permitting someone to kind of innovate and come up with performance measures at the lowest level and work its way up, instead of utilizing a top down process. He asked, in terms of how to get this started, is that where we should start. And what kinds of sideboards or framework should we place on those folks before we turn it loose. He asked what Mr. Friedman would suggest.

Mr. Friedman said his view is that the City has to proceed on two tracks – population track and performance track. He said at the population level we should come up with something like Cardiff's 7 quality of life ambitions, the data to go with it and a report card, so it should take it a year, at least, to produce a report card. However, you can have a working list of results and indicators very soon.

Mr. Friedman continued saying, at the top end of the performance level, you actually work at the top of the organization and the bottom of the organization. He said he just talked about working across the bottom of the organization. But at the top of the organization, the executive who is running that agency ought to know what are the 3 most important quality of life issues we can contribute to. For the Police Department, it is the crime rate, for the Health Department, it's the rate of HIV. You have graphs on the wall of your conference room, and then you take the 3 most important performance measures for your agency and have them on the walls of the conference room.

Councilor Maestas said he thinks there is still a lot to be said for the benefits of process improvement. He asked how that can be a beneficial iterative process, where it really does contribute to streamlining. He assumes the people actually doing the work would also do that, instead of just jumping to the performance measure. He asked if there is an opportunity to look at the process and see how it ultimately can be streamlined and improved .

Mr. Friedman said the process improvement actually is driven by the performance measures. So we say here are the managers that tell us if the process is working, kind of reverse engineer the process, so we can see what is causing that level of performance and how it can be improved. So this is completely compatible with process improvement and collective impacts. He said a lot of places around the world are using RBA to implement. He said United Way worldwide, just adopted RBA, and we're going to be using that. It is compatible with other methods, such as processing group, but it isn't a substitute, but it actually fits together very nicely.

Mayor Gonzales said he is a fan, and appreciates that this conversation is starting to happen. He said he appreciates that it is starting, certainly at the Finance Committee level, in terms of trying to identify and bring forward some key outcomes we want to convey to the public with each budget that we are going to strive to achieve. He said being able to talk about those outcomes in the form of community values and how those outcomes are meant to increase the well being of the citizenry is a really important process as well as good governance methodology.

Mayor Gonzales continued, saying regarding Councilor Maestas's last question about business process improvement, one of the key values that Cardiff or one of the other communities used, or the issue of good governance, or perhaps a high performing government as a key outcome to the citizens, means there is transparency, maximum efficiency, training, accountability. All of these would be key actions or indicators that would occur, or whatever the terminology. He said that is an example of all this being on one page.

Mayor Gonzales continued, "The other point about why this is important, is because there is a political dynamic at the Governing Body that represents the citizens, the ability to sit with one another and to focus on those outcomes as it relates to creating a better outcome for our citizens or the better well being. I think this is important, because it removes the politics from the dynamic of it because everyone wants to see the well being of the citizenry. So being able to communicate what that looks like allows us to have a representative government that is pushing the values. I'm glad this is started. I'm anxious, obviously as we go through this process, to have a conversation with my colleagues to be able to begin to identify the key outcomes we want for our citizens, and build a budget that maps to, and starts the training also. It was great."

Chair Dominguez said there is a public participation process to this, and reiterated that the Community Survey has been sent out. He said part of the whole concept requires a lot of public participation, which he believes the Governing Body wants. It is important for the Governing Body and staff to understand that we do not have all the answers, and we shouldn't have all of the answers. He said it is part of a journey we need to make and will do so. He will be working with Mr. Snyder and Mr. Johnson to come up a calendar of things everyone should expect – what staff is doing during the time we're gathering data from the Community Survey – a schedule of events for everything.

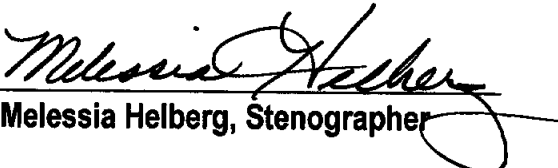
5. ADJOURN

Chair Dominguez said we will start the regular Finance Committee meeting about 5:15 p.m. There was no further business to come before the Committee, and the meeting was adjourned at approximately 4:40 p.m.


Carmichael A. Dominguez, Chair

Reviewed by:

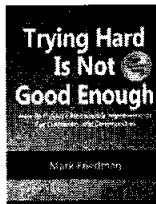

Adam Johnson, Acting Finance Director
Department of Finance


Melessia Helberg, Stenographer

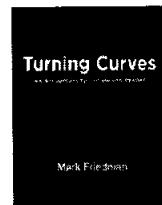
RBA

Results-Based Accountability

The Fiscal Policy Studies Institute
raguide.org & resultsaccountability.com



Book & DVD Orders
amazon.com
clearimpact.com



SIMPLE
COMMON SENSE
PLAIN LANGUAGE
MINIMUM PAPER
USEFUL



Results-Based Accountability

is made up of two parts:

Population Accountability

is about the well-being of

WHOLE POPULATIONS

for Communities – Cities – Counties – States – Nations

Performance Accountability

is about the well-being of

CUSTOMER POPULATIONS

for Programs – Agencies – Service Systems

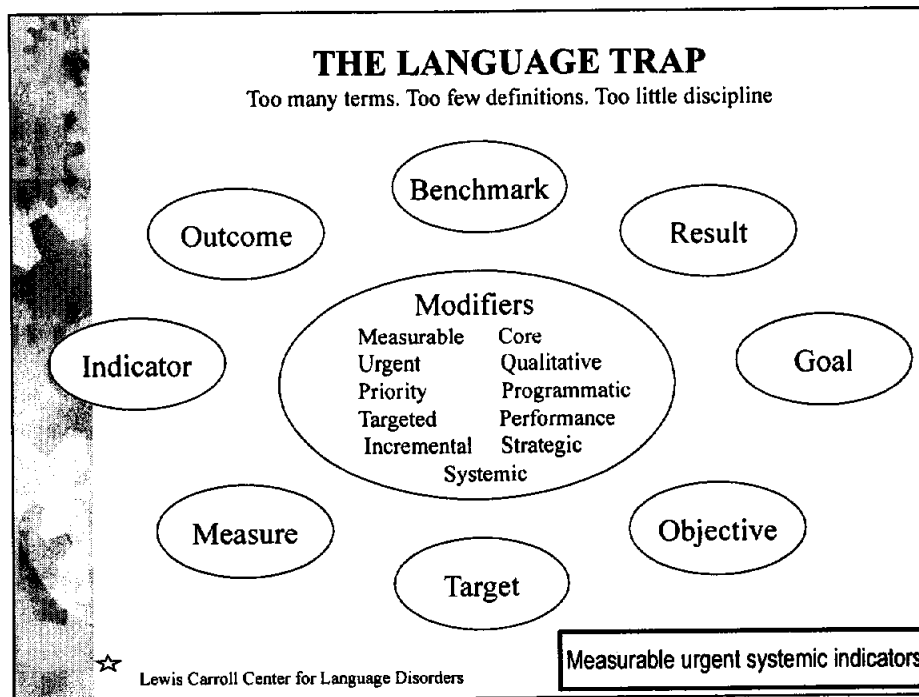


Results-Based Accountability

COMMON LANGUAGE

COMMON SENSE

COMMON GROUND



DEFINITIONS	
<div>Population</div> <div>Performance</div>	<p><u>RESULT or OUTCOME</u> 1. A condition of well-being for children, adults, families or communities. Children born healthy, Children ready for school, Safe communities, Clean Environment, Prosperous Economy</p> <p><u>INDICATOR or BENCHMARK</u> 2. A measure which helps quantify the achievement of a result. Rate of low-birthweight babies, Percent ready at K entry, crime rate, air quality index, unemployment rate</p> <p><u>PERFORMANCE MEASURE</u> 3. A measure of how well a program, agency or service system is working. Three types: 1. How much did we do? 2. How well did we do it? 3. Is anyone better off? = <u>Customer Results</u></p>



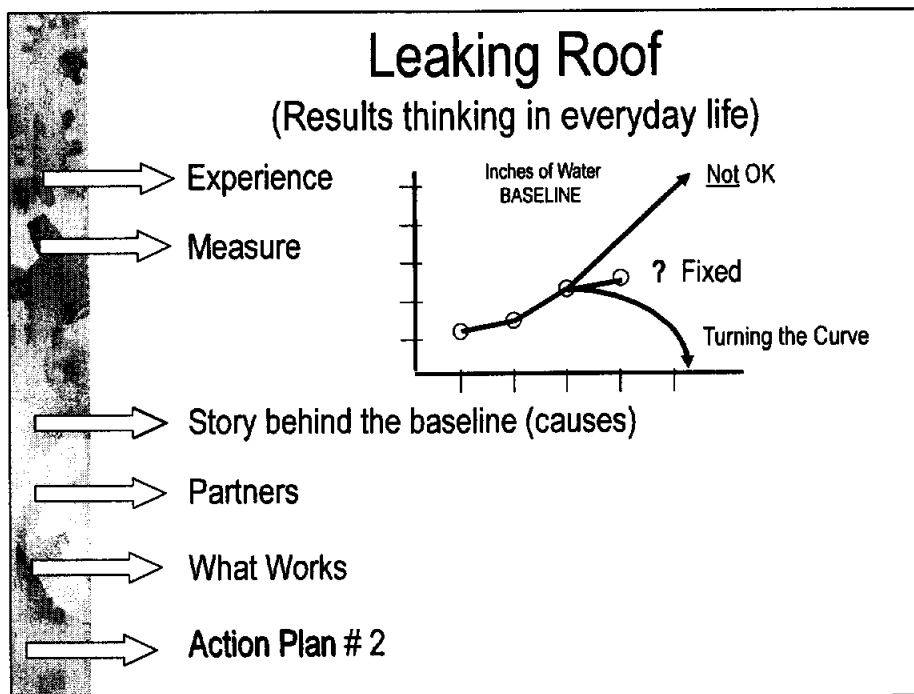
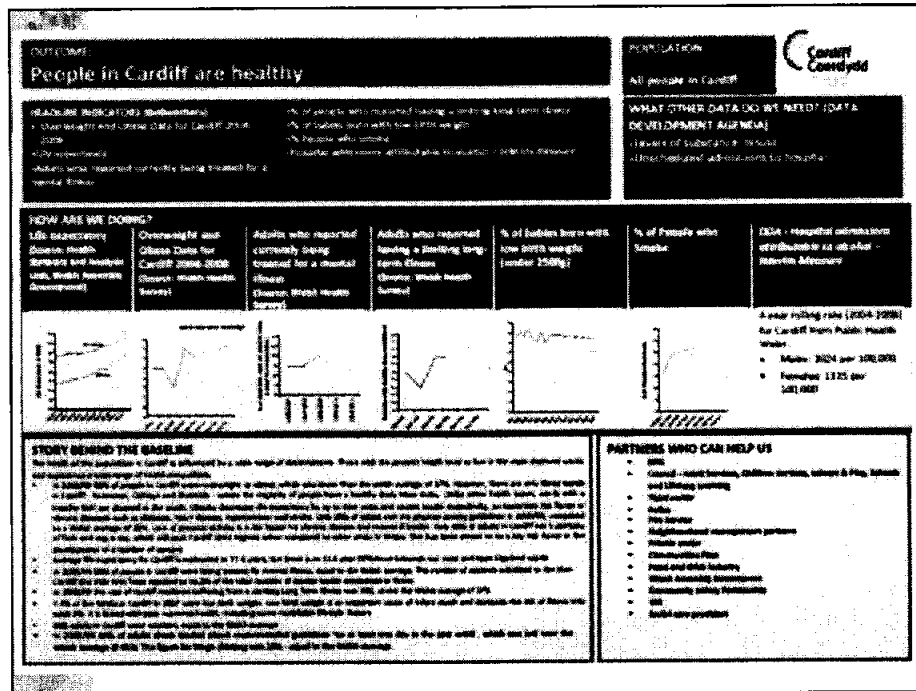
POPULATION ACCOUNTABILITY

for whole populations
or subpopulations
in a geographic area



CARDIFF, WALES Community Outcomes

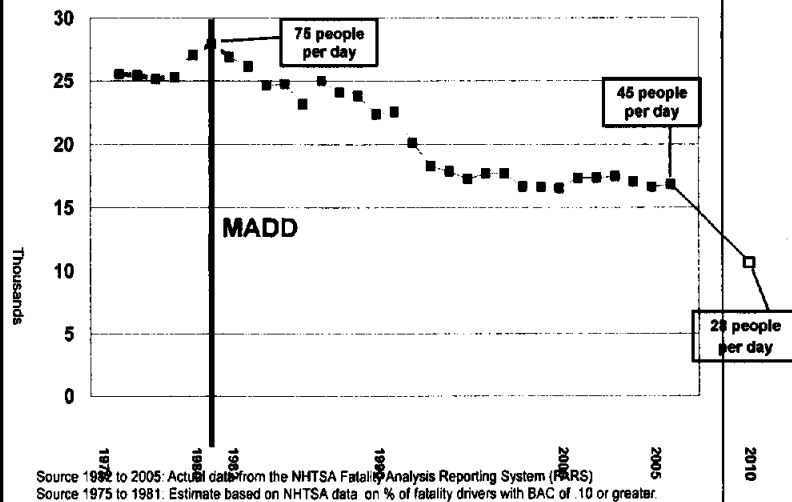
- 1. People in Cardiff are healthy**
- 2. Cardiff has a clean attractive and sustainable environment**
- 3. People in Cardiff are safe and feel safe**
- 4. Cardiff has a thriving and prosperous economy**
- 5. People in Cardiff achieve their full potential.**
- 6. Cardiff is a great place to live, work and play.**
- 7. Cardiff has a fair, just and inclusive society.**

