



Results Based Accountability:

Connecting what you do to Community Results

Community Results

Anybody better off?

How well did you do it?

How much did you do?

Your Program

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Kids in Common
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Agenda

- Defining Results-Based Accountability (RBA) and Collective Impact (CI)
- Case Studies:
 - *Kindergarten Readiness Assessment (KRA)*
 - *Collective Impact*
- Worksheet: *The difference you can make*
- How you can tell your story
- Closing



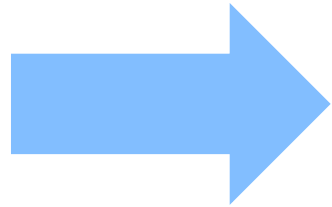
Defining Results Based Accountability

- Why?
- What?
- How?

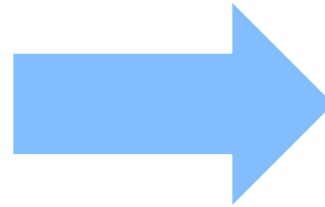


Action Agenda

If we **work together** through the **Children's Agenda Network**



To implement the **Children's Agenda** and achieve community results



We will bring about lasting and equitable **Community Impact!**

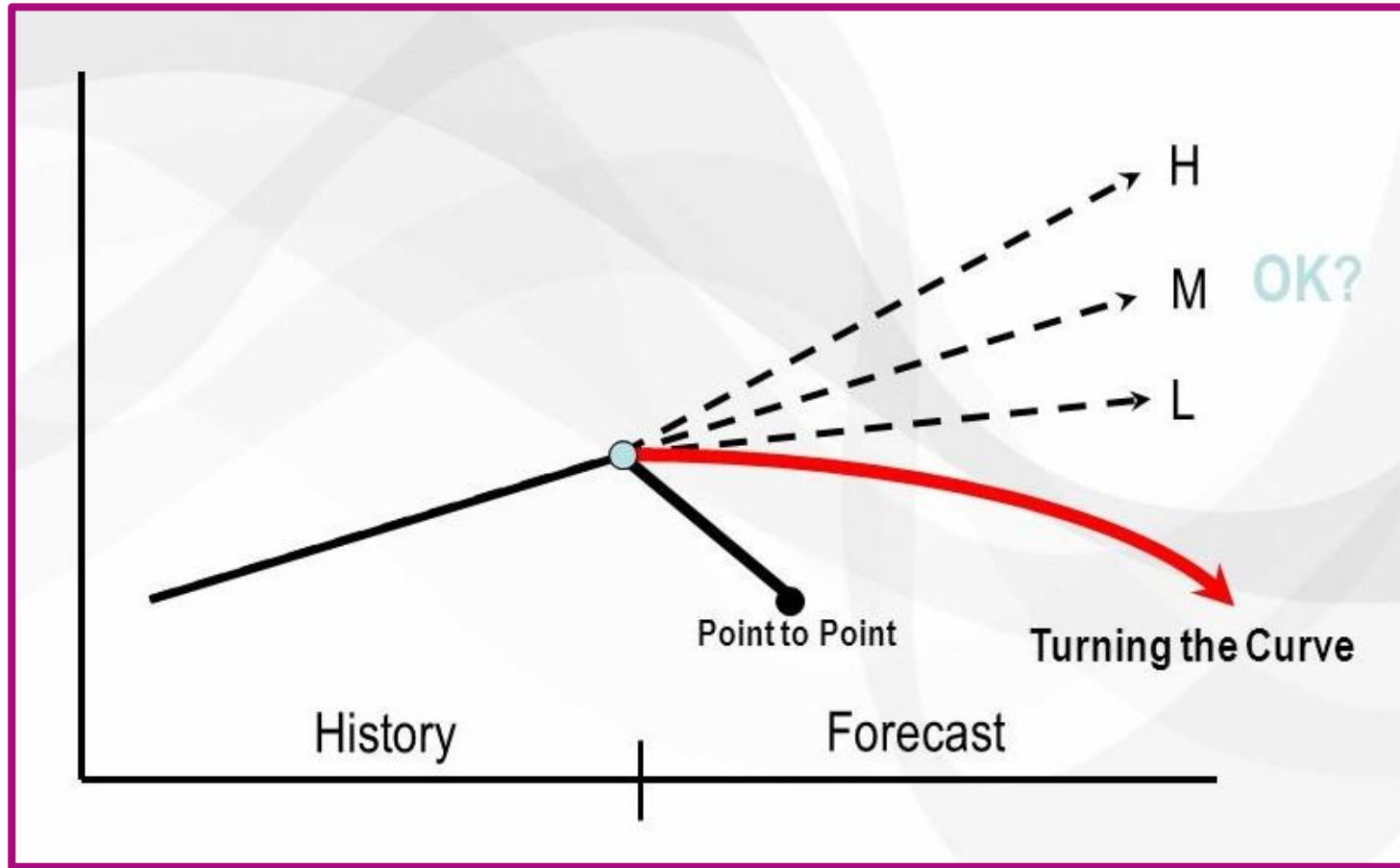


The Major Components of RBA

- The importance of a common language
- Determining the ends and working back towards the means
 - **What are the quality of life conditions we want to achieve for children, adults and families in our community and in our programs?**
- Community/ population change
- Focus on equity
- Effect versus contribution
- Turning the curve
- Aligning programs and community assets



