Alameda County Conference on Results Based Accountability
Leadership Learning Summit

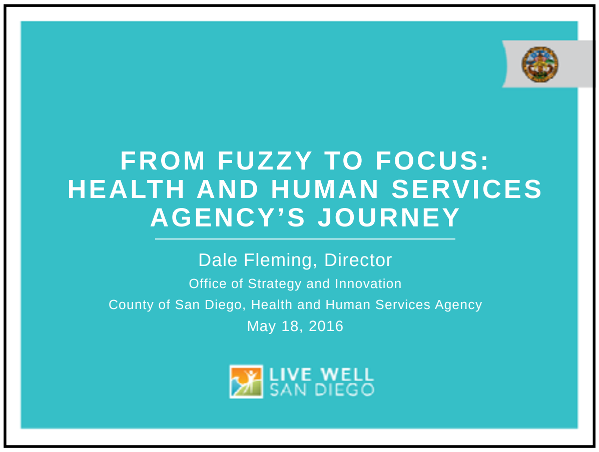
Date: May 18, 2016
Location: Alameda County Training and Education Center
125 12th Street, Oakland

Agenda

Time		
8:00 – 8:30	**Registration and Refreshments**	
8:30 – 9:00	**Welcome**	
9:00 – 10:30	**Panel Discussion:** On the Road to Results Based Practice: Lessons Learned and Key Components to Success **Moderator:** Dan Duncan, Results Leadership Group **Panel Members:** **Nathan S. Busch, J.D.**, Legislative Coordination and Project Development Administrator, Division of Children and Family Services, Nebraska Health and Human Services **Megan Joseph, MA**, Executive Director, Rise Together, United Way of the Bay Area **Dale Fleming**, Director of Strategy, San Diego County Health and Human Services **Description**: A panel of a number of public entities and organizations that engaged and adopted a results based practice within their organizations will discuss what successful results based accountability implementation looks like, the challenges they faced along the way, and the key components to their successful implementation.	
	Workshop A	Workshop B
10:30 - 11:45	**From Fuzzy to Focus: A case study of an RBA implementation from start to finish.** **Facilitator:** Dale Fleming **Description**: An in-depth discussion about the journey of RBA implementation at the County of San Diego. Discussion will include, the motivation behind the transition to results based practice, key players and their roles, challenges, and the key components/requirements to success.	**The Results Scorecard – How to use performance measure data to maximize planning and communication.** **Facilitator:** Dan Duncan **Description:** A demonstration of the Results Scorecard Software as a data communication tool for RBA performance measures. An in-depth discussion of how data, presented in a simple and clear way, can enhance your organization's ability to plan, strategize, and assess your programs' impact on the communities you serve.
11:45 – 1:00	**Lunch/ Meet and Greet**	
	Workshop A	Workshop B
1:00 - 2:20	**The Four Components of Effective Collective Impact, Through the Lens of RBA & ABCD.** **Facilitator:** Dan Duncan **Description:** This workshop highlights how integrating the frameworks of Results-Based Accountability and Asset-Based Community Development can help communities launch effective collective impact efforts by focusing four components. 1) A clear, common purpose; 2) Community engagement and co-production; 3) Relationships and trust; and 4) Results and accountability.	**Developing Meaningful and Aligned Performance Measures.** **Facilitator(s):** Janice Chin and Lauren Pettis **Description:** With the numerous possibilities in collecting data about your programs, how do you pick the measures that really matter? This workshop explores how to narrow down performance measures to a meaningful few that represents the quantity, quality and impact of your services.

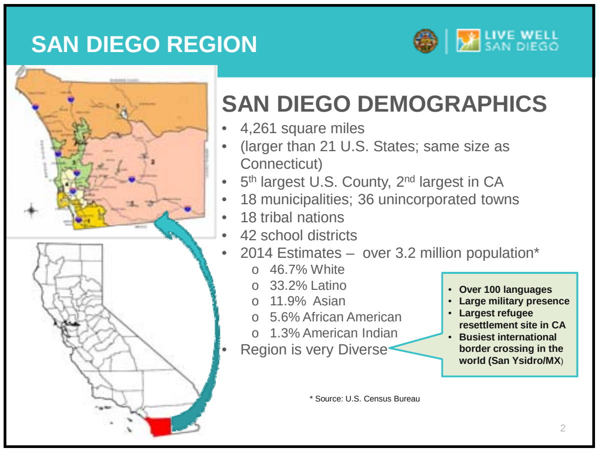
Last updated 5.10.16

2:30 – 3:30	**Finance, IT Systems, Administration: How Does RBA look and work in these Departments?** **Facilitator:** Dan Duncan **Description:** Explore what Results Based Accountability can look like in departments that traditionally do not provide services directly for members of the public, but instead provide services to other departments within their organization.	**Collaborative Techniques for Developing Results** **Facilitator(s):** Janice Chin and Lauren Pettis **Description:** This workshop discusses some processes and tools that collaborative members or a group of partners can use to identify a common set of results and indicators that guide their programs' efforts.
3:40 – 3:50	**Closing Comments**	
3:50 – 4:30	**Breakout work sessions – Individual TA**	



FROM FUZZY TO FOCUS: HEALTH AND HUMAN SERVICES AGENCY'S JOURNEY

Dale Fleming, Director
Office of Strategy and Innovation
County of San Diego, Health and Human Services Agency
May 18, 2016



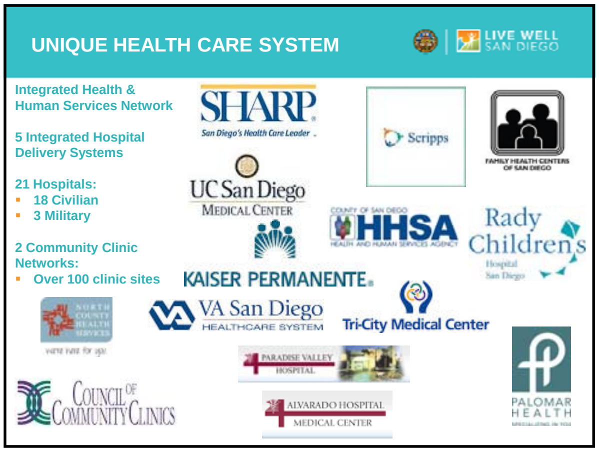
SAN DIEGO REGION

SAN DIEGO DEMOGRAPHICS

- 4,261 square miles
- (larger than 21 U.S. States; same size as Connecticut)
- 5th largest U.S. County, 2nd largest in CA
- 18 municipalities; 36 unincorporated towns
- 18 tribal nations
- 42 school districts
- 2014 Estimates – over 3.2 million population*
  - 46.7% White
  - 33.2% Latino
  - 11.9% Asian
  - 5.6% African American
  - 1.3% American Indian
- Region is very Diverse

- **Over 100 languages**
- **Large military presence**
- **Largest refugee resettlement site in CA**
- **Busiest international border crossing in the world (San Ysidro/MX)**

* Source: U.S. Census Bureau



UNIQUE HEALTH CARE SYSTEM

Integrated Health & Human Services Network

5 Integrated Hospital Delivery Systems

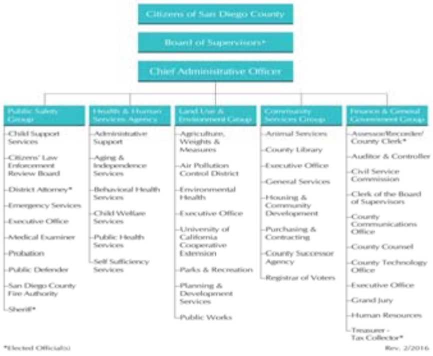
21 Hospitals:
- **18 Civilian**
- **3 Military**

2 Community Clinic Networks:
- **Over 100 clinic sites**

SHARP
San Diego's Health Care Leader
Scripps
FAMILY HEALTH CENTERS OF SAN DIEGO
UC San Diego
MEDICAL CENTER
COUNTY OF SAN DIEGO HHSA HEALTH AND HUMAN SERVICES AGENCY
Rady Children's Hospital San Diego
KAISER PERMANENTE
NORTH COUNTY HEALTH SERVICES
VA San Diego HEALTHCARE SYSTEM
Tri-City Medical Center
PARADISE VALLEY HOSPITAL
COUNCIL OF COMMUNITY CLINICS
ALVARADO HOSPITAL MEDICAL CENTER
PALOMAR HEALTH

COUNTY ORGANIZATION

LIVE WELL SAN DIEGO



Citizens of San Diego County

Board of Supervisors*

Chief Administrative Officer

Public Safety Group
- Child Support Services
- Citizens' Law Enforcement Review Board
- District Attorney*
- Emergency Services
- Executive Office
- Medical Examiner
- Probation
- Public Defender
- San Diego County Fire Authority
- Sheriff*

Health & Human Services Agency
- Administrative Support
- Aging & Independence Services
- Behavioral Health Services
- Child Welfare Services
- Public Health Services
- Self Sufficiency Services

Land Use & Environment Group
- Agriculture, Weights & Measures
- Air Pollution Control District
- Environmental Health
- Executive Office
- University of California Cooperative Extension
- Parks & Recreation
- Planning & Development Services
- Public Works

Community Services Group
- Animal Services
- County Library
- Executive Office
- General Services
- Housing & Community Development
- Purchasing & Contracting
- County Successor Agency
- Registrar of Voters

Finance & General Government Group
- Assessor/Recorder/County Clerk*
- Auditor & Controller
- Civil Service Commission
- Clerk of the Board of Supervisors
- County Communications Office
- County Counsel
- County Technology Office
- Executive Office
- Grand Jury
- Human Resources
- Treasurer - Tax Collector*

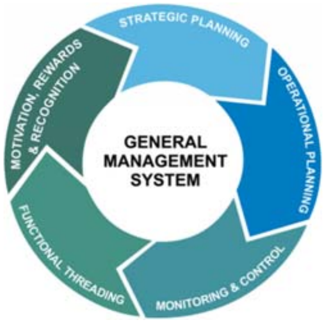
*Elected Official(s)

Rev. 2/2016

GENERAL MANAGEMENT SYSTEM (GMS)

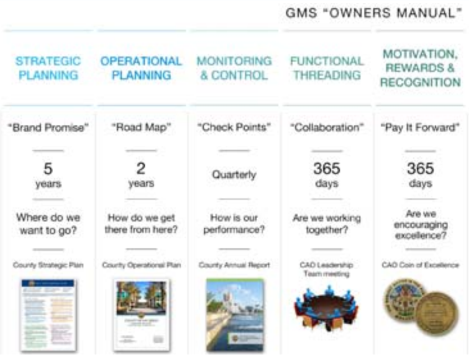
LIVE WELL SAN DIEGO

County of San Diego General Management System (GMS) is the owner's manual for developing sound management principles and operational excellence



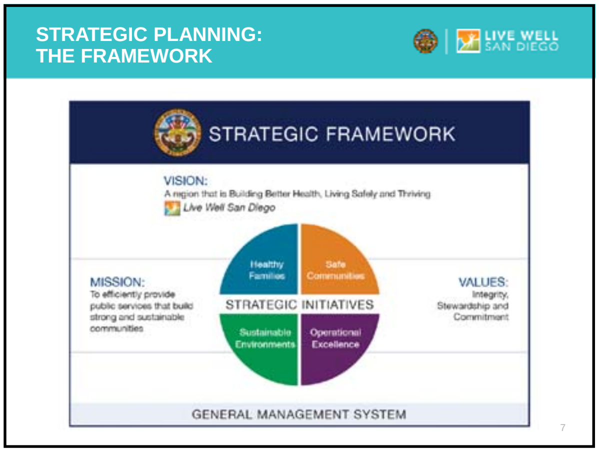
GMS DECONSTRUCTED

LIVE WELL SAN DIEGO



GMS "OWNERS MANUAL"

STRATEGIC PLANNING	OPERATIONAL PLANNING	MONITORING & CONTROL	FUNCTIONAL THREADING	MOTIVATION, REWARDS & RECOGNITION
"Brand Promise"	"Road Map"	"Check Points"	"Collaboration"	"Pay It Forward"
5 years	2 years	Quarterly	365 days	365 days
Where do we want to go?	How do we get there from here?	How is our performance?	Are we working together?	Are we encouraging excellence?
County Strategic Plan	County Operational Plan	County Annual Report	CAO Leadership Team meeting	CAO Coin of Excellence



STRATEGIC PLANNING: THE FRAMEWORK

LIVE WELL SAN DIEGO

STRATEGIC FRAMEWORK

VISION:
A region that is Building Better Health, Living Safely and Thriving
Live Well San Diego

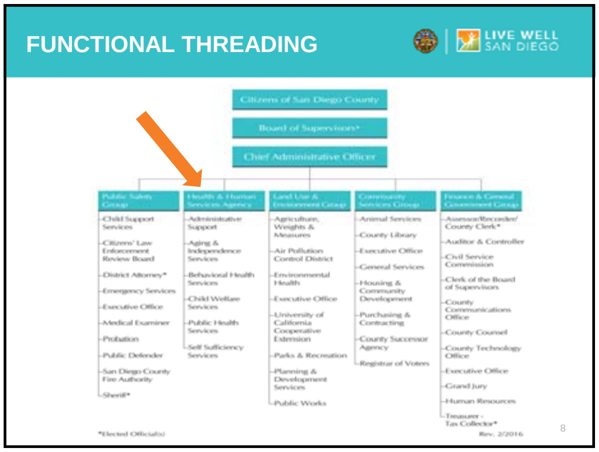
MISSION:
To efficiently provide public services that build strong and sustainable communities

STRATEGIC INITIATIVES

Healthy Families
Safe Communities
Sustainable Environments
Operational Excellence

VALUES:
Integrity, Stewardship and Commitment

GENERAL MANAGEMENT SYSTEM



FUNCTIONAL THREADING

LIVE WELL SAN DIEGO

Citizens of San Diego County

Board of Supervisors*

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Public Safety Group
- Child Support Services
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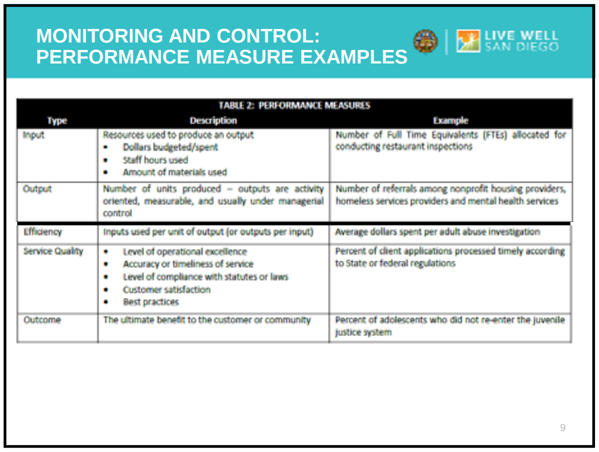
*Elected Official(s)

Rev. 2/2016



MONITORING AND CONTROL: PERFORMANCE MEASURE EXAMPLES

LIVE WELL SAN DIEGO

TABLE 2: PERFORMANCE MEASURES

Type	Description	Example
Input	Resources used to produce an output • Dollars budgeted/spent • Staff hours used • Amount of materials used	Number of Full Time Equivalents (FTEs) allocated for conducting restaurant inspections
Output	Number of units produced – outputs are activity oriented, measurable, and usually under managerial control	Number of referrals among nonprofit housing providers, homeless services providers and mental health services
Efficiency	Inputs used per unit of output (or outputs per input)	Average dollars spent per adult abuse investigation
Service Quality	• Level of operational excellence • Accuracy or timeliness of service • Level of compliance with statutes or laws • Customer satisfaction • Best practices	Percent of client applications processed timely according to State or federal regulations
Outcome	The ultimate benefit to the customer or community	Percent of adolescents who did not re-enter the juvenile justice system

MONITORING AND CONTROL: EXAMPLE OF OUTCOME PERFORMANCE MEASURES

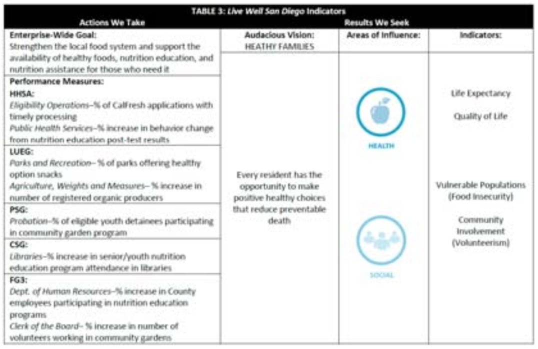
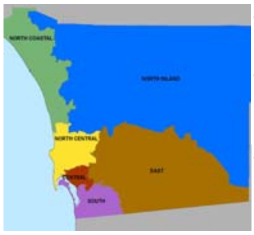


TABLE 3: *Live Well San Diego* Indicators

Actions We Take	Results We Seek		
Enterprise-Wide Goal: Strengthen the local food system and support the availability of healthy foods, nutrition education, and nutrition assistance for those who need it	**Audacious Vision:** HEATHY FAMILIES	**Areas of Influence:**	**Indicators:**
Performance Measures: **HHSA:** *Eligibility Operations*–% of CalFresh applications with timely processing *Public Health Services*–% increase in behavior change from nutrition education post-test results	Every resident has the opportunity to make positive healthy choices that reduce preventable death	HEALTH SOCIAL	Life Expectancy Quality of Life Vulnerable Populations (Food Insecurity) Community Involvement (Volunteerism)
LUEG: *Parks and Recreation*– % of parks offering healthy option snacks *Agriculture, Weights and Measures*– % increase in number of registered organic producers			
PSG: *Probation*–% of eligible youth detainees participating in community garden program			
CSG: *Libraries*–% increase in senior/youth nutrition education program attendance in libraries			
FG3: *Dept. of Human Resources*–% increase in County employees participating in nutrition education programs *Clerk of the Board*– % increase in number of volunteers working in community gardens			

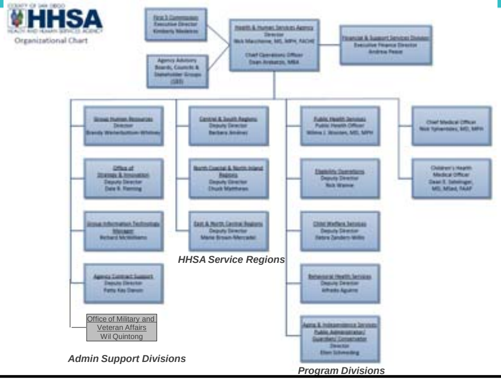
HEALTH AND HUMAN SERVICES AGENCY (HHSA)

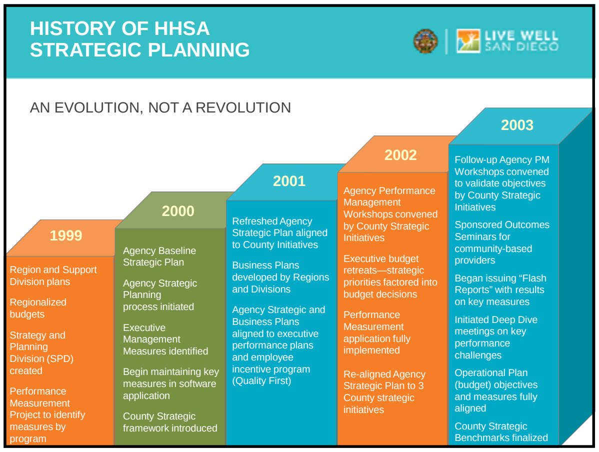
In 1997, County Board of Supervisors merged several County departments into one Agency


NORTH COASTAL
NORTH INLAND
NORTH CENTRAL
CENTRAL
EAST
SOUTH

- In 1998, six HHSA geographic service regions were established
- Regional General Managers partner with community leaders to achieve shared strategic outcomes
- Focus on family as customer and work across programs to ensure customer needs are met

HHSA ORG CHART


HHSA
Organizational Chart
HHSA Service Regions
Office of Military and Veteran Affairs
Wil Quintong
Admin Support Divisions
Program Divisions



HISTORY OF HHSA STRATEGIC PLANNING

AN EVOLUTION, NOT A REVOLUTION

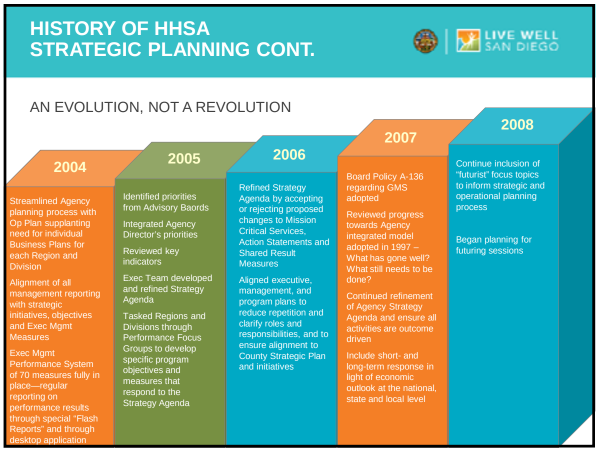
1999
- Region and Support Division plans
- Regionalized budgets
- Strategy and Planning Division (SPD) created
- Performance Measurement Project to identify measures by program

2000
- Agency Baseline Strategic Plan
- Agency Strategic Planning process initiated
- Executive Management Measures identified
- Begin maintaining key measures in software application
- County Strategic framework introduced

2001
- Refreshed Agency Strategic Plan aligned to County Initiatives
- Business Plans developed by Regions and Divisions
- Agency Strategic and Business Plans aligned to executive performance plans and employee incentive program (Quality First)

2002
- Agency Performance Management Workshops convened by County Strategic Initiatives
- Executive budget retreats—strategic priorities factored into budget decisions
- Performance Measurement application fully implemented
- Re-aligned Agency Strategic Plan to 3 County strategic initiatives

2003
- Follow-up Agency PM Workshops convened to validate objectives by County Strategic Initiatives
- Sponsored Outcomes Seminars for community-based providers
- Began issuing “Flash Reports” with results on key measures
- Initiated Deep Dive meetings on key performance challenges
- Operational Plan (budget) objectives and measures fully aligned
- County Strategic Benchmarks finalized



HISTORY OF HHSA STRATEGIC PLANNING CONT.

AN EVOLUTION, NOT A REVOLUTION

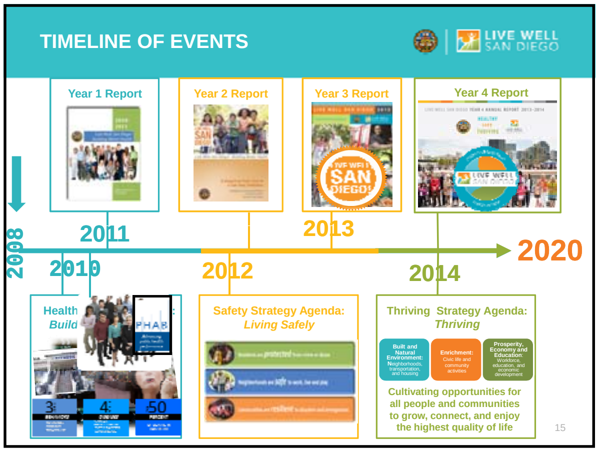
2004
- Streamlined Agency planning process with Op Plan supplanting need for individual Business Plans for each Region and Division
- Alignment of all management reporting with strategic initiatives, objectives and Exec Mgmt Measures
- Exec Mgmt Performance System of 70 measures fully in place—regular reporting on performance results through special “Flash Reports” and through desktop application

2005
- Identified priorities from Advisory Baords
- Integrated Agency Director’s priorities
- Reviewed key indicators
- Exec Team developed and refined Strategy Agenda
- Tasked Regions and Divisions through Performance Focus Groups to develop specific program objectives and measures that respond to the Strategy Agenda

2006
- Refined Strategy Agenda by accepting or rejecting proposed changes to Mission Critical Services, Action Statements and Shared Result Measures
- Aligned executive, management, and program plans to reduce repetition and clarify roles and responsibilities, and to ensure alignment to County Strategic Plan and initiatives

2007
- Board Policy A-136 regarding GMS adopted
- Reviewed progress towards Agency integrated model adopted in 1997 – What has gone well? What still needs to be done?
- Continued refinement of Agency Strategy Agenda and ensure all activities are outcome driven
- Include short- and long-term response in light of economic outlook at the national, state and local level

2008
- Continue inclusion of “futurist” focus topics to inform strategic and operational planning process
- Began planning for futuring sessions



TIMELINE OF EVENTS

Safety Strategy Agenda: *Living Safely*

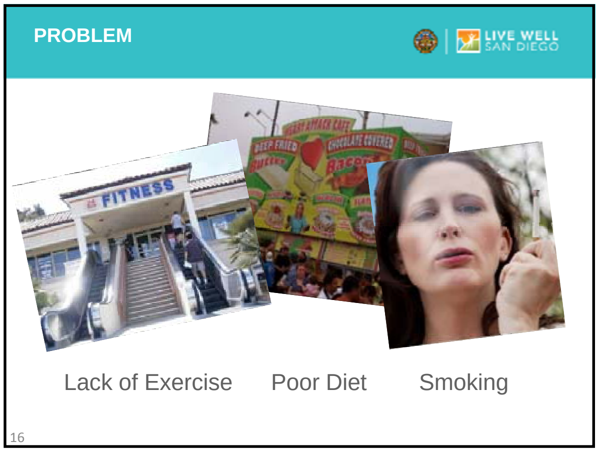
Thriving Strategy Agenda: *Thriving*

Built and Natural Environment: Neighborhoods, transportation, and housing

Enrichment: Civic life and community activities

Prosperity, Economy and Education: Workforce, education, and economic development

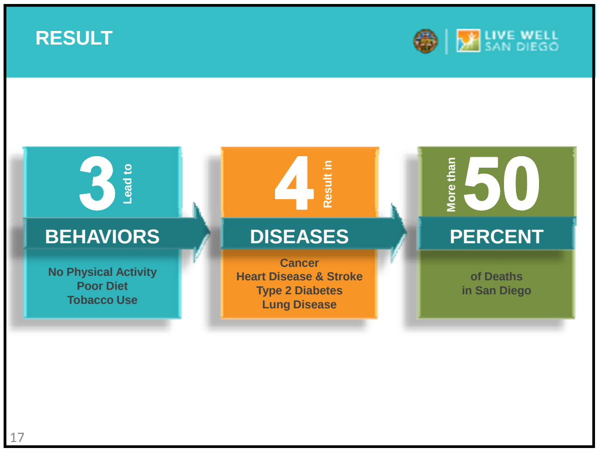
Cultivating opportunities for all people and communities to grow, connect, and enjoy the highest quality of life



PROBLEM

Lack of Exercise Poor Diet Smoking

FITNESS
DEEP FRIED
CHOCOLATE COVERED
BACON

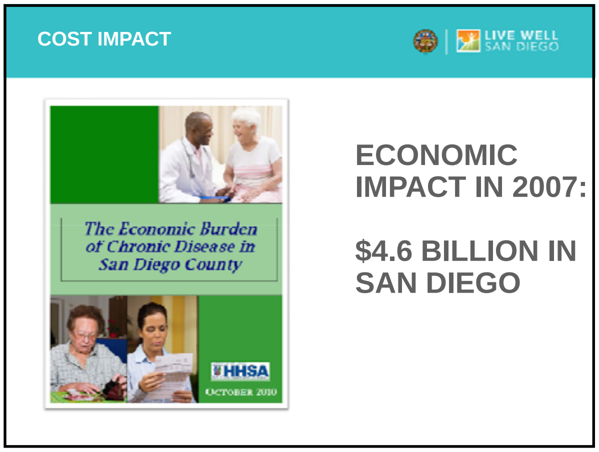


RESULT

3 Lead to
BEHAVIORS
No Physical Activity
Poor Diet
Tobacco Use

4 Result in
DISEASES
Cancer
Heart Disease & Stroke
Type 2 Diabetes
Lung Disease

More than **50**
PERCENT
of Deaths
in San Diego



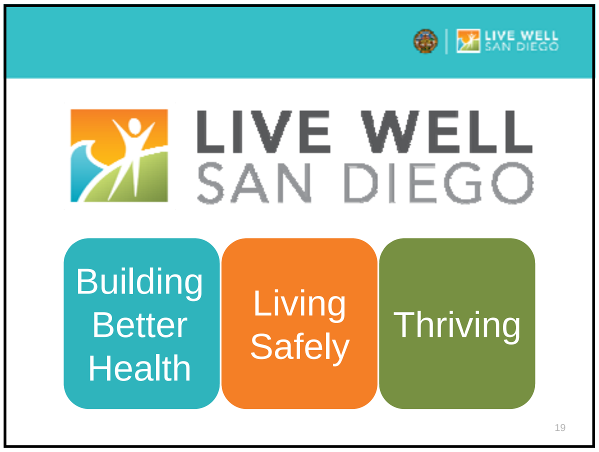
COST IMPACT

The Economic Burden of Chronic Disease in San Diego County

HHSA
OCTOBER 2010

ECONOMIC IMPACT IN 2007:

$4.6 BILLION IN SAN DIEGO

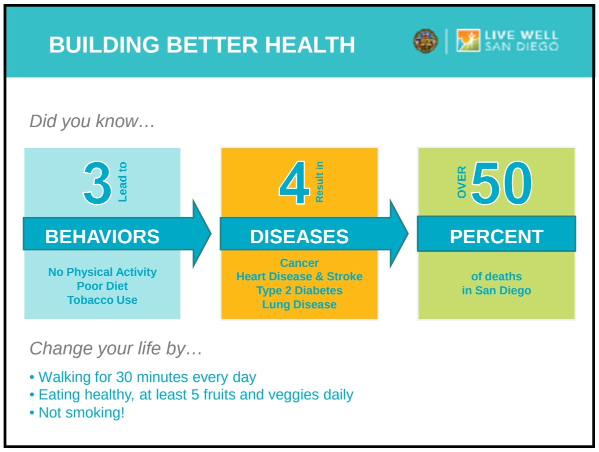

LIVE WELL SAN DIEGO

LIVE WELL SAN DIEGO

Building Better Health

Living Safely

Thriving


LIVE WELL SAN DIEGO

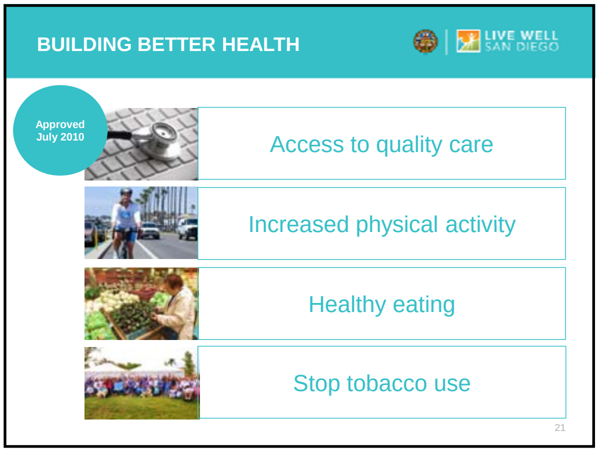
BUILDING BETTER HEALTH

Did you know…

3 Lead to	4 Result in	OVER 50
BEHAVIORS	DISEASES	PERCENT
No Physical Activity Poor Diet Tobacco Use	Cancer Heart Disease & Stroke Type 2 Diabetes Lung Disease	of deaths in San Diego

Change your life by…

- Walking for 30 minutes every day
- Eating healthy, at least 5 fruits and veggies daily
- Not smoking!


LIVE WELL SAN DIEGO

BUILDING BETTER HEALTH

Approved July 2010

- Access to quality care
- Increased physical activity
- Healthy eating
- Stop tobacco use

LIVING SAFELY

Approved October 2012

Residents are ***protected*** from crime and abuse

Neighborhoods are ***safe*** to live, work and play

Communities are ***resilient*** to disaster and emergencies

22

THRIVING

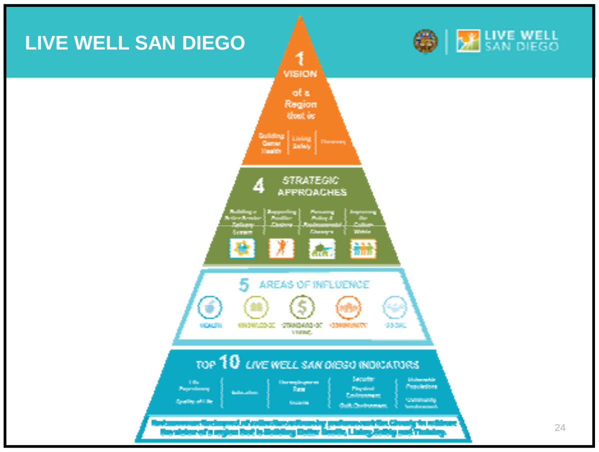
Approved October 2014

Built and Natural Environment
- Transportation
- Built Environment & Neighborhoods
- Natural Environment
- Housing

Enrichment
- Civic Life
- Community Activities

Prosperity, Economy & Education
- Workforce/Education
- Economic Development

23

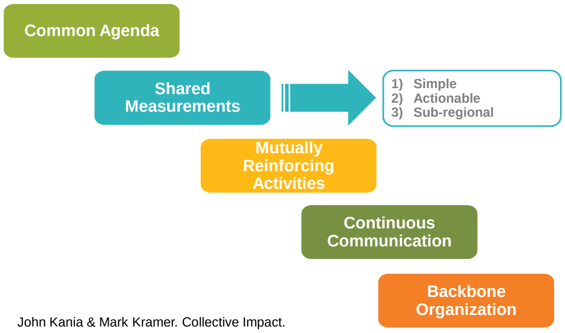


LIVE WELL SAN DIEGO

1
VISION
of a Region that is
Building Better Health
Living Safely
Thriving
4 STRATEGIC APPROACHES
5 AREAS OF INFLUENCE
HEALTH
KNOWLEDGE
STANDARD OF LIVING
COMMUNITY
SOCIAL
TOP 10 LIVE WELL SAN DIEGO INDICATORS

24

5 CONDITIONS OF COLLECTIVE IMPACT


Common Agenda

Shared Measurements

1) Simple
2) Actionable
3) Sub-regional

Mutually Reinforcing Activities

Continuous Communication

Backbone Organization

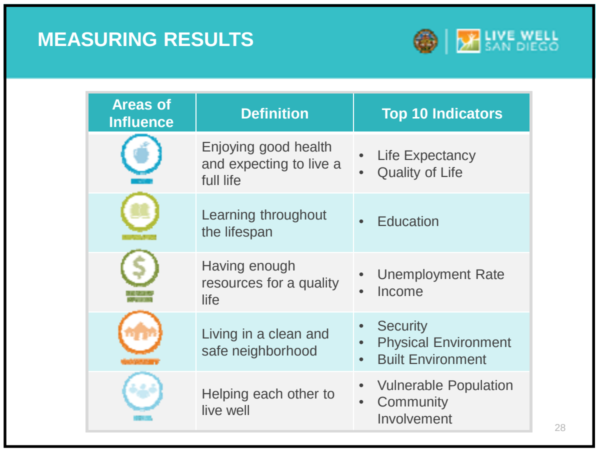
John Kania & Mark Kramer. Collective Impact.
Stanford Social Innovation Review. Winter 2011.

EVALUATION FRAMEWORK

Best Practices
WELL BEING
BLUE ZONES
Live Well Sioux Falls
LiveWell
Data Set Directory of Social Determinants of Health at the Local Level
THE MEASURE OF AMERICA 2010–2011
First 5 San Diego
County Health Rankings
San Diego County Report Card on Children & Families
LiveWell COLORADO
Healthy People 2020
www.healthypeople.gov
CHIS california health interview survey
Healthy California

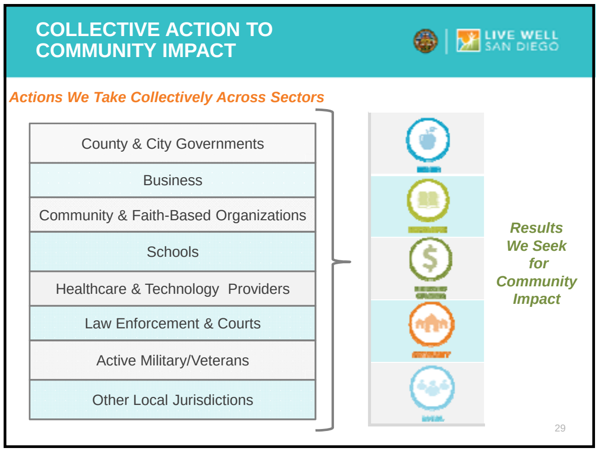
GUIDING PRINCIPLES FOR SELECTION OF INDICATORS

- ✓ Limited number of indicators for simplicity
- ✓ Indicators where data is routinely collected
- ✓ Indicators across the life span of the individual
- ✓ Indicators comparable to other localities
- ✓ Indicators that can be collected at sub-regional level



MEASURING RESULTS

Areas of Influence	Definition	Top 10 Indicators
	Enjoying good health and expecting to live a full life	• Life Expectancy • Quality of Life
	Learning throughout the lifespan	• Education
	Having enough resources for a quality life	• Unemployment Rate • Income
	Living in a clean and safe neighborhood	• Security • Physical Environment • Built Environment
	Helping each other to live well	• Vulnerable Population • Community Involvement

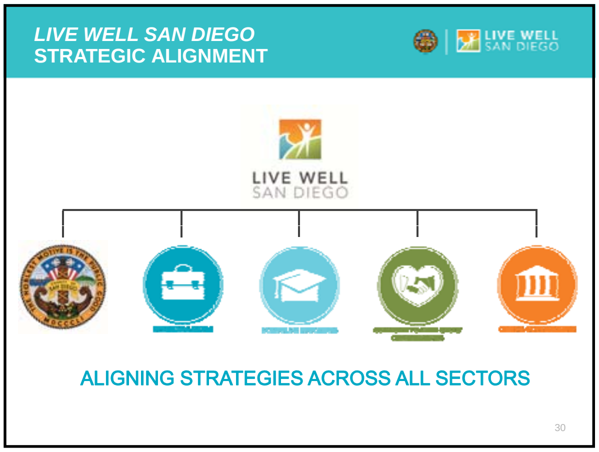


COLLECTIVE ACTION TO COMMUNITY IMPACT

Actions We Take Collectively Across Sectors

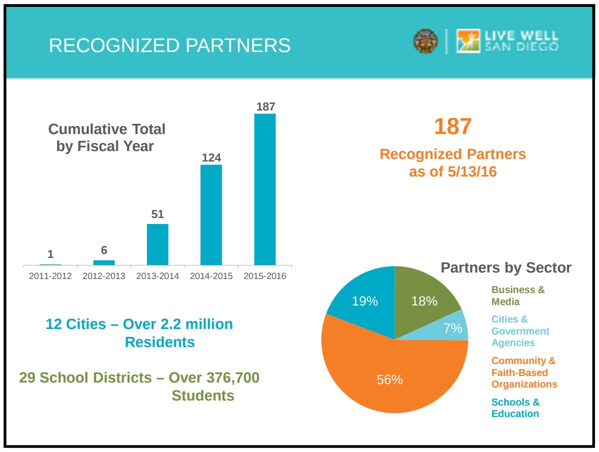
- County & City Governments
- Business
- Community & Faith-Based Organizations
- Schools
- Healthcare & Technology Providers
- Law Enforcement & Courts
- Active Military/Veterans
- Other Local Jurisdictions

Results We Seek for Community Impact



LIVE WELL SAN DIEGO STRATEGIC ALIGNMENT

ALIGNING STRATEGIES ACROSS ALL SECTORS



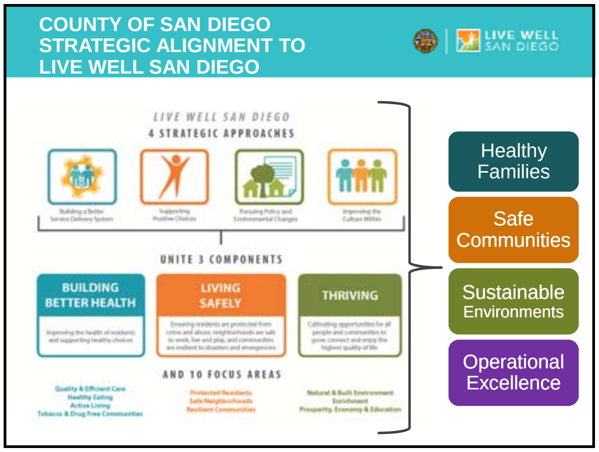
RECOGNIZED PARTNERS

187

Recognized Partners as of 5/13/16

12 Cities – Over 2.2 million Residents

29 School Districts – Over 376,700 Students



COUNTY OF SAN DIEGO STRATEGIC ALIGNMENT TO LIVE WELL SAN DIEGO

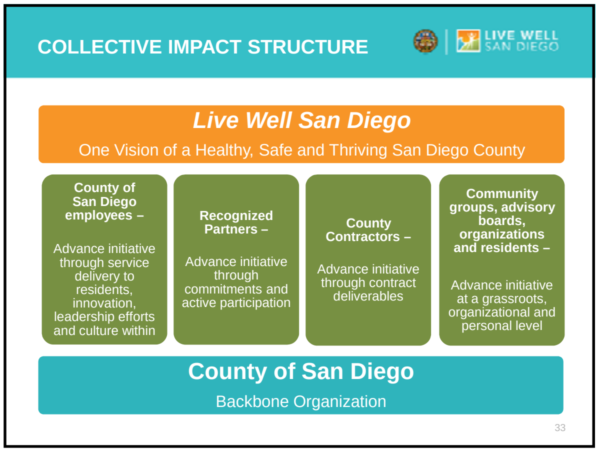
LIVE WELL SAN DIEGO
4 STRATEGIC APPROACHES
Building a Better Service Delivery System
Supporting Positive Choices
Pursuing Policy and Environmental Changes
Improving the Culture Within
UNITE 3 COMPONENTS
BUILDING BETTER HEALTH
Improving the health of residents and supporting healthy choices
LIVING SAFELY
Ensuring residents are protected from crime and abuse, neighborhoods are safe to work, live and play, and communities are resilient to disasters and emergencies
THRIVING
Cultivating opportunities for all people and communities to grow, connect and enjoy the highest quality of life
AND 10 FOCUS AREAS
Quality & Efficient Care
Healthy Eating
Active Living
Tobacco & Drug Free Communities
Protected Residents
Safe Neighborhoods
Resilient Communities
Natural & Built Environment
Enrichment
Prosperity, Economy & Education

Healthy Families

Safe Communities

Sustainable Environments

Operational Excellence



COLLECTIVE IMPACT STRUCTURE

Live Well San Diego

One Vision of a Healthy, Safe and Thriving San Diego County

County of San Diego employees –

Advance initiative through service delivery to residents, innovation, leadership efforts and culture within

Recognized Partners –

Advance initiative through commitments and active participation

County Contractors –

Advance initiative through contract deliverables

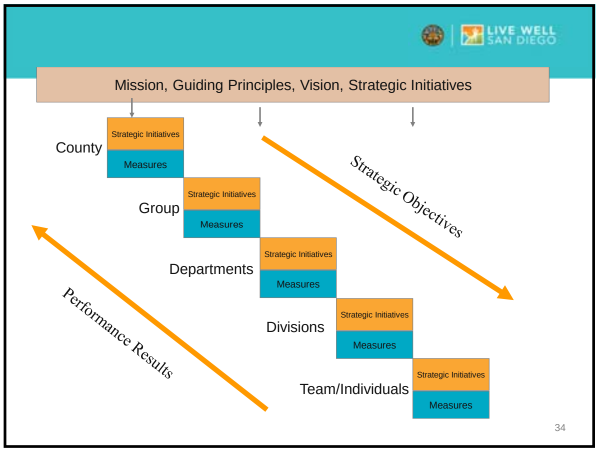
Community groups, advisory boards, organizations and residents –

Advance initiative at a grassroots, organizational and personal level

County of San Diego

Backbone Organization

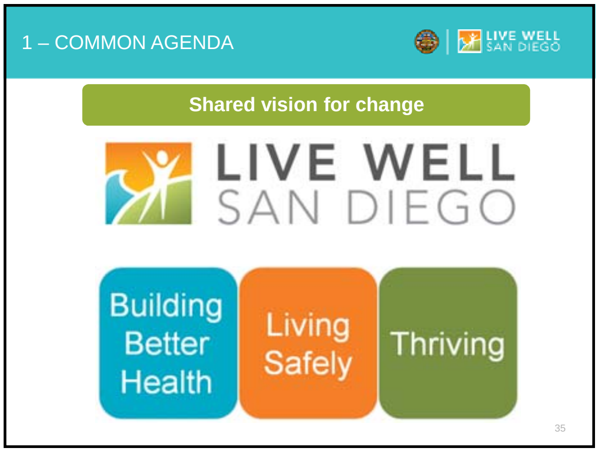
33



LIVE WELL SAN DIEGO

Mission, Guiding Principles, Vision, Strategic Initiatives

County
Strategic Initiatives
Measures
Group
Strategic Initiatives
Measures
Departments
Strategic Initiatives
Measures
Divisions
Strategic Initiatives
Measures
Team/Individuals
Strategic Initiatives
Measures
Strategic Objectives
Performance Results

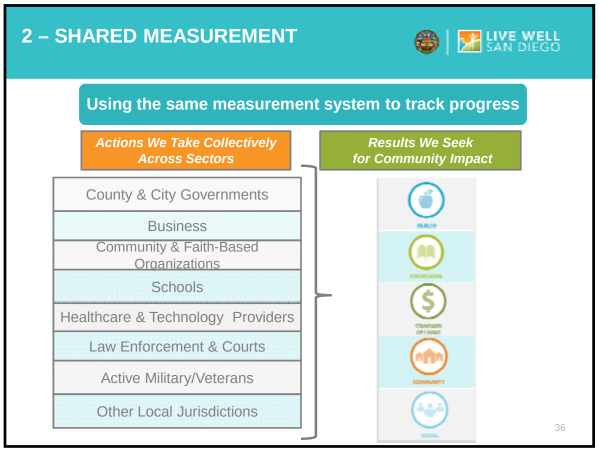


1 – COMMON AGENDA

LIVE WELL SAN DIEGO

Shared vision for change

LIVE WELL
SAN DIEGO
Building Better Health
Living Safely
Thriving



2 – SHARED MEASUREMENT

LIVE WELL SAN DIEGO

Using the same measurement system to track progress

Actions We Take Collectively Across Sectors	***Results We Seek for Community Impact***
County & City Governments Business Community & Faith-Based Organizations Schools Healthcare & Technology Providers Law Enforcement & Courts Active Military/Veterans Other Local Jurisdictions	HEALTH KNOWLEDGE STANDARD OF LIVING COMMUNITY SOCIAL

3 – MUTUALLY REINFORCING ACTIVITIES

Each partner uses their unique skills to do their part- differentiated but coordinated activities

LIVE WELL SAN DIEGO
GET TO KNOW OUR PARTNERS
Learn More
SENIOR COMMUNITY CENTERS
Read More
Tips & Tools for Partners

3 – MUTUALLY REINFORCING ACTIVITIES

Each partner uses their unique skills to do their part- differentiated but coordinated activities

LIVE WELL SAN DIEGO
GET TO KNOW OUR PARTNERS
Learn More
SENIOR COMMUNITY CENTERS
Read More
Tips & Tools for Partners

4 – CONTINUOUS COMMUNICATION

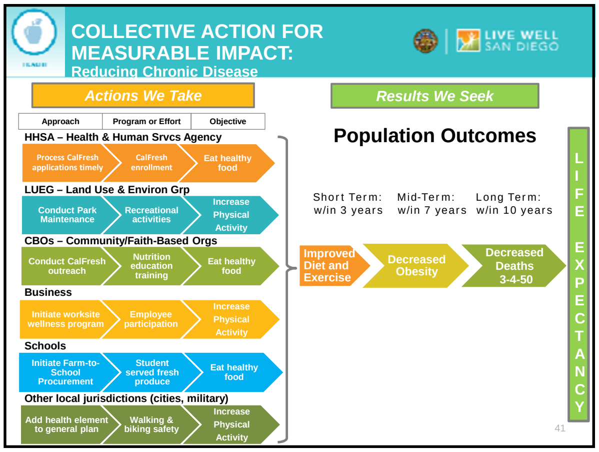
Consistent and open communication – Partners regularly share results with each other

- Regional Leadership Teams
- Integration Leadership Team
- LiveWellSD.Org and *Live Well San Diego* Newsletter and blog
- Partner events and summits

5 – BACKBONE ORGANIZATION

San Diego County serves as backbone – helps mobilize, coordinate and facilitate

LIVE WELL SAN DIEGO
Live it UP!



COLLECTIVE ACTION FOR MEASURABLE IMPACT:

Reducing Chronic Disease

Actions We Take

Approach	Program or Effort	Objective
HHSA – Health & Human Srvcs Agency		
Process CalFresh applications timely	CalFresh enrollment	Eat healthy food
LUEG – Land Use & Environ Grp		
Conduct Park Maintenance	Recreational activities	Increase Physical Activity
CBOs – Community/Faith-Based Orgs		
Conduct CalFresh outreach	Nutrition education training	Eat healthy food
Business		
Initiate worksite wellness program	Employee participation	Increase Physical Activity
Schools		
Initiate Farm-to-School Procurement	Student served fresh produce	Eat healthy food
Other local jurisdictions (cities, military)		
Add health element to general plan	Walking & biking safety	Increase Physical Activity

Results We Seek

Population Outcomes

Short Term: w/in 3 years	Mid-Term: w/in 7 years	Long Term: w/in 10 years
Improved Diet and Exercise	Decreased Obesity	Decreased Deaths 3-4-50

LIFE EXPECTANCY

LIVE WELL

Learn how more about

Live Well San Diego

Visit the

LiveWellSD.org

Website or

Email us at

LWSD.HHSA@sdcounty.ca.gov

PARTNER SINCE 2015
LIVE WELL SAN DIEGO
LIVEWELLSD.ORG

COUNTY OF SAN DIEGO, CALIFORNIA
BOARD OF SUPERVISORS POLICY

Subject	Policy Number	Page
Use of County of San Diego General Management System for Administration of County Operations	A-136	1 of 2

Purpose

To establish that the County of San Diego General Management System (GMS) is the formal guide for the administration of County departments, programs and services, and to ensure that all County departments and offices operate in compliance with the GMS.

Background

The County of San Diego exists to serve the residents of San Diego County and is committed to providing the best possible services to County residents, as efficiently and effectively as possible. To ensure that the organization achieves this goal, the County engages in a continuous cycle of planning, implementation, monitoring and evaluation to ensure that priorities are maintained and goals are achieved.

On April 21, 1998, the Board of Supervisors adopted the County of San Diego General Management System (GMS) as the formal guide for implementation of these activities and the administration of all County operations. The GMS is the basic blueprint or instruction manual for County operations. It guides planning, implementing and monitoring of all County functions and processes that affect delivery of services to San Diego County residents, businesses and visitors.

The GMS process requires the organization to annually undertake long-range, five-year **Strategic Planning**, after a comprehensive review of community and organizational needs and issues. This is followed by short-term, two-year **Operational Planning**, in which the organization's revenues are budgeted to accomplish the strategic goals set forth in the Strategic Plan. **Monitoring and Control** take place throughout the year in the form of various regularly-scheduled activities that ensure plans are followed, risks are identified, goals are tracked and results are reported. **Functional Threading** maximizes efficient use of personnel and material resources by coordinating resources, staff and linking the functions they perform. **Motivation, Rewards and Recognition** encourages continuing progress by rewarding those employees who meet and exceed goals. Functional Threading and Motivation, Rewards and Recognition activities take place throughout the fiscal year.

Policy

Accordingly, it is the policy of the Board of Supervisors that:

All County departments and offices will operate in a manner consistent with the General Management System and will communicate the importance of the GMS to their employees.

All departments will actively support and participate in the development and implementation of Strategic Planning, Operational Planning, Monitoring & Control, Functional Threading and Employee Recognition/Reward activities at both the department and enterprise level.

Additionally, when filling executive or management positions within the organization, a candidate’s familiarity and/or experience with the General Management System will be considered in the selection process.

Sunset Date

This policy will be reviewed for continuance by 12-31-22

Previous Board Action

4-21-98 (31)
9-25-07 (18)
12-09-08 (33)
11-17-15 (26)

CAO Reference

Chief Administrative Office

BEST COUNTY IN THE NATION

COUNTY OF SAN DIEGO

How the General Management System will get us there

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*NOTE: Definitions for the bolded words throughout this text can be found in the Glossary of Terms.

EXECUTIVE SUMMARY

Owner's Manual: Developing sound management principles and operational excellence

Overview

The County of San Diego is known for its sound management principles, fiscal stability and award-winning programs. Today it is hard to believe that the County was on the verge of bankruptcy in the mid-nineties. In 1998, the County of San Diego Board of Supervisors adopted its General Management System (GMS) with the specific intent of bringing a new approach to the financial and programmatic challenges the County faced. With a focus on instituting business disciplines and accountability, the County developed its first General Management System by adapting various private sector management models to a government environment.

Ten years after adopting the GMS, the **Board of Supervisors** reviewed its effectiveness at its September 25, 2007 public meeting, determined that its use should be continued and strengthened their commitment by adopting Board Policy A–136: Use of County of San Diego General Management System (GMS) for Administration of County Operations. A copy of this Board Policy is posted online at http://www.sandiegocounty.gov/content/dam/sdc/cob/docs/policy/A-136.pdf.

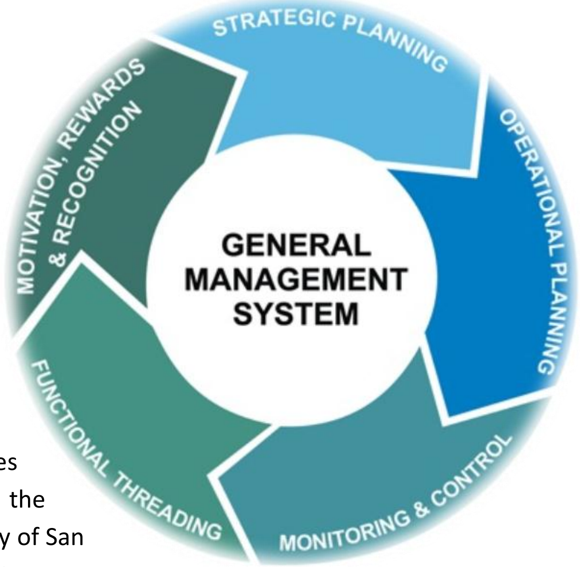
When employees participate in the County's different professional development academies (e.g. Professional Enrichment Seminar, Supervisor Academy, Dynamic Management Seminar, etc.) or the mentorship program, they learn the County's history and why the GMS was created. The lessons learned from the past provide context for the County's disciplined actions and explain the foundation for its fiscal stability. Employees not only see how the GMS impacts County culture and operations, but also consider how to make their work contribute to the County's end goals.

What is the GMS?

The GMS is the County's business model – referred to as the "Owner's Manual" – that guides operations and service delivery to residents, businesses and visitors throughout the fiscal year.

At the heart of the GMS are five overlapping components:

- Strategic Planning
- Operational Planning
- Monitoring and Control
- Functional Threading
- Motivation, Rewards and Recognition

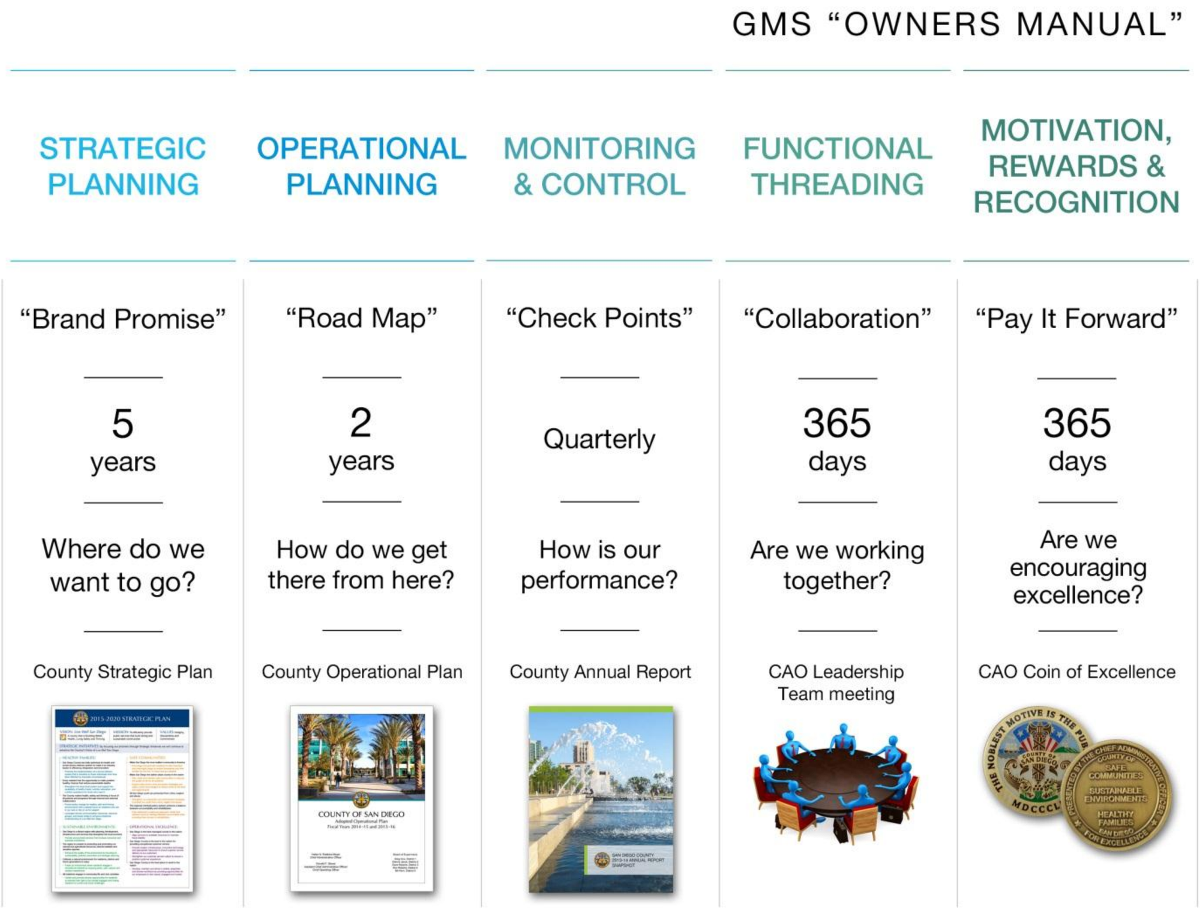


The GMS outlines the County's strategic intent (strategic planning), prioritizes its goals and use of **resources** (operational planning), describes how it monitors progress on performance (monitoring and control), ensures collaboration (functional threading) and recognizes accomplishments (motivation, rewards and recognition) throughout the year. By communicating and adhering to this business model, the County of San Diego is able to maintain an organizational culture that values transparency, accountability, innovation and fiscal discipline and which provides focused, meaningful public services.

This Manual includes a Glossary of Terms and is posted online as part of the GMS tab on the employee intranet called InSite.

A Real-Life Example: The GMS Deconstructed

Each of the five components of the GMS has a nickname, asks a crucial question, and delivers a specific product. Together these five components form an annual cycle. Certain components take place at specific times, while others are performed year round. If we deconstruct the five components of the GMS into a visual chart that reflects its use in County operations, it looks like this:



GMS “OWNERS MANUAL”

STRATEGIC PLANNING	OPERATIONAL PLANNING	MONITORING & CONTROL	FUNCTIONAL THREADING	MOTIVATION, REWARDS & RECOGNITION
“Brand Promise”	“Road Map”	“Check Points”	“Collaboration”	“Pay It Forward”
5 years	2 years	Quarterly	365 days	365 days
Where do we want to go?	How do we get there from here?	How is our performance?	Are we working together?	Are we encouraging excellence?
County Strategic Plan	County Operational Plan	County Annual Report	CAO Leadership Team meeting	CAO Coin of Excellence

Notice the nickname for each component in quotation marks, the timeframe listed, the crucial question and the specific product. The specific product for strategic planning at the enterprise level is the County’s Strategic Plan, the Operational Plan is the outcome of operational planning, the Annual or By the Numbers Report is the result of monitoring and control, a perfect example of threading at the enterprise level is the monthly CAO Leadership Team meetings, and the CAO Coin of Excellence and Director’s Checkbook are given to employees as motivation, rewards and recognition for the pinnacle of audacious achievement.

STRATEGIC PLANNING

Brand Promise: Where do we want to go?

Overview

To be world class, the goals that the County of San Diego sets and the resources allocated must be consistent with the purpose of the organization and continuous drive to create a higher level of excellence. The County's **brand promise** – what residents and visitors should expect from all interactions with County employees, programs or services – is clearly articulated in its **Strategic Plan**. The five-year Strategic Plan tells residents and employees who we are and where we want to go as an organization.

By establishing a clear **vision** – *a region that is Building Better Health, Living Safely and Thriving* – the County can communicate the strategies it will use to carry out its mission. The **mission** – *to efficiently provide public services that build strong and sustainable communities* – reflects the County's commitment to understand and respond to the critical issues that affect county residents and visitors. The Strategic Plan defines County culture by recognizing that "the noblest motive is the public good" and embracing the following three **values** – *Integrity, Stewardship and Commitment*.

The County's Strategic Plan can be found online at:

- http://www.sandiegocounty.gov/content/dam/sdc/cao/docs/stratplan.pdf

What is Strategic Planning?

Strategic planning communicates the County's strategic direction for the next five years. The Strategic Plan explains the County's four **strategic initiatives,** in addition to its vision, mission and values. The four strategic initiatives focus on how we achieve the County's vision of a region that is Building Better Health, Living Safely and Thriving.

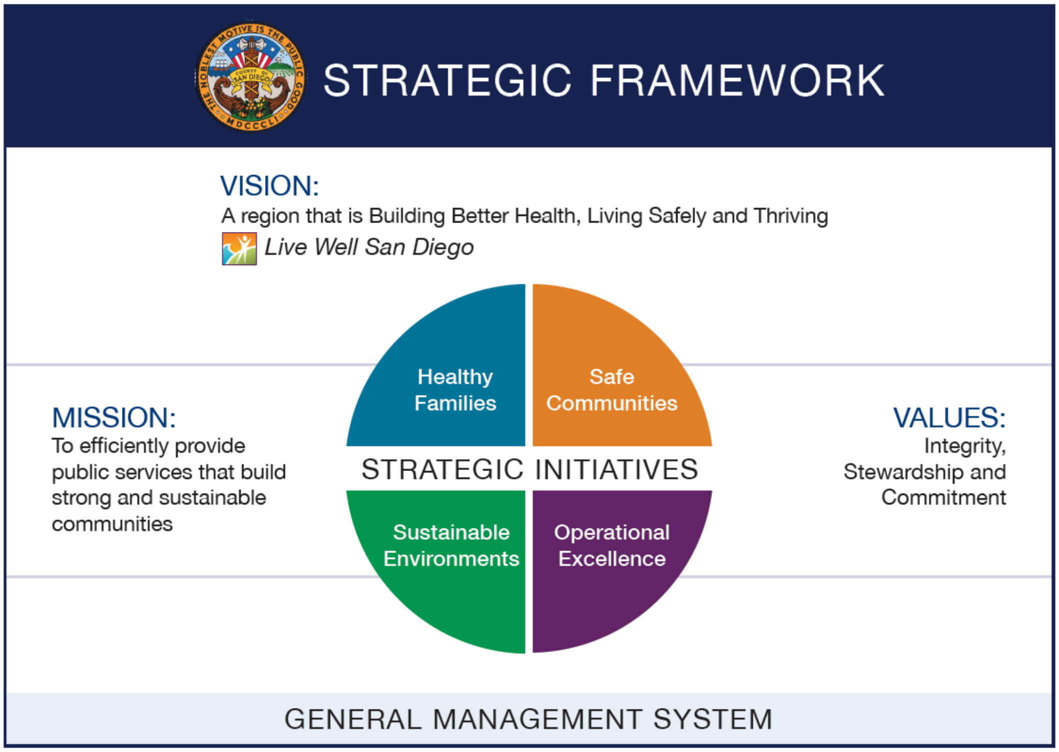
Strategic planning starts with **audacious visions,** which are bold statements detailing the impact the County wants to make in the community. **Enterprise-Wide Goals** (EWGs) support the audacious visions by focusing on collaborative efforts that inspire greater results than any one department could accomplish alone. Audacious visions and EWGs are developed to support each of the strategic initiatives. The more a team, division, or department can align its goals to support the EWGs, the stronger the collective impact will be on the public we serve.

The five-year Strategic Plan is developed by the **Chief Administrative Officer**, the **Assistant CAO/Chief Operating Officer**, the five **General Managers** and the **Strategic Planning Support Team** based on the policies and initiatives set by the Board of Supervisors and a countywide review of the risks and opportunities facing the region.

The strategic initiatives are:

- **Healthy Families** – ensure every resident has the opportunity to make positive healthy choices, that San Diego County has fully optimized its health and social service delivery system and makes health, safety and thriving a focus of all policies and programs.
- **Safe Communities** – make San Diego the safest and most resilient community in the nation, where youth are protected and the criminal justice system is balanced between accountability and rehabilitation.
- **Sustainable Environments** – strengthen the local economy through planning, development and infrastructure, protect San Diego's natural and agricultural resources and promote opportunities for residents to engage in community life and civic activities.
- **Operational Excellence** – promote continuous improvement in the organization through problem solving, teamwork and leadership, focus on our customers' needs and keep our employees positive and empowered.

Below is the Strategic Framework which shows how the County's vision, with its tagline of *Live Well San Diego,* is supported by the mission, values, four strategic initiatives and the foundation of the General Management System.



STRATEGIC FRAMEWORK

VISION:
A region that is Building Better Health, Living Safely and Thriving
Live Well San Diego

MISSION:
To efficiently provide public services that build strong and sustainable communities

STRATEGIC INITIATIVES
- Healthy Families
- Safe Communities
- Sustainable Environments
- Operational Excellence

VALUES:
Integrity, Stewardship and Commitment

GENERAL MANAGEMENT SYSTEM

A Real-Life Example: Strategic Planning at Every Level

Strategic planning at the **Group** level can start with an offsite, retreat or advance (for HHSA) to review the leadership team's vision, priorities and challenges for the next five years. It is important to revisit those priorities annually. Many departments create their own strategic plans that align to the County's strategic initiatives. See a video of the Department of Child Support Services' employees talking about their strategic plan.