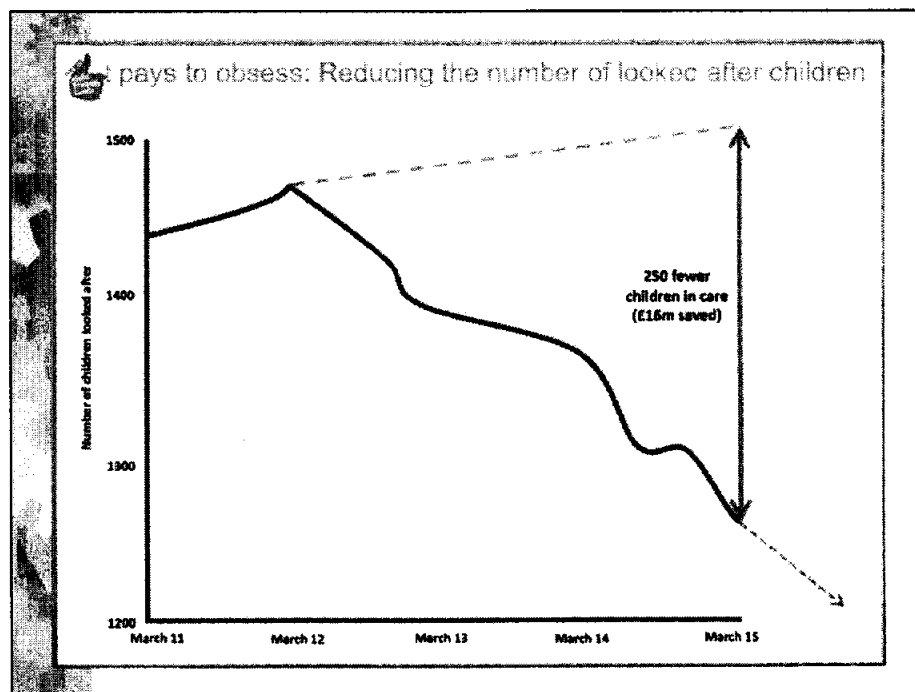
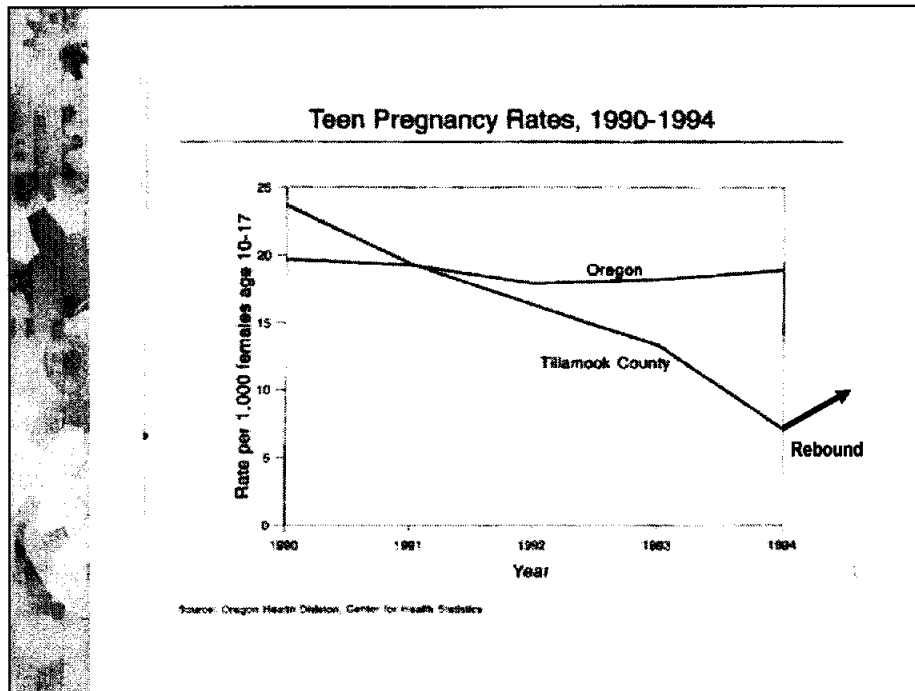


The 7 Population Accountability Questions

1. What are the quality of life conditions we want for the children, adults and families who live in our community? ——— **Results / Outcomes**
2. What would these conditions look like if we could see them? ——— **Experience**
3. How can we measure these conditions? ——— **Indicators**
4. How are we doing on the most important of these measures? ——— **Baseline & Story**
5. Who are the partners that have a role to play in doing better?
6. What works to do better, including no-cost and low-cost ideas?
7. What do we propose to do?

Alcohol-Related Traffic Fatalities United States 1975 to 2005





PERFORMANCE ACCOUNTABILITY

for Programs/Services,
Agencies and Service Systems

Performance Measures

		Quantity	Quality
Effort	How much did we do?	How well did we do it?	
Effect	Is anyone better off?		
	#	%	

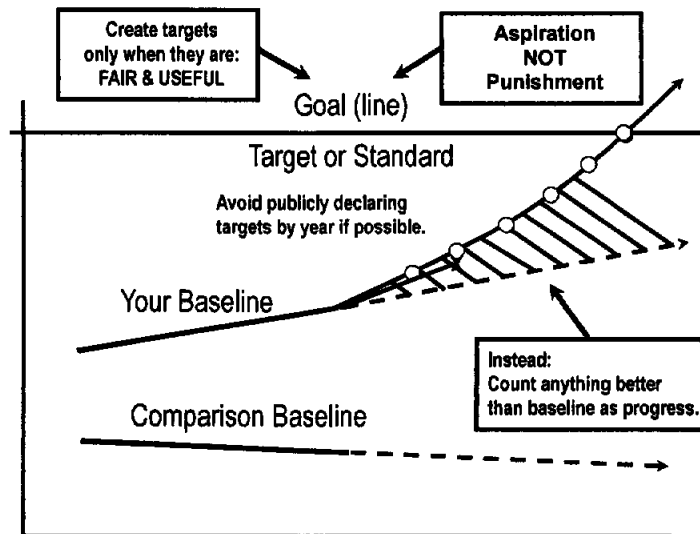
<u>Education</u>			
		Quantity	Quality
Effort	How much did we do?	Number of students	Student-teacher ratio
	Is anyone better off?		
Effect	Number of high school graduates	Percent of high school graduates	

<u>Pediatric Practice</u>			
		Quantity	Quality
Effort	How much did we do?	How well did we do it?	
	Number of children treated	Percent of patients waiting less than 30 min in the waiting room	
Effect	Is anyone better off?		
	# children fully immunized (in the practice)	% children fully immunized (in the practice)	