Turning the Curve



Moving Towards Collective Impact

- Working separately
- Lack of communication



- **Increasing cross-sector alignment**
- **Learning!**



3 Key Concepts & Their Labels

» **COMMUNITY
RESULT**

Conditions of well-being for whole populations: e.g., *all children, older adults, community*

» **INDICATOR**

Measures to quantify progress toward a community result

» **PERFORMANCE
MEASURE**

Measures of how well a program, agency, or service system is working



Two Distinctions & Their Labels

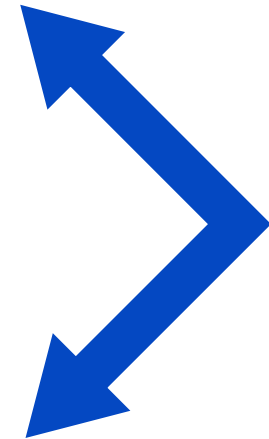
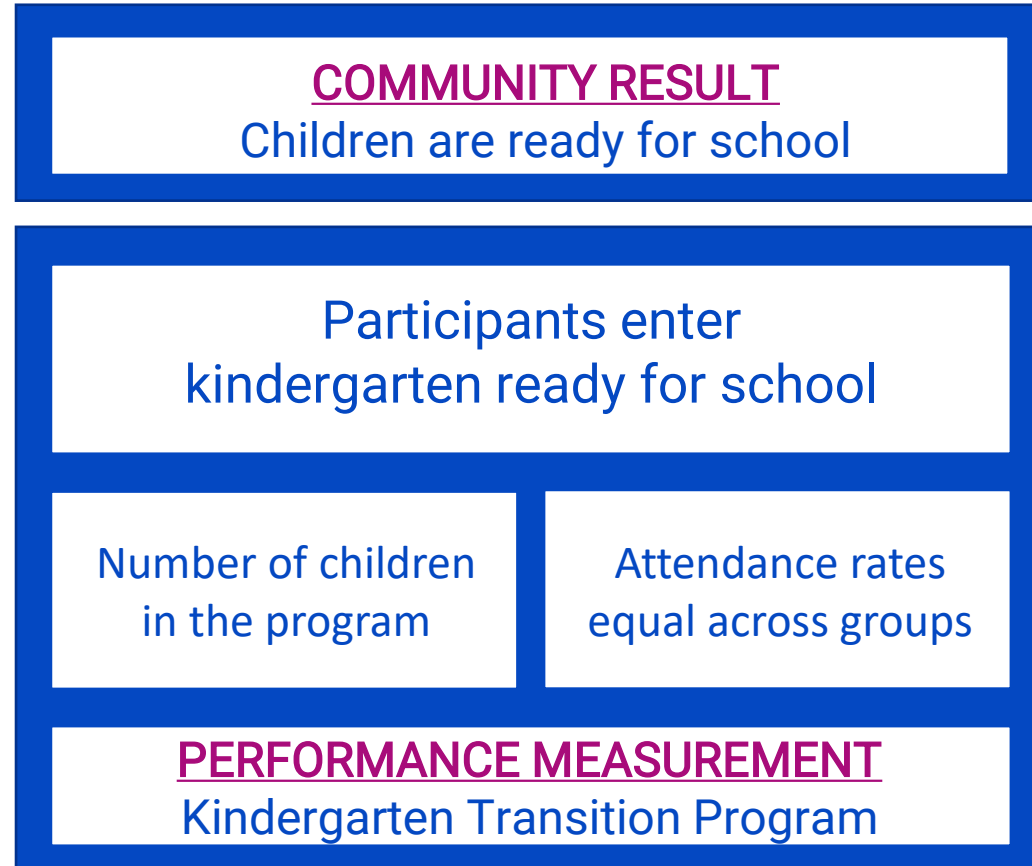
- **WHOLE POPULATION:** e.g., all people in a county, community, or age group
- **PROGRAM POPULATION:** the particular sub-set of a whole population served by a program or service system



Linking Community & Program Data

ALIGNMENT OF RESULTS

County-wide Investment in Equity is Expanding



Isolated Impact

- Funders select individual grantees that offer the most promising solutions.
- Nonprofits work separately and compete to produce the greatest independent impact.
- Evaluation attempts to isolate a particular organization's impact.
- Large scale change is assumed to depend on scaling a single organization.
- Corporate and government sectors are often disconnected from the efforts of foundations and nonprofits.

Collective Impact

- Funders and implementers understand that social problems, and their solutions, arise from the interaction of many organizations within a larger system.
- Progress depends on working toward the same goal and measuring the same things.
- Large scale impact depends on increasing cross-sector alignment and learning among many organizations.
- Corporate and government sectors are essential partners.
- Organizations actively coordinate their action and share lessons learned.



