

CEELO LEADERSHIP ACADEMY

AUGUST 8-9, 2018

AN INTRODUCTION TO RESULTS COUNT™

5-2-2 of RESULTS COUNT™

5 Core Competencies

1. **Be results based and data driven**, with clear targets and data to assess progress and change course.
2. **Acts on disparities to advance equitable opportunities**. Recognize that race, class and culture impact outcomes and opportunities for vulnerable children.
3. **Use oneself as an instrument of change** to move a result; individual leaders can lead from whatever position they hold.
4. **Master the skills of “adaptive leadership”** — awareness of how values, habits, beliefs, attitudes and behaviors impact action for results.
5. **Collaborate with others**, understanding that the capacity to build consensus and make group decisions enables leaders to align their actions and move work forward to achieve results.

5-2-2 of RESULTS COUNT™

2 Foundational Frameworks

- **Theory of Aligned Contributions:** The right group of leaders using specific skills to align actions and make contributions from role will result in measurable population-level change.
- **Person-Role-System:** Leadership is influenced by individual preferences, professional experiences and the role one plays in formal and informal systems.

2 Foundational Skills

- **Results-Based Accountability™:** This approach differentiates population- and program-level results, uses data to develop impactful strategies and tracks whether work is contributing to results.
- **Results-Based Facilitation:** Leaders design, lead and contribute to meetings that move groups from talk to action and hold participants accountable for advancing the work.

Results Count Assumptions

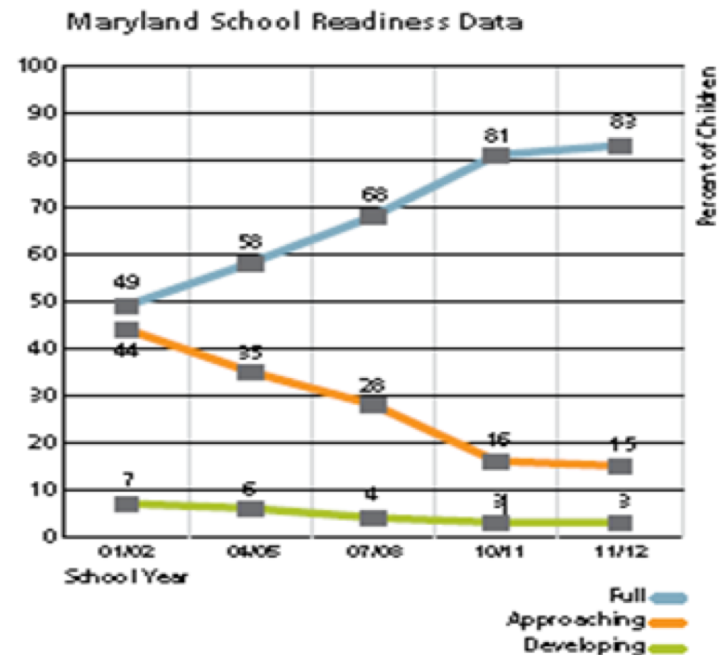
1. People want to make a difference.
2. When people are working to make a difference, they want to KNOW (through data and evidence) that they are making a difference.
3. People can use the Results Count competencies, frameworks and tools to help them know and track that they are making a difference.
4. If leaders perform better in role and if they align their actions with other partners, then they will have greater and more equitable impact on the populations they support.

The Theory of Aligned Contributions*

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

The Container: Leaders have the place, time and tools to accelerate results.

The Capacity to Collaborate: Leaders use Results Count skills and competencies to hold individual and collective accountability for equitable population-level results and their contribution to those equitable results.



**Theory of Aligned Contributions*, Jolie Bain Pillsbury
<http://www.sherbrookeconsulting.com/products/TOAC.pdf>

Four Core Skills of Accountability for Equitable Results

1. Differentiating and understanding the connection between **WHOLE POPULATION** and **PROGRAM POPULATION** and being aware of who is most disadvantaged in terms of equitable opportunities to achieve the result
2. Using **TREND LINES** to deepen **TARGETED** and **UNIVERSAL FACTOR ANALYSIS**
3. Using **FACTOR ANALYSIS** and **SYSTEMS THINKING** to inform the development of **TARGETED** and **UNIVERSAL STRATEGIES**
4. Using **PERFORMANCE MEASURES** to track progress and ensure a meaningful **CONTRIBUTION TO EQUITABLE RESULTS**

Who's better off?	What difference did we make?
How much did we do?	How well did we do it?

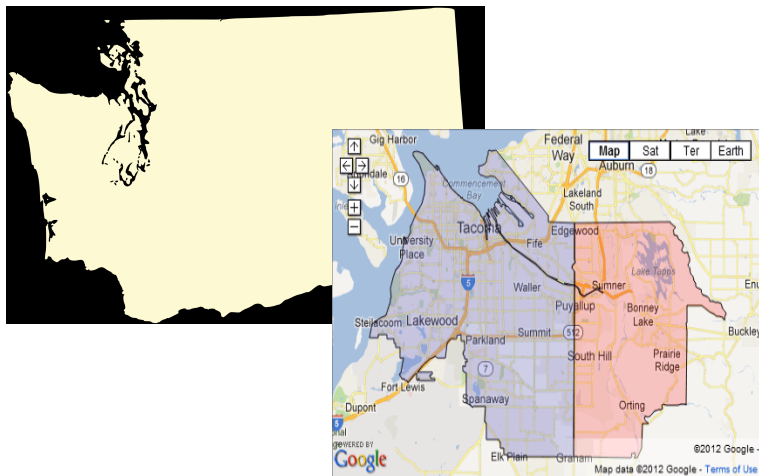
Skill 1:

Defining and differentiating **population**

Results Accountability Focuses on Two Different Populations

Whole Populations

- All school-aged children in Washington
- All school-aged children in Pierce County



Program Populations

- Children served by or targeted by a particular strategy, such as policy change, structural change, advocacy work, more effective service intervention, strengthening informal supports, etc.

Government Public School
Faith Housing Health Care



Once the Population Is Clear, You Can Build the Result Statement

- **Population:** Individuals such as children, youth, families, households, residents, etc. Can also include specific groups such as “all children under the age of five,” “all immigrants” or “all families below 200 percent poverty.”
- **Place:** Connected to the population is the place or geographic area of the population — neighborhood, city, county, state, nation, etc.
- **Condition of well-being:** The end conditions or the quality-of-life condition desired for the population
- **Equity dimension:** The end conditions or the quality-of-life condition desired should be available to and experienced by ALL members of the population.