<u>Drug/Alcohol Treatment Program</u>			
Effort	Quantity	Quality	
	How much did we do?	How well did we do it?	
	Number of persons treated	Percent of staff with training/certification	
Effect	Is anyone better off?		
	<u>Number</u> of clients off of alcohol & drugs - at exit - 12 months after exit	<u>Percent</u> of clients off of alcohol & drugs - at exit - 12 months after exit	

<u>Fire Department</u>			
		Quantity	Quality
Effort	How much did we do?		How well did we do it?
	Number of responses		Response Time
Effect	Is anyone better off?		
	# of fires kept to room of origin		% of fires kept to room of origin

Advanced Baseline Display



Performance Accountability

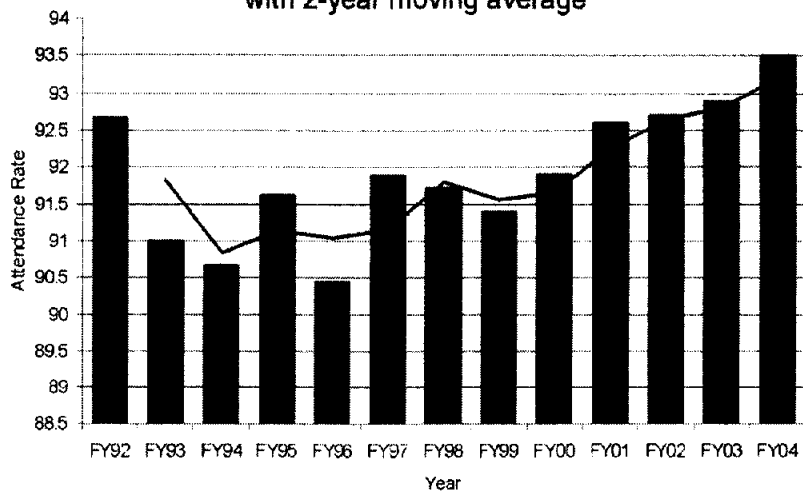
Types of Measures found in each Quadrant

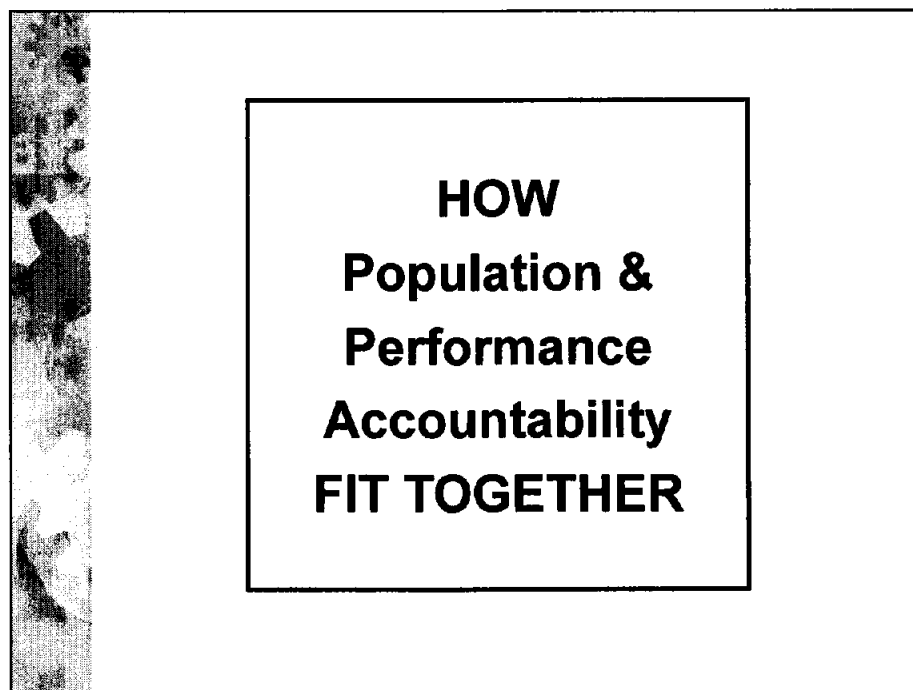
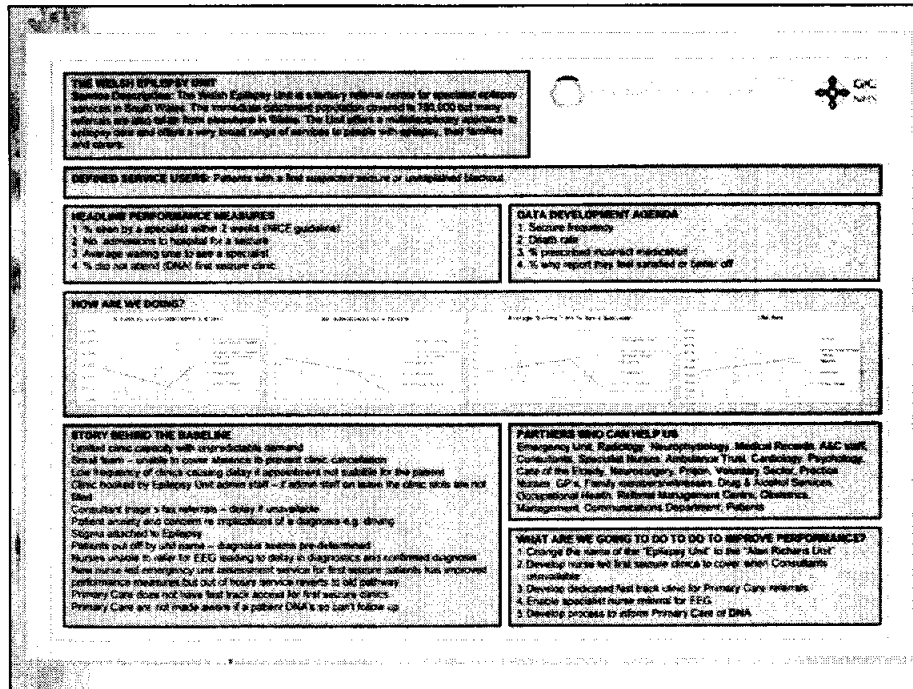
How much did we do?		How well did we do it?	
# Clients/customers served		% Common measures e.g. client staff ratio, workload ratio, staff turnover rate, staff morale, % staff fully trained, % clients seen in their own language, worker safety, unit cost	
# Activities (by type of activity)		% Activity-specific measures e.g. % timely, % clients completing activity, % correct and complete, % meeting standard	
Is anyone better off?			
#	Point in Time vs. 2 Point Comparison	% Skills / Knowledge (e.g. parenting skills)	
#		% Attitude / Opinion (e.g. toward drugs)	
#		% Behavior (e.g. school attendance)	
#		% Circumstance (e.g. working in stable housing)	