Groups can also pilot an **Enterprise Initiative** to improve departmental operations or enhance service delivery to residents, businesses and visitors. If the pilot is successful, then the initiative could be implemented countywide. In the case of *SDCounty2Go*, the development of mobile applications or "apps" was a customer-driven initiative for County services to be at their fingertips. Not only can you reserve library books and DVDs online, but you can also keep track of local emergencies or find the County park nearest to you. Here is a list of all County apps.

sandiegocounty
library

It is also possible for an individual to create a personal strategic plan. Taking the time to think about your personal vision, mission, values and goals is important. The clearer you are about your goals, and how they contribute to the end goals of the County, the more engaged you will be each day at work. A personal strategic plan also provides you with a resource to more easily communicate your strategic contribution to your employees, peers and supervisors.

OPERATIONAL PLANNING

Road Map: How do we get there from here?

Overview

Once the County's strategic direction has been identified, it is time to align County services to available public resources. Operational planning is the process of prioritizing and allocating those resources, both dollars and staff time, to the programs and services that will support the County's goals.

More than just a budgeting exercise, operational planning looks out over a two-year timeframe to determine how the County will provide the resources needed to achieve the County's goals. It is built on the strategic planning process, both in alignment to Enterprise-Wide Goals and in addressing identified challenges and the changing economic conditions expected to impact the County's business in the coming years. In this way, operational planning is where we put the Strategic Plan into action.

Budget vs. Operational Plan

The core of the operational planning process is development of the County's two-year **Operational Plan**, which provides the County's financial plan for the next two fiscal years. Oftentimes, the Operational Plan is referred to as the County's "budget," although it is much more than that; it also builds on the goals identified in the strategic planning process by creating a link between those broad goals and specific programs, services, staffing and costs, as well as outcomes to determine overall effectiveness and value as outlined below. While the Operational Plan is a two-year document, State law requires the Board of Supervisors to adopt a budget on an annual basis. This is the reason why only the first year is formally adopted as the County's budget and the second year is approved in principle for planning purposes by the Board of Supervisors.

What is in the Operational Plan?

The Operational Plan document includes the following:

- General information about the County and the Operational Plan itself
- Narratives, tables, and charts showing the revenues and expenditures for all County funds
- A review of planned capital projects
- A summary of the County's short and long-term financial obligations/debt
- A breakdown by Group and department detailing the following:
    - The Group/department mission
    - Objectives aligned with the Strategic Plan
    - Changes to revenue, expenditures or staff levels from prior year's Operational Plan
    - Revenue amounts and sources
    - Expenditures and staffing by program
    - Performance measures and targets
    - Prior year accomplishments – outcomes to determine effectiveness and value

A Real-Life Example: Planning & Development Services

The Planning & Development Services (PDS) department was established to centralize and consolidate land use services that were spread amongst three departments, and put into place a new culture focused on providing a more seamless and improved experience for customers.

The PDS team identified three key goals and five initial focus areas which encouraged culture change and advanced their progress toward operational excellence.

The key goals were to:

1. Improve customer service
2. Achieve a high performing workforce
3. Reduce costs and increase productivity

The initial focus areas were:

1. Mission, Vision and Values
2. Triple Bottom Line
3. Workforce Development and Training
4. Case and Project Management
5. Performance Management

They then put this broad strategy into action by developing an Operational Plan with key initiatives and specific short-term goals for the department, along with identified staffing and funding to support these activities.

PDS continues to approach their department's mission strategically to ensure their drive toward excellence is maintained and that they successfully attain the goals set within the Operational Plan. Through the development of the Operational Plan, PDS embraced the opportunity of using this tool to drive change by bringing resources and departmental goals into alignment to support the County's strategic vision.

Additionally, Planning & Development Services aligned their efforts to the Sustainable Environments Enterprise-Wide Goal that challenges the County to "Foster an environment where residents engage in recreational interests by enjoying parks, open spaces and outdoor experiences," by collaborating with the Department of General Services and Department of Parks and Recreation on the planning and construction of the County Administration Center's Waterfront Park in Downtown San Diego. The team approach resulted in imaginative problem solving, prompt issue resolution and a beautiful, safe and accessible park for the region.

MONITORING AND CONTROL

Check Points: How is our performance?

Overview

As the Strategic and Operational Plans set goals for the County and allocate the resources needed to achieve them, the Monitoring and Control element of the General Management System (GMS) ensures County operations are on track to meet those goals and objectives, while also seeking opportunities to improve or exceed performance.

Monitoring and Control challenges all County employees to regularly ask:

- Are we on track?
- Are Groups and departments meeting their customer service, financial and performance goals?
- Are individual managers effectively using resources and exercising leadership?
- Are projects producing desired results on time and within budget?
- What needs to be done to address identified issues?

Monitoring and control is the process of scrutinizing our operations in order to track progress and make necessary adjustments. Many review methods exist for formal evaluations of various functions. These reviews occur on a monthly, quarterly and annual basis at different levels within the County. See Table 1 below for the County's monitoring and control tools.

TABLE 1: EXAMPLES OF MONITORING AND CONTROL TOOLS

Tool	Description
CAO Goals and Accomplishments	An annual written statement of goals and accomplishments is submitted by the Chief Administrative Officer (CAO) to the Board of Supervisors.
CAO Quarterly Report	Each quarter the General Manager/**Deputy Chief Administrative Officers** (DCAO) and management staff from every Group prepare and present a report to the CAO. The quarterly review covers specific management topics, as determined by the CAO, including regular reviews of each Group's fiscal and human resources data, program performance issues, customer service feedback, potential risks and **mitigations**. For the second quarter report, a different format is used called Executive Management Exchange where DCAOs and management staff from across all five Groups coordinate to have discussions regarding common projects with the County's Executive Team.
Contract Business Process Review / Project Management Review	Each quarter selected contracts/projects are reviewed by a committee comprised of the Assistant Chief Administrative Officer/Chief Operating Officer (ACAO/COO), DCAOs, Directors of Purchasing and Contracting and the Office of Strategy and Intergovernmental Affairs, Chief of Audits, County Counsel and the Chief Information Officer using the Contract Business Process Review (CBPR) and Project Management Review (PMR) report. These formal review panels provide an opportunity to report on a contract/project's cost, schedule status, performance measures, major risks and mitigation plans.
Department Reviews	Each month the DCAOs look over operational areas with each of their Department Heads to review performance measures and to identify risks as soon as possible.
Business Process Reengineering and Continuous Improvement Projects	When certain services or processes in the County are identified as needing improvement, executives work with frontline employees to create explicit performance targets, set deadlines, and develop strategies for positive change. These projects track our ability to provide new or improved services to citizens both **efficiently** and **effectively**.
Risk Overview Committee	The Risk Overview Committee (ROC) meets quarterly to identify and address significant legal, financial, contractual and operational risks to the County. The ROC serves in an advisory role to the CAO and the Board of Supervisors, and is chaired by the Assistant CAO/COO and County Counsel.

Tool	Description
Audit Committee	The Audit Committee meets quarterly and advises the CAO on matters relating to the County's internal and external audits, including advice on risk assessments, internal controls and **governance** matters. The Committee is chaired by the Assistant CAO/COO and includes the Finance and General Government Group DCAO/Auditor & Controller, the County's Chief of Audits, and three independent members of the public.
Unclassified Performance Evaluation	Unclassified Performance Evaluations (UPEs) are annual employee performance plans for executive staff and unclassified managers. UPEs are based on the competencies of the **Leadership Development Model** and also include personal development goals and enterprise-wide goals. Annually, supervisors will evaluate their direct reports as whether they are developing, secure or exceed the competencies of the Leadership Development Model.
Classified Performance Appraisal	Classified employee performance is reviewed annually using performance appraisals.
Departmental Excellence Goals	Annually, department teams select between one and three cross-departmental or department objectives to highlight for the fiscal year that align with the County's Strategic Plan. These goals should be challenging or a stretch to achieve.
Monthly CAO Project Update Reports	Each month the CAO sends a report to the Board of Supervisors updating them on the status of various projects underway or completed across the enterprise.
Referrals	Referrals can be related to an agenda item from a Board of Supervisors' meeting or a citizen concern from a member of the Board of Supervisors, CAO, Webmaster email or County department. Departments are requested to respond within 10 working days to answer the question or address the topic on which the referral is being requested.

What is Performance Measurement?

Performance measurement is the process of collecting, analyzing and reporting information regarding the performance of an individual, group or organization. As part of ongoing monitoring and control efforts, performance measurement data is critical in evaluating progress towards the achievement of the County's goals. It also allows the public to understand how well we are providing services and what impact those services are having in the community.

The County makes regular use of performance measures that reflect federal and State program requirements, progress of major projects, best practices, and takes into consideration client and stakeholder expectations. The data from these performance measures are used by executives and managers to inform their decisions regarding operations and programs; by reviewing the trend of a performance measure, a manager can determine if activities are on track to meet, to exceed, or at risk of not meeting target requirements. If there is a risk, a manager can proactively address the situation. The data can also be used to benchmark the County's performance against other similar entities or national standards.

Performance Measure Examples

To ensure strategic and operational goals are met, a variety of performance measure types are needed; there are five types of performance measures (see Table 2). Ideally each County Group or department will have performance measures that range from inputs to outcomes.

TABLE 2: PERFORMANCE MEASURES

Type	Description	Example
Input	Resources used to produce an output • Dollars budgeted/spent • Staff hours used • Amount of materials used	Number of Full Time Equivalents (FTEs) allocated for conducting restaurant inspections
Output	Number of units produced – outputs are activity oriented, measurable, and usually under managerial control	Number of referrals among nonprofit housing providers, homeless services providers and mental health services

TABLE 2: PERFORMANCE MEASURES

Type	Description	Example
Efficiency	Inputs used per unit of output (or outputs per input)	Average dollars spent per adult abuse investigation
Service Quality	• Level of operational excellence • Accuracy or timeliness of service • Level of compliance with statutes or laws • Customer satisfaction • Best practices	Percent of client applications processed timely according to State or federal regulations
Outcome	The ultimate benefit to the customer or community	Percent of adolescents who did not re-enter the juvenile justice system

A Real-Life Example: *Live Well San Diego* Indicators

The *Live Well San Diego* Indicators are part of a framework of outcome performance measures spanning five Areas of Influence that track progress toward achieving the County's vision of *a region that is Building Better Health, Living Safely and Thriving.* These Indicators have been carefully selected with input gathered from community representatives. With this framework, the County can track whether or not collective efforts under *Live Well San Diego* are truly making a difference in the community, as reflected in changes of one or more indicators.

TABLE 3: *Live Well San Diego* Indicators

Actions We Take	Results We Seek		
Enterprise-Wide Goal: Strengthen the local food system and support the availability of healthy foods, nutrition education, and nutrition assistance for those who need it	**Audacious Vision:** HEATHY FAMILIES	**Areas of Influence:**	**Indicators:**
Performance Measures: **HHSA:** *Eligibility Operations*–% of CalFresh applications with timely processing *Public Health Services*–% increase in behavior change from nutrition education post-test results	Every resident has the opportunity to make positive healthy choices that reduce preventable death	HEALTH SOCIAL	Life Expectancy Quality of Life Vulnerable Populations (Food Insecurity) Community Involvement (Volunteerism)
LUEG: *Parks and Recreation*– % of parks offering healthy option snacks *Agriculture, Weights and Measures*– % increase in number of registered organic producers			
PSG: *Probation*–% of eligible youth detainees participating in community garden program			
CSG: *Libraries*–% increase in senior/youth nutrition education program attendance in libraries			
FG3: *Dept. of Human Resources*–% increase in County employees participating in nutrition education programs *Clerk of the Board*– % increase in number of volunteers working in community gardens			

FUNCTIONAL THREADING

Collaboration: Are we working together?

Overview

The Functional Threading component of the General Management System (GMS) ensures that all areas of the County work together to meet goals set in both the Strategic and Operational Plans. By including Functional Threading as a GMS component, the County communicates that collaboration across departmental, Group and organizational lines is not only encouraged, but expected as a part of County culture.

Although funds are allocated to individual departments, those departments often serve common customers and contribute to shared goals; therefore, both staff and managers must promote enterprise-wide collaboration and communication to ensure information is shared and resources are maximized in order to provide more complete and efficient services to the public.

What does Functional Threading Look Like?

Functional threading happens every day, whether consciously or not, simply because many County functions, such as budgeting and finance, customer service, human resources and information technology, are common across departments. However, the County ensures employees are threading in a more deliberate way by organizing regular meetings, creating multi-disciplinary teams and distributing Countywide communications. The following are samples of the specific ways functional threading occurs:

- **Role-Based** – threading groups bring together staff, on a regular basis, who perform similar roles within different departments such as the Countywide Information Technology Threading Meeting, All Fiscal Staff Meeting and Departmental Human Resources Officer Meeting. These meetings ensure all County employees in these functions have consistent, current information on issues or changes in the organization that affect their area of responsibility.
- **Project-Based** – bringing together staff from different County departments, or outside agencies, to work on common goals or specific projects. Some examples of this are supporting a major enterprise initiative such as *Journey to a Positive Customer Experience*, creating action plans for the implementation of a federal mandate such as the Affordable Care Act or contributing to an ongoing County project such as the Operational Plan.
- **Executive Level** – the Chief Administrative Officer holds monthly meetings with all General Managers, County Department Heads and Executive staff, called CAO Leadership Team Meetings, in order to share information on emerging issues or changes affecting the organization, new policies or regulations, and presentations of programs or projects from different departments.
- **Enterprise Level** – Enterprise-Wide Goals (EWGs) are a set of focused goals identified by the General Managers to encourage cross-departmental efforts for the greatest impact on the community. EWGs ensure County employees are working across Groups, departments and teams and thinking as "One County."

Each department can accomplish individual goals on their own, but imagine how much greater of an impact the County of San Diego can make with the combined efforts of many departments, and their resources, toward a common goal. Providing the best service to our clients, the residents and visitors of San Diego, in the most efficient and cost-effective way is the primary purpose of functional threading.

A Real-Life Example: Executive Management Exchange

In an effort to demonstrate functional threading, a quarterly report format was implemented in Fiscal Year 2013-14 called Executive Management Exchange. This was an opportunity for General Managers and management staff from across all five Groups to have an open discussion regarding common projects with the County's Executive Team.

The four Executive Management Exchanges (EME) were based on the County's four strategic initiatives of Healthy Families, Safe Communities, Sustainable Environments and Operational Excellence. Several common projects were highlighted at each EME with different departments discussing their individual contribution to that common project. A specific example from the Safe Communities EME was a discussion of mental health in the County's jail system and the continuum of care once inmates are released into the community for supervision. The Sheriff's Department explained how, as one of the largest providers of mental health services in the region, the jail system diagnoses and treats inmates in custody. Following release, the Probation Department ensures these offenders are connected with the Health and Human Services Agency and other community resources to continue the mental health treatment necessary to keep them healthy and out of the criminal justice system.

© 2002 TIM LEE

The Executive Management Exchanges spotlighted an opportunity to work collaboratively across Groups and departments to achieve common goals. To perpetuate the positive results from the EMEs, and to ensure County employees are thinking as "One County," the General Managers developed Enterprise-Wide Goals. This set of focused goals will be included in the Operational Plan for Fiscal Years 2015-17.

MOTIVATION, REWARDS AND RECOGNITION

Pay It Forward: Are we encouraging excellence?

Overview

The last component of the General Management System (GMS) is Motivation, Rewards and Recognition, which ensures the County is rewarding excellence in employee performance. The strongest goals, budget and oversight will not be successful without the commitment of the people doing the work. When all members of the County team achieve excellence, the organization becomes more efficient and effective in providing superior services that benefit the community. Including Motivation, Rewards and Recognition as an element of the GMS demonstrates that the County places the same level of importance in motivating employees and rewarding exceptional performance as it does on the previous four GMS components.

How does the County Motivate and Reward its Employees?

The County, through the Operational Excellence Strategic Initiative, is clear about the expectation that its workforce will demonstrate ethical conduct, focus on exceptional customer service, maintain fiscal stability, be regional leaders, look for ways to continuously improve and innovate, as well as strive to develop into a more skilled, adaptable and diverse workforce. When the County's Executive Team, directors, managers or supervisors recognize employees exhibiting these essential values and traits or exceeding expectations, those employees receive meaningful incentives such as department recognition awards, employee development opportunities or monetary rewards. And in order to sustain operational excellence, the County has specific tools and programs to keep the workforce enthusiastic and educated such as development classes, academies, wellness programs and team morale activities.

The County's performance is also showcased through local and national awards that recognize the hard work being done in San Diego County. Recognition by peer organizations such as the National Association of Counties (NACo) and the California State Association of Counties (CSAC) gives the entire organization a sense of pride and knowledge that County employees and programs are providing superior services and making a positive impact in the community.

Examples of the County's Programs

Employee Development Programs: The County offers training and educational opportunities that support and encourage professional development.

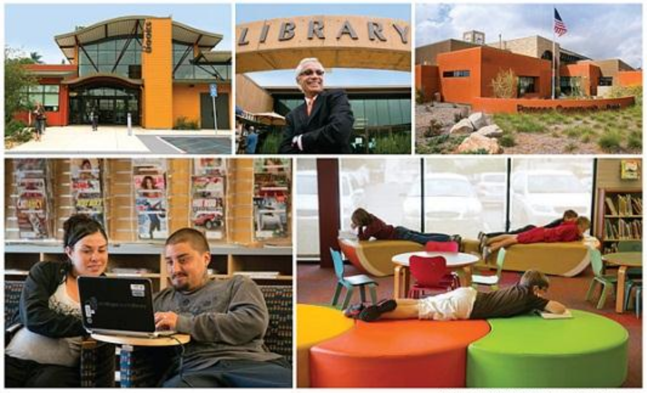
Programs	Description
Academies and Seminars *For staff at various levels, depending on the academy or seminar.*	Employees who demonstrate exceptional potential are invited to attend academy and seminar programs, including the Leadership Academy, Dynamic Management Seminar, Supervisor Academy, Administrative Support Academy, Finance Academy and Professional Enrichment Seminars, designed to help them develop the skills, knowledge and organizational acumen necessary to have successful careers in the County.
Mentor Program *For full-time County employees not on a probationary status.*	The Mentor Partnership Program is designed to match seasoned and skilled County leaders with aspiring and upwardly mobile managers who are eager to be coached and guided in pursuit of their County career goals.
Tuition Reimbursement Program *For County employees, including interim, probationary and permanent employees.*	The County offers tuition reimbursement to help offset tuition costs at accredited education institutions for classes that relate to a County department function, an employee's current job or a position for which they may be eligible in the future.
CSAC Institute Courses *For County employees chosen by their DCAO to participate.*	The California State Association of Counties (CSAC) Institute offers continuing education courses for California counties' employees. The County of San Diego hosts the CSAC Institute at the County Operations Center for a special ten-month, ten-course series that DCAOs could have some of their high-performing employees attend.

Employee Recognition: The County encourages managers to recognize exceptional employee performance in the workplace by developing creative recognition programs tailored to their respective department. Some examples include:

Recognition Type	Description
Customer Service Program *For employees who are nominated by a customer, internal or external, for providing exceptional service.*	To strengthen the County's customer service culture, **customer experience ambassadors** work with their Executive Leadership and **Team HEART** to guide their departments on a Journey to a Positive Customer Experience. Recognition for exceptional customer services is an essential part of the journey. Resources are available online for employee recognition. Ambassadors collaborate with DHR to implement new customer service campaigns and recognition products.
Director's Checkbook *For employees nominated by their leadership for innovation or exemplary results.*	Employees can receive a monetary award from their Department Head, General Manager or CAO in an amount up to $1,000 in a fiscal year.
Coins of Excellence *For employees who demonstrate superior one-time or career-long performance.*	Coins of Excellence are awarded at the discretion of the Department Head, General Manager or CAO. The Chief Administrative Office, Public Safety Group, Department of Child Support Services, Office of Emergency Services and San Diego County Fire Authority have unique Coins of Excellence.

A Real-Life Example: San Diego County Library

In early 2013, the San Diego County Library (SDCL) system was recognized as "Library of the Year" for their exemplary efforts in 2012 by Gale Cengage Learning and Library Journal Magazine. This national award is given to a public library in the United States that best demonstrates service, creativity, leadership and innovation in developing community programs that can be emulated by others. SDCL achieved this by automating services, increasing circulation and expanding the number of programs it offers, despite the recession and budget cuts.



Photos ©2012 Gary Payne/Getty Images

This award was a huge accomplishment resulting from a focused, six-year effort to improve services through technology. Winning this recognition was an honor for the entire community as well as a motivational boost for library staff who work hard every day to meet the needs of their community. José Ocadiz, Manager for the Lincoln Acres branch said at the time, "I'm confident that if we are positive and work together, we can get anything done," showing how functional threading can lead to successes worthy of national recognition.

KEY TAKEAWAYS

To conclude the *Best County in the Nation: How the General Management System will get us there,* below are the key takeaways from each component.

Executive Summary

- ✓ The GMS was adopted in 1998 by the Board of Supervisors and Board Policy A-136 was adopted in 2007
- ✓ There are five components of the GMS that form an annual cycle
- ✓ Each component of the GMS has a nickname, timeframe, crucial question and specific product
- ✓ More information can be found on the InSite GMS Tab

Strategic Planning

- ✓ The County's Strategic Plan is its brand promise to residents and employees
- ✓ The Strategic Plan describes the County's vision, mission, values and the four strategic initiatives of Healthy Families, Safe Communities, Sustainable Environments and Operational Excellence
- ✓ The more a team, division, or department can align its goals to the strategic initiatives the stronger the collective impact will be on the County's end goals
- ✓ Strategic planning can take place at every level of the organization
- ✓ Enterprise initiatives improve operations and service delivery

Operational Planning

- ✓ Operational planning translates the vision and goals of the Strategic Plan into everyday work
- ✓ Operational planning allocates available resources, both money and staff, to programs and services
- ✓ The Operational Plan is a two-year document with the first year formally adopted as the County's budget by the Board of Supervisors
- ✓ The Operational Plan assists the County in identifying actions required to achieve its goals

Monitoring and Control

- ✓ Monitoring and Control activities ensure the County is on track to meet its goals and objectives
- ✓ Performance measures help executives and managers determine if their program or operations are on track, will exceed, or are at risk of not meeting targets
- ✓ The review of performance measures provides an opportunity to benchmark County performance against known standards

Functional Threading

- ✓ Functional Threading = Collaboration
- ✓ It happens every day at every level, including regular threading meetings for the different functions of the County
- ✓ Threading is maximizing resources to provide excellent service efficiently and cost-effectively
- ✓ Enterprise-Wide Goals are a set of focused goals for departments to collaborate on for the greatest impact to our community

Motivation, Rewards and Recognition

- ✓ The County has various employee development, reward and recognition programs to keep employees motivated
- ✓ Employees are recognized for above and beyond performance
- ✓ Department Heads look for local and national awards to showcase employee and program performance

APPENDIX

GLOSSARY OF GENERAL MANAGEMENT SYSTEM TERMS	
Assistant Chief Administrative Officer/Chief Operating Officer	The Assistant Chief Administrative Officer (ACAO)/Chief Operating Officer (COO) is the County's second-highest ranking executive; assists the Chief Administrative Officer in the administration and coordination of Countywide strategic planning, administration and intergovernmental affairs; and performs duties as assigned by the Board of Supervisors.
Audacious Vision	A bold statement detailing the impact the County wants to make in the community, supported by Enterprise-Wide Goals.
Board of Supervisors	The elected governing and policy body for the County of San Diego. There are five supervisors, each representing one County District.
Brand Promise	A brand promise defines the way an organization does business and should be evident in every aspect of that business.
Chief Administrative Officer	The Chief Administrative Officer (CAO) is the County's highest ranking executive and is appointed by the Board of Supervisors to carry out the Board's policy decisions and to ensure the effective administration of County government.
Customer Experience Ambassadors	Each department has selected an Ambassador to understand the Countywide customer service culture, help shape the department's customer experience, facilitate the use of provided resources and recognition, collaborate with other Ambassadors and share exceptional customer services results with customers, team members and leadership.
Deputy Chief Administrative Officer	Deputy Chief Administrative Officer (DCAO) is one of five managers, each of whom oversee a Group Executive Office and all departments and staff under its authority. The Health and Human Services General Manager is titled "Agency Director." Also referred to as General Manager (see General Manager description below).
Effectively	Doing business in a way that produces a desired result.
Efficiently	Being productive without waste.
Enterprise Initiative	An initiative to improve operations and service delivery piloted by a department or Group and later adopted countywide. Examples of enterprise initiatives are SDCounty2Go and Government Without Walls (GWOW).
Enterprise-Wide Goals	A set of focused goals for departments to collaborate on for the greatest impact to our community.
General Manager	There are five General Managers, one leading each business Group within the County (see Group below for more information).
Governance	The way an organization's rules and actions are produced, sustained and regulated.
Group/Agency	The County has five different business Groups, each with its own set of departments. The five Groups are the Community Services Group, Finance and General Government Group, Health and Human Services Agency, Land Use and Environment Group and Public Safety Group.
Leadership Development Model	A representation of the skills, or competencies, expected of employees during their career. This tool is also being used to assist in shaping the County's leaders of tomorrow. It is located on the Department of Human Resources InSite page.
Mission	The County's mission can be found in the Strategic Plan; it is *to efficiently provide public services that build strong and sustainable communities.*
Mitigation	A proposed solution to reduce an element of risk to the County, be it a financial, policy or an environmental risk.
Operational Plan	The Operational Plan provides the County's financial plan for the next two fiscal years. The first year is formally adopted as the County's budget and the second year is approved in principle for planning purposes by the Board of Supervisors.

GLOSSARY OF GENERAL MANAGEMENT SYSTEM TERMS	
Resources	Materials, services, staff, finances, or other assets that are transformed to produce a benefit for the public good.
Strategic Initiatives	The means through which a vision is translated into practice. The four current initiatives are *Healthy Families, Safe Communities, Sustainable Environments and Operational Excellence* and can be found in the Strategic Plan.
Strategic Plan	The five-year Strategic Plan tells residents and employees who the County is and where we want to go as an organization. It includes the County's vision, mission, three values, and four strategic initiatives and provides a detailed conversation about all these strategic elements that drive our organization.
Strategic Planning Support Team	This team is comprised of representatives from the Chief Administrative Office, each business Group, the Department of Human Resources, County Technology Office and County Communications Office. The SPST plays an important role in the development of the County's Strategic Plan and works closely with the General Managers on other Countywide special projects.
Team HEART	Customer Experience Ambassadors rely on their Team HEART to implement the positive approach (Helpfulness, Expertise, Attentiveness, Respect and Timeliness) within their department and satellite locations for the desired result of a positive customer experience.
Values	A shared culture of organizational behaviors. The County's Values can be found in the Strategic Plan; they are *Integrity, Stewardship and Commitment.*
Vision	A timeless statement that defines the goals and aspirations of an organization and inspires its employees and stakeholders. The County's Vision can be found in the Strategic Plan; it is *a region that is Building Better Health, Living Safely and Thriving.*

INTERAGENCY CHILDREN'S POLICY COUNCIL
ALAMEDA COUNTY

The Results Scorecard – How to use performance measure data to maximize planning and communication

**Alameda County
Health Care
Services Agency**

Dan Duncan, Senior Consultant
Results Leadership Group
www.resultsleadership.org

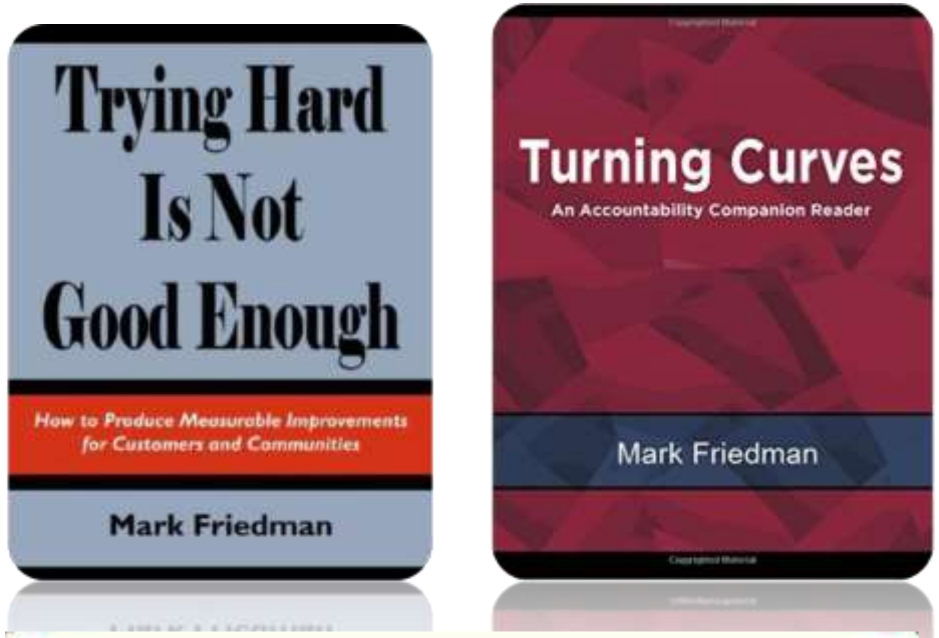
MEASURABLE RESULTS
FOR CHILDREN, FAMILIES, ADULTS AND COMMUNITIES

IMPACT

Results Leadership Group®

What is Results-Based Accountability (RBA)?

Results Leadership Group®



Trying Hard Is Not Good Enough

How to Produce Measurable Improvements for Customers and Communities

Mark Friedman

Turning Curves

An Accountability Companion Reader

Mark Friedman

Results-Based Accountability™

A disciplined way of thinking and taking action that communities can use to improve the lives of children, youth, families and the community as a whole.

It can also be used to improve the performance of programs, agencies and service systems.

Developed by Mark Friedman, detailed in his book *Trying Hard is Not Good Enough*.

COMMON LANGUAGE…COMMON SENSE…COMMON GROUND

Measurable Results for Children, Adults, Families and Communities

Two Key Principles for Achieving Measurable Impact

1. Starting with ends, working backwards to means

2. Data-driven, transparent decision-making.

RBA in a Nutshell
2 – 3 – 7

2 Kinds of Accountability

- Population- or Community-Level Quality of Life
  - (Results & Indicators)
- Performance- or Program-Level
  - (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)

Results-Based Accountability
is made up of two parts:

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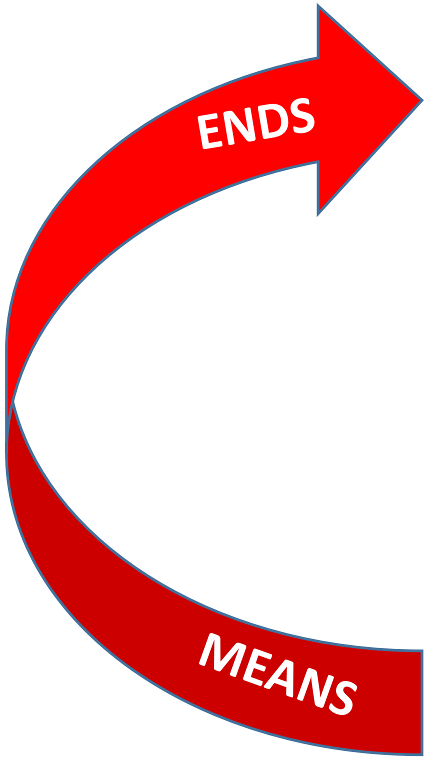
Distinction between population-level and program-level measures.



Population Accountability

about the well-being of
WHOLE POPULATIONS

For Neighborhoods, Communities – Cities – Counties – States - Nations

Performance Accountability

about the well-being of
CLIENT POPULATIONS

For Programs – Agencies – and Service Systems

Results-Based Accountability

Who is Responsible:

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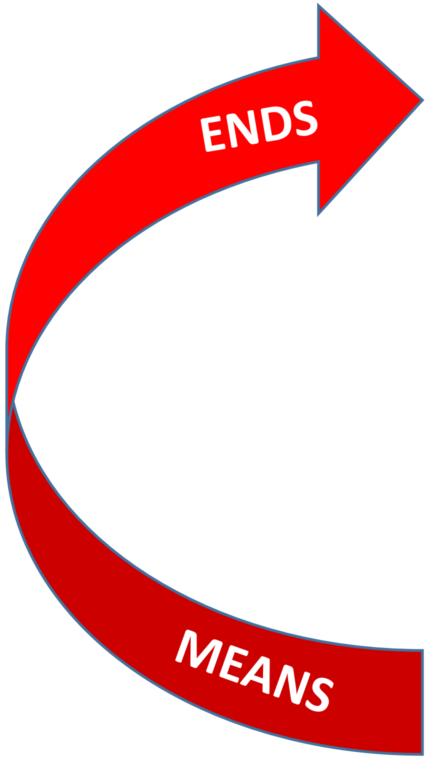
Distinction between population-level and program-level measures



Population-Level Measures

(i.e. how many people in the county go a whole day without eating a meal)

- The whole community is accountable

Program-Level Measures

(i.e. how many people Meals on Wheels feeds on a daily basis)

- Program managers are accountable

Definitions

RESULT/OUTCOME = A condition of well-being for children, adults, families or communities.

Children born healthy, Children succeeding in school, Safe communities, Clean Environment, Prosperous Economy

INDICATOR = A measure which helps quantify the achievement of a result.

Rate of low-birthweight babies, Rate of high school graduation,
crime rate, air quality index, unemployment rate

PERFORMANCE MEASURE = 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?

= **Customer Results or Outcomes**

Measurable Results for Children, Adults, Families and Communities

PERFORMANCE ACCOUNTABILITY – Programs, Activities, Strategies

Data to make the mid-course adjustments necessary for continuous improvement

Performance Measurers

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

Measurable Results for Children, Adults, Families and Communities

Performance Measurement Matrix

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	Quantity	Quality
Effort	**How much service did we deliver?**	**How well did we deliver it?**
Effect	**How much change / effect did we produce?**	**What quality of change / effect did we produce?**

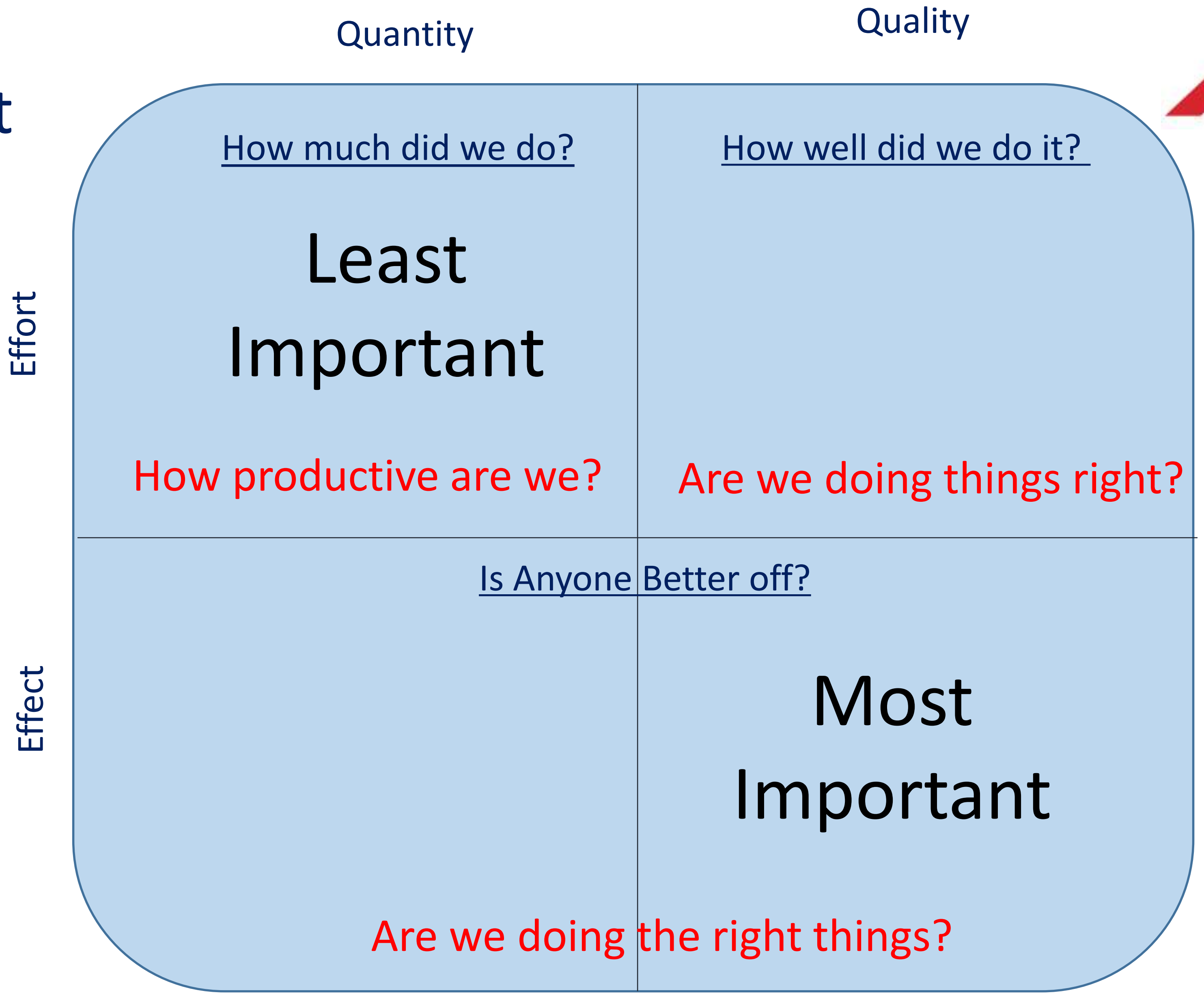
Measurable Results for Children, Adults, Families and Communities

Performance Measurement Matrix

Results Leadership Group®

<table>
<tr><th></th><th>Quantity</th><th>Quality</th></tr>
<tr><td>Effort</td><td>How much did we do?
# of Customers Served
Activities
How productive are we?</td><td>How well did we do it?
% Customer Satisfaction
% Retention Rates
% Following Protocols
Are we doing things right?</td></tr>
<tr><td rowspan="3">Effect</td><td colspan="2">Is Anyone Better off?</td></tr>
<tr><td># Skills / Knowledge
Attitude / Opinion
Behavior
Condition/Circumstance</td><td>% Skills / Knowledge
% Attitude / Opinion
% Behavior
% Condition/Circumstance</td></tr>
<tr><td colspan="2">Are we doing the right things?</td></tr>
</table>

Performance Measurement Matrix



Quantity

Quality

Effort

Effect

How much did we do?

Least Important

How productive are we?

How well did we do it?

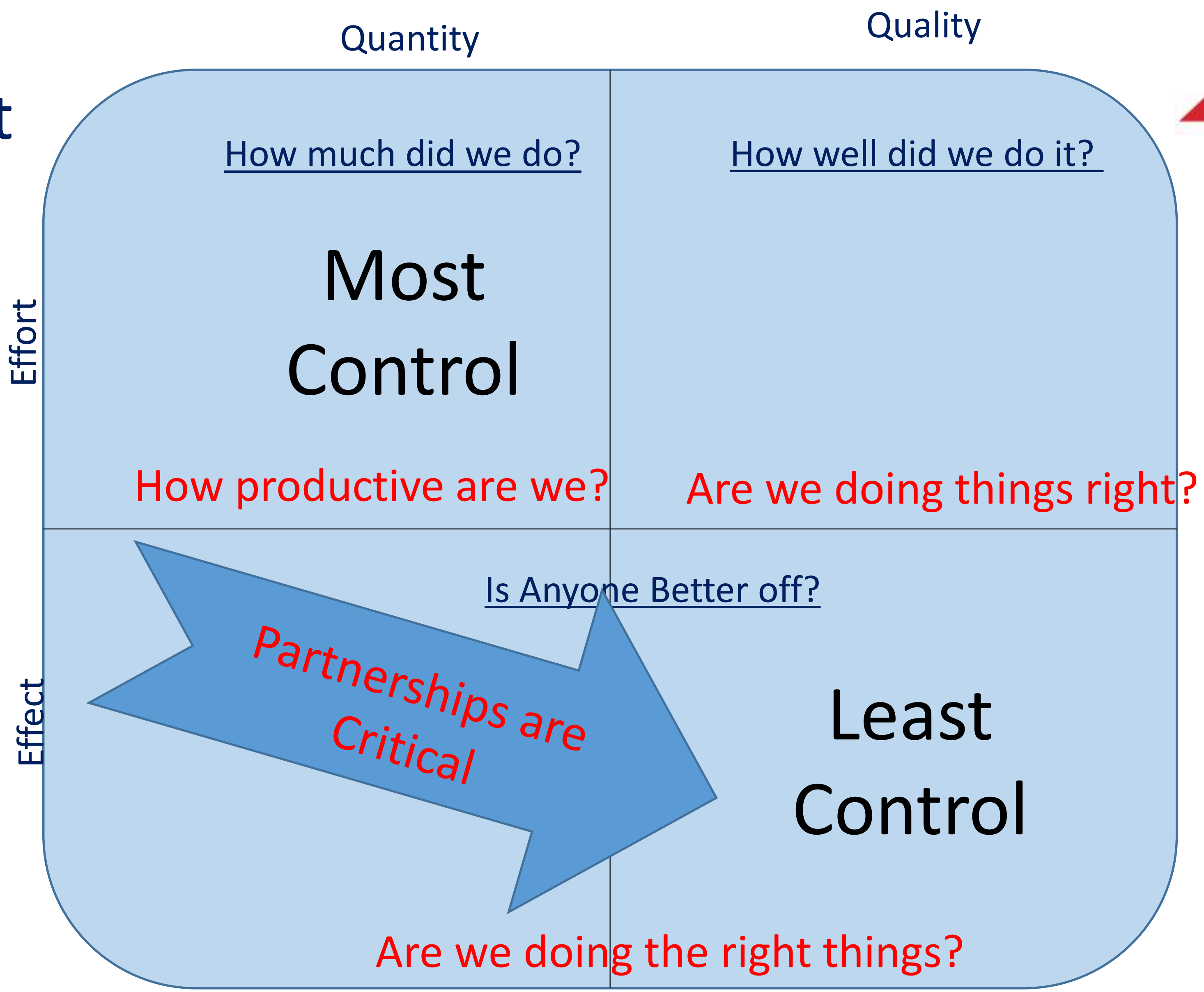
Are we doing things right?

Is Anyone Better off?

Most Important

Are we doing the right things?

Performance Measurement Matrix



Quantity

Quality

Effort

How much did we do?

Most Control

How productive are we?

How well did we do it?

Are we doing things right?

Effect

Is Anyone Better off?

Partnerships are Critical

Least Control

Are we doing the right things?

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Questions?

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Results SCORECARD

Measurable Results for Children, Adults, Families and Communities

Results Scorecard

- Flexible Web-based System
- Communication tool – to share information & results and build partnerships
- Strategic Planning Tool for to use data to make decisions at both the Population Results level and the for improving programs and strategies

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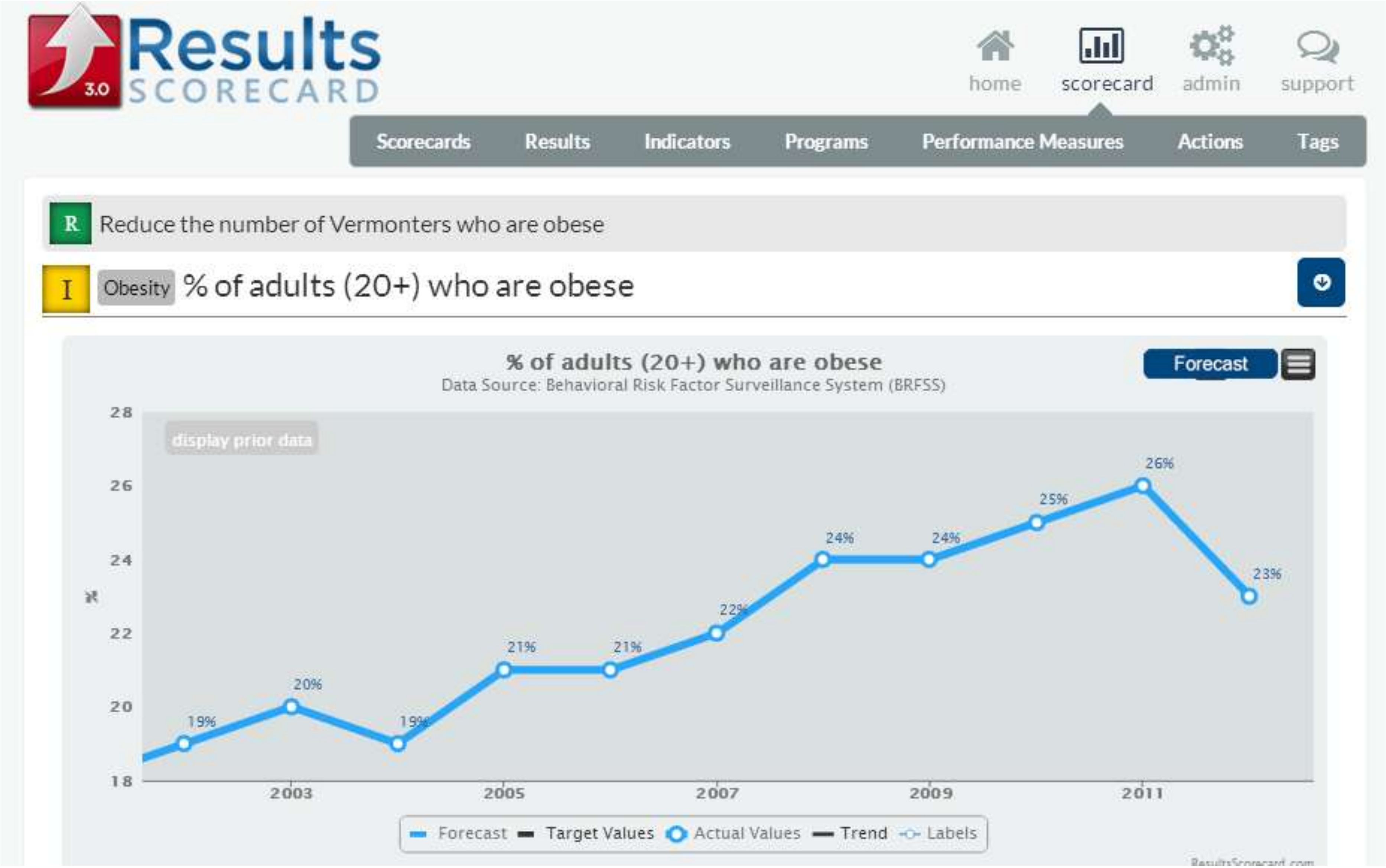
Scorecards


Results SCORECARD 3.0
home
scorecard
admin
support
Scorecards
Results
Indicators
Programs
Performance Measures
Actions
Tags
Forecast
display prior data
28
26
24
22
20
18
%
2003
2005
2007
2009
2011
19%
20%
19%
21%
21%
22%
24%
24%
25%
26%
23%
Forecast
Target Values
Actual Values
Trend
Labels
ResultsScorecard.com

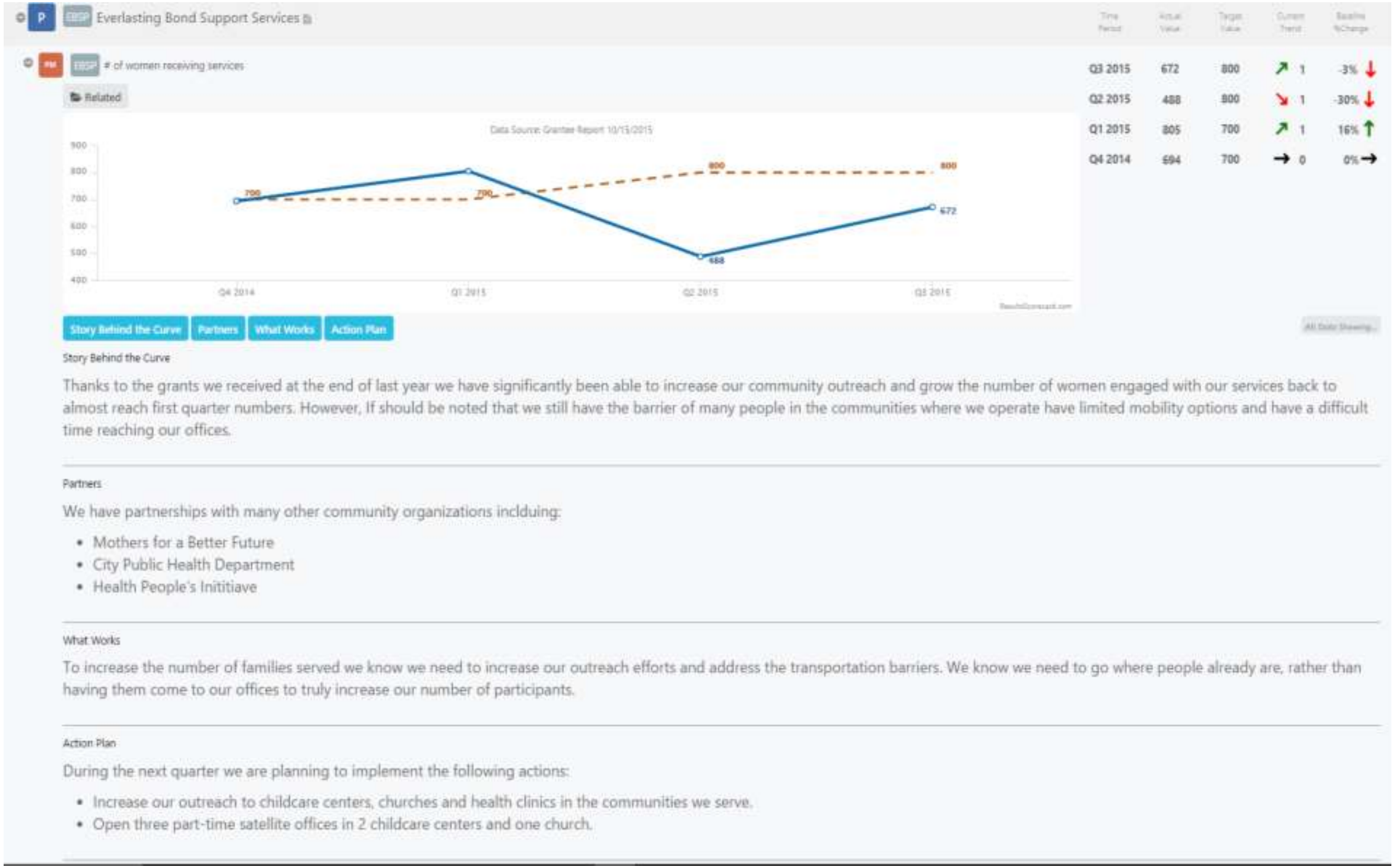
R Reduce the number of Vermonters who are obese

I Obesity % of adults (20+) who are obese

% of adults (20+) who are obese

Data Source: Behavioral Risk Factor Surveillance System (BRFSS)

Measurable Results for Children, Adults, Families and Communities


P
EBSP
PM
EBSP
Related
Data Source: Grantee Report 10/15/2015
900
800
700
600
500
400
700
700
800
800
672
488
Q4 2014
Q1 2015
Q2 2015
Q3 2015
ResultsScorecard.com
Story Behind the Curve
Partners
What Works
Action Plan
All Data Showing

Everlasting Bond Support Services

# of women receiving services

Time Period	Actual Value	Target Value	Current Trend	Baseline %Change
Q3 2015	672	800	↗ 1	-3% ↓
Q2 2015	488	800	↘ 1	-30% ↓
Q1 2015	805	700	↗ 1	16% ↑
Q4 2014	694	700	→ 0	0% →

Story Behind the Curve

Thanks to the grants we received at the end of last year we have significantly been able to increase our community outreach and grow the number of women engaged with our services back to almost reach first quarter numbers. However, If should be noted that we still have the barrier of many people in the communities where we operate have limited mobility options and have a difficult time reaching our offices.

Partners

We have partnerships with many other community organizations inclduing:

- Mothers for a Better Future
- City Public Health Department
- Health People's Inititiave

What Works

To increase the number of families served we know we need to increase our outreach efforts and address the transportation barriers. We know we need to go where people already are, rather than having them come to our offices to truly increase our number of participants.

Action Plan

During the next quarter we are planning to implement the following actions:

- Increase our outreach to childcare centers, churches and health clinics in the communities we serve.
- Open three part-time satellite offices in 2 childcare centers and one church.

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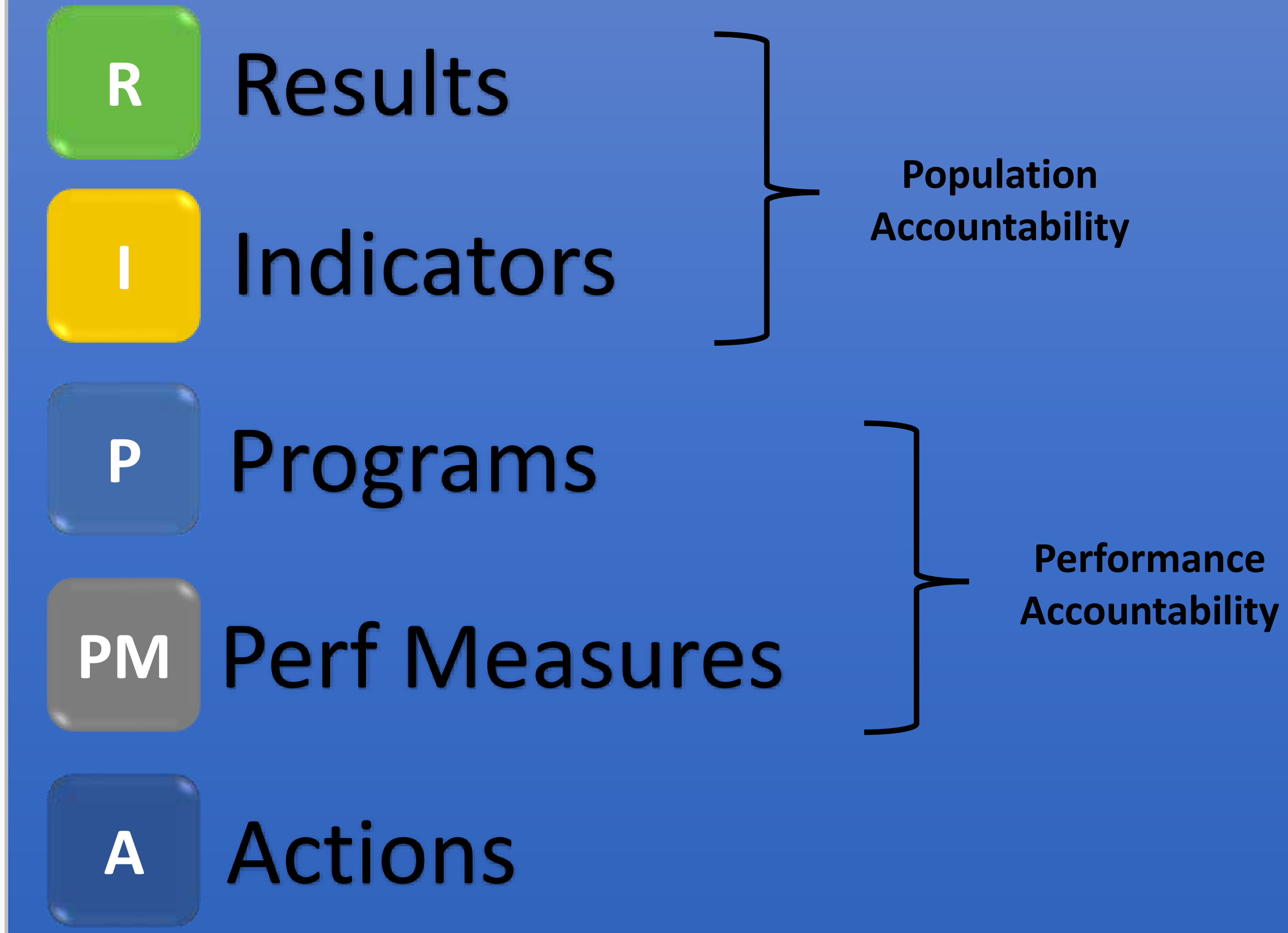
Results SCORECARD

Scorecard Objects



- **R** Results
- **I** Indicators

Population Accountability

- **P** Programs
- **PM** Perf Measures

Performance Accountability

- **A** Actions

Results Leadership Group®

Primary Tools

What Is Results Scorecard Made Of?

Scorecard - Graphs

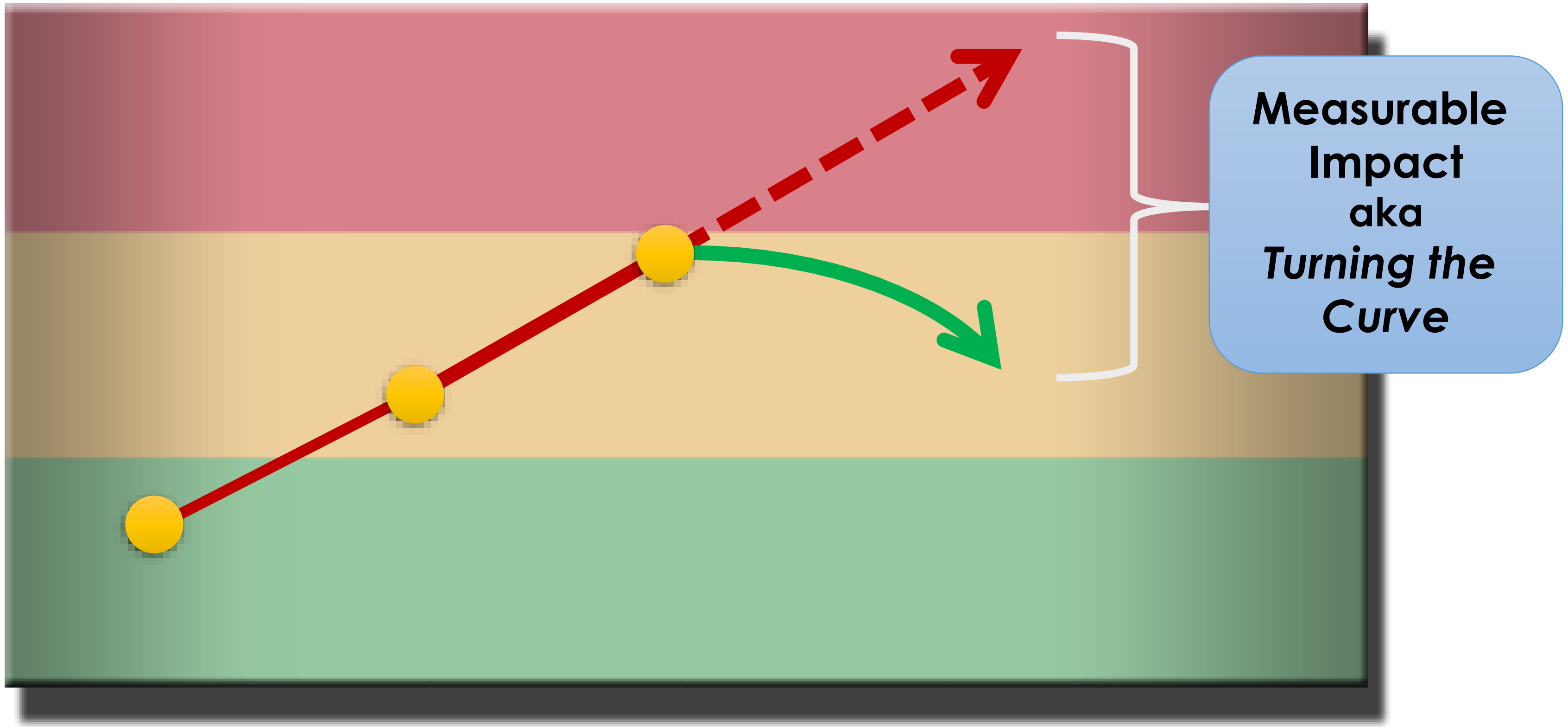
Strategy Maps

Gantt Charts

Other Tools

- Notes
- Custom Reports
- Embed Scorecards

Results Scorecard Graphs

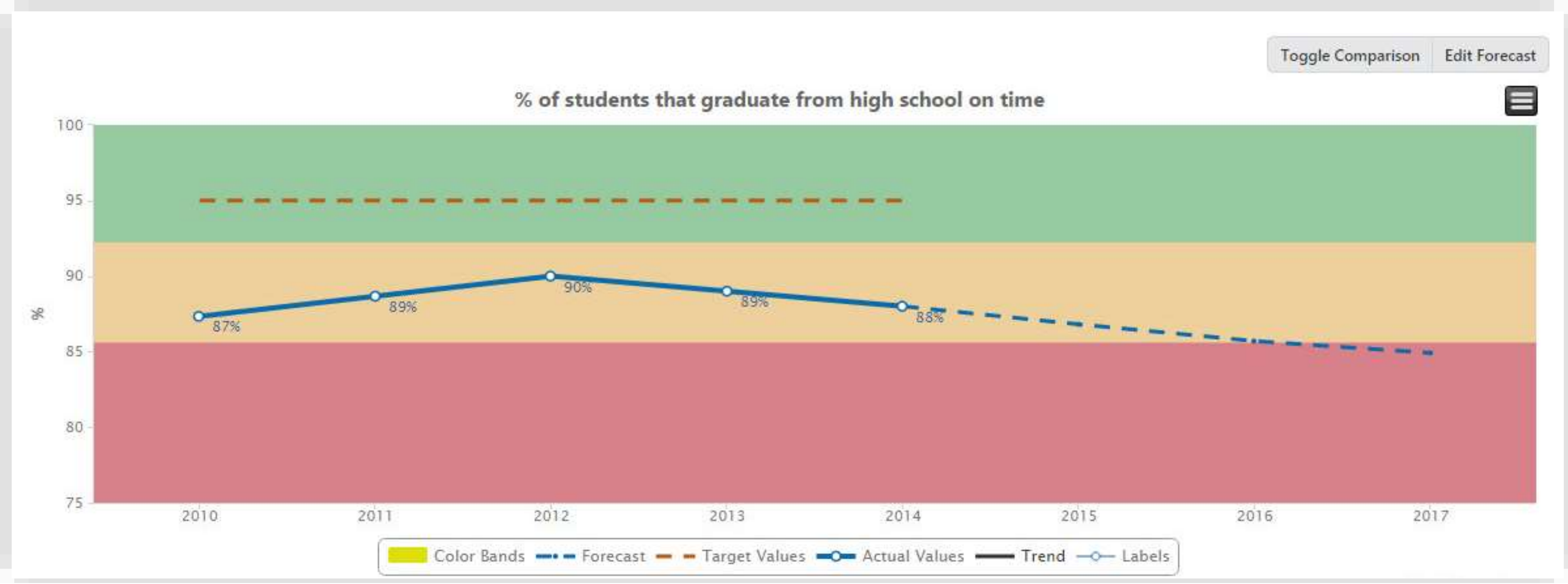


Measurable
Impact
aka
*Turning the
Curve*

Measurable Results for Children, Adults, Families and Communities

Results Scorecard Graphs

Results
Leadership
Group®

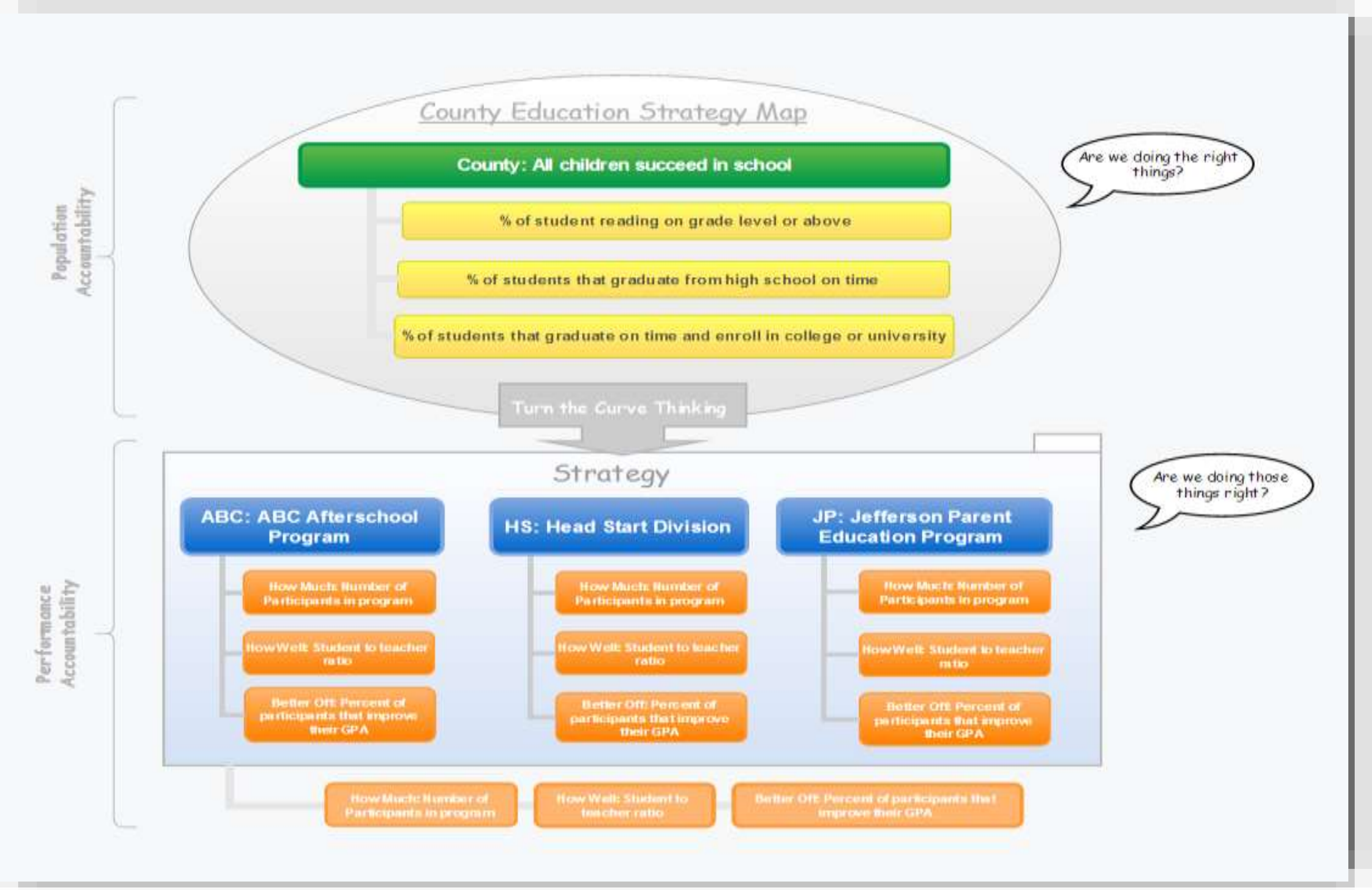

Toggle Comparison
Edit Forecast
% of students that graduate from high school on time
100
95
90
85
80
75
%
87%
89%
90%
89%
88%
2010
2011
2012
2013
2014
2015
2016
2017
Color Bands
Forecast
Target Values
Actual Values
Trend
Labels

Strategy Maps

- A diagram that describes how an organization creates value by connecting Results and Programs for achieving those Results with each other
- Free form canvas for creative planning and communication
- Translate strategy into operational terms
- Always tied to a specific Scorecard

Strategy Map

Results Leadership Group®



County Education Strategy Map

County: All children succeed in school

- % of student reading on grade level or above
- % of students that graduate from high school on time
- % of students that graduate on time and enroll in college or university

Turn the Curve Thinking

Strategy

ABC: ABC Afterschool Program

- How Much: Number of Participants in program
- How Well: Student to teacher ratio
- Better Off: Percent of participants that improve their GPA

HS: Head Start Division

- How Much: Number of Participants in program
- How Well: Student to teacher ratio
- Better Off: Percent of participants that improve their GPA

JP: Jefferson Parent Education Program

- How Much: Number of Participants in program
- How Well: Student to teacher ratio
- Better Off: Percent of participants that improve their GPA

How Much: Number of Participants in program

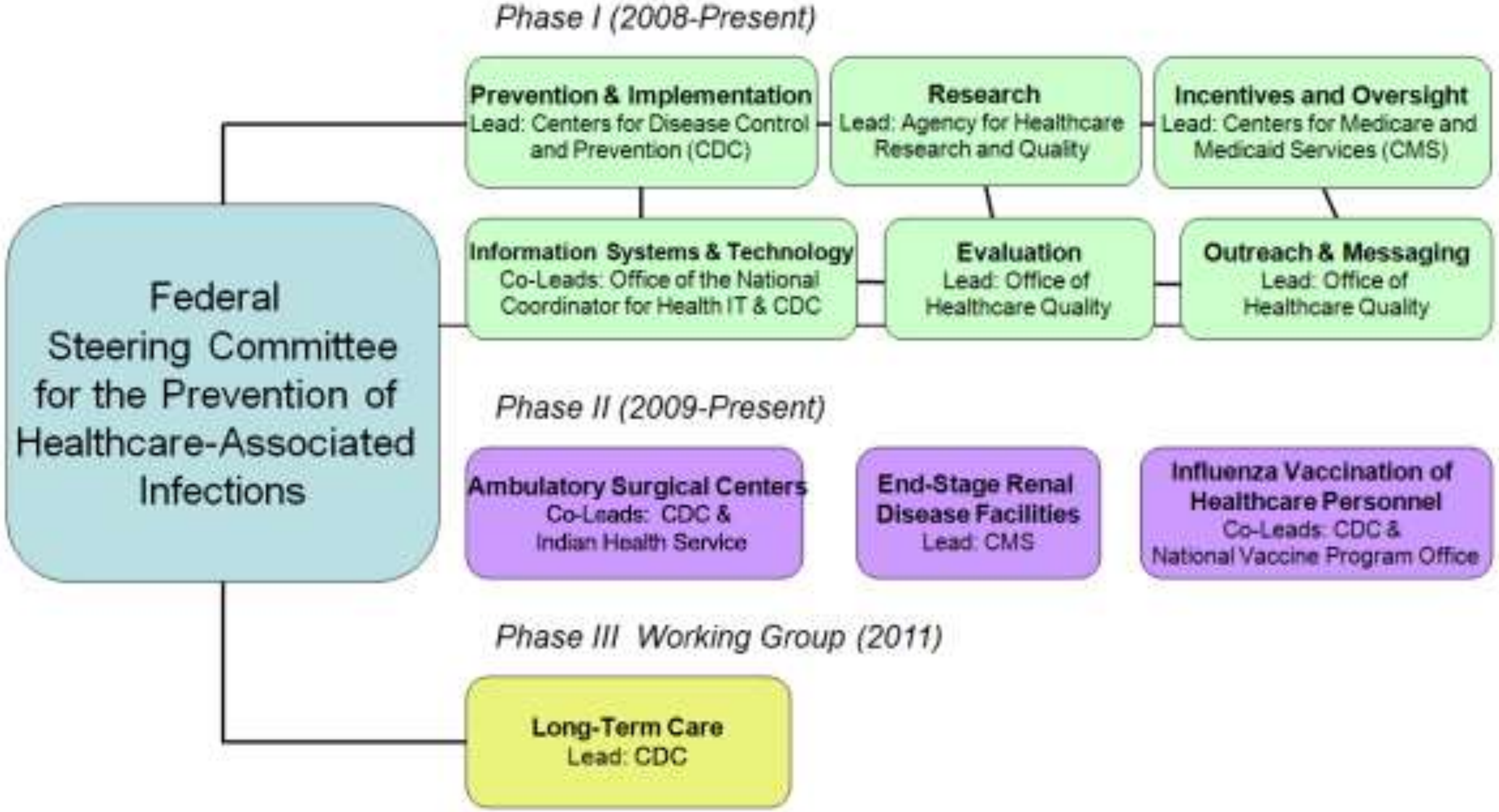
How Well: Student to teacher ratio

Better Off: Percent of participants that improve their GPA

Population Accountability
Performance Accountability
Are we doing the right things?
Are we doing those things right?