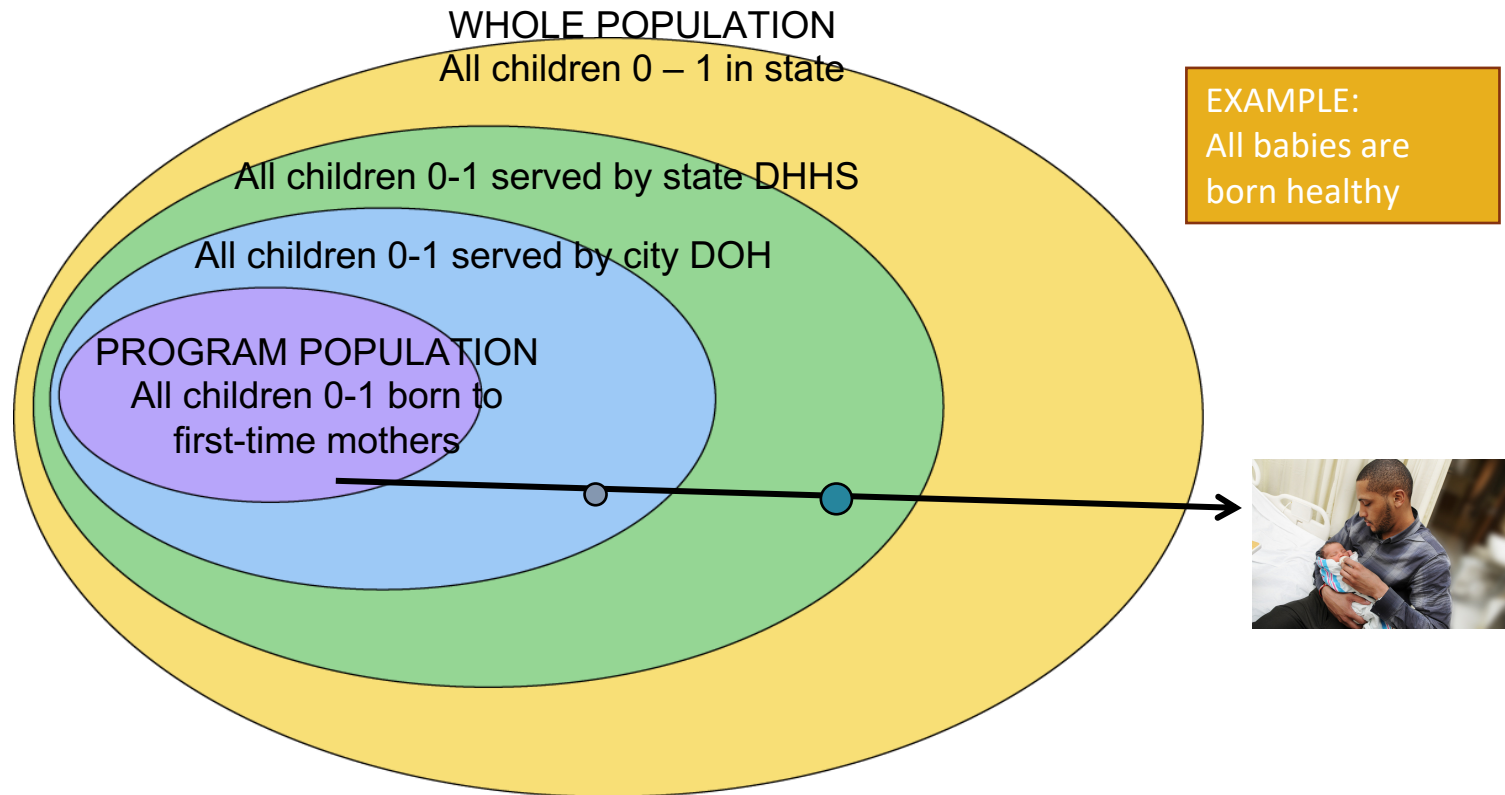
Examples of Result Statements

- All children in Montgomery County are ready for school.
- All babies in Florida are born healthy.
- All students in Houston finish high school and are prepared for college and career.
- All people in Hyde County have living-wage jobs and income.

Program Population to Whole Population*

Public Agency Example

Understanding the “Nested Egg” of Program- and Population-Level Result



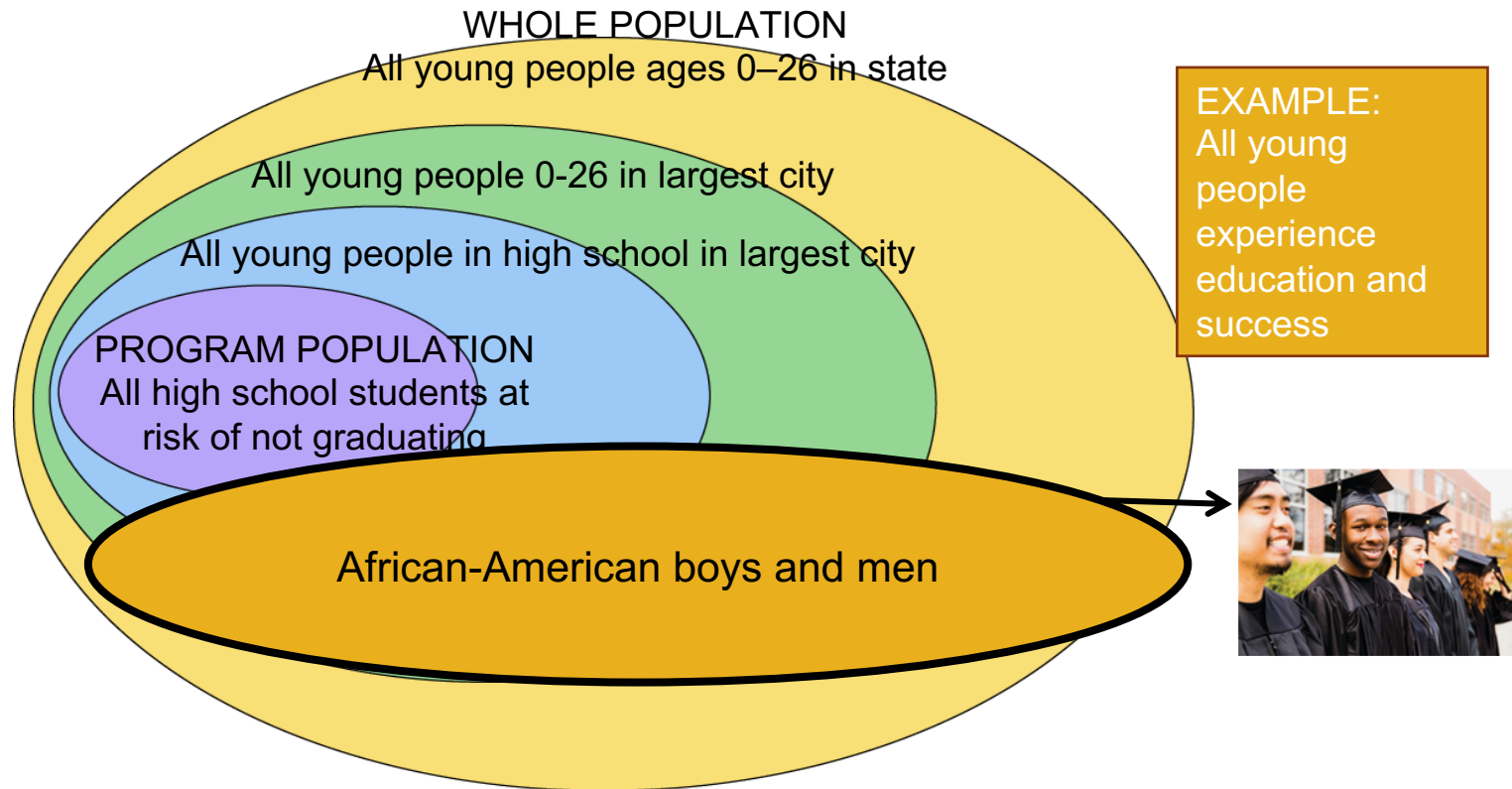
**Trying Hard is Not Good Enough*, Mark Friedman, Trafford Publishing, 2005

