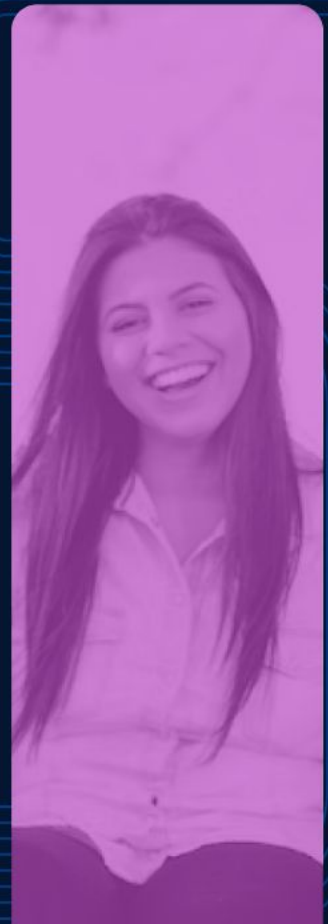


August 12, 2024

Maryland Evidence-Based Budgeting

Training for Fiscal Staff

Patrick Carter &
Pete Bernardy







1	11	21	31	41	51	61	71	81	91
2	12	22	32	42	52	62	72	82	92
3	13	23	33	43	53	63	73	83	93
4	14	24	34	44	54	64	74	84	94
5	15	25	35	45	55	65	75	85	95
6	16	26	36	46	56	66	76	86	96
7	17	27	37	47	57	67	77	87	97
8	18	28	38	48	58	68	78	88	98
9	19	29	39	49	59	69	79	89	99
10	20	30	40	50	60	70	80	90	100



1	11	21	31	41	51	61	71	81	91
2	12	22	32	42	52	62	72	82	92
3	13	23	33	43	53	63	73	83	93
4	14	24	34	44	54	64	74	84	94
5	15	25	35	45	55	65	75	85	95
6	16	26	36	46	56	66	76	86	96
7	17	27	37	47	57	67	77	87	97
8	18	28	38	48	58	68	78	88	98
9	19	29	39	49	59	69	79	89	99
10	20	30	40	50	60	70	80	90	100



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4	14	24	34	44	54	64	74	84	94
5	15	25	35	45	55	65	75	85	95
6	16	26	36	46	56	66	76	86	96
7	17	27	37	47	57	67	77	87	97
8	18	28	38	48	58	68	78	88	98
9	19	29	39	49	59	69	79	89	99
10	20	30	40	50	60	70	80	90	100

\$2 Trillion



Results for America's mission
is to **make investing in what
works the “new normal.”**

Changing government behavior

Standards of Excellence

- **Provide benchmarks** of ability to use data and evidence

Implementation Support

- **Coach** on how to invest funds in proven solutions

Momentum Building

- **Build understanding of the impact** of evidence-based investments



Programming with Evidence

AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ
BA	BB	BC	BD	BE	BF	BG	BH	BI	BJ
CA	CB	CC	CD	CE	CF	CG	CH	CI	CJ
DA	DB	DC	DD	DE	DF	DG	DH	DI	DJ
EA	EB	EC	ED	EE	EF	EG	EH	EI	EJ
FA	FB	FC	FD	FE	FF	FG	FH	FI	FJ
GA	GB	GC	GD	GE	GF	GG	GH	GI	GJ
HA	HB	HC	HD	HE	HF	HG	HH	HI	HJ
IA	IB	IC	ID	IE	IF	IG	IH	II	IJ
JA	JB	JC	JD	JE	JF	JG	JH	JI	JJ

Benefit-Cost Results

Since the 1990s, the Washington State legislature has directed WSIPP to identify "evidence-based" policies. The goal is to provide Washington policymakers and budget writers with a list of well-researched public policies that can, with a high degree of certainty, lead to better statewide outcomes.

Research Approach. WSIPP achieves particular outcomes through a research approach that involves identifying evidence-based policies and evaluating their impact on outcomes.

[Overview of WSIPP's Benefit-Cost Analysis](#)

[Estimating Program Effects](#)

For details on our benefit-cost analysis, see the following:

Latest Results. The tables are updated periodically and are available in the tables.

