

Best Practices for Results Focused Government

Results-Focused Leadership

- Articulating a results-focused strategy
- Asking for evidence
- Acting on evidence

Evidence Related Strategies

- Developing learning agendas
- Creating an evaluation policy
- Using rapid experimentation
- Making contracts and grants results focused

Performance Management

- Using performance information
- Implementing strategic planning
- Weaving a performance focus into budgeting
- Collaborating within government

Using Data

- Data sharing

Background

The purpose of the Accountability in Government Act (AGA) is to provide for more cost-effective and responsive government services by using the state budget process and defined outputs, outcomes and performance measures to annually evaluate the performance of state government programs. The AGA traded budget flexibility for information about how state agencies economically, efficiently, and effectively carry out their responsibilities and provide services. Prior to the AGA, agency appropriations were tightly controlled by the Legislature with attention paid to individual budget line items and incremental spending of salaries, office supplies, travel, etc. After the AGA, the focus switched to results as measured by performance (inputs, outputs, outcomes, etc.). To facilitate reviews of agency performance, the Legislative Finance Committee (LFC) staff developed a dashboard report, a report card, to add emphasis and clarity to the reporting process and focus budget discussions on evidence-based initiatives and programming. Report cards and associated analysis of performance has continued to serve policymakers and the public well on how New Mexico state government delivers services. Performance reports serve as a key linchpin in the Legislative Finance Committee's overall "Legislating for Results" policy and budgeting framework. However, agencies have not widely adopted practices for "Managing for Results" and thus sometimes struggle to effectively implement evidence-based programs funded by the Legislature or operate services effectively and efficiently.

The LFC has long held hearings on performance reports, inviting agencies to present on their performance results and action plans for improvement, or staff led presentations on the state's performance overall. While informative, the meetings are often driven by an agency narrative that may not effectively answer legislative priorities. A meeting on state performance overall provides a significant amount of information that helps inform future decision making but the hearing is not set up to directly influence agency management practices.

LegisSTAT

LFC staff are proposing to build on the existing Legislating for Results framework through a first of its kind legislatively driven performance improvement hearing process called LegisSTAT. PerformanceSTAT meetings are a longstanding tool used by leadership to drive performance improvements at the federal, state, and local levels. Often, the STAT meetings are held by executive leadership and focus on high priority performance challenges. The meetings take a subset of specific performance metrics and focus on specific actions managers can, and do, take to make improvement until performance improves to a satisfactory level.

A couple of key differences exist between LFC's performance hearings and STAT meetings – a STAT meeting is more collaborative and less "agency-driven", there is a greater emphasis on action plans and reporting actions taken from the last meeting, and there is a regular schedule of meetings. Typically, in an executive setting, STAT meetings occur frequently, either weekly or monthly, neither of which is realistic, nor desirable, for a legislative hearing schedule. The legislature cannot, nor should it, attempt to manage agency day to day operations. But, the legislature and its committees can and should exercise its oversight responsibilities in a manner that produces better results.

The “Five Whys”

The “five whys” is an investigatory method used to determine the root cause of an issue. Rather than the traditional five “W” questions to simply gather information (who, what, when, where, and why), the five whys allow a questioning legislator to uncover core causes of performance problems and illuminate potential solutions.

Elements of a Good Action Plan

A key element of the LegisSTAT process is asking an agency to articulate its plan to address key performance trends. An agency can do this by building a quality action plan for its quarterly AGA data reporting. A quality action plan includes:

- Measurable goals and timelines
- Specific language and detailed actions for improvement
- A responsible party named for each goal
- Actionable goals logically connected to larger agency mission

The proposed LegisSTAT process seeks to have regularly scheduled time to focus on a key set of LFC priority performance issues, starting with economic recovery coming out of the COVID-19 public health emergency, and collaborate with agencies in a way to drive performance improvements for New Mexicans. The LegisSTAT process would focus on a core set of performance metrics, hold regular time slots for performance discussion with agency leadership (at least quarterly), follow up on action items from the last meeting, and review results for improvement. The discussions could lead to policy or budget recommendations to aid in improvement.