Program Population to Whole Population*

Collective Impact Example

Who is Most Burdened/Least Likely to Experience Success

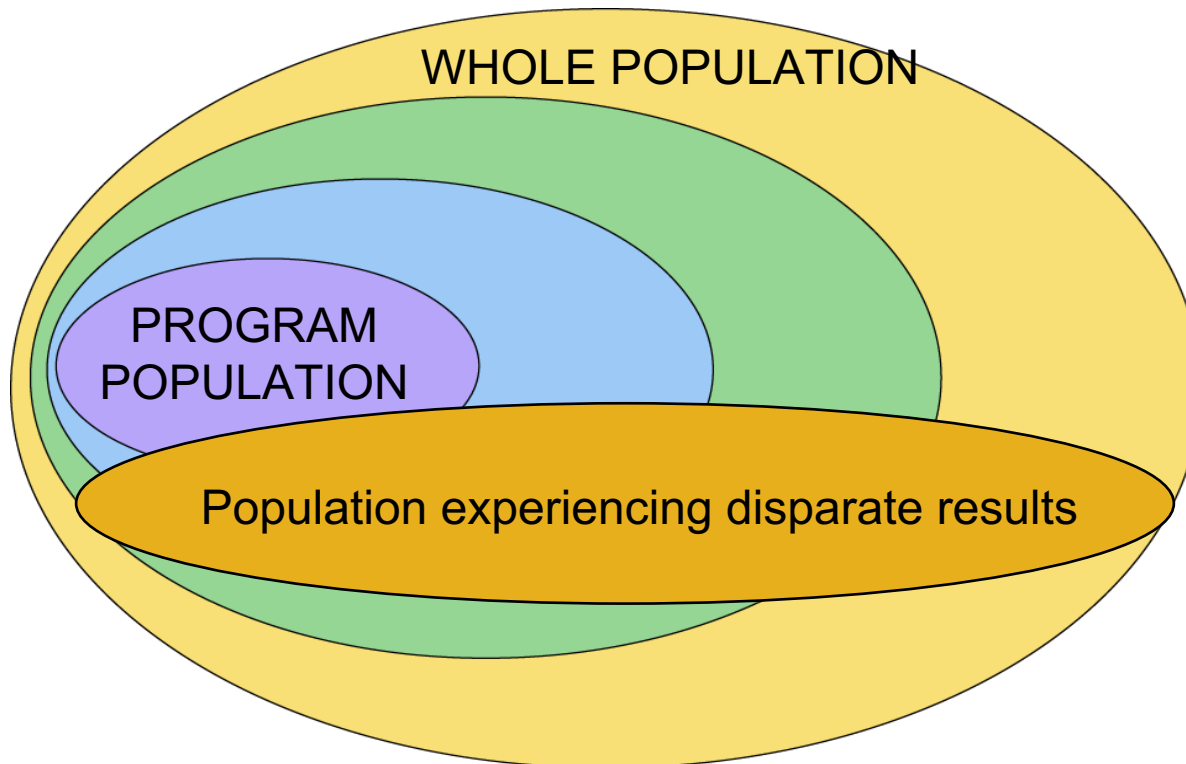
Understanding the “Nested Egg” of Program- and Population-Level Result



**Trying Hard is Not Good Enough*, Mark Friedman, Trafford Publishing, 2005

MAP YOUR OWN: Population(s)

Using the “Nested Egg” to Map Connection Between Different Population Levels (and Spheres of Action and Accountability)



Skill 2:

Using trend lines to deepen targeted and universal factor analysis

Adopting Baselines and Setting Targets

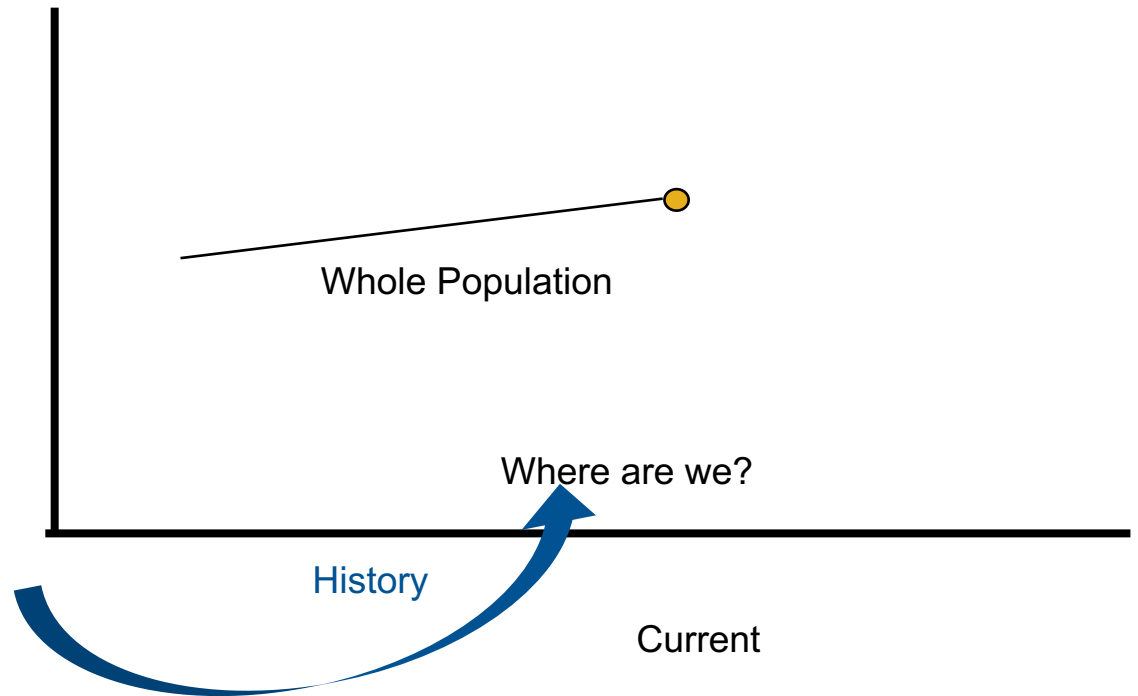
WHERE ARE WE NOW?