Use the search filter on our website to search the entire database.

Program results

All research

Add our

Benefit-cost methods

Home / Research Translation Platform / Results First™ Resources / Clearinghouse Database

View Sitewide Resources

Search Clearinghouse Database

Overview

Clearinghouses

Rating Colors & Systems

FAQ

Results: 1,442 programs found

Clear results

Categories (1)

- ☐ Crime & delinquency
- ☐ Child & family well-being
- ☐ Education
- ☐ Employment & job training
- ☒ Mental health
- ☐ Public health
- ☐ Sexual behavior & teen pregnancy
- ☐ Substance use

Settings

- ☐ Community
- ☐ Correctional facility
- ☐ Court
- ☐ Home
- ☐ Hospital / treatment center
- ☐ Residential facility

Couples Relationships

Clearinghouse: ●

The Couples Relationships model promotes emotional communication and reconciliation. [Read more](#)

"Seeking Safety" for women

Clearinghouse: ● ●

Seeking Safety is a manual for posttraumatic stress disorder of different populations of incarcerated women with PTSD.

10 Keys™ to Health

Clearinghouse: ▲

The 10 Keys™ to Health for adults. [Read more](#)

Keyword

Enter keyword(s)

Search

Filters

Publication Date

- ☐ Since 2023 7
- ☐ Since 2019 (last 5 years) 39
- ☐ Since 2014 (last 10 years) 114
- ☐ Since 2004 (last 20 years) 619

Topic

- ☐ Literacy 290
- ☐ STEM 187
- ☐ Social Emotional Learning and Behavior 59
- ☐ Teachers and School Leaders 14
- ☐ School Choice 16
- ☐ High School Completion 50
- ☐ College Readiness and Completion 5

Populations

- ☐ Children and Youth with Disabilities 63
- ☐ English Learners 54

Search Results

619 Results filtered by:

Product Type

Intervention Report PK

Intervention Report PK

Intervention Report K-11

Intervention Report PK-10

What Works Clearinghouse

MENU

Search

Go

RESULTS FOR AMERICA

Economic Mobility Catalog

About

Strategies

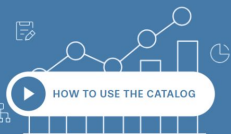
Case Studies

All Resources

Implementation Support

The Economic Mobility Catalog

Helping local leaders identify and implement evidence-based strategies to improve upward economic mobility for their residents



Explore strategies by issue area

Early childhood

K-12 education

Post-secondary education and workforce development

Health and well-being

Justice and public safety

Housing and community development

Financial security

Explore strategies by outcome

Stable and healthy families

Supportive neighborhoods

Kindergarten readiness

Elementary and middle school success

High school graduation

Post-secondary enrollment and graduation

High-quality employment

Racial equity in government

The Latest



CASE STUDY
Non-police emergency response: St. Petersburg, FL

1 2 3 4

Previous Next

AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ
BA	BB	BC	BD	BE	BF	BG	BH	BI	BJ
CA	CB	CC	CD	CE	CF	CG	CH	CI	CJ
DA	DB	DC	DD	DE	DF	DG	DH	DI	DJ
EA	EB	EC	ED	EE	EF	EG	EH	EI	EJ
FA	FB	FC	FD	FE	FF	FG	FH	FI	FJ
GA	GB	GC	GD	GE	GF	GG	GH	GI	GJ
HA	HB	HC	HD	HE	HF	HG	HH	HI	HJ
IA	IB	IC	ID	IE	IF	IG	IH	II	IJ
JA	JB	JC	JD	JE	JF	JG	JH	JI	JJ

How do you move from making decisions with this level of information...

AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ
BA	BB	BC	BD	BE	BF	BG	BH	BI	BJ
CA	CB	CC	CD	CE	CF	CG	CH	CI	CJ
DA	DB	DC	DD	DE	DF	DG	DH	DI	DJ
EA	EB	EC	ED	EE	EF	EG	EH	EI	EJ
FA	FB	FC	FD	FE	FF	FG	FH	FI	FJ
GA	GB	GC	GD	GE	GF	GG	GH	GI	GJ
HA	HB	HC	HD	HE	HF	HG	HH	HI	HJ
IA	IB	IC	ID	IE	IF	IG	IH	II	IJ
JA	JB	JC	JD	JE	JF	JG	JH	JI	JJ



To making decisions with evidence....

AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ
BA	BB	BC	BD	BE	BF	BG	BH	BI	BJ
CA	CB	CC	CD	CE	CF	CG	CH	CI	CJ
DA	DB	DC	DD	DE	DF	DG	DH	DI	DJ
EA	EB	EC	ED	EE	EF	EG	EH	EI	EJ
FA	FB	FC	FD	FE	FF	FG	FH	FI	FJ
GA	GB	GC	GD	GE	GF	GG	GH	GI	GJ
HA	HB	HC	HD	HE	HF	HG	HH	HI	HJ
IA	IB	IC	ID	IE	IF	IG	IH	II	IJ
JA	JB	JC	JD	JE	JF	JG	JH	JI	JJ



That will lead to improved outcomes...?



To affect outcomes, you need to affect the dollars...



Grants and
Contracts



Budgets



Direct
Services

Opportunities in grants, RFPs, and contracts

City Of Chicago

Solicitation #9274,3



Delegate Agency Solicitation #9274,3 (RFP)

DFSS Workforce Services: SPRING Forward: Re-Entry, Employment, and Housing Navigation Pilot: Re-Entry and Employment Navigation

Specification Number:1258859

Required for use by: DEPARTMENT OF FAMILY AND SUPPORT SERVICES

Bid/Proposal Submittal Date and Time: 12:00 PM Central Time, 07-APR-2023

Deadline for Questions:

Buyer: TALBOT, JULIA

Email Address: Julia.Talbot@cityofchicago.org

Phone Number: 3127431679

Pre-Solicitation Conference Date and Time: 09:30 AM Central Time, 23-FEB-2023

Pre-Sol

Site Vis

Site Vis

Please

The Re-entry and Employment Navigation Agency is responsible for the administration of the following primary activities:

1) Outreach and Recruitment:

Respondents must have well-targeted community outreach and recruitment strategies that engage residents returning from IDOC, CCJ, and Chicago-based Transitional Housing sites and enroll them into the Pilot. Respondents must demonstrate a robust outreach approach that may include non-traditional, proactive, trauma-informed techniques that utilize "relentless engagement" with potential participants and must have the capacity to communicate with individuals from various backgrounds and experiences. Respondents must collaborate with DFSS Community Re-entry Support Centers in connecting returning residents to the Pilot. Respondents may need to leverage technology and social media platforms to engage participants who have been referred to the program.

2) Intake screening and assessment for case planning:

Respondent will administer an approved intake and assessment process to determine eligibility and fit for the program. DFSS will partner with respondent after the award letter has been received to finalize and approve the intake and assessment tool. Assessments are used to develop housing and service plans in partnership with the participant and assess areas of strength and priorities based on the participant's need for resources (i.e., substance use treatment, cognitive behavioral therapy (CBT), and other mental health services). Priority will be given to Respondents that demonstrate usage of promising, evidence-based

Up to 45 points out of 100 influenced by evidence

approve the intake and assessment tool. Assessments are used to develop housing and service plans in partnership with the participant and assess areas of strength and priorities based on the participant's need for resources (i.e., substance use treatment, cognitive behavioral therapy (CBT), and other mental health services). Priority will be given to Respondents that demonstrate usage of promising, evidence-based practices that have emerged from the existing research on re-entry, specifically models that engage returning residents using a version of the risk-need-responsivity (RNR) model: risk – the level of service that persons receive is matched to their risk of recidivism; need – persons are assessed for their unique needs; responsivity – persons are provided appropriate interventions for their learning style and motivation. The

Learning experiences and apprenticeships:

Based on the service plan created during the intake and assessment, utilizing the "ABC" approach, Re-entry navigators will connect residents to temporary, subsidized jobs that are integrated with well-structured work-based learning opportunities designed to help participants develop a work history, learn new skills that make them more attractive to potential employers, and/or demonstrate essential on-the-job competencies that prepare them for higher paying jobs with more responsibility and additional learning opportunities. The work-based learning opportunity should last 24 weeks with a minimum of 25

Opportunities in budgets

Well-intentioned

“In order to ensure alignment of executive branch agency operations with the state’s priorities, the office of management and budget may produce, with all necessary cooperation from executive branch agencies, analyses and recommendations to improve program performance, conduct evidence-based budgeting, and respond to sudden shifts in policy environments.”