Elements of Collective Impact

- Common Agenda/Vision
- Shared Measurement
- Mutually Reinforcing Activities
- Strong Backbone
- Continuous Communication

How do you
or your
organization
relate?

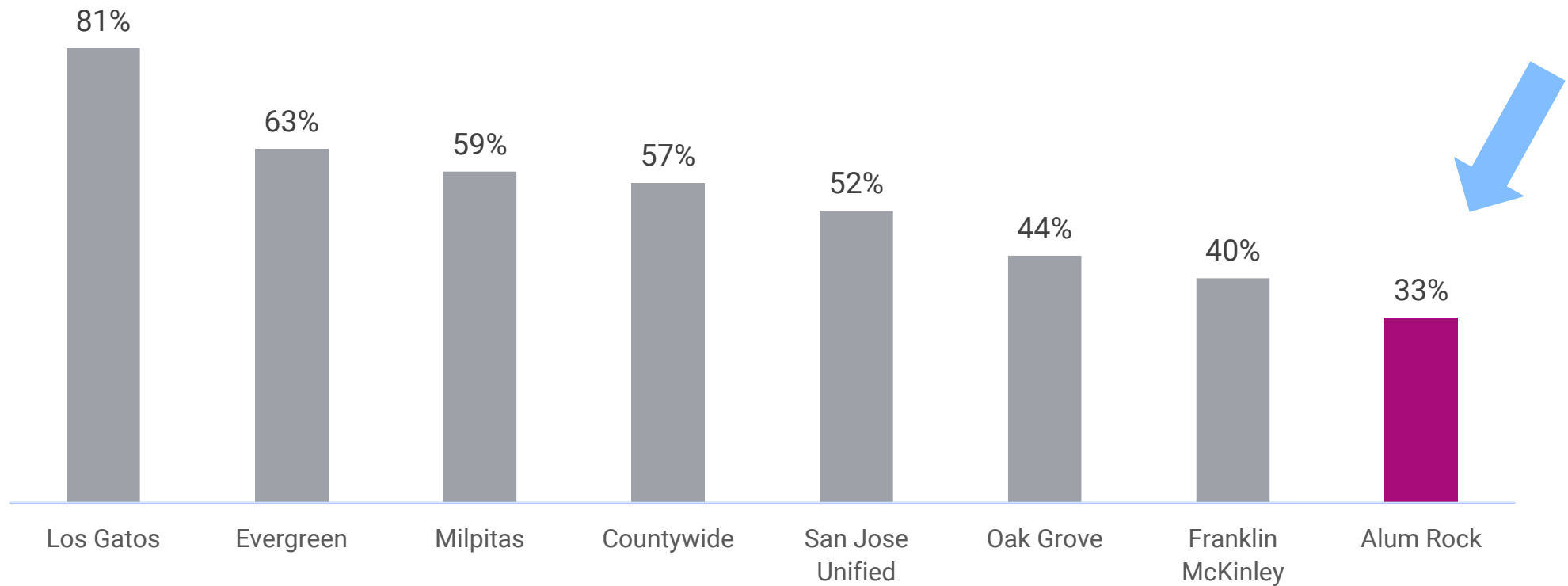


Case Studies

- Alum Rock Prenatal to Third Initiative
- Collective Impact
- Vision Council



Disparities in third grade reading proficiency



Collective Impact Goals for the Pre-3rd Initiative in Alum Rock

COLLABORATION

Providers came together and built the necessary policies and procedures to connect children and families to needed services

PRESCHOOL QUALITY SERVICES

More children are enrolled in preschool
More preschools of higher quality

FAMILY ENGAGEMENT

More children and families are connected to critical services for early learning, health and social wellbeing