Establishes the baseline to guide the work and measurement of progress.

Trend line to the current moment

Questions to consider

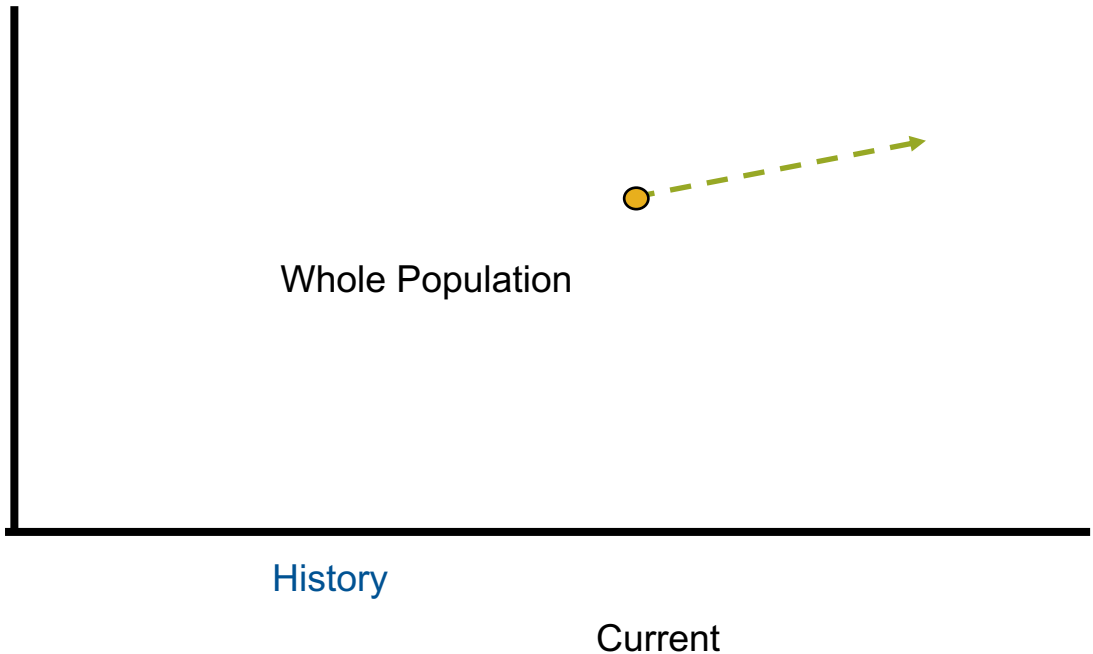
1. What does the available data say about what is happening relative to the result we want to achieve? What's our best proxy indicator for this result?
2. How extensive are the problems we aim to solve?
3. What populations are affected most?



Adopting Baselines and Setting Targets

WHAT IF NOTHING CHANGES?

This is the progression of the trend line if we don't do anything. It's what we expect to see with no intervention. Would we be satisfied with the result?

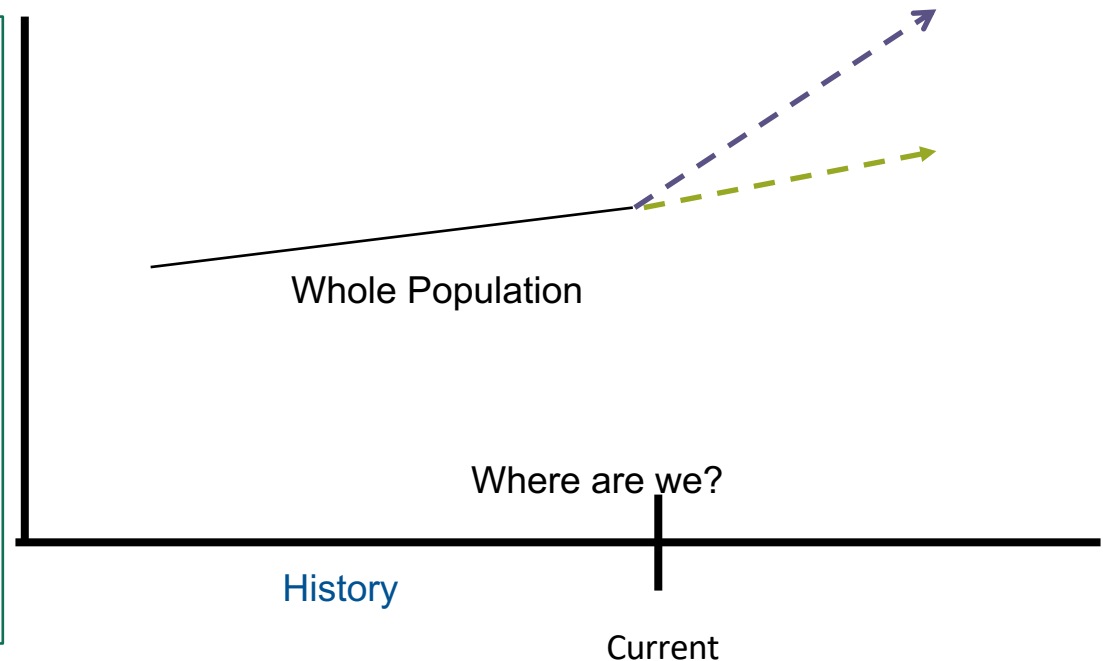


Adopting Baselines and Setting Targets

WHERE DO WE WANT TO BE BY WHEN?

This question supports leaders to identify targets for the results work.