Measurable Results for Children, Adults, Families and Communities

Here’s one that’s laid out left to right instead of top to bottom



Federal Steering Committee for the Prevention of Healthcare-Associated Infections

Phase I (2008-Present)

Prevention & Implementation
Lead: Centers for Disease Control and Prevention (CDC)

Research
Lead: Agency for Healthcare Research and Quality

Incentives and Oversight
Lead: Centers for Medicare and Medicaid Services (CMS)

Information Systems & Technology
Co-Leads: Office of the National Coordinator for Health IT & CDC

Evaluation
Lead: Office of Healthcare Quality

Outreach & Messaging
Lead: Office of Healthcare Quality

Phase II (2009-Present)

Ambulatory Surgical Centers
Co-Leads: CDC & Indian Health Service

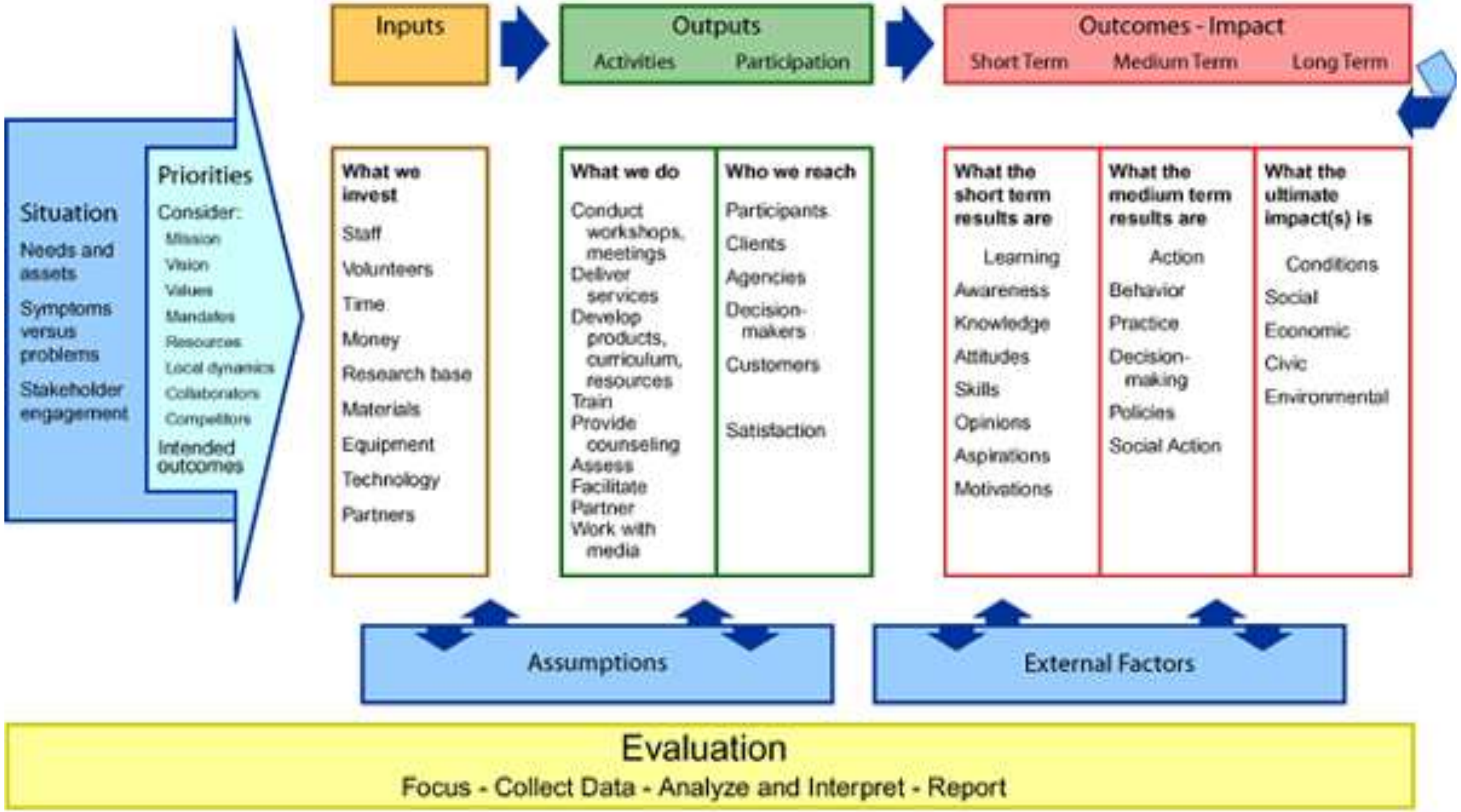
End-Stage Renal Disease Facilities
Lead: CMS

Influenza Vaccination of Healthcare Personnel
Co-Leads: CDC & National Vaccine Program Office

Phase III Working Group (2011)

Long-Term Care
Lead: CDC

Here’s an example of how you could create an impact diagram using the strategy map tool



Situation
Needs and assets
Symptoms versus problems
Stakeholder engagement

Priorities
Consider:
- Mission
- Vision
- Values
- Mandates
- Resources
- Local dynamics
- Collaborators
- Competitors

Intended outcomes

Inputs

What we invest
- Staff
- Volunteers
- Time
- Money
- Research base
- Materials
- Equipment
- Technology
- Partners

Outputs

Activities — **What we do**
- Conduct workshops, meetings
- Deliver services
- Develop products, curriculum, resources
- Train
- Provide counseling
- Assess
- Facilitate
- Partner
- Work with media

Participation — **Who we reach**
- Participants
- Clients
- Agencies
- Decision-makers
- Customers
- Satisfaction

Outcomes - Impact

Short Term — **What the short term results are**
- Learning
- Awareness
- Knowledge
- Attitudes
- Skills
- Opinions
- Aspirations
- Motivations

Medium Term — **What the medium term results are**
- Action
- Behavior
- Practice
- Decision-making
- Policies
- Social Action

Long Term — **What the ultimate impact(s) is**
- Conditions
- Social
- Economic
- Civic
- Environmental

Assumptions

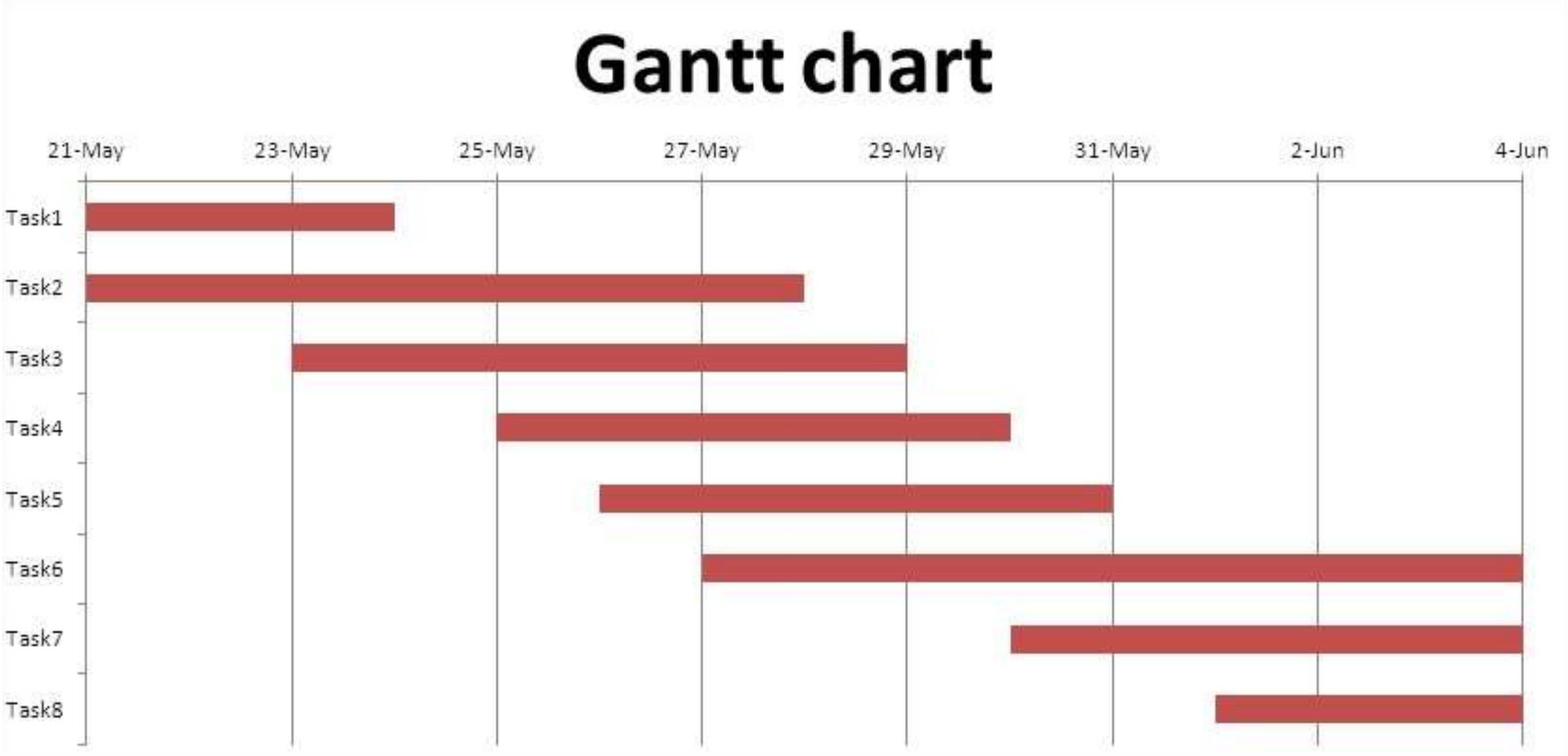
External Factors

Evaluation
Focus - Collect Data - Analyze and Interpret - Report

Gantt Charts

- An interactive timeline that illustrates the schedule of projects and actions
- A tool for turning complexity and chaos into an organized breakdown of all the component parts of a project
- Manage the who, what, when, where, & how of your strategies to turn curves to ensure that they are implemented efficiently and effectively.

This is what a typical Gantt chart might look like.



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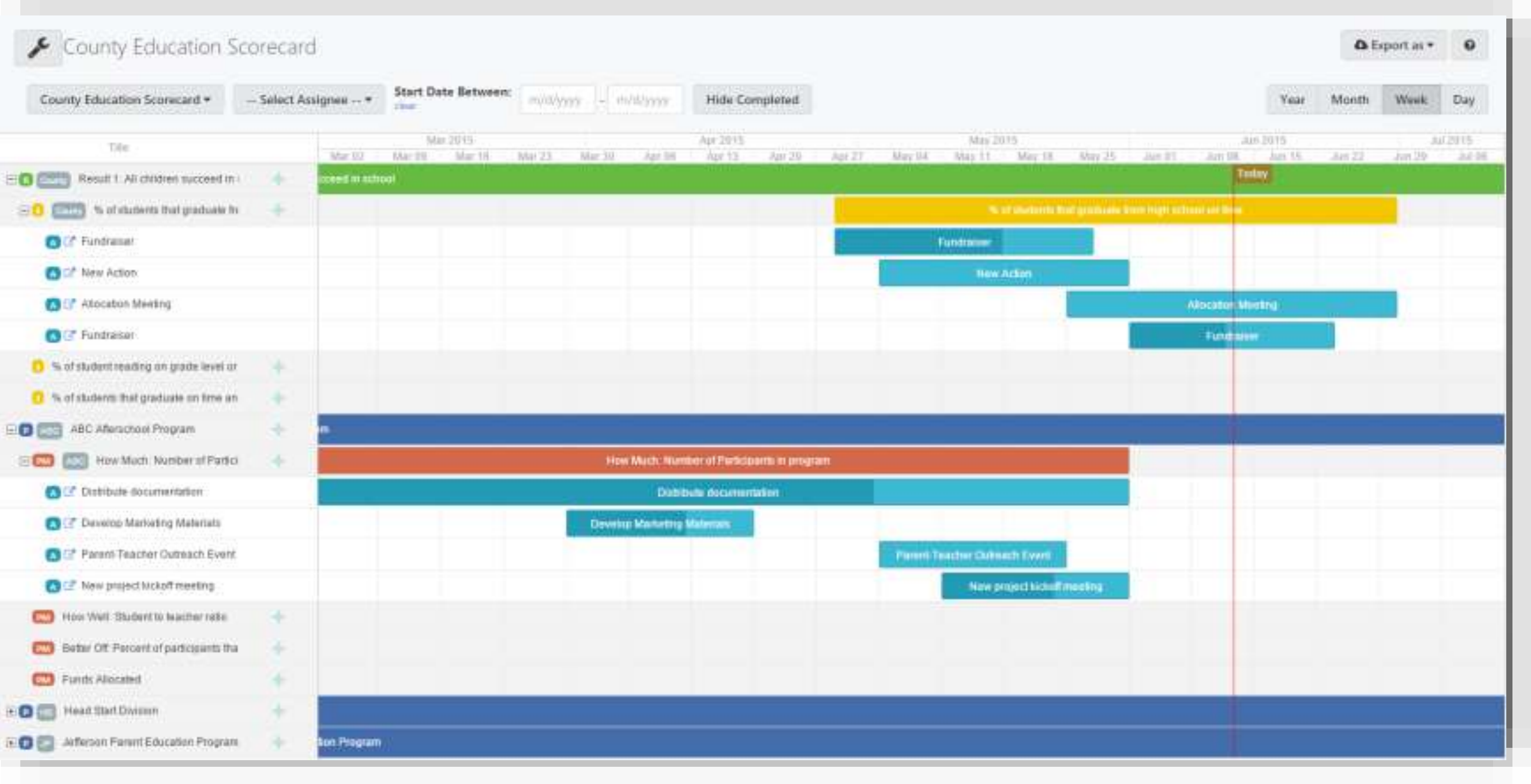
Here is want an interactive Gantt Chart looks like in the Scorecard


County Education Scorecard
Export as
County Education Scorecard
-- Select Assignee --
Start Date Between:
clear
m/d/yyyy
m/d/yyyy
Hide Completed
Year
Month
Week
Day
Title
Mar 2015
Apr 2015
May 2015
Jun 2015
Jul 2015
Mar 02
Mar 09
Mar 16
Mar 23
Mar 30
Apr 06
Apr 13
Apr 20
Apr 27
May 04
May 11
May 18
May 25
Jun 01
Jun 08
Jun 15
Jun 22
Jun 29
Jul 06
Today
Result 1: All children succeed in
cceed in school
% of students that graduate fr
% of students that graduate from high school on time
Fundraiser
New Action
Allocation Meeting
Fundraiser
% of student reading on grade level or
% of students that graduate on time an
ABC Afterschool Program
How Much: Number of Partici
How Much: Number of Participants in program
Distribute documentation
Develop Marketing Materials
Parent-Teacher Outreach Event
New project kickoff meeting
How Well: Student to teacher ratio
Better Off: Percent of participants tha
Funds Allocated
Head Start Division
Jefferson Parent Education Program
tion Program

Measurable Results for Children, Adults, Families and Communities

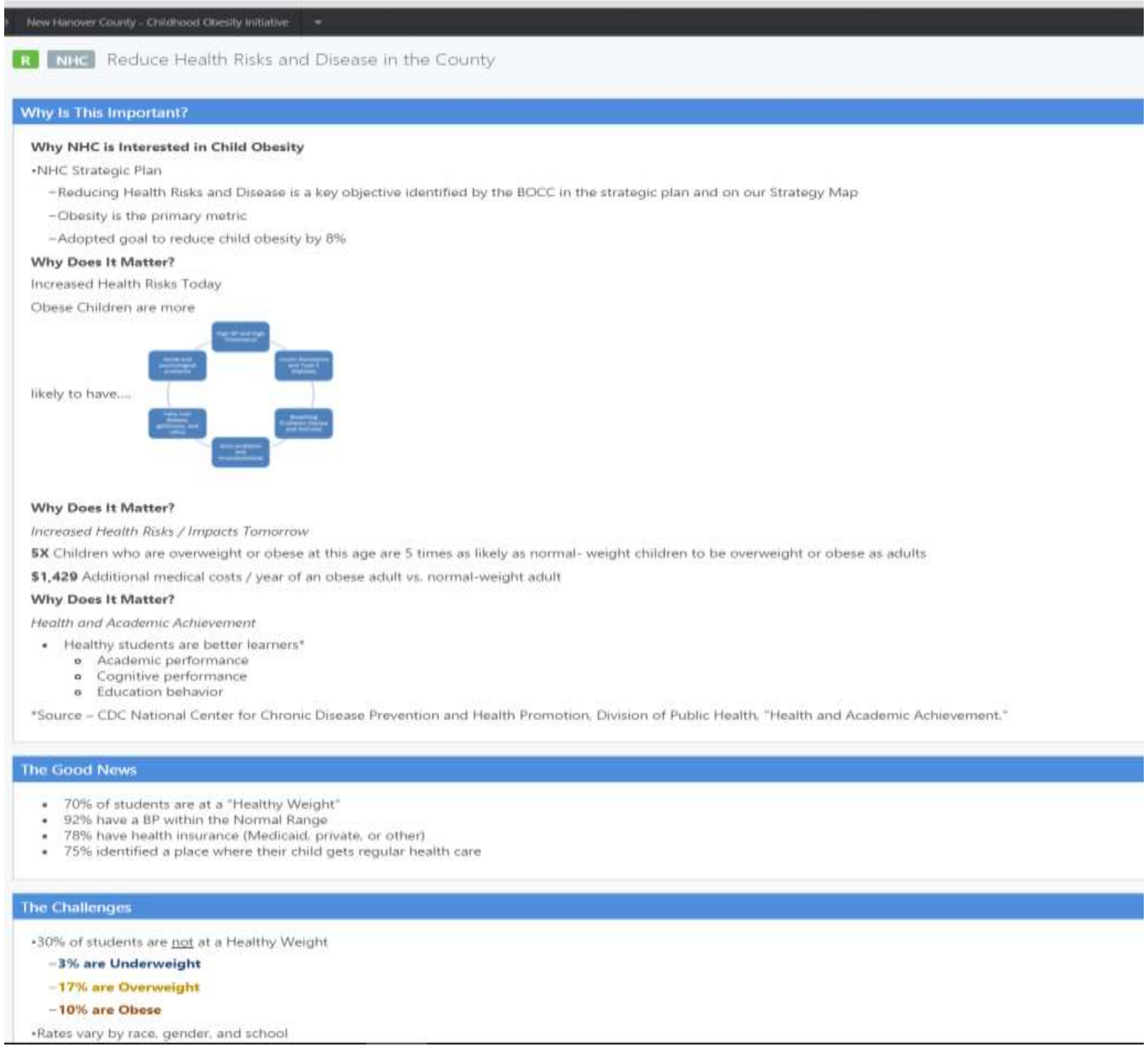
Notes

- Rich text boxes for recording additional information and goals for objects

You can….

  - Add or remove notes from individual objects
  - Change the system default notes
  - Add files, videos, images, and links in notes
  - View historical records of notes

Notes: To Set the Stage



Reduce Health Risks and Disease in the County

Why Is This Important?

Why NHC is Interested in Child Obesity

- NHC Strategic Plan
  - Reducing Health Risks and Disease is a key objective identified by the BOCC in the strategic plan and on our Strategy Map
  - Obesity is the primary metric
  - Adopted goal to reduce child obesity by 8%

Why Does It Matter?

Increased Health Risks Today

Obese Children are more

likely to have....

Why Does It Matter?

Increased Health Risks / Impacts Tomorrow

5X Children who are overweight or obese at this age are 5 times as likely as normal- weight children to be overweight or obese as adults

$1,429 Additional medical costs / year of an obese adult vs. normal-weight adult

Why Does It Matter?

Health and Academic Achievement

- Healthy students are better learners*
  - Academic performance
  - Cognitive performance
  - Education behavior

*Source – CDC National Center for Chronic Disease Prevention and Health Promotion, Division of Public Health, "Health and Academic Achievement."

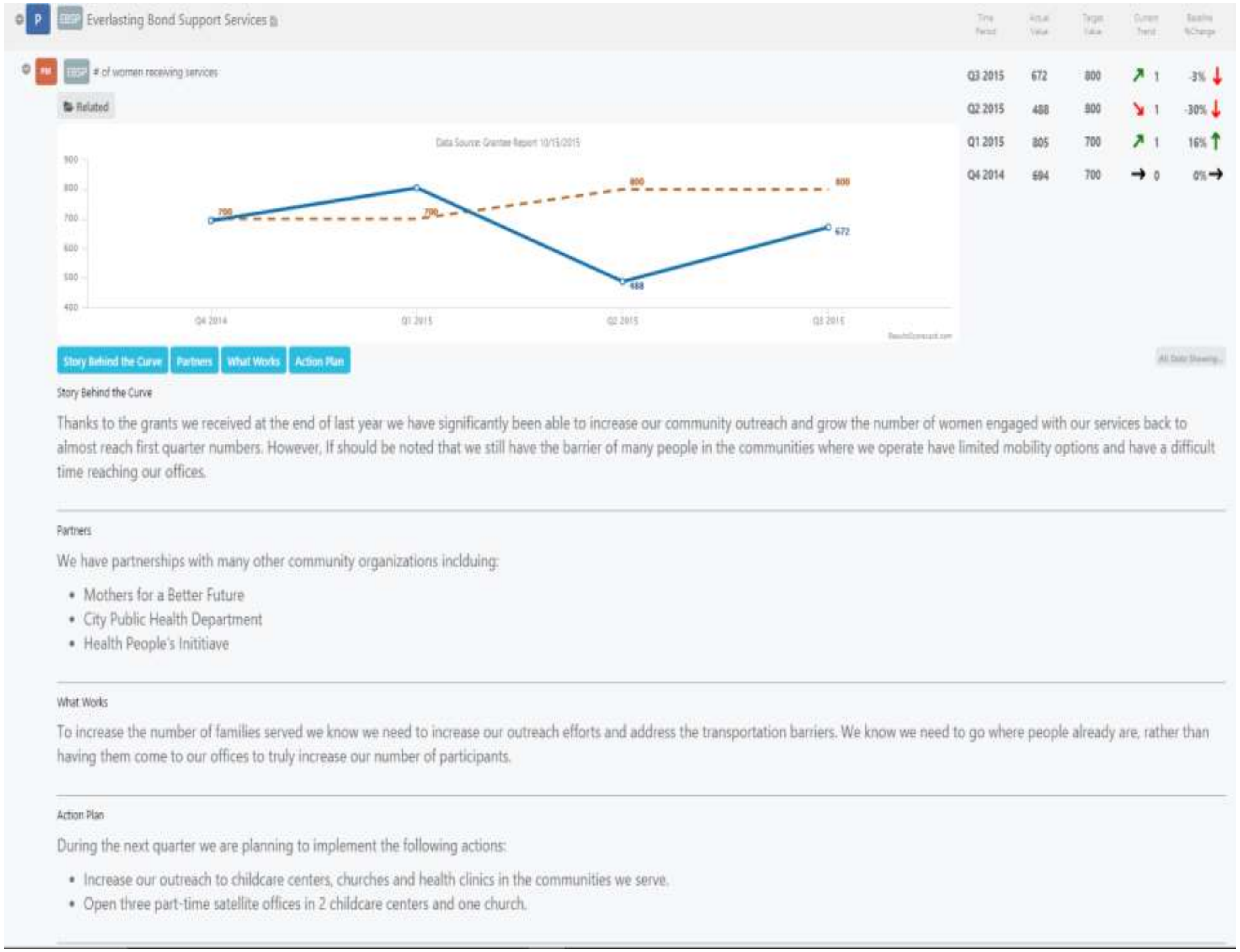
The Good News

- 70% of students are at a "Healthy Weight"
- 92% have a BP within the Normal Range
- 78% have health insurance (Medicaid, private, or other)
- 75% identified a place where their child gets regular health care

The Challenges

- 30% of students are not at a Healthy Weight
  - **3% are Underweight**
  - **17% are Overweight**
  - **10% are Obese**
- Rates vary by race, gender, and school

Notes: Turn the Curve Thinking



Everlasting Bond Support Services

# of women receiving services

Data Source: Grantee Report 10/15/2015

Time Period	Actual Value	Target Value	Current Trend	Baseline %Change
Q3 2015	672	800	↗ 1	-3% ↓
Q2 2015	488	800	↘ 1	-30% ↓
Q1 2015	805	700	↗ 1	16% ↑
Q4 2014	694	700	→ 0	0% →

Story Behind the Curve

Thanks to the grants we received at the end of last year we have significantly been able to increase our community outreach and grow the number of women engaged with our services back to almost reach first quarter numbers. However, If should be noted that we still have the barrier of many people in the communities where we operate have limited mobility options and have a difficult time reaching our offices.

Partners

We have partnerships with many other community organizations inclduing:

- Mothers for a Better Future
- City Public Health Department
- Health People's Inititiave

What Works

To increase the number of families served we know we need to increase our outreach efforts and address the transportation barriers. We know we need to go where people already are, rather than having them come to our offices to truly increase our number of participants.

Action Plan

During the next quarter we are planning to implement the following actions:

- Increase our outreach to childcare centers, churches and health clinics in the communities we serve.
- Open three part-time satellite offices in 2 childcare centers and one church.

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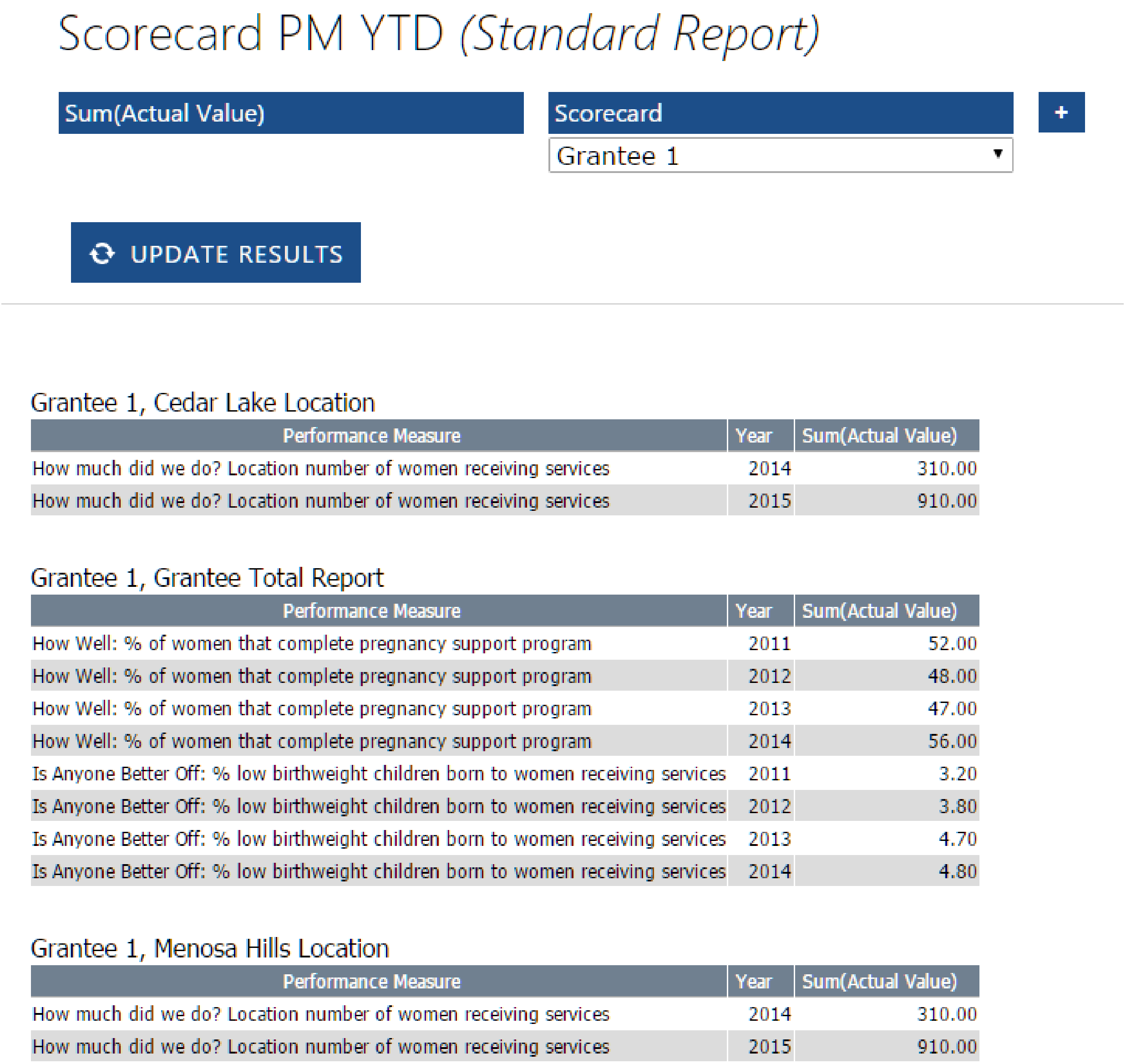
Measurable Results for Children, Adults, Families and Communities

Standard Reports



Scorecard PM YTD *(Standard Report)*

Grantee 1, Cedar Lake Location

Performance Measure	Year	Sum(Actual Value)
How much did we do? Location number of women receiving services	2014	310.00
How much did we do? Location number of women receiving services	2015	910.00

Grantee 1, Grantee Total Report

Performance Measure	Year	Sum(Actual Value)
How Well: % of women that complete pregnancy support program	2011	52.00
How Well: % of women that complete pregnancy support program	2012	48.00
How Well: % of women that complete pregnancy support program	2013	47.00
How Well: % of women that complete pregnancy support program	2014	56.00
Is Anyone Better Off: % low birthweight children born to women receiving services	2011	3.20
Is Anyone Better Off: % low birthweight children born to women receiving services	2012	3.80
Is Anyone Better Off: % low birthweight children born to women receiving services	2013	4.70
Is Anyone Better Off: % low birthweight children born to women receiving services	2014	4.80

Grantee 1, Menosa Hills Location

Performance Measure	Year	Sum(Actual Value)
How much did we do? Location number of women receiving services	2014	310.00
How much did we do? Location number of women receiving services	2015	910.00

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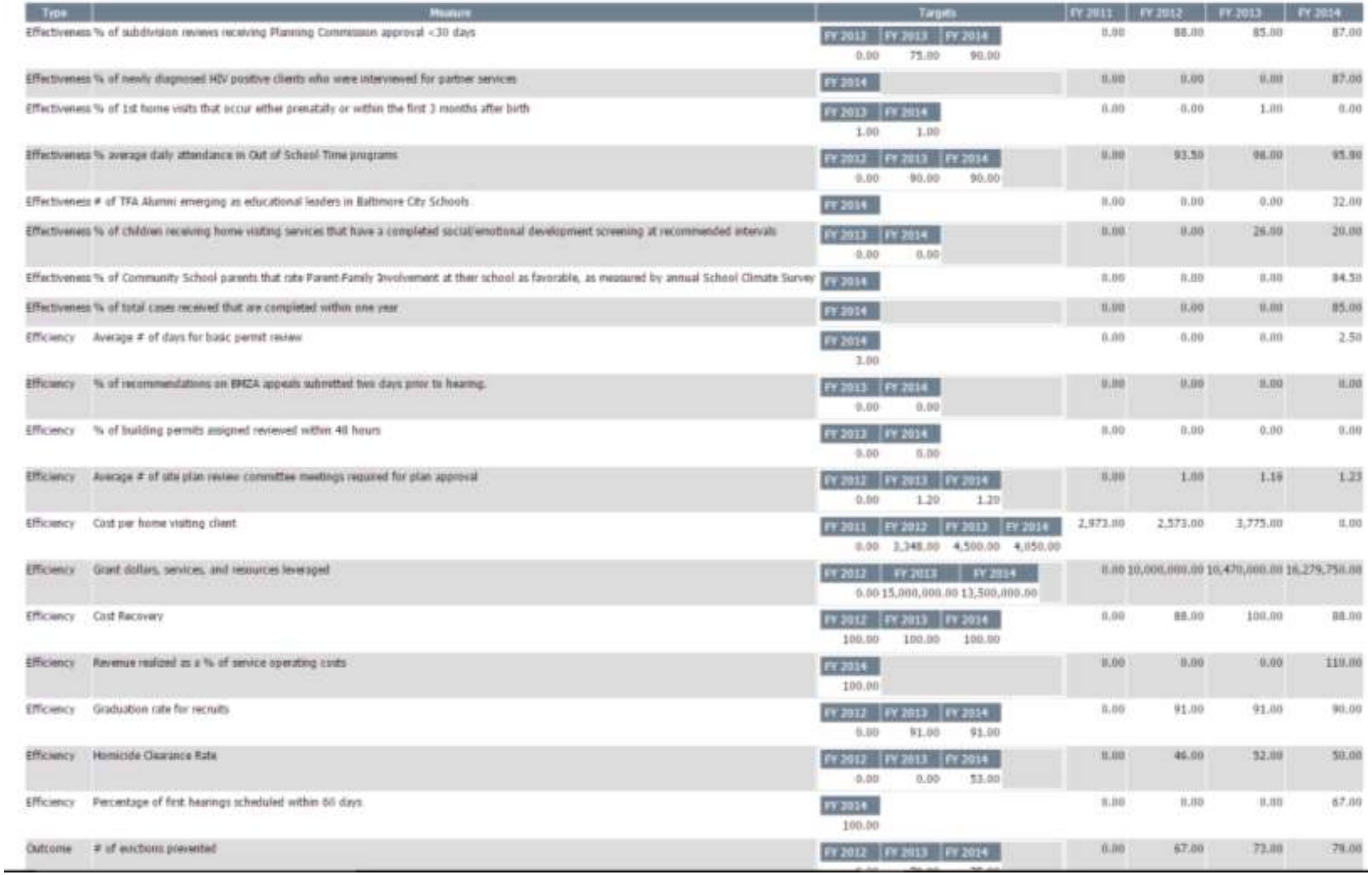
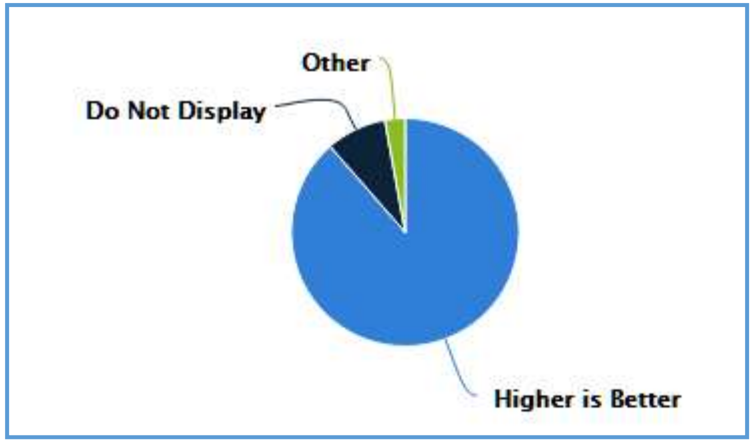
Measurable Results for Children, Adults, Families and Communities

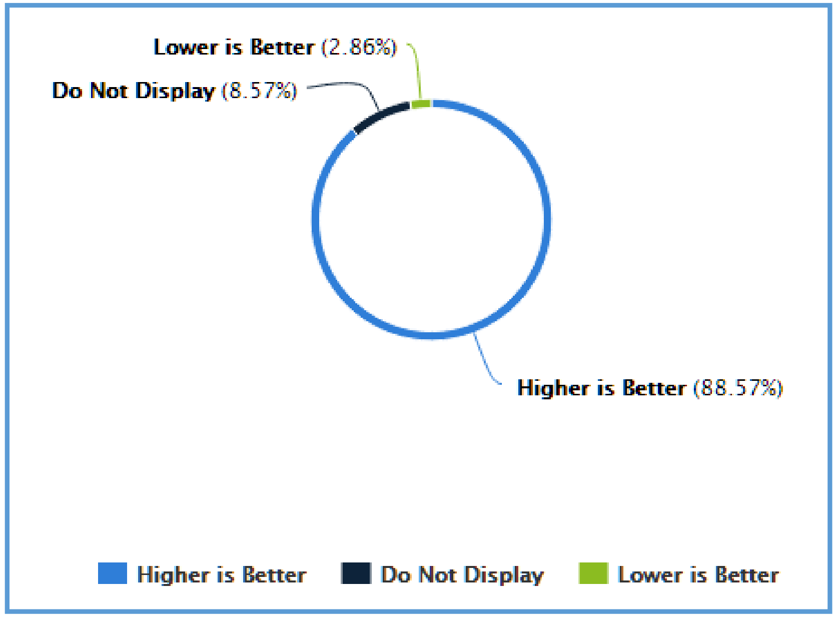
Custom Reports - Tables

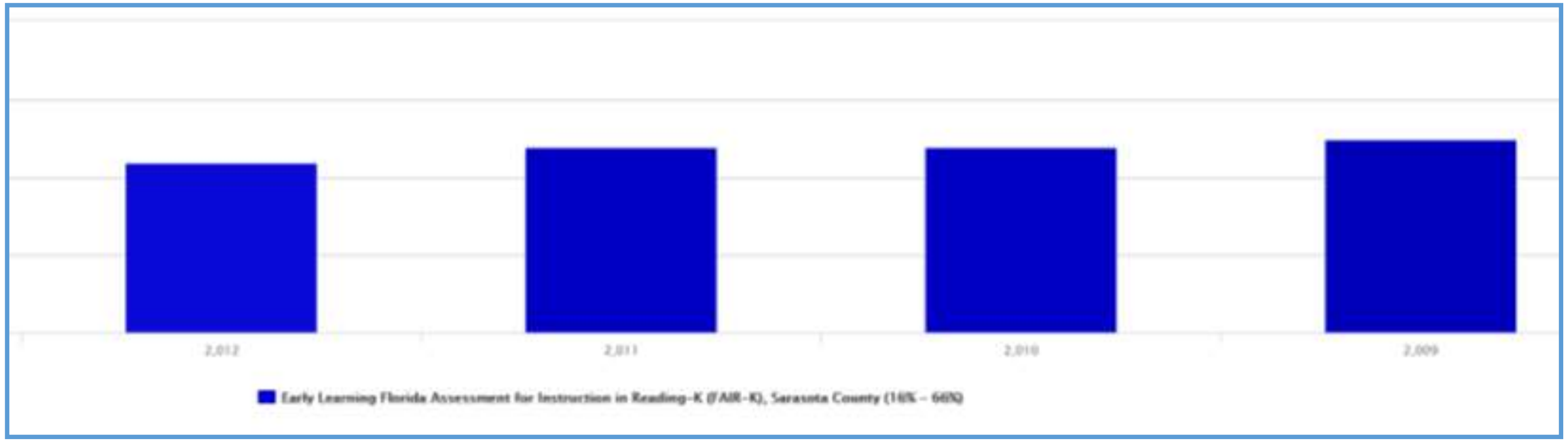


Type	Measure	Targets	FY 2011	FY 2012	FY 2013	FY 2014
Effectiveness	% of subdivision reviews receiving Planning Commission approval <30 days	FY 2012 FY 2013 FY 2014 0.00 75.00 90.00	0.00	88.00	85.00	87.00
Effectiveness	% of newly diagnosed HIV positive clients who were interviewed for partner services	FY 2014	0.00	0.00	0.00	87.00
Effectiveness	% of 1st home visits that occur either prenatally or within the first 3 months after birth	FY 2013 FY 2014 1.00 1.00	0.00	0.00	1.00	0.00
Effectiveness	% average daily attendance in Out of School Time programs	FY 2012 FY 2013 FY 2014 0.00 90.00 90.00	0.00	93.50	98.00	95.00
Effectiveness	# of TFA Alumni emerging as educational leaders in Baltimore City Schools	FY 2014	0.00	0.00	0.00	32.00
Effectiveness	% of children receiving home visiting services that have a completed social/emotional development screening at recommended intervals	FY 2013 FY 2014 0.00 0.00	0.00	0.00	26.00	20.00
Effectiveness	% of Community School parents that rate Parent-Family Involvement at their school as favorable, as measured by annual School Climate Survey	FY 2014	0.00	0.00	0.00	84.50
Effectiveness	% of total cases received that are completed within one year	FY 2014	0.00	0.00	0.00	85.00
Efficiency	Average # of days for basic permit review	FY 2014 3.00	0.00	0.00	0.00	2.50
Efficiency	% of recommendations on BMZA appeals submitted two days prior to hearing.	FY 2013 FY 2014 0.00 0.00	0.00	0.00	0.00	0.00
Efficiency	% of building permits assigned reviewed within 48 hours	FY 2012 FY 2014 0.00 0.00	0.00	0.00	0.00	0.00
Efficiency	Average # of site plan review committee meetings required for plan approval	FY 2012 FY 2013 FY 2014 0.00 1.20 1.20	0.00	1.00	1.16	1.23
Efficiency	Cost per home visiting client	FY 2011 FY 2012 FY 2013 FY 2014 0.00 3,348.00 4,500.00 4,050.00	2,973.00	2,573.00	3,775.00	0.00
Efficiency	Grant dollars, services, and resources leveraged	FY 2012 FY 2013 FY 2014 0.00 15,000,000.00 13,500,000.00	0.00	10,000,000.00	10,470,000.00	16,279,750.00
Efficiency	Cost Recovery	FY 2012 FY 2013 FY 2014 100.00 100.00 100.00	0.00	88.00	100.00	88.00
Efficiency	Revenue realized as a % of service operating costs	FY 2014 100.00	0.00	0.00	0.00	110.00
Efficiency	Graduation rate for recruits	FY 2012 FY 2013 FY 2014 0.00 91.00 91.00	0.00	91.00	91.00	90.00
Efficiency	Homicide Clearance Rate	FY 2012 FY 2013 FY 2014 0.00 0.00 53.00	0.00	46.00	52.00	50.00
Efficiency	Percentage of first hearings scheduled within 60 days	FY 2014 100.00	0.00	0.00	0.00	67.00
Outcome	# of evictions prevented	FY 2012 FY 2013 FY 2014	0.00	67.00	73.00	79.00

Custom Reports - Graphs





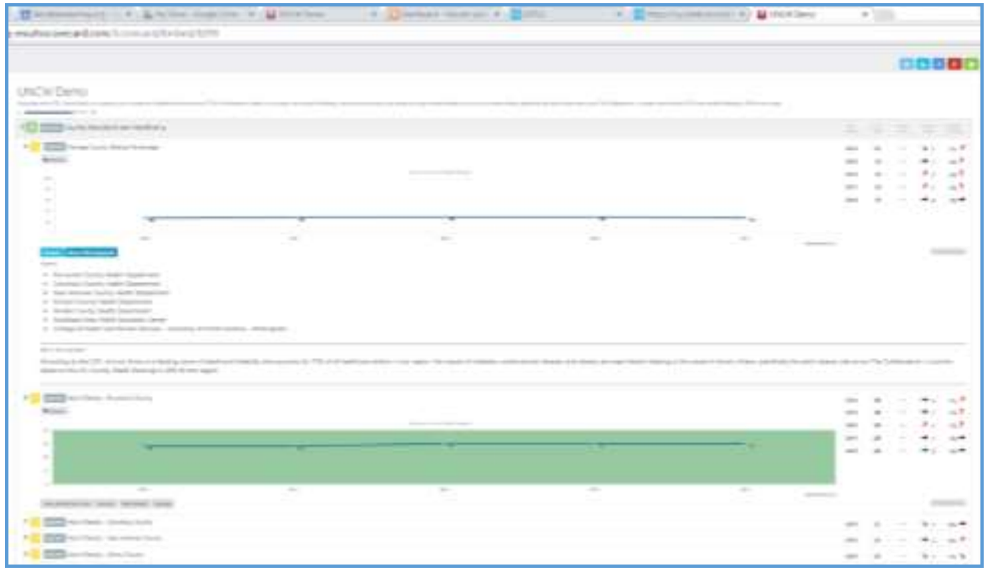


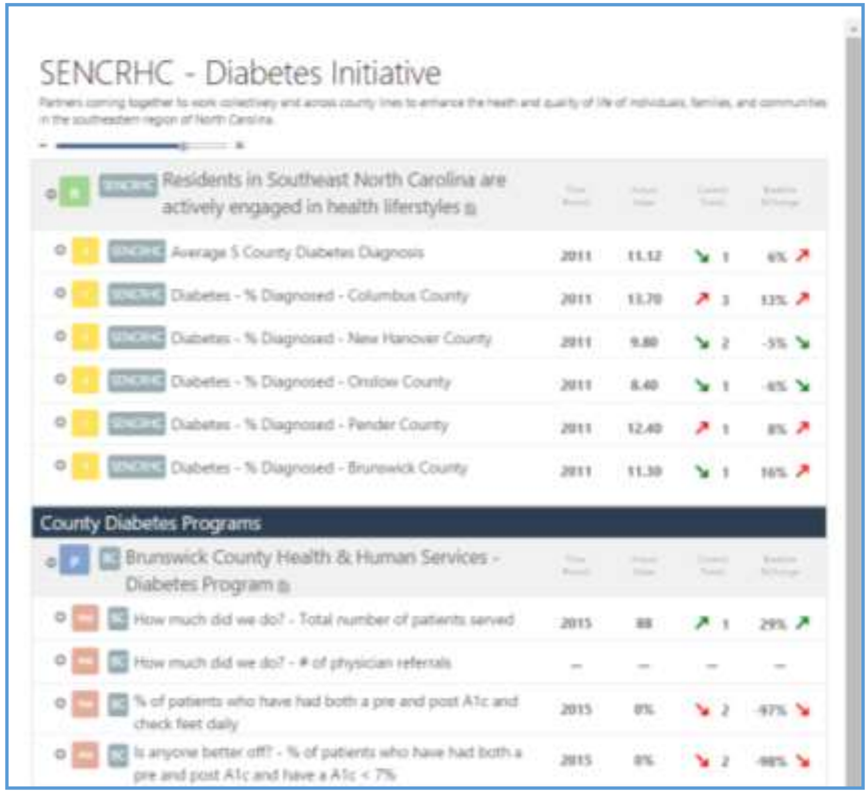
Measurable Results for Children, Adults, Families and Communities

Embed Scorecards – Just the information you want to share with others

Imbedded in your own website

Imbedded on a website we host with a link – you can direct people to.





SENCRHC - Diabetes Initiative

Partners coming together to work collectively and across county lines to enhance the health and quality of life of individuals, families, and communities in the southeastern region of North Carolina

Residents in Southeast North Carolina are actively engaged in health liferstyles				
Average 5 County Diabetes Diagnosis	2011	11.12	↘ 1	6% ↗
Diabetes - % Diagnosed - Columbus County	2011	13.70	↗ 3	13% ↗
Diabetes - % Diagnosed - New Hanover County	2011	9.80	↘ 2	-5% ↘
Diabetes - % Diagnosed - Onslow County	2011	8.40	↘ 1	-6% ↘
Diabetes - % Diagnosed - Pender County	2011	12.40	↗ 1	8% ↗
Diabetes - % Diagnosed - Brunswick County	2011	11.30	↘ 1	16% ↗
County Diabetes Programs				
Brunswick County Health & Human Services - Diabetes Program				
How much did we do? - Total number of patients served	2015	88	↗ 1	29% ↗
How much did we do? - # of physician referrals	—	—	—	—
% of patients who have had both a pre and post A1c and check feet daily	2015	0%	↘ 2	-97% ↘
Is anyone better off? - % of patients who have had both a pre and post A1c and have a A1c < 7%	2015	0%	↘ 2	-98% ↘

Both are interactive and live

The Scorecard and Performance Measures to Maximize Planning & Communications

Turning the Curve - RBA Framework – 7 Performance Measurement Questions

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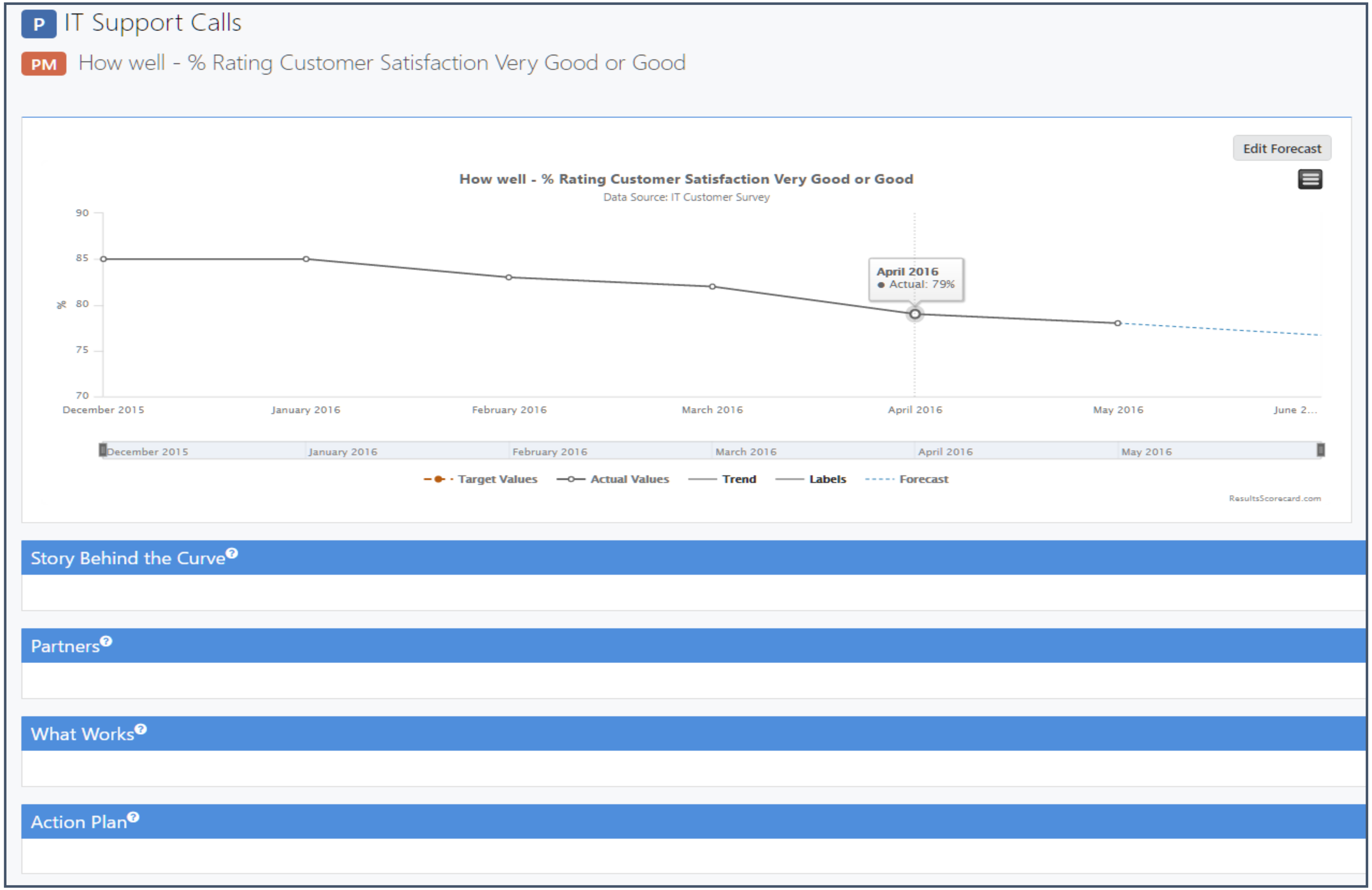
1. Who are our customers?
2. How can we measure if our customers are better off?
3. How can we measure if we are delivering services well?
4. How are we doing on the most important of these measures?
5. Who are our partners that have a role to play in doing better?
6. What works to do better, including no-cost and low-cost ideas? (This where ABCD comes in)
7. What do we propose to do?

Turn the Curve Thinking: Moving from Talk to Action



P IT Support Calls

PM How well - % Rating Customer Satisfaction Very Good or Good

How well - % Rating Customer Satisfaction Very Good or Good

Data Source: IT Customer Survey

Edit Forecast
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February 2016
March 2016
April 2016
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April 2016
● Actual: 79%
December 2015
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March 2016
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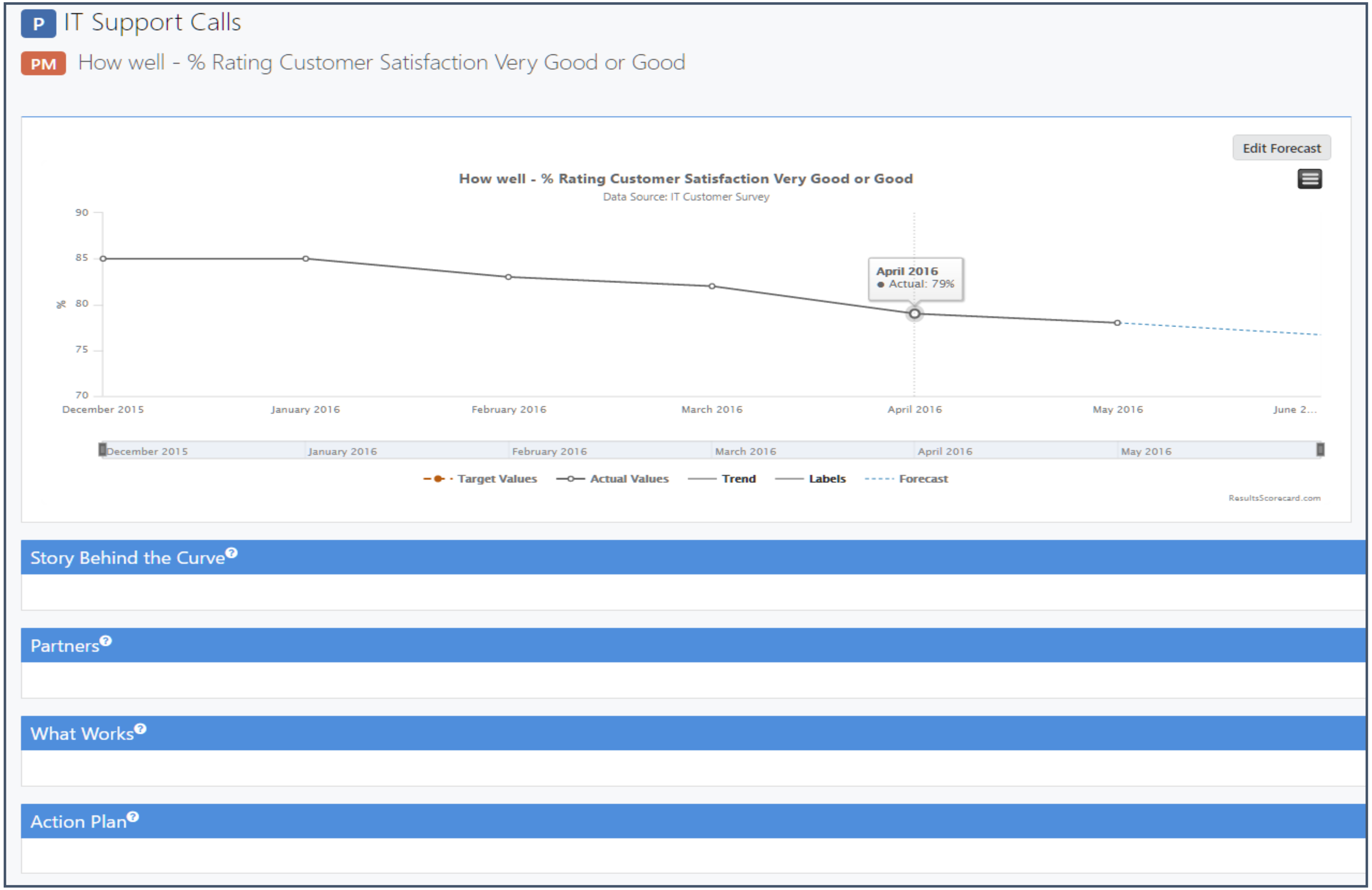
May 2016
Target Values
Actual Values
Trend
Labels
Forecast
ResultsScorecard.com

Story Behind the Curve

Partners

What Works

Action Plan



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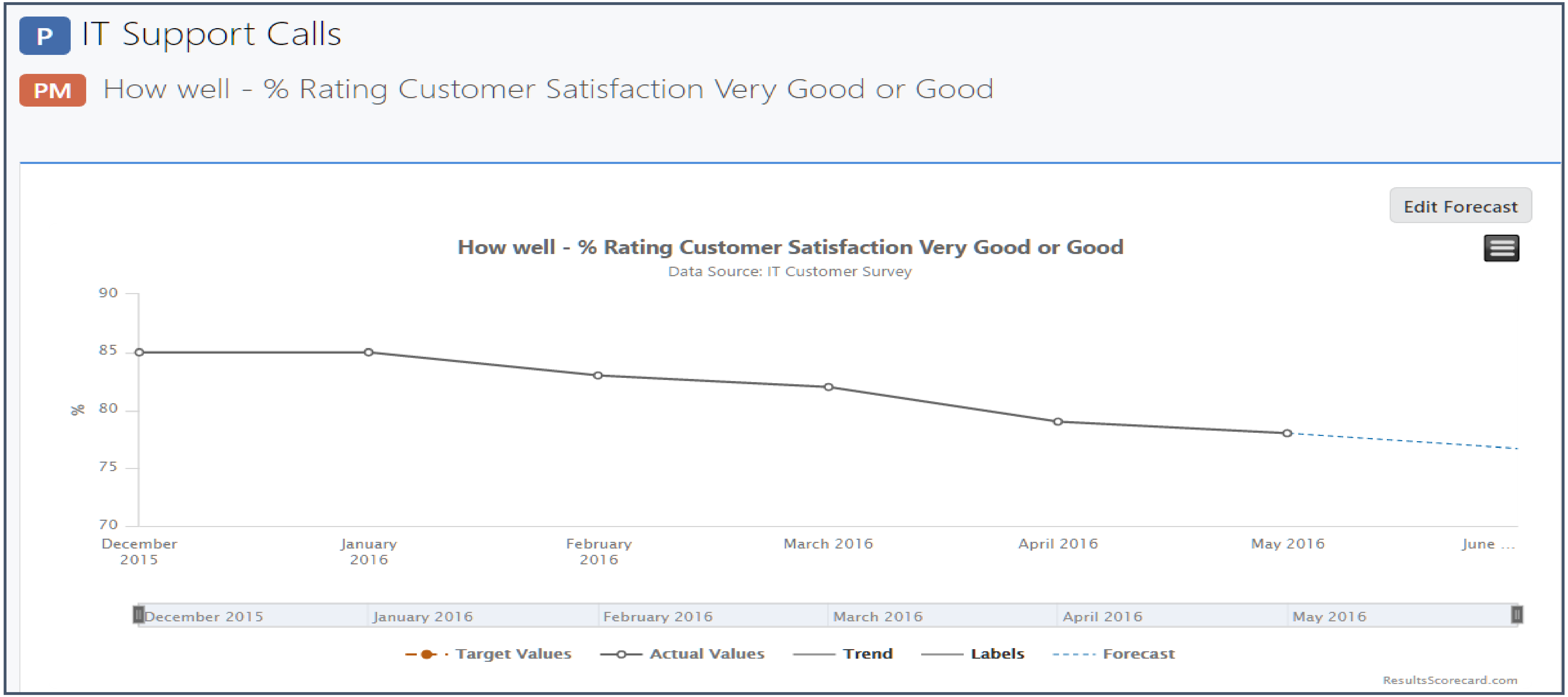

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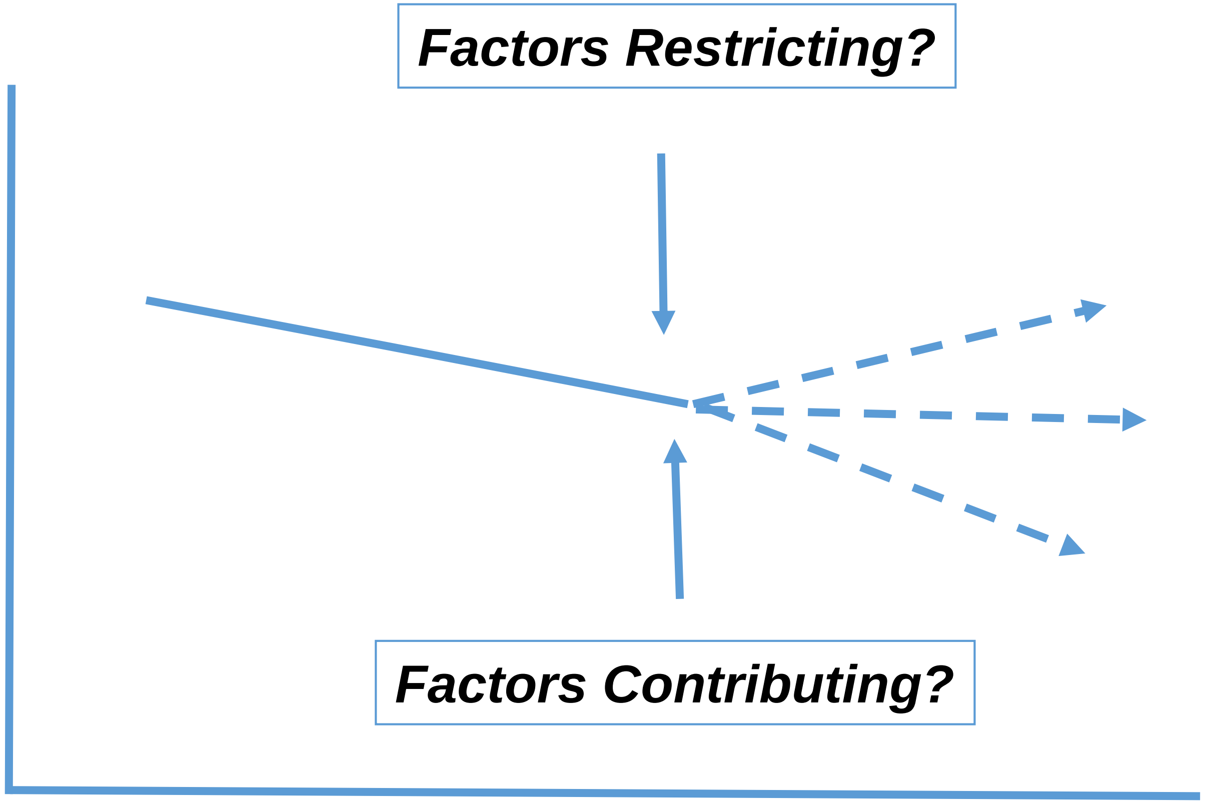
The Story Behind the Baseline

- Key Factors/Causes?
- Root Causes (Ask “Why?” 5 times)
- Prioritize – which are the most important to address to “turn the curve” of the trend line?
- Research agenda?

