Results-Based Accountability™
and Collective Impact

Health Policy Institute of Ohio

Deitre Epps & Phil Lee
Results Leadership Group
www.resultsleadership.org
“Because this allows people to look at the bigger picture, they go beyond their own organisation’s viewpoint to see their community’s needs more objectively…”
% of patients’ newborns with low birth weight

% of hypertensive patients with blood pressure ≤ 140/90

% of diabetic patients HbA1c < 7%, < 8%, < 9%, > 9%
“We had not confronted the fact that a system that does not measure and report whether its children are entering school ready to learn is inherently unaccountable.”

Delegate Mark K. Shriver
Presiding Chair
Joint Committee on Children, Youth and Families

“This joint budget hearing is unprecedented in Maryland and, as far as we can tell, in this country.”

Sen. Barbara Hoffman,
Chair, Senate Budget and Tax Committee
February 26, 2001
Percent of Children in Maryland Entering School Fully Ready

2002: 49%
2012: 83%

20,000 more children fully ready
Baltimore City School Readiness

Source: Maryland State Department of Education
Governing Magazine
2010 Public Officials of the Year

The Performance Artist
Diana Urban
Representative, State of Connecticut

… [I]n 2001, she saw a broken system that would never achieve accountable, transparent and efficient government. She also saw the answer in RBA…
Connecticut General Assembly
OFFICE OF FISCAL ANALYSIS

Implementing Results-Based Accountability in the Connecticut General Assembly
August 7, 2007

RBA Appropriations Subcommittee
… The role of the subcommittee is to determine how RBA will be incorporated into the appropriations process …
<table>
<thead>
<tr>
<th>Name</th>
<th>Prior Period</th>
<th>Current Value</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>FUTURE SUCCESS: Connecticut Children are Ready to Succeed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUTURE SUCCESS: % of CT 3rd Graders at or above reading level</td>
<td>57.1%</td>
<td>58.3%</td>
<td>+3</td>
</tr>
</tbody>
</table>
Welcome to the Results Scorecard for Place Based Solutions

Transparent, Collaborative, & Data-Driven Decision Making
<table>
<thead>
<tr>
<th>Hayward PN: Graduation</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hayward PN: # of young children who have a medical home</td>
<td>N/A</td>
</tr>
<tr>
<td>Hayward PN: % of young children who participate in early learning programs</td>
<td>17.50%</td>
</tr>
<tr>
<td>Hayward PN: % of 3rd grade students at proficient or above in ELA STAR Test</td>
<td>N/A</td>
</tr>
<tr>
<td>Hayward PN: Attendance rate of students in 8th grade</td>
<td>77.60%</td>
</tr>
<tr>
<td></td>
<td>69.6%</td>
</tr>
</tbody>
</table>
National Collaborative Learning & Measurement Platform

A collaborative effort among a group of national intermediaries and networks to build a national results-based infrastructure

- United Way Worldwide
- Campaign for Grade-Level Reading
- Strive National Partnership
- Promise Neighborhoods Institute
- Elev8

- National League of Cities
- Coalition for Community Schools
- BCT Partners for Choice Neighborhoods
- Literacy Powerline
- Results Leadership Group

✓ Results-Based Accountability™

✓ Results Scorecard™
Two Key Principles for Achieving Measurable Results and Collective Impact

1. Starting with ends, working backwards to means

2. Data-driven, transparent decision making
RBA in a Nutshell
2-3-7

2 - Kinds of Accountability
   • Population accountability   • Performance accountability

3 - Kinds of Performance Measures.
   • How much did we do? • How well did we do it? • Is anyone better off?

7 - Questions from ends to means in less than an hour (aka. Turn-the-Curve Thinking™)

MEASURABLE RESULTS FOR CLIENTS AND COMMUNITIES
Results-Based Accountability is made up of two parts:

Population Accountability about the well-being of WHOLE POPULATIONS
For Communities – Cities – Counties – States - Nation

Performance Accountability about the well-being of CLIENT POPULATIONS
For Programs – Agencies – and Service Systems

MEASURABLE RESULTS FOR CLIENTS AND COMMUNITIES
DEFINITIONS

RESULT
A condition of well-being for children, adults, families or communities.

Healthy Babies, Safe communities, Clean environment, Healthy People

INDICATOR
A measure which helps quantify the achievement of a result.

Infant Mortality rate, Air quality index, % of adults who smoke

PERFORMANCE MEASURE
A measure of how well a program, agency or health service system is working.