Well-intentioned with “teeth”

“For the purposes of evidence-based budgeting, rigorous evaluations are those that use high-quality experimental or quasi-experimental designs.”

10. Evidence: Does this <i>program</i> , or one very similar to it, currently have an evidence base cited in a national clearinghouse or clearinghouse database like Results First’s ? If so, list the information below. If not, leave this section blank. Refer to detailed guidance for more information.		
Clearinghouse	Entry Name & Link	Evidence Rating
<i>Name the clearinghouse or database that reviewed the program or intervention.</i>	<i>Enter the name of the program from a clearinghouse you feel is a good match to your program, and the URL for the page.</i>	<i>How is this piece of evidence rated in the clearinghouse?</i>
		Click or tap here to enter text.
Important Notes		
<i>Does your program model or population differ in some way from the cited evidence? Provide any important notes here.</i>		

Opportunities in statutes and rules

Well-intentioned

The following are eligible for grant funds:

- (1) community education and prevention;
- (2) client outreach;
- (3) early identification and intervention;
- (4) adult outpatient diagnostic assessment and psychological testing;
- (5) peer support services.

MN Statutes 245.4661, Subd. 9.

Well-intentioned with “teeth”

[A summer] "learning loss bridge camp" means a four-week educational program.... [that] must provide, at a minimum, the following: Four (4) combined hours of in-person daily instruction,...

Instruction... must be provided by a teacher licensed and endorsed to teach the subjects using instructional materials adopted by the state board of education or provided by the department.

Tennessee SB 7002, 2021

Maryland Evidence-Based Budgeting



8 States have a statewide definition of evidence of effectiveness for purposes of budget development

8 states have a default field for evidence collection on statewide internal budget documents

6 states have both



9 ~~8~~ States have a statewide definition of evidence of effectiveness for purposes of budget development

9 ~~8~~ states have a default field for evidence collection on statewide internal budget documents

7 ~~8~~ states have both

How evidence is defined for the FY26 Maryland budget process

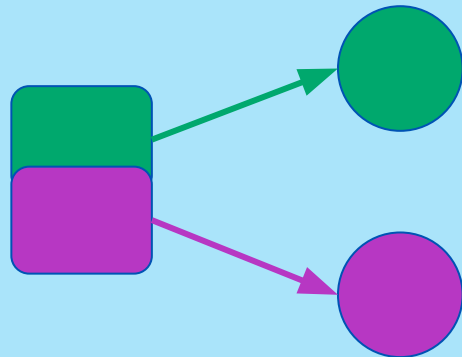
“evidence-based” means that there is evidence from an experimental or quasi-experimental study that a key program component has been effective in improving a relevant outcome with similar populations or in similar settings.

“evidence-building” means a program is planning to conduct an experimental or quasi-experimental study on a key program component in FY 2026.

Study Design

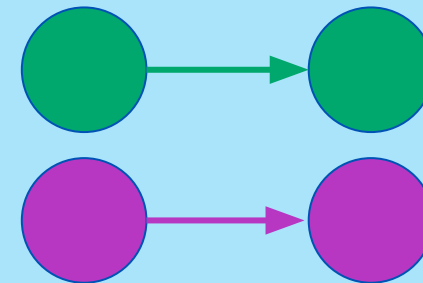
Experimental

Actively create comparable groups that do and don't have access to the studied program by randomizing participants



Quasi-Experimental

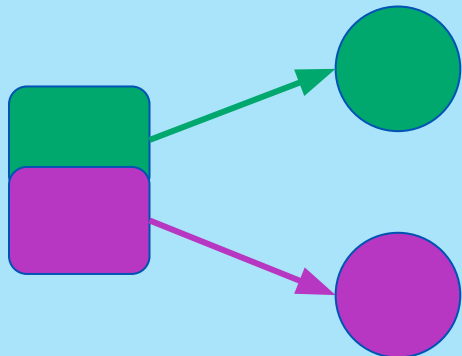
Use statistical analysis to produce comparison groups without influencing program participation



