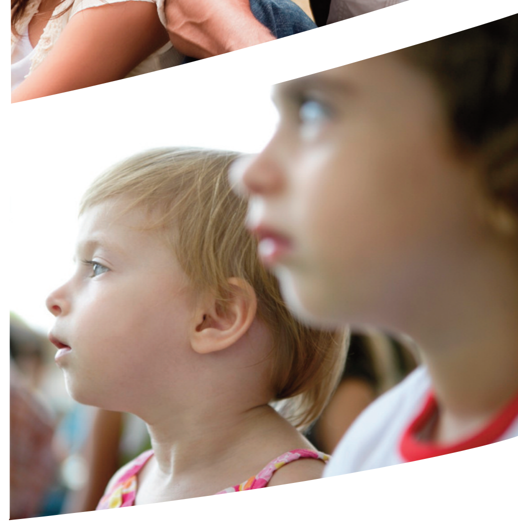
NATIONAL RESULTS & EQUITY COLLABORATIVE





Guide to Results-Based Planning and Facilitation:

Achieving Results and Equity for Vulnerable Children and Youth

About NREC

The National Results and Equity Collaborative is a new and game changing approach to accelerating positive and equitable results for children, youth, families and communities throughout the United States. It enables networks of funders, technical assistance providers, intermediary organizations, public and private civic and service organizations, government and others to work together in greater alignment to help more vulnerable young people succeed from birth throughout adulthood.

Our Purpose

As a newly formed voluntary organization, NREC aims to (1) accelerate positive results for vulnerable children throughout the country by creating a national network to align results-based TA, measures, effective strategies and solutions across multiple national and local initiatives; and, and in so doing, (2) promote consistency and greater impact in the use of results-based methodologies at the federal, state and local levels. As these elements are developed and tested, the collaborative will function as an open source peer network, with ever expanding circles of leaders testing and using this approach and sharing what they are learning with a network of peers throughout the country.

Our Goals

By working closely together and recognizing that we are all in the same enterprise, NREC promotes alignment on several important dimensions of a results-based approach, including:

- A results and indicators framework that can serve as a common core to which communities and initiatives can add their unique additional indicators and/or language:
- A shared commitment to building community capacity, allowing multiple initiatives to generate evidence about how community capacities contribute to results;
- A willingness to share tools and materials that support strategy development and on an ever-increasing knowledge base; and
- A willingness to use a common “results and data aggregator” tool - the Results Scorecard - as a common approach and tool for capturing the process, beginning with an initial cohort of communities.

This Guide was created with the generous support of The Annie E. Casey Foundation and is based upon the principles of Results-Based Accountability™, developed by Mark Friedman, author of Trying Hard is Not Good Enough: How to Produce Measurable Improvements for Customers and Communities (2005).

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Overview and Purpose

This guide is intended to help leaders and communities achieve positive and equitable results for children and youth. It explains how to use a proven strategic planning discipline - Results-Based Accountability (RBA) - to achieve population level results.[1].

Many communities today are working to improve education success and equity for the most vulnerable children, youth and families. If they choose wrong stratgeies, then it won't matter those things are done well. And if right things are not done well, then it it won't matter if a community prioritizes the right strategies. This guide offers leaders and facilitators a framework - Results-Based Accountability™ (RBA)[2] - to ensure that community change efforts are guided by both doing the right things and doing those things well.

This guide addresses how to:

1. select the best strategies to measurably improve and sustain a given condition of well-being for a community (*e.g.,* the percentage of children entering school ready to succeed), and

1 Other strategic planning approaches, such as Outcomes-Focused Strategic Planning (OFSP) and Six Sigma may also be used and the tools referenced in this guide can also accommodate OFSP language.

2 For a comprehensive explanation of Results-Based Accountability™, read *Trying Hard is Not Good Enough*, by Mark Friedman and visit www.raguide.org.

2. ensure accountability for each strategy, activity and partner by measuring the impact of how each contributes to achieving the intended results.

RBA is a disciplined approach to decision making that, in the spirit of Lisbeth Schorr's exhortation, fosters a "clear and unrelenting focus on results." This guide offers leaders and facilitators at all levels a framework and tools to conduct collaborative, rigorous, data-driven decision making, whether developing and implementing a community-wide initiative or managing the smallest program or activity.

RBA uses a decision making process, known as "Turn-the-Curve Thinking." It begins by identifying a clear end result, uses data displayed graphically as a trend line (or "curve") to gauge the extent to which that result is being achieved, and works backwards, systematically and transparently, to determine the best ways to achieve the result.

NREC's members are committed to building greater alignment in the frameworks and data systems that national intermediaries and funders use in their work with communities. Founding NREC partners are using RBA and the Results Scorecard, the software that supports the use of RBA, as two vehicles for building such consistency.

Introduction

What is Results-Based Accountability™?

Results-Based Accountability™ is a disciplined way of thinking and taking action in communities to improve the lives of children, families, and community as a whole. RBA is also used by funders, government and community leaders to improve the performance of programs that contribute to population-level results.

How does RBA work?

RBA starts by identifying the end results or desired community conditions and works backwards, step by step, to identify success strategies, policies and programs. For communities, the ends are conditions of well-being for children and families. For example: *Families are strong and supportive, children are reading on grade level or children are healthy, safe and developing on track*. For programs, the ends are how customers or participants are better off when the program works the way it should. For example: *The percentage of young children in Head Start programs who are ready for school.*

Why use RBA?

RBA improves the lives of children, families and communities and the performance of programs because it helps:

- Move from talk to action quickly;
- All stakeholders understand strategic planning;
- Surface and challenge assumptions that can be barriers to innovation;
- Build collaboration and consensus; and
- Use data and transparency to ensure accountability for both the well-being of children, families and communities and the performance of contributing programs or activities.