Three types:
1. How much did we do?
2. How well did we do it?
3. Is anyone better off? = Customer Results

MEASURABLE RESULTS FOR CLIENTS AND COMMUNITIES
The alternative to using data to stay on course?

Flying Blind?
Healthy Ohioans

END

Indicator

1. Doing the right right things?

Comprehensive Strategy/Partners

MEANS

Program A

Collective Impact Partners

2. Doing those things right?

Agency/Program Performance Measures

Collective Impact - Interagency Performance Measures

MEASURABLE RESULTS FOR CLIENTS AND COMMUNITIES
The Leader’s Paradox
I sure am glad we don’t have that problem!
Joint Accountability
Sole Accountability

© Results Leadership Group LLC

MEASURABLE RESULTS FOR CLIENTS AND COMMUNITIES
Five Conditions of Collective Impact

✓ A common agenda
✓ Shared measurement systems
✓ Mutually reinforcing activities
✓ Continuous communication
✓ A backbone support organization
Five Conditions of Collective Impact

1. ) A common agenda

- CI: Education Result: All youth are ready for college, work and life
- CI: Health: All children & adults are healthy & avoid risky behavior
- CI: Income Result: All families are economically self sufficient
Five Conditions of Collective Impact

2.) Shared measurement systems

MEASURABLE RESULTS FOR CLIENTS AND COMMUNITIES
### Five Conditions of Collective Impact

#### 3.) Mutually reinforcing activities

<table>
<thead>
<tr>
<th>Program Performance</th>
<th>Name</th>
<th>Prior Period</th>
<th>Current Value</th>
<th>Change</th>
<th>Most Recent Period</th>
<th>Year To Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER 1: Children enter school developmentally on track (age 0-5)</td>
<td>BRE 1: Number of participating families that improve or maintain healthy functioning, problem solving and communication (unduplicated)</td>
<td>126</td>
<td>100</td>
<td>1</td>
<td>FY2012</td>
<td>100</td>
</tr>
<tr>
<td>ER 1: Number of participating families that increase in knowledge about child development and parenting (unduplicated)</td>
<td>126</td>
<td>103</td>
<td>1</td>
<td>FY2012</td>
<td>103</td>
<td></td>
</tr>
<tr>
<td>ER 1: Number of participating families that improve nurturing and attachment between parent(s) and child(ren) (unduplicated)</td>
<td>88</td>
<td>61</td>
<td>1</td>
<td>FY2012</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>ER 2: Early Grade Success</td>
<td>ER 1: Number of children served (unduplicated)</td>
<td>N/A</td>
<td>215</td>
<td>0</td>
<td>FY2012</td>
<td>215</td>
</tr>
<tr>
<td>ER 1: Number of children screened using ASQ (unduplicated)</td>
<td>489</td>
<td>167</td>
<td>1</td>
<td>I2 FY2012</td>
<td>636</td>
<td></td>
</tr>
<tr>
<td>ER 1: Number of children referred for follow-up/intervention services based upon results of ASQ (unduplicated)</td>
<td>102</td>
<td>35</td>
<td>1</td>
<td>I2 FY2012</td>
<td>137</td>
<td></td>
</tr>
<tr>
<td>ER 1: Number of children who received a follow-up/intervention based upon the ASQ referral (unduplicated)</td>
<td>N/A</td>
<td>74</td>
<td>0</td>
<td>H1 FY2012</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>ER 1: Number of children demonstrating age appropriate skills as assessed by the Gold Assessment (unduplicated)</td>
<td>N/A</td>
<td>317</td>
<td>0</td>
<td>FY2012</td>
<td>317</td>
<td></td>
</tr>
<tr>
<td>ER 2: Number of students participating in after- and out-of-school activities (unduplicated)</td>
<td>ER 2: Percent of students who attend after-school programs 3 days or more a week (unduplicated)</td>
<td>10032</td>
<td>11525</td>
<td>1</td>
<td>Q4 FY2012</td>
<td>11049</td>
</tr>
<tr>
<td>ER 2: Number of students who improve their attendance in school (unduplicated)</td>
<td>82.6%</td>
<td>79.4%</td>
<td>2</td>
<td>Q4 FY2012</td>
<td>83.5%</td>
<td></td>
</tr>
<tr>
<td>ER 2: Percent of student attending After-School activities who improve their school attendance (unduplicated)</td>
<td>N/A</td>
<td>981</td>
<td>0</td>
<td>H1 FY2012</td>
<td>981</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>88.7%</td>
<td>0</td>
<td>H1 FY2012</td>
<td>88.7%</td>
<td></td>
</tr>
</tbody>
</table>
Five Conditions of Collective Impact

4.) Continuous communication

MEASURABLE RESULTS FOR CLIENTS AND COMMUNITIES
MEASURABLE RESULTS FOR CLIENTS AND COMMUNITIES

Five Conditions of Collective Impact

5.) A backbone support organization
Population Accountability:
Common Agenda and Shared Measurement System
Population
+ Geographic Area
+ Condition of Well Being
= Result

MEASURABLE RESULTS FOR CLIENTS AND COMMUNITIES
Populations?