- The degree of desired change
- The criteria for choosing the target
- The time period



Story Behind the Curve

Story behind the curve and story behind the gap



To analyze the FACTORS that affect the trendline



To inform the change ideas



To inform selection of STRATEGIES
(based on evidence and best practice)

The Importance of Factors

Factors shape our theory of action.

If we take specific actions, we expect specific changes will happen.

Factors inform decision making.

We decide what to do “more of” and what to do “less of” or “do differently” in our actions.

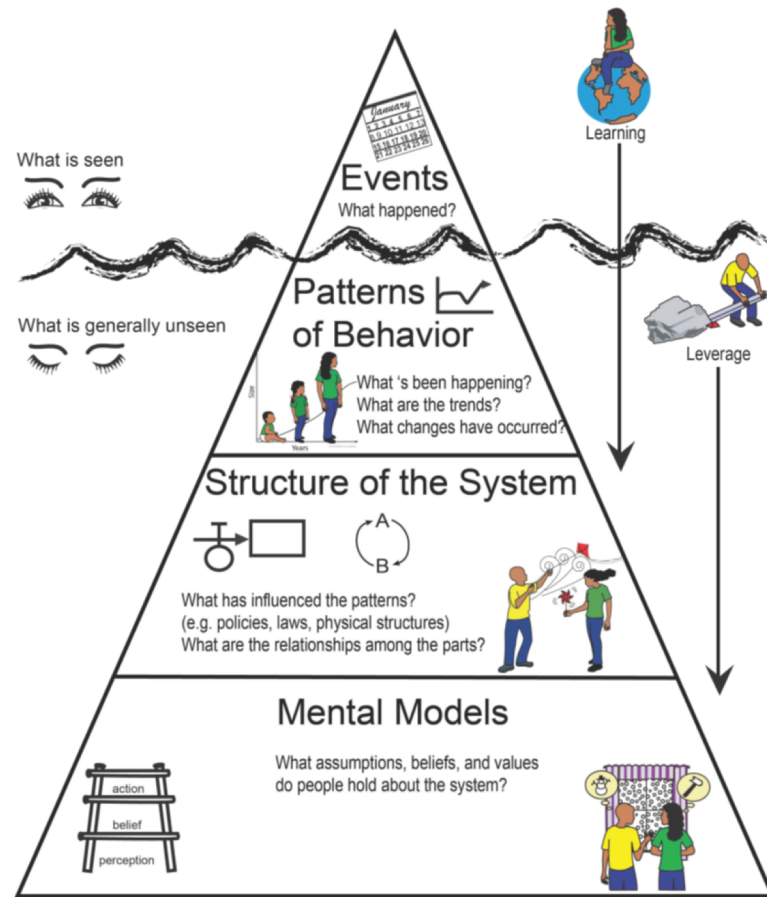
Digging Deep: The 5 Whys

It's important to get under “automatic explanation” and get to underlying factors.

Keeping Systems Thinking in Mind

When doing a factor analysis, keep in mind all the factors that might be below the surface — what is often unseen

Iceberg... Seeing What's Below the Surface

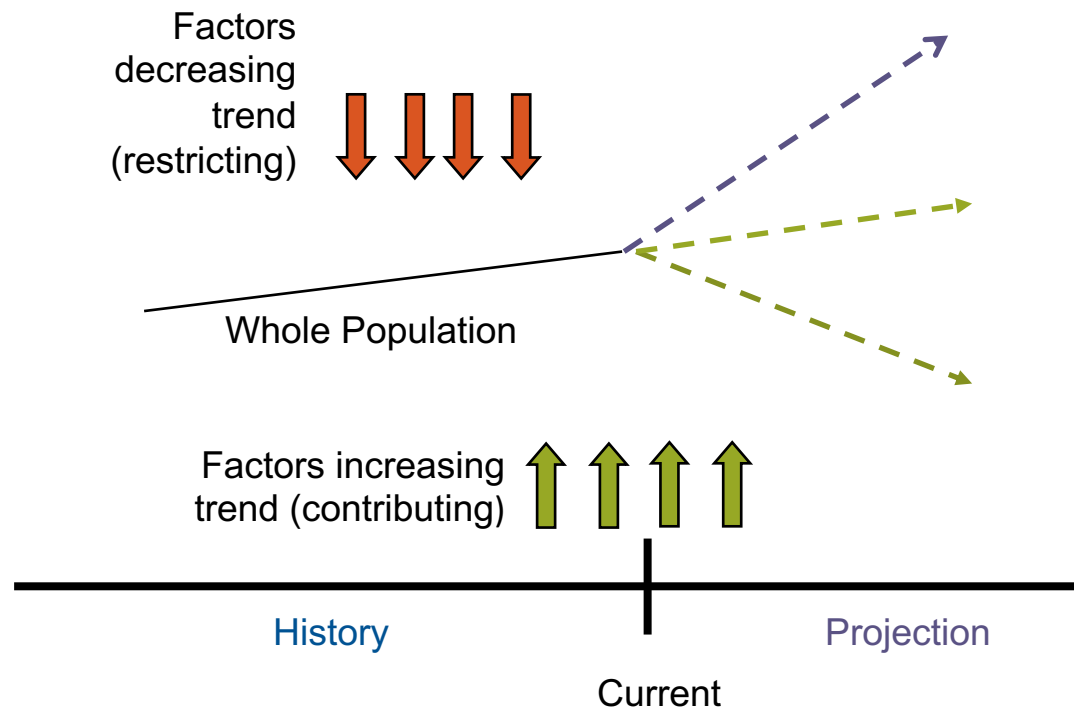


Adapted by Systems Thinking in Schools,
Waters Foundation, www.watersfoundation.org

Adapted by Systems Thinking in Schools, Waters Foundation, www.watersfoundation.org, from Innovation Associates, Inc.

Getting to the Story Behind the Data Through Factor Analysis

Is it better? The same? Worse? What is the story behind the data?



Steps of Factor Analysis

Complete an initial factor analysis using the steps below. Address both the whole population and targeted population curves.

1. Define the current state of the population for the result.

Are things getting better or worse? How do you know?

2. Define what is contributing to the current state:

GAINS BEING MADE

What's leading to the bright spot?