Force Field Analysis



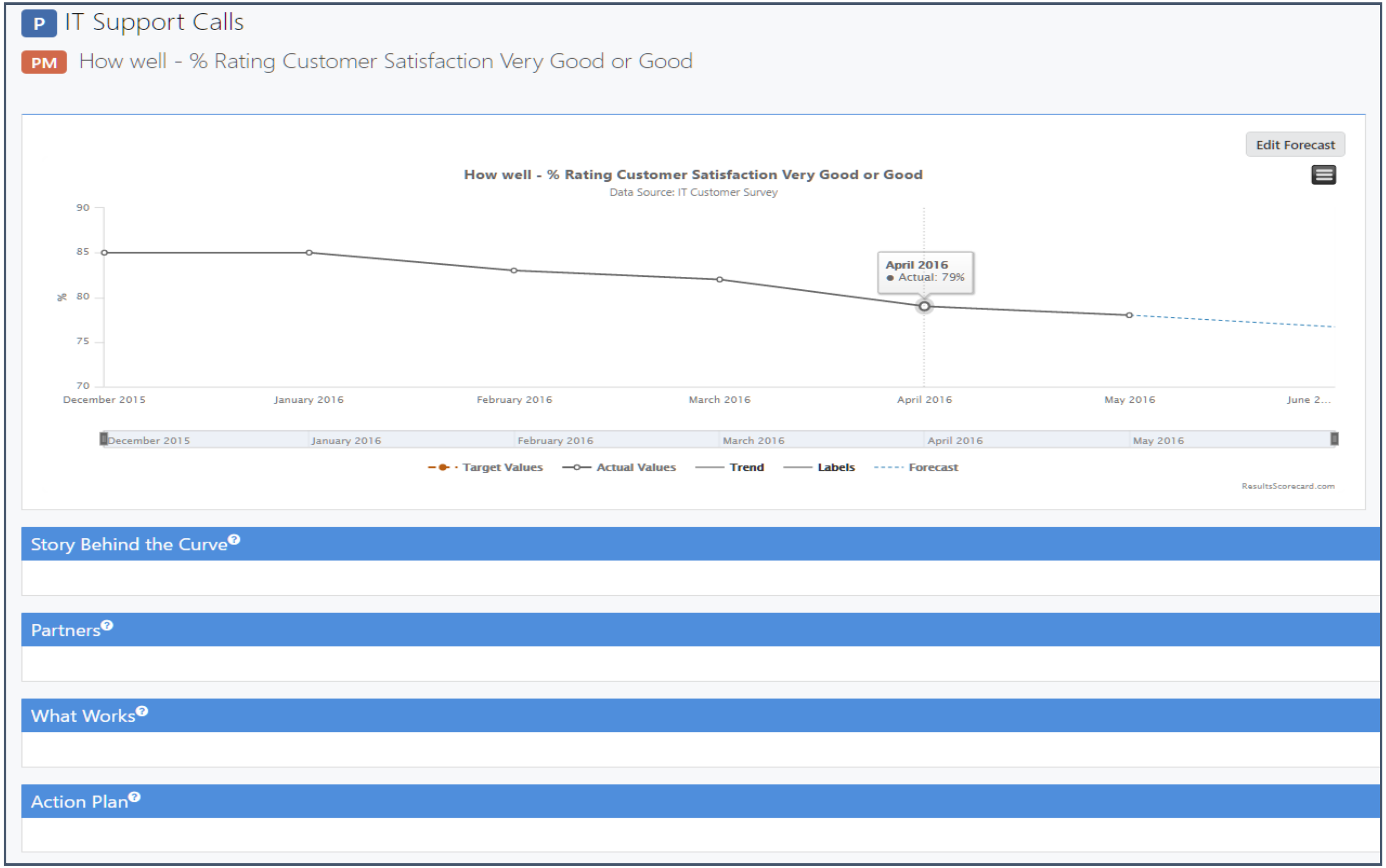
Factors Restricting?

Factors Contributing?

Force Field Analysis – Factors impacting - Turning the Curve

Your PM: _____________________

Factors Contributing?	*Factors Restricting?*
1.	***1.***
2.	***2.***
3.	***3.***
4.	***4.***
5.	***5.***
6.	***6.***



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Story Behind the Curve

Partners

What Works

Action Plan

Partners

Measurable Results for Children, Adults, Families and Communities

Partners

- Who are partners who may have a role to play in turning the curve?

- Does the story behind the curve suggest any new partners?

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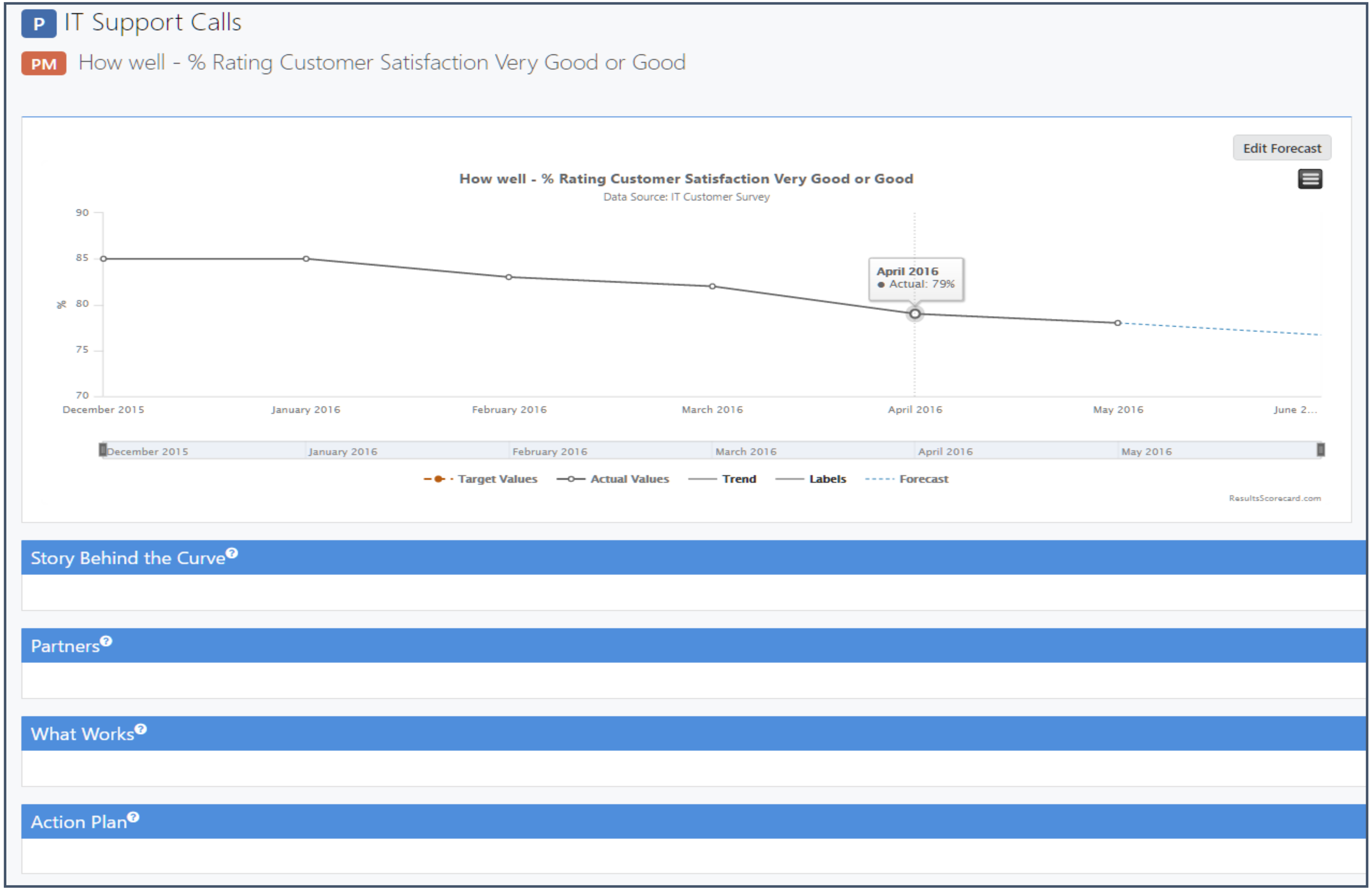

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Story Behind the Curve

Partners

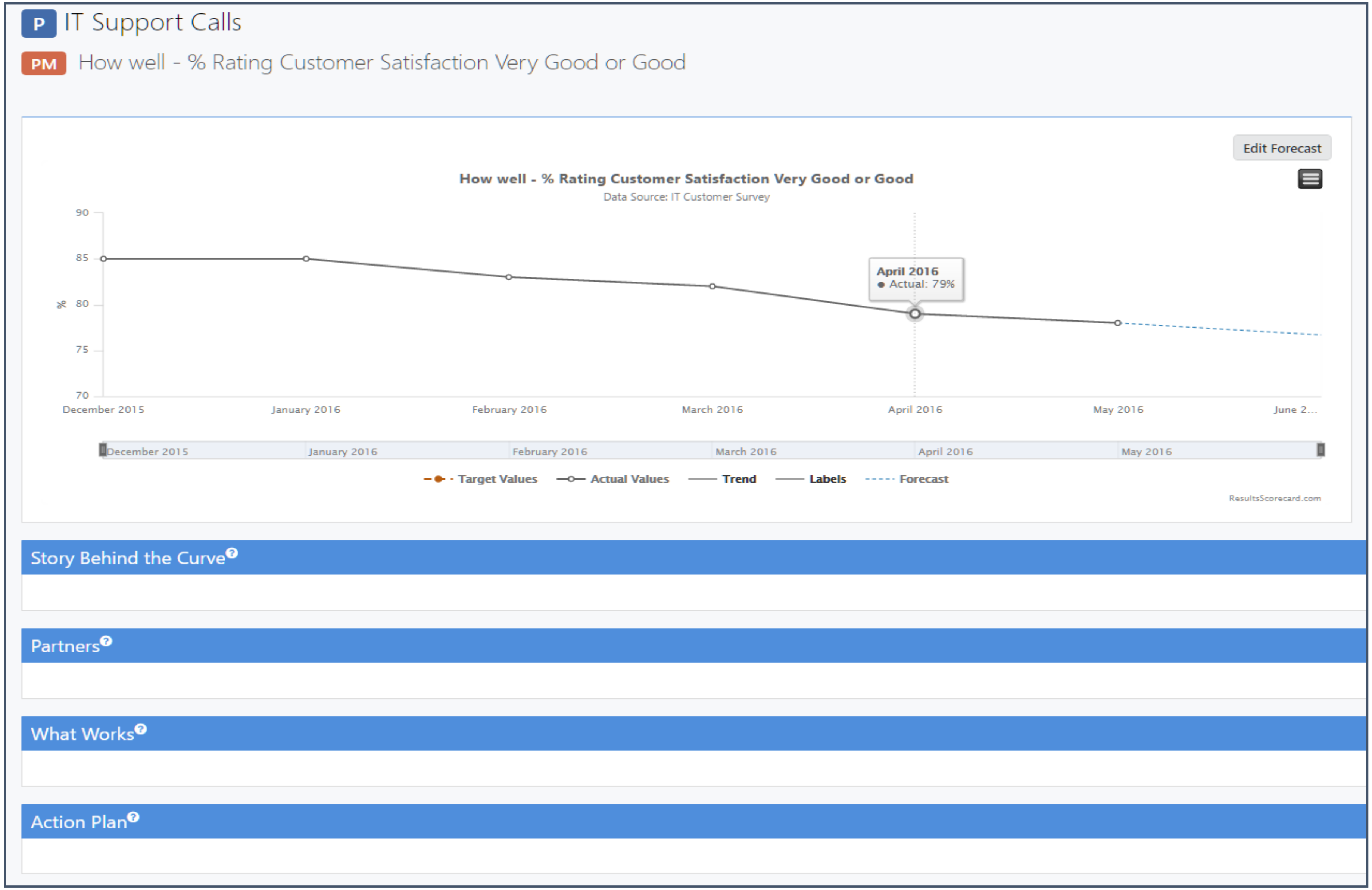
What Works

Action Plan

What Works?

Brainstorm What Works?

- Options for actions to "turn the curve"?
- Research-based?
- Low-cost/no-cost?
- Off-the-wall ideas?
- Research agenda?



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Story Behind the Curve

Partners

What Works

Action Plan

Action Plan

Strategies & Action Plan – What Do We Propose to Do Now

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- Leverage
  - Will it turn the curve of the baseline?
- Feasible
  - Can you achieve it?
  - Resources Needed?
- Specific
  - Who, what, when, where, how?
- Is it consistent with our organization/departments values?

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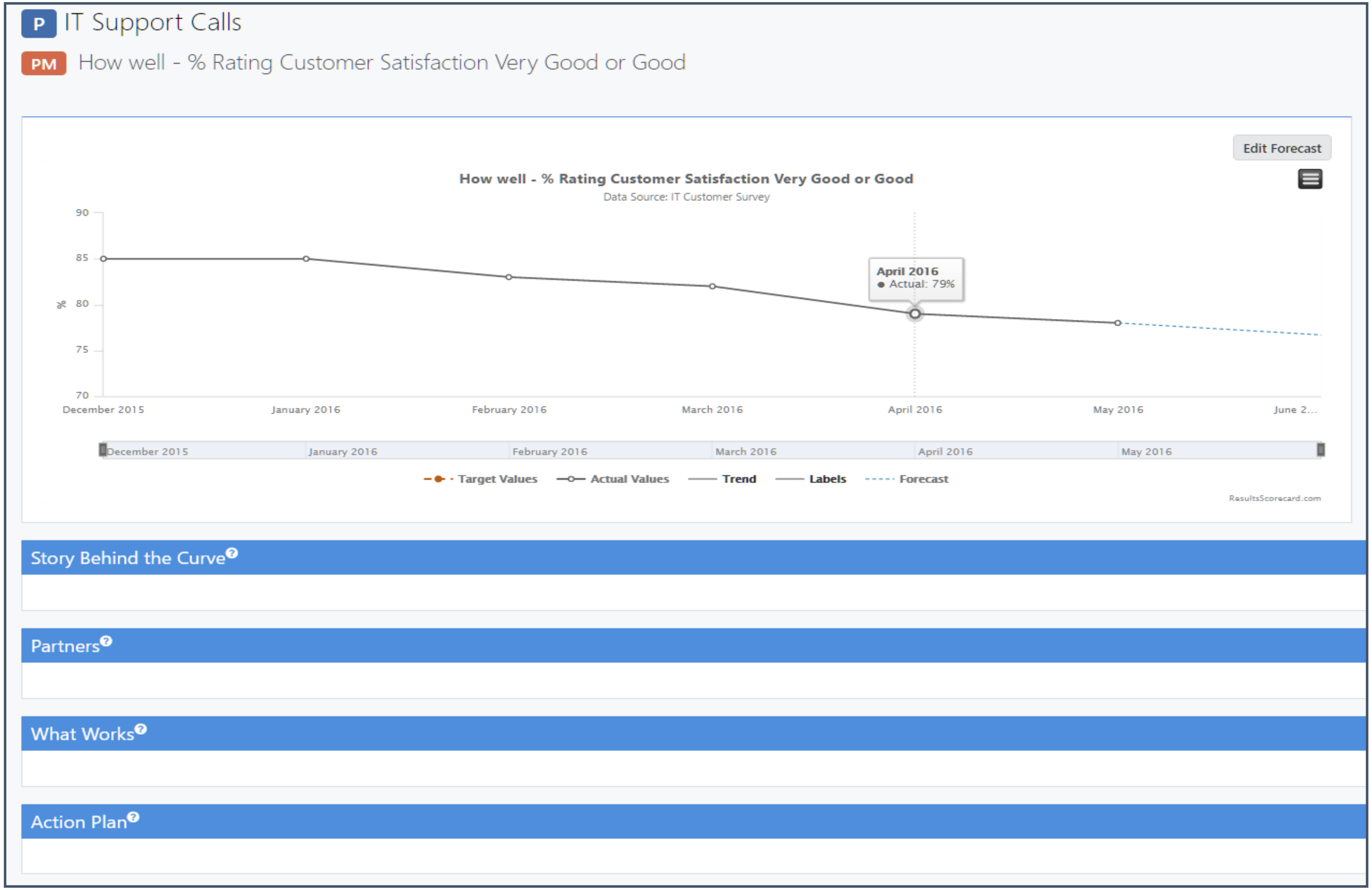

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Story Behind the Curve

Partners

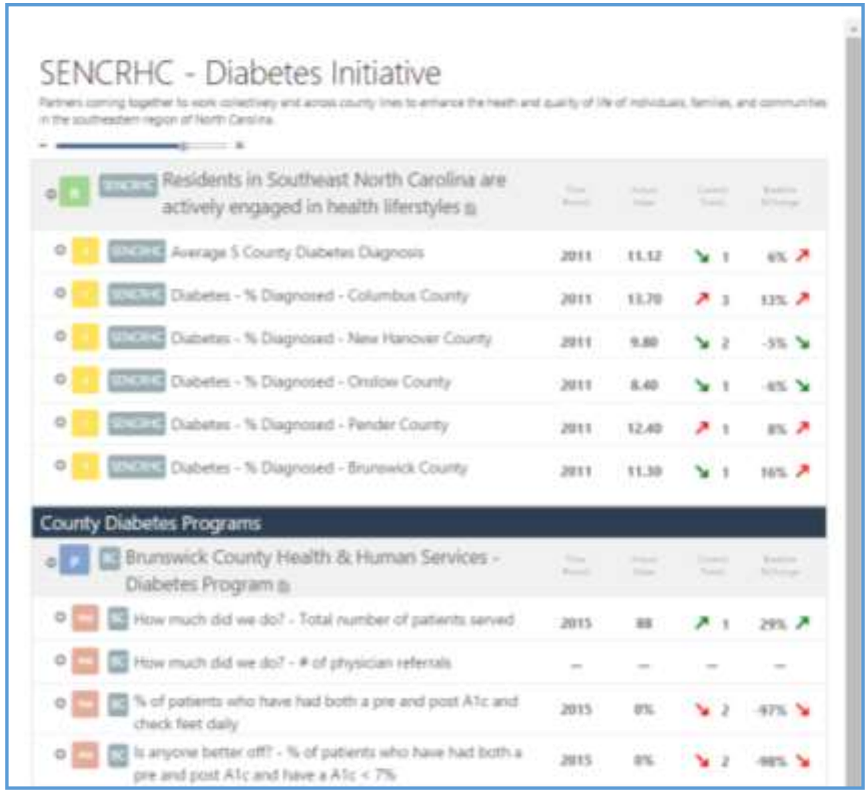
What Works

Action Plan

Measurable Results for Children, Adults, Families and Communities

Embed Scorecards – A Real Time Communications Tool

Imbedded in your own website



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County Diabetes Programs

BC Brunswick County Health & Human Services - Diabetes Program				
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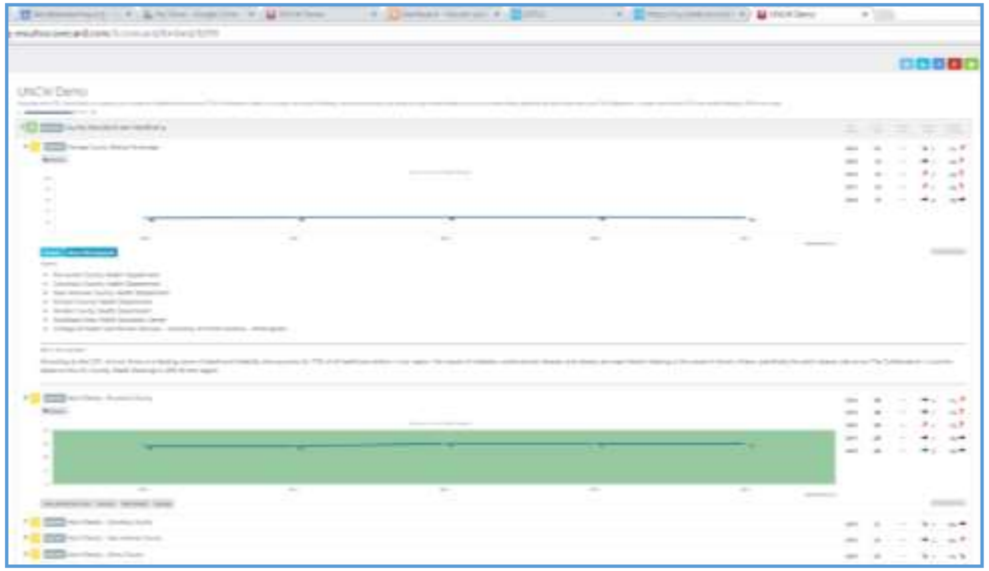


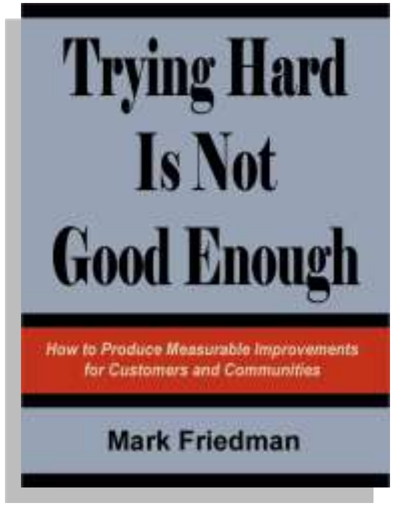
Both are interactive and live

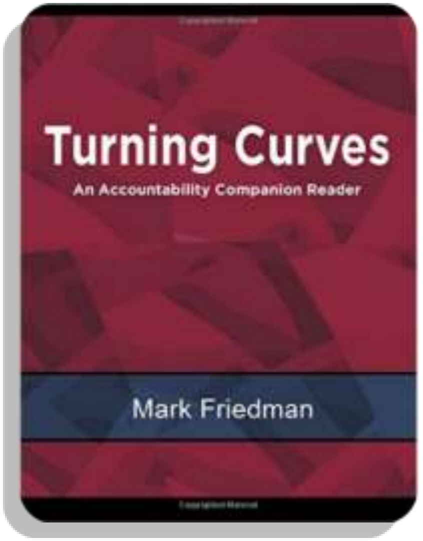
Resources - RBA

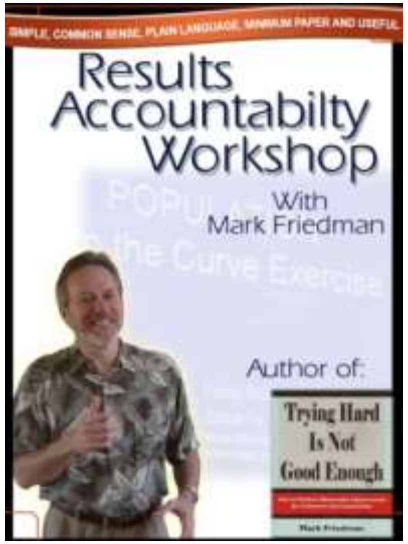
Results Leadership Group®

Websites

raguide.org
resultsaccountability.com


Trying Hard Is Not Good Enough
How to Produce Measurable Improvements for Customers and Communities
Mark Friedman


Turning Curves
An Accountability Companion Reader
Mark Friedman


SIMPLE, COMMON SENSE, PLAIN LANGUAGE, MINIMUM PAPER AND USEFUL
Results Accountabilty Workshop
With Mark Friedman
Author of:
Trying Hard Is Not Good Enough
Mark Friedman

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- RLG Workshop and Webinar Series 2016
- Free webinars and webinar series
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- 2 conferences

Visit www.ResultsLeadership.org/events for more information

June 1st – 3rd 2016
Baltimore, MD

Measurable Impact 2016

A Results-Based Accountability Conference

- 2-day conference and pre-conference workshops
- Join some of the world's leading community-change experts to explore the concepts of Results Based Accountability and how it can be used to create meaningful, measurable community impact
- Interactive workshops and training sessions

Visit www.MeasurableImpact2016.com for more information

Measurable Results for Children, Adults, Families and Communities

Thank You!

Contact Information:

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Results Leadership Group
512.788.8646
dan@resultsleadership.org

INTERAGENCY CHILDREN'S
POLICY COUNCIL
ALAMEDA COUNTY

The Four Components of Effective Collective Impact

Alameda County
Health Care Services
Agency

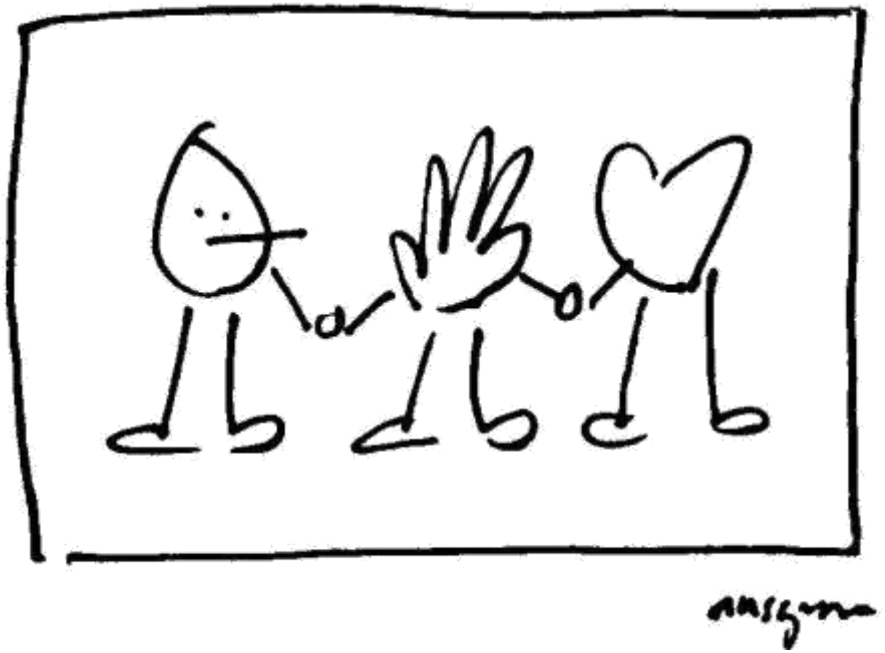
Dan Duncan, Senior Consultant
Results Leadership Group
www.resultsleadership.org

MEASURABLE RESULTS
FOR CHILDREN, FAMILIES, ADULTS AND COMMUNITIES

IMPACT

Results Leadership Group®

Hand, Head, and Heart



Pair up and take a few minutes to think about your assets and then take about five minutes each to share these assets with the other person in three realms of knowing.

Hand – Physical skills you possess that you would be willing to teach others. I.E., carpentry, photography, painting, bicycle repair…

Head – Knowledge that you have in a particular area like child development, health care, history of the neighborhood…

Heart – What are your passions; what stirs you to action; what would you walk across hot coals for?

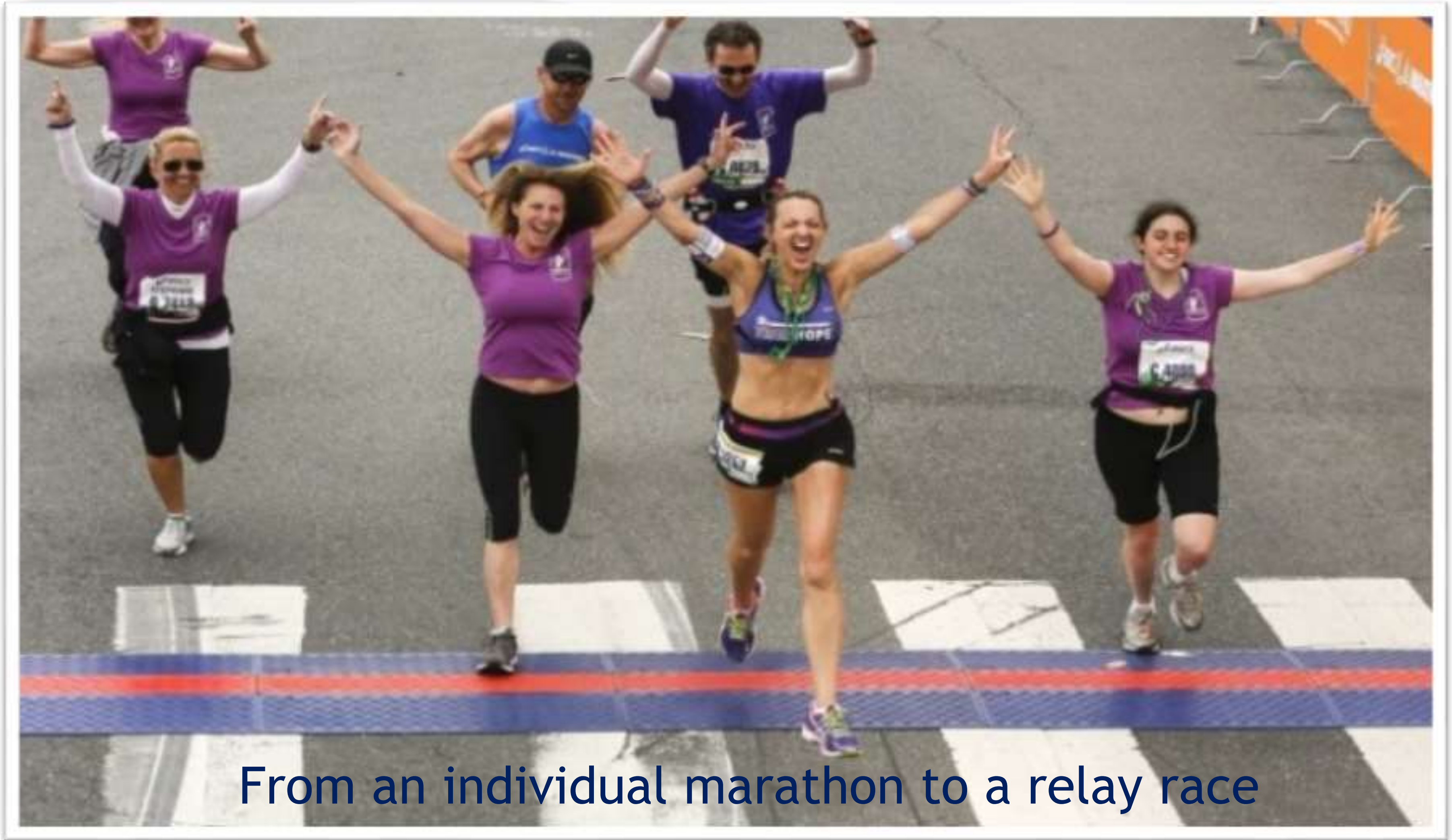
Assumptions for Creating Real Community

- Understand how complex the problems and lives of those in our communities are
- It takes a wide variety of strategies and activities to achieve community impact. It is not just about better programs. We must change policies, institutions and structures
- Communities have an abundance of resources. The issue is that they have not been identified and engaged

Assumptions for Creating Real Community

- To achieve real impact requires the community and its residents to be involved – as producers and co-producers
- Organizations do not collaborate – People do based on common purpose, relationships and trust
- Should not be rushed – It takes time to build trust and relationships
- We need to conduct our work through a racial equity lens
- **People, places and results matter**

We need Everyone’s Gifts to Cross the Finish Line for Individual, Family and Community Well-being



From an individual marathon to a relay race

Collective Impact - Conditions

Common Agenda

- **Common understanding** of the complex problem
- **Shared vision** for change

Shared Measurement

- **Collecting data** and **measuring results**
- Focus on **learning** and **performance management**
- **Shared accountably**

Multiple Reinforcing Activities

- Willingness to **adapt** individual activities and **coordinate**
- **Focus on what works** including community engagement

Continuous Communication

- **Consistent and open** communication
- Focus on building **trust**

Backbone Support

- **Separate organization(s) with** staff
- Resources and skills to **convene** and **coordinate** the work of the partners and the community

John Kania & Mark Krame

Lisbeth Schorr: Lessons on What Works

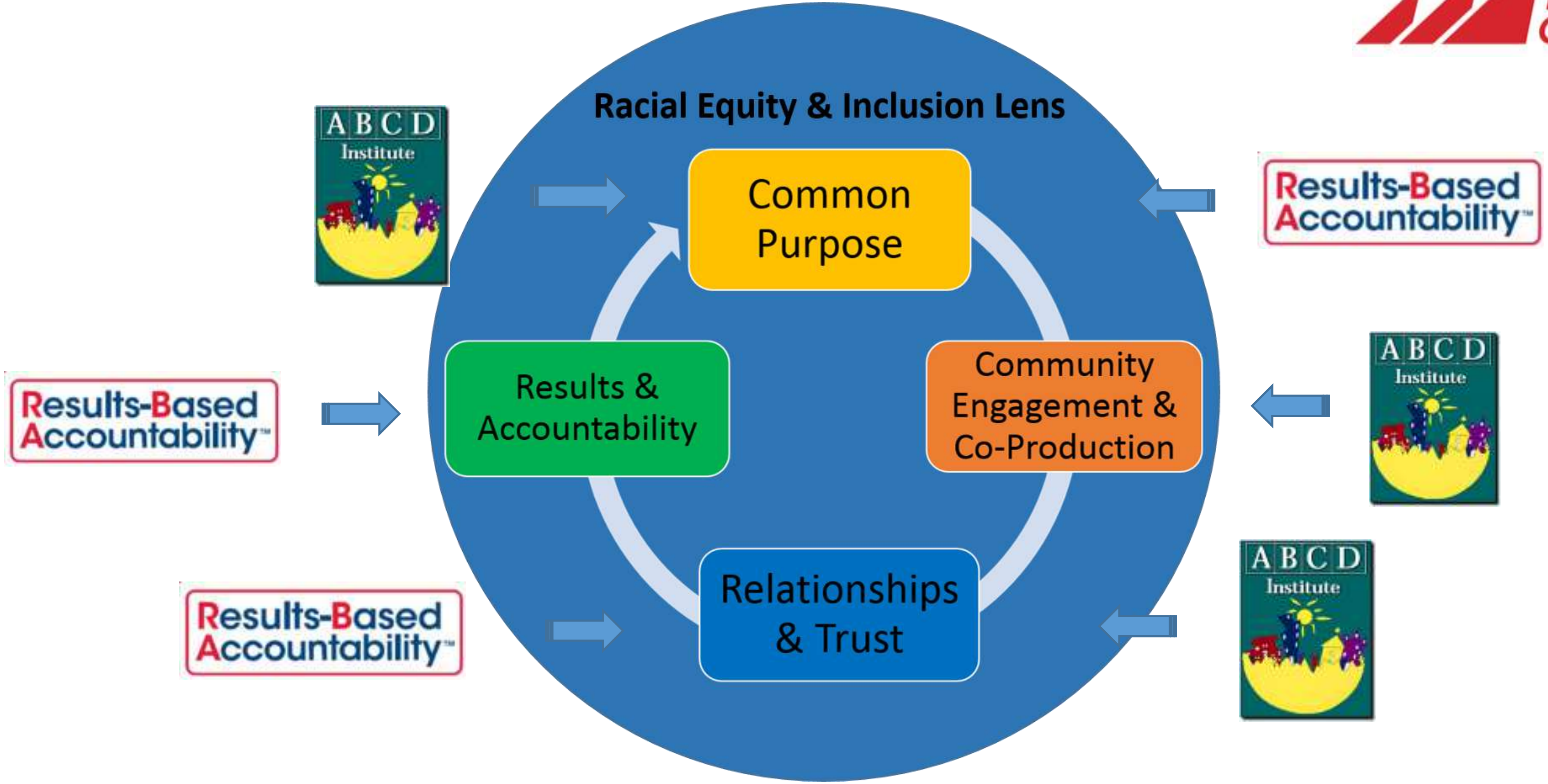
Suggests five lessons:

- Be clear about the **purposes** of our work, the outcomes we are trying to achieve
- Be willing to be **held accountable** for achieving those purposes
- Create and sustain the **partnerships to achieve** these purposes
- Move audaciously into **the world beyond programs**
- Have the capacity to take **community-wide responsibility** to assure that actions that will lead to improved lives will actually happen

Source: Lisbeth Schorr Keynote Address, Santa Clara County Children's Summit – January 31, 2008

Effective Collective Impact

Results Leadership Group®



Racial Equity & Inclusion Lens

Common Purpose

Community Engagement & Co-Production

Relationships & Trust

Results & Accountability

ABCD Institute
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Measurable Results for Children, Adults, Families and Communities

Effective Collective Impact

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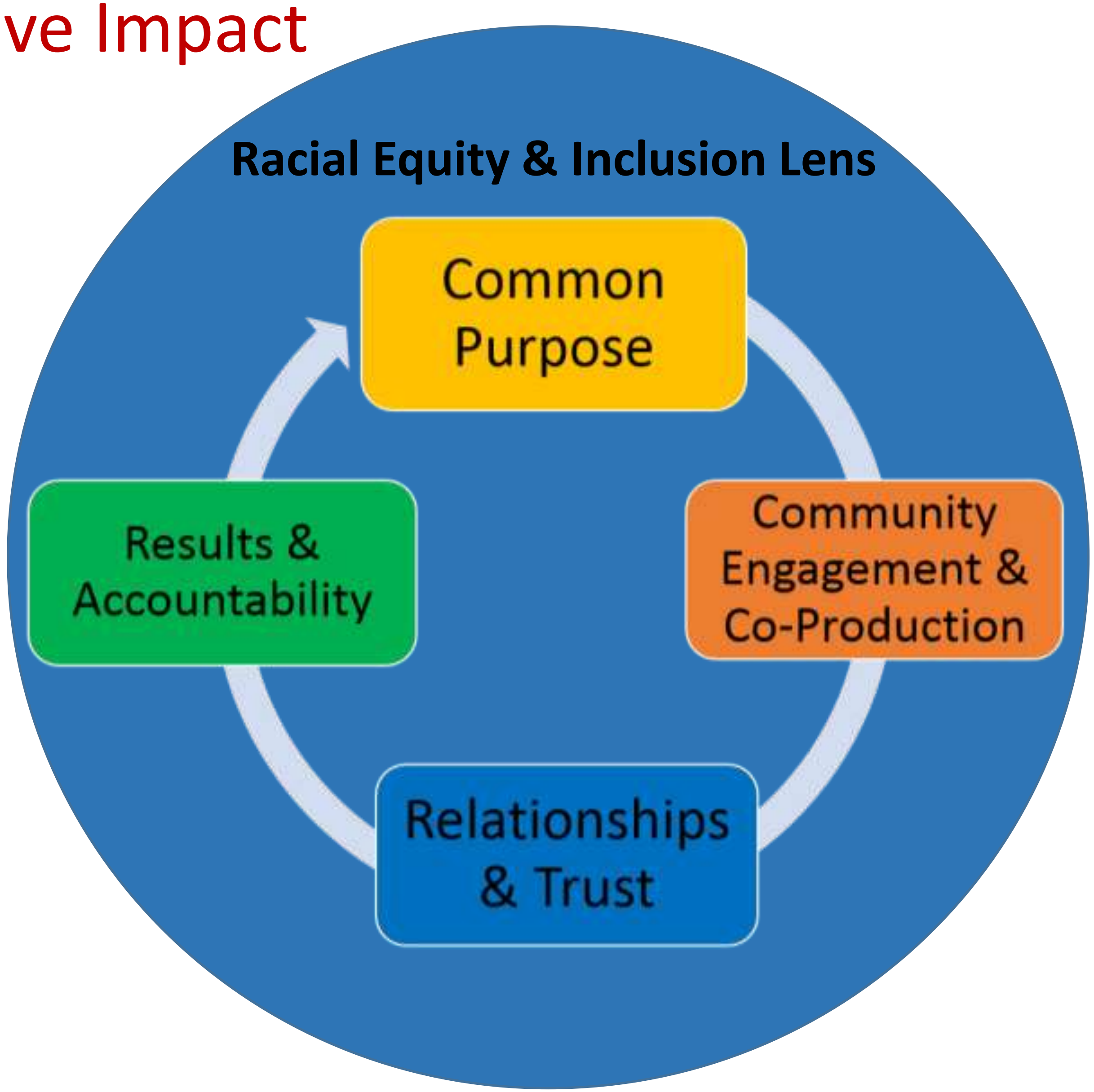

Racial Equity & Inclusion Lens

Common Purpose

Community Engagement & Co-Production

Relationships & Trust

Results & Accountability

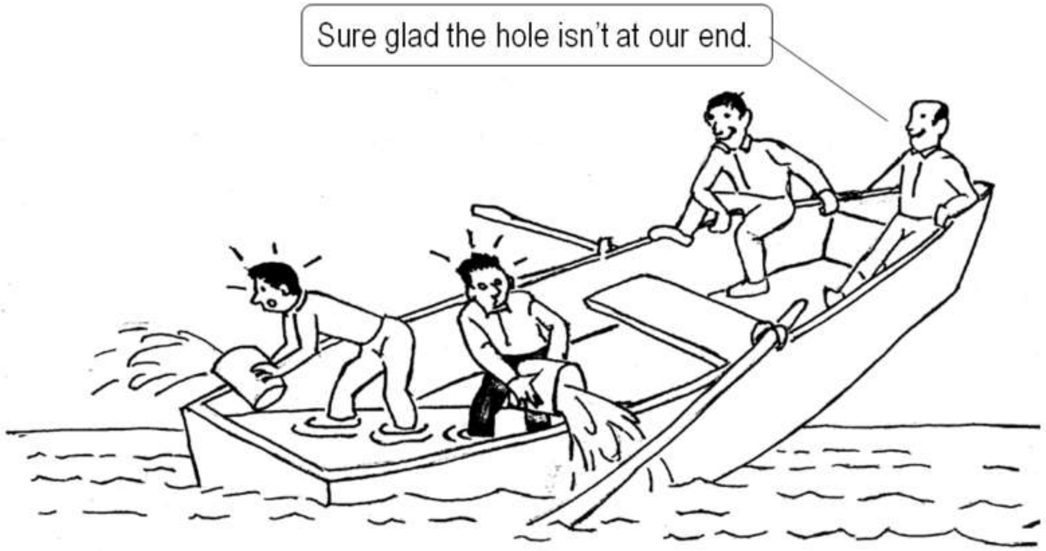
Measurable Results for Children, Adults, Families and Communities

Racial Equity & Inclusion – The Foundation of Effective Collective Impact

Results Leadership Group®

Applying a racial equity lens is not a separate principle of collective impact. It is not an add-on to the work that can be applied as needed.

A commitment to furthering racial equity should be the foundation of each of the collective impact conditions.


Sure glad the hole isn't at our end.

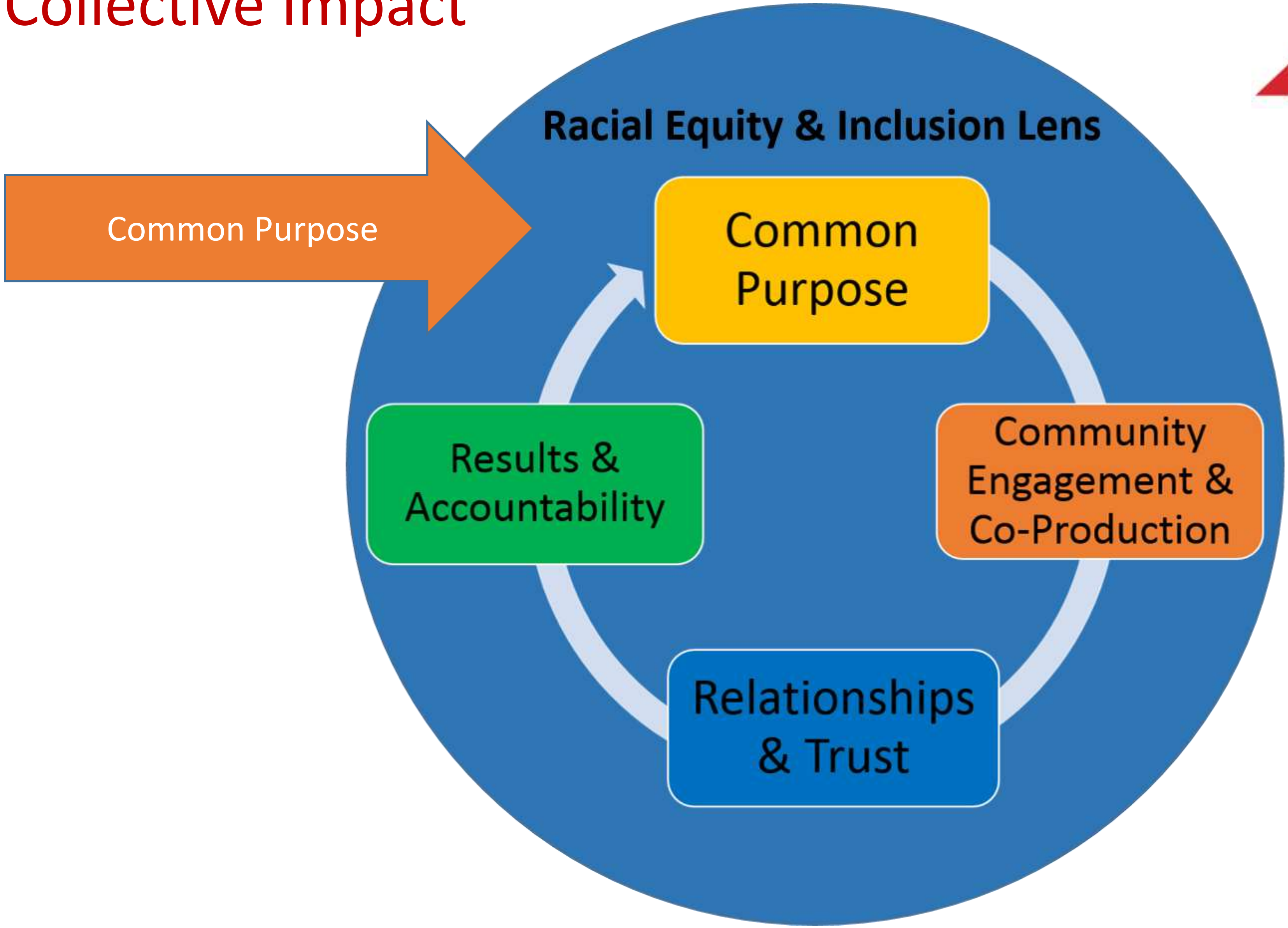
To apply a racial equity & inclusion lens data must be disaggregated by race, gender, age, class, location, etc. to develop effective strategies that ensure no one is left behind.

In addition, the only way to truly understand the story behind the data is to engage with community members about their lived experiences.

Measurable Results for Children, Adults, Families and Communities

Effective Collective Impact

Results Leadership Group®



Common Purpose

Racial Equity & Inclusion Lens

Common Purpose

Community Engagement & Co-Production

Relationships & Trust

Results & Accountability

Measurable Results for Children, Adults, Families and Communities

Common Purpose

Must be based on the hopes and dreams of the people we serve.

Therefore,

Authentic community engagement must be an integral component of collective impact…from the beginning.

Two Key Questions*

- ✓ What are the quality of life conditions we want for the children, adults, and families in our community?
  - ✓ *In Common Language – the community will understand*

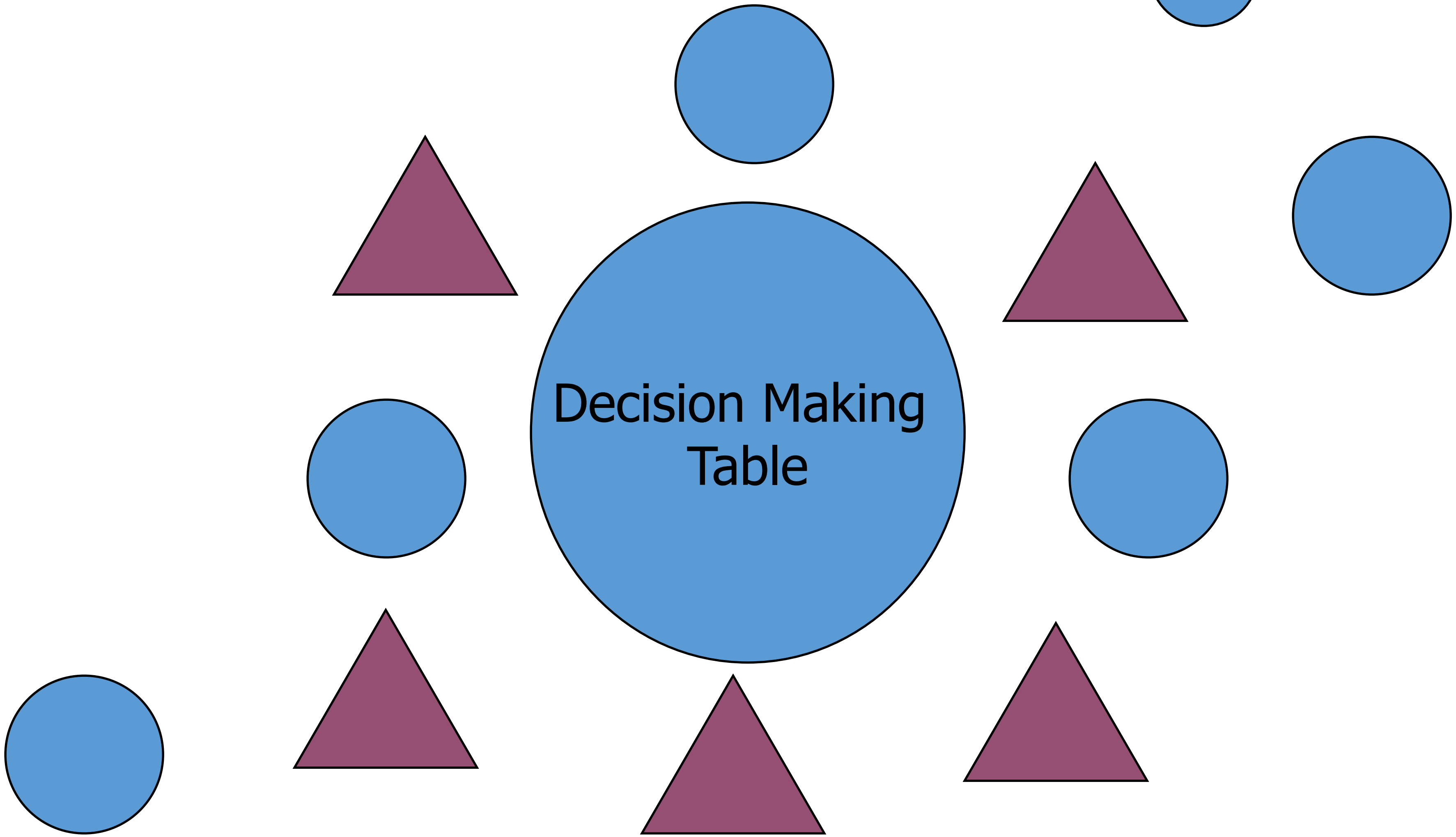
- ✓ What would these conditions look like if we could see them?
  - ✓ *How would our community be different in the future if we are successful*

From RBA Population Results Questions

Setting the Community Table

Professionals ▲

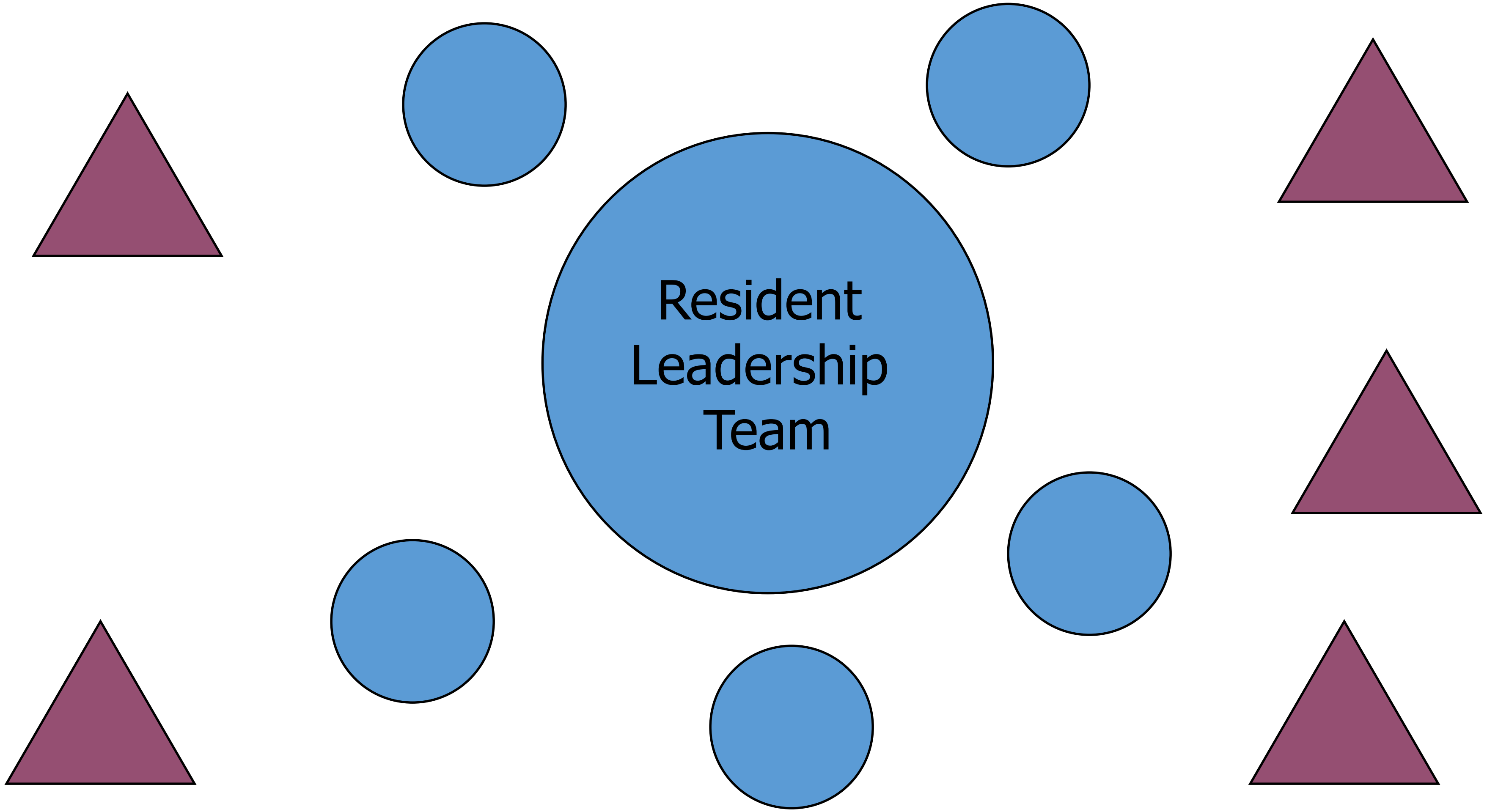
Residents ●



Decision Making Table

Measurable Results for Children, Adults, Families and Communities

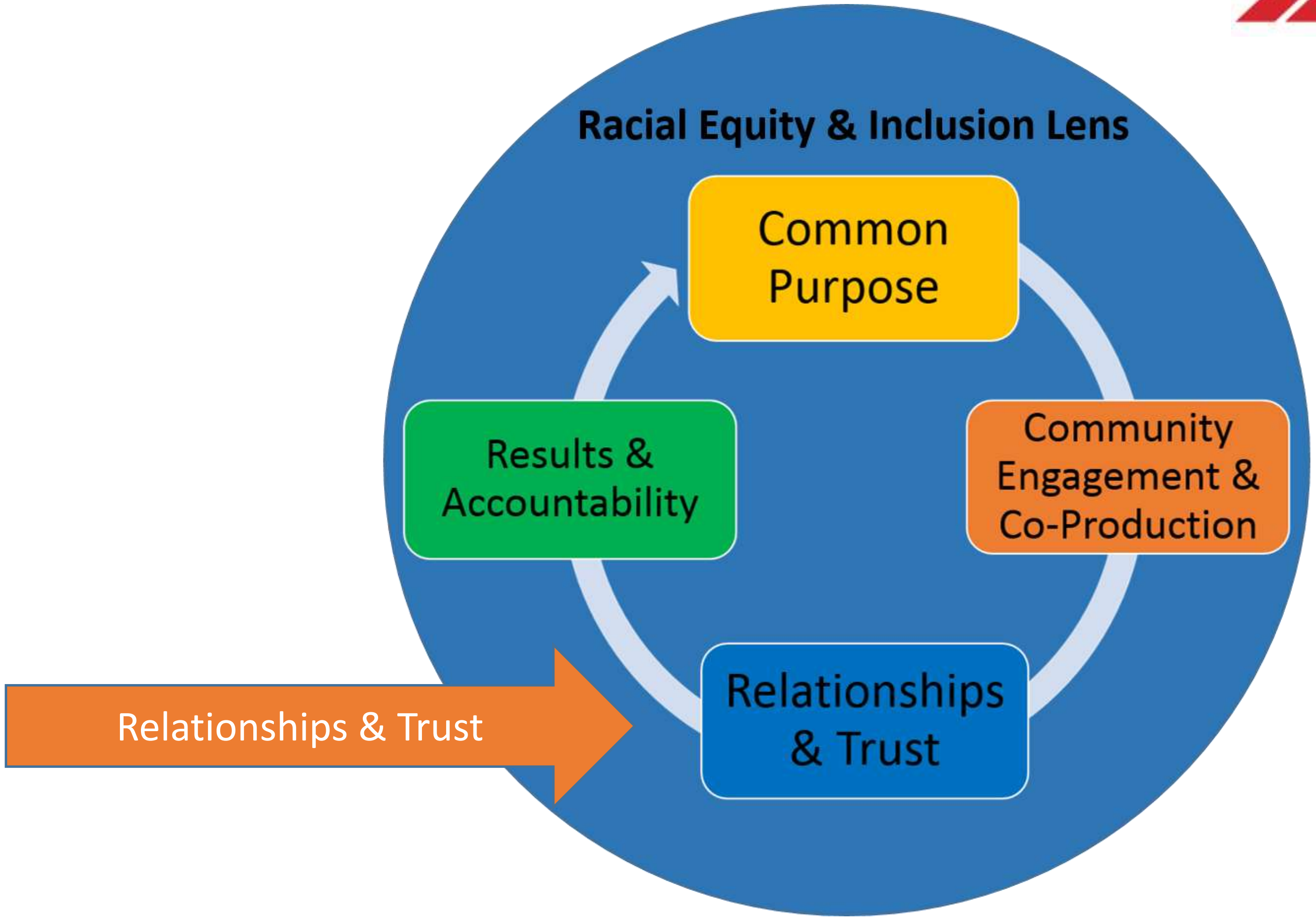
Setting the Community Table


Resident Leadership Team

Results Leadership Group®

Questions?

Effective Collective Impact



Racial Equity & Inclusion Lens

Common Purpose

Community Engagement & Co-Production

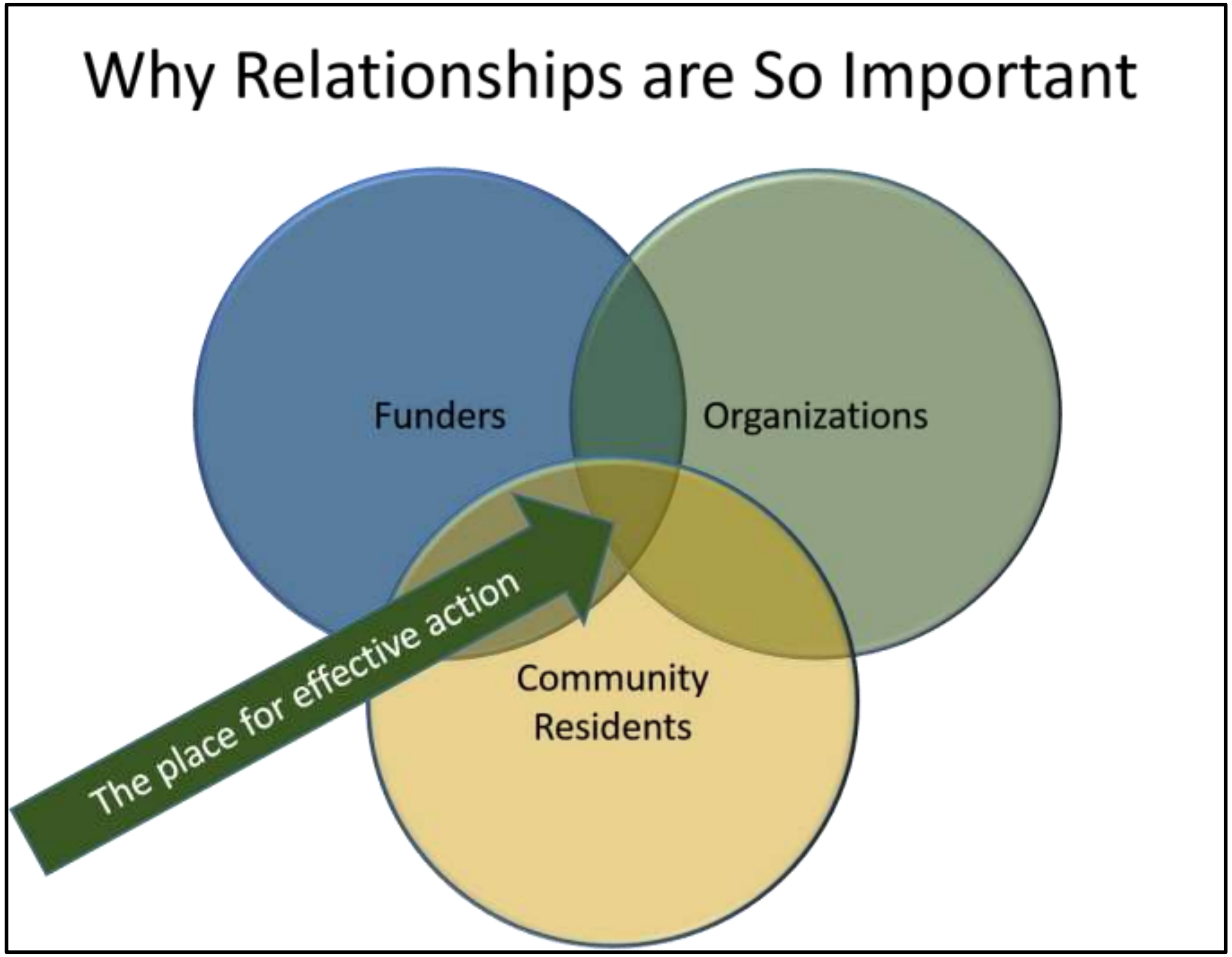
Relationships & Trust

Results & Accountability

Relationships & Trust

Measurable Results for Children, Adults, Families and Communities

Relationships & Trust – At all levels


Why Relationships are So Important
Funders
Organizations
Community Residents
The place for effective action

Collective Impact – Effective Partnerships

- Organizations do not work together – People Do
- Should not be rushed – It takes time to build trust and relationships
    - Effective partnerships are based on:
        - A common purpose;
        - Relationships; and
        - Trust

- Build time for relationship and trust building into every activity
- Take the time to create a common language
- When key people change assume the partnership re-sets to zero – Therefore we must always be focused on building relationships and trust.

Collective Impact vs. Collaboration

- ✓Collaboration → In Addition to What You Do

- ✓Collective Impact → Is What You Do

Measurable Results for Children, Adults, Families and Communities

Measure Partnerships for Impact (MPI) Assessment Tool

Results Leadership Group®

MEASURE
PARTNERSHIPS
FOR IMPACT

Written by: Julie Pehar and Seema Taneja
www.measurepartnershipsforimpact.ca

By belonging to this partnership/collaborative, to what extent do you agree with the following statements?

Strongly agree (SA), somewhat agree (SWA), agree (A), somewhat disagree (SD), disagree (D)

Common Agenda

The Partnership/Collaborative….

- Has identified historical inequities, policy and/or practices that reinforce patterns of inequity in their community
- Is committed to using quantitative and qualitative stories to better understand the social issue and how different segments of the population are affected differently by the issue
- Is committed to understand the relevant activities of current partners as it relates to this social issue
- Has developed a common agenda (a large scale impact statement) for a specific population including a target timeline and measures of change (i.e., make ‘x’ number of people ‘y’% better off by ‘z’ time)
- Has developed measures it will use to assess for changes to the impact statement over time (indicator development)
- Has involved the people served by the Partnership/Collaborative to help define the common agenda and it is driven by their hopes and dreams.

By belonging to this partnership/collaborative, to what extent do you agree with the following statements?

