CEELO Leadership Academy
Results Based Leadership Convening
1025 Thomas Jefferson Street, NW
Washington, DC 20007
February 4, 2015

Results Based Accountability: An Overview

Results Based Leadership Approach

Beliefs

1. People want to make a difference.

2. People want to KNOW that they are making a difference.

3. People need the Results Accountability and Race, Class Culture competencies to help them know and track that they are making a difference.
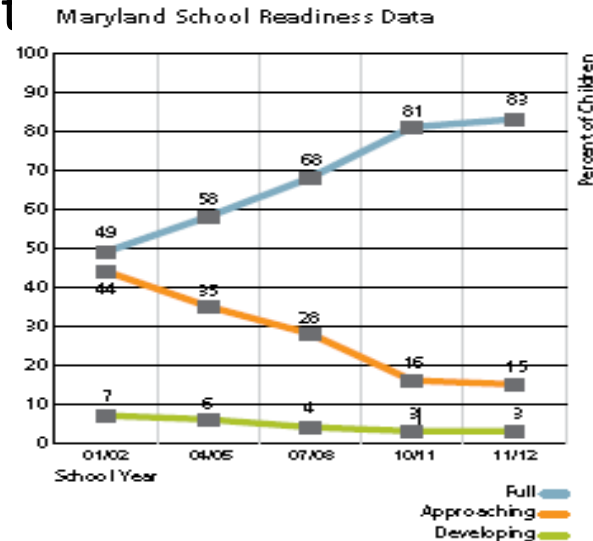
Key Principle