KINDERGARTEN READINESS

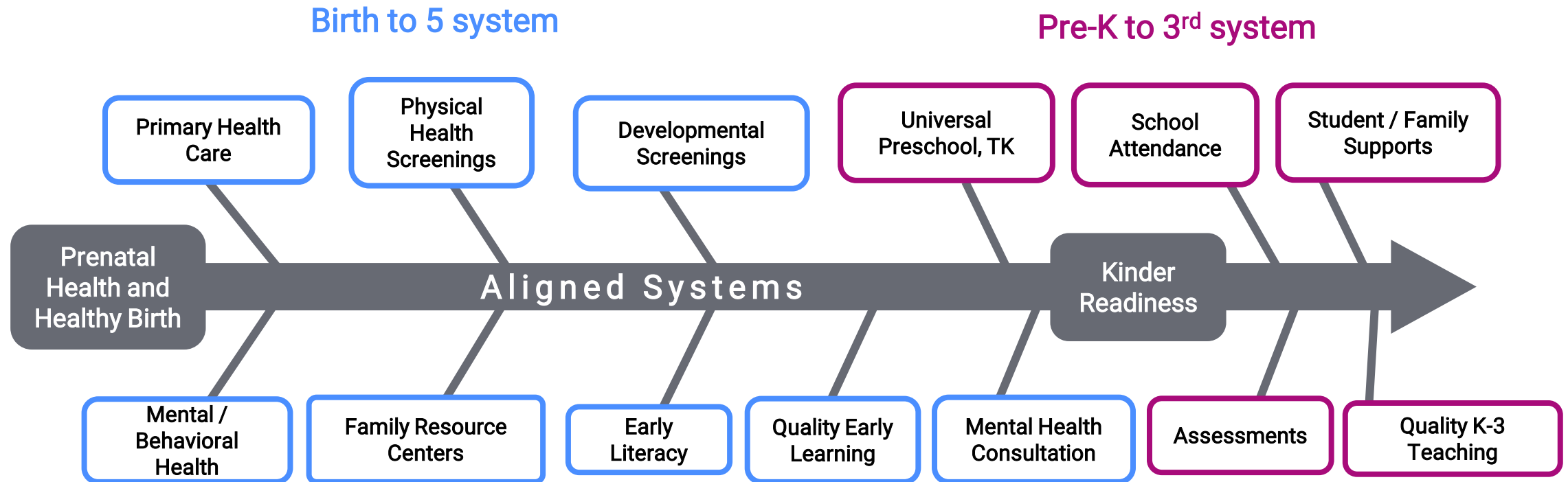
More children are ready for kindergarten

THIRD GRADE READING

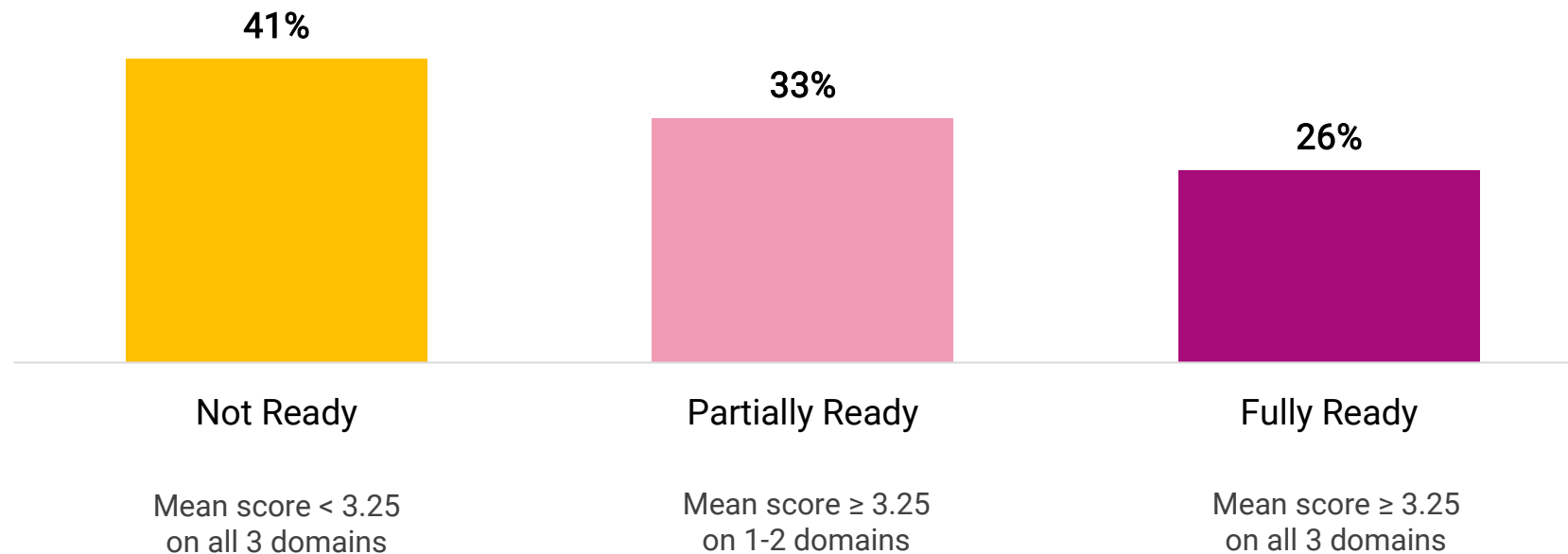
More children are reading at grade level by third grade