Shared Measurement

Strongly agree (SA), somewhat agree (SWA), agree (A), somewhat disagree (SD), disagree (D)

- Partners understand the importance and value of shared measurement?
- Partners of the collaborative use both qualitative (stories and experiences) and quantitative data to inform strategies and actions
- Partners commit to disaggregating data to reveal disparities across multiple variables to best understand how the issue affects all people
- Partners have identified the impact goals and measures it holds itself accountable for achieving, in a specific timeframe?
- Partners understand how they will participate in the shared measurement system and commit to adapting to organizational indicators as identified by the collaborative?

By belonging to this partnership/collaborative, to what extent do you agree with the following statements?

Continuous Communication

Strongly agree (SA), somewhat agree (SWA), agree (A), somewhat disagree (SD), disagree (D)

The Partnership/Collaborative….

- Has a strategic and intentional mechanism to communicate with partners around all aspects of the collaborative (agendas, meeting minutes, financial statements, data sharing protocols etc.)
- Has a strategic and intentional mechanism to communicate (vision, actions, measurements) with the broader community (social media, reports, newsletters, blogs, and events etc.) in an accessible way
- Is able to influence/affect public policy level dialogue around your priority issue
- I have had the opportunity to publicly discuss and/or advocate for the priority issue of the collaborative
- I feel like I have an equal voice around the table

By belonging to this partnership/collaborative, to what extent do you agree with the following statements?

Multiple Reinforcing Activities

Strongly agree (SA), somewhat agree (SWA), agree (A), somewhat disagree (SD), disagree (D)

- As a collective group, there is/has there been more impact than you would have achieved separately/in isolation
- The partnership/collaborative has developed a clear action plan that specifies activities that each partner is committed to implementing
- The partnership/collaborative is committed to a rigorous examination of the data to better understand how efforts and actions are affecting all people, specifically marginalized or historically oppressed groups
- Since being a member of the collaborative, you strategically align/integrate some of your organizations' individual actions to the collaborative's goals
- Partners identify and implement new strategies or activities to address gaps or duplication

By belonging to this partnership/collaborative, to what extent do you agree with the following statements?

Multiple Reinforcing Activities

Strongly agree (SA), somewhat agree (SWA), agree (A), somewhat disagree (SD), disagree (D)

- Partners hold each other accountable for implementing activities as planned
- Partners identify opportunities for change in the community that it can leverage

The Partnership/Collaborative….

- Is active in serving and building relationships in diverse communities (as defined by the collaborative and as it relates to its mission)
- Has a commitment to developing actions that challenge persistent inequities rather than upholding or normalizing status quo
- Is engaging the community residents and the people it serves as equal partners with a role to play in achieving results

By belonging to this partnership/collaborative, to what extent do you agree with the following statements?

Backbone Support

(core senior leadership of the collaborative, not necessarily the funder, not necessarily the fiscal lead)

Strongly agree (SA), somewhat agree (SWA), agree (A), somewhat disagree (SD), disagree (D)

- The BB leadership supports a culture of continuous learning where evidence informs the actions of the group and failure is viewed as an opportunity to learn.
- BB leadership supports the administrative components of the collaborative’s work (meetings, minutes, agendas, TORs, in-kind resource, staff expertise etc.)
- BB leadership includes the partners in all aspects of fiscal accountability and financial sustainability
- Partners look to the BB leadership for initiative support, vision and strategic guidance, and leadership
- BB leadership provides project management support, including monitoring progress toward goals and connecting partners to discuss opportunities, challenges, gaps, and overlaps

By belonging to this partnership/collaborative, to what extent do you agree with the following statements?

Backbone Support

Strongly agree (SA), somewhat agree (SWA), agree (A), somewhat disagree (SD), disagree (D)

- BB leadership fosters respect, trust, inclusiveness, and openness in the partnership
- BB leadership combines the perspectives, resources, and skills of partners
- BB leadership visibly and vocally communicates the importance of the evidenced-based research used by the collaborative.
- BB leadership reaches out to policymakers and funders and builds relationships
- BB leadership is committed to modeling equity practices in hiring, retention, promotion and leadership within the collaborative

By belonging to this partnership/collaborative, to what extent do you agree with the following statements?

Stakeholder Engagement

Strongly agree (SA), somewhat agree (SWA), agree (A), somewhat disagree (SD), disagree (D)

The Partnership/Collaborative….

- Is committed to a dedicated process of meaningful stakeholder engagement which includes people from the community who are most affected by the social issue
- Is committed to the guiding principles of diversity, equity and inclusion in its stakeholder engagement particularly with regards to financial compensation for community members who participate and incur time/expenses
- Has identified and addressed systematic barriers that preclude people from being fully engaged in the collective impact effort

Collective Impact Initiative: ________________________________
Date: ________________

(MPI) Assessment Tool – Scoring

	SA	SWA	A	SD	D
Common Agenda					
Shared Measurement					
Multiple Reinforcing Activities					
Continuous Communication					
Backbone Support					
Stakeholder Engagement					
TOTAL					

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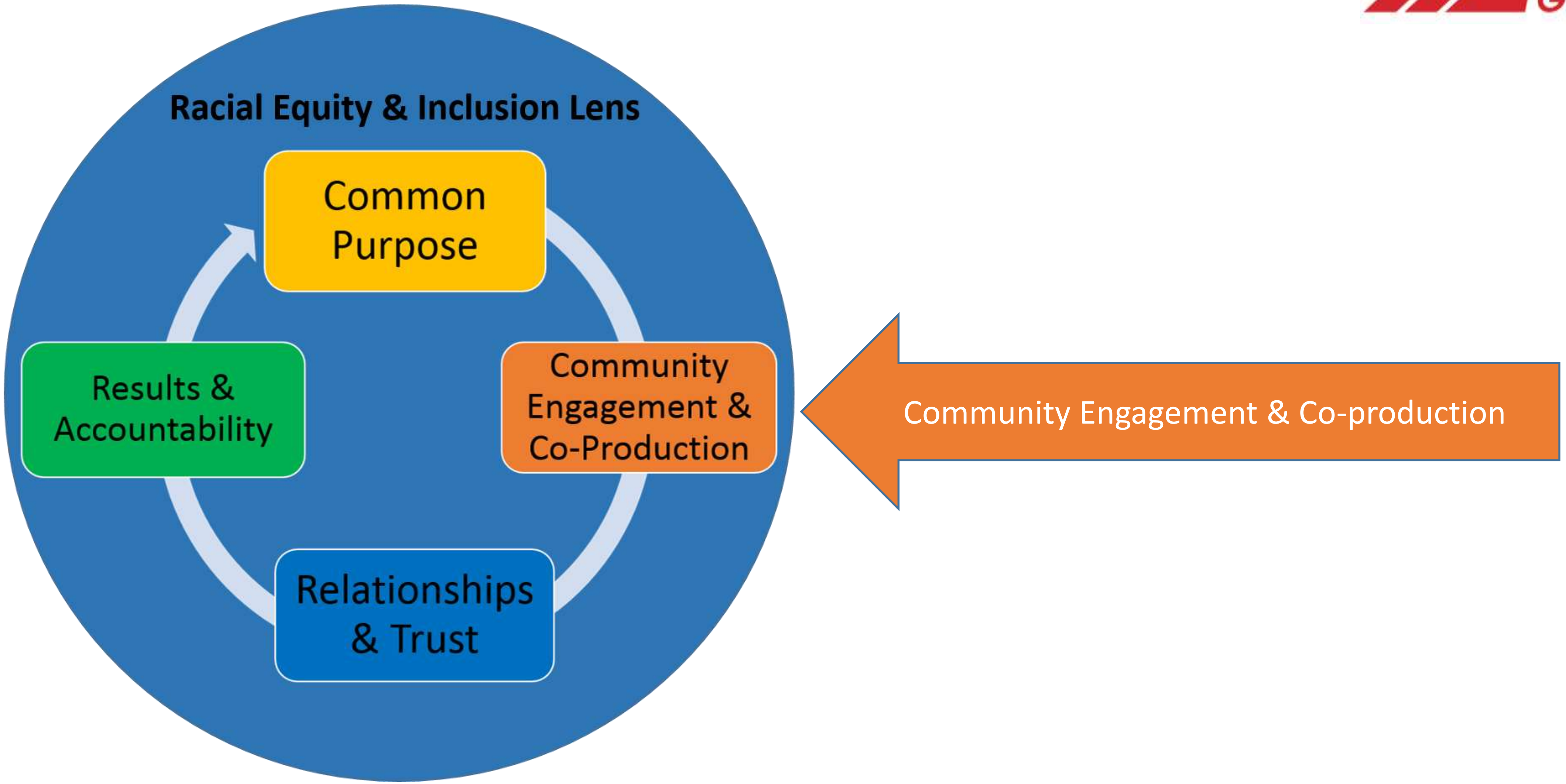
Questions?

Effective Collective Impact



Racial Equity & Inclusion Lens

Common Purpose

Community Engagement & Co-Production

Relationships & Trust

Results & Accountability

Community Engagement & Co-production

Measurable Results for Children, Adults, Families and Communities

What “Engage the Community” Means

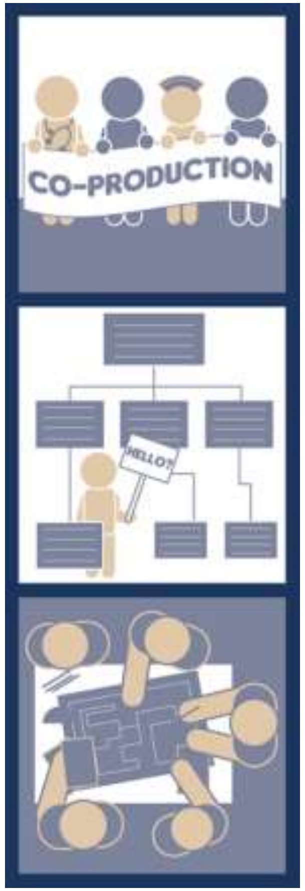
- Not based on an opinion poll/ Focus Groups

- Not organizing the community to care about your agenda - Mobilizing

- Identifying what individuals care about and engaging their gifts -Organizing

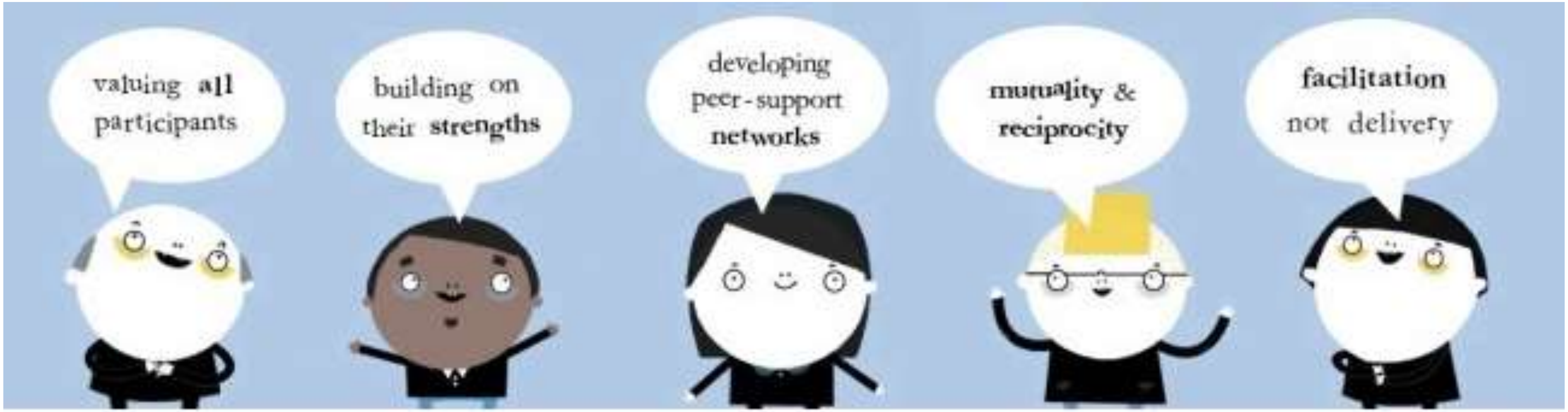
Organizing not Mobilizing

Co-production



“It is an approach where **people and professionals share power and work together in equal partnership**. Co-production values all participants as equals and is built around people, and not around systems. Instead of fitting people into existing services, professionals work with people to find the best way to achieve the outcomes that matter to them.”

The Power of Co-Production


valuing all participants
building on their strengths
developing peer-support networks
mutuality & reciprocity
facilitation not delivery

"We often confuse a lack of opportunity with a lack of ability"

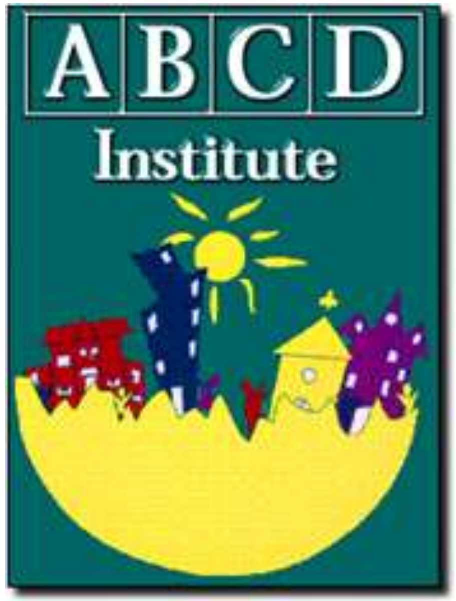
Ruth Dineen, Founder and Co-director, Co-production Wales

Co-Production Wales https://allinthistogetherwales.wordpress.com/

What’s the Impact?

- Falmouth, Wales
  - Connecting Communities, a co-production initiative, has been running since 1998. The outcomes were evaluated over a three-year period by Exeter University’s Health Empowerment Leverage Project (HELP)
- Impact
  - Post-natal depression reduced by 70%;
  - Childhood asthma by 50%;
  - Teenage pregnancy went down to zero
  - Child protection rates down 42%;
  - Crime rate fell by 50%;
  - Employment rose by 71%.

Asset-Based Community Development


ABCD
Institute

Jody Kretzmann

Asset-Based Community Development

It is the capacities of local people and their associations that build powerful communities.

What can we do with what we already have to get what we need.

ABCD Starts with Different Questions

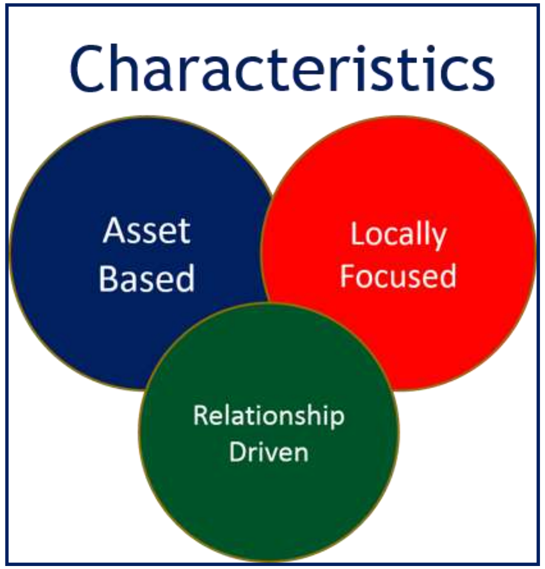
~~What do you need?~~

What can you contribute?

~~What do we need?~~

What can we do with what we already have to get what we need?

ABCD Principles of Three

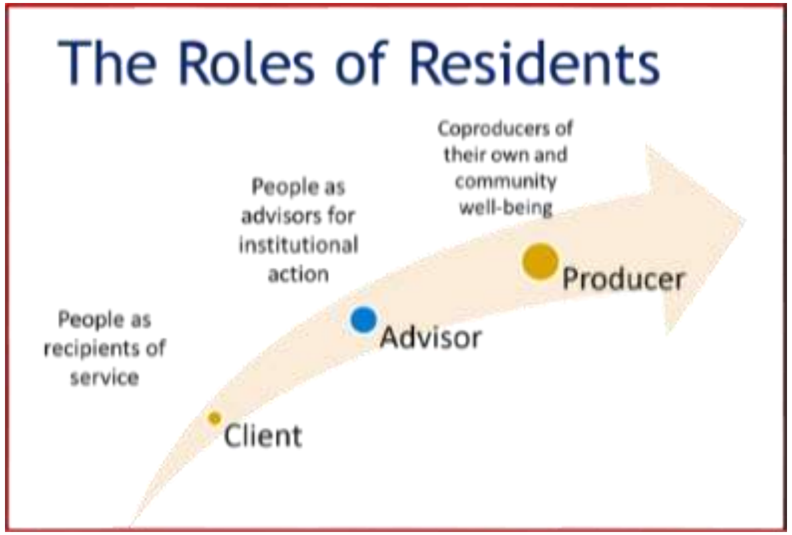


Characteristics

Asset Based

Locally Focused

Relationship Driven



The Roles of Residents

People as recipients of service

Client

People as advisors for institutional action

Advisor

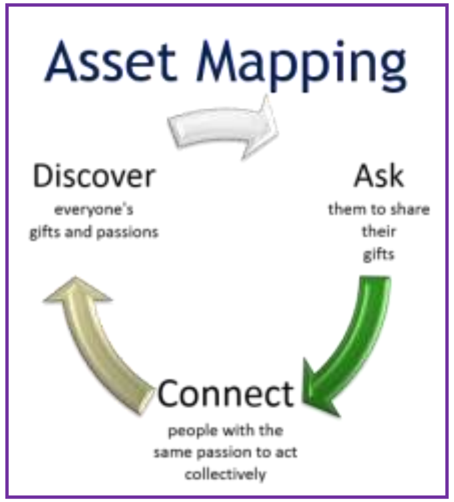
Coproducers of their own and community well-being

Producer

The First Three Questions

The three strategic questions to drive action and help institutions lead by stepping back:

1. What can residents do by themselves for themselves?
2. What can residents do with a little help from institutions?
3. What do residents need done that they can't do?



Asset Mapping

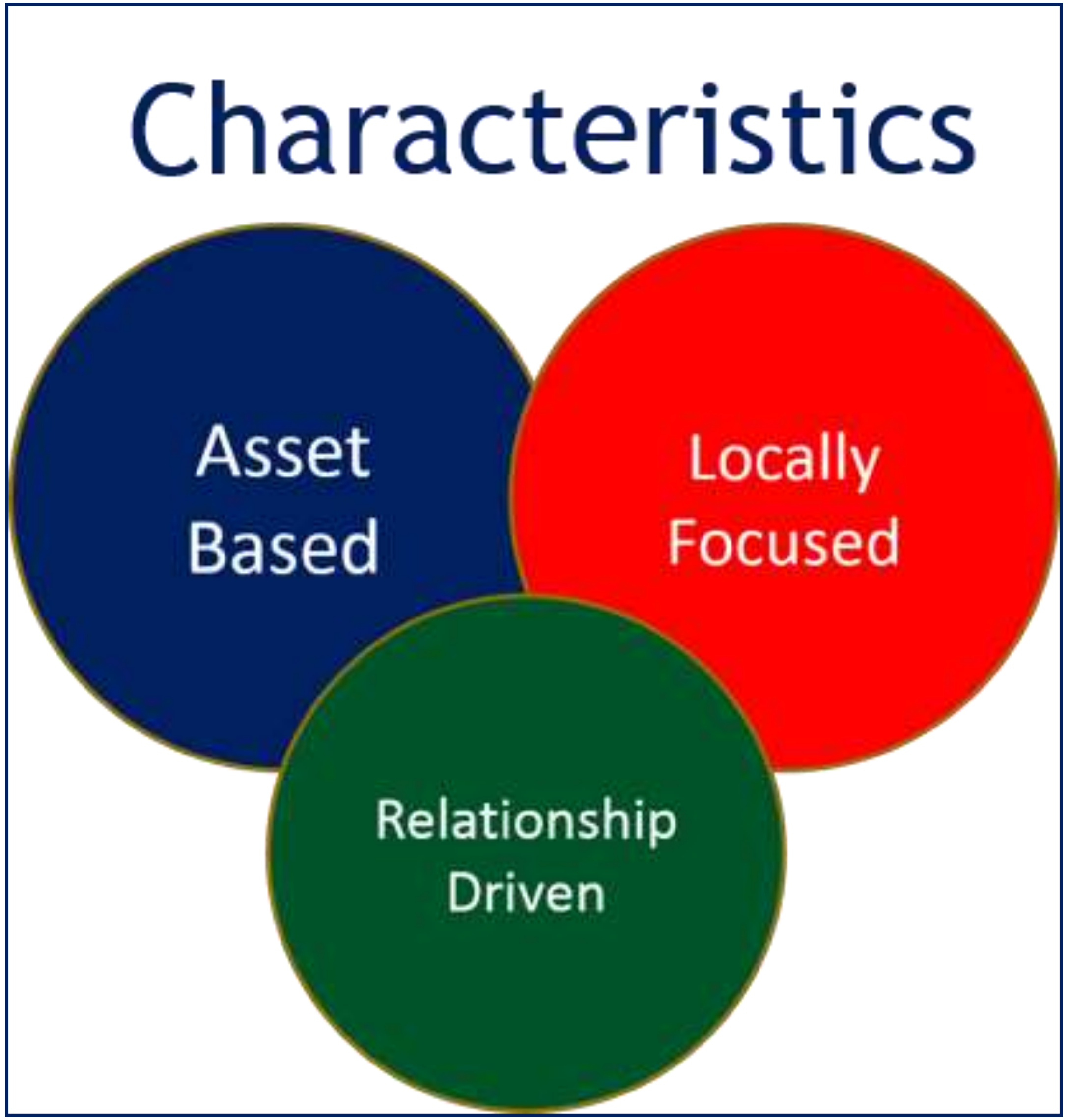
Discover everyone's gifts and passions

Ask them to share their gifts

Connect people with the same passion to act collectively

Measurable Results for Children, Adults, Families and Communities

ABCD Principle 1



Characteristics

Asset Based

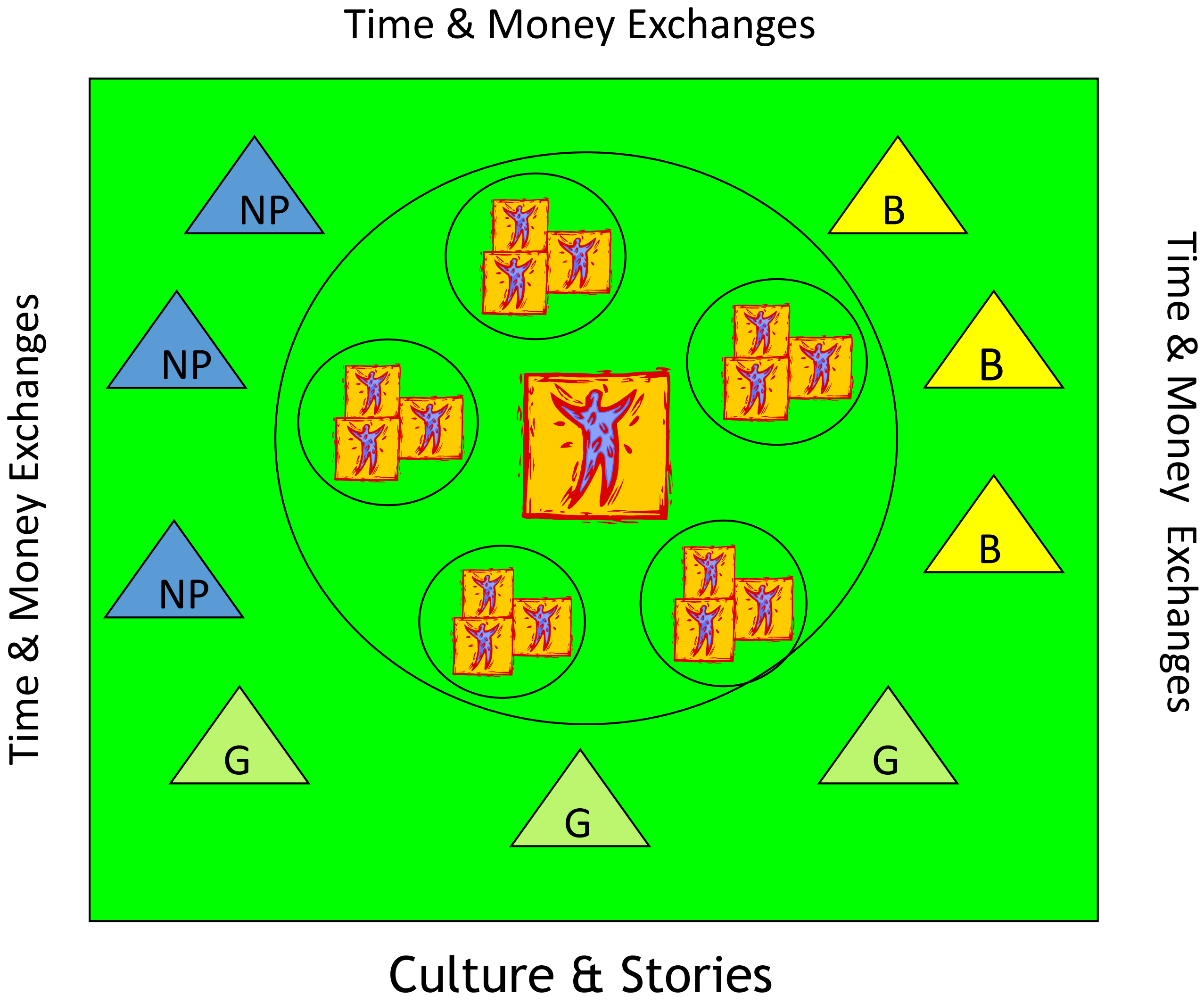
Locally Focused

Relationship Driven

Asset Based – Everyone has gifts

What can we do with what we already have to get what we need?

Ingredients of a Healthy Community


Time & Money Exchanges
Time & Money Exchanges
Time & Money Exchanges
NP
NP
NP
B
B
B
G
G
G
Culture & Stories

Ingredients of a Healthy Community – Six

- Individual resident capacities
- Local associations
- Local institutions
- Land, property, and the environment
- Exchange between neighbors - giving, sharing, trading, bartering, exchanging, buying and selling
- Culture & Stories

Effective Communities

- Look inside first to solve problems
- Relationships are seen as power
- Have a good sense of assets and capacities, not just needs
- Leaders are connectors not dictators
- Citizens are involved
- People take responsibility

Locally Focused

What can we do with what we already have in our neighborhood to improve our neighborhood?

Why Place-Based

- It is where families and their children live
- It is where the action is – good & bad
- To help kids succeed - they do better in strong families and families do better in supportive communities
- It simplifies engagement
- Increasing **social capital** and **collective efficacy** make a difference

Social Capital

- **Social Capital** refers to the connections among individuals – social networks and the norms of reciprocity and trustworthiness that arise from them.

- The more relationships someone has in their community, more likely to:
  - Be Healthy
  - Be Employed
  - Volunteer
  - Participate in Political and Civic Activities
  - Join Clubs
  - Participate in Child’s School Life
  - Be Honest & Trusting

Collective Efficacy

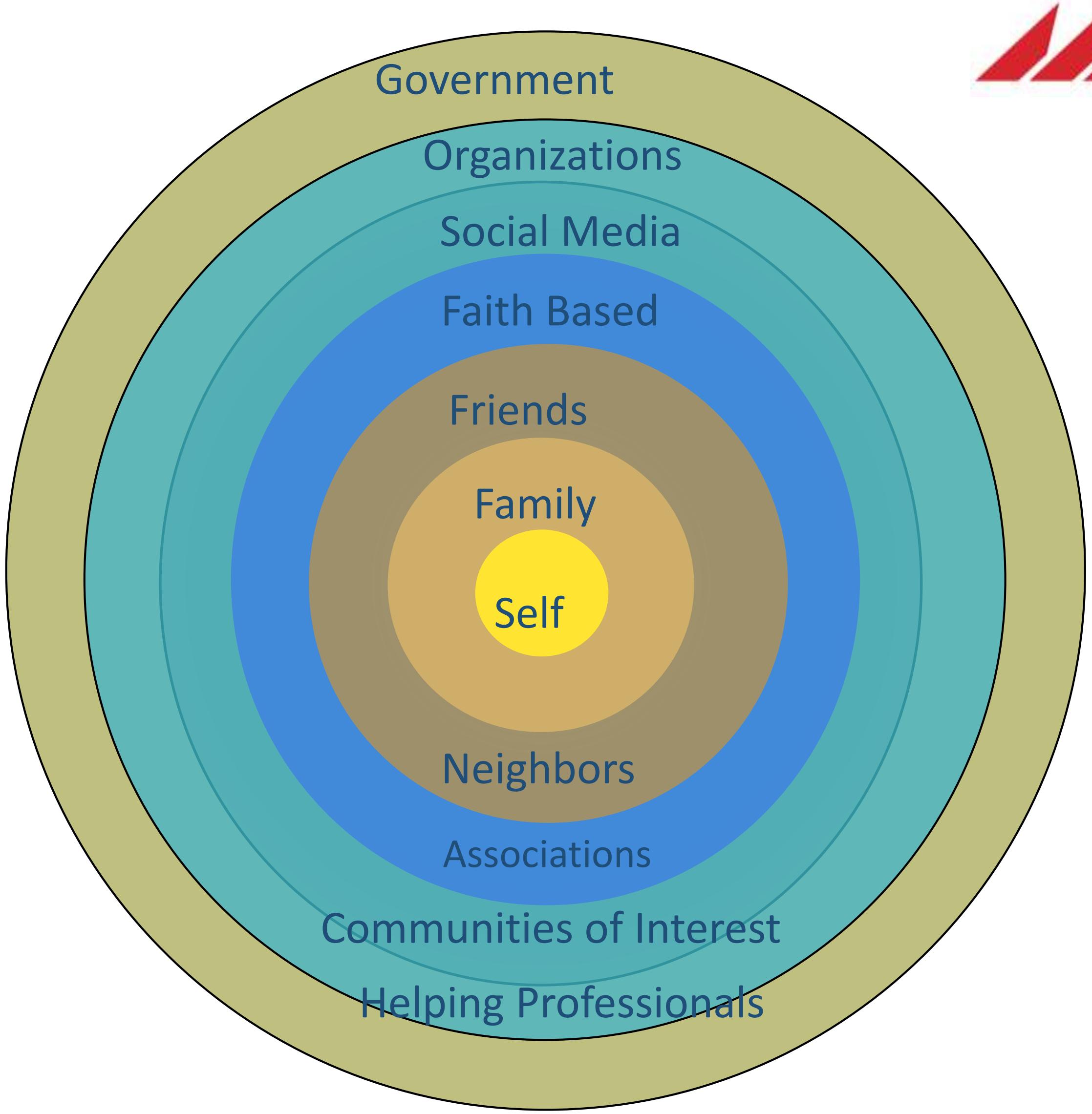
- **Collective efficacy**, the belief and ability to accomplish things by working together. Efforts to promote collective efficacy try to close the gap between the generations, build social resources that promote reciprocal exchange between members of the community and encourage informal social controls - such as intervening to reduce anti-social behavior.

- Evaluations of programs based on the theory have demonstrated promising results with respect to:
  - physical and mental health
  - inter-personal violence,
  - child maltreatment,
  - depression and risky sexual behavior.

http://www.preventionaction.org/reference/collective-efficacy

Sami Ansari, Salem State University

Circles of Care
and
Responsibilities

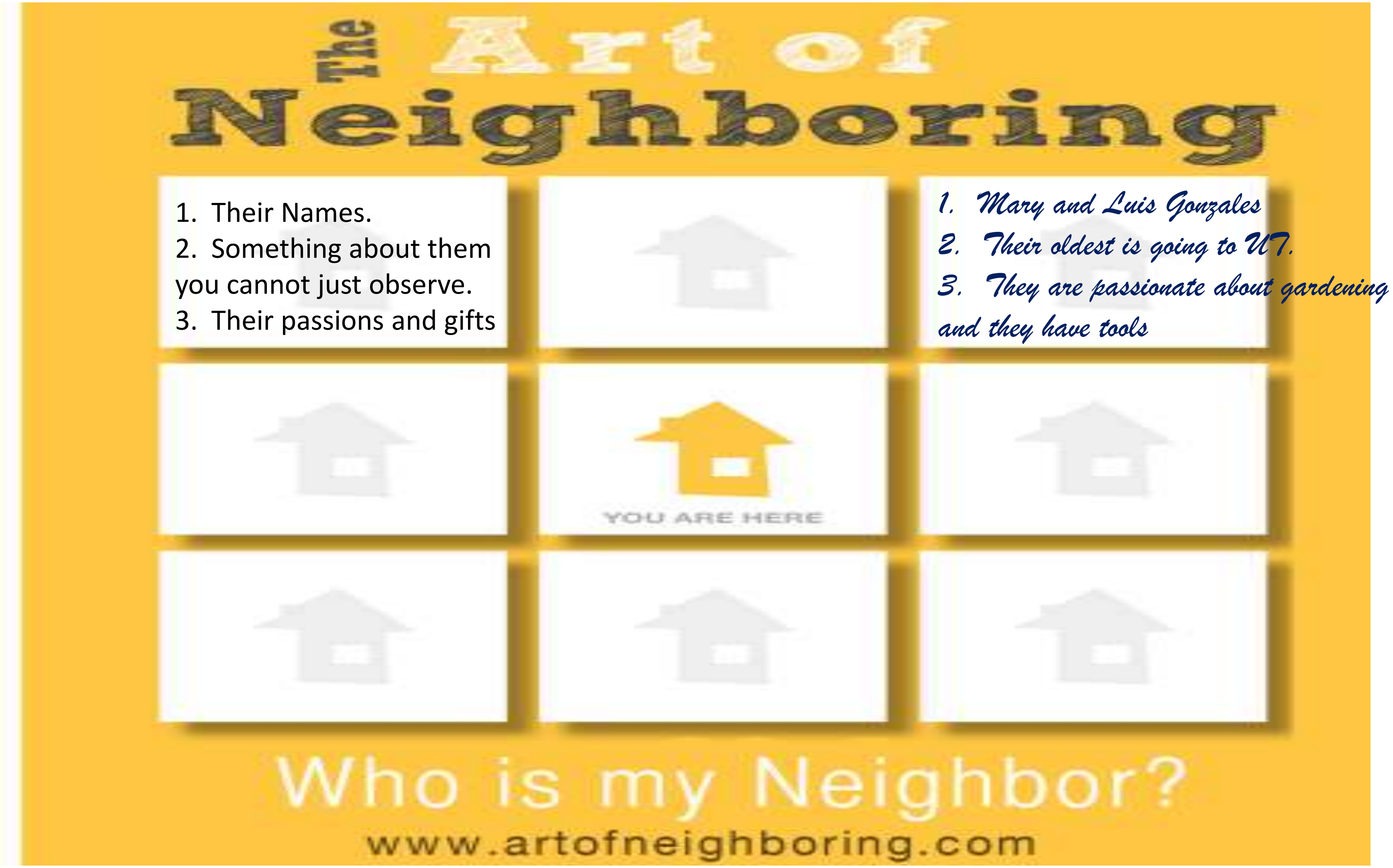

Government
Organizations
Social Media
Faith Based
Friends
Family
Self
Neighbors
Associations
Communities of Interest
Helping Professionals

Relationship Driven – Relationships Unlock Gifts

How can we build relationships to unlock our gifts to get what we need?

The Art of Neighboring

Results Leadership Group®

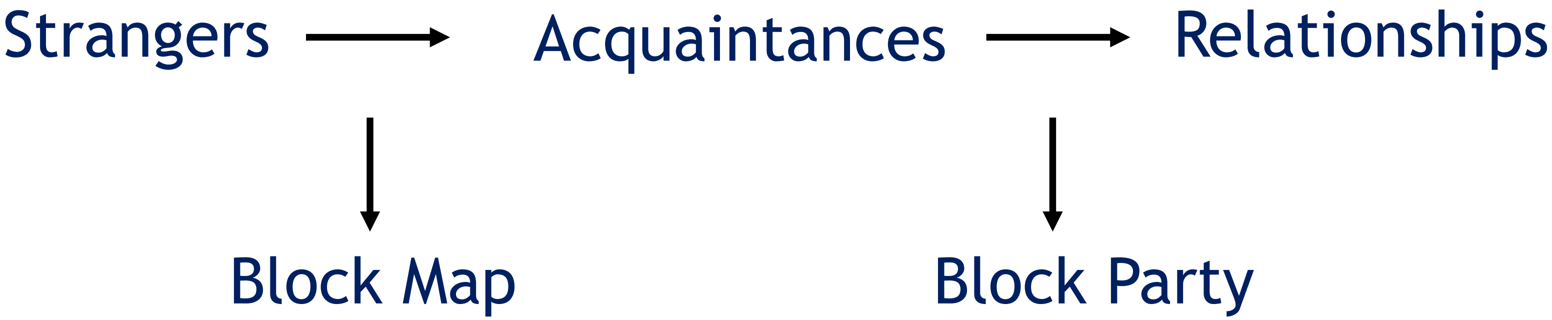

The Art of Neighboring
YOU ARE HERE
Who is my Neighbor?
www.artofneighboring.com

1. Their Names.
2. Something about them you cannot just observe.
3. Their passions and gifts

1. *Mary and Luis Gonzales*
2. *Their oldest is going to UT.*
3. *They are passionate about gardening and they have tools*

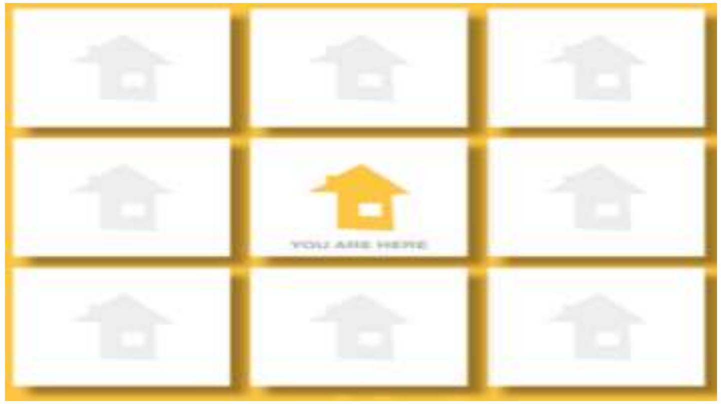
Jay Pathak & Dave Runyon

The Art of Neighboring


Strangers → Acquaintances → Relationships

Block Map

Block Party



ABCD Principle 2

The First Three Questions

The three strategic questions to drive action and help institutions lead by stepping back:

1. What can residents do by themselves for themselves?
2. What can residents do with a little help from institutions?
3. What do residents need done that they can't do?

What Individuals Can Do:

- Three Examples
    - Create Health
    - Safety and Security
    - Raising Powerful Connected Children

Determinants of Health

1. Personal Behavior

Determinants of Health

2. Social Relationships

Neighbors Care Alliance

Neighbors Helping Neighbors

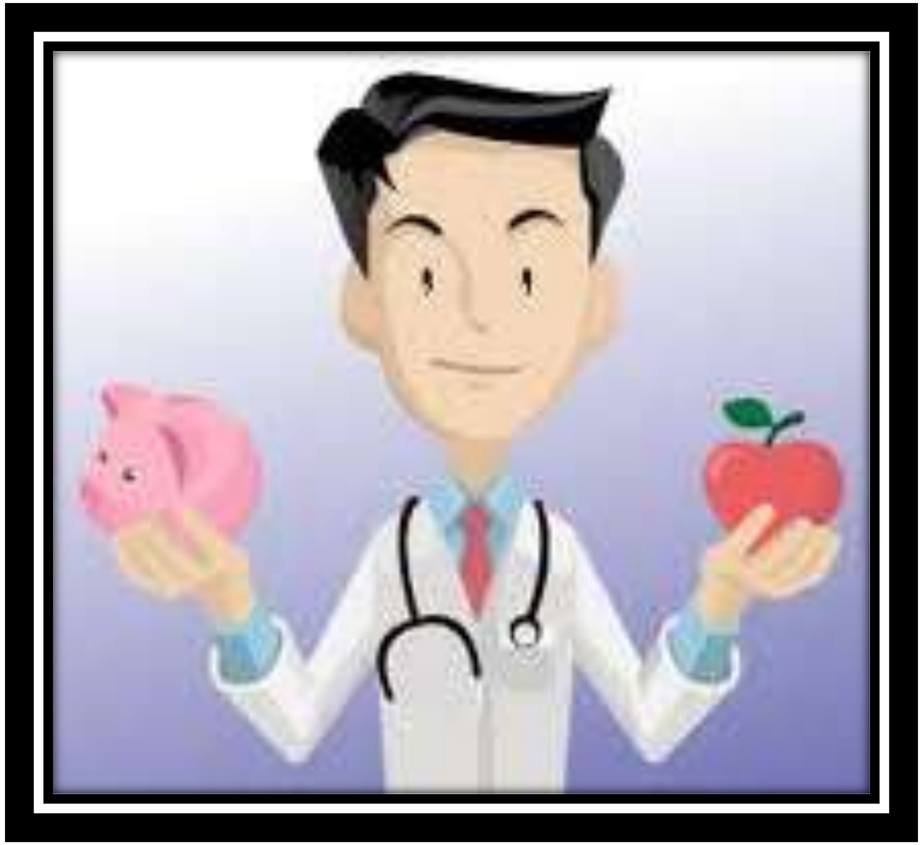
Determinants of Health

3. Physical Environment

Measurable Results for Children, Adults, Families and Communities

Determinants of Health

4. Economic status

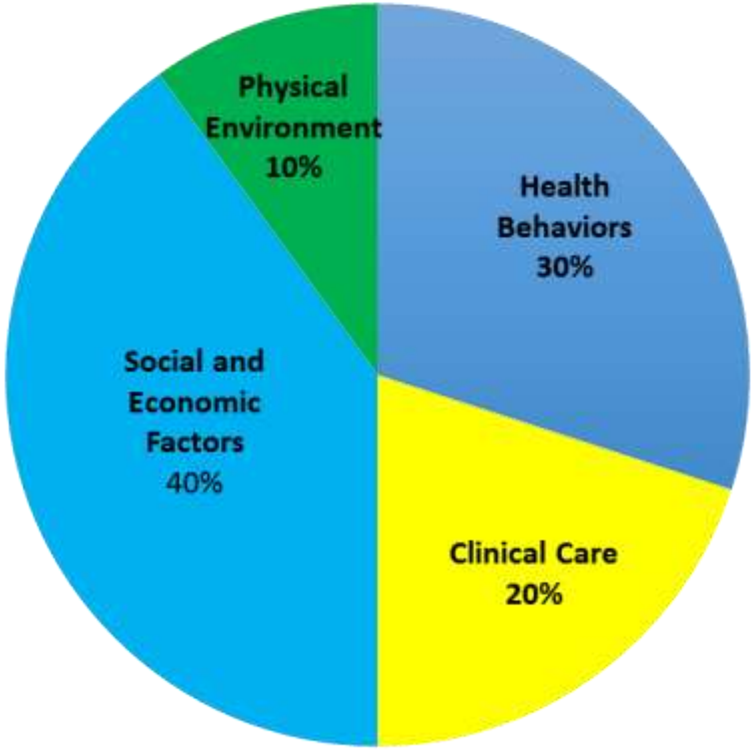


Determinants of Health

5. Access to Health Care

SCHLEICHER COUNTY HOSPITAL

County Health Rankings – Determinates of Health



- Health behaviors (30%)
  - Tobacco use
  - Diet & exercise
  - Alcohol use
  - Sexual activity
- Clinical care (20%)
  - Access to care
  - Quality of care
- Social and economic factors (40%)
  - Education
  - Employment
  - Income
  - Family & social support
  - Community safety
- Physical environment (10%)
  - Environmental quality
  - Built environment

Social Capital & Health

“New research shows that maintaining strong social bonds, starting from a young age, increases life expectancy by reducing health risks throughout a person’s life.

The January 2016 study, “Social Relationships and Physiological Determinants of Longevity Across the Human Life Span(link is external),” was published in the *Proceedings of the National Academy of Sciences*.

This study, by researchers at University of North Carolina at Chapel Hill, **is the first to definitively link strong social relationships with concrete measures of physical health including: high blood pressure, abdominal obesity, BMI, and inflammation.**

This study builds on previous research which found that aging adults live longer if they have robust social connections.

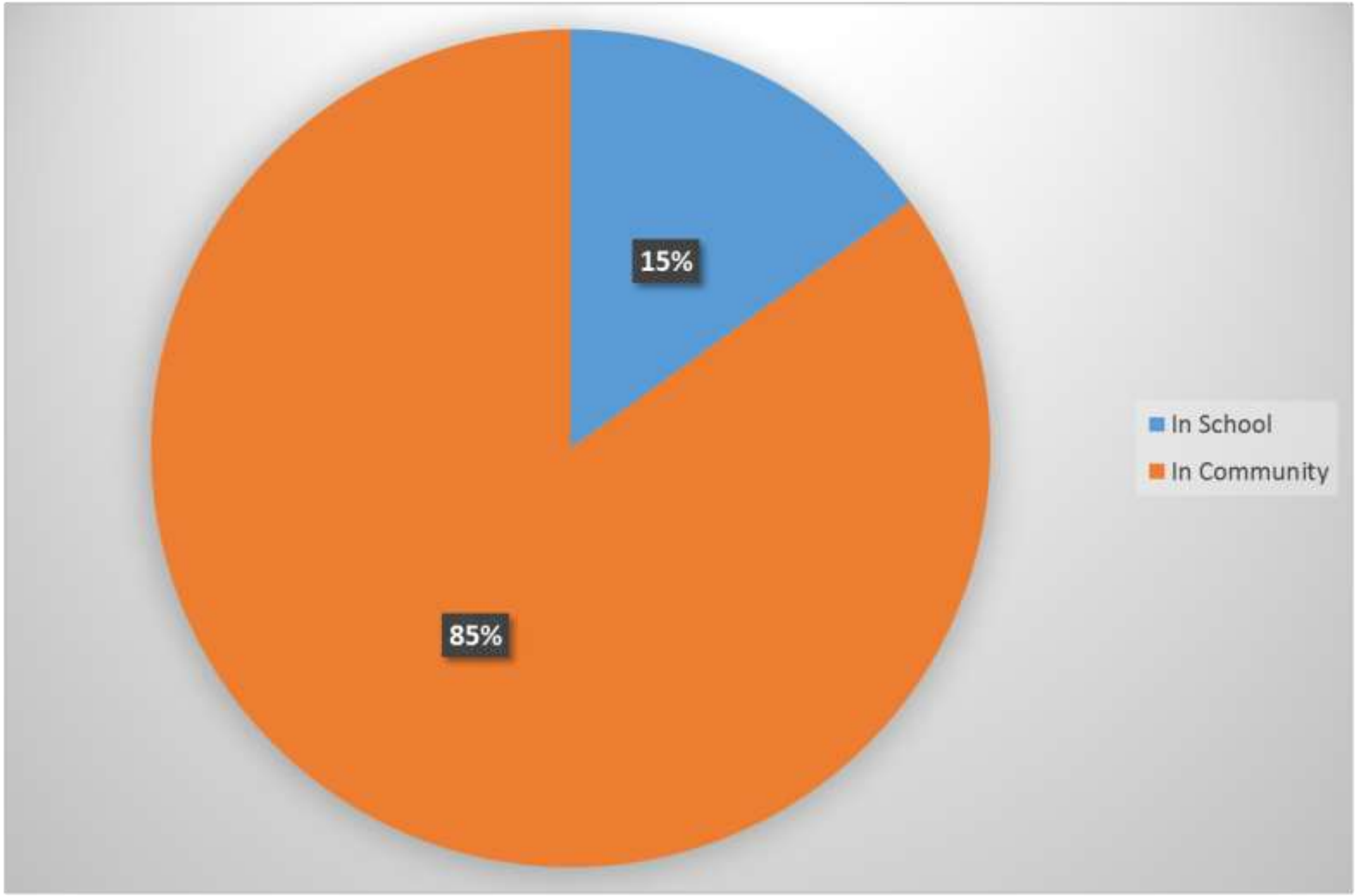
The findings illustrate how strong social relationships have the power to reduce health risks at each life stage, starting with adolescence and continuing through young, middle, and late adulthood, ”

Christopher Bergland, Psychology Today 1/14/16

Crime & Safety

U-HAUL
RIGHT EQUIPMENT / LOWEST COST
USA
America's Moving Adventure
NEW YORK
Gentle-Ride Van
DC 7529 B

Children's Time During the Year

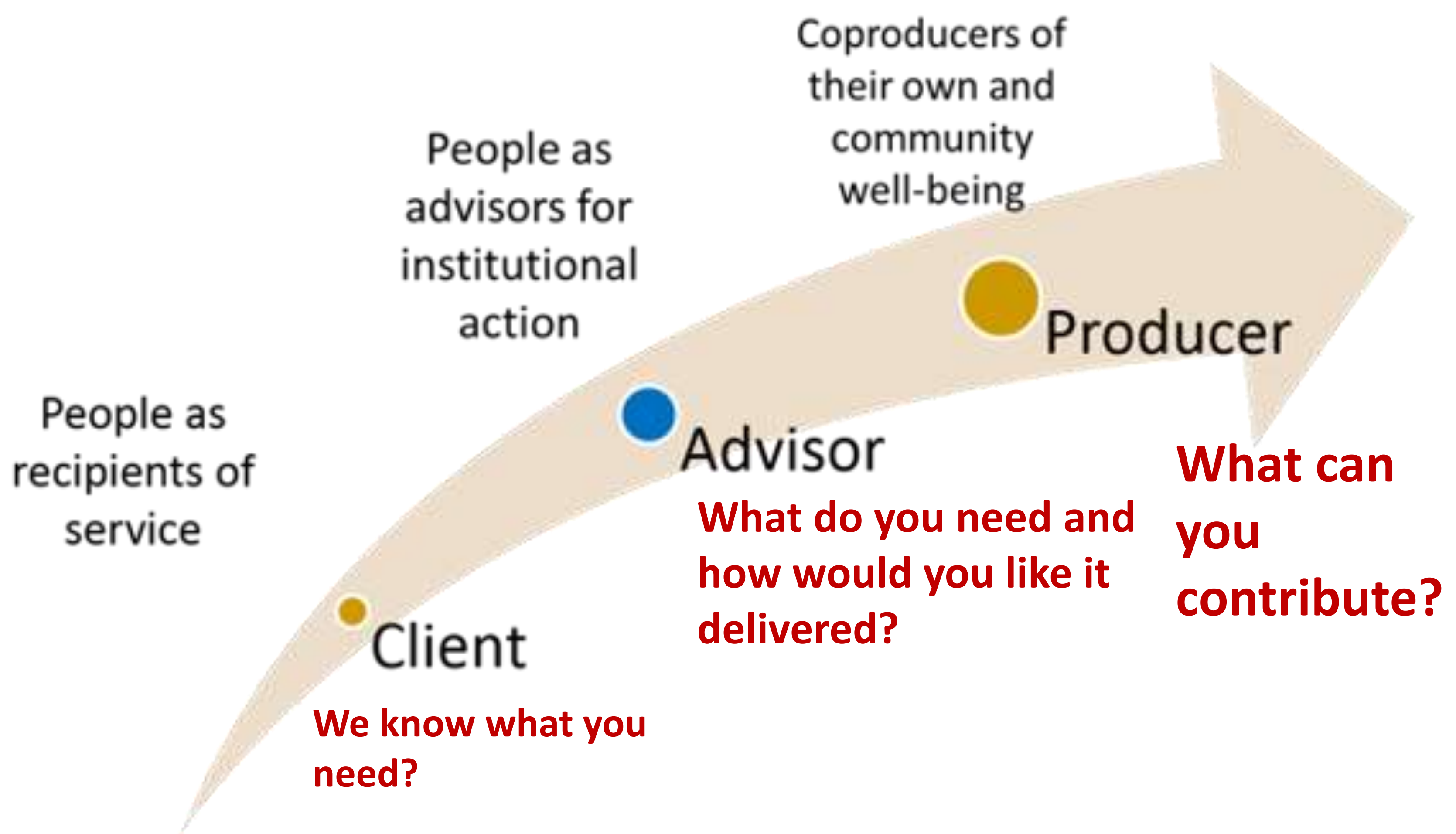


Healthy Communities Require Both Care and Service

VISION
CENTER

Only Residents can provide care and local asset-mapping
unlock the power of care

The Roles of Residents



People as recipients of service

People as advisors for institutional action

Coproducers of their own and community well-being

Client

Advisor

Producer

We know what you need?

What do you need and how would you like it delivered?

What can you contribute?

ABCD Principle 3

Today's Human Service Role

The role of Government, Nonprofits and programs should not be to just provide services to meet client needs

The most effective role we can play is to work to **remove barriers** so that people have the opportunity to share their gifts and be a producer of their own and their community's well-being

Results Leadership Group®

INSTITUTIONS SHOULD LEAD BY STEPPING BACK TO CREATE SPACE FOR CITIZEN AND COMMUNITY ACTION

“Avoid the pull inward, and the danger of allowing programs and professionalization to crowd out the community.”
Rich Harwood

Institutional Assets

More than an Institution's Products or Services

"A neighborhood may not need an agency's hours of counseling, what they need is the agency's copy machine or meeting room or their staff's computer experience."

"Ask the neighborhood how you can partner with them…do not just
tell them what services you offer."

"Never do anything that nobody wants"

Leading by Stepping Back

Recognizing and Supporting the Three Powers of Citizenship

1. The power to decide there is a problem.

2. The power to decide the solution to the problem.

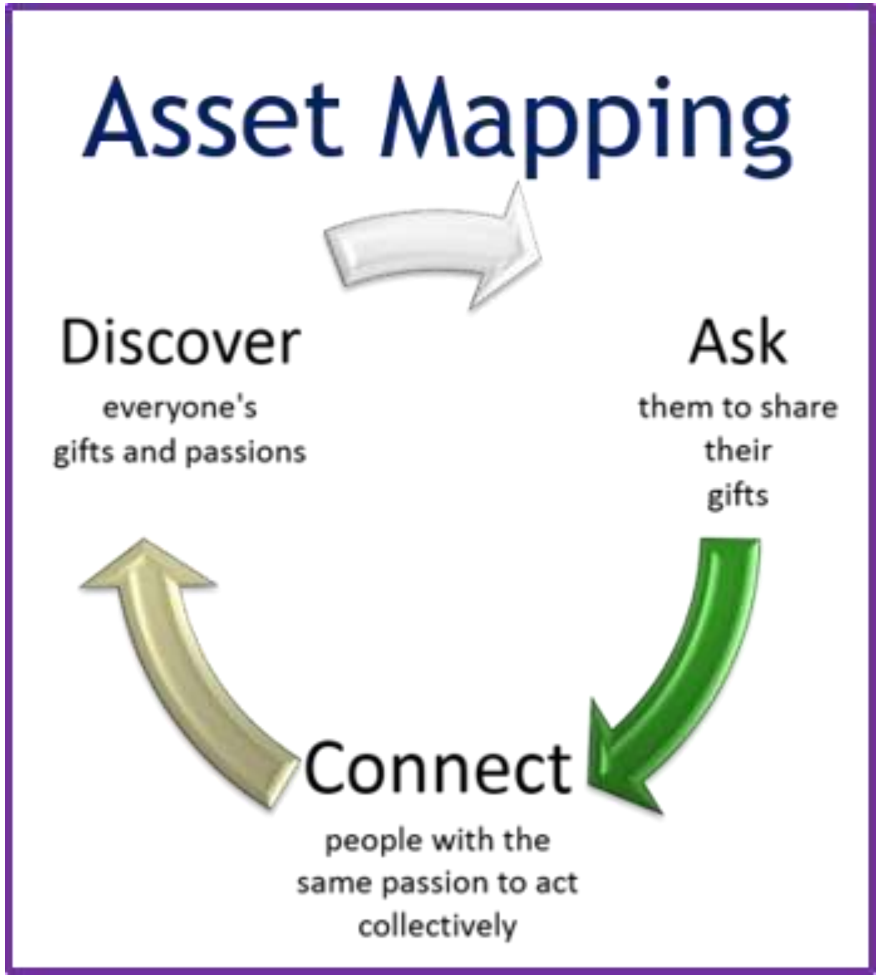
3. The power to act on the solution.

Organizing not Mobilizing

Five Strategic ABCD Questions:

1. What can residents do by themselves for themselves?
2. What can residents do with a little help from institutions?
3. What do residents need done that they can’t do?
4. **What can we stop doing to create space for resident action?**
5. **What can we offer to the community beyond the services we deliver to support resident action?**

ABCD
Principle 4



Asset Mapping

Discover
everyone's
gifts and passions

Ask
them to share
their
gifts

Connect
people with the
same passion to act
collectively

How do you engage people to share their gifts and become involved?

Focus on
gift of
their
heart!

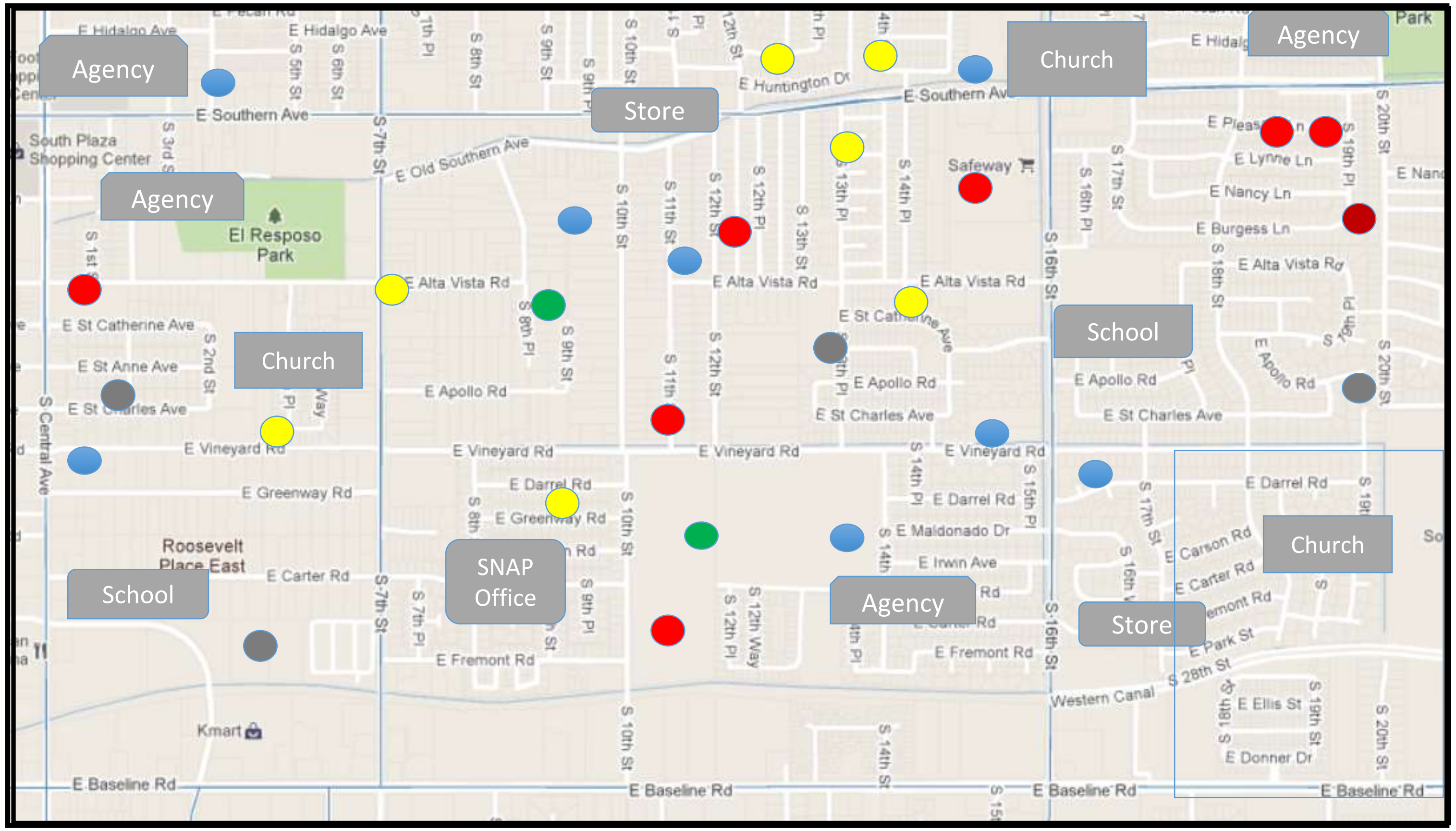
Neighborhood Clean-up

Asset Mapping

Results Leadership Group®

- Not just another list of resources
- It is:
  - ❑ A strategy to identify assets that are available from within the community
  - ❑ A process for connecting and engaging the community and using the talents of people to help solve problems and build a better community
  - ❑ Asset Mapping must be done by the residents that call the neighborhood home.

Asset Map


Agency
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Store
Church
Agency
Agency
Church
School
School
Church
SNAP Office
Agency
Store
Church
E Southern Ave
E Old Southern Ave
South Plaza Shopping Center
El Resposo Park
Safeway
E Alta Vista Rd
E Apollo Rd
E St Charles Ave
E Vineyard Rd
E Darrel Rd
E Greenway Rd
Roosevelt Place East
E Carter Rd
E Fremont Rd
Western Canal
Kmart
E Baseline Rd
S Central Ave
S 7th St
S 10th St
S 14th St
S 16th St
S 20th St

Asset Mapping Steps

1. Form a Resident Mapping Team (RMT)
2. RMT selects the geographic area for action – (Hint: what is the area we want to be responsible for?)
3. Map the institutional, association and physical assets
4. RMT creates a gifts survey to identify the gifts and passions of the residents of the neighborhood

Asset Mapping Steps

5. Conduct in-person conversations with neighborhood residents to identify resident gifts and passions (Hint: To start never interview someone you do not know)

6. RMT creates an asset map (Hint: Colored Sticky dots - map residents based on their passions)

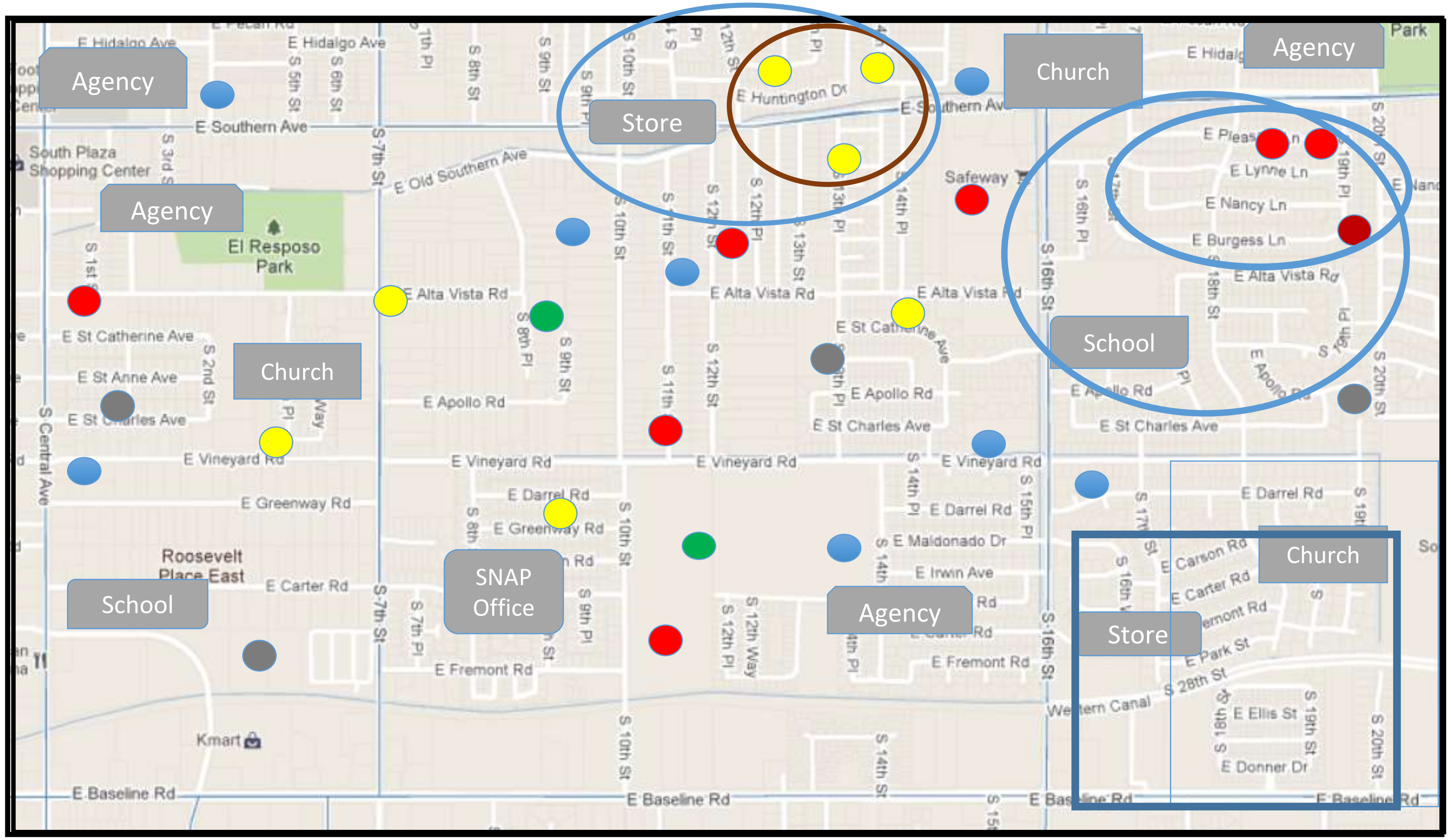
7. RMT connects residents that live close together with the same passions and ask them to come together to share their gifts to accomplish something related to their passion.