Key RBA Principles

1. Maintain language discipline
2. Start with the desired result or outcome and work backwards to select strategies
3. Identify the appropriate level of accountability:
    a. Population or Community Accountability
    b. Performance, Partner or Program Accountability
4. Identify the most powerful headline performance measures for each of the three types of performance measures:
    a. How much do you do?
    b. How well do you do it?
    c. Is anyone better off?
5. Get from “Talk to Action” using the seven question “Turn the Curve” process.

Putting the Key Principles Into Action

Maintain Language Discipline

One of the first steps is developing a shared accountability language. Words like outcomes, benchmarks, indicators, and results are often used interchangeably and without clear definitions. Below are a few definitions for terms you will see throughout this guide:

Result: a condition of well-being for a population of children, youth, families or specific populations or communities stated in plain language.

> Examples: Young children (in neighborhood X) enter school prepared to succeed; Births are healthy and well-timed; Children and youth (in ABC school disctrict) are academically successful; etc.

Indicator: a measure which helps to quantify the achievement of/or progress toward achieving a result

> Examples: % of children fully ready to enter kindergarten; Teen pregnancy rate; % of children reading at grade level; crime rate.

Story Behind the Data: an analysis of the conditions, causes and forces at work that help explain why a baseline of an indicator looks the way it does or why a specific indicator has or hasn't changed.

Strategy: a coherent collection of actions with a reasonable chance of improving results and indicators.

Performance Measure: a measure of how well an initiative, service system or collaborative effort is working.

Tool: Selecting a Common Language

RBA does not require you to use the same words written above. The table below can help you to select the common language that you want to use in your own coalition, organization or team. For example, if you are used to Outcomes-Focused Strategic Planning, your efforts can use that strategic planning discipline and language. There is also a "Language Editor "in the "Admin" section of the Results Scorecard that will allow the words selected to be used in the tool.

Framework Idea	Possible Choices	Modifiers	Choice
1. Condition of well being for children, adults, families or communities stated in plain language.	Result Outcome Goal	Population Community	1.
2. A measure that helps to quantify the achievement of a condition of well being or progress toward the result, outcome or goal.	Indicator Measures	Population Community	2.
3. A coherent set of actions with a with a reasonable chance of working.	Strategy		3.
4. A measure of how well an initiative, program, service system or collaborative effort is working.	Performance Measure		4.

The Planning Process

Before beginning this process it is important to take the time to ensure that there is leadership support from throughout the community. Many types and levels of leadership are necessary for a Birth to 8 community change effort to succeed and endure.

Leadership:

Typically, at least two levels of leadership should be involved in the process:

1) **Leadership Team**: A public-private, inter-organization and/or community-wide team of individuals at a high enough level to authorize and approve action plans.

2) **Planning and Action Team**: A public-private inter-organization and/or community wide team made up of mid-level leaders who are able to meet regularly to develop and implement strategic plans. This team can also plan and facilitate community convenings.

Stakeholders:

In addition to leadership, it is important to be thoughtful about engaging key stakeholders in leadership, action and design and evaluation roles, including: youth, families, employers, neighborhood residents, civic leaders, non-profit organizations and others.

Basic Process:

1. **Prioritize Results and Indicators:** The Leadership Team develops and prioritizes Results and Indicators that will be the primary focus of the planning process based on community conditions and guidance from those most affected by needed changes (Leadership Teams and Stakeholders). It is assumed that Results and Indicators have already been selected and promoted by the NREC partners you are affiliated with. If not, see Appendix A for a process to select Results and Indicators.

2. **Graph Each Prioritized Result and Indicator:** Identify data for each of the primary indicators to identify the local trends. Disaggregate data for the primary indicators to identify challenges and promote equity among sub-populations.

3. **Hold Community Convenings:** Gather key stakeholders including youth and families from the community to:

    a. Analyze each prioritized result and indicator to determine the underlying issues that influence the indicator and identify key factors that contribute to the progress or lack of progress on the indicator. Use information from completed community needs assessments and/or research other information. Disaggregate data for primary indicators to analyze how to promote equity among sub-populations.

    b. Review the graph of the indicator and determine the progress or lack of progress that is being made on the result and indicator;

    c. Identify other important partners that can help to improve the indicator and achieve the prioritized result;

    d. Brainstorm “what works” to address the contributing factors and improve the indicators. This step should also include identifying what is already working in the community. This may be accomplished through a Results Resource Map and Program Directory;

    e. Prioritize the best strategies from the brainstormed list of “what works” and develop action steps to implement these strategies.

    f. Identify common themes among contributing factors and strategies so that unnecessary duplication is avoided and strategies:

        i. Have the highest level of potential impact on the indicator:

   ii. Are strengths-based and promote equity;

   iii. Are child and family-focused;

   iv. Are feasible and affordable to accomplish within the 3-5 year plan.

4. **Further Refine Strategies:** Further refine the strategies and action plans for presentation to the Leadership Team, following community convenings.

5. **Leadership Approval:** Leadership Team reviews the Action Plan and approves it for implementation.

6. **Continue This Process On An Ongoing Basis.**

Step-By-Step Planning Guidance

1. Prioritize B-8 Results and Indicators

Many communities already have a set of results and indicators on which they currently collect data. They may have been selected by local, or state government as connected to funding or foundations and community impact organizations as a part of their vision for work in communities. Using an RBA process, communities can look at their collective results and indicators to align activities, and identify gaps. This will result in a collaborative plan that can be used across agencies and results areas. In that spirit, NREC Partners have identified common B-8 results and indicators that partners have in common that we could collectively focus on to align national efforts.