Pre-3rd Model in Alum Rock



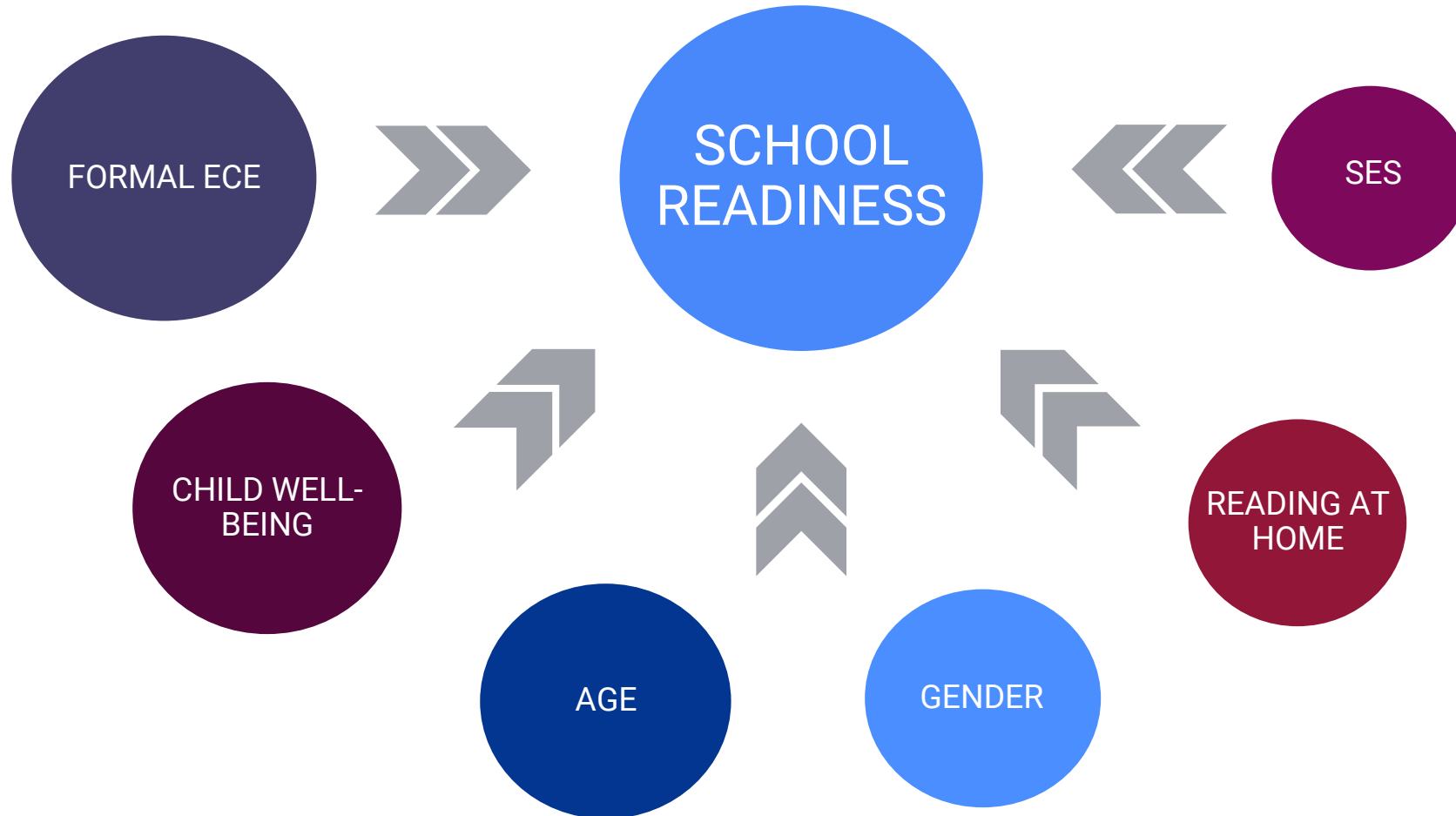
At baseline (Fall 2016), 25% of kindergartners were fully ready for kindergarten across the *Self-Regulation, Social Expression and Kinder Academics* domains, but almost half are not ready.



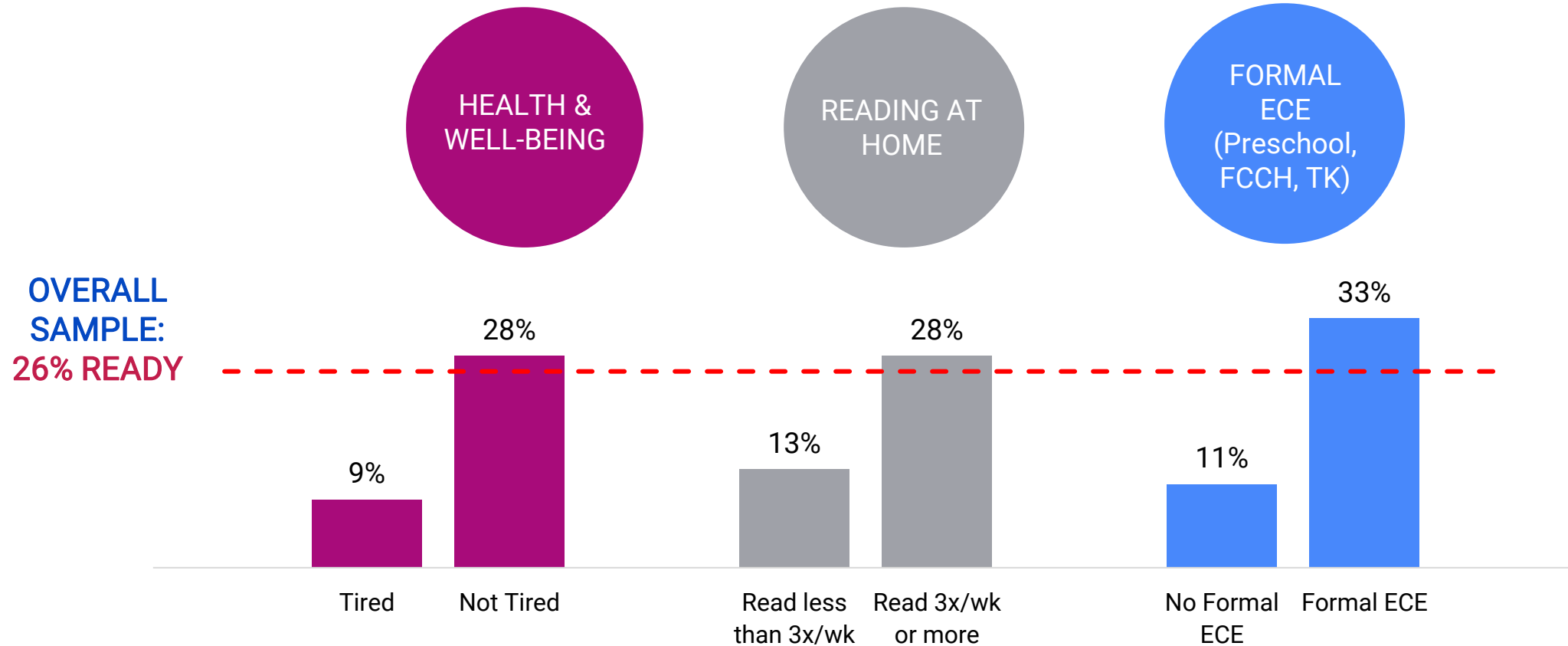
Source: Kindergarten Observation Form, Applied Survey Research, 2016 N=491.