Asset Mapping Steps

8. RMT grows the connections – People, Associations and Organizations

9. Recognize and celebrate successes (Hint: Have fun)

Asset Map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SNAP Office
Agency
Church
Store
El Resposo Park
South Plaza Shopping Center
Roosevelt Place East
Safeway
Kmart
Park
E Hidalgo Ave
E Southern Ave
E Old Southern Ave
E Huntington Dr
E Alta Vista Rd
E St Catherine Ave
E St Anne Ave
E St Charles Ave
E Apollo Rd
E Vineyard Rd
E Greenway Rd
E Darrel Rd
E Maldonado Dr
E Irwin Ave
E Carter Rd
E Carson Rd
E Fremont Rd
E Park St
E Ellis St
E Donner Dr
E Lynne Ln
E Nancy Ln
E Burgess Ln
E Baseline Rd
Western Canal
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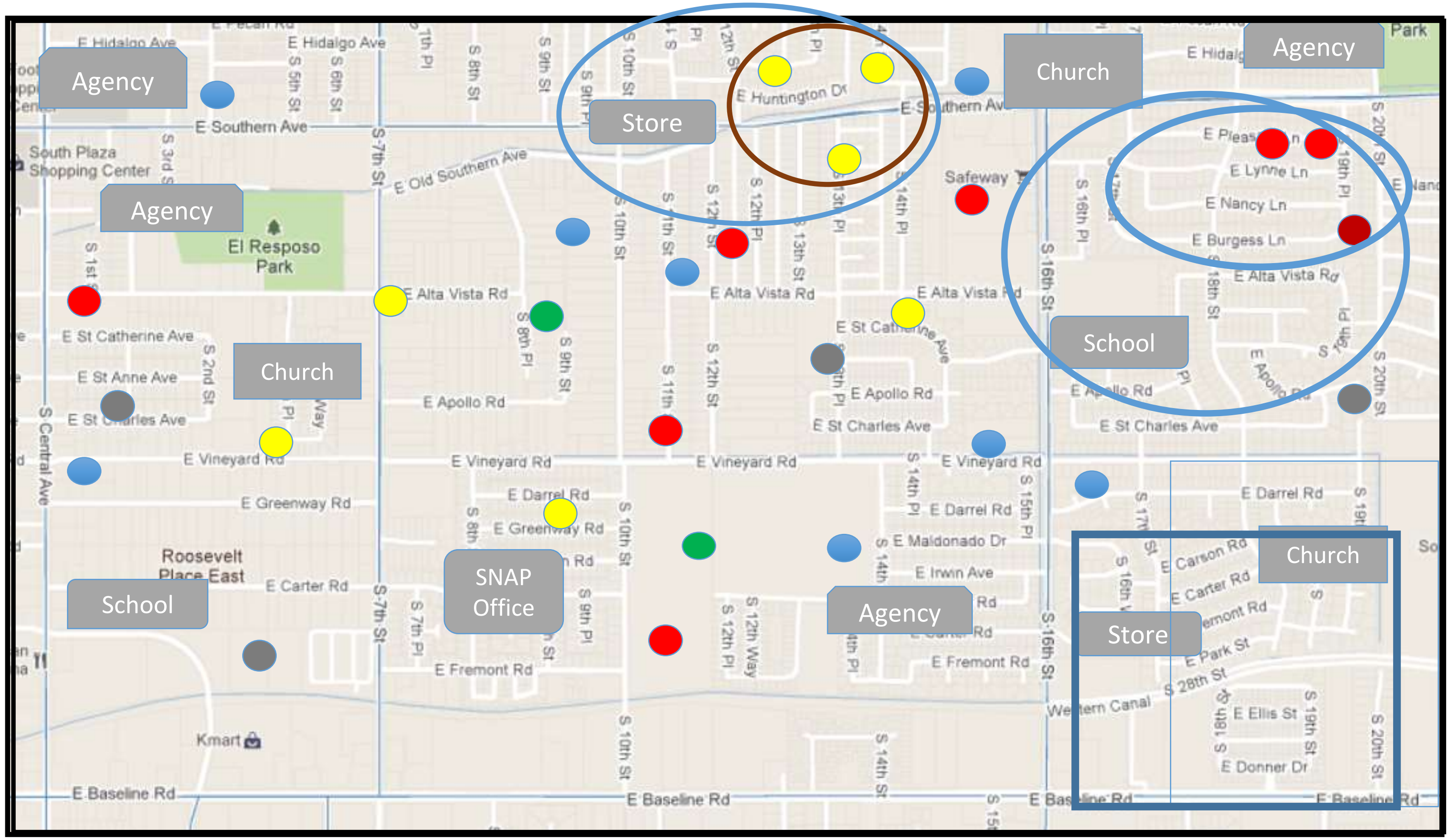
S 20th St

Asset Map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South Plaza Shopping Center
El Resposo Park
Roosevelt Place East
Safeway
Kmart
Western Canal
E Southern Ave
E Alta Vista Rd
E Vineyard Rd
E Baseline Rd

Six Principles to Implement No-cost/Low-cost solutions

- **Everyone has gifts**. With rare exception, people can contribute and want to contribute. Gifts must be discovered. Gift-giving opportunities must be offered. There is unrecognized capacity and assets in every community. Find it.
- **People care about something.** Agencies and neighborhood groups often complain about apathy. Apathy is a sign of bad listening.
- **People in communities are motivated to act.** The challenge is to discover their motivation to act. Motivation to act must be discovered. People who are not paid as staff will only act when the issue at hand is important. People will act on themes they resonate strongly with; dreams to realize, concerns to address. Every community is filled with invisible "motivation for action". Listen for it.

Six Principles to Implement No-cost/Low-cost solutions

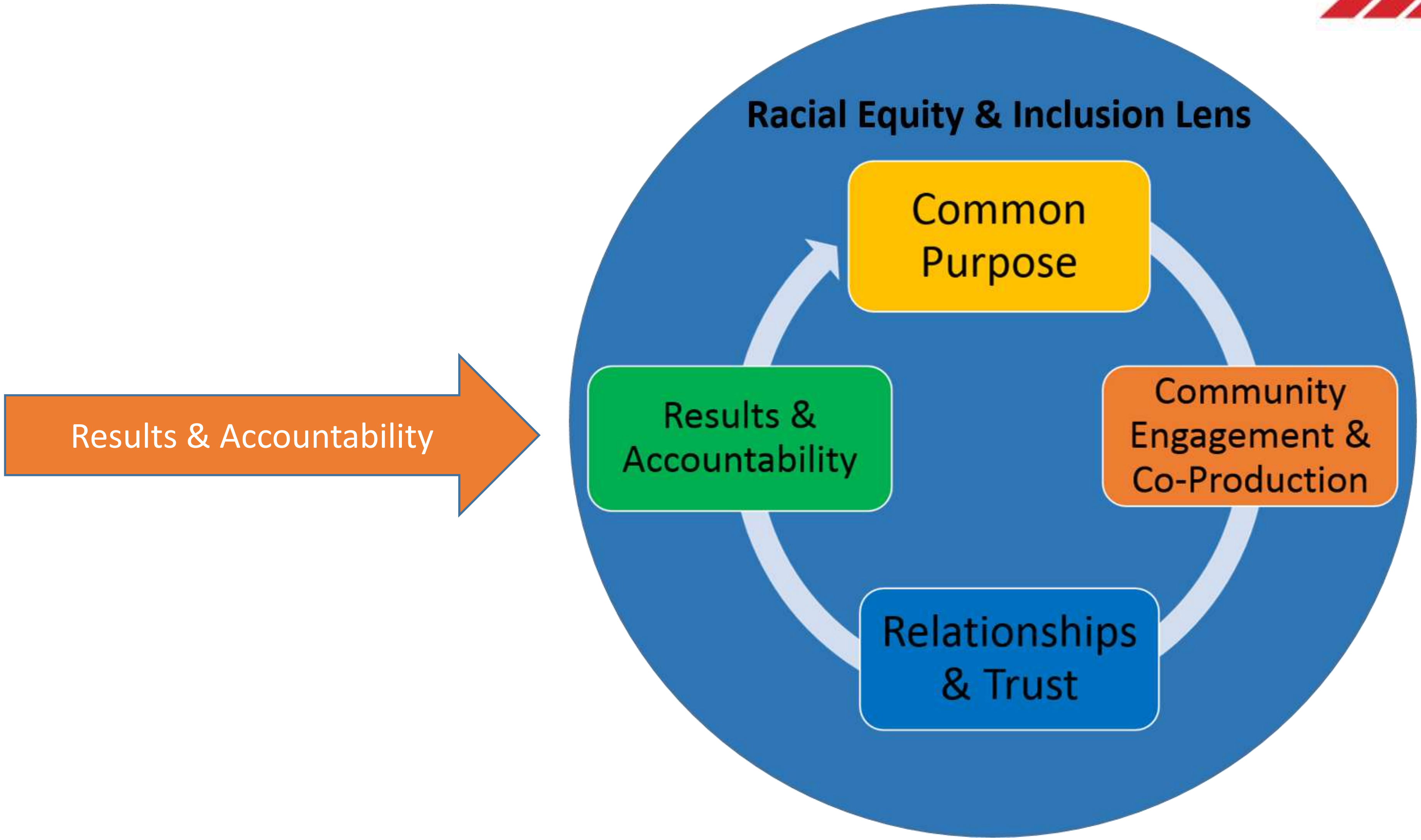
Results Leadership Group®

- **Listening conversations.** One-on-one dialogues are how we discover motivation and invite participation. Forms and surveys can be useful in guiding intentional listening and relationship building, but they are not substitutes for face-to-face conversations.
- **Citizens at the center can engage the wider community.** Local organizations (associations, congregations, neighborhood groups, and local businesses) must be at the center of community initiatives instead of playing a supporting role to institutions. We need to engage the wider community as actors (citizens) not just as recipients of services (clients).
- **Institutions have reached their limits in problem-solving**. All institutions such as Governments, businesses and non-profits are stretched thin in their ability to solve community problems. They cannot be successful without engaging the rest of the community in solutions

Questions?

Effective Collective Impact

Results Leadership Group®



Results & Accountability

Racial Equity & Inclusion Lens

Common Purpose

Community Engagement & Co-Production

Relationships & Trust

Results & Accountability

Measurable Results for Children, Adults, Families and Communities

Results & Accountability

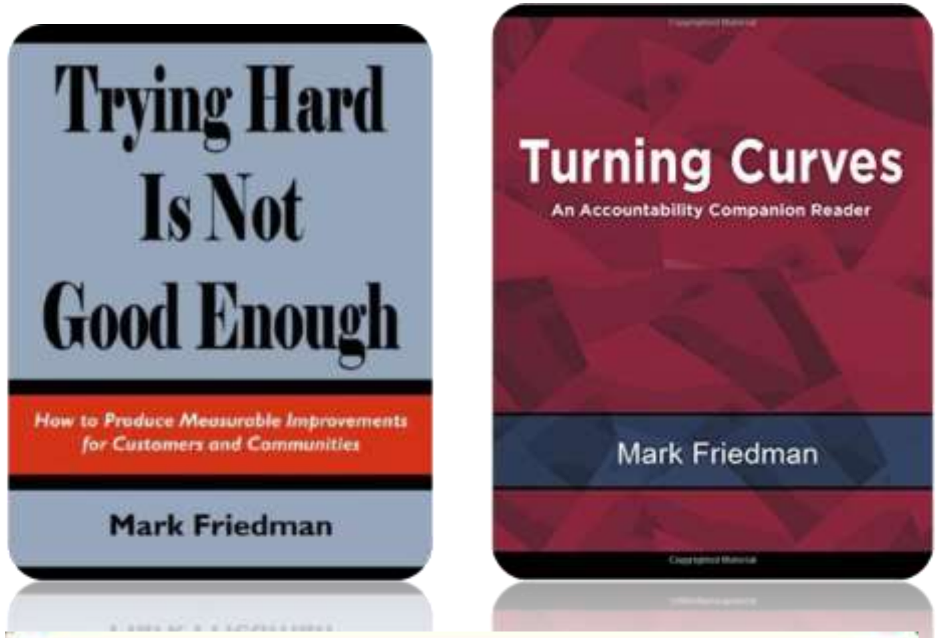
Operationalizing the Collective Impact Framework:

- **Results:** Achieving Population-level impact (I don’t want to help a few kids make it...I want to give all kids a chance.)
- **Moving from talk to action:** Using an evidence-based, disciplined approach for getting results.
- **Data:** Using data for learning, continuous improvement, and shared accountability
- **Infusing equity throughout every action –** disaggregating the data

Based on: Michael McAfee, Bringing Soul to the Work of Collective Impact

What is Results-Based Accountability (RBA)?

Results Leadership Group®



Trying Hard Is Not Good Enough

How to Produce Measurable Improvements for Customers and Communities

Mark Friedman

Turning Curves

An Accountability Companion Reader

Mark Friedman

Results-Based Accountability™

A disciplined way of thinking and taking action that communities can use to improve the lives of children, youth, families and the community as a whole.

It can also be used to improve the performance of programs, agencies and service systems.

Developed by Mark Friedman, detailed in his book *Trying Hard is Not Good Enough*.

COMMON LANGUAGE…COMMON SENSE…COMMON GROUND

Two Key Principles for Achieving Measurable Impact

1. Starting with ends, working backwards to means
2. Data-driven, transparent decision-making.

RBA in a Nutshell
2 – 3 – 7

2 Kinds of Accountability

- Population- or Community-Level Quality of Life
  - (Results & Indicators)
- Performance- or Program-Level
  - (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)

Results-Based Accountability
is made up of two parts:

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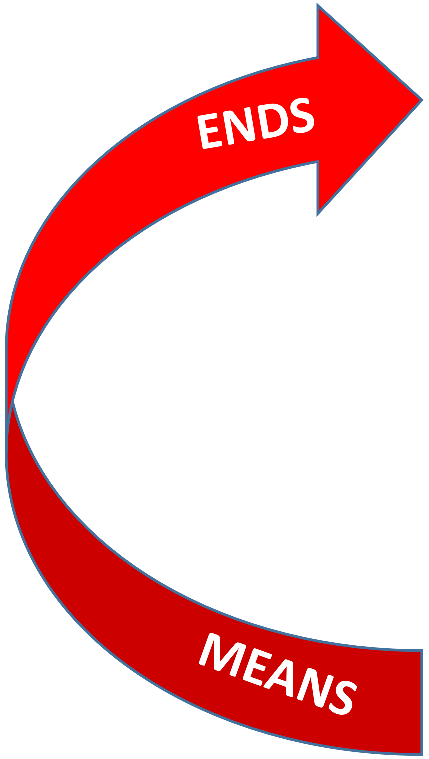
Distinction between population-level and program-level measures.



Population Accountability
about the well-being of
WHOLE POPULATIONS

For Neighborhoods, Communities – Cities – Counties – States - Nations

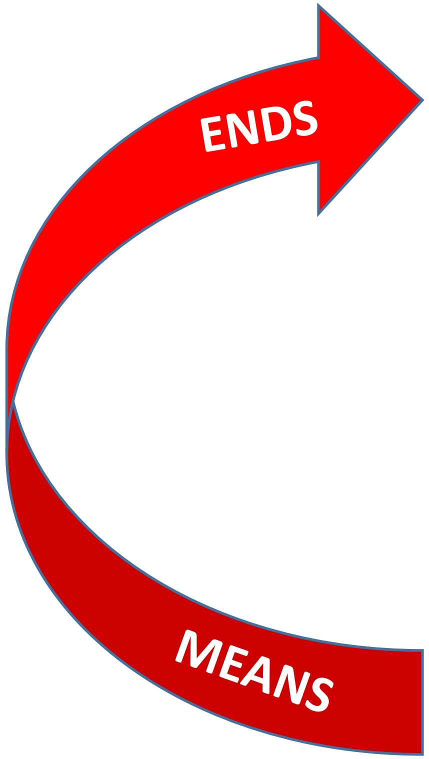
Performance Accountability
about the well-being of
CLIENT POPULATIONS

For Programs – Agencies – and Service Systems

Results-Based Accountability

Who is Responsible:

Distinction between population-level and program-level measures



Population-Level Measures

(i.e. how many people in the county go a whole day without eating a meal)

- The whole community is accountable

Program-Level Measures

(i.e. how many people Meals on Wheels feeds on a daily basis)

- Program managers are accountable

Definitions

RESULT/OUTCOME = A condition of well-being for children, adults, families or communities.

Children born healthy, Children succeeding in school, Safe communities, Clean Environment, Prosperous Economy

INDICATOR = A measure which helps quantify the achievement of a result.

Rate of low-birthweight babies, Rate of high school graduation,
crime rate, air quality index, unemployment rate

PERFORMANCE MEASURE = 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? **= Customer Results or Outcomes**
3. Is anyone better off?

Measurable Results for Children, Adults, Families and Communities

POPULATION ACCOUNTABILITY – Setting the Common Agenda and Vision

For Whole Populations in a Geographic Area

Results, Indicators, Baselines

"Turn the Curve" Thinking

A condition of well being for a given population

Results Leadership Group®

A safe community

R **Result**

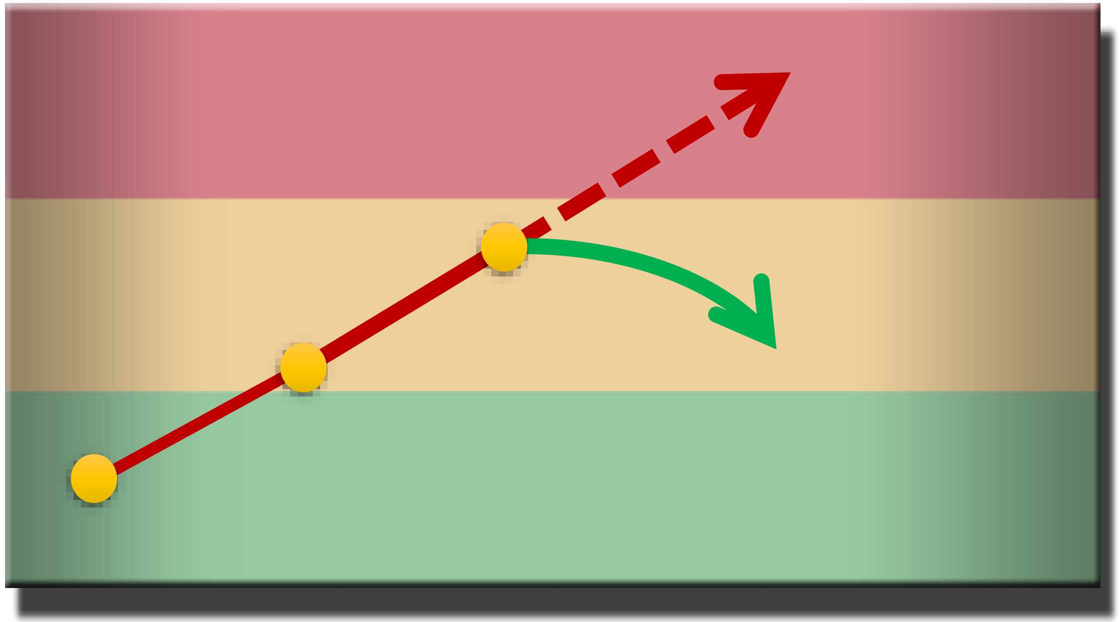
In Common Language – the community will understand

All Youth succeed in school

Measurable Results for Children, Adults, Families and Communities

I

Indicator



A measure that helps quantify the achievement of a result

Result: All children in our community succeed in school

Indicators:

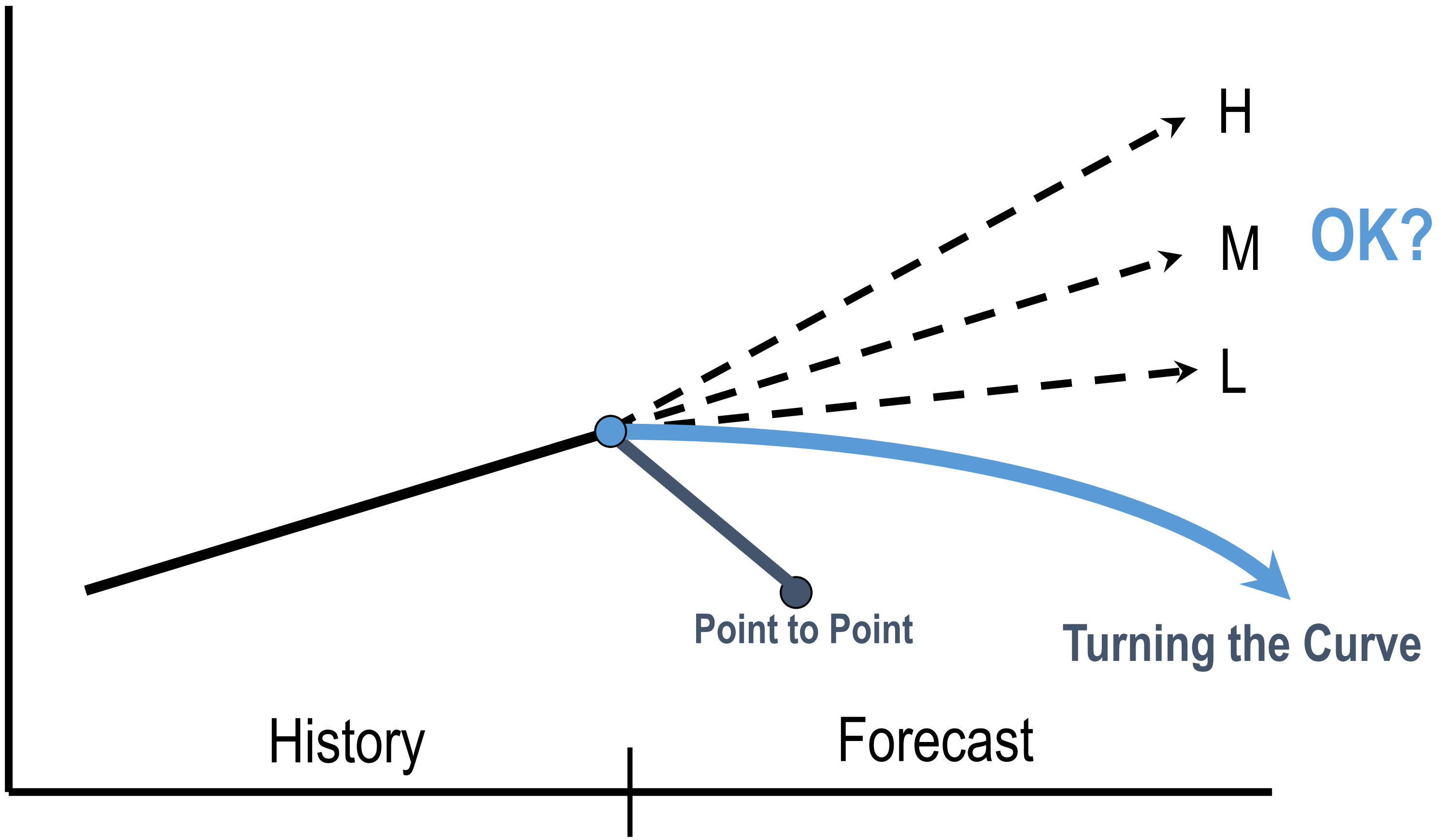
- High School graduation rate
- % of students performing at grade level or above
- Overall attendance rate

Measurable Results for Children, Adults, Families and Communities

Sources of indicator Data

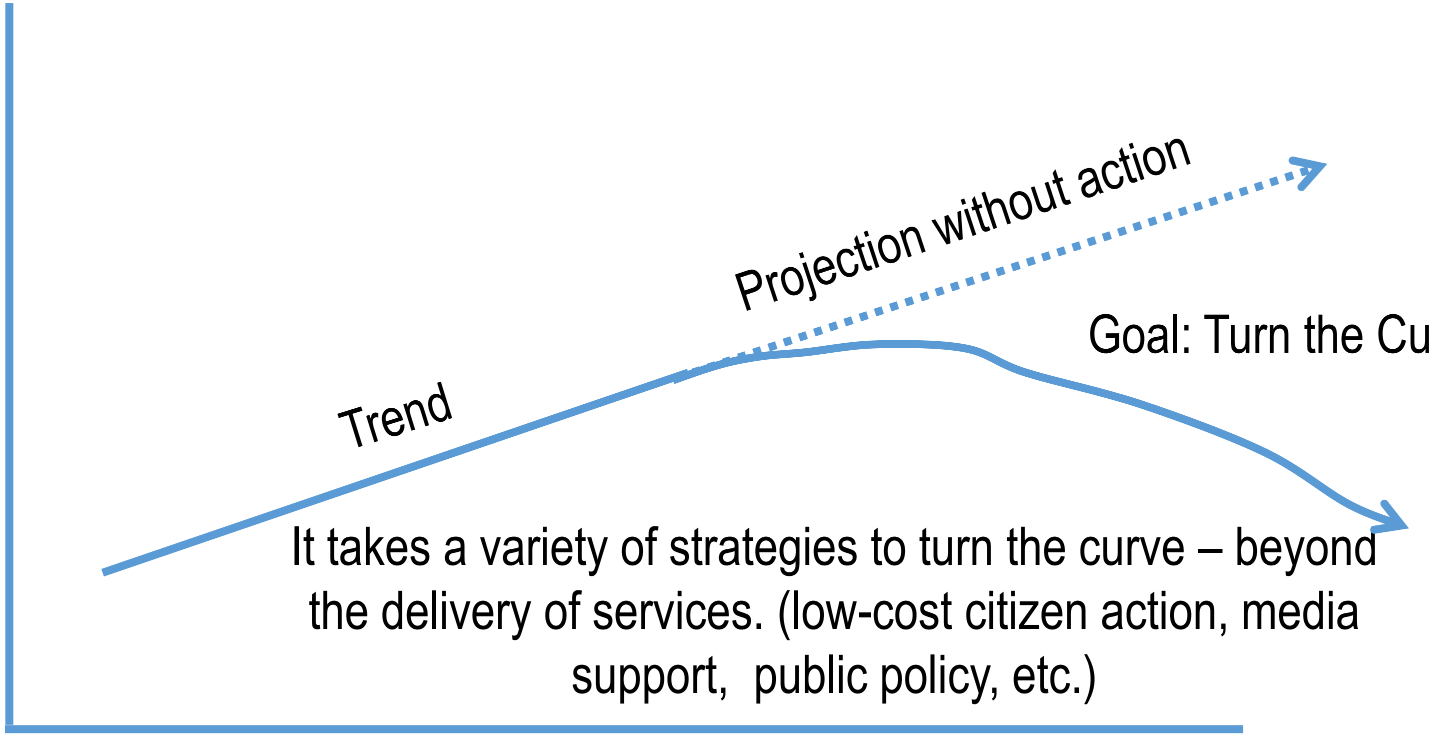
- Populations Level Indicators are collected from community level data:
  - Census
  - State Department of Education
  - State Health Department
  - County Health Department
  - Other Sources?
- Indicators are not collected from agency/program/client data

Baselines - Turning the Curve


H
M
OK?
L
Point to Point
Turning the Curve
History
Forecast

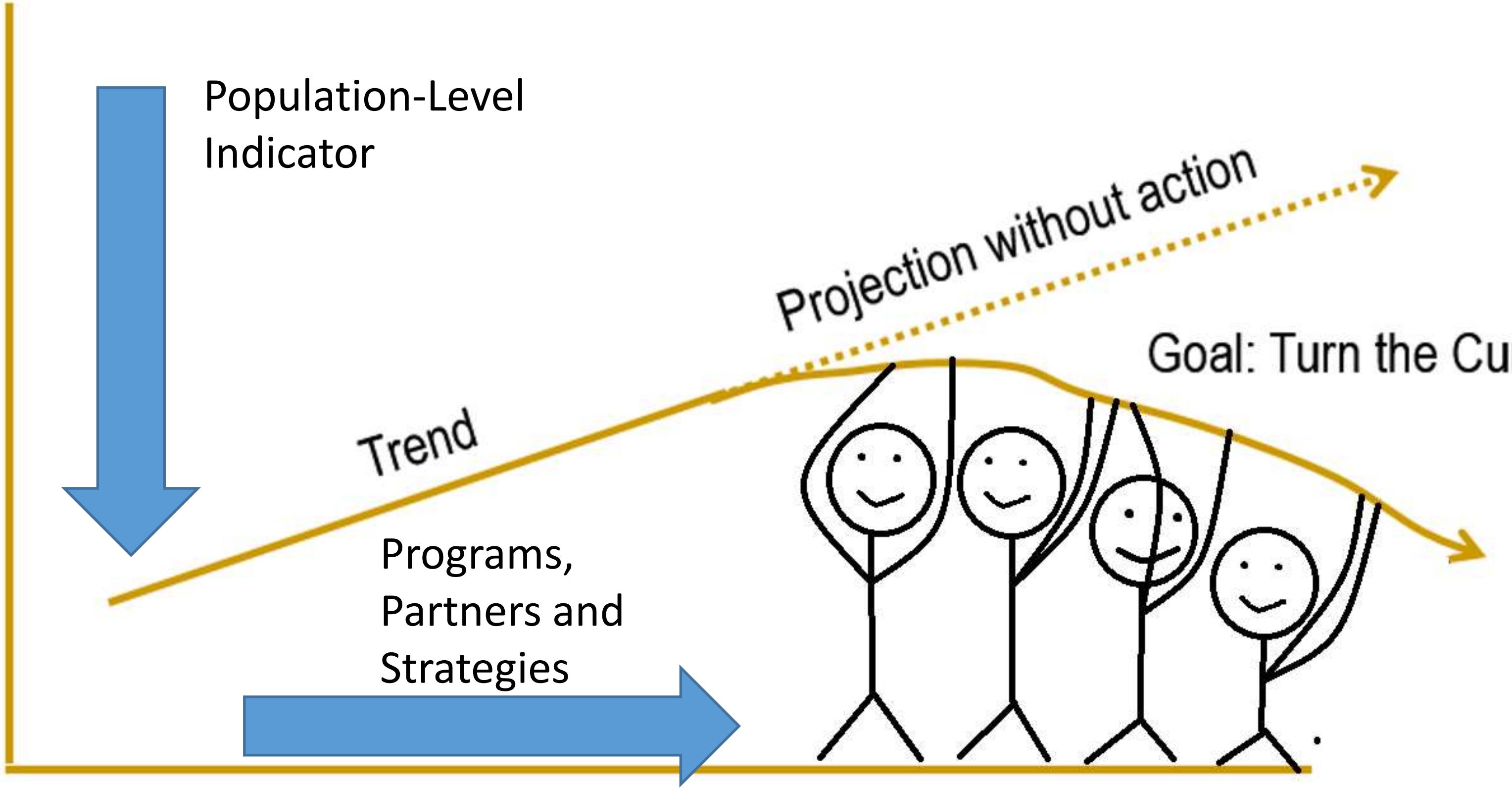
Baselines have two parts: history and forecast

Baselines - Turning the Curve


Projection without action
Goal: Turn the Curve
Trend

It takes a variety of strategies to turn the curve – beyond the delivery of services. (low-cost citizen action, media support, public policy, etc.)

Baselines - Turning the Curve

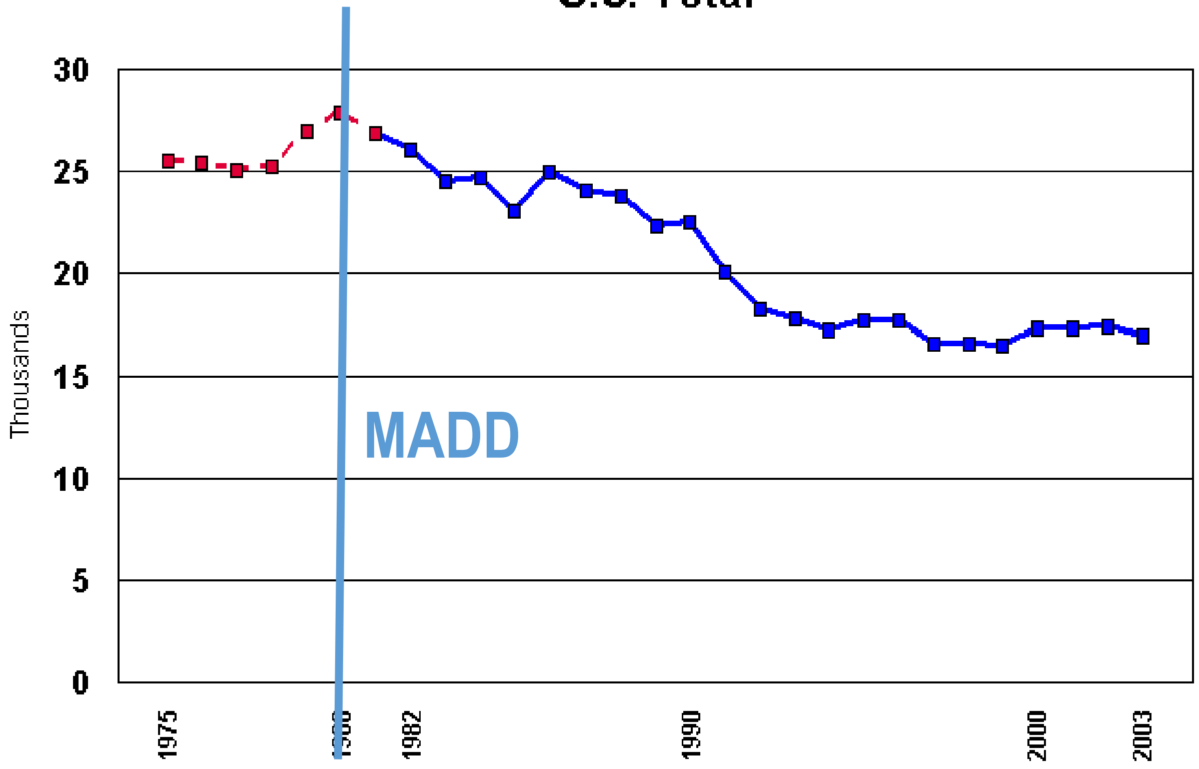

Population-Level Indicator
Projection without action
Goal: Turn the Curve
Trend
Programs, Partners and Strategies

Measurable Results for Children, Adults, Families and Communities

MADD – Turned the Curve

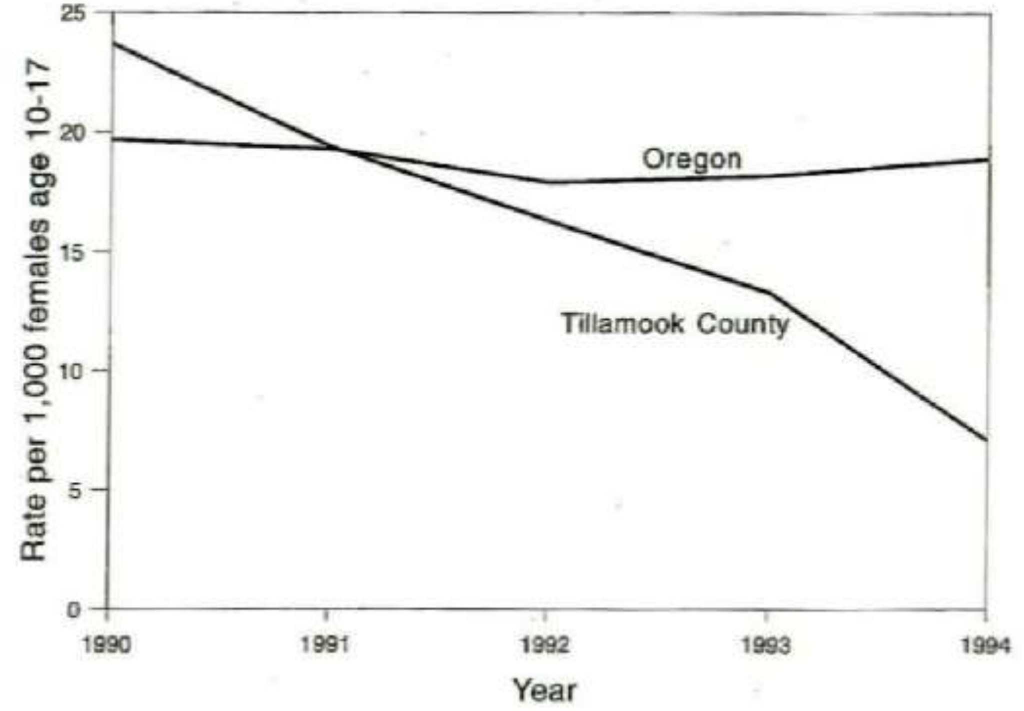
Alcohol-Related Traffic Fatalities

U.S. Total



Source 1982 to 2003: Actual data from the NHTSA Fatality Analysis Reporting System (FARS)
Source 1975 to 1981: Estimate based on NHTSA data provided to VT AHS

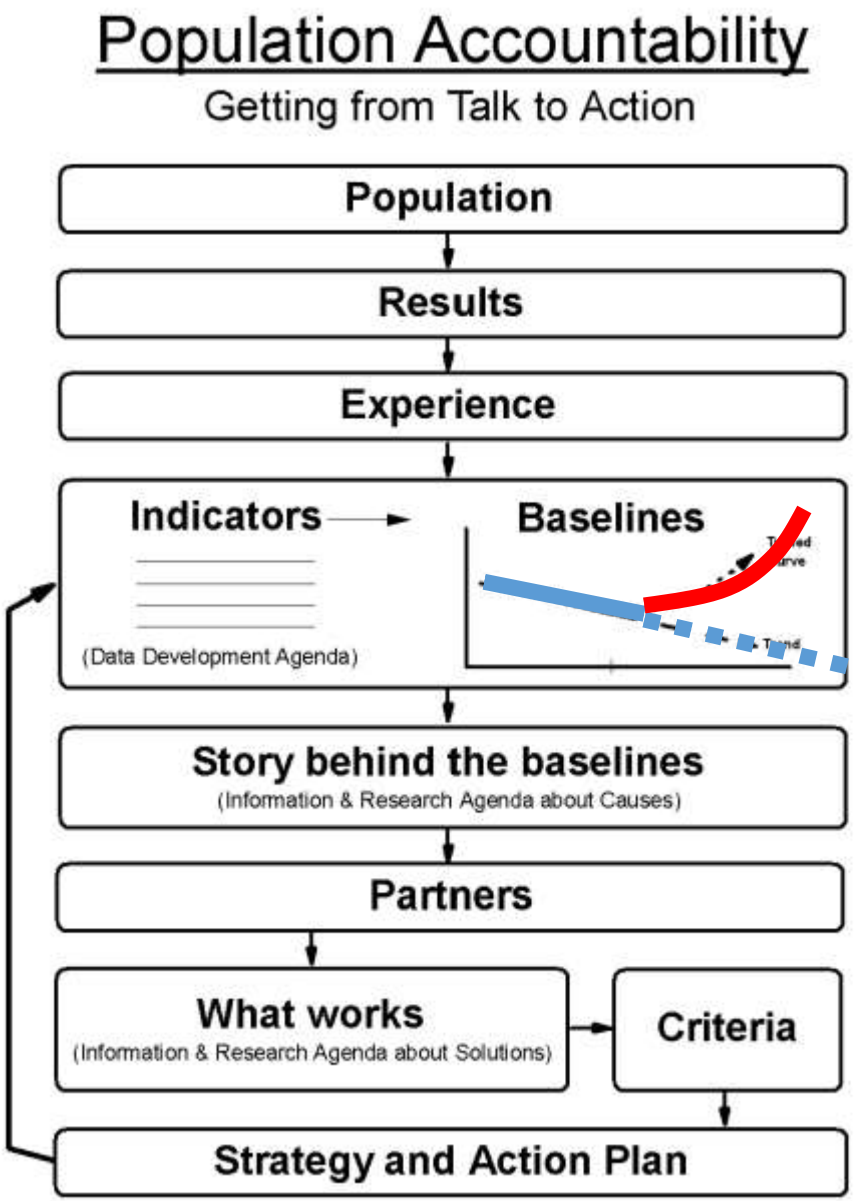
Tillamook County Turned the Curve



Teen Pregnancy Rates, 1990-1994

Source: Oregon Health Division, Center for Health Statistics

Turn the Curve Thinking



Population Accountability

Getting from Talk to Action

Population

Results

Experience

Indicators → **Baselines**

(Data Development Agenda)

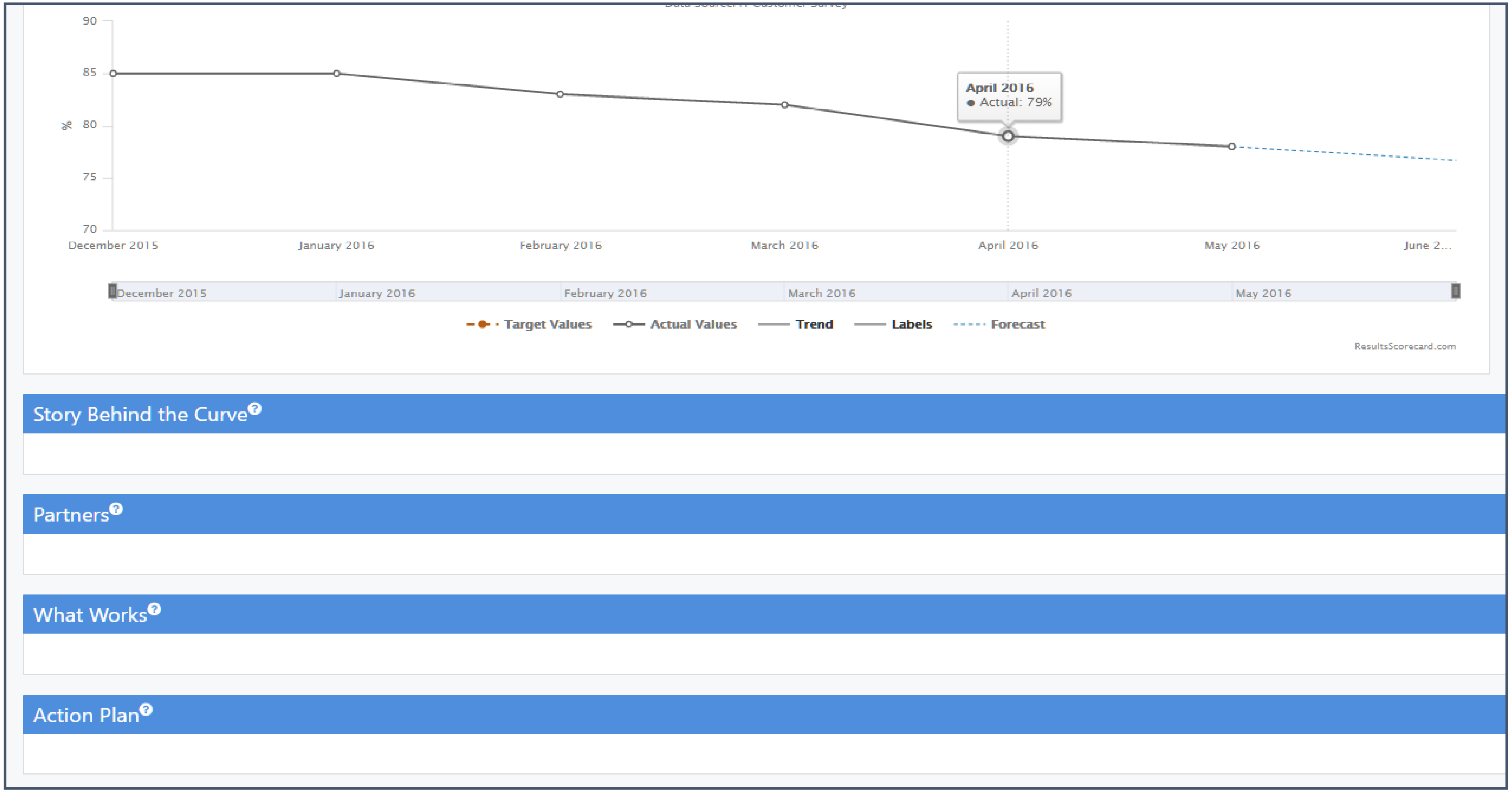
Story behind the baselines
(Information & Research Agenda about Causes)

Partners

What works
(Information & Research Agenda about Solutions)

Criteria

Strategy and Action Plan


90
85
80
75
70
%
April 2016
Actual: 79%
December 2015
January 2016
February 2016
March 2016
April 2016
May 2016
June 2…
December 2015
January 2016
February 2016
March 2016
April 2016
May 2016
Target Values
Actual Values
Trend
Labels
Forecast
ResultsScorecard.com

Story Behind the Curve

Partners

What Works

Action Plan

Turn the Curve Thinking: Moving from Talk to Action

Measurable Results for Children, Adults, Families and Communities

Turn the Curve Thinking - The RBA Framework – 7 Population Accountability Questions

Results Leadership Group®

1. What are the quality of life conditions we want for the children, adults, and families in our community?
2. What would these conditions look like if we could see them?
3. How can we measure these conditions?
4. How are we doing on the most important of these measures?
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? (This is where ABCD comes in)
7. What do we propose to do?

Questions?

PERFORMANCE ACCOUNTABILITY – Programs, Activities, Strategies

Data to make the mid-course adjustments necessary for continuous improvement

Performance Measurers

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

Measurable Results for Children, Adults, Families and Communities

Performance Measurement Matrix

	Quantity	Quality
Effort	How much did we do? # of Customers Served # Activities How productive are we?	How well did we do it? % Customer Satisfaction % Retention Rates % Following Protocols Are we doing things right?
Effect	Is Anyone Better off? # Skills / Knowledge # Attitude / Opinion # Behavior # Condition/Circumstance Are we doing the right things?	% Skills / Knowledge % Attitude / Opinion % Behavior % Condition/Circumstance

Measurable Results for Children, Adults, Families and Communities

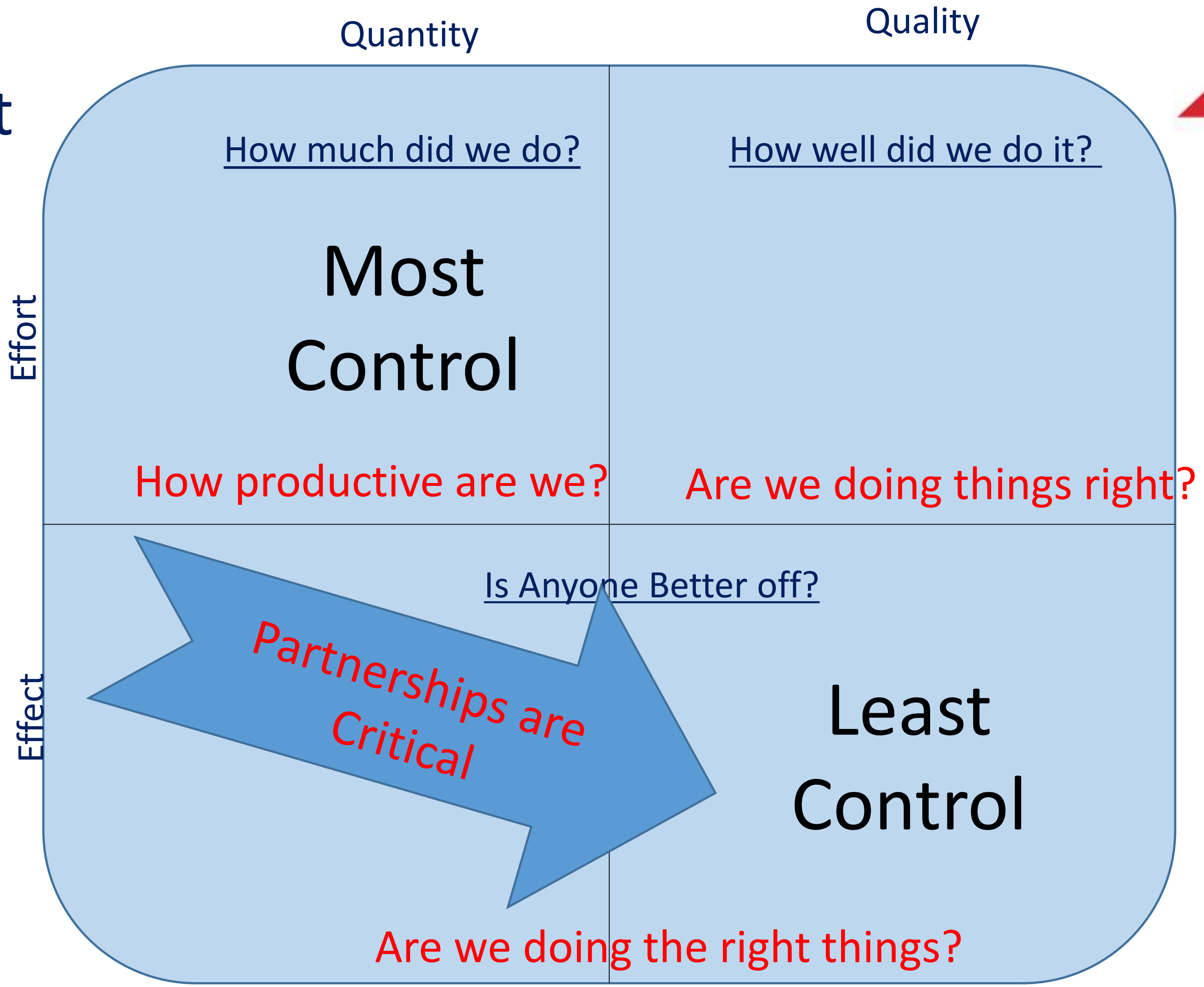
Performance Measurement Matrix

	Quantity	Quality
Effort	How much did we do? Least Important How productive are we?	How well did we do it? Are we doing things right?
Effect	Is Anyone Better off? Are we doing the right things?	Most Important

Measurable Results for Children, Adults, Families and Communities

Performance Measurement Matrix

Results Leadership Group®



Quantity

Quality

Effort

Effect

How much did we do?

How well did we do it?

Most Control

How productive are we?

Are we doing things right?

Is Anyone Better off?

Partnerships are Critical

Least Control

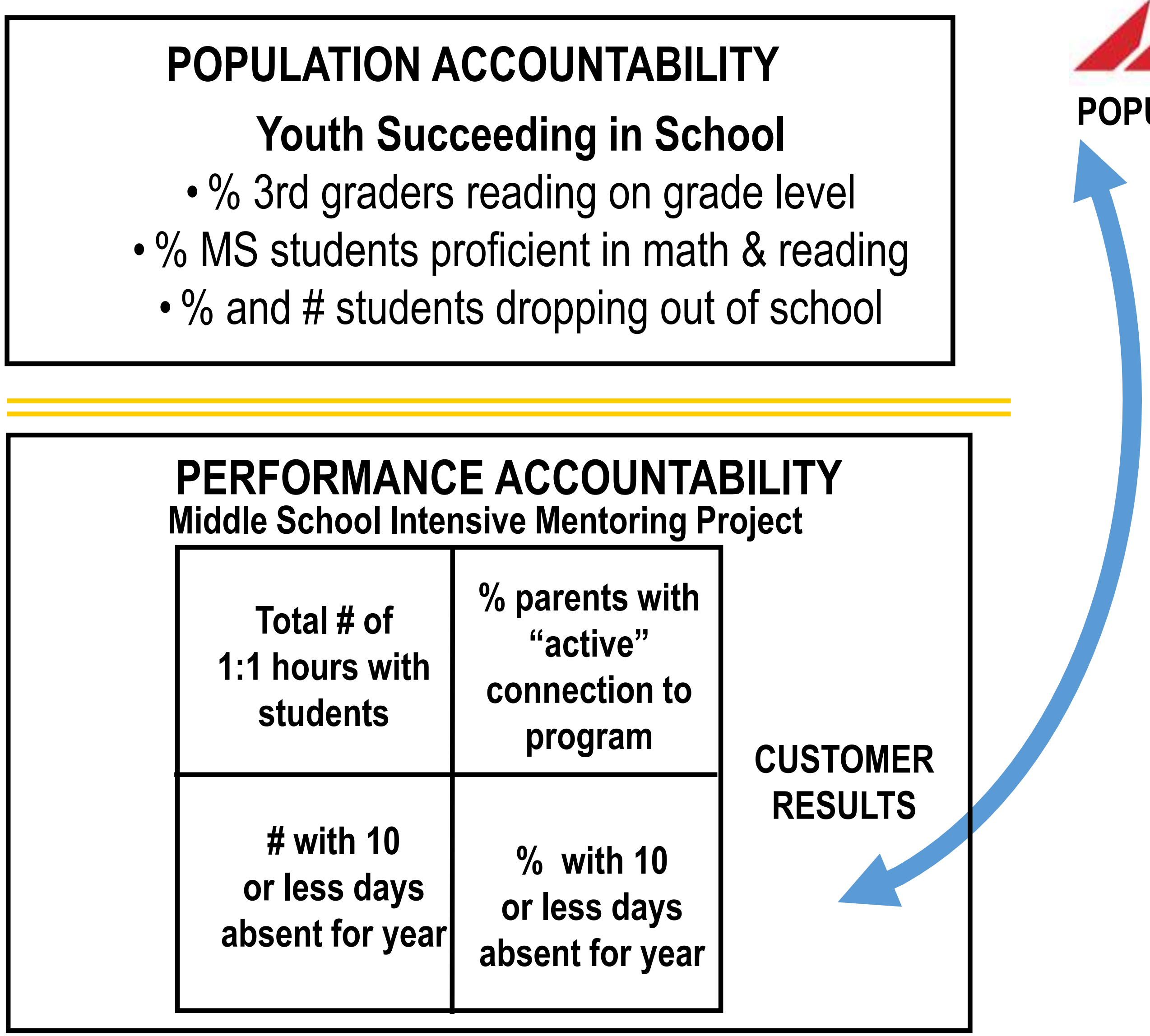
Are we doing the right things?

Turning the Curve - RBA Framework – 7 Performance Measurement Questions

Results Leadership Group®

1. Who are our customers?
2. How can we measure if our customers are better off?
3. How can we measure if we are delivering services well?
4. How are we doing on the most important of these measures?
5. Who are our partners that have a role to play in doing better?
6. What works to do better, including no-cost and low-cost ideas? (This where ABCD comes in)
7. What do we propose to do?

THE LINKAGE Between POPULATION and PERFORMANCE



POPULATION ACCOUNTABILITY

Youth Succeeding in School

- % 3rd graders reading on grade level
- % MS students proficient in math & reading
- % and # students dropping out of school

PERFORMANCE ACCOUNTABILITY

Middle School Intensive Mentoring Project

Total # of 1:1 hours with students	% parents with "active" connection to program
# with 10 or less days absent for year	% with 10 or less days absent for year

CUSTOMER RESULTS

POPULATION RESULTS

Contribution relationship – Not cause and effect

Defining Roles

Alignment of measures

THE LINKAGE Between POPULATION and PERFORMANCE

POPULATION ACCOUNTABILITY

Youth Succeeding in School

- % 3rd graders reading on grade level
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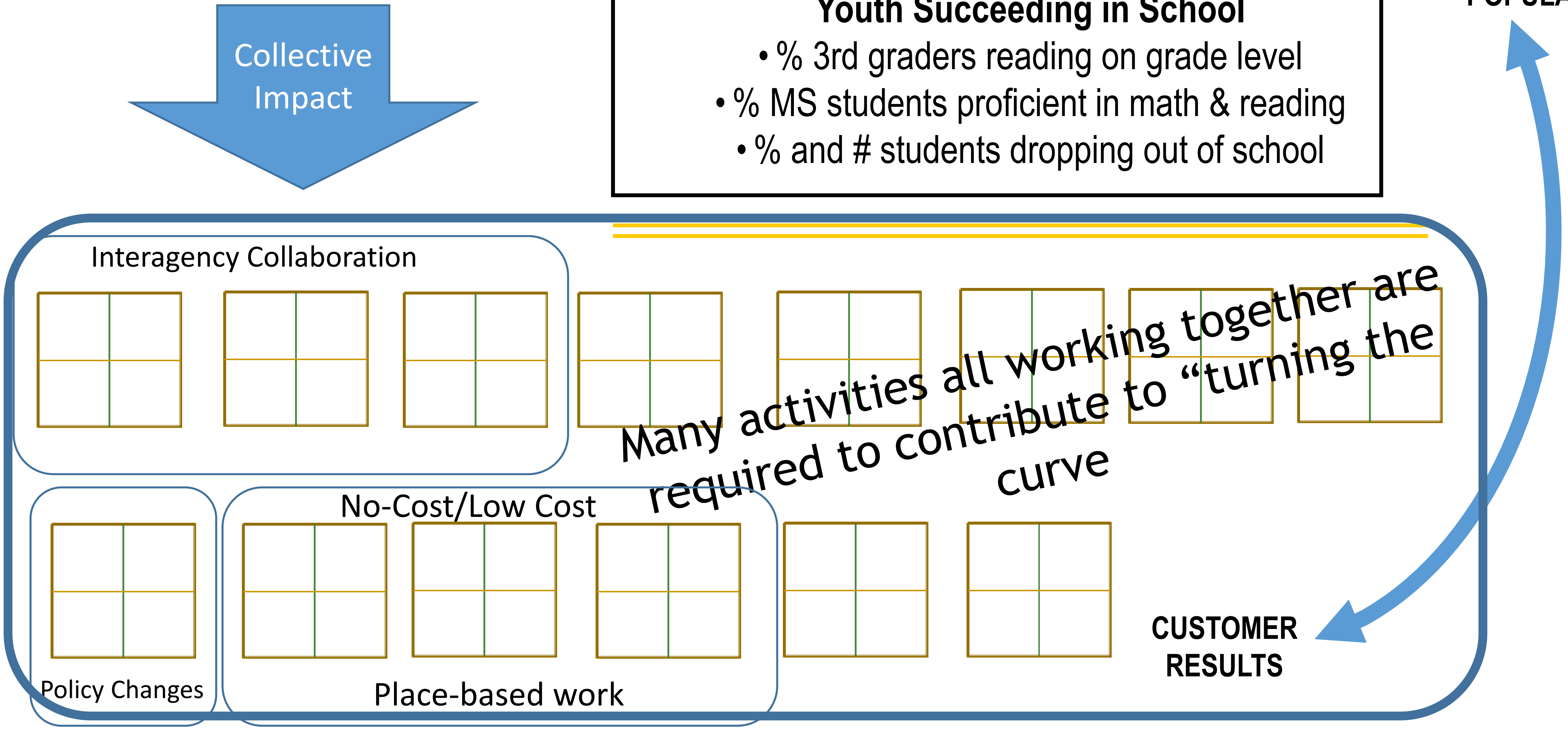
POPULATION RESULTS



Collective Impact

Interagency Collaboration

Many activities all working together are required to contribute to “turning the curve

No-Cost/Low Cost

Policy Changes

Place-based work

CUSTOMER RESULTS

Contribution relationship – Not cause and effect

Defining Roles

Alignment of measures

RBA Planning Summary

- Start with ends, work backward to means. What do we want? How will we recognize it? What will it take to get there?
- Be clear and disciplined about language.
- Use plain language, not exclusionary jargon.
- Keep accountability for populations separate from accountability for programs and agencies.
- Identify end conditions of well-being for populations (results or outcomes) for children, adults, families and communities.
- Identify end conditions of well-being for customers or clients (customer or client results)
- Use data (indicators and performance measures) to gauge success or failure against a baseline.
- Use data to drive a disciplined business-like decision making process to do better.
- Involve a broad set of partners.
- Get from talk to action as quickly as possible.

Results
Leadership
Group®

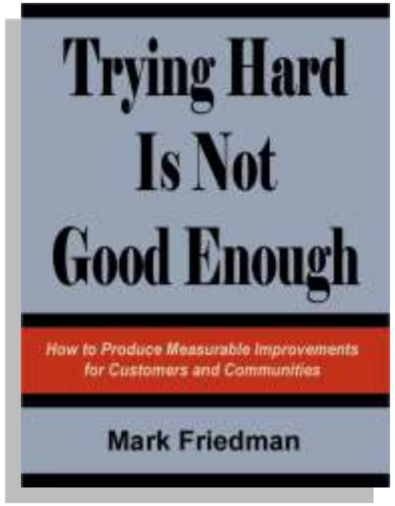
Questions?

Resources - RBA

Results Leadership Group®

Websites

raguide.org
resultsaccountability.com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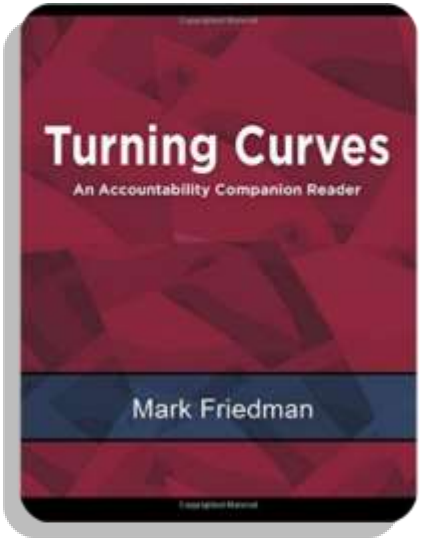
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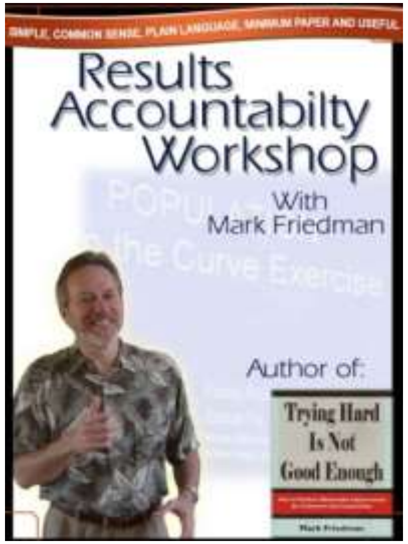
SIMPLE, COMMON SENSE, PLAIN LANGUAGE, MINIMUM PAPER AND USEFUL
Results Accountabilty Workshop
With Mark Friedman
Author of:
Trying Hard Is Not Good Enough

Book - DVD Orders

amazon.com
resultsleadership.org

Resources - ABCD

Results Leadership Group®

ABCD Institute

ABCD Institute
http://www.abcdinstitute.org/

ABCD in Action
Asset Based Community Development, Community Engagement and Mobilization

Online ABCD Community
http://abcdinaction.ning.com/

ABUNDANT *Community*
Awakening the Power of Families and Neighborhoods

http://www.abundantcommunity.com/

Other Learning Opportunities:

- RLG Workshop and Webinar Series 2016
- Free webinars and webinar series
- RBA 101 and Train the Trainer workshops
- 2 conferences

Visit www.ResultsLeadership.org/events for more information

June 1st – 3rd 2016
Baltimore, MD

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The Four Components of Effective Collective Impact: Through the Lens of Asset-Based Community Development and Results-Based Accountability™

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As more collective impact initiatives are launched around the world, many participants are realizing that *effective* collective impact will not simply occur through better coordination of services, whether this is done by one organization or even a multitude of organizations. It requires a "sea change" in our thinking, and the development of community-led strategies focused on achieving real change in the lives and communities we serve.

Also, when we talk about collective impact and community-led strategies we must be clear that the foundation of effective collective impact must be based on a racial equity and inclusion lens to make sure no one is left behind. Applying a racial equity lens is not a separate principle of collective impact, nor it is a separate program, to be applied when needed. It is the foundation to which all activities should be based. Therefore, to apply a racial equity & inclusion lens data must be disaggregated by race, gender, age, class, location, etc. to enable us to truly develop the range of strategies necessary to ensure that race does not predict one's success while also improving outcomes for all. To accomplish this, we need to target strategies to assist those most affected. We also must move beyond "services" and focus on changing polices and institutions. Government Alliance on Race & Equity.

> "Equity is just and fair inclusion into a society in which all can participate, prosper, and reach their full potential." PolicyLink

Finally, the only way to truly understand the story behind the data is to engage with community members about their lived experiences.

Based on my experience as a faculty member of the Asset-Based Community Development Institute at Northwestern University and as a long-time United Way professional and consultant, I believe that the framework of action for effective collective impact incorporates the following four components, which rest on a foundation of equity and inclusion:

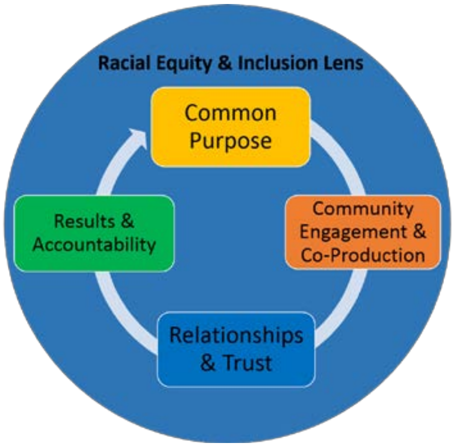
1) A clear, common purpose;

2) Community engagement and co-production;

3) Relationships and trust; and

4) Results and accountability.

In this paper, I will discuss these four components in detail.


Racial Equity & Inclusion Lens
Common Purpose
Community Engagement & Co-Production
Relationships & Trust
Results & Accountability

A Clear, Common Purpose

Effective Collective Impact Starts with a Clear, Common Purpose

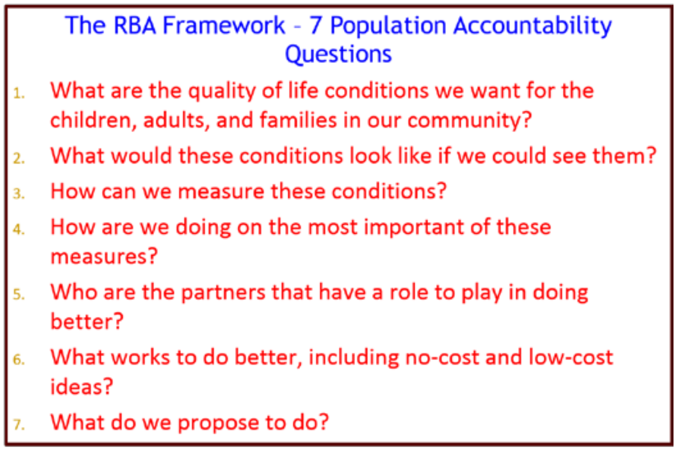
The first component of effective collective impact is a **Clear, Common Purpose**. According to John Kania & Mark Kramer, in their 2011 article in the Stanford Social Innovation Review,

> *"Collective Impact requires all participants to have a shared vision for change, one that includes a community understanding of the problem and a joint approach to solving it through agreed upon actions."*

This shared vision for change – a common purpose – must go beyond the interests or needs of individual participants, who may try to prioritize incremental goals like providing better services or raising more funds. The common purpose serves as the "north star" of a collective impact effort, and it should relate to the hopes and aspirations of the people whom the effort seeks to serve. We cannot develop a true common purpose without engaging the people we serve in the discussion and ultimate adoption of that purpose. Therefore, one of the primary roles of a backbone organization is to ensure that there is an initiative-wide agreement on the common purpose and that we have engaged all of the required participants in the planning and implementation, including the people we seek to serve.

Setting a Clear and Common Purpose

The Results-Based Accountability**™** (RBA) framework, developed by author and director of the Fiscal Policy Studies Institute, Mark Friedman, can help identify a common community agenda and, at the same time, build a culture of measurement and shared accountability (the fourth component in my list).