If we perform better in our roles and if we align our actions as partners, then we have greater impact with the people we serve in our programs and in the community
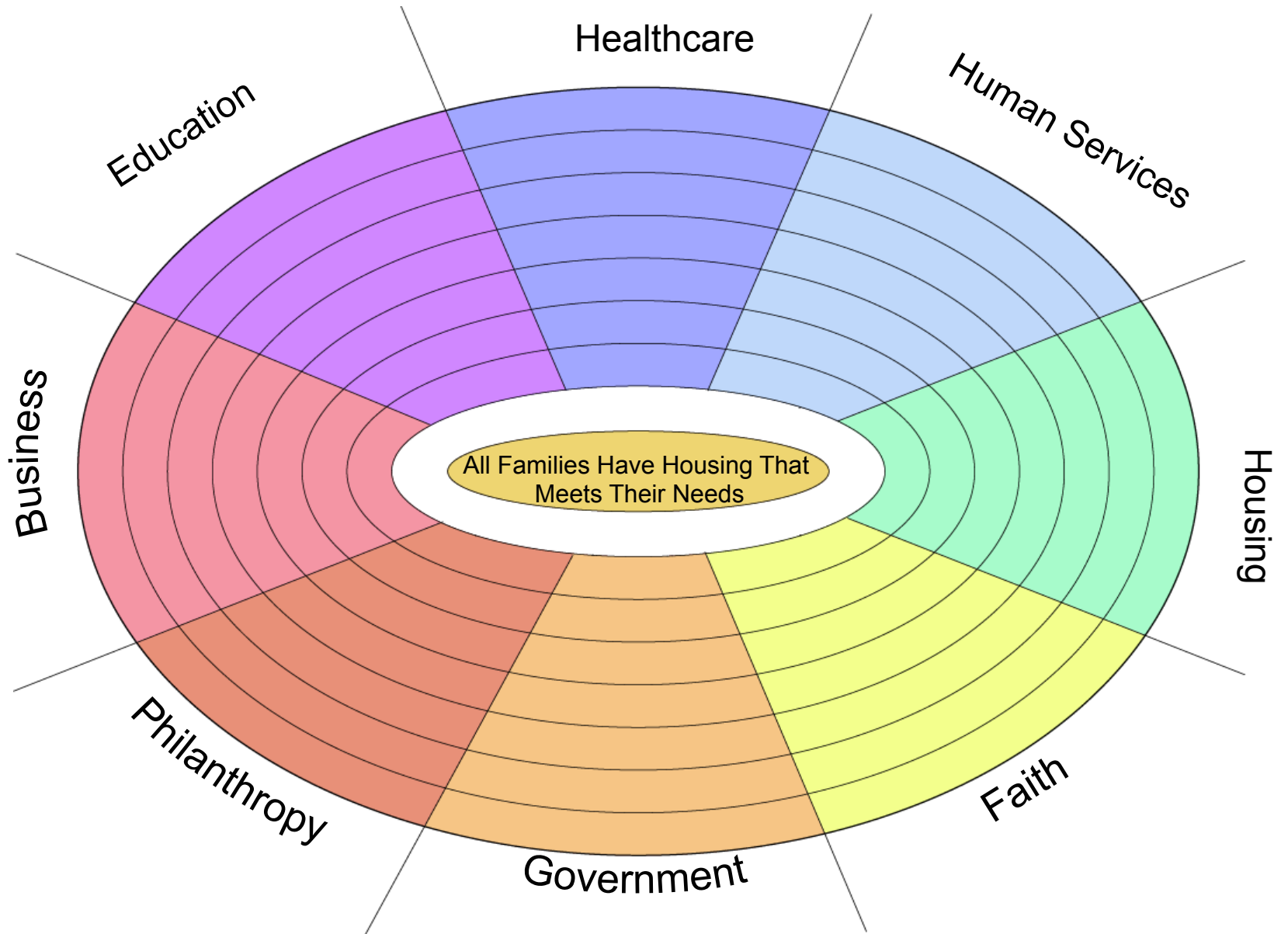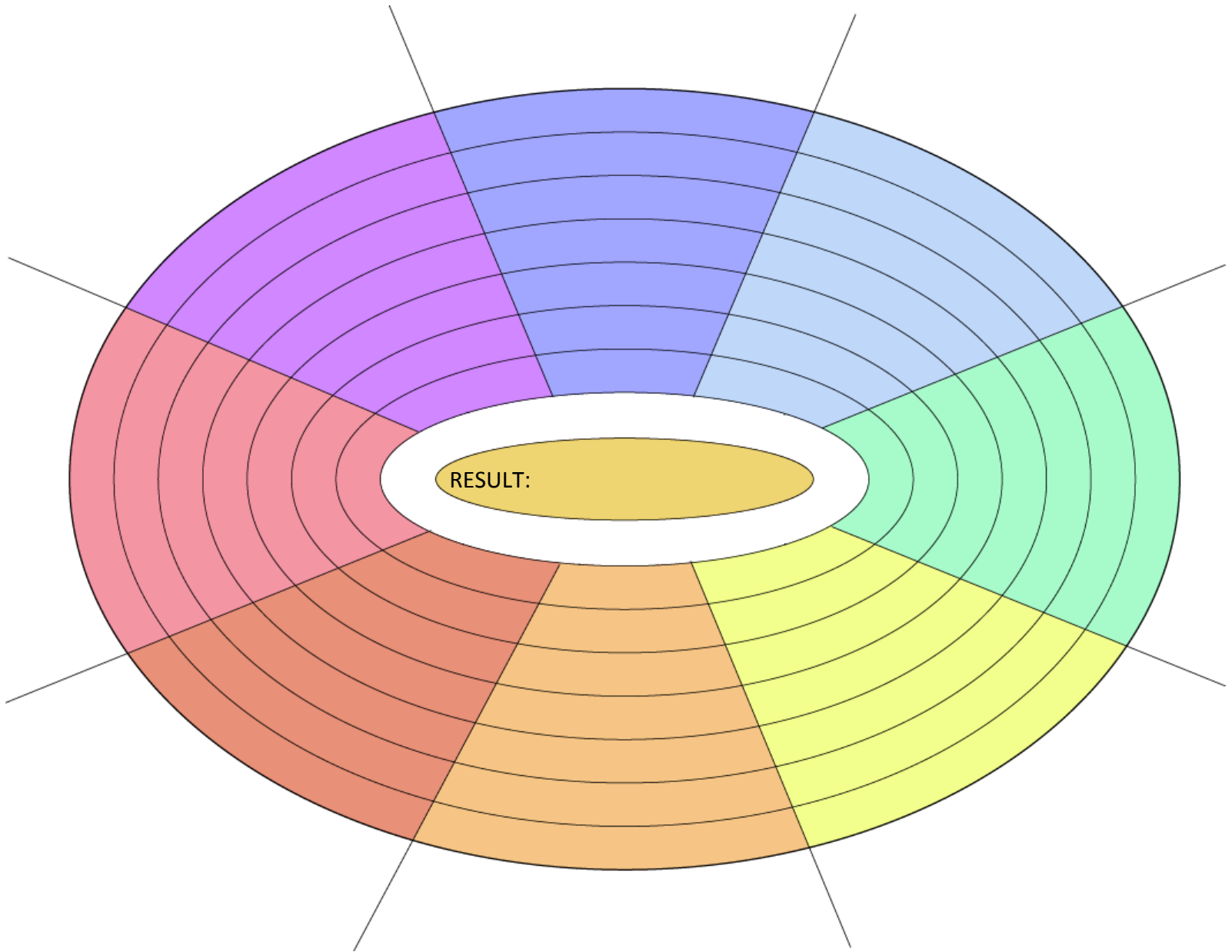
The Theory of Aligned Contributions[2]