RESULT:	Families are strong and supportive
INDICATOR:	Families read regularly to their children

RESULT:	Births are healthy
INDICATOR:	Infants are born at healthy weight

RESULT:	Children are safe, healthy and developing on track
INDICATOR:	Children are free from unintentional injury
INDICATOR:	Children have access to a consistent primary health care provider.
INDICATOR:	Children with developmental concerns identified through screening who access needed treatment or services

RESULT:	Children are emotionally, socially and cognitively ready for school
INDICATOR:	Children enter school ready to succeed

RESULT:	Children perform on grade level
INDICATOR:	Children attend school or pre-school regularly
INDICATOR:	Children are reading on grade level
INDICATOR:	Children are performing math on grade level

2. Graph Each Prioritized Indicator

Each indicator should be graphed to show a history of at least 3 historical data points and a future forecast for 3 periods if nothing is done differently. It is also important to disaggregate the data to be able to assess disparities among sub-populations.

3. Hold a Results-Driven Community Convening

Holding a Results-Driven Community Convening requires:

a. Pre-work:

i. Obtain a location that can comfortably seat 60-100 people at round or rectangular tables of 6-8 people each.

ii. Train or orient facilitators. It is helpful to have 1 facilitator for each table. These facilitators can also be members of the Action Planning Team.

iii. Develop poster-sized "Turn the Curve" worksheets for each result and indicator.

iv. Invite a wide variety of stakeholders at least three weeks in advance of the event, including representation from throughout the county; various parts of the community; all types of child and family service providers; youth and families, civic leaders, neighborhood residents, employers, faith leaders, cultural institution leaders (libraries and museums) etc..

v. Hold more than one Community Convening if necessary.

b. At the Community Convening:

i. Have each table labeled with the result and indicator that people will address. Try to encourage diversity at each table. Have a poster-sized "Turn the Curve Worksheet" at each table.

ii. Provide a brief overview of the purpose of the meeting.

iii. Lead each table through the steps of analyzing the result and indicator and developing strategies to address these contributing factors.

iv. Ask a spokesperson from each table to "passionately sell" the strategies that they are recommending.

v. Post all posters around the room.

vi. Provide each person with 3 dots or 3 votes to prioritize the strategies that:
1. Have the highest level of potential impact on the indicator:
2. Are strengths-based and promote racial and economic equity;
3. Are child and family-focused;
4. Have considered strategies focused on sub-populations; and
5. Are feasible and affordable to accomplish within the 3-5 year plan.

vii. Summarize and facilitate a whole group dialogue around common themes that they encountered.

4. Further Refine the Action Plan

After the Community Convening the Action Planning Committee should:

i. Type up results for each worksheet;

ii. Refine common themes;

iii. Refine the strategies and action steps by:
1. Combining duplicative strategies;
2. Make sure that the action steps are specific and clearly stated;
3. Identify if other strategic plans or agencies are currently tackling a particular action step and note this; and
4. Identify people or groups who will be responsible for the each action step.

5. Leadership Approval

The revised action plan should be sent to the Leadership Team one week before a meeting for final approval. A meeting can then be held to:

a. Review the results of the Community Convening;

b. Identify ways to further align the strategies;

c. Ensure that the plan is aligned with other agency strategic plans. Ideally, this process will identify the most important results and indicators to improve, the key contributing factors that underlie the results and indicator and the best strategies to address these contributing factors. The result should be a holistic approach to improving the conditions of well-being of the children, youth, adults and families in the community. The Leadership Team can then make sure that all aspects of the plan are being addressed. This may be accomplished by combining various strategic plans of multiple players and partners. It is important to acknowledge the important role of various task forces, services systems, organizations and coalitions to align the work of each to improve the indicators in the most effective and efficient way possible.

d. No single agency, service system, program or collaborative can improve the results and indicators alone. In addition to aligning the work of all these entities, it is important to engage members of the community in all aspects of the work to both inform and sustain successful efforts.

6. Implementation, Ongoing Review and Refinement

a. The action plan is designed to involve all relevant agencies and the community. Each partner may also have another strategic plan that they are required to develop. This plan works best if it is linked to the other strategic plans. Separate programs can use particular strategies from this plan and add other strategies to it if necessary. Implementation should follow from the action steps.

b. This action planning process is very data driven, dynamic and results-focused. Ongoing review of the indicators and adjustment of the plan as needed is imperative.

c. It is recommended that the action plan be continuously revisited quarterly with the Leadership Team.

    i. Action Planning Team Review meetings should focus on ensuring that the action steps are being completed on a timely basis and revising action steps as needed. If action steps are not being completed on a timely basis, the Action Planning Team can identify the barriers impeding completion and brainstorm “what works” to remove the barriers.

ii. Leadership Team should focus on the larger strategies and data. The agenda for the Leadership Team will be to:

1. Review new data, including new disaggregated data on sub-populations
2. Review new information on the story behind the data
3. Ensure that the current strategies are the correct strategies
4. Update what works with the new information.

d. It is recommended that all stakeholders in the Action Plan use Turn the Curve Thinking with their headline performance measures.

Planning Process Tools

Report Card

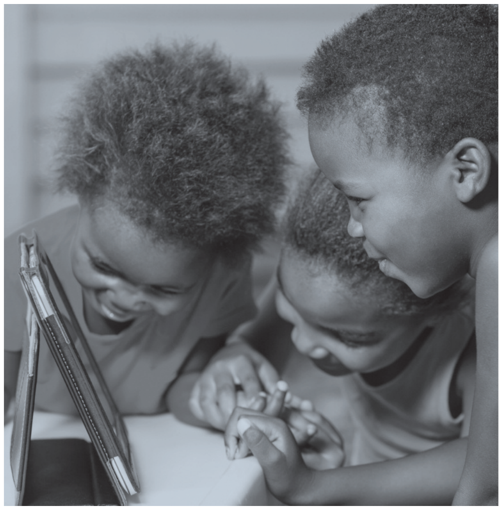
Many communities publish an annual Report Card that provides data for the results and indicators being tracked. Communities use the release of the Report Card to highlight progress on key indicators and challenges that still remain for the community to tackle.