Strongest Predictors of School Readiness in Alum Rock



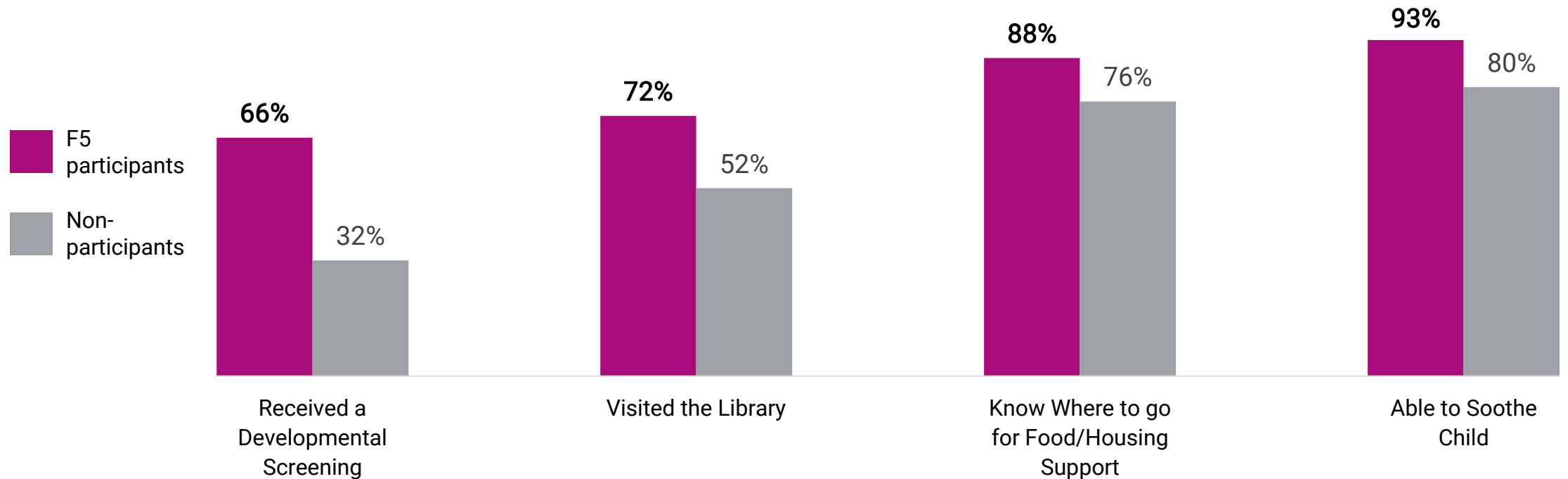
Single-pronged approaches won't deliver readiness