Experimental Study Design

Experimental

Actively create comparable groups that do and don't have access to the studied program by randomizing participants



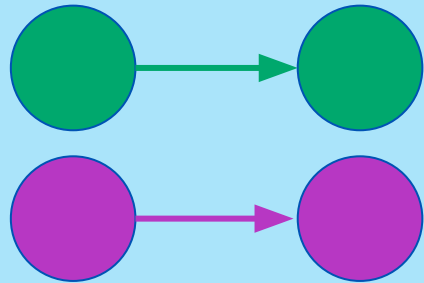
Example

Third grade students are randomly selected to participate in an after-school tutoring program. Test scores before and after the tutoring program are compared between the students who participated in the tutoring program and those who did not in order to identify the impact (both groups would have similar characteristics).

Quasi-Experimental Study Design

Quasi-Experimental

Use statistical analysis to produce comparison groups without influencing program participation



Example

In 2022 an after-school tutoring program was provided to all second grade students in one district. Third grade reading scores of students from three other districts are compared to the universal tutoring district with some statistical controls. This will isolate the impact that the program had based on student characteristics, previous scores, geography, etc.

Sources of Evidence

Sources of evidence include (among others): agency-sponsored evaluation, evidence-based research clearinghouses, academic research institutions, peer-reviewed journals, information from other states, local pilot programs, and your own agency research and data

Clearinghouses and Ratings

Resource for Identifying and Evaluating Evidence-Based Programs

Issue Area	Clearinghouse Name	Rating that meets the strongest definition of evidence = similar populations + informed rationale ¹
Clearinghouses Across Issue Areas	Results for America Economic Mobility Catalog	Proven and Strong meet definition (<i>Promising</i> does not meet definition)
	The Results First Clearinghouse Database	Green/Highest Rated and Yellow/Second Highest Rated meet definition (<i>Blue, Gray, and Red</i> do not meet definition)
	Arnold Ventures' Social Programs that Work	Top Tier, Near Top Tier, and Suggestive Tier meet definition
Early Childhood	U.S. Department of Education What Works Clearinghouse	Strong, Moderate, and Promising meet definition (<i>No Tier Assigned</i> does not meet definition)
	U.S. Department of Health and Human Services HomVee Clearinghouse	Meets U.S. Department of Health and Human Services (HHS) Criteria meets definition
	Center for Research and Reform in Education Evidence for ESSA	Strong, Moderate, and Promising meet definition
K-12 Education	U.S. Department of Education What Works Clearinghouse	Strong, Moderate, and Promising meet definition. (<i>No Tier Assigned</i> does not meet definition)
	Center for Research and Reform in Education Evidence for ESSA	Strong, Moderate, and Promising meet definition
Post-Secondary Education and Workforce Development	U.S. Department of Education What Works Clearinghouse	Strong, Moderate, and Promising meet definition. (<i>No Tier Assigned</i> does not meet definition)

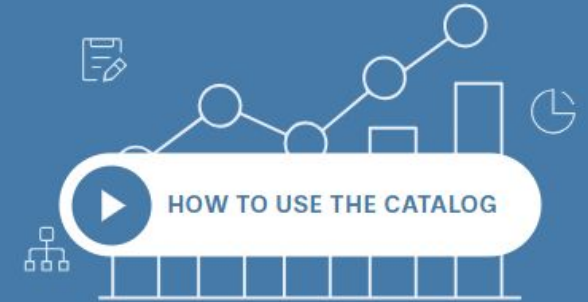
¹ Informed rationale means the reasoning (such as a theory of change, logic model or narrative description) behind why a program is likely to improve important outcomes in similar contexts and for similar populations, based on research and input from participants and relevant stakeholders.]