Automated Results Scorecard

The Results Scorecard® is s a web-based tool used by all of the partners in the NREC collaborative, designed to help communities, agencies and organizations to track results, indicators and performance measures and to strategically plan for improving these metrics. This low-cost software simplifies and increases the effectiveness of the Action Planning Process by giving all participants access to key data wherever they are located or working from. It also increases the flexibility of the planning process engaging communities to simultaneously be forward-thinking and respond to changes in community conditions quickly.

Sample Timeline for a Results-Based Planning Process

Date	Event	Who Attends
Month 1	Develop timeline for planning process	Community Coalition Staff or volunteers and facilitator (if needed)
Month 2	Prioritize results and indicators	Local leadership team
Month 2	Invite participants for community convening	Community Coalition Staff or volunteers
Month 3	Training of Community Convening Facilitators	4-6 persons from Community Coalition staff and volunteers and facilitator (if needed)
Month 3	Community Convening	Community Stakeholders and Leadership team
Month 4	Follow-up refining strategies	Planning Committee
Month 4	Approval by Leadership Team	Leadership Team
Month 4	Implement Strategic Plan	Leadership Team, Planning Team and all identified coalitions.
Ongoing	All partners are using performance measures to align their contributions	Community Stakeholders and Leadership Team
Ongoing	Reconvene as needed to assess implementation of the strategies	Community Stakeholders and Leadership Team



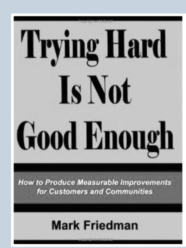
Turn the Curve Thinking

Here is the step by step ends to means thinking process. In addition to page references, you may also want to use the Turn the Curve Tutorial with short clips of Mark Friedman explaining each step in the process in the Results Scorecard.

Page Reference

Chapter 3 (Population Accountability), pages 39-47. Appendix E (Turn the Curve Exercise for Population Well-being), pages 156-158.

Chapter 4 (Performance Accountability), pages 79-83. Appendix E (Turn the Curve Exercise for Program Performance), pages 159-161.



1. How are we doing?

After you have selected your indicator or performance measure, you will need the historical trend data to understand the forecast.

2. What is the Story Behind the Curve?

List the key factors underlying the historic baseline and forecast for the indicator or performance measure. Identify: (1) contributing factors that are supporting progress and (2) restricting factors that are hindering progress. Progress is defined as turning the curve of the baseline (or accelerating the curve if it is already headed in the right direction).

It is important to identify not only the most immediate and easily observed factors impacting the baseline (i.e., the "proximate causes"), but to engage in the kind of rigorous analysis that will identify the underlying or more systemic factors (i.e., the "root causes"). It is also important to conduct additional research where necessary and feasible. Also focus on root causes for the disaggregated trends focused on promoting equity among sub-populations.

Once the root causes have been identified, prioritize those root causes according to which have the greatest influence on progress and, therefore, are the most critical to address to improve progress. Dig deep for root causes. Don't settle for easy rhetorical answers.

The best format is a "bullet" for each root cause with a brief header that is underlined and a brief description of the root cause.

3. Partners?

Identify potential partners, including current ones, who may have a role to play in improving progress. The identification of root causes impacting progress will often point the way to the types of partners who should be engaged. Identify partners that can help reach sub-populations.

The best format is to bullet each partner with a short description of their role.

4. What Works?

Before selecting a strategy or action plan to undertake to turn the curve of the baseline, it is necessary to determine whether what would work to turn the curve is known. It is also important to be sure to explore the full range of options for strategies or action plans. A strategy or action plan may, of course, involve the discontinuation of existing activities as well as the implementation of new ones. And in most cases a strategy or action plan should be multi-year and integrated. The following are criteria to consider in developing options:

- *Does the option address one or more of the root causes you have identified?*
- *Have the people affected informed the strategy?*
- *Is the proposed option evidence-based?*

- *Have "no-cost/low-cost" options been developed?*
- *Have options been explored that focus on promoting equity among sub-populations?*
- *Is additional research necessary to determine what would work or to identify other options?*

5. Strategy/Action Plan?

Selecting the proposed strategy or action plan involves applying five criteria to each of the options: leverage, feasibility (or reach), specificity, and values.

- *Leverage: How strongly will the proposed strategy or action impact progress as measured by the baselines?*
- *Feasibility (or reach). Is the proposed strategy or action plan feasible?* Can it be done?
- *Specificity. Is the strategy or action plan specific enough to be implemented?* Is there a timeline with deliverables that answers the questions: *Who? What? When? Where? How?*
- *Values. Is the strategy consistent with the values of the community and/or agency?*
- *Equity. Will the strategy help accelerate equity among sub-populations?*

Once elements of the proposed strategy or action plan are selected, list them in order of priority. The best format is a "bullet" for each element which provides a brief header that is underlined and a brief description of the element. The specificity of your action plan can be outlined in the Actions on the Turn the Curve Template. *(see page 21)*

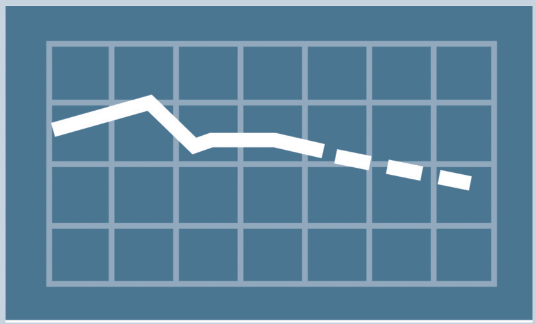
Turn-the-Curve Thinking™: Overview

This template is an overview of turn-the-curve thinking(tm) applied to decision making based on each step described above in greater detail.