Key hearing questions for each LegisSTAT meeting could include:

- What do we know about the trends?
- What is the agency doing to proactively tackle this issue or challenge?
- What could we expect by the next meeting?
- The “five whys” (see sidebar)

Other examples of the STAT process

The PerformanceSTAT process originates from New York City Police Department’s CompSTATE, Baltimore’s CitiSTAT, and Maryland’s StateSTAT, but PerformanceSTAT has since spread into all types of federal, state, and local governments.

- Colorado’s Department of Human Services uses a PerformanceStat approach, called C-Stat, to examine data on a monthly basis in C-Stat meetings. Together, departmental executive leadership and staff identify positive trends and opportunities for improvement. Divisions determine strategies for improvement and implement these strategies, while executive leadership helps reduce barriers to the divisions’ success.
- Wisconsin’s Department of Children and Families run KidSTAT as the department’s performance management approach. Data-driven reports and information are shared at KidSTAT meetings where department leadership and program staff hold each other accountable for program outcomes.
- The federal Department of Housing and Urban Development runs HUDSTAT performance management process, which is comprised of a series of executive-level meetings at which granular data from across the department are examined and progress towards the achievement of a particular performance goal is analyzed.

Higher Education

Background Information

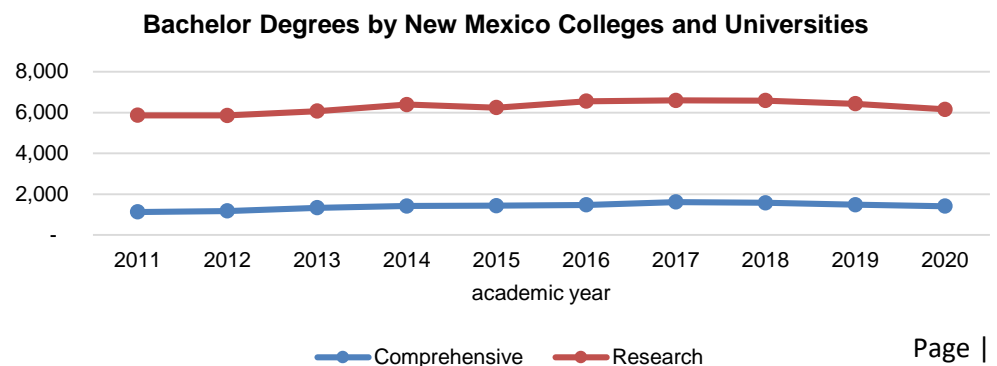
An extensive body of research has shown that obtaining a college diploma is a good deal for graduates on almost any measure. For 25- to 34-year-olds who worked full time, year-round, higher educational attainment was associated with higher median earnings. In 2019, the median earnings of those with a bachelor's degree (\$55,700) were 39 percent higher than those with an associate's degree (\$40 thousand) and 59 percent higher than those with only a high school diploma. This pattern of higher earnings associated with higher levels of educational attainment holds true for both males and females and across all races and ethnicities. Increasing the populace's income is good for New Mexico. It means fewer people are reliant on state and federal supports, and a more educated workforce makes the state a more attractive place to bring new business and economic development opportunities.

Problem Statement

College-going rate. The proportion of New Mexico high school students attending college is declining, and over the longer term the total number of high school seniors will also shrink due to a decreasing population of children in the state. This will put a double squeeze on college enrollment and tuition revenue.