- All Residents of Ohio
- All Ohio Youth
- All Children Prenatal to 8 Years Old
- People with Developmental Disabilities

MEASURABLE RESULTS FOR CLIENTS AND COMMUNITIES
Geographic Area?

- City
- County
- ______________ Neighborhood
- Elementary School Catchment Area
Conditions of Well Being?

- Healthy
- Safe
- Living with Dignity
- Economically Secure
- Succeeding in School
Selecting Indicators
Criteria for Selecting Indicators

✓ Communication Power
Does the indicator communicate to a broad range of audiences?

✓ Proxy Power
Does the indicator say something of central importance about the result?
Does the indicator bring along the data HERD?

✓ Data Power
Quality data available on a timely basis.

MEASURABLE RESULTS FOR CLIENTS AND COMMUNITIES
# Choosing Indicators Worksheet

Result_______________________

<table>
<thead>
<tr>
<th>Candidate Indicators</th>
<th>Communication Power</th>
<th>Proxy Power</th>
<th>Data Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 1</td>
<td>H M L</td>
<td>H M L</td>
<td>H M L</td>
</tr>
<tr>
<td>Measure 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 3</td>
<td>H</td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td>Measure 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 5</td>
<td>H</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>Measure 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure 8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Data Development Agenda**

**MEASURABLE RESULTS FOR CLIENTS AND COMMUNITIES**
Turn the Curve Thinking™:
Continuous Communication led by a Backbone Organization
Turn-the-Curve Thinking™ Talk to Action

Result or Program:

Data
Baseline

Story behind the baseline

Partners (with a role to play in turning the curve)

What Works

Strategy (w/ Budget)
WE HAVE MET
THE ENEMY
AND HE IS US.
How are we doing?

Turn-the-Curve Thinking™ Talk to Action

Result or Program: ____________________

Data Baseline

MEASURABLE RESULTS FOR CLIENTS AND COMMUNITIES
The Matter of Baselines

Baselines have two parts: history and forecast

* The “ROI” is not just financial, it is Results

Return* on Investment

Turning the Curve
Turn-the-Curve Thinking™: Talk to Action

Result or Program: ______________________

Data
Baseline

Why?

Story behind the baseline ---> Research Agenda

MEASURABLE RESULTS FOR CLIENTS AND COMMUNITIES
Force Field Analysis

Factors Restricting?

Factors Contributing?
The Story Behind the Baseline

- Root Causes (ask “Why?” five times)
- Positive and negative
- Prioritize – which are the most important to address to “turn the curve” of the baseline?
- Research agenda?
Turn-the-Curve Thinking™ Talk to Action

Result or Program: ______________

Data
Baseline

Story behind the baseline ➔ Research Agenda

Partners (with a role to play in turning the curve)

Help?
Partners

- Who are partners who may have a role to play in turning the curve?

- Does the story behind the curve suggest any new partners?
Turn-the-Curve Thinking™: Talk to Action

Result or Program: ________________

Data Baseline

Story behind the baseline ➞ Research Agenda

Partners (with a role to play in turning the curve)

What Works ➞ Research Agenda

Options?
What Works

- Options for actions to “turn the curve”? 
- Research-based?
- Low-cost/no-cost?
- Off-the-wall ideas?
- Research agenda?
Turn-the-Curve Thinking™: Talk to Action

Result or Program: _______________

Data Baseline

Story behind the baseline → Research Agenda

Partners (with a role to play in turning the curve)

What Works → Research Agenda

Criteria: Leverage; Feasible; Specific; Values

Strategy

Propose to do?
Action Plan

➢ Leverage: will turn the curve of the baseline?

➢ Feasible (a.k.a. “reach”)?

➢ Specific: who, what, when, where, how?