NO GAINS

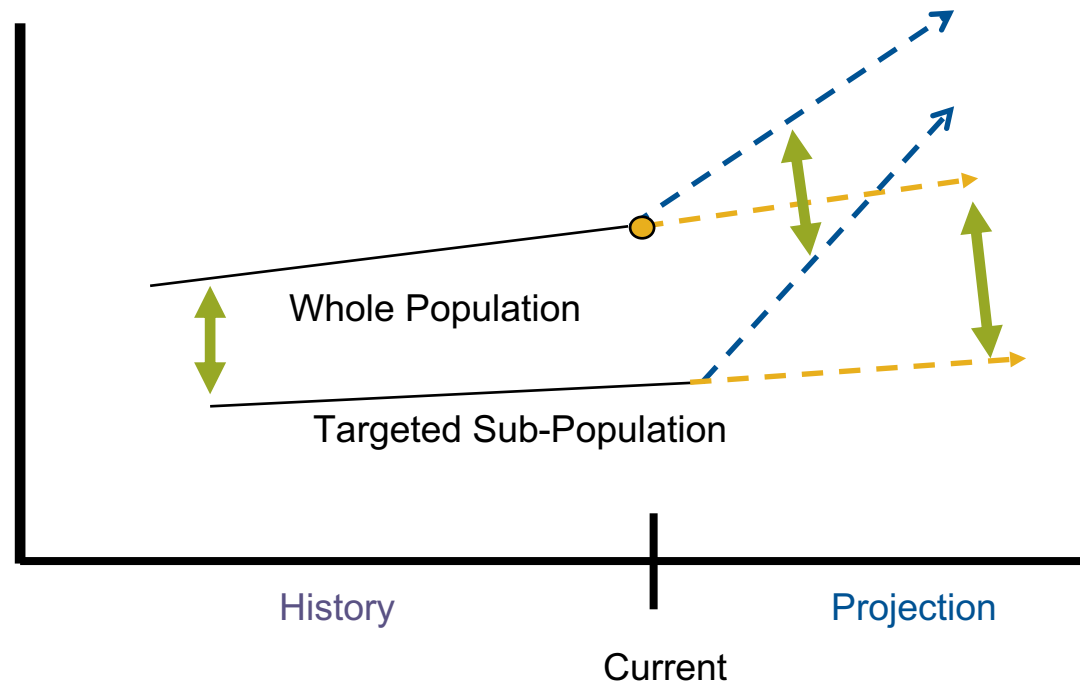
What's leading to the population losing ground?

3. 5 WHYS: Get to underlying root causes.

- What is the underlying reason the problem or solution is occurring?
- What's helping to shape that underlying reason behind the problem or solution?
- Ask *Why?* **5 times** to understand the causal factors and the problem and solutions for the whole population or subpopulations.

Targeted Universalism: Universal Goals/Targeted Strategies

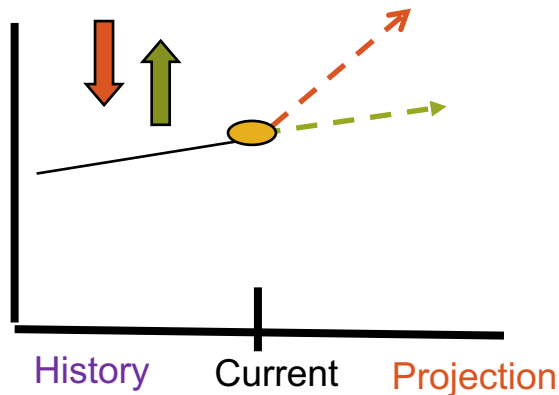
Mapping and Closing the Gap



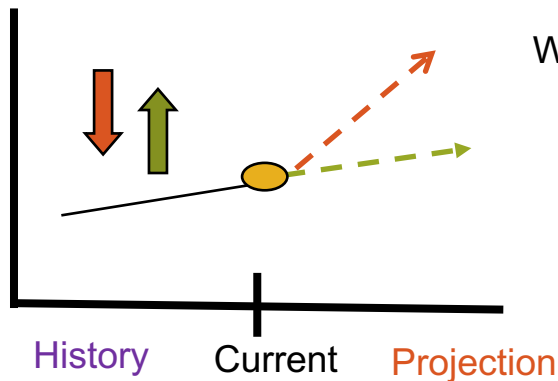
Getting to the Story Behind the Data Through Factor Analysis

Is it better? The same? Worse? What is the story behind the data?

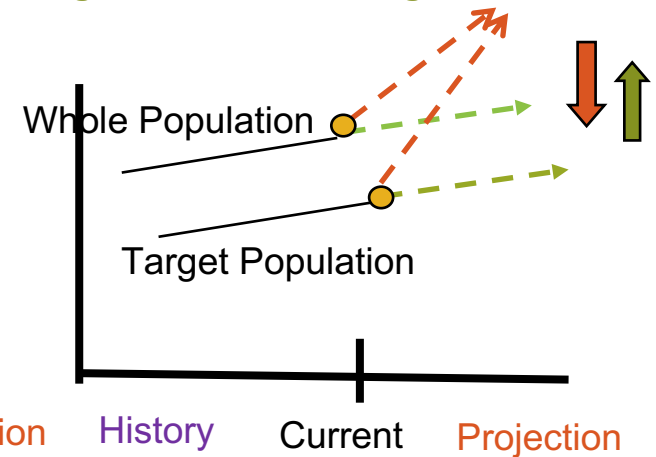
There are **restricting factors decreasing the trend** and **contributing factors increasing the trend**



Whole Population



Target Population



Combined Population

Mental Models About Equity and Disparities

Mental models play an important role in shaping our understanding of the root causes of disparities and what we think are important strategies to close those gaps.

Questions to Consider

1. What mental models about disparities do **you** hold that have shaped your work?
2. What are some of the mental models your **team** holds about racial disparities?
3. What are some of the mental models your **community** holds about:
 - **racial disparities**?
 - **poverty**?
 - **achievement**?
4. Which of these have had the greatest impact?

EXAMPLE: Factors that Trigger Homelessness



Source: National Alliance to End Homelessness

Skill 3:

Using factor analysis to inform the development of targeted and universal strategies

Strategies Take Aim at Key Factors

Strategies should be chosen for their potential to **shift key factors** either by mitigating or amplifying their impact.