The Call to Action : Leaders placing population results at the center of their work with a sense of urgency

The Container: The place, time and tools to accelerate results

The Capacity to Collaborate: Leaders using competencies to hold individual and collective accountability for population results and their contribution to result

Maryland School Readiness Data

Theory of Aligned Contributions, Jolie Bain Pillsbury

All Families Have Housing That Meets Their Needs

Healthcare
Human Services
Housing
Faith
Government
Philanthropy
Business
Education

RESULT:

Applying RBA[3]: Using Data to Do the Work

RBA Four Core Skills:

1. Differentiating between **Whole Population and Program Population**

2. Using **Trend Lines to Deepen Factor Analysis**

3. Using **Factor Analysis to Inform the Development of Strategies**

4. Using **Performance Measures** to track progress
   - How much?
   - How well?
   - What difference did it make?

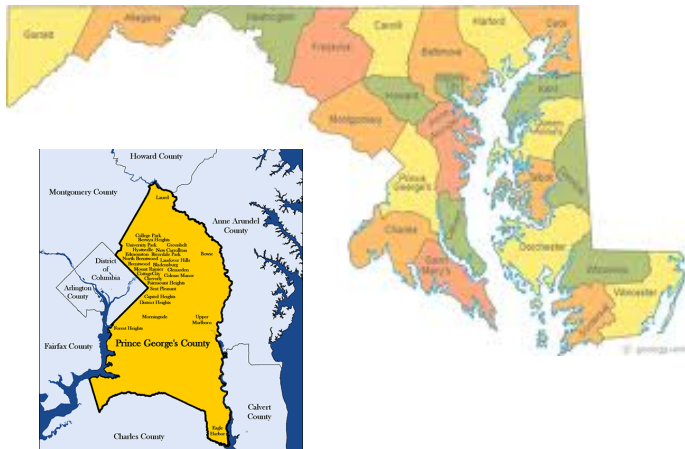[3]Freidman, Mark (2006). Trying Hard is Not Good Enough.