Issue Area	Clearinghouse Name	Rating that meets the strongest definition of evidence = similar populations + informed rationale ¹
Post-Secondary Education and Workforce Development (cont.)	U.S. Department of Labor Clearinghouse for Labor Evaluation and Research	High or Moderate meet definition if the intervention shows positive impact on important outcomes (<i>Low</i> does not meet definition; <i>Interventions that show a negative impact on important outcomes</i> do not meet definition)
	Center for Research and Reform in Education Evidence for ESSA	Strong, Moderate, and Promising meet definition
Health and Well-Being	Institute of Behavioral Science Blueprints for healthy youth development	All interventions listed meet definition.
	U.S. Department of Health and Human Services Teen Pregnancy Prevention Evidence Review	Favorable Evidence and Potentially Favorable Evidence meet definition (<i>Indeterminate evidence, Conflicting Evidence, Potentially unfavorable evidence, and Unfavorable evidence</i> do not meet definition)
	CA Evidence-Based Clearinghouse for Child Welfare	Well-Supported, Supported, and Promising meet definition (<i>Evidence Fails to Demonstrate Effect, Concerning Practice, and Note Rated</i> do not meet definition)
Housing	Results for America Economic Mobility Catalog - Housing and Community Development	Proven and Strong meet definition (<i>Promising</i> does not meet definition)
	The Results First Clearinghouse Database - use search option to search for "Housing"	Green/Highest Rated and Yellow/Second Highest Rated meet definition (<i>Blue, Gray, and Red</i> do not meet definition)
Justice/Public Safety	US Department of Justice Crime Solutions	Effective and Promising meet definition (<i>No Effects</i> does not meet definition)



The Economic Mobility Catalog

Helping local leaders identify and implement evidence-based strategies to improve upward economic mobility for their residents



Explore strategies by issue area



Early childhood



K-12 education



**Post-secondary education and
workforce development**



Health and well-being

Explore strategies by outcome



Stable and healthy families



Supportive neighborhoods



Kindergarten readiness



**Elementary and middle school
success**

The Latest



CASE STUDY

**New teacher induction programming: Cedar Rapids,
IA**

Evidence-based strategies



▲ Strategy

Description

Outcome Areas



Afterschool programs

Academic and/or enrichment programming for children outside of school hours

 [Elementary and middle school success](#)
 [High school graduation](#)




Charter schools

Publicly funded, privately operated schools that seek to use greater autonomy to improve student outcomes

 [Elementary and middle school success](#)
 [High school graduation](#)



Educator recruitment and retention

Hiring, training, and retaining effective and high-quality teachers and school leaders

 [Elementary and middle school success](#)
 [High school graduation](#)
 [High-quality employment](#)

Literacy curricula and interventions

Helping students build the skills they need to read and write at grade level

 [Elementary and middle school success](#)
 [High school graduation](#)

Math curricula and interventions

Helping K-12 students develop math skills, knowledge, and problem-solving

 [Elementary and middle school success](#)

Afterschool programs

Evidence-based examples

▲ Program	Outcome Area	▼ Evidence ?
<div>Higher Achievement</div> <div>Higher Achievement is an afterschool program for students in grades 5–8.</div>	<div>📖 Elementary and middle school success</div>	<div><div><div>🧪</div><div>🔗 STRONG</div><div>✅</div></div><div>▲</div></div>
<div>Individually-adapted physical activity programs</div> <div>Helping children and adults build behavioral skills and social support systems to encourage physical activity</div>	<div>💖 Stable and healthy families</div>	<div><div><div>🧪</div><div>🔗</div><div>✅ PROVEN</div></div><div>▲</div></div>

Evidence Information Template

Agencies should summarize the evidence demonstrating the impact of all enhancement OTT requests in the “Justification” field of the Narrative tab in BARS or, if the agency’s budget is submitted by OBA, in the text that the agency sends to OBA for upload.