➢ Consistent with values?
Performance Accountability
Selecting Performance Measures: Mutually Reinforcing Activities
The Three Kinds of Program Performance Measures

<table>
<thead>
<tr>
<th>Effort</th>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much did we do?</td>
<td>How well did we do it?</td>
<td></td>
</tr>
<tr>
<td>Effect</td>
<td>Is anyone better off?</td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>%</td>
<td></td>
</tr>
</tbody>
</table>

MEASURABLE RESULTS FOR CLIENTS AND COMMUNITIES
Selecting Headline Performance Measures

How much did we do?
# Clients/customers served
# Activities
(by type of activity)
Selecting Headline Performance Measures

How well did we do it?

% Common measures
  e.g. workload ratio, staff turnover rate, % staff fully trained, unit cost

% Activity-specific measures
  e.g. % timely intakes, % accreditation standards met
Selecting Headline Performance Measures

Is anyone better off?

#/% Skills / Knowledge
(e.g. cognitive, social, physical)

#/% Attitude
(e.g. toward language, parenting)

#/% Behavior
(e.g. reading to child at home)

#/% Circumstances
(e.g. child care, transportation)

How much did we do?  How well did we do it?

MEASURABLE RESULTS FOR CLIENTS AND COMMUNITIES
Health Plan or Practice

<table>
<thead>
<tr>
<th>Effort</th>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How much did we do?</td>
<td>How well did we do it?</td>
</tr>
<tr>
<td></td>
<td>Number of patients treated</td>
<td>Percent of patients treated in less than 1 hour</td>
</tr>
<tr>
<td>Effect</td>
<td>Is anyone better off?</td>
<td></td>
</tr>
<tr>
<td></td>
<td># children fully immunized</td>
<td>% children fully immunized</td>
</tr>
</tbody>
</table>

MEASURABLE RESULTS FOR CLIENTS AND COMMUNITIES
The Matter of Control

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much did we do?</td>
<td>How well did we do it?</td>
</tr>
<tr>
<td>Effort</td>
<td>Effect</td>
</tr>
<tr>
<td>Most Control</td>
<td>Least Control</td>
</tr>
<tr>
<td>Is anyone better off?</td>
<td></td>
</tr>
</tbody>
</table>

PARTNERSHIPS!

MEASURABLE RESULTS FOR CLIENTS AND COMMUNITIES
Population and Performance Accountability
Results and Indicators

Population Accountability
Result: to which you contribute to most directly.
Indicators:

Story:
Partners:
What would it take?:
Your Role: as part of a larger strategy.

Performance Accountability
Program:
Performance measures:

Story:
Partners:
Action plan to get better:

MEASURABLE RESULTS FOR CLIENTS AND COMMUNITIES
Population and Performance Accountability: Agency

E.g., Interagency Collaboration

Organization with its clients
“System” with its clients
Community with a whole population

State, Region, City, Neighborhood ...

Performance Accountability
Population Accountability
Performance Accountability
Management

Monthly or quarterly performance assessment and action planning using the framework/steps.

Use framework / steps at all levels of implementation in the agency.

Budgeting

Use the Performance Report format for budget hearings and budget submissions to present current performance and what will be done next year to improve.

Budget priorities informed by the Strategic Plan.

Strategic Planning

Population Level Results & Indicators, comprehensive strategy among and all stakeholders

Agency Level

Each department’s role in comprehensive strategy.

Agency’s multi-year priorities.

MEASURABLE RESULTS FOR CLIENTS AND COMMUNITIES
Management, Budgeting & Strategic Planning

Management

Monthly or quarterly performance assessment and action planning using the framework/steps.

Use framework/steps at all levels of implementation in the agency.

Budgeting

Use the Performance Report format for budget hearings and budget submissions to present current performance and what will be done next year to improve.

Budget priorities informed by the Strategic Plan.

Strategic Planning

Population Level Results & Indicators, comprehensive strategy among all stakeholders.

Agency’s role in comprehensive strategy.

Agency’s multi-year priorities.

Measurable Results for Clients and Communities
HPIO/Agency/Division/Program
RBA AGENDA

1. New data
2. New story behind the curve
3. New partners
4. New information on what works.
5. Changes to action plan/ budget
6. Adjourn
Acknowledgement
Portions of these materials draw upon the work of:


3. Doug Krug and Ed Oakley, Leadership Made Simple (Enlightened Leadership Publications, ) and Enlightened Leadership: Getting to the Heart of Change (Simon and Schuster Canada, 1994)

Additional Readings on Accountability and Leadership

• *Rethinking Democratic Accountability*, Robert D. Behn (Brookings, 2001)


• *Common Purpose: Strengthening Families and Neighborhoods to Rebuild America*, Lisbeth B. Schorr (Doubleday, 1997)