The RBA Framework - 7 Population Accountability Questions

1. What are the quality of life conditions we want for the children, adults, and families in our community?
2. What would these conditions look like if we could see them?
3. How can we measure these conditions?
4. How are we doing on the most important of these measures?
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?

The first two questions of RBA's "Population Accountability Questions" can provide a useful framework to help a collective impact effort develop a clear, common purpose.

The first two questions are:

1. **What are the quality of life conditions we want for the children, adults, and families in our community?** The answers should be stated in plain language that everyone can understand. Not in the language of bureaucracies and professionals. Quality of life conditions are things like "communities are safe" or "children succeed in school, life or work."

2. **What would these conditions look like if we could see them?** This is a forward-looking vision of what we are trying to achieve. It should be clear that we are working to improve community conditions and the lives of the people that call the community home — not just a better service system. For example, a low crime rate might help us visualize a safe community. A stellar high school graduation rate might help us visualize a community in which children are succeeding in school.

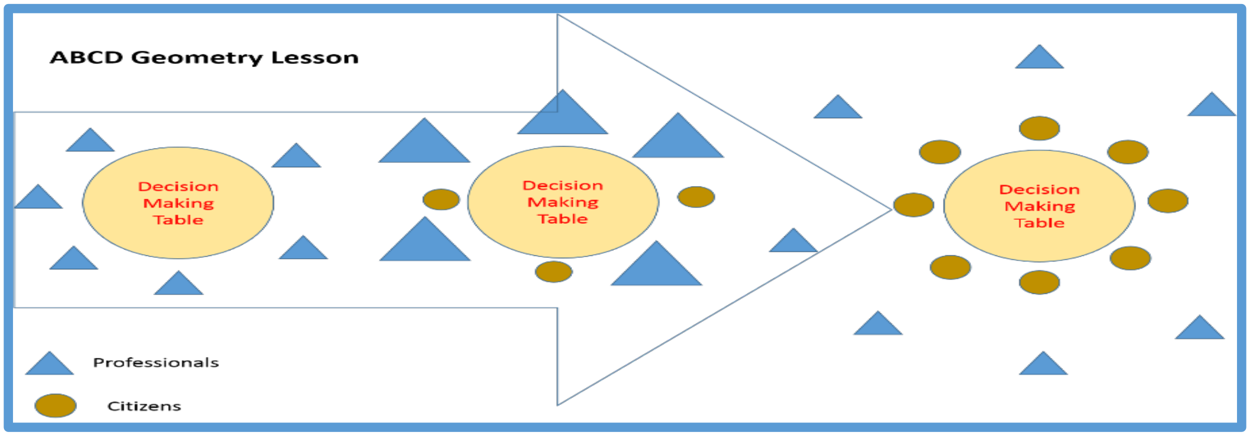
Through the use of these two questions, collective impact efforts are more likely to land on a common purpose that is understood by all participants and, more importantly, are more likely to be engaging and inspiring to everyone involved, including the people served by the effort.

Furthermore, combining the RBA approach with the principles and practices of Asset-Based Community Development (see the next component for a discussion of ABCD) can help members of a collective impact effort recognize and value that the people they serve are experts in their own lives. They bring gifts in the form of unique skills, knowledge, and abilities to the table. As members of a collective impact effort, we must be cognizant and inclusive of others' lived experiences. We must work with the people we serve to identify the intersections of our work with their hopes and dreams. Understanding these intersections is crucial to collectively determining a clear, common purpose for a collective impact effort.

One note of caution: Based on my experience as a faculty member of the Asset-Based Community Development Institute, engaging the community in this process and dialogue is more than just adding a few community members to the existing collective impact "table." This method of engaging the community tends to create an unequal power dynamic. The "community representatives" brought to the table are often viewed by professional participants as being less powerful or knowledgeable. The community representatives also often perceive this power imbalance and have trouble understanding the professionals who frequently speak in the language of acronyms and jargon.

Additionally, it is faulty thinking to expect the few "community representatives" we often invite to the table to represent the entire community from which they come. For instance, no one has ever asked me to represent all of the white males in my community, but I have seen others expect a single community representative to represent all of the Hispanic females in her neighborhood. Very little true dialog and understanding can occur with this approach. To be effective, we must create space for residents to come together themselves to discuss their hopes and dreams and answer the two RBA questions. We, as the professionals, need to "lead by stepping back" to create this safe, caring space. We can then use the community's feedback and answers to the two questions as the foundation for a clear, common purpose embraced by all.

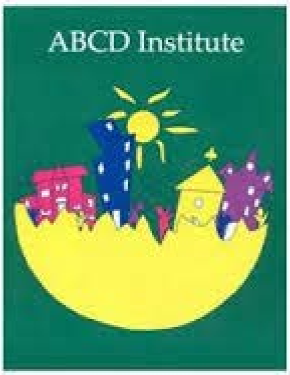
The Asset-Based Community Development Geometry lesson helps illustrate this point:



In the ABCD Geometry lesson, "triangles" represent professionals and "circles" represent citizens. The goal is to move from only triangles (or professionals) around the decision-making table to tables of circles (or citizens). For true community engagement, professionals need to step back to create space for citizens to discuss their own hopes and dreams and the roles they can play to achieve their dreams. True support is when professionals allow citizens to be in charge of their own destinies and then step in when their help is requested. According to one of my ABCD colleagues, *"Professionals need to be on tap not on top".*

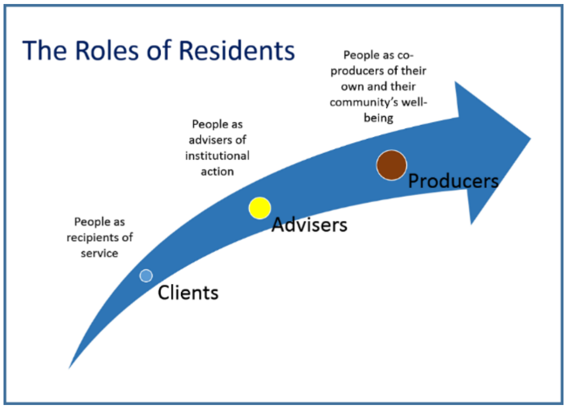
Community Engagement and Co-Production

During my years with various United Ways, I launched a number of collective impact initiatives. One thing they all had in common was a focus on community engagement that employed the principles of Asset-Based Community Development (ABCD).



ABCD is a place-based framework pioneered by John McKnight and Jody Kretzmann, founders of the ABCD Institute at Northwestern University. ABCD builds on the gifts (skills, experiences, knowledge, and passions) of local residents, the power of local associations, and the supportive functions of local institutions to build more sustainable communities for the future.

In my work, I have found that one of the most powerful components of collective impact success, as well as the most misunderstood, is community engagement. We often believe that community engagement is the process of engaging the people we serve as advisors to help improve our programs and services. For example, if an individual has particular knowledge about her neighborhood and its residents, she may advise an agency about ways to most effectively serve the neighborhood and define what services the neighborhood actually wants and/or needs.


The Roles of Residents
People as co-producers of their own and their community's well-being
People as advisers of institutional action
People as recipients of service
Producers
Advisers
Clients

However, community engagement frequently stops here. Professionals often believe that we have achieved community engagement when we ask people, *"What do you need and how would you like it delivered?"* Then we change our service model based on the input received. However, I believe we have the opportunity to make an even greater difference in our communities when we help the people we serve to move beyond their roles as clients and advisers to become producers of their own community's well-being. My experience tells me that if we truly want to make a difference, we need the people we serve to act as co-producers. We cannot do it without them.

We have a much better chance of achieving the results we are striving for when we create the opportunity for people to share their gifts and serve as co-producers.

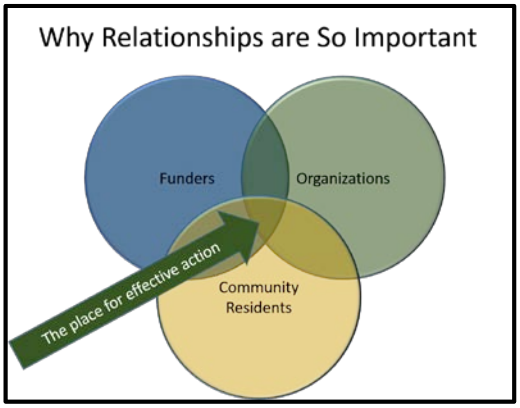
In the most successful and effective collective impact initiatives, the people we serve have the opportunity to participate as clients, advisors, and/or co-producers, depending on what is appropriate in the context. For example, there are times when people need to be a client. If a person breaks his leg or has a disease, he rightfully needs to be a client or patient. In this case, the individual is dependent on the services of a professional. Agencies and funders also need the advice and input of the people they serve, in order to offer people what they truly need.

In addition to asking people *"What they need?"* we need to ask *"What can you contribute?" And "How can we help you share your gifts?"* As co-producers, community members become part of the solution. For example, imagine that as part of an early education collective impact initiative we want to make sure that every household in a neighborhood with young children has age-appropriate books to help them learn to read. Rather than funding an agency to buy and distribute books, we could find a group of neighborhood parents who have a passion for reading; these parents could organize the book drive. This activity does not require institutional or government resources. This is an example of something residents can do themselves if they are engaged as part of the solution. Treating community members as producers of their own well-being, rather than merely recipients of social services, is important because we need their assistance to achieve lasting impact. For, example, according to the County Health Rankings, healthy behaviors and social and economic factors are much more important than clinical care in influencing the health of a county and its residents. The role of people as co-producers is critical to creating healthy community.

When we adopt this approach as part of a collective impact effort, agencies and professionals can play a powerful role in removing barriers. By playing this role, we can ensure that all community members have an opportunity to share their skills and experiences and do whatever they can to improve their lives and their community. We need everyone's gifts to create the change we all desire for families, children, and ultimately the community. For me, the foundation for effective collective impact is genuine community engagement and co-production.

Relationships and Trust

The third component of effective collective impact is Relationships and Trust. To achieve the results, we are striving for, it takes funders, organizations, and the people we serve to all work together. It's the intersection of the collective actions of funders, participating organizations, and the people we serve that is the locus for true effective collective impact.


Why Relationships are So Important
Funders
Organizations
Community Residents
The place for effective action

This graphic illustrates why relationships and trust building are so important to effective collective impact.

Strong collaborations are based on the trust that comes from building authentic relationships. These relationships cannot be legislated or mandated from the top. To build relationships, we must be clear that *organizations* do not collaborate; *people* collaborate, based on common purpose and trust. Therefore, one of the primary roles of a backbone organization is to ensure that there is an initiative-wide agreement on the common purpose of the effort. Additionally, a backbone organization must provide opportunities for the participating organizations' staff and volunteers to interact at every level. To build relationships and trust these opportunities must include person-to-person interactions. You cannot just build the relationships and trust required via email and the internet.

For some, taking time to build relationships and trust might seem superfluous. However, it is a critical component of collective impact. Opportunities for relationship building should be incorporated into all meetings and reinforced as an important "fundable" activity. It is only through time that relationship and trust can be developed.

Relationships Among Organizational Partners

Relationship building is not just the work of the early formation phase of a new collective impact initiative. It is something that needs to be integrated and supported throughout the entire process to ensure organizations maintain trust, even through periods of turnover.

When key people change, assume the partnership re-sets to zero. Therefore, we must always be focused on building relationships and trust.

Organizations may have a long history of working together and collaborating, but when key players leave, the partnership has the potential of re-setting to zero. For example, imagine that one of your staff members reports that a partner that has been providing your nonprofit's clients with priority access to their parent education classes has decided to no longer provide that access. You call your counterpart at the nonprofit and discover that the person you had the relationship and partnership with has left the nonprofit; the new person did not see the value in continuing the arrangement. To avoid a situation like this, we need to always focus on relationship building and not just assume that organizations will always work together at the level needed.

Relationships Between Funders and the Organizations They Fund

As a long-time funder with United Way, I learned that to be truly effective, we needed to change our relationship with the nonprofits we funded from a "top-down" Grantor-Grantee model to a partnership model, with both sides bringing value to the table. By working together as partners and building the relationships and trust necessary to truly be effective, our funding decisions transformed from merely meeting nonprofit needs to achieving real, measurable impact in the communities we all served. By making this shift, the nonprofits we funded became true partners around the table.

Relationships with the People We Serve

Finally, engaging the people we serve in a collective impact initiative as co-producers is critical to the success of the effort. We cannot do it without them. To engage the people being served as co-producers, we need to build the same level of relationships and trust with them. We must treat the people we serve as experts in their own life with gifts to bring to the table for their own and their community's well-being. As part of this effort, we must work with the people we serve to identify the intersections of our work with their hopes and dreams. Understanding these intersections can help us collectively determine how we can work together to achieve those dreams. Based on my experiences one of the best ways to build relationships and trust with the people we serve is through in-person "learning conversations". In learning conversations we start by asking questions rather than by just giving answers to the issues as we perceive them.

Taking the time to build relationships and trust at all levels is a critical component of effective collective action and impact. For example, in my personal experience, it is much easier for agency partners to move from a competition model to one of collaboration and partnerships if there are strong relationships and trust between the leaders and key staff. One of my principles is "Organizations do not collaborate, people do based on common purpose, relationships, and trust".

> *"Organizations do not collaborate, people do based on common purpose, relationships and trust."*

Results and Accountability

The fourth component of effective collective impact is Results and Accountability. The participants in a collective impact effort must be willing to be held accountable for improving the lives and the communities they serve. To accomplish this, it is critical to have two things in place: 1) A culture that facilitates learning and adapting in a complex world; and 2) Processes to collect and share the information necessary to track outcomes and results.

A Learning Orientation

Collective impact efforts – whether they be a project, initiative or organization – must embrace a learning orientation. They must be willing to collect information relative to their effectiveness. They must be willing to continuously improve, share, and learn based on what is working and, more importantly, what is not working. For many nonprofit organizations, the fear of losing funding has precluded a robust discussion about what is not working. More than once I have heard the comment "If we admit our strategy may not be working to our funder, they may pull our funding." Therefore, for effective collective impact, it is critical that funders create a safe place to discuss what is working, as well as what is not. Public agencies must be willing to enter that space and learn.

In the for-profit world, many of our most advanced scientific developments have resulted from the willingness to innovate and take risks, without the fear of failure. Others have resulted purely out of mistake. Post-it Notes, the microwave oven, and Penicillin are examples of learning from our mistakes. We need to embrace this level of innovation and risk-taking in the nonprofit sector as well.

The Complex World of Collective Impact

In *Getting to Maybe: How the World is Changed*, authors Frances Westley, Brenda Zimmerman, and Michael Patton highlight that there are three types of problems: simple, complicated, and complex. Simple problems are like baking a cake. A few steps and ingredients are all it takes to get a delicious cake. Complicated problems are like flying a rocket to the moon. Getting to the moon requires a longer recipe with more steps and ingredients. With complicated problems, all of the ingredients always respond the same; if you follow the recipe, you will always get to the moon. Complex problems are like raising children. As parents, if you try to raise your children exactly the same, they all turn out totally different.

Collective impact operates in a complex world. Because we are dealing with human beings, the variables are always changing. What works for one person may not work for another, and what worked yesterday may not work today. Therefore, logic models designed to address complicated problems will not work for complex programs. Instead, we need data and information so we can make the necessary mid-course corrections. Without outcomes data, we do not have the information we need to make the changes needed to achieve our outcomes and results.

Results-Based Accountability

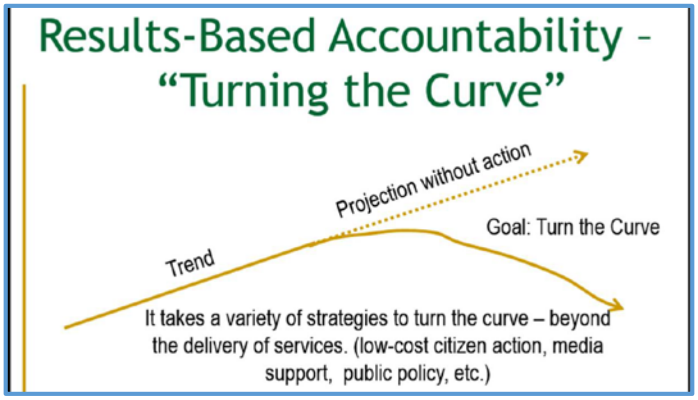
Over my nonprofit career as a United Way professional, I have found Results-Based Accountability™ to be an effective framework for collecting and sharing the data needed to learn and improve.

Results-Based
Accountability™

RBA is an ends-to-means approach. First, we identify the quality-of-life conditions (population results) we want for our children, families, adults, and communities. Then, we assign corresponding measures (indicators) that help us track whether we are achieving these quality of life conditions. Once we develop the appropriate strategies needed to “turn the curve” on our indicators, we establish performance measures to track and improve the performance of our individual programs and strategies.

Turning the Curve

RBA introduces the concept of “turning the curve,” or accelerating a positive data trend/ reversing a negative one. Rather than focusing on rapidly achieving targets or goals, RBA emphasizes improvement of quality-of-life indicators over time. Shifting to turn the curve thinking can help foster long-term action, and it also helps highlight incremental success.


Results-Based Accountability – “Turning the Curve”
Projection without action
Goal: Turn the Curve
Trend
It takes a variety of strategies to turn the curve – beyond the delivery of services. (low-cost citizen action, media support, public policy, etc.)

It takes a variety of strategies to ‘turn the curve’.

More importantly, a focus on overarching community results and “turning the curve” recognizes that creating measurable, community-level change requires a variety of strategies beyond the delivery of services. Strategies must include community engagement and co-production, public policy changes, media engagement, and service enhancement to create sustainable long-term change. The concept of turning the curve makes it very clear that for a collective impact effort to be successful, we have to engage many partners and implement a number of strategies. No one institution or program can turn the curve alone.

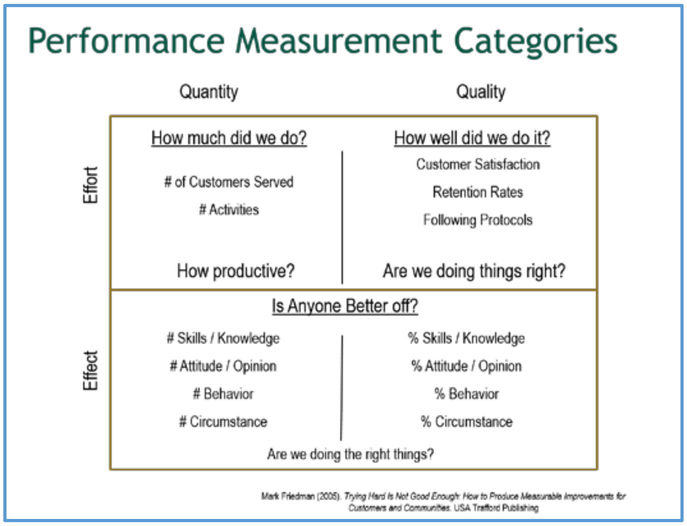
Performance Measures

The RBA framework provides a collective impact effort the ability to develop effective community-based strategies and enhance service-delivery activities through the adoption of performance measures. Performance measures answer these three questions:

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

The answers to these three questions provide the collective impact leadership and the individual service providers the information they need to identify how productive they are (e.g. number of people served, units of service delivered, etc.), the quality of their service delivery (e.g. retention rates – do the clients stay in the program long enough to receive the benefits?), and most importantly, the effect of their service delivery –are they doing the right things to truly make a difference in their community and for the people they serve. Common measures of program effectiveness often describe the % of program participants with changed knowledge, attitudes, behaviors, and/ or circumstances.

In addition, I have found the Performance Measurement Categories graphic a great tool to use to help the collective impact participants identify and collect the data they need to truly make a difference:



Performance Measurement Categories

	Quantity	Quality
Effort	How much did we do? # of Customers Served # Activities How productive?	How well did we do it? Customer Satisfaction Retention Rates Following Protocols Are we doing things right?
Effect	Is Anyone Better off? # Skills / Knowledge # Attitude / Opinion # Behavior # Circumstance	% Skills / Knowledge % Attitude / Opinion % Behavior % Circumstance

Are we doing the right things?

Mark Friedman (2005). *Trying Hard Is Not Good Enough: How to Produce Measurable Improvements for Customers and Communities.* USA Trafford Publishing

RBA provides a simple, understandable framework to develop and communicate a common agenda and the shared measurement system necessary to drive collective action.

Summary

As you develop or enhance your collective impact effort(s), focusing on the four components that I have laid out in this paper (a clear, common purpose; relationships and trust; community engagement and co-production; and results and accountability) built on the foundation of racial equity and inclusion will help provide the framework you need to effectively achieve the five conditions of collective impact, and more importantly, improve lives in the communities you serve.

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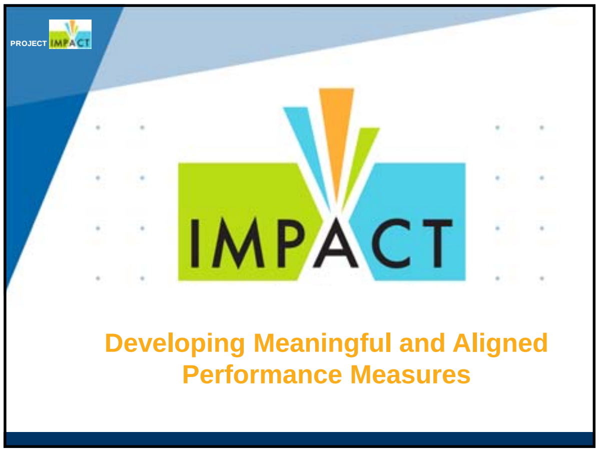
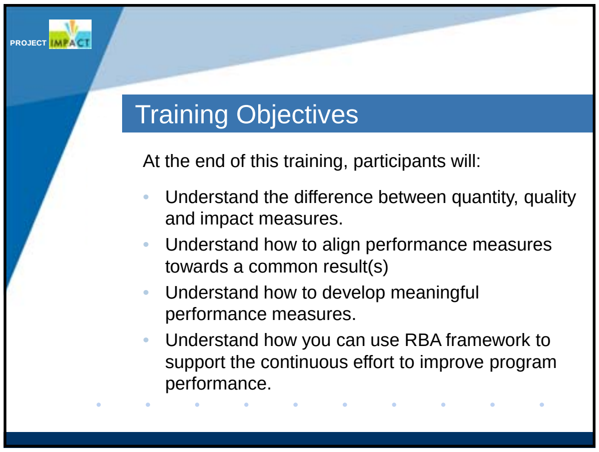
Dan Duncan has extensive professional management experience in the nonprofit and for-profit professional service sectors. He has used this experience to provide training and consultation both nationally and internationally to help communities, nonprofits, and governmental organizations enhance their community work through the use of the principles of Results-Based Accountability™, Asset-Based Community Development, and Collective Impact. He is also a faculty member of the Asset-Based Community Development Institute at Northwestern University.



PROJECT IMPACT

IMPACT

Developing Meaningful and Aligned Performance Measures

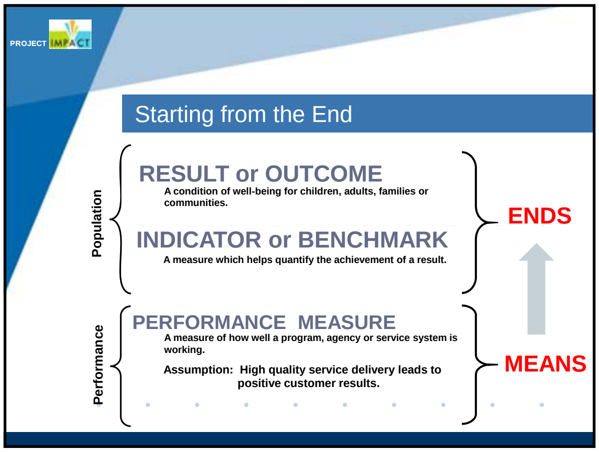


PROJECT IMPACT

Training Objectives

At the end of this training, participants will:

- Understand the difference between quantity, quality and impact measures.
- Understand how to align performance measures towards a common result(s)
- Understand how to develop meaningful performance measures.
- Understand how you can use RBA framework to support the continuous effort to improve program performance.



PROJECT IMPACT

Starting from the End

Population

RESULT or OUTCOME

A condition of well-being for children, adults, families or communities.

INDICATOR or BENCHMARK

A measure which helps quantify the achievement of a result.

ENDS

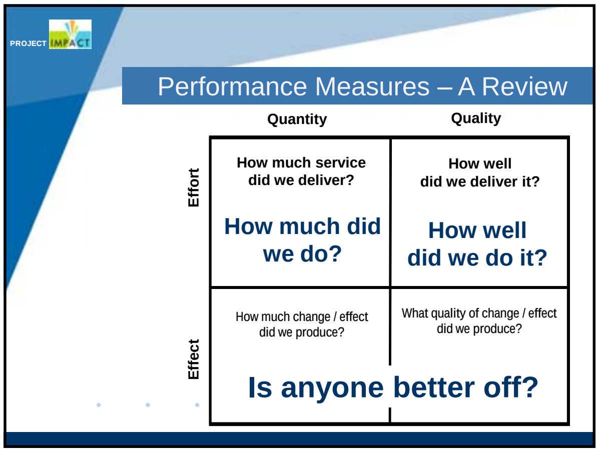
Performance

PERFORMANCE MEASURE

A measure of how well a program, agency or service system is working.

Assumption: High quality service delivery leads to positive customer results.

MEANS

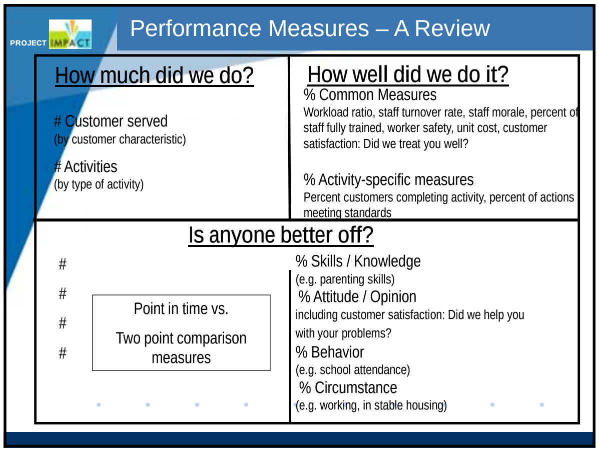


PROJECT IMPACT

Performance Measures – A Review

	Quantity	Quality
Effort	How much service did we deliver? **How much did we do?**	How well did we deliver it? **How well did we do it?**
Effect	How much change / effect did we produce?	What quality of change / effect did we produce?

Is anyone better off?



PROJECT IMPACT

Performance Measures – A Review

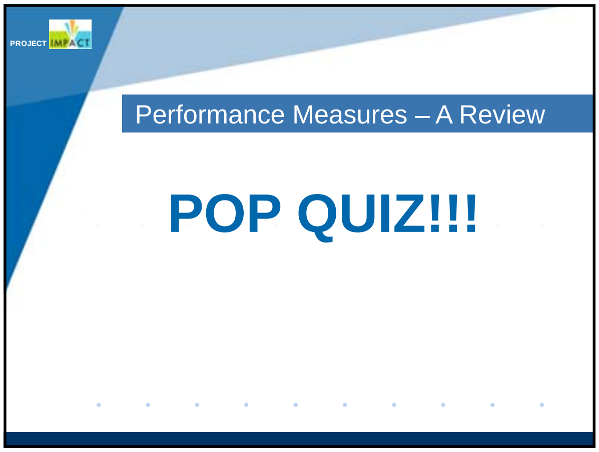
How much did we do?	How well did we do it?
# Customer served (by customer characteristic) # Activities (by type of activity)	% Common Measures Workload ratio, staff turnover rate, staff morale, percent of staff fully trained, worker safety, unit cost, customer satisfaction: Did we treat you well? % Activity-specific measures Percent customers completing activity, percent of actions meeting standards

Is anyone better off?

# # # #	% Skills / Knowledge (e.g. parenting skills) % Attitude / Opinion including customer satisfaction: Did we help you with your problems? % Behavior (e.g. school attendance) % Circumstance (e.g. working, in stable housing)

Point in time vs.

Two point comparison measures



PROJECT IMPACT

Performance Measures – A Review

POP QUIZ!!!

Which Ones Do You Chose?

- # of students reached
- # of handwashing demonstrations completed
- # of handouts distributed
- # of schools participating in health education classes
- # of students who completed hand washing demonstrations.
- % of students who report that they enjoyed the class
- % of classrooms that participated in the health education session per school
- % of students who report washing their hands more frequently throughout the day.
- % of students who missed more than 5 school days due to cold or flu.
- % of students who reported that they shared hand washing information with their families
- % of students who meet all their developmental milestones
- % of youth who accessed the emergency room
- % of students were at risk for chronically absenteeism
- % of students who would recommend this class to their friends
- % of students who successfully completed a hand washing

And Many Many More!

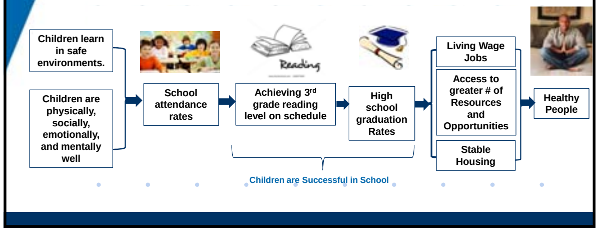
The 7 Population Accountability Questions

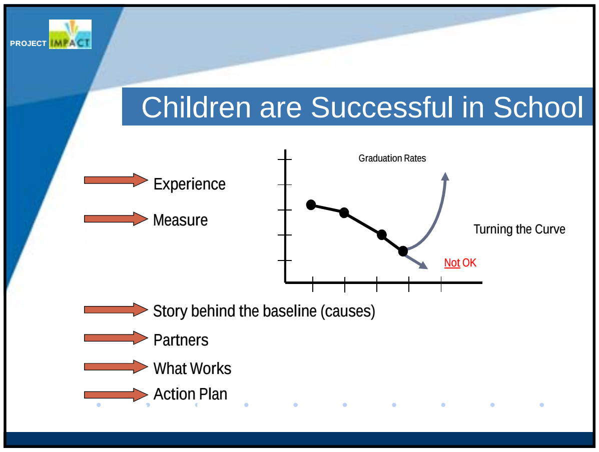
★1. What are the quality of life conditions we want for the children, adults and families who live in our community?
★2. What would these conditions look like if we could see them?
★3. How can we measure these conditions?
4. How are we doing on the most important of these measures?
5. Who are the partners 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?

Result: Children are Successful in School

Population Level Indicators: High School Graduation Rates
3rd Grade reading level

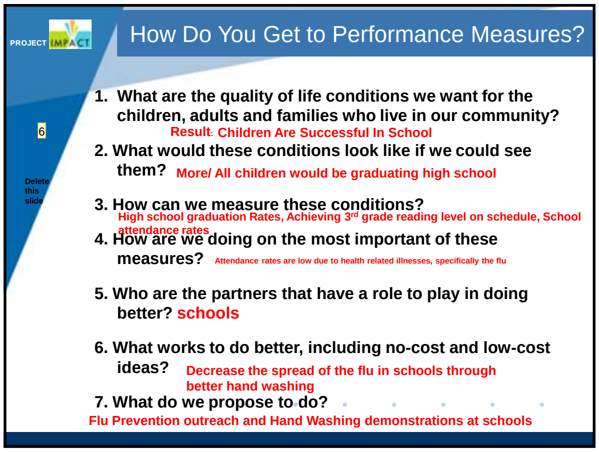
Population: School-aged children in the County


Children learn in safe environments.
Children are physically, socially, emotionally, and mentally well
School attendance rates
Reading
Achieving 3rd grade reading level on schedule
High school graduation Rates
Living Wage Jobs
Access to greater # of Resources and Opportunities
Stable Housing
Healthy People
Children are Successful in School


PROJECT IMPACT
Graduation Rates
Turning the Curve
Not OK

Children are Successful in School

- Experience
- Measure
- Story behind the baseline (causes)
- Partners
- What Works
- Action Plan

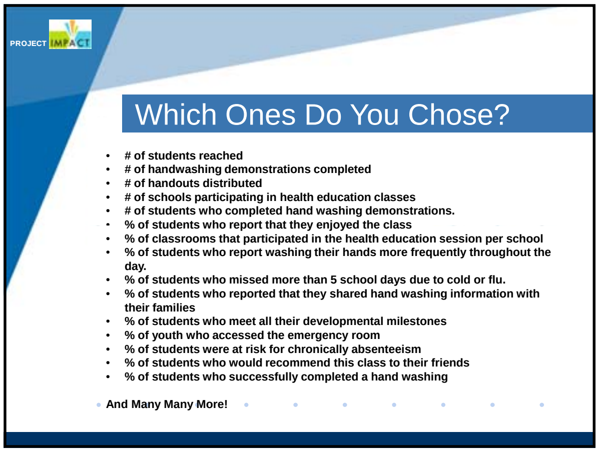

PROJECT IMPACT

How Do You Get to Performance Measures?

6

Delete this slide

1. What are the quality of life conditions we want for the children, adults and families who live in our community?
   Result: Children Are Successful In School
2. What would these conditions look like if we could see them? More/ All children would be graduating high school
3. How can we measure these conditions?
   High school graduation Rates, Achieving 3rd grade reading level on schedule, School attendance rates
4. How are we doing on the most important of these measures? Attendance rates are low due to health related illnesses, specifically the flu
5. Who are the partners that have a role to play in doing better? schools
6. What works to do better, including no-cost and low-cost ideas? Decrease the spread of the flu in schools through better hand washing
7. What do we propose to do?
   Flu Prevention outreach and Hand Washing demonstrations at schools


PROJECT IMPACT

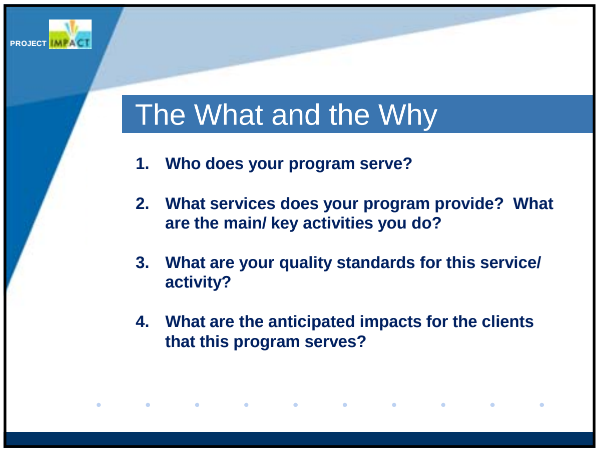
Which Ones Do You Chose?

- # of students reached
- # of handwashing demonstrations completed
- # of handouts distributed
- # of schools participating in health education classes
- # of students who completed hand washing demonstrations.
- % of students who report that they enjoyed the class
- % of classrooms that participated in the health education session per school
- % of students who report washing their hands more frequently throughout the day.
- % of students who missed more than 5 school days due to cold or flu.
- % of students who reported that they shared hand washing information with their families
- % of students who meet all their developmental milestones
- % of youth who accessed the emergency room
- % of students were at risk for chronically absenteeism
- % of students who would recommend this class to their friends
- % of students who successfully completed a hand washing

And Many Many More!

Slide 11

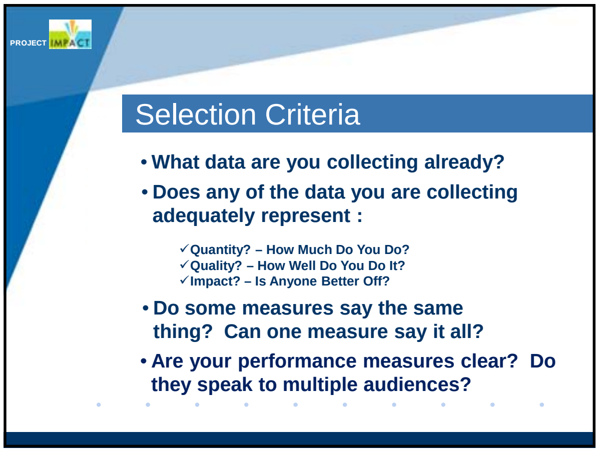
6 Assuming you're going to clean up this slide.
Consistent formatting with title as well
Lauren Pettis, 5/14/2016



PROJECT IMPACT

The What and the Why

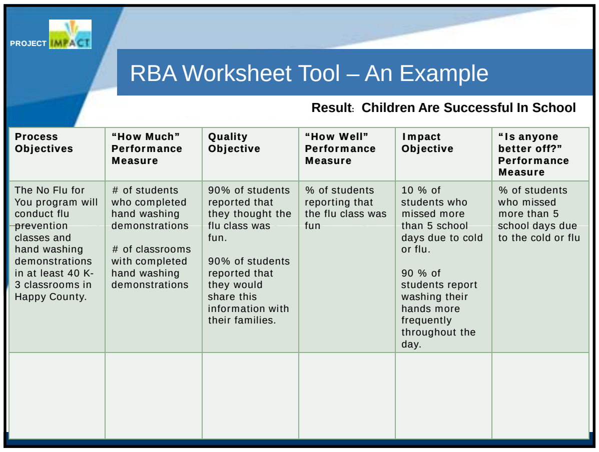
1. Who does your program serve?
2. What services does your program provide? What are the main/ key activities you do?
3. What are your quality standards for this service/ activity?
4. What are the anticipated impacts for the clients that this program serves?



PROJECT IMPACT

Selection Criteria

- What data are you collecting already?
- Does any of the data you are collecting adequately represent :
  - ✓Quantity? – How Much Do You Do?
  - ✓Quality? – How Well Do You Do It?
  - ✓Impact? – Is Anyone Better Off?
- Do some measures say the same thing? Can one measure say it all?
- Are your performance measures clear? Do they speak to multiple audiences?

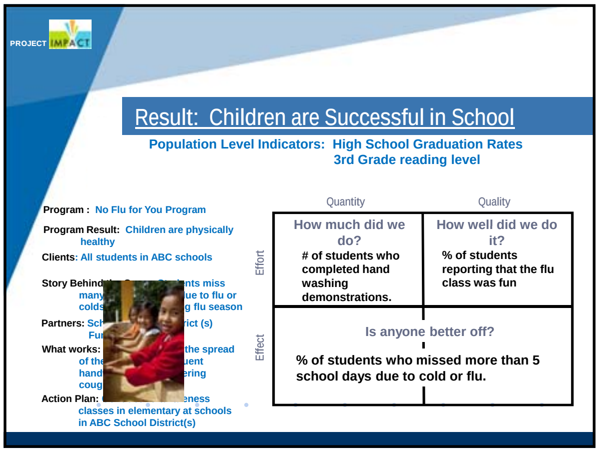


PROJECT IMPACT

RBA Worksheet Tool – An Example

Result: Children Are Successful In School

Process Objectives	"How Much" Performance Measure	Quality Objective	"How Well" Performance Measure	Impact Objective	"Is anyone better off?" Performance Measure
The No Flu for You program will conduct flu prevention classes and hand washing demonstrations in at least 40 K-3 classrooms in Happy County.	# of students who completed hand washing demonstrations # of classrooms with completed hand washing demonstrations	90% of students reported that they thought the flu class was fun. 90% of students reported that they would share this information with their families.	% of students reporting that the flu class was fun	10 % of students who missed more than 5 school days due to cold or flu. 90 % of students report washing their hands more frequently throughout the day.	% of students who missed more than 5 school days due to the cold or flu



PROJECT IMPACT

Result: Children are Successful in School

Population Level Indicators: High School Graduation Rates
3rd Grade reading level

Program : No Flu for You Program

Program Result: Children are physically healthy

Clients: All students in ABC schools

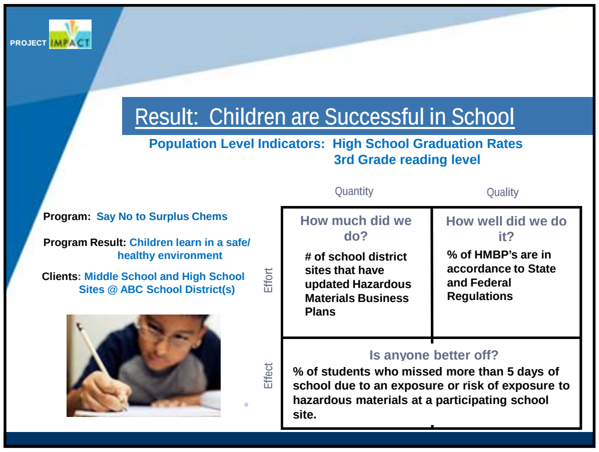
Story Behind ents miss many ue to flu or colds g flu season

Partners: Sch rict (s) Fu

What works: the spread of the uent hand ering coug

Action Plan: eness classes in elementary at schools in ABC School District(s)

	Quantity	Quality
Effort	How much did we do? # of students who completed hand washing demonstrations.	How well did we do it? % of students reporting that the flu class was fun
Effect	Is anyone better off? % of students who missed more than 5 school days due to cold or flu.	



PROJECT IMPACT

Result: Children are Successful in School

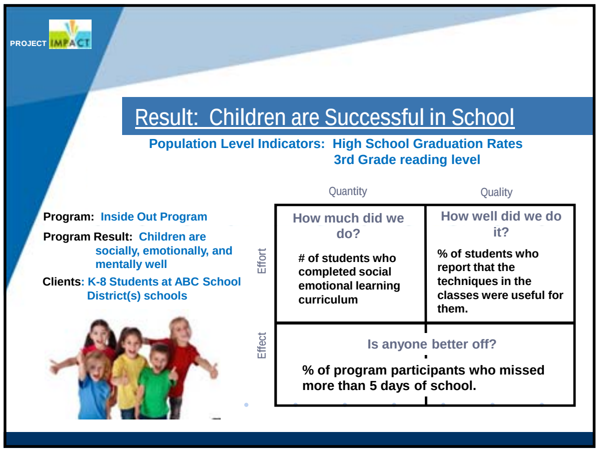
Population Level Indicators: High School Graduation Rates
3rd Grade reading level

Program: Say No to Surplus Chems

Program Result: Children learn in a safe/ healthy environment

Clients: Middle School and High School Sites @ ABC School District(s)

	Quantity	Quality
Effort	How much did we do? # of school district sites that have updated Hazardous Materials Business Plans	How well did we do it? % of HMBP's are in accordance to State and Federal Regulations
Effect	Is anyone better off? % of students who missed more than 5 days of school due to an exposure or risk of exposure to hazardous materials at a participating school site.	



PROJECT IMPACT

Result: Children are Successful in School

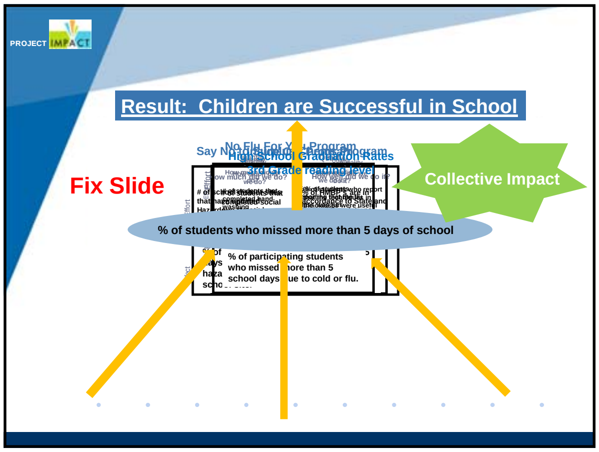
Population Level Indicators: High School Graduation Rates
3rd Grade reading level

Program: Inside Out Program

Program Result: Children are socially, emotionally, and mentally well

Clients: K-8 Students at ABC School District(s) schools

	Quantity	Quality
Effort	How much did we do? # of students who completed social emotional learning curriculum	How well did we do it? % of students who report that the techniques in the classes were useful for them.
Effect	Is anyone better off? % of program participants who missed more than 5 days of school.	


PROJECT IMPACT
No Flu For You Program
Say No to Surplus Chems Program
Inside Out Program
How much did we do?
How well did we do it?
Effort
Impact
# of students that completed hand washing
% of students who report
% of HMBP's are in accordance to State and
% of participating students who missed more than 5 school days due to cold or flu.

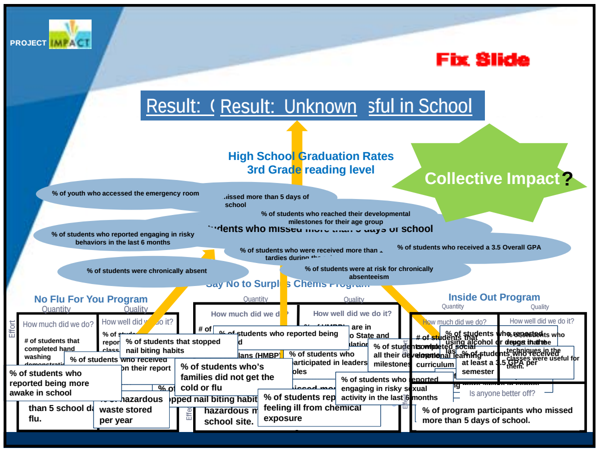
Result: Children are Successful in School

Fix Slide

High School Graduation Rates
3rd Grade reading level

Collective Impact

% of students who missed more than 5 days of school

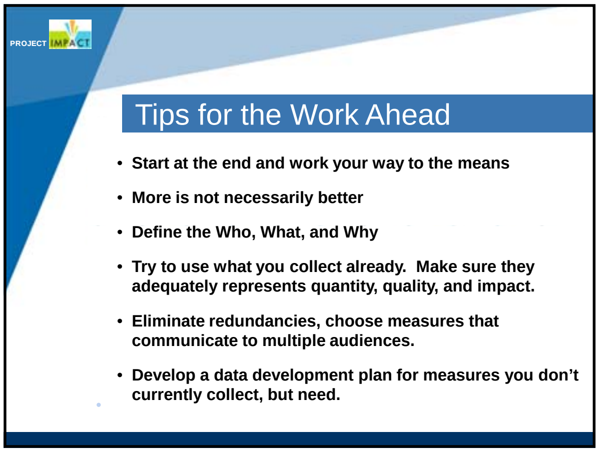

PROJECT IMPACT
% of youth who accessed the emergency room
% of students who reported engaging in risky behaviors in the last 6 months
% of students were chronically absent
% of students who reached their developmental milestones for their age group
% of students who missed more than 5 days of school
% of students who were received more than tardies
% of students who received a 3.5 Overall GPA
% of students were at risk for chronically absenteeism
No Flu For You Program
Say No to Surplus Chems Program
Inside Out Program
Quantity
Quality
How much did we do?
How well did we do it?
Effort
Is anyone better off?
# of students that completed hand washing
% of students that stopped nail biting habits
% of students who received
% of students who reported being more awake in school
% of students who's families did not get the cold or flu
% of hazardous waste stored per year
% of students who reported being
% of students who participated in leadership roles
% of students who reported engaging in risky sexual activity in the last 6 months
% of students reported feeling ill from chemical exposure
# of students that completed social emotional learning curriculum
% of students who reported using alcohol or drugs in the last
% of students who received at least a 3.5 GPA per semester
% of students who reported techniques in the classes were useful for them.
% of program participants who missed more than 5 days of school.

Fix Slide

Result: Unknown

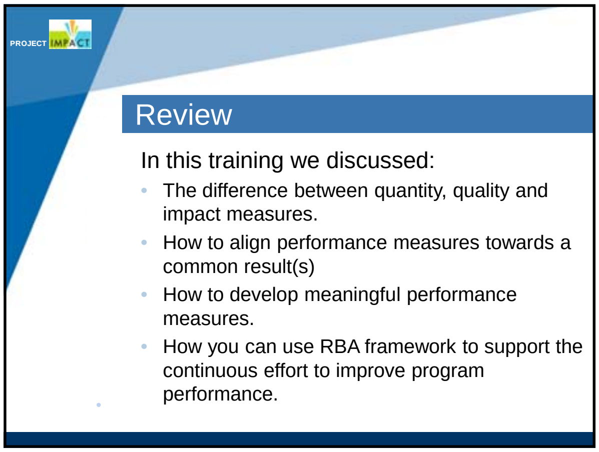
High School Graduation Rates
3rd Grade reading level

Collective Impact?


PROJECT IMPACT

Tips for the Work Ahead

- Start at the end and work your way to the means
- More is not necessarily better
- Define the Who, What, and Why
- Try to use what you collect already. Make sure they adequately represents quantity, quality, and impact.
- Eliminate redundancies, choose measures that communicate to multiple audiences.
- Develop a data development plan for measures you don't currently collect, but need.

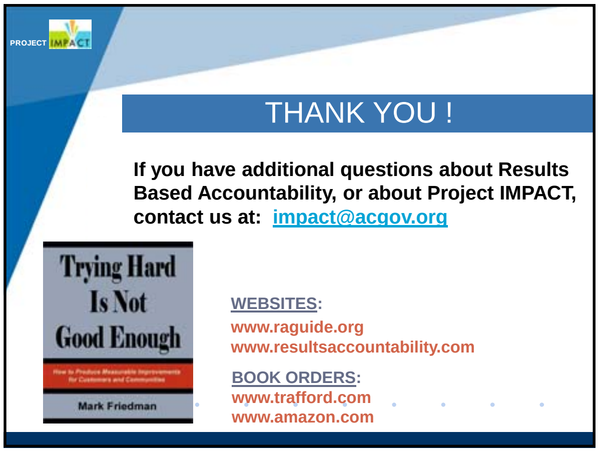


PROJECT IMPACT

Review

In this training we discussed:

- The difference between quantity, quality and impact measures.
- How to align performance measures towards a common result(s)
- How to develop meaningful performance measures.
- How you can use RBA framework to support the continuous effort to improve program performance.



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THANK YOU !

If you have additional questions about Results Based Accountability, or about Project IMPACT, contact us at: impact@acgov.org

Trying Hard Is Not Good Enough
How to Produce Measurable Improvements for Customers and Communities
Mark Friedman

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www.raguide.org
www.resultsaccountability.com

BOOK ORDERS:
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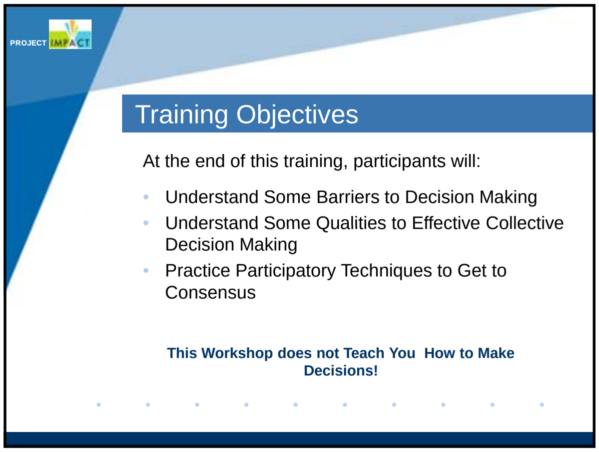
www.amazon.com

Collaborative Techniques to Reach Common Results

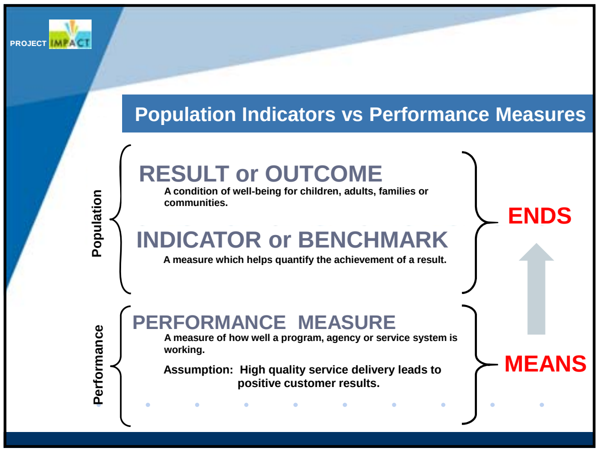


Training Objectives

At the end of this training, participants will:

- Understand Some Barriers to Decision Making
- Understand Some Qualities to Effective Collective Decision Making
- Practice Participatory Techniques to Get to Consensus

This Workshop does not Teach You How to Make Decisions!



Population Indicators vs Performance Measures

RESULT or OUTCOME

A condition of well-being for children, adults, families or communities.

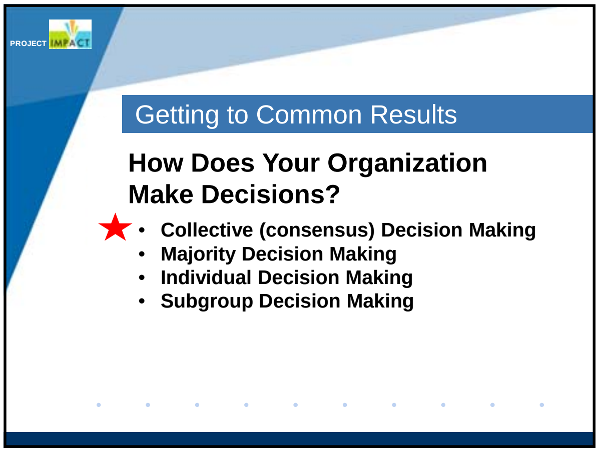
INDICATOR or BENCHMARK

A measure which helps quantify the achievement of a result.

PERFORMANCE MEASURE

A measure of how well a program, agency or service system is working.

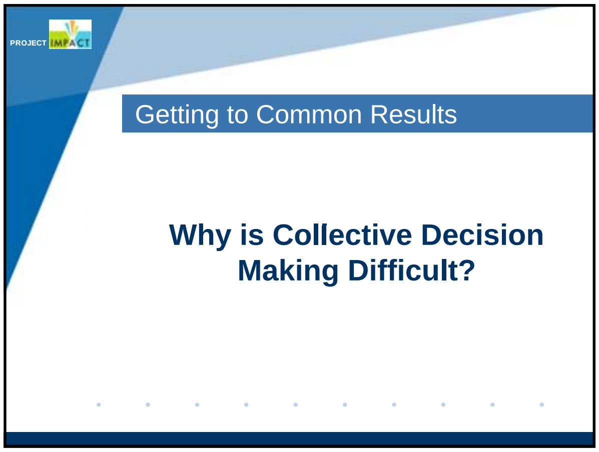
Assumption: High quality service delivery leads to positive customer results.



Getting to Common Results

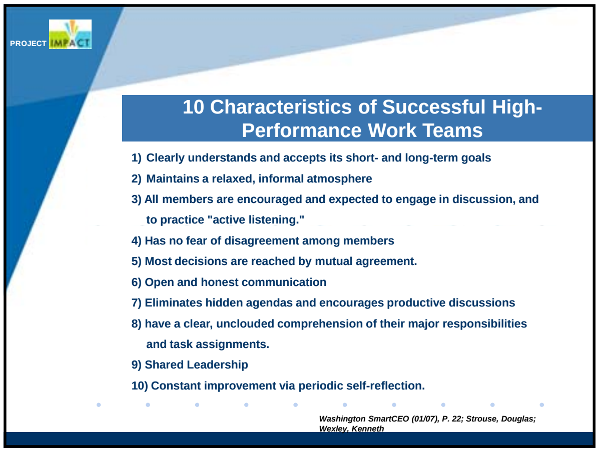
How Does Your Organization Make Decisions?

- ★ Collective (consensus) Decision Making
- Majority Decision Making
- Individual Decision Making
- Subgroup Decision Making



Getting to Common Results

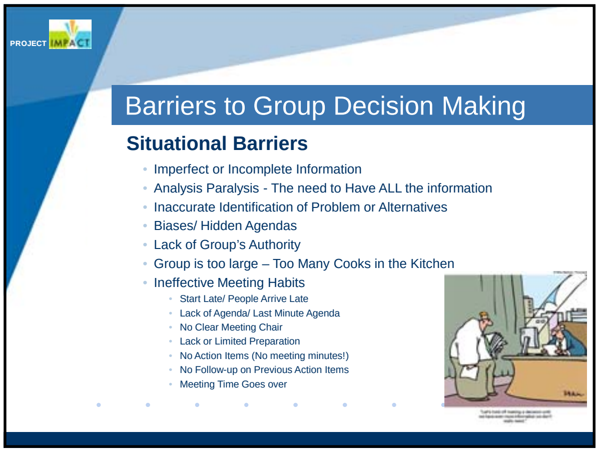
Why is Collective Decision Making Difficult?



10 Characteristics of Successful High-Performance Work Teams

1) Clearly understands and accepts its short- and long-term goals
2) Maintains a relaxed, informal atmosphere
3) All members are encouraged and expected to engage in discussion, and to practice "active listening."
4) Has no fear of disagreement among members
5) Most decisions are reached by mutual agreement.
6) Open and honest communication
7) Eliminates hidden agendas and encourages productive discussions
8) have a clear, unclouded comprehension of their major responsibilities and task assignments.
9) Shared Leadership
10) Constant improvement via periodic self-reflection.

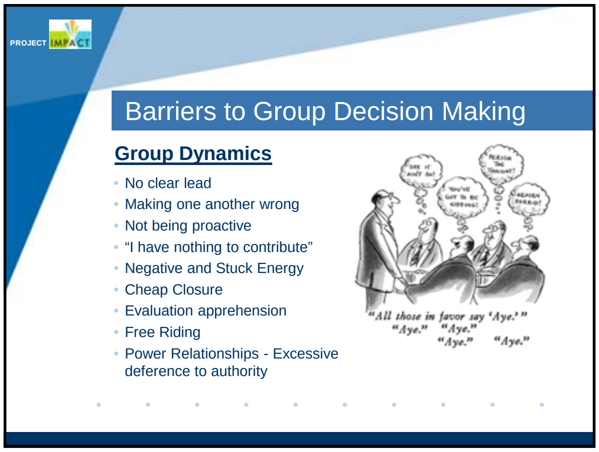
Washington SmartCEO (01/07), P. 22; Strouse, Douglas; Wexley, Kenneth



Barriers to Group Decision Making

Situational Barriers

- Imperfect or Incomplete Information
- Analysis Paralysis - The need to Have ALL the information
- Inaccurate Identification of Problem or Alternatives
- Biases/ Hidden Agendas
- Lack of Group's Authority
- Group is too large – Too Many Cooks in the Kitchen
- Ineffective Meeting Habits
  - Start Late/ People Arrive Late
  - Lack of Agenda/ Last Minute Agenda
  - No Clear Meeting Chair
  - Lack or Limited Preparation
  - No Action Items (No meeting minutes!)
  - No Follow-up on Previous Action Items
  - Meeting Time Goes over



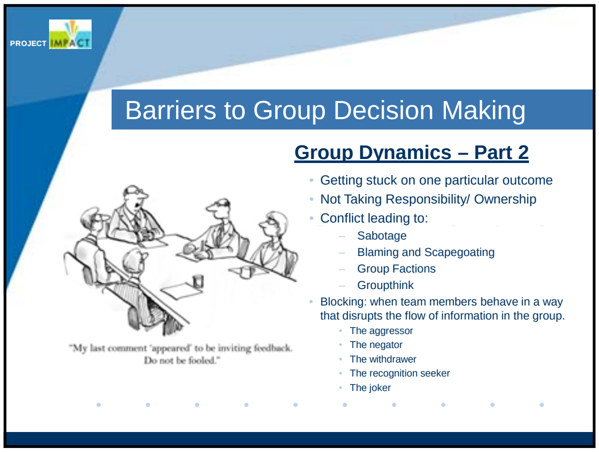
Barriers to Group Decision Making

Group Dynamics

- No clear lead
- Making one another wrong
- Not being proactive
- "I have nothing to contribute"
- Negative and Stuck Energy
- Cheap Closure
- Evaluation apprehension
- Free Riding
- Power Relationships - Excessive deference to authority

SAY IT AIN'T SO!
YOU'VE GOT TO BE KIDDING!
PERISH THE THOUGHT!
HEAVEN FORBID!

"All those in favor say 'Aye.'"
"Aye." "Aye."
"Aye." "Aye."

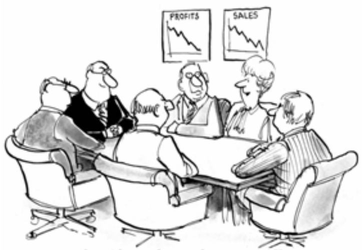


Barriers to Group Decision Making

"My last comment 'appeared' to be inviting feedback. Do not be fooled."

Group Dynamics – Part 2

- Getting stuck on one particular outcome
- Not Taking Responsibility/ Ownership
- Conflict leading to:
  - Sabotage
  - Blaming and Scapegoating
  - Group Factions
  - Groupthink
- Blocking: when team members behave in a way that disrupts the flow of information in the group.
  - The aggressor
  - The negator
  - The withdrawer
  - The recognition seeker
  - The joker



"What if we don't change at all ...
and something magical just happens?"

Choosing the Right Tools

What types of tools enhance decision making ability?

- **Builds off of Common Understanding/ Information**
- **Encourages Inclusiveness**
- **Participatory/ Actively Engaging**
- **Agreement Seeking**
- **Fosters Cooperation**
- **Does not take too much time (2-3 meetings)**

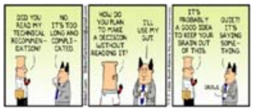
Using the Tools the Right Way

No Tool Will Work If you Do Not Use It the Right Way!

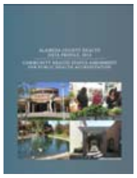
Building From a Common Understanding

1) Start with a Clear Purpose
  - **What are you trying to do and how will this be used?**

2) Identify source(s) of information from which every member has access to prior to starting the planning process. *Examples:*
  - **Industry standards**
  - **Comparisons**
  - **Benchmarks**
  - **Define the Problem**


DID YOU READ MY TECHNICAL RECOMMEN-DATION?
NO. IT'S TOO LONG AND COMPLI-CATED.
HOW DO YOU PLAN TO MAKE A DECISION WITHOUT READING IT?
I'LL USE MY GUT.
IT'S PROBABLY A GOOD IDEA TO KEEP YOUR BRAIN OUT OF THIS.
QUIET! IT'S SAYING SOME-THING.

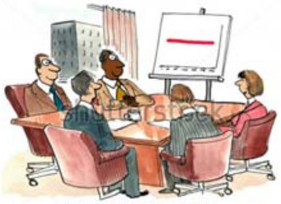
Building From a Common Understanding



Alameda County Health Data Profile 2014

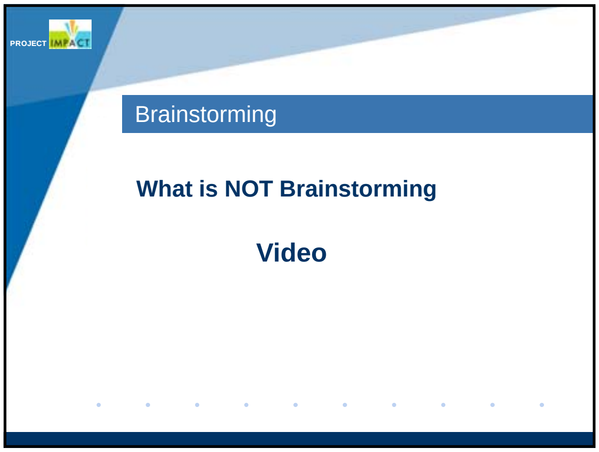
http://www.healthyalamedacounty.org/

Beware of Analysis Paralysis



"Of course we'll make a decision ... once we have considered the 5243 factors."

www.shutterstock.com · 301143812

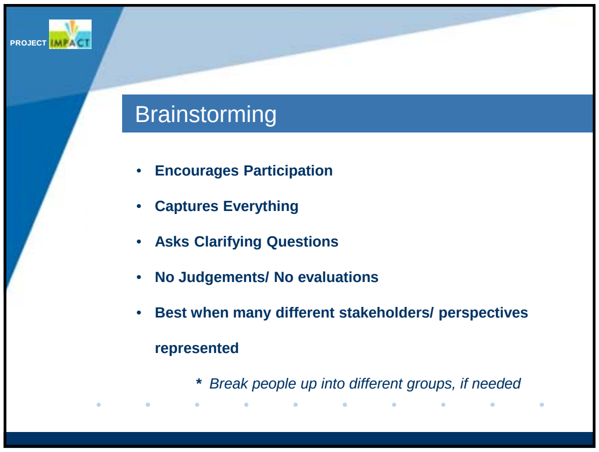


PROJECT IMPACT

Brainstorming

What is NOT Brainstorming

Video

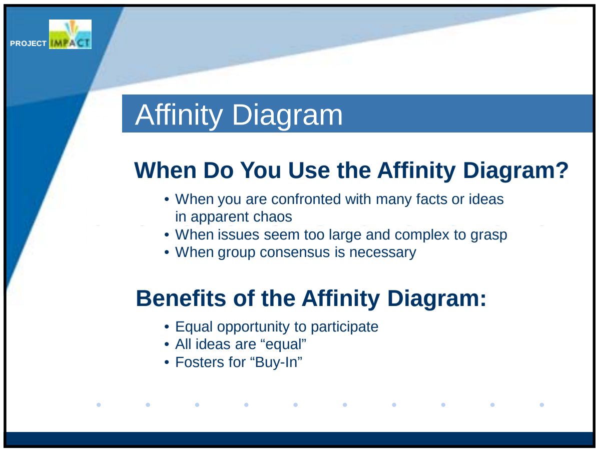


PROJECT IMPACT

Brainstorming

- **Encourages Participation**
- **Captures Everything**
- **Asks Clarifying Questions**
- **No Judgements/ No evaluations**
- **Best when many different stakeholders/ perspectives represented**

***** *Break people up into different groups, if needed*



PROJECT IMPACT

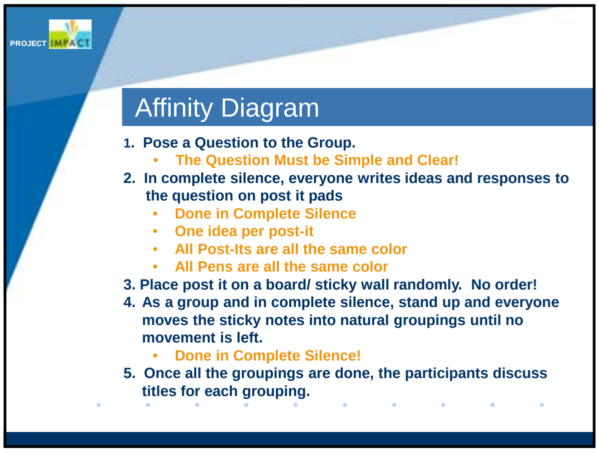
Affinity Diagram

When Do You Use the Affinity Diagram?