CORE SKILL 1: POPULATION AND PERFORMANCE ACCOUNTABILITY

Differentiating between population and performance accountability

RBA Focuses on Two Populations

Whole Populations

- Maryland Children from 0-5 years

- Children in a given jurisdiction from 0-5 years

Program Populations

- Children and families served by or targeted by a particular "program or strategy"
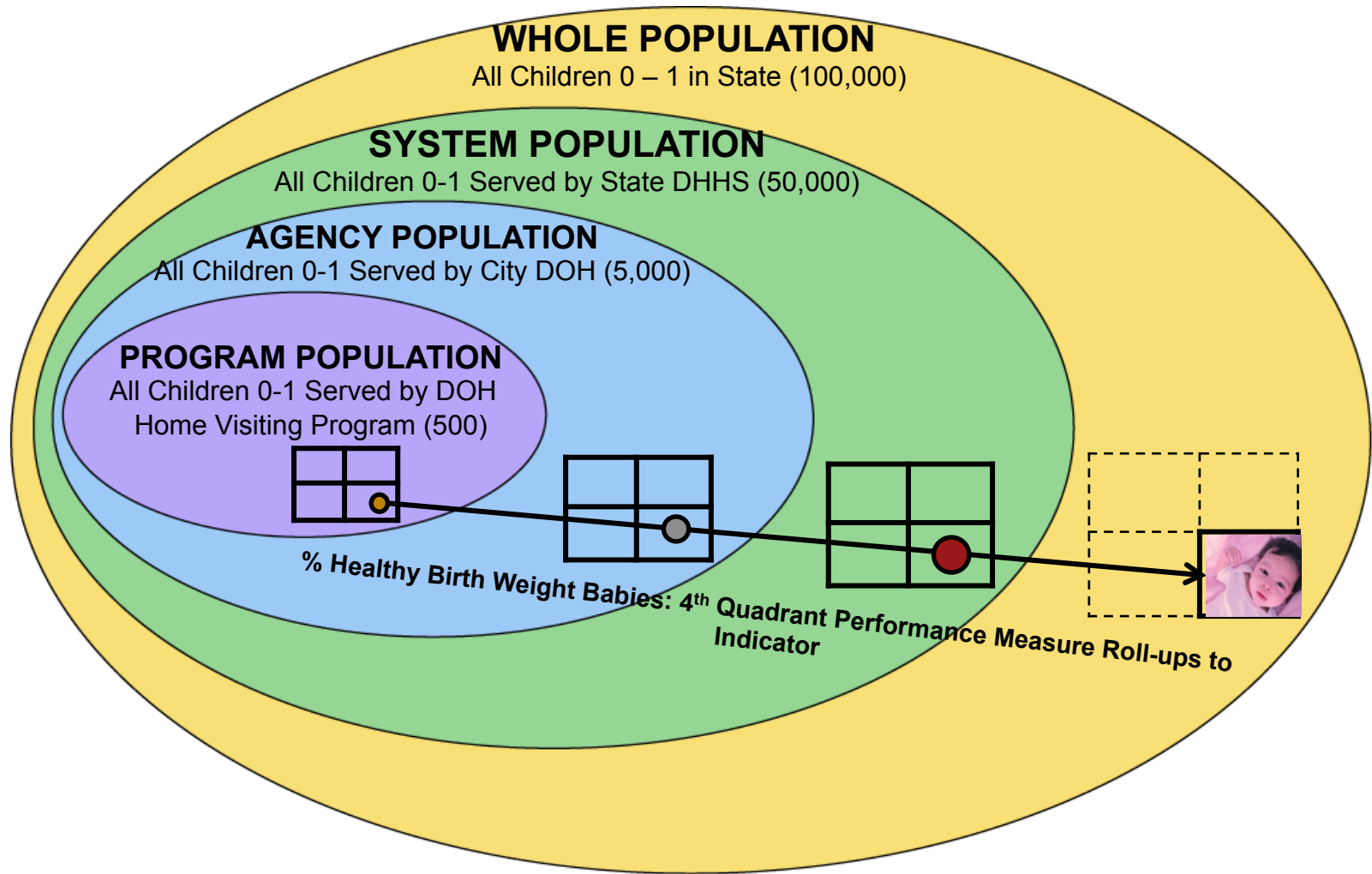
Public Pre-K