1

How are we doing?

Graph the historic baseline and forecast for the indicator or performance measure.



2

What is the story behind the curve of the baseline?

Briefly explain the story behind the baseline: the factors (positive and negative, internal and external) that are most strongly influencing the curve of the baseline.

3

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

Identify partners who might have a role to play in turning the curve of the baseline.

4

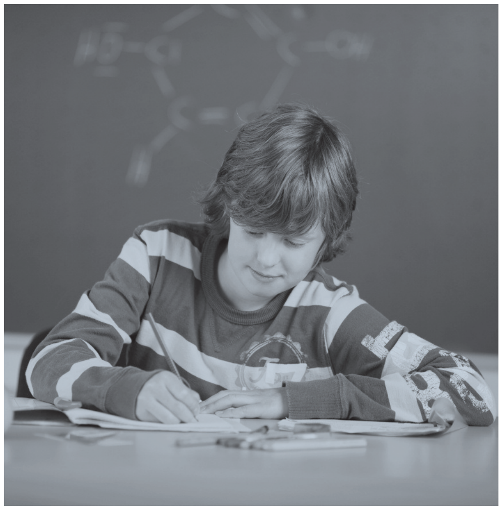
What works to turn the curve?

Determine what would work to turn the curve of the baseline. Include no-cost/low-cost strategies.

5

What do we propose to do to turn the curve?

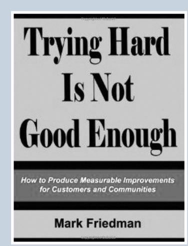
Determine what you and your partners propose to do to turn the curve of the baseline.



Performance Measure Development for all Partners

Page Reference

Chapter 4 (Performance Accountability), page 65. Appendix G (A 5-step method for identifying performance measures for any program in 45 minutes), page 164. Appendix H (More Performance Measurement Examples), page 167.



1. Getting Started

The selection of performance measures is the first and most essential step in the performance planning process for each element of the Population Accountability strategy.

Your organization, partnership or coalition acts to improve the quality of life of its community and/or target population. Performance measures simply give you the means to know how well these efforts, including the efforts of each partner, are working to improve those lives.

Importantly, performance measures are data - they quantitatively measure the agency/division/program's performance. The following Data Quadrant, Figure 1, is a useful tool for sorting and categorizing performance measures.

All performance measures fit into one of four categories. The categories, the four quadrants, are derived from the intersection of *quantity* and *quality* and *effort* and *effect*.

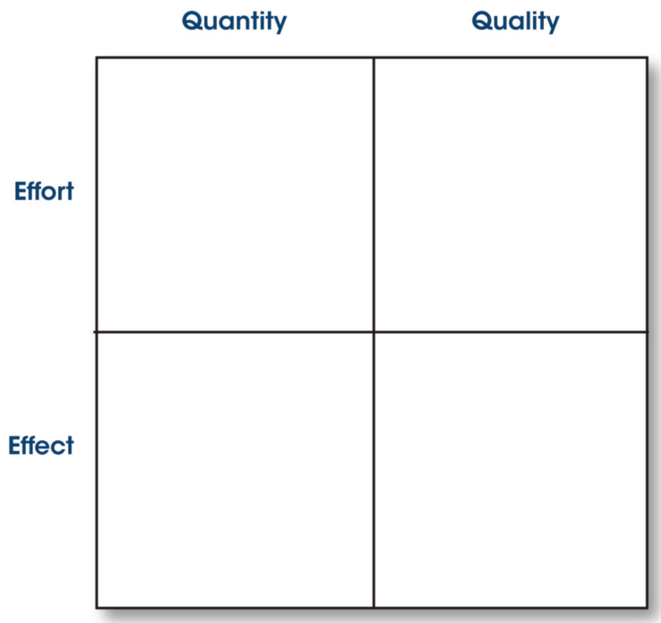


Figure 1

The rows separate measures about effort (what is done and how well) from measures about effect (the change or impact that resulted), the columns separate measures about quantity (of the effort or effect) from measures about quality (of the effort or effect).

To pick headline performance measures related to target population's quality of life, you must first be clear on what your target population is. If it is helpful you can distinguish between direct and indirect audiences, primary and secondary audiences, or internal and external audiences.

2. How Much?

First, list the target population(s) Next, list the activities or actions needed to affect change, with each listed as a measure. For example, "parent education" becomes participating non English speaking parents of young children, or # of programs providing multi-lingual parent education in neighborhood X".

3. How Well?

This quadrant is where most traditional performance measures are found. For each service or activity listed in the upper left quadrant, choose those measures that will tell you if that activity was performed well (or poorly). The measures should be specific. For example, the number of non English speaking parents who complete the program and whose young children arrive at Kindergarten ready to succeed.

4. Better Off?

Ask “In what ways are your clients better off as a result of getting the service in question? How would we know, in measurable terms, if they were better off?” Create pairs of measures (# and %) for each answer. Four categories cover most of this territory: skills/knowledge, attitude, behavior, and circumstances (e.g., a child succeeding in first grade or a parent fully employed). Consider all of these categories in developing measures of whether clients are better off. Examples are: #/% of child abuse/neglect cases that have repeat child abuse/neglect; #/% of road miles in top-rated condition; #/% of cited water quality offenders who fully comply; #/% of repeat audit findings;

5. Headline Selection

b. Intro Statement:

Limiting the number of performance measures is key to success. In most cases, select 3 to 5 “headline measures” (in total, from both the upper right and lower right quadrants). In some cases, one upper left quadrant measure can be useful for context.

