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

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 results

Theory of Aligned Contributions, Jolie Bain Pillsbury
All Families Have Housing That Meets Their Needs
RESULT:
Applying RBA³: 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?

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\textsuperscript{[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: 4\textsuperscript{th} Quadrant Performance Measure Roll-ups to Indicator

\textsuperscript{[1]} \textbf{Trying Hard is Not Good Enough}, Friedman, Trafford Publishing, 2005

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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?

Factors increasing trend

Factors decreasing trend

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

What does data tell us about the trendline?
Story Behind the Data

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

Race/Ethnicity
Class/Economic Status
Culture

Within the context of time and place...
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)
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?