When folks can answer this question:

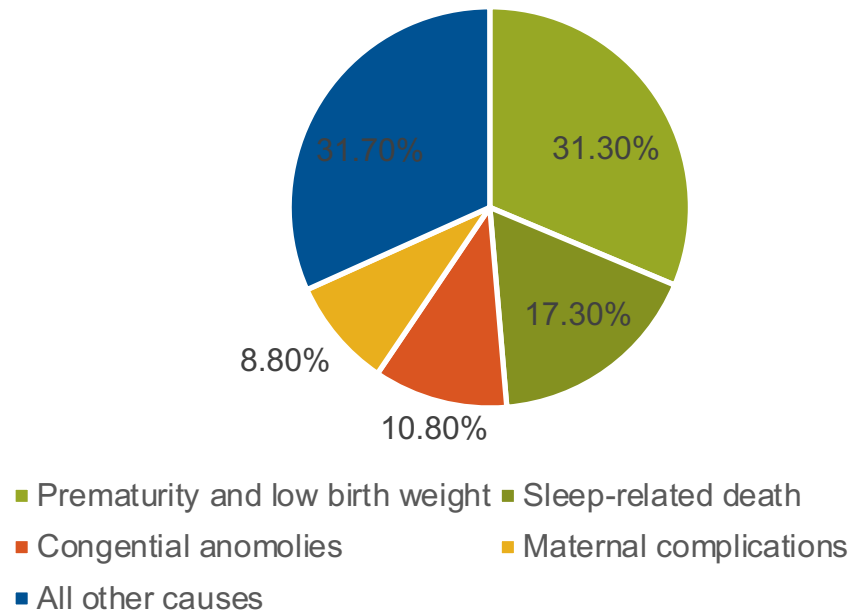
What are the two or three factors that, if shifted, would constructively disrupt systems, reduce disparities, make a big contribution to increasing equity and population-level change and close gaps (or help us understand the way forward) in a powerful manner?

... they are ready to dig into strategies.

EXAMPLE: Factors of Infant Mortality

In the United States as a whole, the leading cause of infant mortality is congenital anomalies, also known as birth defects. In Baltimore City, however, the leading cause of infant mortality is babies born too soon and too small: prematurity and low birth weight. Maternal risk factors for prematurity and low birth weight include poor health, smoking and substance abuse, hypertension, diabetes, under- and overweight, family history, exposure to pollutants, domestic violence, depression, lack of social support, poverty and high stress levels.

Causes of Infant Death, 2009-2013



Baltimore has targeted three key factors — premature birth, low birth weight and unsafe sleep — in its efforts to reduce infant mortality.

Preterm births occur before 37 weeks of pregnancy. Low birth weight babies are those born under 5.5 pounds. In 2013, 12.2% of all babies were born preterm and 11.9% had a low birth weight.

From *Fetal-Infant Mortality Review in Baltimore City* (January 2016)

Strategies: Setting Aim

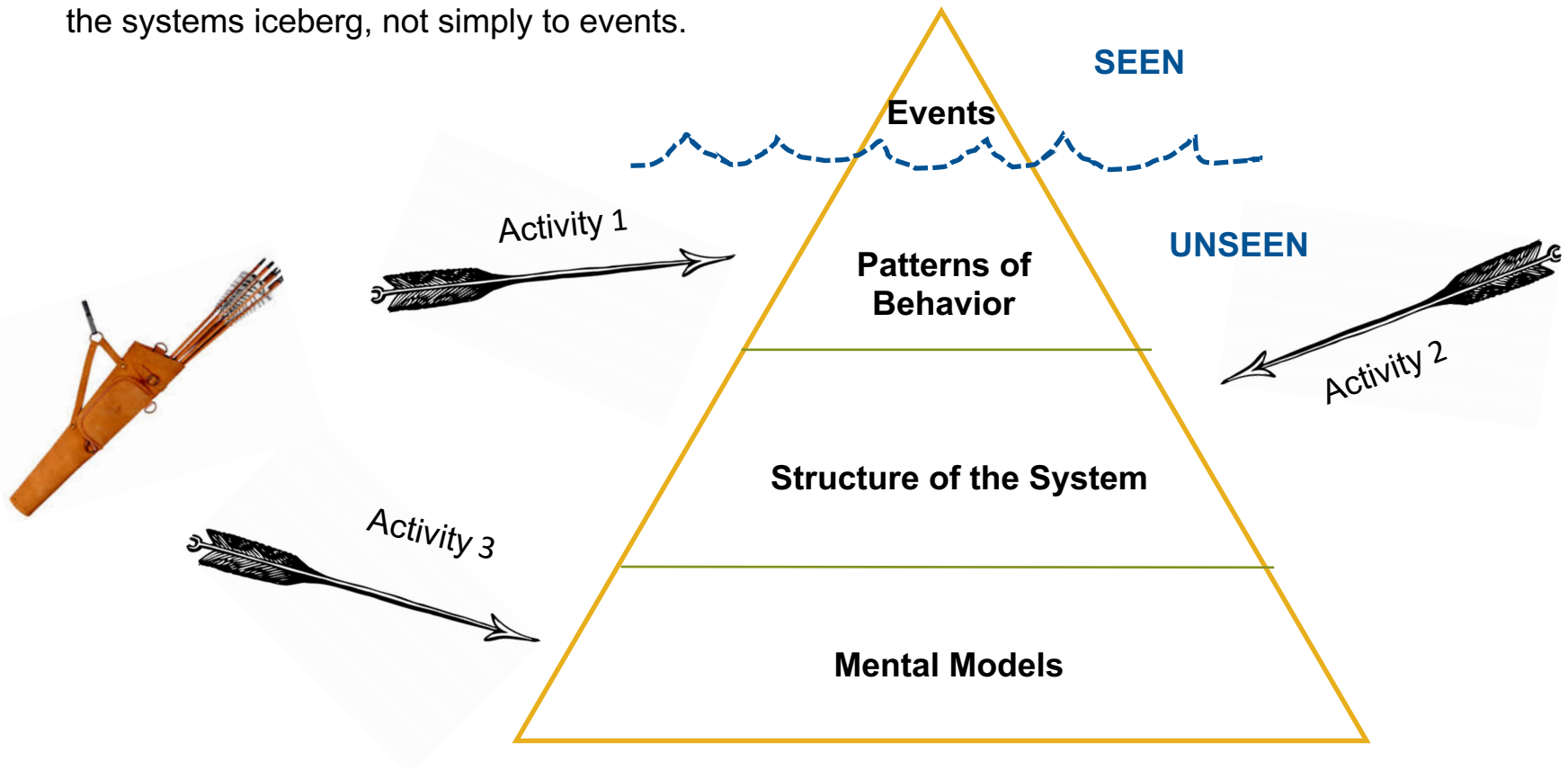
Strategies are the overarching approach (a set of coherent actions, activities, etc.) that has the power to accelerate achievement of results. Strategies are the means, the method or “the how” and can affect more than one indicator or performance measure. Generally, more than one strategy is required to achieve a result, requiring *multiple* “quivers” of strategies.

If you think of the target as your result, strategies are the means of achieving the result. The quivers are a way to think about the set of reinforcing strategies needed to achieve the result.



Strategies and Systems Iceberg

A powerful, effective set of reinforcing activities will point to **different** aspects of the systems iceberg, not simply to events.