School

Library Programs

Child Find

Program Population to Whole Population[1]
Program and Population Level Result: Babies Born Healthy

WHOLE POPULATION
All Children 0 – 1 in State (100,000)

SYSTEM POPULATION
All Children 0-1 Served by State DHHS (50,000)

AGENCY POPULATION
All Children 0-1 Served by City DOH (5,000)

PROGRAM POPULATION
All Children 0-1 Served by DOH
Home Visiting Program (500)

% Healthy Birth Weight Babies: 4th Quadrant Performance Measure Roll-ups to Indicator

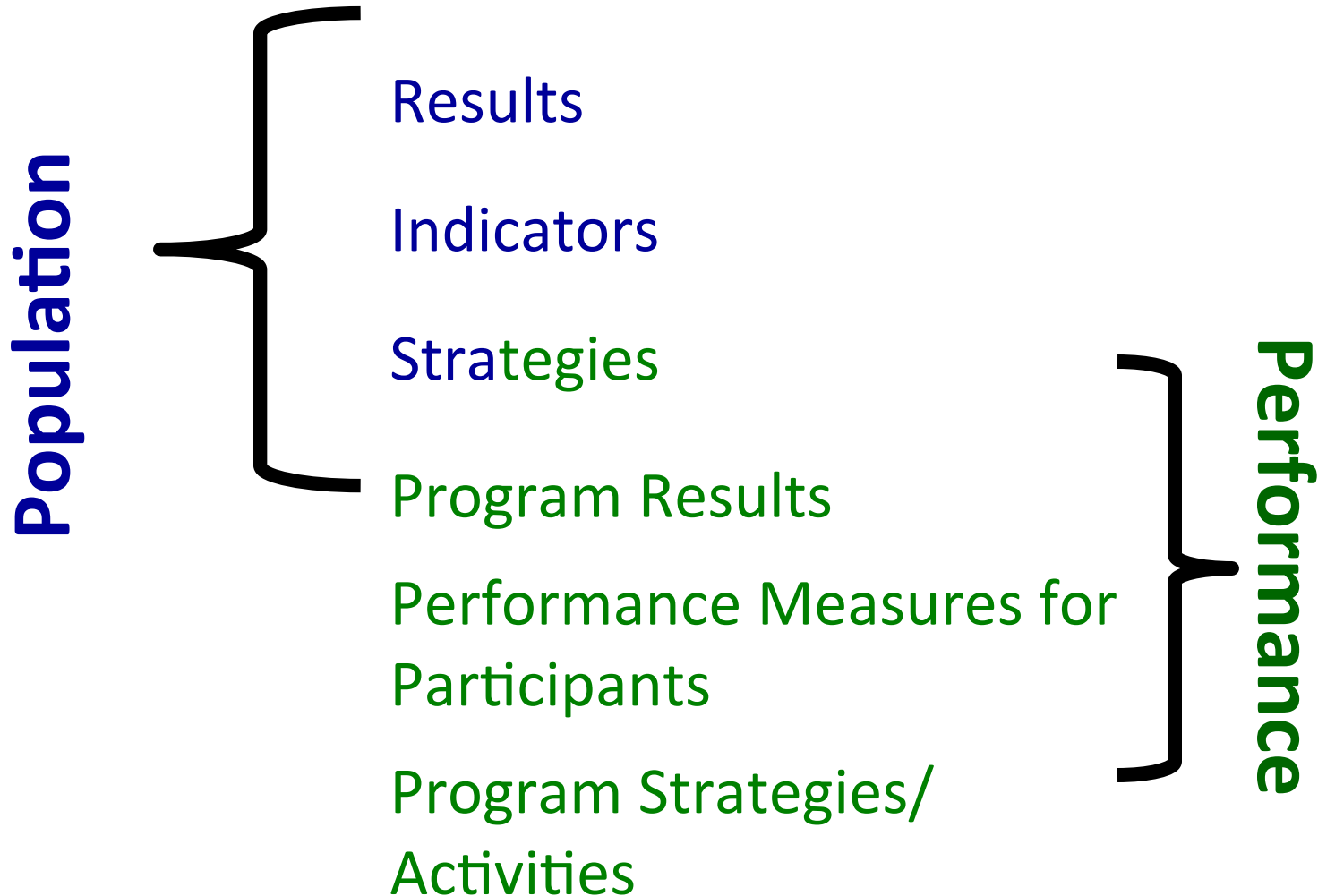[1] **Trying Hard is Not Good Enough**, Friedman, Trafford Publishing, 2005

