CEELO LEADERSHIP ACADEMY
AUGUST 8-9, 2018

AN INTRODUCTION TO 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.
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.
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 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

<table>
<thead>
<tr>
<th>Who’s better off?</th>
<th>What difference did we make?</th>
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</thead>
<tbody>
<tr>
<td>How much did we do?</td>
<td>How well did we do it?</td>
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</table>
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

WHOLE POPULATION
All children 0 – 1 in state

All children 0-1 served by state DHHS

All children 0-1 served by city DOH

PROGRAM POPULATION
All children 0-1 born to first-time mothers

EXAMPLE:
All babies are born healthy

*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

WHOLE POPULATION
All young people ages 0–26 in state

All young people 0-26 in largest city

All young people in high school in largest city

PROGRAM POPULATION
All high school students at risk of not graduating

EXAMPLE: All young people experience education and success

African-American boys and men

*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)

WHOLE POPULATION

PROGRAM POPULATION

Population experiencing disparate results
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?
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)
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.

Adapted by Systems Thinking in Schools, Waters Foundation, www.watersfoundation.org
Getting to the Story Behind the Data Through Factor Analysis

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

Factors decreasing trend (restricting)

Whole Population

Factors increasing trend (contributing)

History

Current

Projection
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 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

Loss of Job (35%)

- Drug
  - 9%
- Family Status Change
  - 10%
- Sick/Disabled/Mental Issue
  - 10%
- Incarcerated
  - 11%
- Abuse at Home
  - 11%

Other Factors:
- Bills Higher Than Earnings
  - 15%
- Evicted by Family Member
  - 13%

Source: National Alliance to End Homelessness
Skill 3: Using factor analysis to inform the development of targeted and universal strategies
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.*
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**

- Prematurity and low birth weight: 31.70%
- Sleep-related death: 31.30%
- Congenital anomalies: 17.30%
- Maternal complications: 10.80%
- All other causes: 8.80%

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

• 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**?  
   *Impact on the population at the heart of your result*

2. What **difference** did we make?  
   *Early system and population-level indicators of progress*

3. How **much** did we do?  
   *Quantity*

4. How **well** did we do it?  
   *Quality*
Who Is Your Primary Program Population?  
What Result Do You Want for Them?  
How Will They Be Better Off?  

WHOLE POPULATION  
All youth and young adults in Madison County  

PROGRAM POPULATION  
All students who have dropped out or are not on track to graduate  

Target population: Latino boys and men ages 16-24
Results in the Center

Who you are you trying to activate

POPULATION:

Government

Community

Schools

Youth development organizations

State Secretary of Education

- High school principals
- Parents
- Students

Result: All children in a county graduate from high school

How close you are to the result
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.

<table>
<thead>
<tr>
<th>Result</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education success</td>
<td>High school graduation</td>
</tr>
<tr>
<td>Economic success</td>
<td>Employment</td>
</tr>
</tbody>
</table>

- 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

<table>
<thead>
<tr>
<th>How much</th>
<th>How well</th>
</tr>
</thead>
<tbody>
<tr>
<td>• # enrolled in high school</td>
<td>• % on track to graduate high school</td>
</tr>
<tr>
<td>• # receiving mentoring support</td>
<td>• % receiving mentoring support who enroll in postsecondary education</td>
</tr>
<tr>
<td>• # enrolled in employment training</td>
<td>• % completing employment training program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difference made</th>
<th>Better off</th>
</tr>
</thead>
<tbody>
<tr>
<td>• # and % of schools providing mentoring and wraparound supports to youth in care</td>
<td>• # and % with a high school diploma</td>
</tr>
<tr>
<td>• Equitable discipline policy adopted and implemented by school district</td>
<td>• # and % employed at living wage</td>
</tr>
<tr>
<td>• New policy and increase in funding for targeted employment training programs</td>
<td></td>
</tr>
</tbody>
</table>

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

www.aecf.org