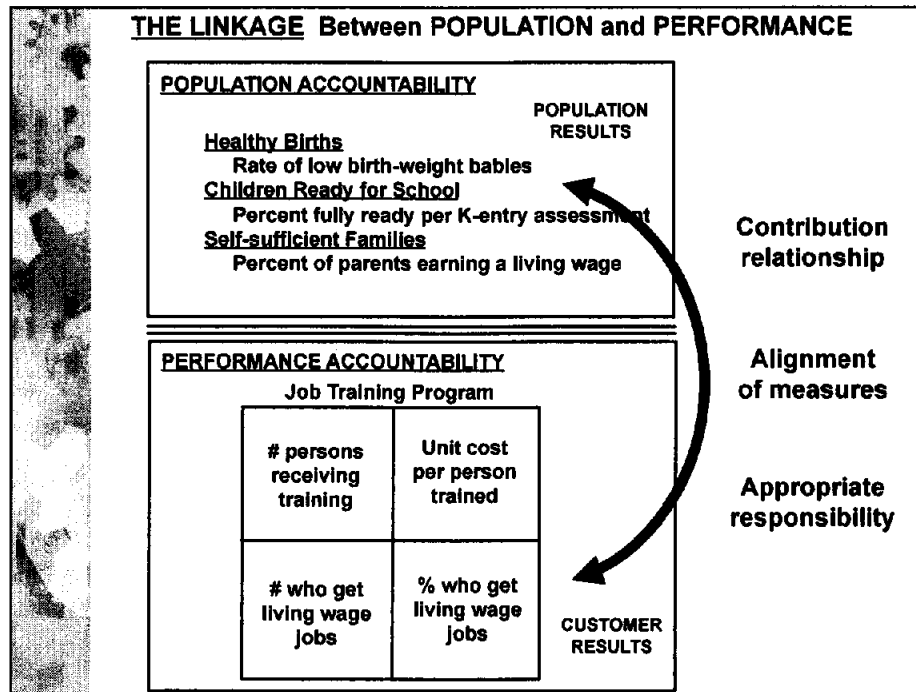
The 7 Performance Accountability Questions

1. Who are our customers?
2. How can we measure if our customers are better off? ——— LR
3. How can we measure if we are delivering services well? ——— UR
4. How are we doing on the most important of these measures? ——— **Baseline & Story**
5. Who are the partners that have a role to play in doing better?
6. What works to do better, including no-cost and low-cost ideas?
7. What do we propose to do?

Montgomery County, Ohio K-12 Attendance Per Year with 2-year moving average







Different Kinds of Progress

1. Data

a. Population indicators Actual turned curves: movement for the better away from the baseline.

b. Program performance measures: customer progress and better service:

How much did we do?
 How well did we do it?
 Is anyone better off?

2. Accomplishments: Positive activities, not included above.

3. Stories behind the statistics that show how individuals are better off.



Board of Directors Meeting **AGENDA**

1. New data
2. New story behind the curves
3. New partners
4. New information on what works.
5. New information on financing
6. Changes to action plan and budget
7. Adjourn



RESULTS BASED BUDGETING

Do we need it?

POPULATION ACCOUNTABILITY

Is it working?

PERFORMANCE ACCOUNTABILITY

RBA in a Nutshell

2 – 3 – 7

2 - kinds of accountability plus language discipline

Population accountability — Results & Indicators

Performance accountability — Performance measures

3 - kinds of performance measures.

How much did we do?

How well did we do it?

Is anyone better off?

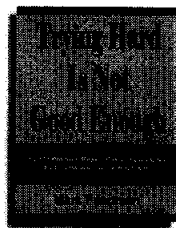
**7 - questions from ends to means in less than
an hour. Baselines & Turning the Curve**

Resources

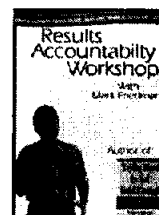
www.raguide.org

www.resultsaccountability.com

RBA Facebook Group



Book - DVD Orders
amazon.com
resultsleadership.org



Turn the Curve Exercise: Population Well-being

5 min: Starting Points

- timekeeper and reporter
- geographic area
- two hats (yours plus partner's)

10 min: Baseline

- pick a result and a curve to turn
- forecast (to 2016) – OK or not OK?

15 min: Story behind the baseline

- causes/forces at work
- information & research agenda part 1 - causes

15 min: What works? (What would it take?)

- what could work to do better?
- each partners contribution
- no-cost / low-cost ideas
- information & research agenda part 2 – what works

Two pointers
to action

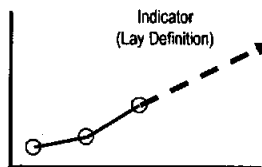
10 min: Report convert notes to one page

4 Off the Wall

ONE PAGE Turn the Curve Report: Population

Result: _____

Indicator
Baseline



Story behind the baseline

(List as many as needed)

Partners

(List as many as needed)

Three Best Ideas – What Works

1. _____
2. _____
3. _____ No-cost / low-cost
4. _____ Off the Wall

Sharp
Edges

Turn the Curve Exercise: Program Performance

5 min: Starting Points

- timekeeper and reporter
- identify a program to work on
- two hats (yours plus partner's)

10 min: Performance measure baseline

- choose 1 measure to work on – from the lower right quadrant
- forecast (to 2016) – OK or not OK?

15 min: Story behind the baseline

- causes/forces at work
- information & research agenda part 1 - causes

15 min: What works? (What would it take?)

- what could work to do better?
- each partners contribution
- no-cost / low-cost ideas
- information & research agenda part 2 – what works

Two pointers
to action

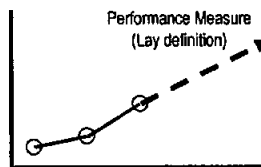
10 min: Report convert notes to one page

Off the Wall

ONE PAGE Turn the Curve Report: Performance

Program: _____

Performance
Measure
Baseline



Story behind the baseline

(List as many as needed)

Partners

(List as many as needed)

Three Best Ideas – What Works

1. _____
2. _____
3. _____ No-cost / low-cost
4. _____ Off the Wall

Sharp
Edges

A 5-step method for identifying performance measures for any program in 45 minutes

The following five step scripted process is the best way to select the most important performance measures and identify a Data Development Agenda for any program or service. With practice, this process can be completed in about 45 minutes. Participants should each have a copy of the performance measurement summary on page 28.

Step 1. How much did we do? Draw the four quadrants on a piece of flip chart paper. Start in the upper left quadrant. Write down the measure "number of customers served." Ask if there are better, more specific ways to count customers or important subcategories of customers and list them, such as the number of children with disabilities served.

Next, ask what activities are performed. Convert each activity into a measure. The activity of "training people" becomes number of people trained. Paving roads becomes number of miles of road paved. When you're finished, ask if there are any major activities that are not listed. Don't try to get every last detail, just the most important categories of customers and activities.

Step 2. How well did we do it? Ask people to review the common measures listed in the upper right quadrant of the performance measurement summary. Write each one that applies in the upper right quadrant of the flipchart paper.