- When you are confronted with many facts or ideas in apparent chaos
- When issues seem too large and complex to grasp
- When group consensus is necessary

Benefits of the Affinity Diagram:

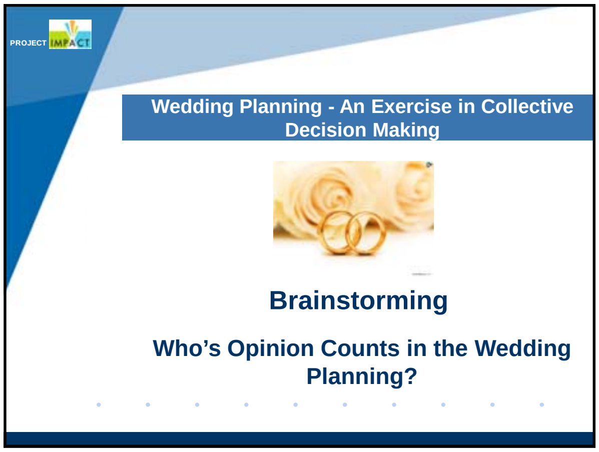
- Equal opportunity to participate
- All ideas are “equal”
- Fosters for “Buy-In”



PROJECT IMPACT

Affinity Diagram

1. Pose a Question to the Group.
   - The Question Must be Simple and Clear!
2. In complete silence, everyone writes ideas and responses to the question on post it pads
   - Done in Complete Silence
   - One idea per post-it
   - All Post-Its are all the same color
   - All Pens are all the same color
3. Place post it on a board/ sticky wall randomly. No order!
4. As a group and in complete silence, stand up and everyone moves the sticky notes into natural groupings until no movement is left.
   - Done in Complete Silence!
5. Once all the groupings are done, the participants discuss titles for each grouping.

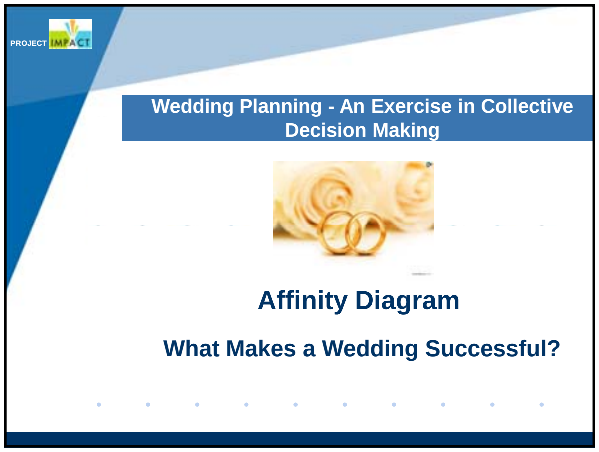


PROJECT IMPACT

Wedding Planning - An Exercise in Collective Decision Making

Brainstorming

Who's Opinion Counts in the Wedding Planning?

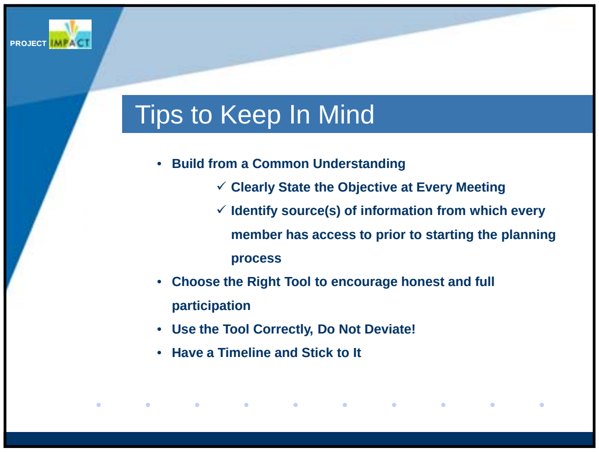


PROJECT IMPACT

Wedding Planning - An Exercise in Collective Decision Making

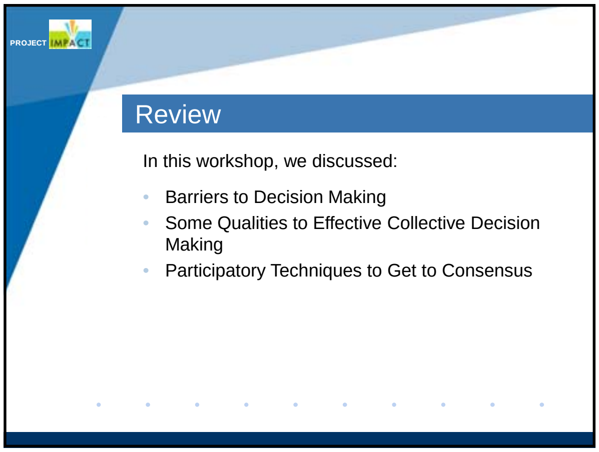
Affinity Diagram

What Makes a Wedding Successful?



Tips to Keep In Mind

- **Build from a Common Understanding**
    - ✓ **Clearly State the Objective at Every Meeting**
    - ✓ **Identify source(s) of information from which every member has access to prior to starting the planning process**
- **Choose the Right Tool to encourage honest and full participation**
- **Use the Tool Correctly, Do Not Deviate!**
- **Have a Timeline and Stick to It**

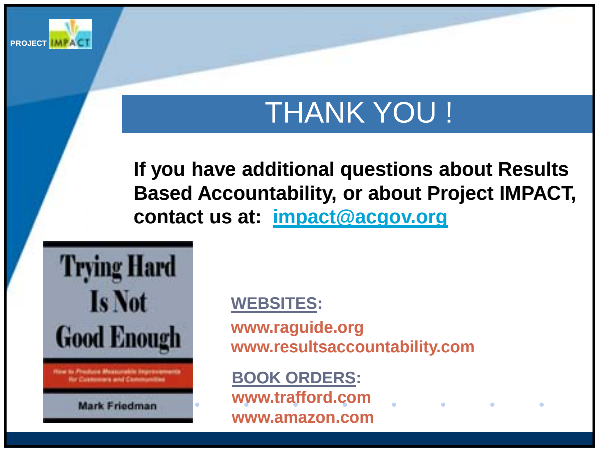


Review

In this workshop, we discussed:

- Barriers to Decision Making
- Some Qualities to Effective Collective Decision Making
- Participatory Techniques to Get to Consensus

Questions?



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Trying Hard Is Not Good Enough

Mark Friedman

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www.resultsaccountability.com

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INTERAGENCY CHILDREN'S
POLICY COUNCIL
ALAMEDA COUNTY

Finance, IT Systems, Administration: How Does RBA look and work in these Departments?

**Alameda County
Health Care
Services Agency**

Dan Duncan, Senior Consultant
Results Leadership Group
www.resultsleadership.org

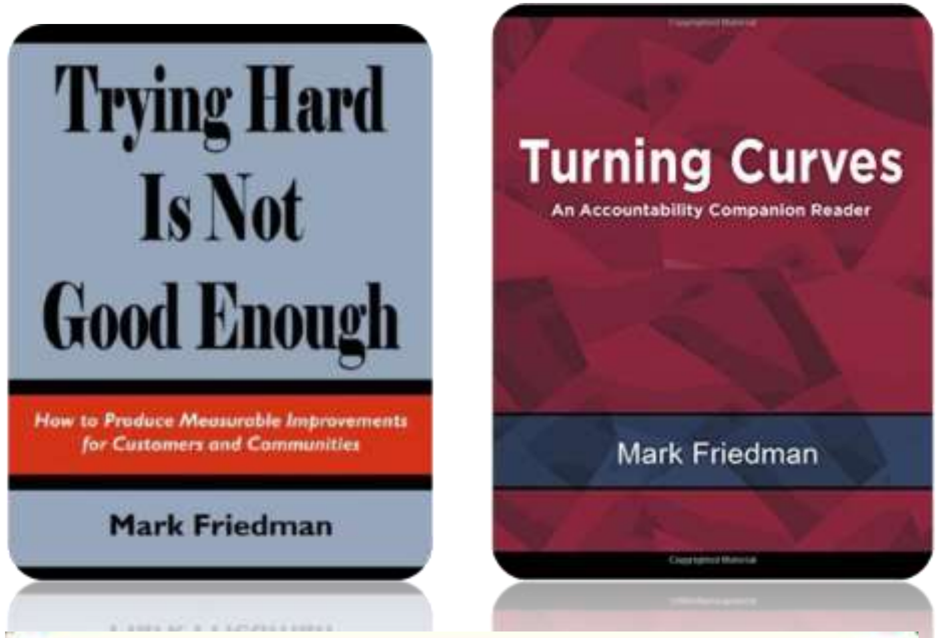
MEASURABLE RESULTS
FOR CHILDREN, FAMILIES, ADULTS AND COMMUNITIES

IMPACT

Results Leadership Group®

What is Results-Based Accountability (RBA)?

Results Leadership Group®



Trying Hard Is Not Good Enough

How to Produce Measurable Improvements for Customers and Communities

Mark Friedman

Turning Curves

An Accountability Companion Reader

Mark Friedman

Results-Based Accountability™

A disciplined way of thinking and taking action that communities can use to improve the lives of children, youth, families and the community as a whole.

It can also be used to improve the performance of programs, agencies and service systems.

Developed by Mark Friedman, detailed in his book *Trying Hard is Not Good Enough*.

COMMON LANGUAGE…COMMON SENSE…COMMON GROUND

Measurable Results for Children, Adults, Families and Communities

Two Key Principles for Achieving Measurable Impact

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1. Starting with ends, working backwards to means
2. Data-driven, transparent decision-making.

RBA in a Nutshell
2 – 3 – 7

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2 Kinds of Accountability

- Population- or Community-Level Quality of Life
  - (Results & Indicators)
- Performance- or Program-Level
  - (Performance Measures)

3 Kinds of Performance Measures

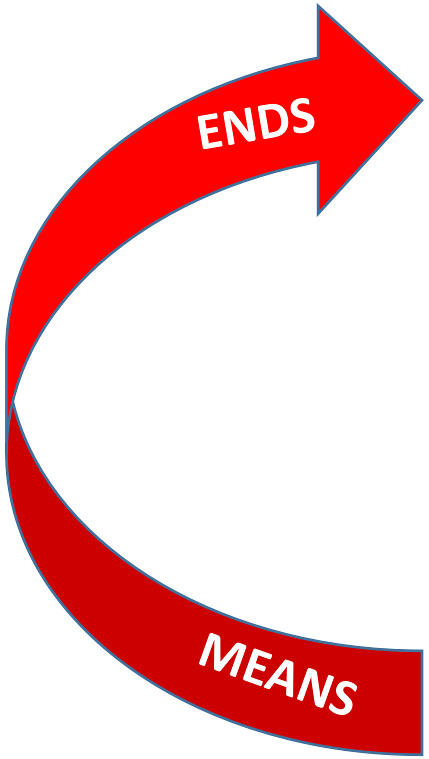
- How much did we do?
- How well did we do it?
- Is anyone better off?

7 Questions From Ends to Means

(In less than an hour)

Results-Based Accountability
is made up of two parts:

Distinction between population-level and program-level measures.



Population Accountability
about the well-being of
WHOLE POPULATIONS

For Neighborhoods, Communities – Cities – Counties – States - Nations

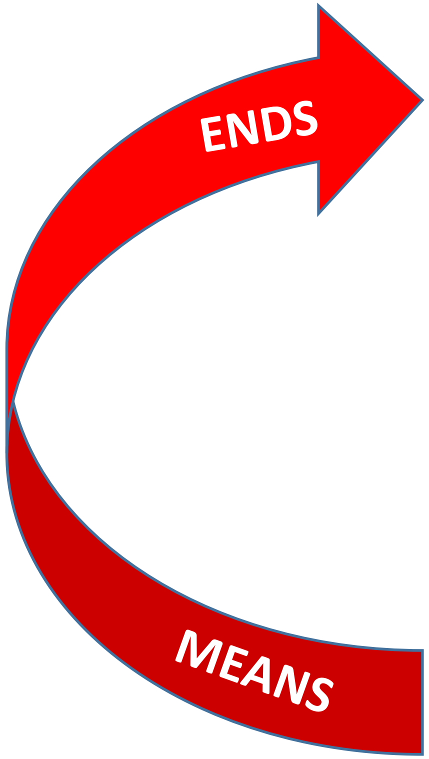
Performance Accountability
about the well-being of
CLIENT POPULATIONS

For Programs – Agencies – and Service Systems

Results-Based Accountability

Who is Responsible:

Distinction between population-level and program-level measures



Population-Level Measures

(i.e. how many people in the county go a whole day without eating a meal)

- The whole community is accountable

Program-Level Measures

(i.e. how many people Meals on Wheels feeds on a daily basis)

- Program managers are accountable

Definitions

RESULT/OUTCOME = A condition of well-being for children, adults, families or communities.

Children born healthy, Children succeeding in school, Safe communities, Clean Environment, Prosperous Economy

INDICATOR = A measure which helps quantify the achievement of a result.

Rate of low-birthweight babies, Rate of high school graduation,
crime rate, air quality index, unemployment rate

PERFORMANCE MEASURE = 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? = **Customer Results or Outcomes**

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PERFORMANCE ACCOUNTABILITY – Programs, Activities, Strategies

Data to make the mid-course adjustments necessary for continuous improvement

Performance Measurers

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

Results-Based Accountability™

Measurable Results for Children, Adults, Families and Communities

Selecting Performance Measurers for Internal Departments

Performance Measurement Matrix

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	Quantity	Quality
Effort	How much service did we deliver?	How well did we deliver it?
Effect	How much change / effect did we produce?	What quality of change / effect did we produce?

Measurable Results for Children, Adults, Families and Communities

Performance Measurement Matrix

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	Quantity	Quality
Effort	How much did we do? # of Customers Served # Activities How productive are we?	How well did we do it? % Customer Satisfaction % Retention Rates % Following Protocols Are we doing things right?
Effect	Is Anyone Better off? # Skills / Knowledge # Attitude / Opinion # Behavior # Condition/Circumstance Are we doing the right things?	% Skills / Knowledge % Attitude / Opinion % Behavior % Condition/Circumstance

Measurable Results for Children, Adults, Families and Communities

Performance Measurement Matrix

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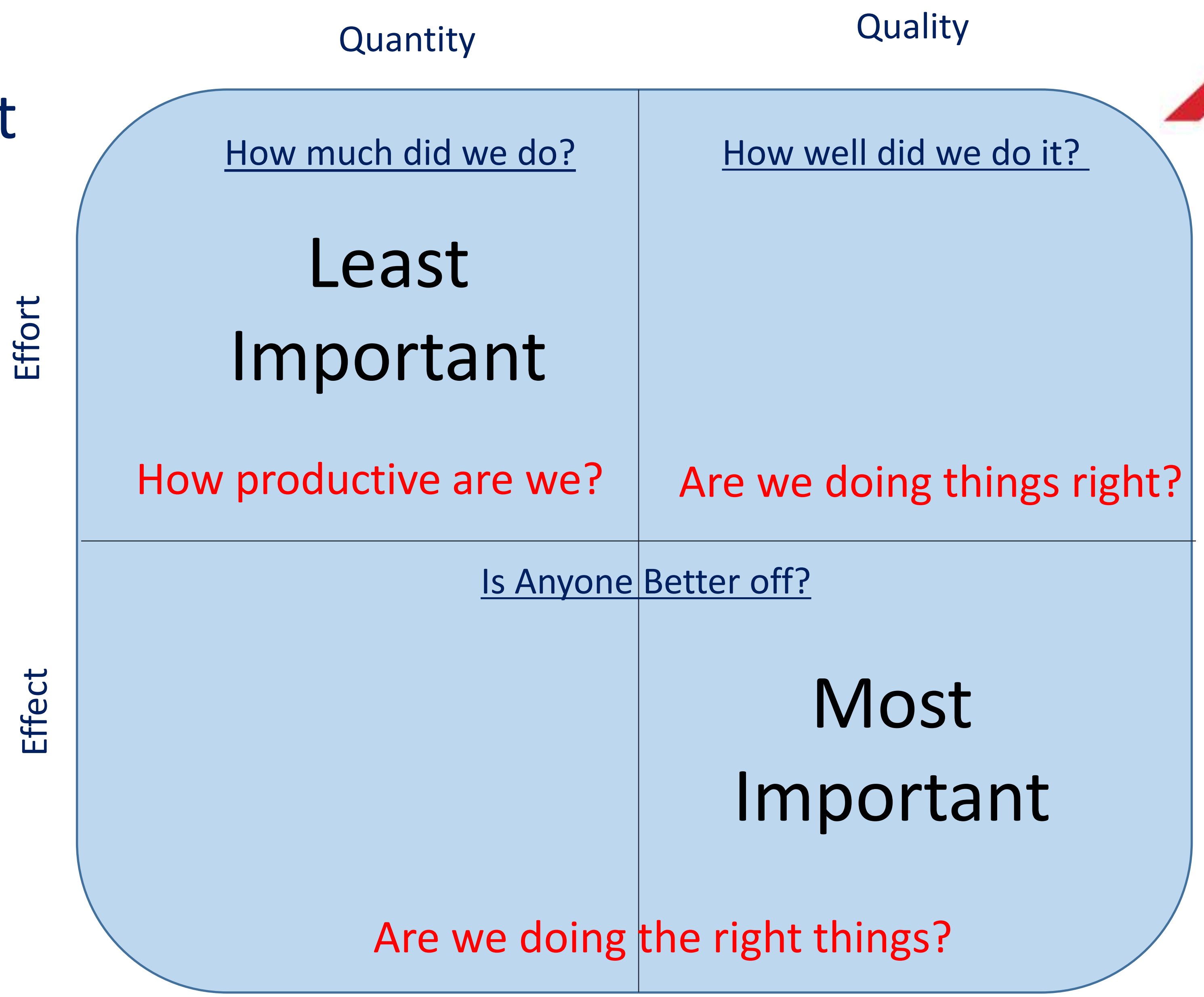


Quantity

Quality

Effort

Effect

How much did we do?

Least Important

How productive are we?

How well did we do it?

Are we doing things right?

Is Anyone Better off?

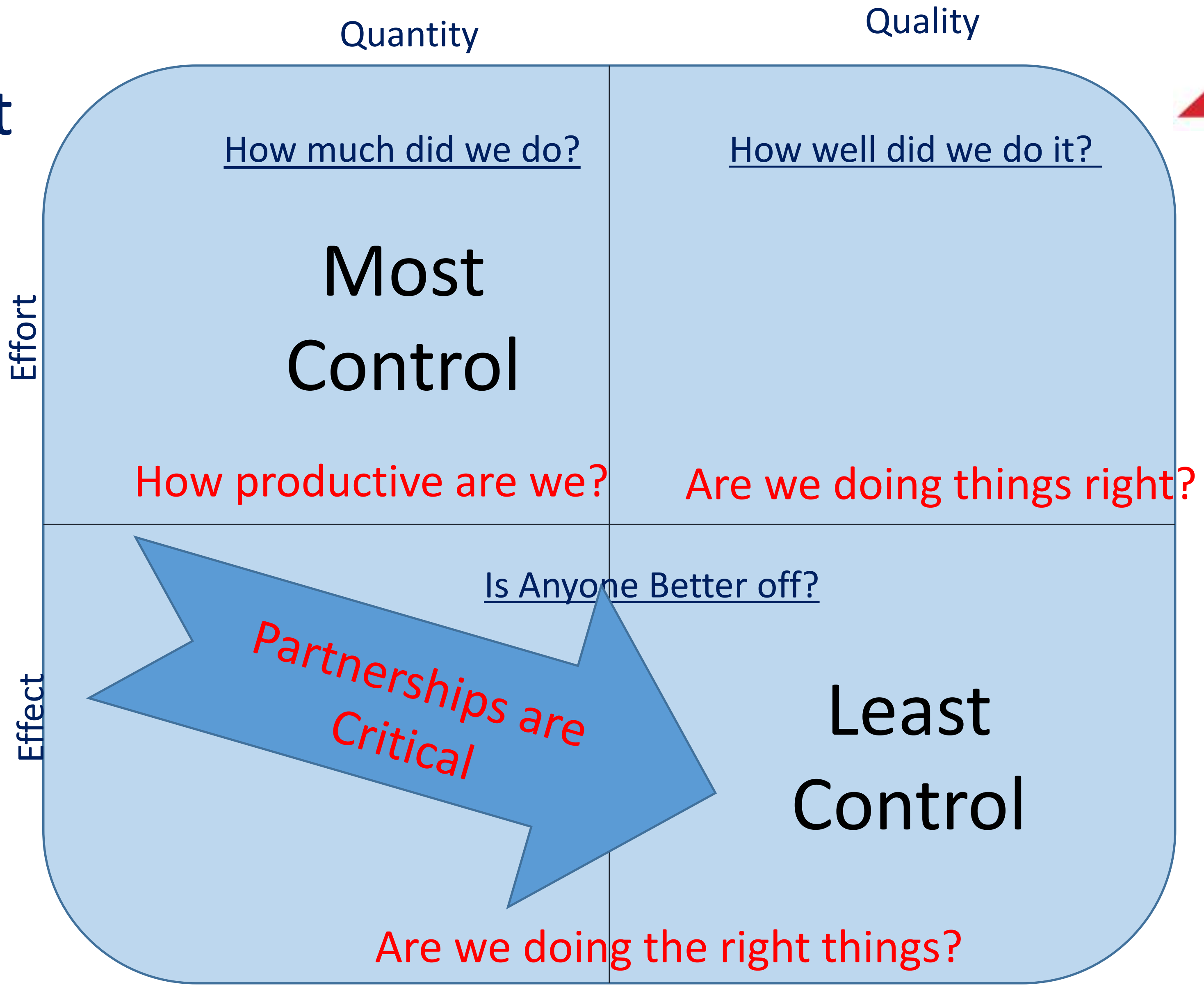
Most Important

Are we doing the right things?

Measurable Results for Children, Adults, Families and Communities

Performance Measurement Matrix

Results Leadership Group®



Quantity

Quality

Effort

Effect

How much did we do?

How well did we do it?

Most Control

How productive are we?

Are we doing things right?

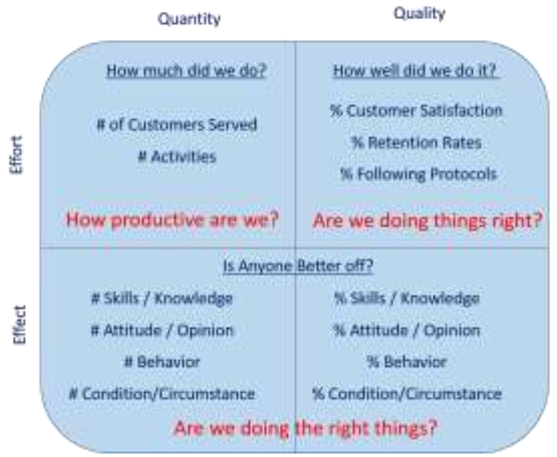
Is Anyone Better off?

Partnerships are Critical

Least Control

Are we doing the right things?

For administrative units or functions, it is generally easy to identify performance measures in the upper two quadrants.


Quantity
Quality
Effort
Effect
How much did we do?
# of Customers Served
Activities
How productive are we?
How well did we do it?
% Customer Satisfaction
% Retention Rates
% Following Protocols
Are we doing things right?
Is Anyone Better off?
Skills / Knowledge
Attitude / Opinion
Behavior
Condition/Circumstance
% Skills / Knowledge
% Attitude / Opinion
% Behavior
% Condition/Circumstance
Are we doing the right things?

- How much service did we provide?: Administrative units can easily list the activities they perform, convert each one into a measure. (Upper left – quantity of effort)

- How well did we provide service?: Many standard upper right quadrant measures apply to administrative units just as other units (like unit cost, workload ratios etc.). And for most administrative activities, it is pretty easy to identify timeliness and accuracy measures that are meaningful.

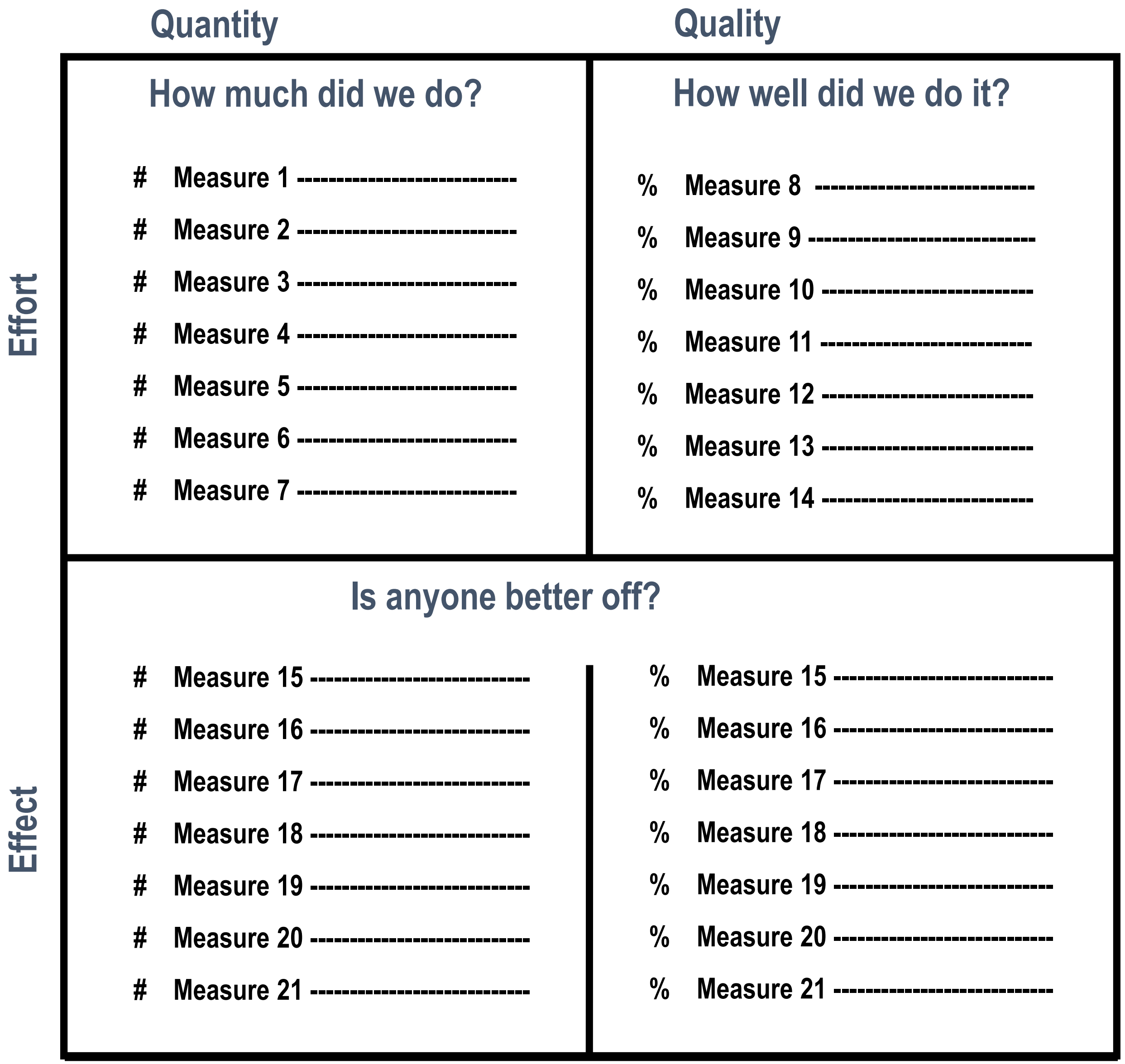
But administrative units or functions are the hardest when it comes to identifying performance measures in the lower right quadrant. The principle reason is that it is harder to figure out who the customers are and how you would know if they are better off?

The Key Questions

Who are your department’s customers?

Did we help them do their job?

Choosing Performance Measures and the Data Development Agenda



Quantity

Quality

Effort

How much did we do?

# Measure 1 ---------------------------
# Measure 2 ---------------------------
# Measure 3 ---------------------------
# Measure 4 ---------------------------
# Measure 5 ---------------------------
# Measure 6 ---------------------------
# Measure 7 ---------------------------

How well did we do it?

% Measure 8 ---------------------------
% Measure 9 ---------------------------
% Measure 10 -------------------------
% Measure 11 -------------------------
% Measure 12 -------------------------
% Measure 13 -------------------------
% Measure 14 -------------------------

Effect

Is anyone better off?

# Measure 15 ---------------------------
# Measure 16 ---------------------------
# Measure 17 ---------------------------
# Measure 18 ---------------------------
# Measure 19 ---------------------------
# Measure 20 ---------------------------
# Measure 21 ---------------------------

% Measure 15 ---------------------------
% Measure 16 ---------------------------
% Measure 17 ---------------------------
% Measure 18 ---------------------------
% Measure 19 ---------------------------
% Measure 20 ---------------------------
% Measure 21 ---------------------------

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1. Choose an activity of your department
2. Select PMs for each quadrant
3. Select 1-2 Headline PMs for each quadrant
4. Select 1-2 PMs for the Data Development Agenda in each Quadrant

Turn the Curve Thinking and Performance Measurers

Turning the Curve - RBA Framework – 7 Performance Measurement Questions

1. Who are our customers?
2. How can we measure if our customers are better off?
3. How can we measure if we are delivering services well?
4. How are we doing on the most important of these measures?
5. Who are our partners that have a role to play in doing better?
6. What works to do better, including no-cost and low-cost ideas? (This where ABCD comes in)
7. What do we propose to do?

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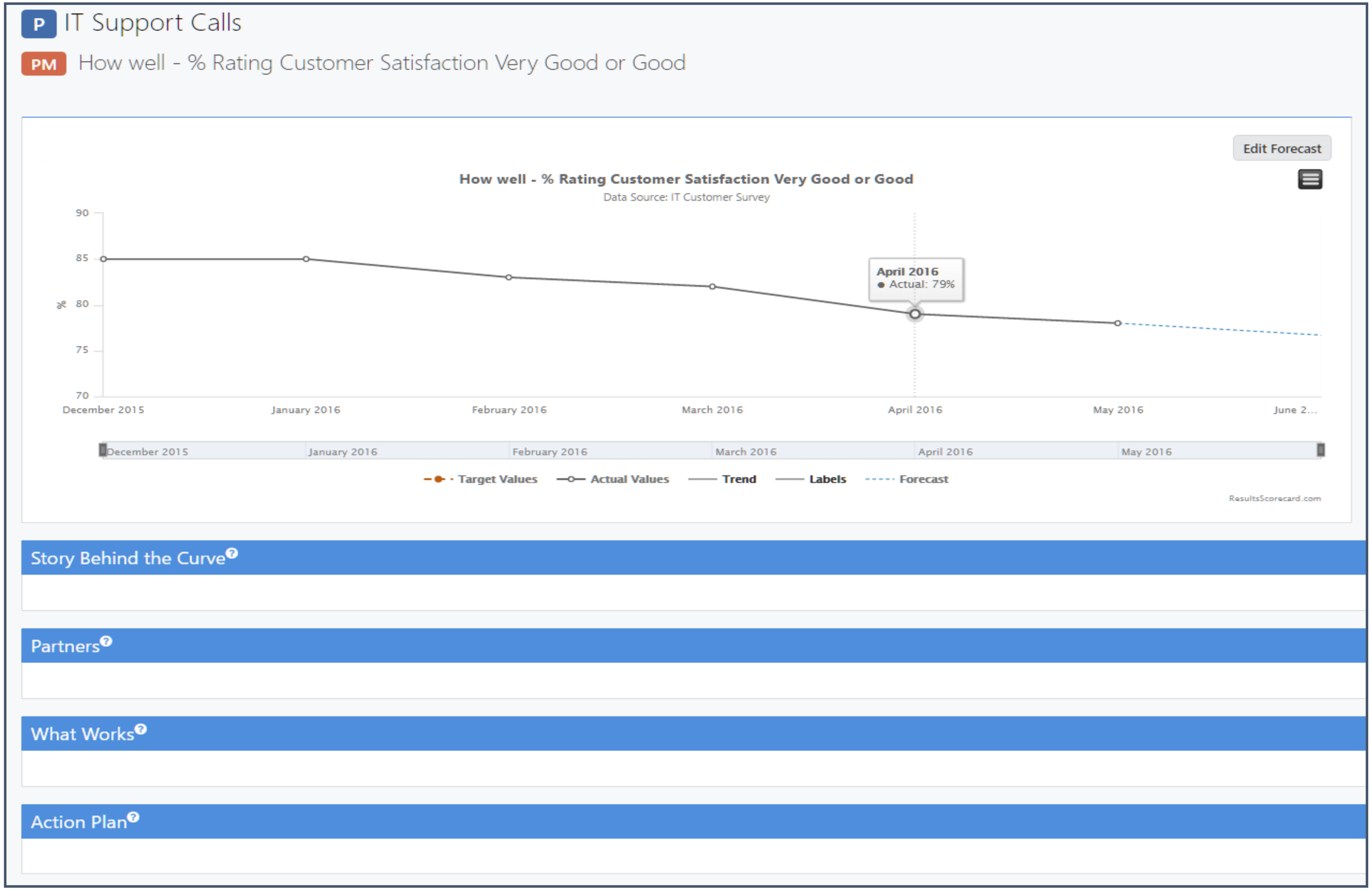
Turn the Curve Thinking: Moving from Talk to Action



P IT Support Calls

PM How well - % Rating Customer Satisfaction Very Good or Good

Edit Forecast

How well - % Rating Customer Satisfaction Very Good or Good

Data Source: IT Customer Survey

90
85
80
75
70
%
April 2016
● Actual: 79%
December 2015
January 2016
February 2016
March 2016
April 2016
May 2016
June 2...
December 2015
January 2016
February 2016
March 2016
April 2016
May 2016
Target Values
Actual Values
Trend
Labels
Forecast
ResultsScorecard.com

Story Behind the Curve

Partners

What Works

Action Plan

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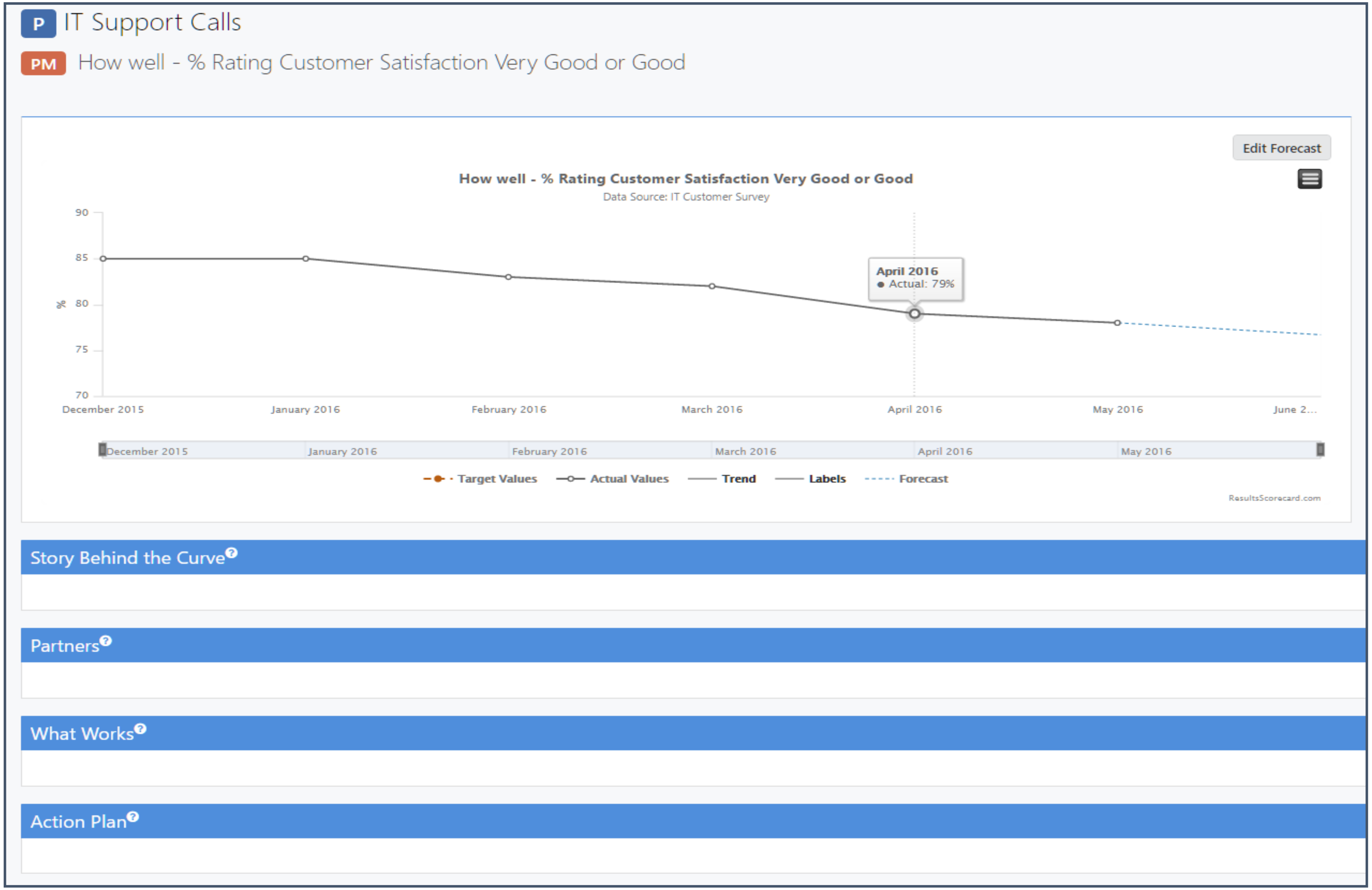

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Story Behind the Curve

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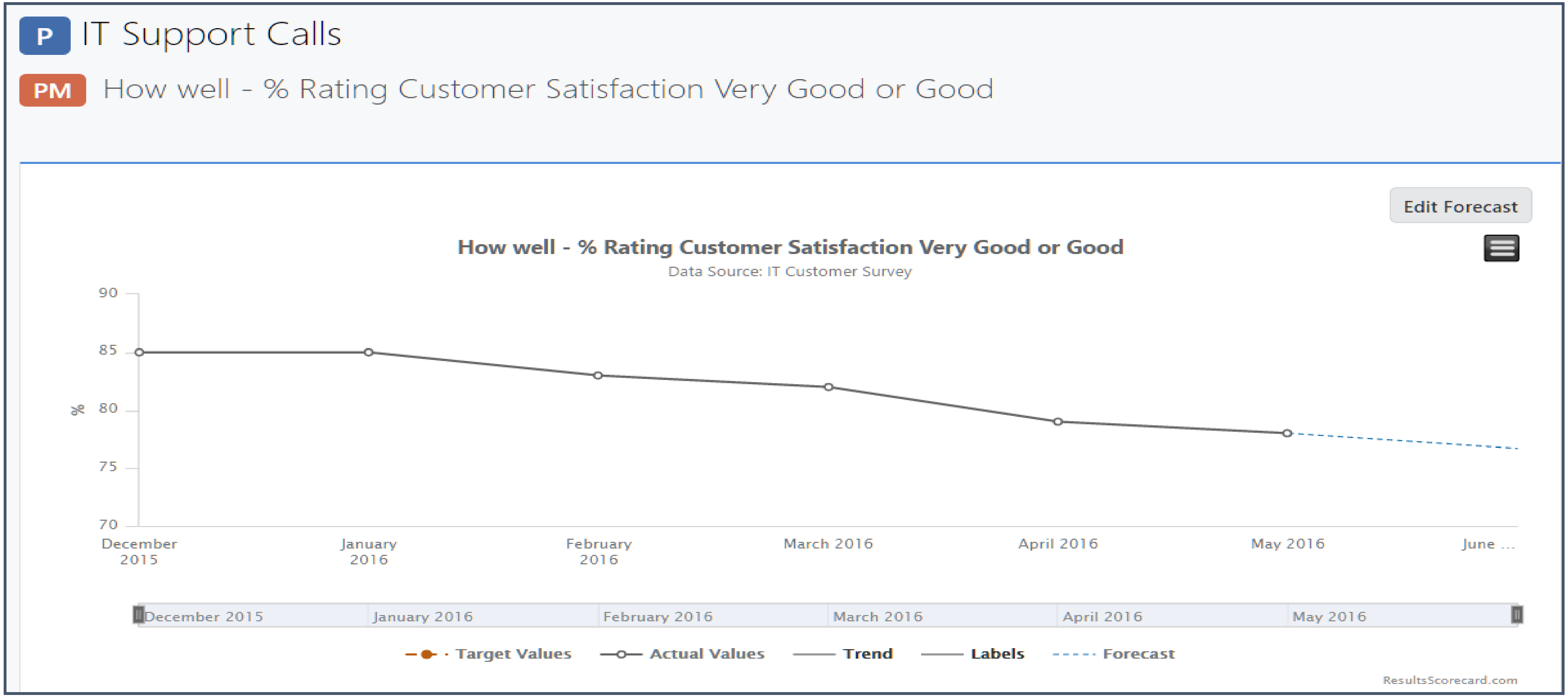
Story Behind the Curve

Measurable Results for Children, Adults, Families and Communities

Results Leadership Group®



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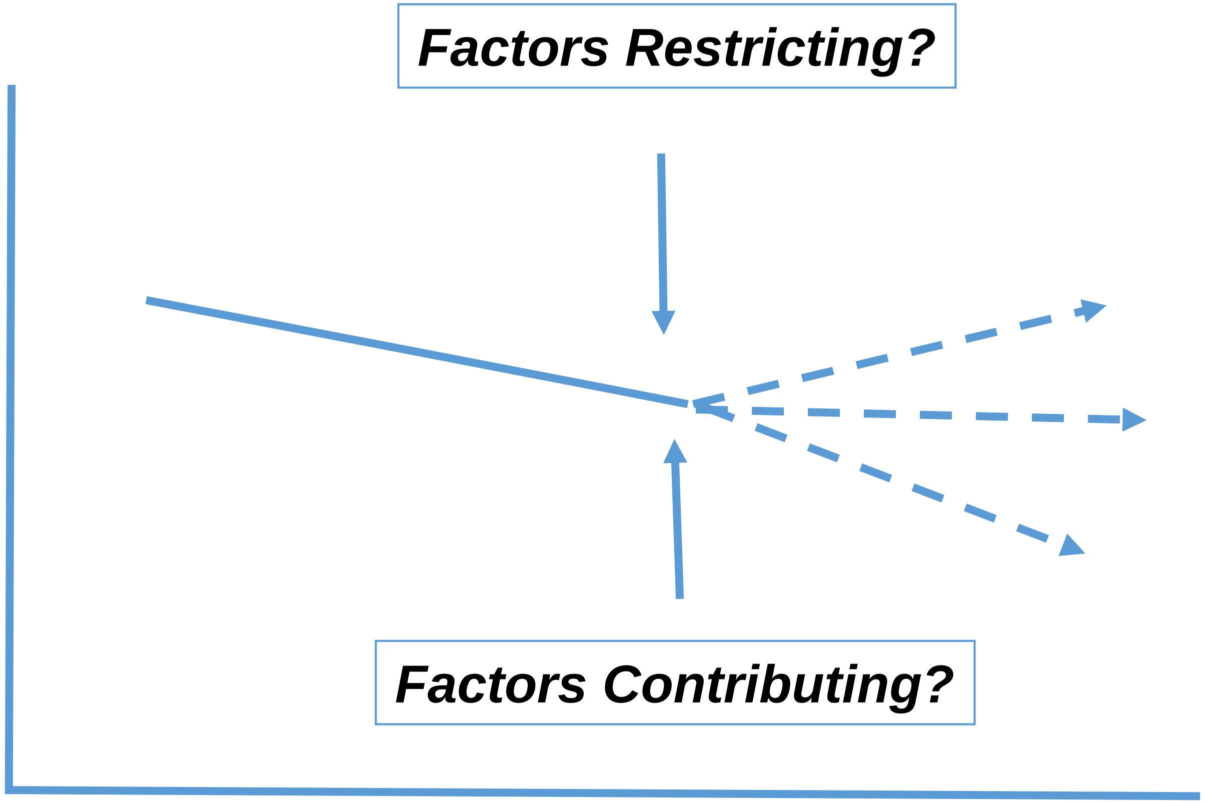
Measurable Results for Children, Adults, Families and Communities

The Story Behind the Baseline

- Key Factors/Causes?
- Root Causes (Ask “Why?” 5 times)
- Prioritize – which are the most important to address to “turn the curve” of the trend line?
- Research agenda?

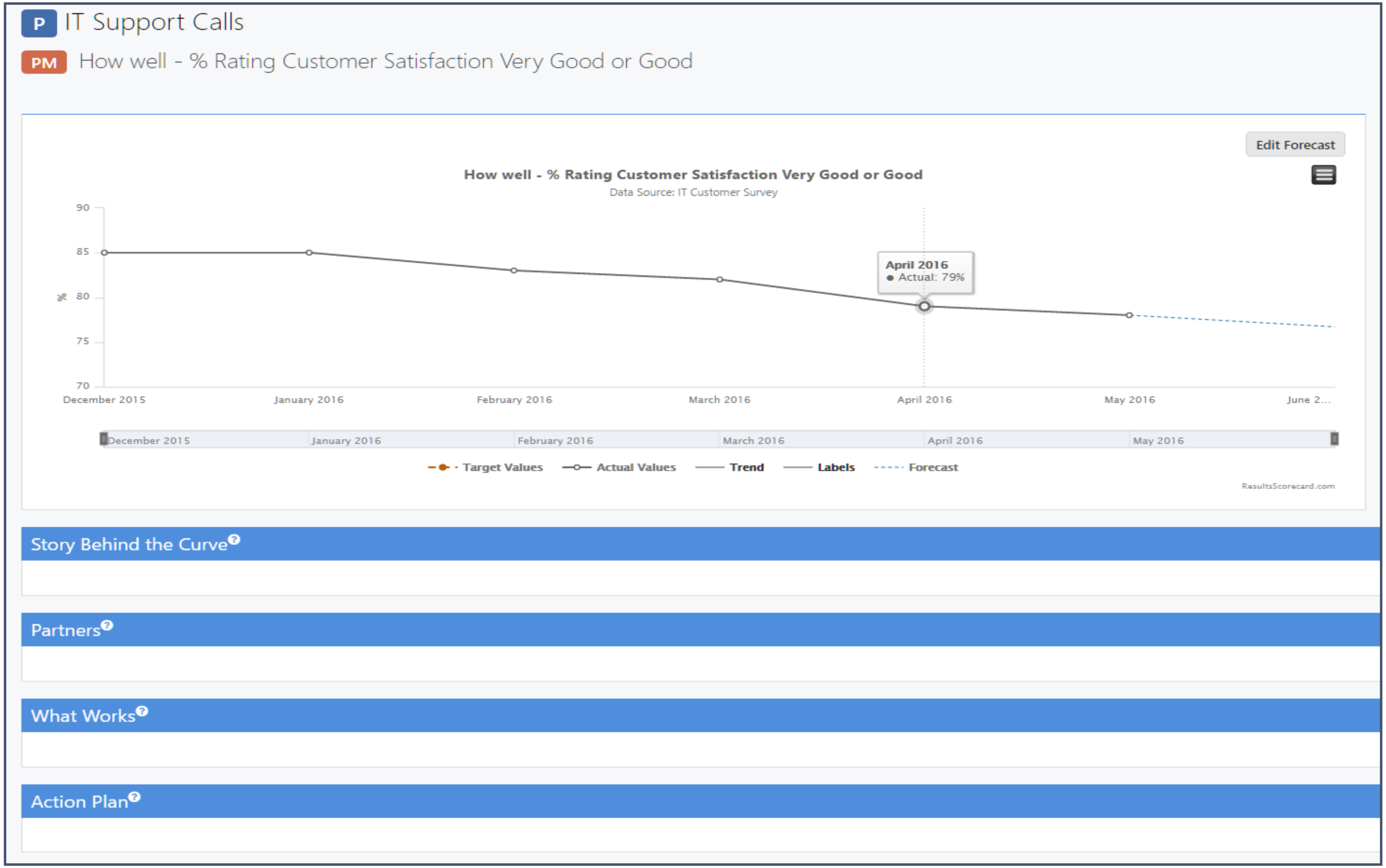
Force Field Analysis


Factors Restricting?
Factors Contributing?

Force Field Analysis – Factors impacting - Turning the Curve

Your PM: ______________________

Factors Contributing?	*Factors Restricting?*
1.	***1.***
2.	***2.***
3.	***3.***
4.	***4.***
5.	***5.***
6.	***6.***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Target Values
Actual Values
Trend
Labels
Forecast
ResultsScorecard.com

IT Support Calls

PM How well - % Rating Customer Satisfaction Very Good or Good

How well - % Rating Customer Satisfaction Very Good or Good

Data Source: IT Customer Survey

Story Behind the Curve

Partners

What Works

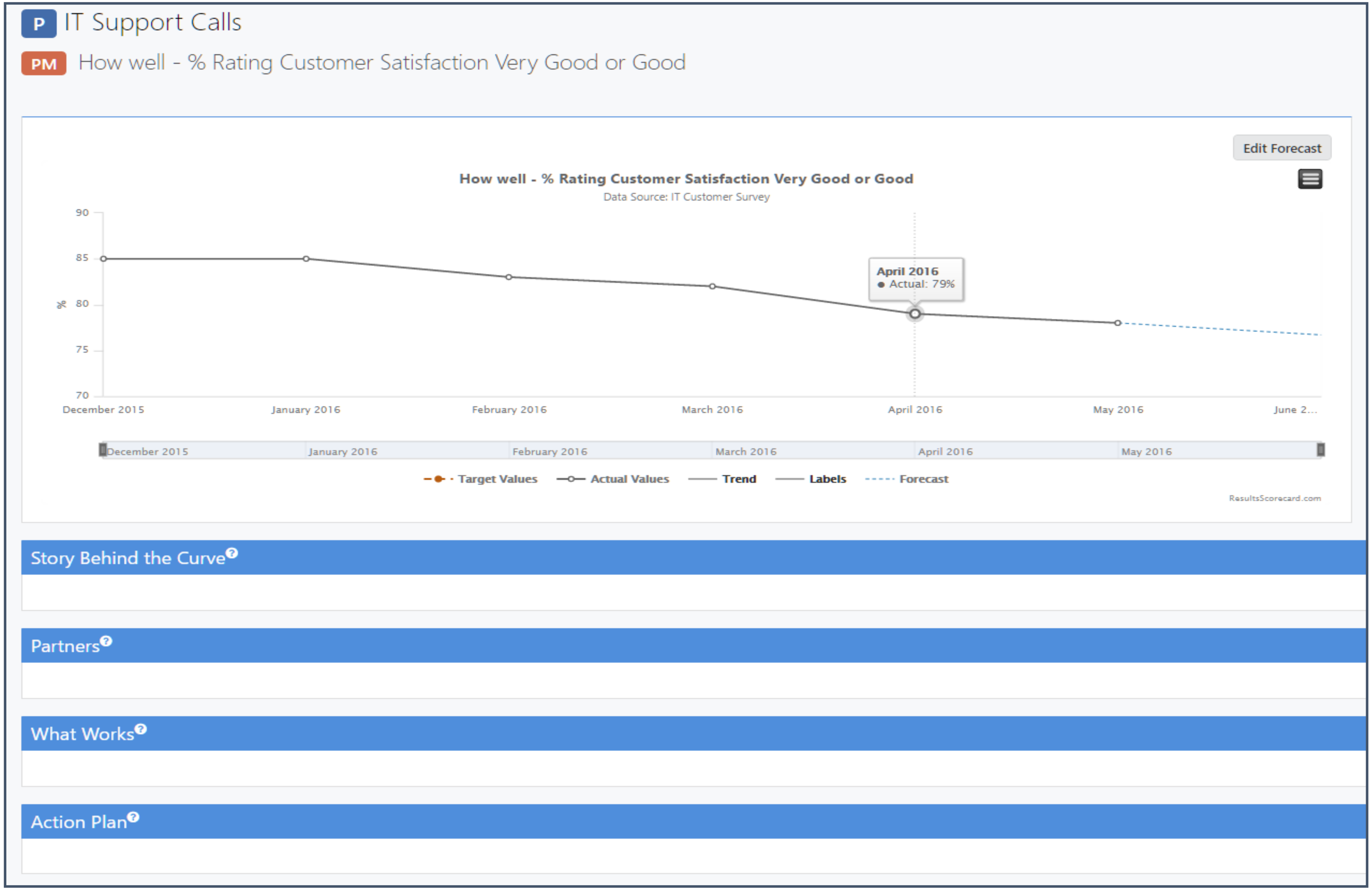
Action Plan

Partners

Measurable Results for Children, Adults, Families and Communities

Partners

- Who are partners who may have a role to play in turning the curve?
- Does the story behind the curve suggest any new partners?



P IT Support Calls

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Edit Forecast
How well - % Rating Customer Satisfaction Very Good or Good
Data Source: IT Customer Survey
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Target Values
Actual Values
Trend
Labels
Forecast
ResultsScorecard.com

Story Behind the Curve

Partners

What Works

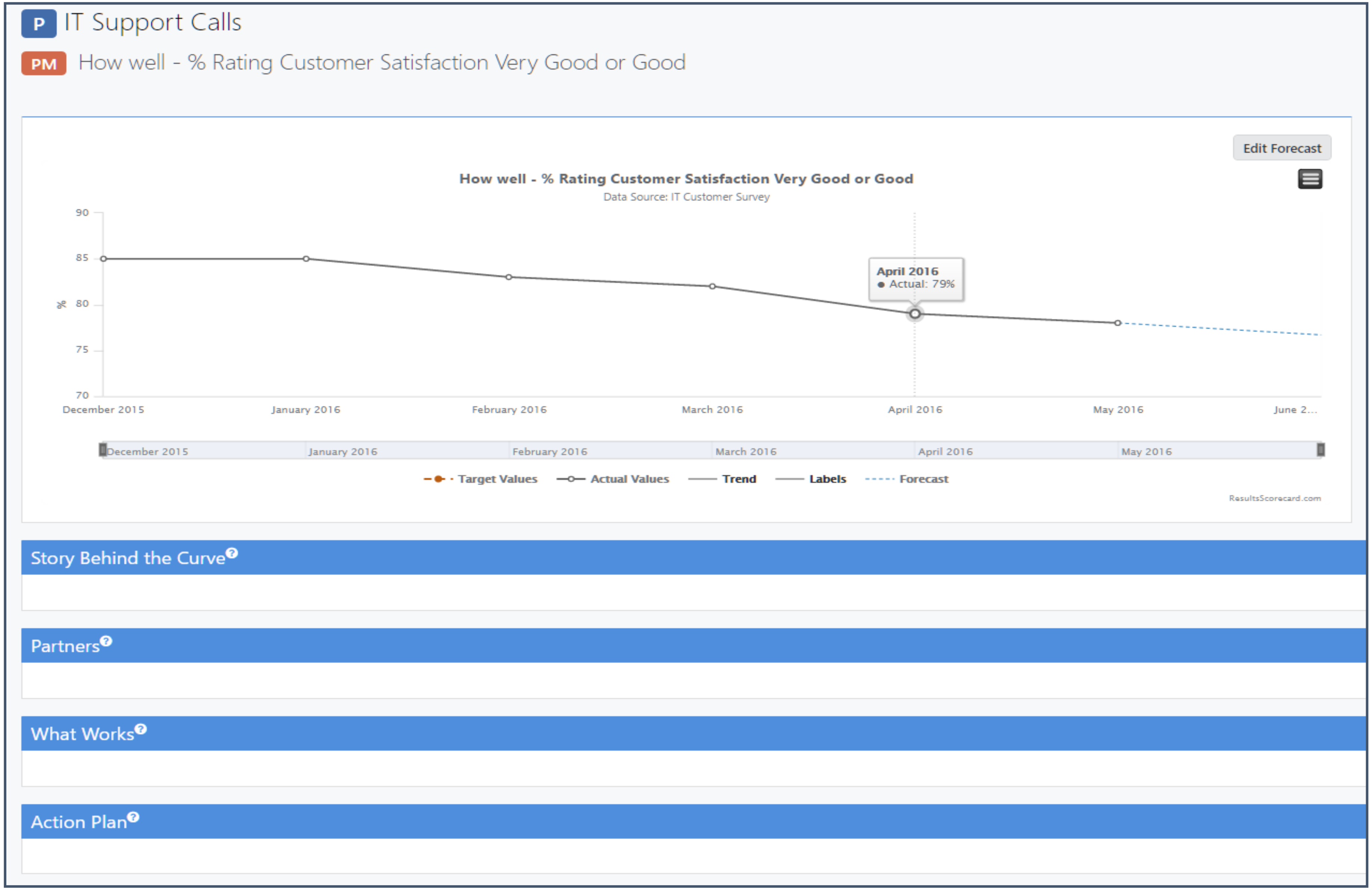
Action Plan

What Works?

Measurable Results for Children, Adults, Families and Communities

Brainstorm What Works?

- Options for actions to "turn the curve"?
- Research-based?
- Low-cost/no-cost?
- Off-the-wall ideas?
- Research agenda?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Labels
Forecast
ResultsScorecard.com

IT Support Calls

How well - % Rating Customer Satisfaction Very Good or Good

How well - % Rating Customer Satisfaction Very Good or Good

Data Source: IT Customer Survey

Story Behind the Curve

Partners

What Works

Action Plan

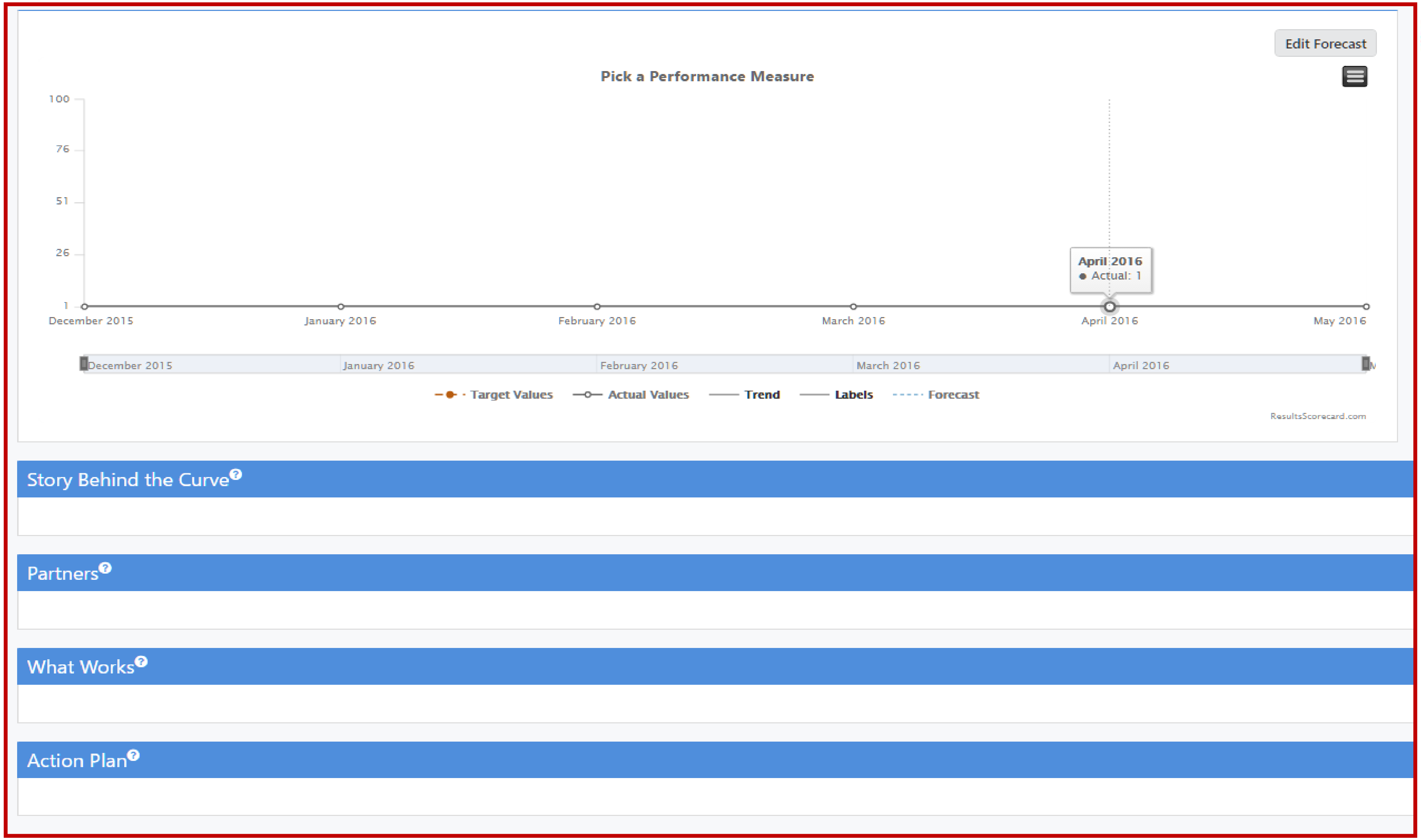
Action Plan

Measurable Results for Children, Adults, Families and Communities

Strategies & Action Plan – What Do We Propose to Do Now

- Leverage
  - Will it turn the curve of the baseline?
- Feasible
  - Can you achieve it?
  - Resources Needed?
- Specific
  - Who, what, when, where, how?
- Is it consistent with our organization/departments values?

Turn the Curve – Exercise


Edit Forecast
Pick a Performance Measure
100
76
51
26
1
April 2016
● Actual: 1
December 2015
January 2016
February 2016
March 2016
April 2016
May 2016
December 2015
January 2016
February 2016
March 2016
April 2016
Target Values
Actual Values
Trend
Labels
Forecast
ResultsScorecard.com

Story Behind the Curve

Partners

What Works

Action Plan

1. Pick an activity and PM.
2. Draw the trend and forecast.
3. What is the story behind the curve.
4. Id potential partners.
5. Brainstorm what you could do to turn the curve.
6. Select an action plan

HR: Employee Performance Appraisal Format Using Results Based Accountability

Monthly or Quarterly review of performance

The 7 Performance Accountability questions should be asked and answered regularly as part of organizational and department staff meetings as well as a part of each employee's annual performance appraisal and monthly or quarterly supervisory check-ins.

1. Who are your customers: It is always important to remind everyone to focus outward to your customers and not inward to yourselves.

2. & 3 Choice of Measures: This is an important initial discussion to identify how you are going to measure if your customers are better off and if you are delivering your services well. Once your data agenda has been developed you can spend less time on these questions and focus more on the actual results.

4. Current Performance: Identify current performance on the most important measurers. Discuss the story behind the current performance and progress since the last meeting. The focus should always be on identifying how you can improve your performance, not just report everyone's individual results. You need to understand the causes of current performance before you can improve performance.

HR: Employee Performance Appraisal Format Using Results Based Accountability

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5. **Partners:** No one individual can do it alone. Always take the time to discuss your relationships with your current partners and other employees and identify new partners and what they can contribute to your results.

6. **What works to do better:** Take the time to brainstorm and take about what else we could do to do better and achieve our goals. Encourage people to think of "off the wall" and no-cost/low-cost ideas.

7. **Action Plan:** Decide what you will do before the next meeting to improve performance.

These questions can be asked and answered at staff meeting as well as a part of individual employee performance appraisal meetings. These 7 questions, continuously focus the discussion on your customers and the end you are working to achieve.

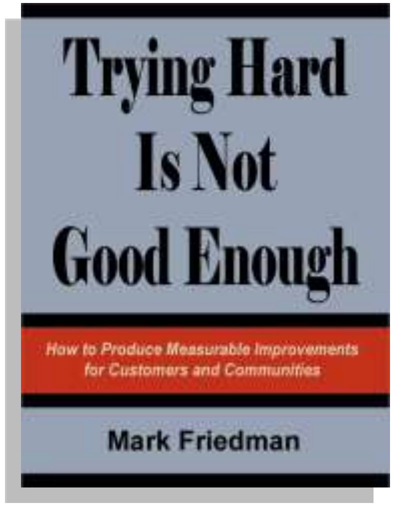
Questions?

Resources - RBA

Results Leadership Group®

Websites

raguide.org
resultsaccountability.com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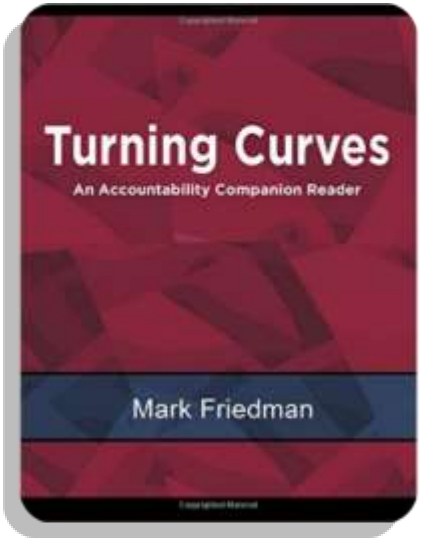
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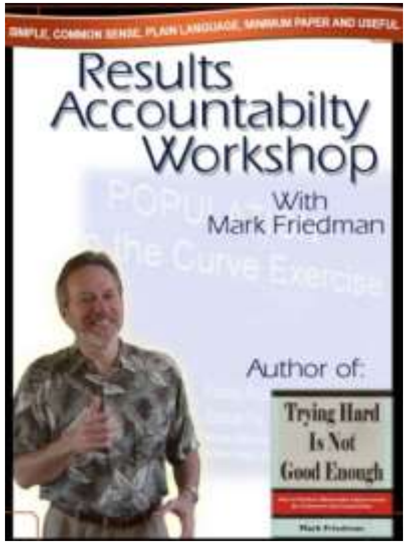
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Results Accountabilty Workshop
With Mark Friedman
Author of:
Trying Hard Is Not Good Enough

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Other Learning Opportunities:

- RLG Workshop and Webinar Series 2016
- Free webinars and webinar series
- RBA 101 and Train the Trainer workshops
- 2 conferences

Visit www.ResultsLeadership.org/events for more information

June 1st – 3rd 2016
Baltimore, MD

Measurable Impact 2016

A Results-Based Accountability Conference

- 2-day conference and pre-conference workshops
- Join some of the world's leading community-change experts to explore the concepts of Results Based Accountability and how it can be used to create meaningful, measurable community impact
- Interactive workshops and training sessions

Visit www.MeasurableImpact2016.com for more information

Measurable Results for Children, Adults, Families and Communities

Thank You!

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