Strategy Criteria

Powerful Strategy Criteria Tied to a Factor

1. Informed by data-driven analysis: responsive to most important universal and targeted factors
2. Applies a racial and ethnic equity and inclusion analysis to ensure equitable results (see the next slide)
3. Works at multiple levels: addresses more than one factor (e.g., families and larger community) and addresses changes at practice, policy and system levels
4. Reflects systems thinking: consider “iceberg” graphic
5. Actionable: capacity exists or can be built
6. Potential impact at scale: likelihood of population-level impact
7. Evidence informed: supported by best available evidence or experience
8. Realistic and future-focused: responsive to social, economic and political environments currently and how they may change over time

Racial Equity Impact Analysis

Thinking Through Equity, Inclusion and Impact

Six questions to consider when crafting strategies using an equity lens and approach:

1. Are all racial/ethnic groups who are affected by the policy/practice/strategy/decision at the table, and what are their roles (see Continuum of Participation)?
2. How will the proposed strategy affect each group positively and negatively? What are potential unintended consequences on each group?
3. How will the proposed strategy be perceived by each group?
4. Does the strategy worsen or ignore existing disparities, and how do you know?
5. Based on the above responses, what revisions are needed in the strategy under discussion?
6. If the strategy is “wildly successful,” what access and opportunity gaps will it address?

Skill 4:

Using performance measures to track progress toward equitable results

Performance Measures Basics

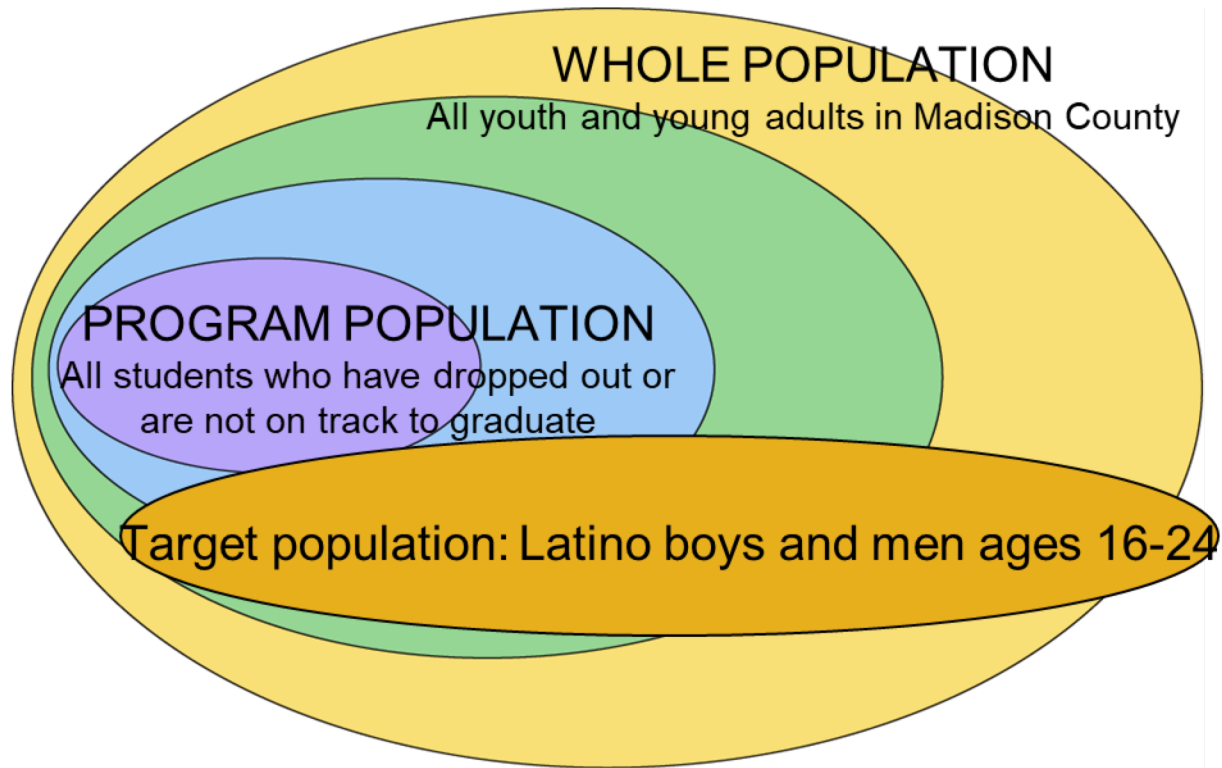
Performance measures ...

- enable you to identify and be accountable for your contribution to achieving equitable results that no one organization or agency can achieve alone;
- require you to be clear about who you are working with and on behalf of, and about what result you want for those people;
- require you to understand who you need to influence and/or activate, to ensure those you are working with and on behalf of are better off; and
- enable you to develop and test a working hypothesis about the most powerful contribution you can make in your role.

Performance Measures Answer Four Questions

- | | |
|--|---|
| 1. Who is better off ? | <i>Impact on the population at the heart of your result</i> |
| 2. What difference did we make? | <i>Early system and population-level indicators of progress</i> |
| 3. How much did we do? | <i>Quantity</i> |
| 4. How well did we do it? | <i>Quality</i> |

Who Is Your Primary Program Population?
What Result Do You Want for Them?
How Will They Be Better Off?



Results in the Center



Performance Measures Allow Learning About and Accountability for Your Contribution to Results and Indicators*

- Indicators are measures of child, adult, family or community well-being, which we share responsibility for with partners.

Result	Indicator
Education success	High school graduation
Economic success	Employment

- Note how the **results** and **indicators** above align with **performance measures** on the next slide.

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

Performance Measures*

Measures of Effectiveness for Which **We** Are Principal Owners

How much

- # enrolled in high school
- # receiving mentoring support
- # enrolled in employment training

How well

- % on track to graduate high school
- % receiving mentoring support who enroll in postsecondary education
- % completing employment training program

Difference made

- # and % of schools providing mentoring and wraparound supports to youth in care
- Equitable discipline policy adopted and implemented by school district
- New policy and increase in funding for targeted employment training programs

Better off

- # and % with a high school diploma
- # and % employed at living wage

* *How much, how well and better off* measures should be disaggregated by race, ethnicity, gender, etc.

Performance Measure Criteria

- Do your measures speak to **equitable results**?
- Do they pass the **public square test**? (Others have to understand it and see its connection to the result.)
- Are they **measurable**? (% , rate)
- Are the data **available** and **accessible**?
- Do they have **proxy** power?



THE ANNIE E. CASEY FOUNDATION

Developing solutions to build a brighter future for children, families and communities

www.aecf.org