OVERALL
SAMPLE:
26% READY

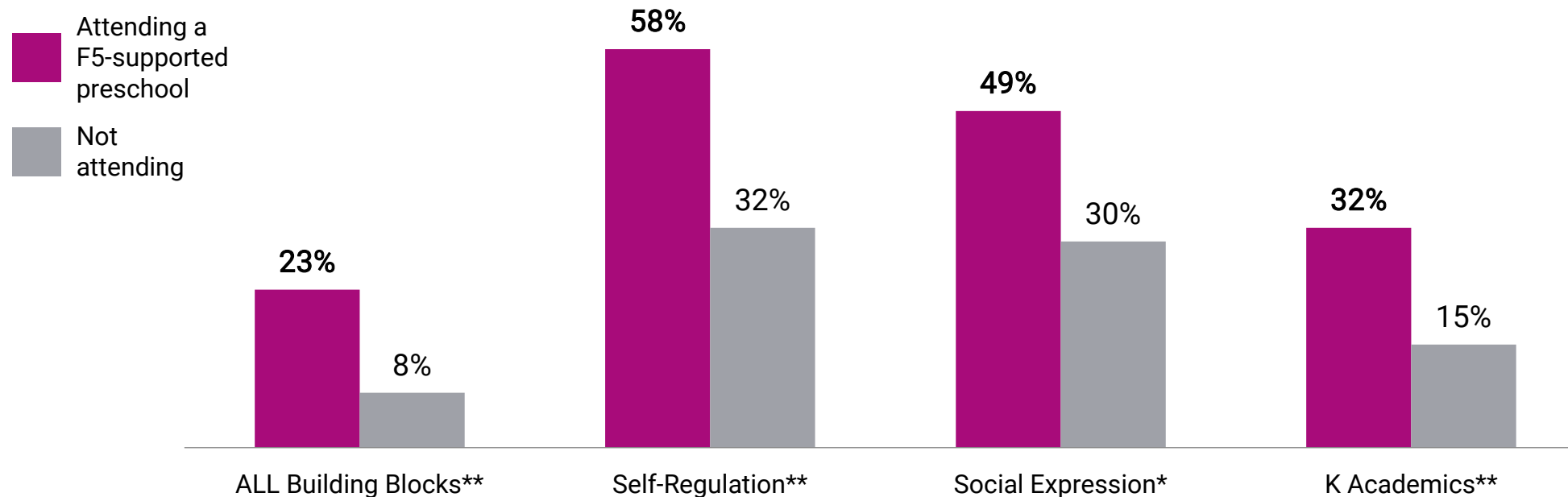
Source: Kindergarten Observation Form/Parent Information Form/Child Care Provider Databases; N=337-490.

First 5 participants in Alum Rock were more likely to utilize community resources than non First 5 participants



Source: Parent Information Form/F5 Santa Clara Service Data; N=349-356.

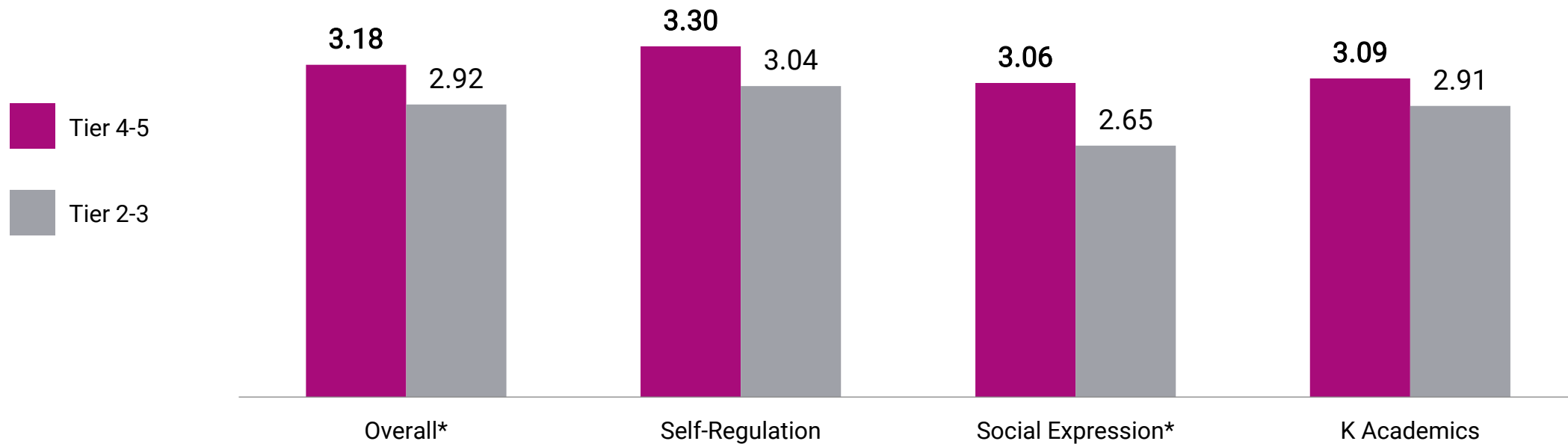
Children attending a First 5-supported preschool in Alum Rock had higher readiness than children who did not attend.



Source: Kindergarten Observation Form, Parent Information Form, Partner databases 2016; N=193-207. Analyses adjusted for gender, special needs, English Learner, age, family SES, and race/ethnicity. **Statistically significant, $p < .01$; *Statistically significant, $p < .05$.