Figure 2

Using the Results Scorecard for:

Strategic Planning and Community Collaboration

Community change efforts can succeed and be sustained when diverse players and partners collaborate for collective impact. The process of organizing effective cross-sector coalitions, however, is far easier said than done. Too often such coalitions are rendered ineffective by competing agendas, unaligned goals, and parallel performance management languages and systems. The Results Scorecard[1] can facilitate collaborative efforts to:

- Determine a common vision (shared results);
- Provide a visual profile of their community conditions that inspires a need for change;

1 Results Scorecard is a web-based strategic data system built specifically to support the implementation of RBA and enhance the usability and sustainability of RBA for a strategic planning process. NREC members support the use of Results Scorecard since it can provide a common language and approach for various community stakeholders to work towards common community improvement.

- Conduct an in-depth exploration of the "story behind the data" in your community;
- Strategically plan in a coordinated manner to align programs across participating agencies;
- Identify and communicate what is working in your community and what is needed; and
- Monitor and help to improve the organization.

Altogether, the interactive Scorecard improves leaders' abilities to support and sustain results-based community change and collective impact efforts.

Scorecards are easily configured to reflect the population results, indicators, programs and/or performance measures that important to your planning process. It allows you to define measurably what you want to accomplish and then provides the Turn the Curve templates for each measure to create data-driven action plans.

In the Early Childhood Scorecard example on the next page, two results and four indicators have determined to be the focus of that community's planning process. It then has three programs collaborating and sharing data in its strategic planning process.

On the following page, you will see an example Turn the Curve Template for one of the indicators on the Early Childhood Scorecard, % of children entering school ready to learn. While this example shows how an action plan can be created on the one indicator, a similar process is encouraged for all indicators. Simultaneously, all programs are encouraged to do Turn the Curve Thinking on all of their determined performance measures. This facilitates complete transparency and trust between partners equally committed in collaborating to turn curves.

Example Scorecard Used for Strategic Planning and Community Collaboration

Results SCORECARD

Home | Scorecard | Reports | Admin | Support

Scorecards | Results | Indicators | Programs | Performance Measures | Actions | Tags

Children Are Emotionally, Socially And Cognitively Ready For School Scorecard

This sample scorecard was built to demonstrate how community partners can align their actions toward a single result and related indicators.

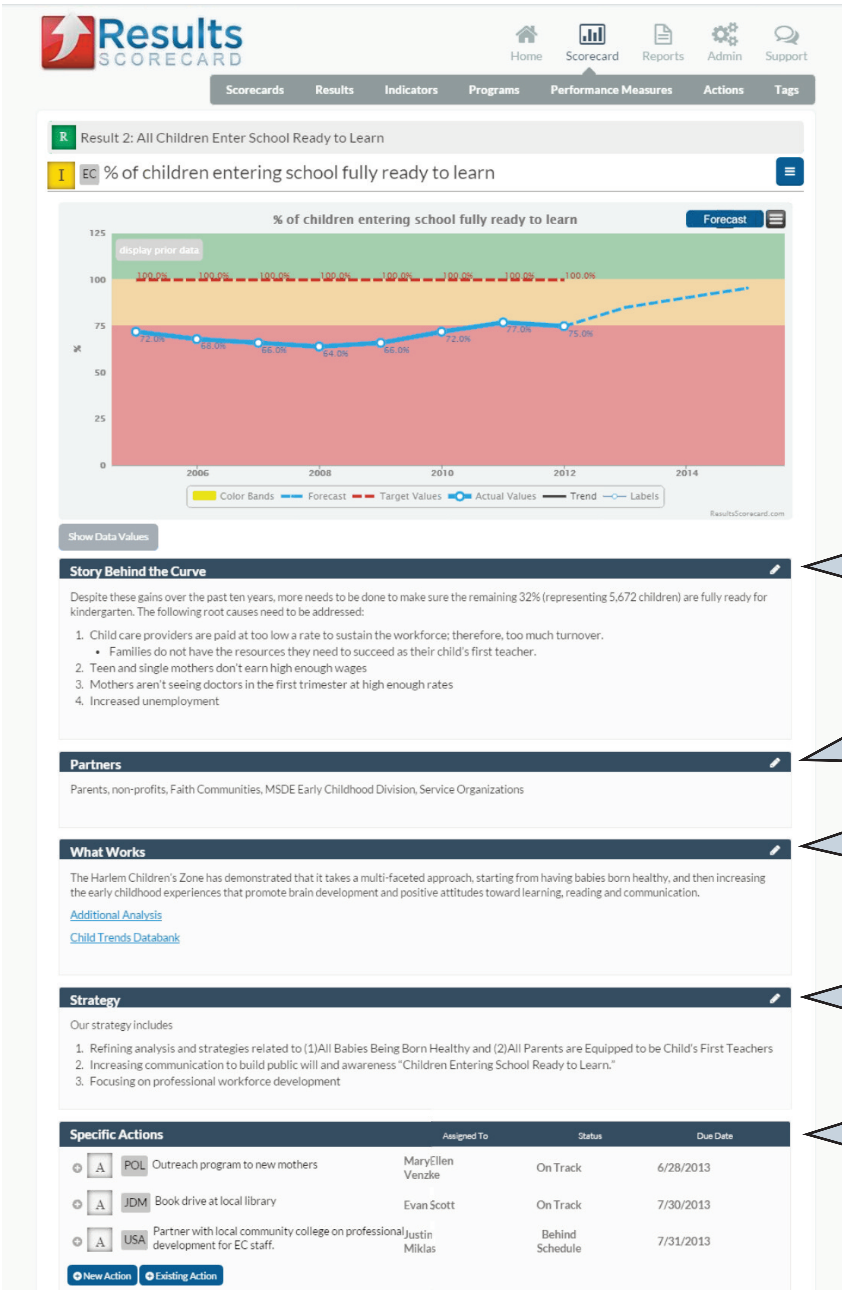
Population Accountability

		Time Period	Actual Value	Current Trend	Baseline %Change
R	Children are emotionally, socially and cognitively ready for school				
I	% of children entering school ready to succeed	2014	84	3	12%