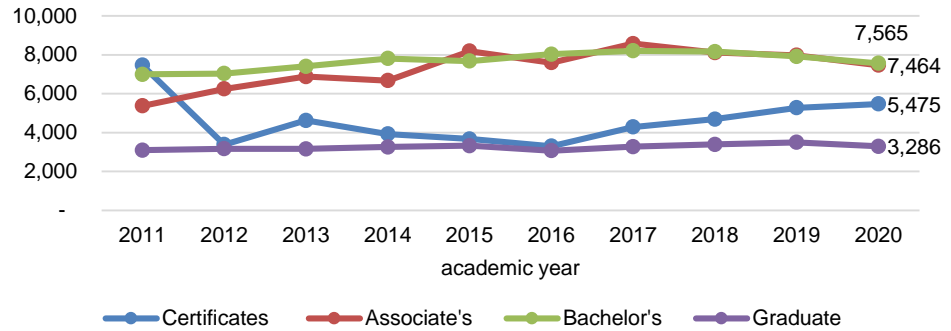
Enrollment. For the students that do make it into a New Mexico public college or university, the likelihood that they will make it to timely graduation remains low and below national benchmarks. Only about three-quarters of new students at UNM, NMSU, and Tech return to the university after their first year, and less than a third reach a bachelor's degree on time. The statistics are worse for students at comprehensive colleges and community colleges and students that attend part-time.

Retention: Over the last ten years, the number of degrees that New Mexico public colleges and universities have awarded has held steady despite the declining enrollment. However, while New Mexico tends to produce roughly equivalent numbers of bachelor's and associate's degrees annually, public colleges and universities nationally tend to produce double the amount of bachelor's degrees as associate's. Overemphasizing subbaccalaureate degrees and credentials is problematic because of the earning premiums for those with more advanced postsecondary education. New Mexico will likely continue to fall behind other states in average wages without more of the population attaining a bachelor's degree or higher.