CORE SKILL 2: USING TREND LINES TO DEEPEN FACTOR ANALYSIS

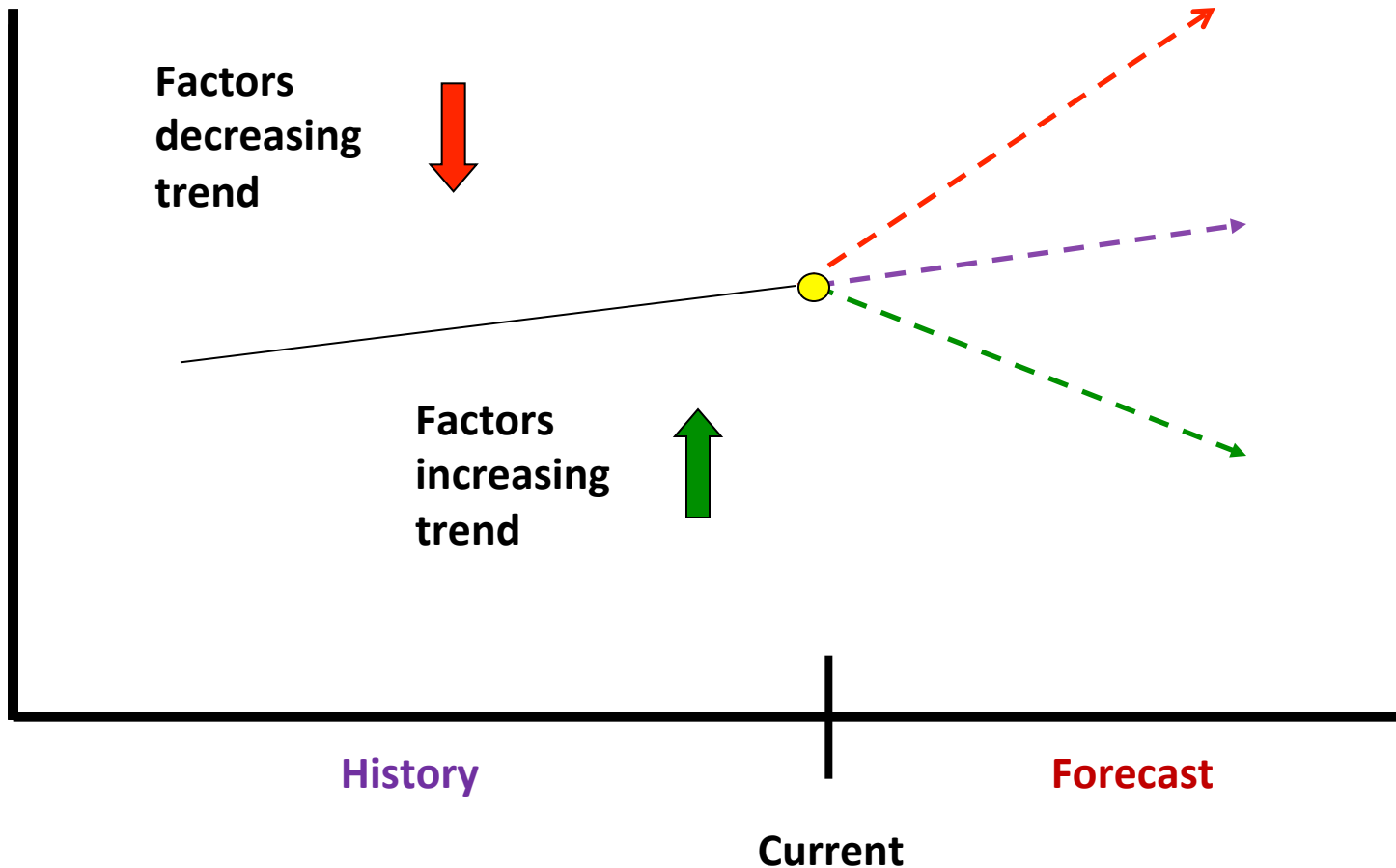*Deepening understanding of data by analyzing contributing factors*