Performance Accountability

		Time Period	Actual Value	Current Trend	Baseline %Change
P	Local United Way				
PM	# of early childhood programs funded	Q4 2014	9	1	13%
PM	Average Quality Rating of funded early childhood programs	2014	4	3	110%
P	Local Campaign for Grade Level Reading Coalition				
PM	# of partners	Nov 2014	25	4	400%
PM	% of partners using performance measures to align contributions	Nov 2014	95%	2	27%
P	Local Promise Neighborhood Coalition				
PM	# of partners	Nov 2014	7	6	0%
PM	# of home visits by PN partners	Nov 2014	8	3	-47%
P	Head Start Program				
PM	# of children served	Nov 2014	49	1	2%
PM	% of qualified teachers with all required credentials	Q4 2014	100%	2	0%
PM	% of children entering kindergarten ready to learn	2014	67%	3	-11%

Example Turn the Curve Template Used for a Single Indicator in Strategic Planning



Here, leaders can outline the contributing and restricting factors for the data baseline.

Here, leaders can identify partners with a role to play.

Here, leaders can brainstorm strategies of what works, including those that are evidence-based.

Here, leaders can prioritize the action items that are part of their strategy.

Here, leaders can create specificity in terms of who is doing what by when.

Facilitation Tips and Tricks[1]

Results-Based Accountability offers the opportunity for challenging, innovative, rigorous collaboration. Skilled leadership and facilitation can play a critical role in realizing this potential. The following suggested competencies can help leaders facilitate the process of selecting Results and Indicators, identifying program performance measures, and conducting Turn the Curve Thinking and *can be used with or without the Results Scorecard.* Following the competencies are some tips on the use of Effective Questions and method for reaching group consensus, while facilitating, called Proposal-Based Decision-Making.

Facilitation Competencies

1. Appreciative/Neutral	Listen to understand rather than to persuade. Reflects back what has been said to confirm understanding in the group. Remain neutral on the topic being discussed, facilitating rather than advocating. Trusted to play the role of an "honest broker" in the discussion.

1 Adapted from materials developed by the Annie E. Casey Foundation Leadership in Action Program, Sherbrooke Consulting, and Results Leadership Group.

2.	Observe and Respond to Group Dynamics	The capacity to "go to the balcony," observe objectively what is taking place on the "dance floor," determine what will help to move the discussion forward, and intervene accordingly.
3.	Set a Context for a Conversation	At the opening of a meeting or at the start of the discussion of a topic in a meeting, set the context for the meeting/discussion.
4.	Meeting Objectives	Identify and confirm meeting objectives.
5.	Agenda	Provide and confirm agenda with time allocated to each section of the agenda.
6.	Meeting Roles	Identify and confirm roles in the meeting. (Facilitation, leading, chairing, note taking)
7.	Label Conversations	Name the kind of conversation taking place to help orient participants. Updates, decision making, negotiation, venting ...
8.	Flip Chart or Record	Flip chart/record meeting notes; feature decisions and action items.
9.	Ask Effective Questions	Uses forward-looking questions to focus discussion on solutions.
10.	Sequence	When more than one person wants to talk, give them an order: "Bob, then Adam, then Jane ..."
11.	Give the work back to the group	Recognizing, when in the role of facilitator, when the group needs to do its own work and will not benefit from the facilitator doing the work for the group.
12.	Synthesize or Summarize	Pulling together (i.e., synthesizing) the themes and key points from a discussion of a topic and providing them to the group in summary form at the end of the discussion.
13.	Proposal-Based Decision Making	Use of combination of consensus and proposal making to accelerate decision making.

Effective Questions

(from *Enlightened Leadership*, by Doug Krug and Ed Oakley)

Effective Questions help to stay away from ineffective and "backward focused" questions such as "Why?" "Who did it?" and "What's the problem?" Human beings are naturally inclined to focus on the "problem" in any given situation. This is a survival-driven behavior to attack the cause of pain. However, this "backwards-looking" focus can lock people out of finding more satisfying solutions to problems. "Focusing on the negative locks us out of solutions like drifting off the highway when taking your eyes off the road," says Doug Krug. In their book, *Enlightened Leadership*, Krug and Ed Oakley believe all of society would change for the better with an "effective questions" approach to problems.

The key characteristics of Effective Questions are:

- **open-ended** (not answered with "yes" or "no")
- **inquisitive** ("What?", "How?" not "Why?");
- **you-oriented** (What do you think....?", How do you feel about...?"; and,
- **appreciative** (trust that the person has the answer)
- **forward-looking** (looking ahead to what will be the solution)

Examples of effective questions include:

1) "What is already working?"

2) "What are our strengths?"

3) "Where are we successful?"

4) "Where do we agree?"

5) "What specifically causes it to work?"

6) "What is our objective, goal, or vision?"

7) "What would be the benefits to the customers, the organization, the department, ourselves, of reaching our goal?"

8) "What specifically can we do more of, better, or differently to begin moving toward our goal?"