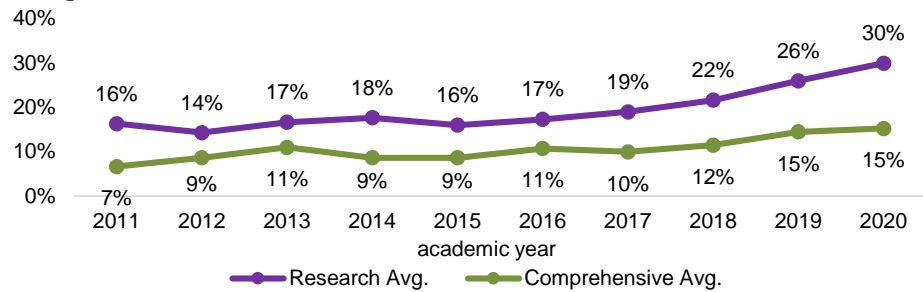


Long-Term Outcomes

New Mexico College and University Credential Production

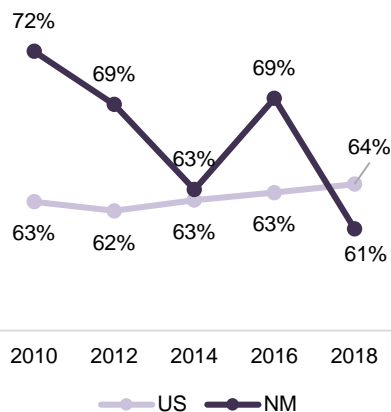


Full-time First-time Students Acheiving a Bachelor's Degree within Four Years

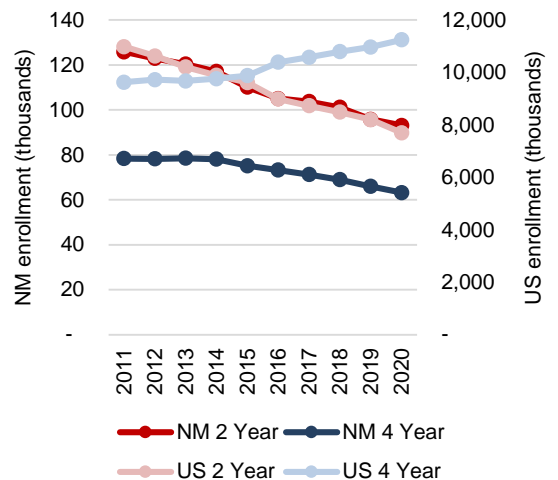


Near-Term Leading Indicators

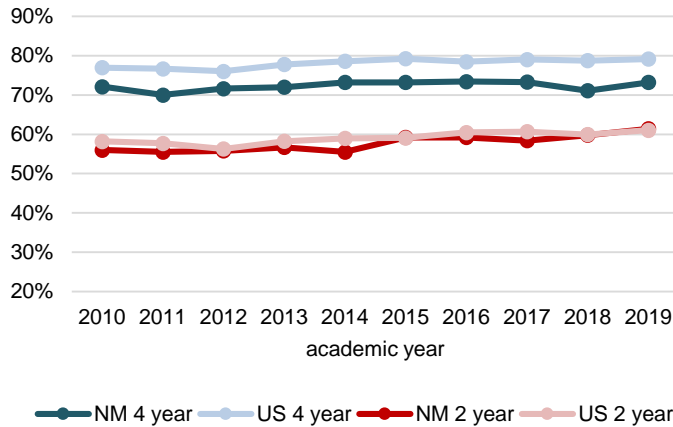
College-going Rate of High School Graduates



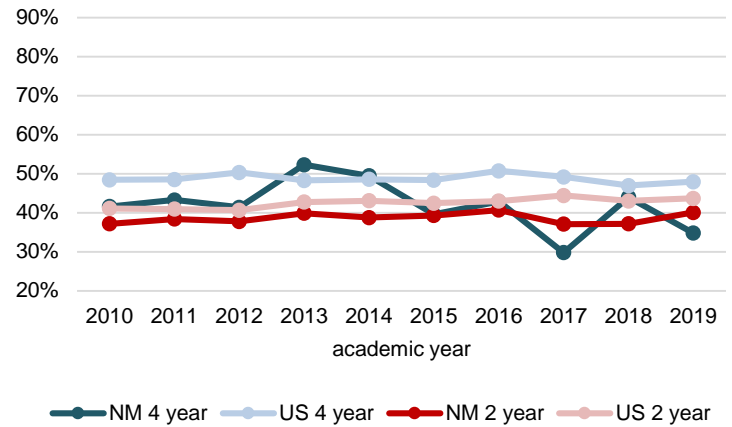
Public Higher Education Enrollment



Fall to Fall Retention Rate for First-time Full-time Undergraduate Students



Fall to Fall Retention Rate for Part-time Students



Higher Education Performance Trends:

- **College Going Rate.** New Mexico's college-going rate for high school graduates dipped below the national average for the first time in 2018.
- **Enrollment.** Enrollments since 2011 at New Mexico community colleges are down 26 percent, comparable to the 30 percent decline nationally. However, New Mexico enrollments declined 19 percent at four-year institutions while enrollment at four-year institutions nationally is up 17 percent.
- **Enrollment.** Enrollment has declined but the number of degrees awarded has held relatively steady since 2011. Growth in the number of bachelor's degrees awarded has been much more dramatic at comprehensive colleges (25 percent) than at the research institutions (5 percent). Sub degree certificates remain the one area of awards growth, with little indication if they positively impact the student or the state economy.
- **Retention.** New Mexico's four-year universities lose nearly 7,000 students from their freshman class every year. Retention rates at New Mexico four-year universities are also notably lower than the national average, while New Mexico two-year schools have retention rates close to the national average.

Higher Education Suggested Questions:

- **College Going Rate.** What role has HED taken to help boost college-going rates of New Mexico high school students, including in vocational and career technical education?
- **Enrollment.** What actions is HED taking to grow enrollment at four-year universities to match national trends? Has the quality of incoming classes changed?
- **Retention.** Is lack of retention a contributing factor? What evidence-based interventions boost retention and success?
- **All.** What new information on institutional efforts should LFC expect the next time we meet?