The Intersection of
Population & **Performance** Accountability

Population

Results

Indicators

Strategies

Program Results

Performance Measures for Participants

Program Strategies/ Activities

Performance

What does data tell us about the trendline ?

Is it Better? Same? Worse? Story behind data?

Factors decreasing trend

Factors increasing trend

History

Forecast

Current

Story Behind the Data

Spotlight on

Story behind the data

↓

To analyze the factors that affect the trendline

↓

To inform the change ideas

↓

To inform selection of strategies
(based on evidence & best practice)

RBA Practice: The Importance of Factors

1. Digging Deep on the Factors: Each time we ask ourselves "why" the more specific we are on the underlying factors.

2. Factors shape our theory of action: If we take specific actions then we expect specific changes will happen.

3. Factors inform decision making: We decide what to do "more of" and what to do "less of" or "do differently" in our actions to take.

Factors Contributing to Population Disparities
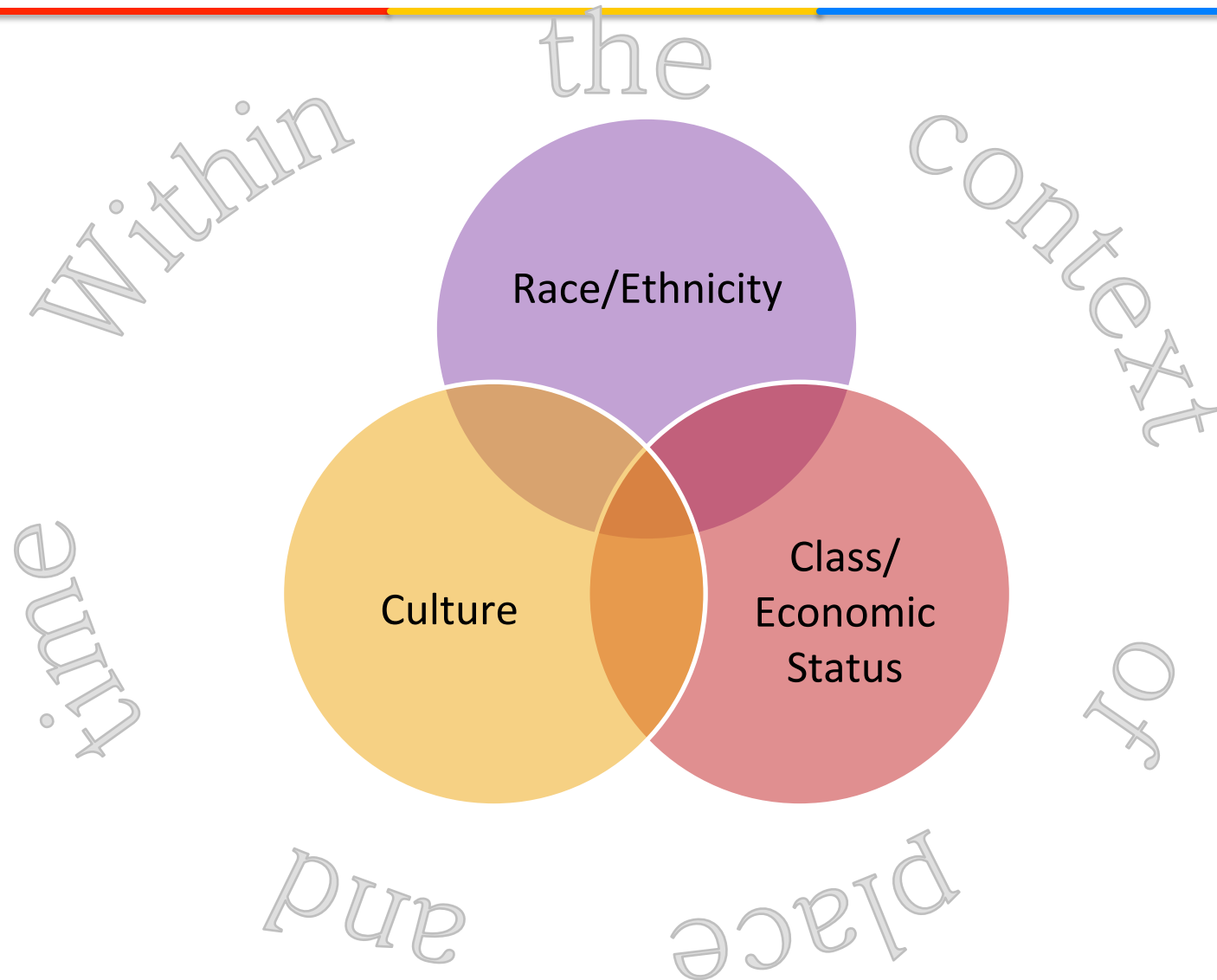
CORE SKILL 3: USING FACTOR ANALYSIS TO INFORM STRATEGIES AND PROGRAMS