Proposal-Based Decision Making: The Rule of Thumb[1]

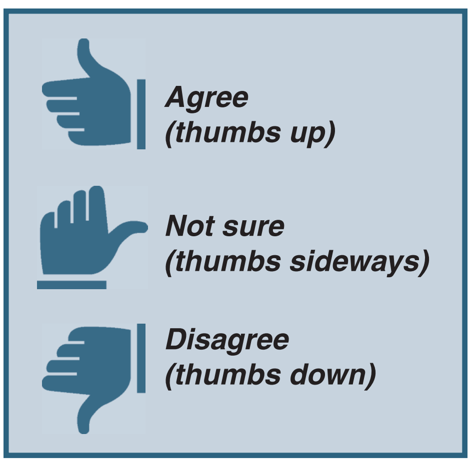
Consensus is

finding a proposal acceptable enough that everyone can support and no one opposes

Consensus is not

a unanimous vote, a majority vote, or everyone totally in agreement

Ask for people's opinions in a quick, visual poll



Step 1: Proposal development

- Proposals are made by someone saying: I propose that ______________________
- After a proposal is made people can either build on the proposal or make another proposal. *They cannot just criticize the proposal!*

Step 2: Finding the decision "everyone can go along with"

- People have an opportunity to discuss and explore the proposal. When people understand the proposal use "thumbs" to see who can support the proposal. Scan the room to see the level of support for the proposal.

TIP: *Go to the people with thumbs sideways (not sure) or down (disagree) and ask: "What can bring you up?" This gives them an opportunity to say what it would take for them to go along with the proposal.*

If they aren't sure what will help them, have the group ask questions to better understand their concern and be creative about finding ways to address those concerns. This may involve creating another proposal. People ask questions to better understand these concerns and try to constructively address them. (Inquiry) People do not make speeches saying why the proposal is good. (Advocacy)

Step 3: Making the decision

- The decision is made when either every one's "thumb is up" (Consensus) or the group has decided that they have enough support (almost everyone's thumb is up).

1 From Sherbrooke Consulting, Inc./Jolie Bain Pillsbury

Additional Resources

1. www.raguide.org, Results-Based Accountability™ Implementation Guide, Mark Friedman's web-site with How To Questions and Answers.

2. www.resultsaccountability.com, Mark Friedman's website with the latest in Results-Based Accountability™ news and information.

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

4. www.resultsleadership.org, Results Leadership Group website with information on consultants, trainers and facilitators that can support your quest. The following useful articles can also be found:

    a. Achieving Collective Impact with Results-Based Accountability™, by Deitre Epps

    b. Making Your Work Count: Achieving Child and Youth Results Workbook, by Karen Finn

    c. ResultsStat Overview, by Lee, Luecking, Friedman and Boyd.

5. www.resultsscorecard.com: Results Scorecard is a web-based strategic management tool developed to support the Results-Based Accountability™ framework.

Additional Readings on Accountability and Leadership:

1. Behn, Robert D. *Rethinking Democratic Accountability.* Brookings. 2001.

2. Fisher, Roger , and William Ury, *Getting to Yes* . Random House Business Books. 2003.

3. Heifetz, Ronald A., and Marty Linsky *Leadership on the Line: Staying Alive through the Dangers of Leading,* Harvard Business School Press. 2002.

4. Krug, Doug ,and Ed Oakley, *Enlightened Leadership: Getting to the Heart of Change* .Simon and Schuster Canada. 1994.

5. Pink, Daniel. *Drive: The Surprising Truth About What Motivates Us*. Riverhead Books. 2009

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

7. Senge, Peter . *The Fifth Discipline: The Art and Practice of the Learning Organization*.Doubleday. 1990.

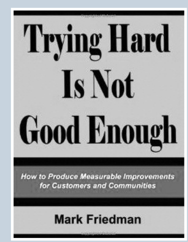
Appendix A: Selecting Results and Indicators for Your Community

It is assumed that Results and Indicators have been adopted or are being promoted by the National NREC partners you are affiliated with and the templates are likely already built in your Results Scorecard site. However, below is a process for selecting Results and Indicators if you are starting from scratch or expanding on your use of RBA for other planning processes. The step by step process below can also be accessed with videos in the Virtual Facilitator section of the Results Scorecard.

1. Getting Started

Page Reference

Chapter 3 (Population Accountability), pages 49-50



It doesn't matter where you start. Start anywhere. Start where the passion is. Whatever you do will have beneficial effects across a range of results.

As a first step, what set of statements captures the most important hopes for our children, families, community, city, county, state, or nation? Complete the sentences below with adjectives descriptive of well-being.

2. Results Statements

A result is a population condition of well-being for children, adults, families and communities, stated in plain language. Results are conditions that voters and taxpayers can understand.

In creating results statements, one of the most important characteristics is that it not be about data and not about service. Others tips include not using descriptors that speak to the direction of the data like "increase" or "decrease."

3. Result Selection

Of the results you have created, which do you want to focus on first and those that you want to identify indicators.

4. Indicator Selection

An indicator is a measure that helps quantify the achievement of a result. Indicators help answer the question, “How would we recognize this result if we fell over it?

In selecting indicators, we offer three criteria for which you can rate them High, Medium or Low:

1. Communication power: Does this indicator communicate to a broad range of audiences?
2. Proxy Power: Does the indicator say something of central importance about the result?
3. Data Power: Do we have quality data on a timely basis? Can it be disaggregated by sub-populations?

We are looking for indicators that rank high on all three criteria. These become our headline indicators. Secondary indicators may be created which help in assessing the story behind the baselines and other parts of the process. A data development agenda can also be created for indicators we would like but not yet available on a timely basis.

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