Next take each activity listed in the upper left quadrant and ask what measures tell how well that particular activity was performed. If you get blank looks, ask if timeliness or accuracy matters. Convert each answer into a measure and be specific. The timeliness of case reviews becomes percent of case reviews completed on time. If you are not sure whether a measure goes in the upper right or lower right quadrant, put it where you think best and move on. All the measures in both quadrants will be considered equally in Steps 4 and 5.

Step 3. Is anyone better off? Ask "If your program works really well, in what ways are your customers' lives better? How could we observe this? How could we measure it?" Create pairs of measures (number and percentage) for each answer. For example, the number of clients who get jobs goes in the lower left quadrant. And the percent of clients who get jobs goes in the lower right quadrant. It saves time, when entering these measures, to write them only once in the lower right quadrant, and place # signs in the lower left quadrant across from each measure.

Identifying whether anyone is better off is the most interesting and challenging part of this process. Dig deep into the different ways in which service benefits show up in the lives of the people served. Explore each of the four categories of better-offness: Skills / Knowledge, Attitude / Opinion, Behavior, and Circumstance. If people get stuck, try the reverse question: "If your service was terrible, how would it show up in the lives of your customers?"

Look first for data that is already collected. Then be creative about things that could be counted and how the data could be generated. It is not always necessary to have data for all of your customers. Data based on samples can be used. Pre and post testing can be used to show improvement over time in skills, knowledge, attitude and opinion. When no other data is available, ask clients to self-report about improvements or benefits.

Keep in mind that all data have two incarnations: a lay definition and a technical definition. The lay definition is something that everyone can understand. The technical definition gives the exact way in which the measure is constructed. For example, "high school graduation rate" is a lay definition with many possible technical definitions. The easiest technical definition is the number who graduate on June 15th as a percentage of enrollment on June 1st. This will always be close to 100%. A tougher technical definition would compare graduation numbers to enrollment on September 30 of the previous year. A still tougher definition would compare graduation to the enrollment of 9th graders four years earlier. Each technical definition constitutes a separate measure.

When you complete step 3, you will have filled in the four quadrants with as many entries as possible. In steps 4 and 5, we use a shortcut method to assess the communication, proxy and data power of each measure and winnow these down to the most important measures.

Step 4. Headline measures: Review the list of upper right and lower right quadrant measures and identify those for which there is good data. By good data we mean that timely and reliable data for the measure is available today or could be produced with little effort. Put a circle next to each one of these measures. Next, ask "If you had to talk about the performance of your program in a public setting, such as a public hearing or conference, and you could only use one of the measures with a circle, which one would you choose?" Put a "#1" by the answer. Then ask "If you could have a second measure... and a third?" You should identify no more than 3 to 5 measures. These should be a mix of upper right and lower right measures. These choices represent a working list of headline measures for the program.

Step 5. Data Development Agenda: Ask, "If you could buy one of the measures for which you don't have data, which one would it be?" The word "buy" is used because data is expensive both in terms of money and worker time. With a different colored marker, write DDA #1 next to the chosen measure. "If you could buy a second measure... and a third?" List no more than 3 to 5 measures. These measures are the program's Data Development Agenda *in priority order*.

This process leads to a three part list of performance measures:

Headline measures: Those 3 to 5 most important measures for which you have good data, the measures you would use to present your program's performance in a public setting.

Secondary measures: All other measures for which you now have good data. These measures will be used to help manage the program, and will often figure in the story behind the baselines.

Data Development Agenda: A prioritized list of measures where you need new or better data. You will later need to make a judgment about how far down this list you can afford to go.

Wyoming Strategic Planning Design - Part I

(To be completed by the Governors Planning Department)

Quality of Life Result:

E.g. A Clean Environment, A Prosperous Economy, Strong Stable Families, Children Ready for and Succeeding in School, etc.

Why is this important?

Briefly explain, so a taxpayer could understand, why this quality of life condition is important to the people of Wyoming.

How are we doing?

Show the 3 to 5 most important indicators in the form of baselines with at least 3 years of actual history. Optional: provide a 2 year forecast at current effort level.



The story behind the baselines:

Explain, so a taxpayer could understand, the causes behind the indicator baselines above. Use additional data as necessary to tell this story.

What it will take to do better and the role of state government:

Include no-cost and low-cost ideas and the role of the state's partners.

Appendix A: Data development Agenda: List priorities for new or better indicator data

Wyoming Strategic Planning Design - Part II

Same format for Departments, Divisions and Programs

Department/Division/Program:

Contribution to Wyoming Quality of Life:

Briefly explain, so a taxpayer could understand, how your (Dept/Div/Prog), in conjunction with other public and private partners, contributes to the quality of life of the people of Wyoming.

Basic Facts:

Show total number of staff and size of budget in total and general funds.
List the 5 most important programs or functions and show annual number served,

Performance:

Show the 3 to 5 most important performance measures in the form of baselines with at least 3 years of actual history. Optional: provide a 2 year forecast of performance at current effort level.

Performance measures must be those that best answer the questions:

- How well are we delivering service?
- Are our customers better off? (CUSTOMER RESULTS)

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Story behind (last 3 years of) performance:

Briefly explain, so a taxpayer could understand, the causes behind your performance for the last few years, including an explanation of the picture of performance shown in the baselines above. Reference your accomplishments where they have contributed. Use additional performance data as necessary to tell this story. Best formatting is short paragraphs with first sentence underlined.

What do you propose to do to improve performance in the next 2 yrs?

Include no-cost and low-cost ideas and the contribution of partners. Best formatting is short paragraphs with action item underlined.

Appendix A: Data development Agenda: List priorities for new or better data on performance

Appendix B: Link to Budget: Provide detail on priorities identified above which show in the current or proposed budget.