- **Name of evidence-based program**
- **Clearinghouse/Research Source**
- **Clearinghouse Rating**
- **Link to Clearinghouse/Research**
- **Informed Rationale**
- **Evidence-based**
- **Evaluation proposed for FY26**
- **Evidence-building**

How evidence information will be used

- Focus funding increases on evidence-based solutions and programs that are being evaluated for the purposes of contributing to existing evidence
- Highlight evidence-based efforts in the Governor's FY26 Budget Highlights documents
- Communicate priorities with the legislative branch and to the general public

Completing the Evidence Information Template

Evidence Information Template

- **Name of evidence-based program:** High Impact Tutoring

Evidence Information Template

- **Name of evidence-based program:** High Impact Tutoring
- **Clearinghouse/Research Source:** Result for America's Economic Mobility Catalog

Evidence Information Template

- **Name of evidence-based program:** High Impact Tutoring
- **Clearinghouse/Research Source:** Result for America's Economic Mobility Catalog
- **Clearinghouse Rating:** Strong

Evidence Information Template

- **Name of evidence-based program:** High Impact Tutoring
- **Clearinghouse/Research Source:** Result for America's Economic Mobility Catalog
- **Clearinghouse Rating:** Strong
- **Link to Clearinghouse/Research:**
<https://catalog.results4america.org/programs/high-impact-tutoring>

Evidence Information Template

- **Name of evidence-based program:** High Impact Tutoring
- **Clearinghouse/Research Source:** Result for America's Economic Mobility Catalog
- **Clearinghouse Rating:** Strong
- **Link to Clearinghouse/Research:**
<https://catalog.results4america.org/programs/high-impact-tutoring>
- **Informed Rationale:** HIT will be implemented with the same program components as the evidence-based program to high need students.

Evidence Information Template

- **Name of evidence-based program:** High Impact Tutoring
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- **Evidence-based:** Yes

Evidence Information Template

- **Name of evidence-based program:** High Impact Tutoring
- **Clearinghouse/Research Source:** Result for America's Economic Mobility Catalog
- **Clearinghouse Rating:** Strong
- **Link to Clearinghouse/Research:**
<https://catalog.results4america.org/programs/high-impact-tutoring>
- **Informed Rationale:** HIT will be implemented with the same program components as the evidence-based program to high need students.
- **Evidence-based:** Yes
- **Evaluation proposed for FY26:** No
- **Evidence-building:** No

Example with Research Study

- **Name of evidence-based program:** Social and Emotional Learning Program (using the RULER Approach)
- **Clearinghouse/Research Source:** “Enhancing academic performance and social and emotional competence with the RULER feeling words curriculum” by Brackett, M. A., Rivers, S. E., Reyes, M. R., & Salovey, P. (2012)
- **Clearinghouse Rating:** N/A
- **Link to Clearinghouse/Research:**
<https://psycnet.apa.org/record/2012-04694-005>
- **Informed Rationale:** Using the RULER approach can improve students' academic performance, behavior, and emotional well-being. We will target the program at 5th and 6th graders as this is the group the research studied.
- **Evidence-based:** Yes
- **Evaluation proposed for FY26:** No
- **Evidence-building:** No

Example with Evidence Building

- **Name of evidence-based program:** Tech-Savvy Seniors: Digital Literacy for Older Adults
- **Clearinghouse/Research Source:** N/A
- **Clearinghouse Rating:** N/A
- **Link to Clearinghouse/Research:** N/A
- **Informed Rationale:** "Tech-Savvy Seniors" aims to improve digital literacy among older adults, enabling them to use technology for daily tasks and staying connected. With the increasing reliance on digital platforms, there is a critical need for programs that help older adults gain essential tech skills.
- **Evidence-based:** No
- **Evaluation proposed for FY26:** Yes, we are partnering with researchers at the University of Maryland to conduct a randomized controlled trial
- **Evidence-building:** Yes

Your Role as Fiscal Staff

What is my role as fiscal staff?

- **Understand the Maryland evidence definition** to ensure accurate application in budgeting and reporting.
- **Champion evidence-based budgeting** within the agency, promoting its importance to colleagues.
- **Assist in completing and evaluating** Evidence of Impact Templates, ensuring the information provided is comprehensive and accurate.
- **Be ready to address questions** from agency staff regarding evidence-based budgeting practices and procedures.

Questions?

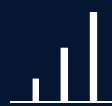
Consult with your OBA analyst and
Deputy Chief of Staff in the
Governor's Office

—

Thank you!

Patrick@results4america.org

Pete@results4america.org

 **RESULTS**
★★★
FOR AMERICA