Strategies

- The *overarching* approach (a set of coherent actions) that has the power to accelerate achievement of results. Strategies are the means, method or "the how." Strategies can impact more than one indicator or performance measure.

- Strategy Criteria
    1. Reach
    2. Scale
    3. Success Probability
    4. Community Fit
    5. Capacity

Identifying Powerful Strategies

Step 1: Review the strategies identified on your strategies inventory. How are they connected with prioritized factors?

Step 2: To whom are strategies directed (who, how many, geographic location)?

Step 3: Use the Strategy Criteria to assess 1-2 strategies. Additionally assess if strategies are aligned?

Step 4: Who are partners who have a role to play?

Step 5: Share with a partner

Step 6: Discuss any insights and/or next steps

Five Steps to Action

1. Identify a disparity for a population
2. Explore race, class, culture factors that contribute to the disparity
3. Consider what works to address those factors and the partners who can contribute
4. Develop a strategy that addresses the factors and incorporates what works
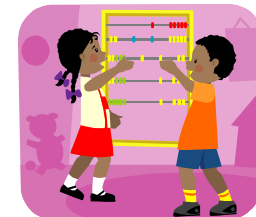5. Make aligned commitments to take action to implement the strategy (who will do what when and with whom)

CORE SKILL 4: PERFORMANCE MEASURES

Applying performance measures to accelerate results

Performance Measures Answer 3 Questions

1. **How much did we do? (Quantity)**

2. **How well did we do it? (Quality)**

3. **What difference did we make? (Impact)**

Is anyone better off?
aka: What difference was made?

1. **What Behaviors changed?**

    (#/% of parents who now use behavior management with their child)

2. **What Attitudes (Opinions) changed?**

    (#/% of parents who now believe that reading to their child is needed)

3. **What Circumstances are better?**

    (#/% of parents in homeless shelter now have full day Pre-K for child)

4. **What Knowledge/Skills are improved?**

    (#/% children who are ready for school as measured by the WSS)

BACKS

Boundary of Authority Role and Task (B/ART)

- What are the results your organization contributes to?

- What is your role in your organization?

- What is your primary task in role to contribute to results?

- What are you authorized to do?

- How will you exercise your authority to make a contribution to a measurable improvement to results?