TOOL FOR CHOOSING A COMMON LANGUAGE

Ideas	Possible Labels (and modifiers)	Choice
A. THE BASICS		
1. A system or process for holding people in a geographic area responsible for the well-being of the total population or a defined subpopulation.	Population Accountability	
2. A system or process for holding managers and workers responsible for the performance of their programs, agencies and service systems.	Performance Accountability	
3. A condition of well-being for children, adults, families and communities.	Result, Outcome, Goal (Population, Community-wide)	
4. A measure that helps quantify the achievement of a population result.	Indicator, Benchmark (Population, Community-wide)	
5. A measure of how well a program, agency or service system is working.	Performance measure, Performance indicator	
6. A measure of the quantity of effort (how much service was delivered).	How much did we do? Inputs, Outputs	
7. A measure of the quality of effort (how well the service functions were performed).	How well did we do it? Efficiency measure, Process measure	
8. A measure of the quantity and quality of effect on customers' lives. (Note: for infrastructure, e.g. bridges, effect on condition of infrastructure.)	Is anyone better off? Is anything improved? Customer result or outcome, Effectiveness measure	
9. A visual display of the history and forecast(s) for a measure.	Baseline, Trendline	
10. Doing better than the forecast part of the baseline.	Turning the curve, Beating the baseline	
B. OTHER IMPORTANT IDEAS		
1. A picture of a desired future that is hard but possible to attain.	Vision, Desired future	
2. The purpose of an organization.	Mission, Purpose	
3. A person (organization or entity) who directly benefits from service delivery. (generic category)	Customer, Client, Consumer, Beneficiary, Service user	
4. A person (or organization) with a significant interest in the performance of a program, agency or service system or population quality of life effort.	Stakeholder, Constituent	
5. A person (or organization) with a role to play in achieving desired ends.	Partner (Current/Potential, Active/Inactive)	
6. An analysis of causes and conditions that helps explain why a baseline looks the way it does.	Story behind the baseline	
7. Possible actions that could have a positive effect on a population indicator or performance measure.	What works, Options	
8. A coherent set of actions that has a reasoned chance of producing a desired effect.	Strategy	
9. A description of proposed actions.	Action Plan, Strategic plan	
10. The components of an action or strategic plan.	Goals & Objectives, Planned actions	
11. A description of why we think an action or set of actions will work.	Theory of change (Logic model)	
12. A prioritized list of where we need new or better data.	Data Development Agenda	
13. A prioritized list of where we need new information/research about causes and solutions.	Information & Research Agenda	
14. A desired future level of achievement for a population indicator or performance measure.	Target, Goal, Standard, Benchmark	
15. A study or analysis of how well a program is working or has worked.	Program evaluation, Performance evaluation	

(Other modifiers: measurable, urgent, priority, targeted, incremental, systemic, core, quantitative, qualitative, intermediate, ultimate short-term, mid-term, long-term, internal, external, infernal, eternal, allegorical, extraterrestrial)

FPSI Draft revised Nov 2013

Performance Measures Summary Table

Performance Measures	FY 98-99 Actual	FY 99-2000 Actual	FY 2000-01 Estimate	FY 2001-02 Target	FY 2002-03 Target
What/How Much We Do					
Number of new voters registered:					
- North Fair Oaks	402	443	600	400	450
- All San Mateo County	22,404	24,482	25,000	20,000	25,000
How Well We Do It					
Percent of eligible voters registered to vote:					
- North Fair Oaks	57.5%	55.1%	61.1%	58.6%	60.0%
- All San Mateo County	70.1%	66.0%	70.2%	67.7%	69.0%
Is Anyone Better Off?					
Number of registered voters who voted in last election:					
- North Fair Oaks	1,723	2,198	3,539	2,640	2,772
- All San Mateo County	150,967	181,190	261,297	207,268	217,631
Percent of registered voters who voted in last election:					
- North Fair Oaks	36.3%	47.5%	70.0%	50.0%	55.0%
- All San Mateo County	44.8%	57.5%	77.0%	60.0%	65.0%

Elections Program (1330P)

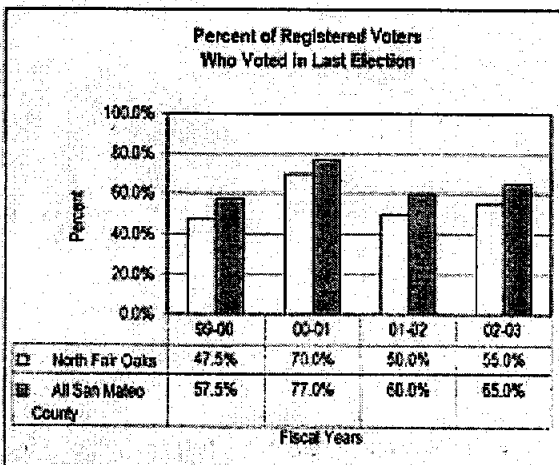
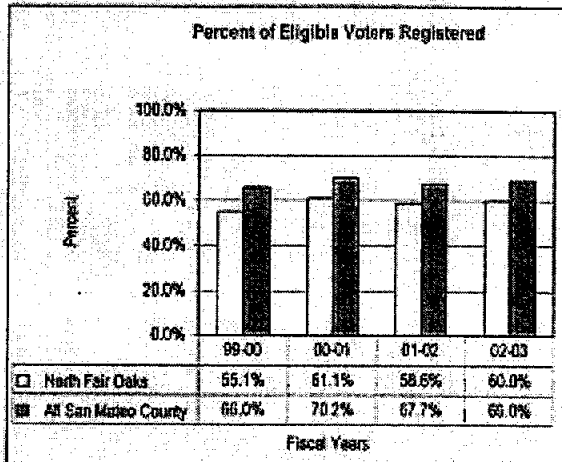
Department: Assessor-County Clerk-Recorder

FY 2002 and 2003 Recommended Budget

Program Outcome Statement

The Elections Division promotes civic involvement in the election process by registering eligible voters and conducting honest and accurate elections on behalf of the citizens of San Mateo County.

Headline Measures



Story Behind Baseline Performance

During FY1999-2000, Elections staff conducted the following purges of the voter file: SB 1313 purge (which requires the review and cleanup of voter files to ensure all information is current), targeting voters who had not voted in four years, and also Change of Address purge using post office data. More than 30,000 voters were removed from active voter file as a result of these efforts. There was a larger increase in voter registrations in February 2000, in anticipation of the March 2000 Presidential Primary Election. In addition, there was an increase in voter turnout during the November 2000 Presidential General Election. As anticipated, more people register and vote during a Presidential Primary and General Election. Voter registration and turnout is anticipated to drop off in FY 2001-02. However, voter registration and turnout will increase slightly in FY 2002-03 due to the November Gubernatorial Election.

There will be ongoing voter registration occurring via Department of Motor Vehicles registrations, political party activity in the County and via the 210 affidavit sites, including four in the North Fair Oaks Area, administered by the League of Women Voters.

What Will Be Done to Improve Performance in the Next Two Years

The Elections Office will meet performance targets by doing the following:

Continue Community Outreach and Education to Increase Voter Registration and Turnout

- Partner with League of Women Voters, community organizations, county agencies, political parties and other resources
- Develop a plan to coordinate the voter registration activities of the political organizations
- Partner with "Frontiers in Leadership" to engage in voter registration and voter turnout efforts
- Attend festivals and major community events to register people
- Conduct voter registration and voting classes in the community at key locations, including the community center and local schools

Results-Based Accountability™

For Communities and Programs that want to get From Talk to Action

What is RBA?

RBA is a disciplined way of thinking and taking action that communities can use to improve the lives of children, families and the community as a whole. RBA can also be used by agencies to improve the performance of their programs. RBA can be adapted to fit the unique needs and circumstances of different communities and programs.

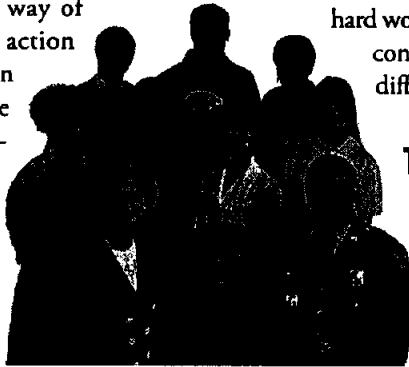
How does it work?

RBA starts with ends and works backward, step by step, towards means. For communities, the ends are conditions of well-being for children, families and the community as a whole. For example: "Residents with good jobs," "Children ready for school," or "A safe and clean neighborhood." or even more specific conditions such as "Public spaces without graffiti," or "A place where neighbors know each other." For programs, the ends are how customers are better off when the program works the way it should. For example: What percentage of people in the job training program get and keep good paying jobs?

How can it help?

Many people have been frustrated by past efforts that were all talk and no action. RBA is a process that gets you and your partners from talk to action quickly. It uses plain language and common sense methods that everyone can understand. The most basic version of RBA (the "Turn the Curve" exercise) can be done in less than an hour, and produces ideas that can be acted on immediately. RBA is an inclusive process where diversity is an asset and

everyone in the community can contribute. Like all good processes, RBA is hard work. But it is work that you control and that makes a real difference in peoples' lives.



Deciding together to make a difference.

The RBA thinking process

We all use the thinking process behind RBA to solve problems in our every day lives. Have you ever had leaking roof? You know it's leaking when you see water dripping down. How do you go about fixing the leak? First, you think about who could help you. Then, someone has to get up on the roof and figure out why it's leaking. Next, you think about how it could be fixed. And finally, you decide what you will actually do to fix it. You know it's fixed when you stop seeing water. This sequence gets more complicated when you're trying to "fix" conditions in your community, the RBA steps come from this same process.



*RBA concepts can be found in the book
"Trying Hard is Not Good Enough"
by Mark Friedman and the Results
Accountability 101 DVD. Both can be
purchased at www.resultsleadership.org*

THE STEPS FROM TALK TO ACTION

The community step by step process starts by bringing together a group of partners who wish to make things better. This group then uses the following thinking process:

- Step 1:** What are the quality of life conditions (results) we want for our community and the children and families who live here?
- Step 2:** What would these conditions look like if we could see, feel and experience them?
- Step 3:** How can we measure if these conditions exist or not (indicators)? Are the measures getting better or worse? Where are we headed if we just keep doing what we're doing now?
- Step 4:** Why are these conditions getting better or worse?
- Step 5:** Who are the partners that have a potential role to play in doing better?
- Step 6:** What works to do better? What can we do that is no-cost or low-cost in addition to things that cost money?
- Step 7:** What do we, individually and as a group, propose to actually do?

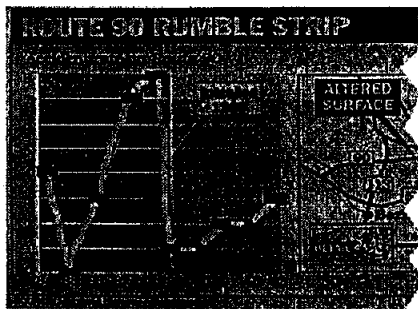
The program step by step process starts with managers who care about the quality of their services. The managers, individually or in groups, use the following thinking process:

- Step 1:** Who are our customers?
- Step 2:** How can we measure if our customers are better off (customer results)?
- Step 3:** How can we measure if we're delivering services well?
- Step 4:** How are we doing on the most important of these measures?
- Step 5:** Who are the partners that have a potential role to play in doing better?
- Step 6:** What works to do better, including no-cost and low-cost ideas?
- Step 7:** What do we propose to actually do?

Repeat the steps each time you meet.

The steps can be done in any order as long as you do them all.

EXHIBIT "2"



Why is data important?

When you're trying to fix a leaking roof, you really don't need data. You can see if the roof is leaking or not. But community conditions and the way programs work are much more complicated. If we rely on just stories and anecdotes, we really don't know if things are getting better or worse. By using common sense measures, we can be honest with ourselves about whether or not we're making progress. If we work hard and the numbers don't change, then something more or different is needed. We rarely have all the data we need at the beginning. But we can start with the best of what we have, and get better. And data doesn't always have to be gathered by the experts. You can use simple, common sense methods, like community surveys with just a few questions, or a count of vacant houses each month, or even a show of hands at the monthly meeting about how many people know someone who was a crime victim in the last 30 days.

Why is common language important?

Whether it's English, Spanish or another language, we often use words and jargon in ways that no one really understands. Pilots could never fly an airplane that way. Community groups could never build playgrounds that way. We need to agree on how to use plain language so we can work together successfully. RBA asks groups to agree on what words they will use to describe a few basic ideas:

Results (or outcomes): What conditions do we want for children, families and the community as a whole?

Indicators: How could we measure these conditions?

Baselines: What does the data show about where we've been and where we're headed?

What works (or strategies): What works to improve these conditions?

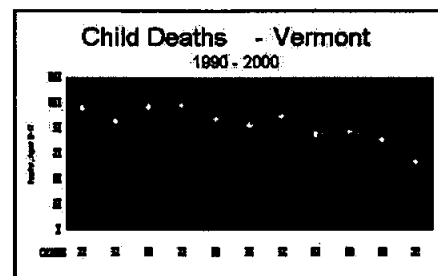
Turning the curve: What does success look like if we change the direction of the baseline for the better.

Performance measures: How do we know if programs are working? RBA uses three common sense performance measures:

How much did we do?

How well did we do it?

Is anyone better off?



Where has RBA worked?

RBA is being used, in whole or in part, in over 40 states and at least 10 countries. There is a growing network of people with success stories to tell. To name a few: Vermont state and local partners have turned the curve on a wide range of measures including child abuse rates, high school dropout rates and the rate of delinquents in custody. Santa Cruz County California has turned the curve on teen alcohol and drug use and other measures. Maryland, California, and other states and counties are turning the curve on measures of children ready for school. Newcastle, UK has turned the curve on young people 16 to 18 not in education, employment or training (NEET). And state and local governments, school districts, and non-profits in Arizona, Idaho, Kentucky, Minnesota and many other places have used RBA to improve the performance of their programs and services.

Even where people don't call it RBA, this kind of thinking process has helped turn the curve on drunk driving, juvenile crime, traffic safety, and clean air and water.

What else do you need to get started?

RBA is one part of a larger tool kit necessary to improve the well-being of children, families and communities. Communities also need to agree on how to manage and govern their work, and may need help with community organizing and group facilitation. Agencies and programs will need to involve their employees in creating a healthy workplace. Both kinds of efforts will need to support the growth and development of new and existing leaders.

Where can you get more information?

The website www.raguide.org is an implementation guide for the RBA framework, sponsored by national, state and local foundations, including the Annie E. Casey Foundation, the Foundation Consortium for California's Children and Youth, the Colorado Foundation, the



Nebraska Children and Families Foundation, and the Finance Project. It contains answers to over 50 commonly asked questions and provides tools, formats, exercises and links to other important resources. The website can help you decide if RBA is the right approach for your community or your organization.

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