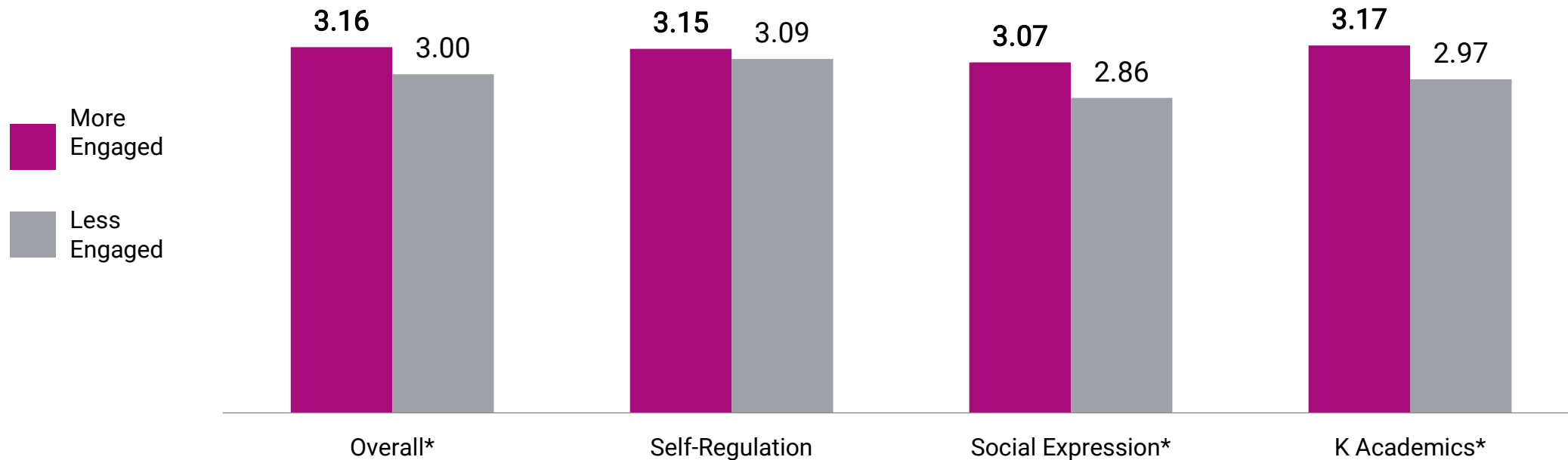
Children who graduated from more highly rated QRIS sites had higher readiness scores than those who graduated from lower rated sites.



Source: Kindergarten Observation Form/Parent Information Form; Child Care Provider Databases/F5 Santa Clara QRIS Rating Data; Note: N=58-61. Analyses adjusted for gender, special needs, English Learner, age, family SES, race/ethnicity, child well-being, and family reading frequency. *Statistically significant, $p < .05$.



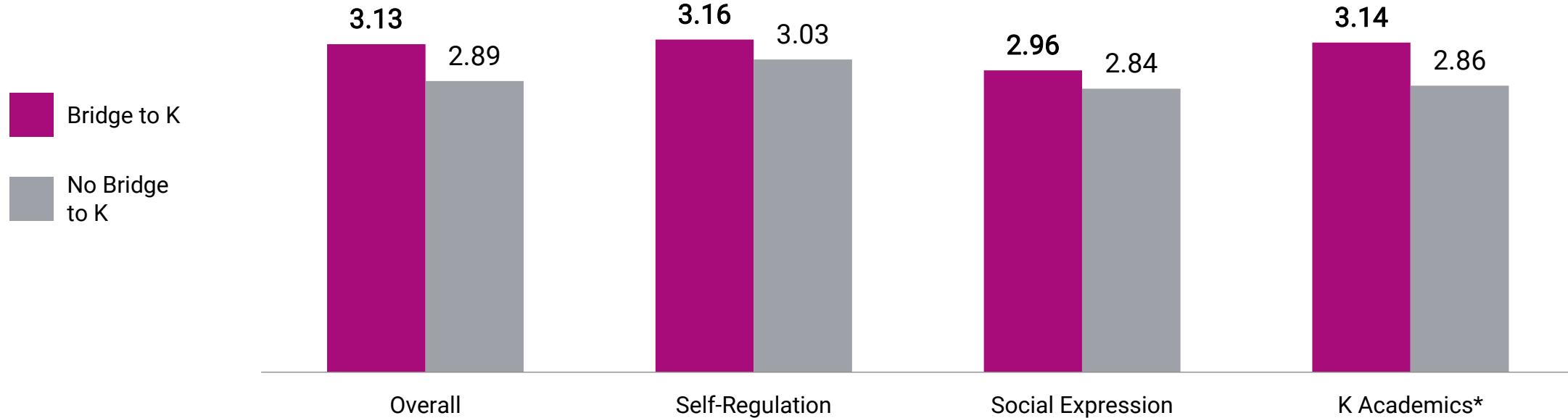
Families that were more highly engaged in their children's development sent their children to kindergarten more ready for success.



Source: Kindergarten Observation Form, Parent Information Form 2016. Note: N=275-294. Analyses adjusted for gender, special needs, English Learner, age, family SES, race/ethnicity, child well-being. *Difference statistically significant, $p < .05$.



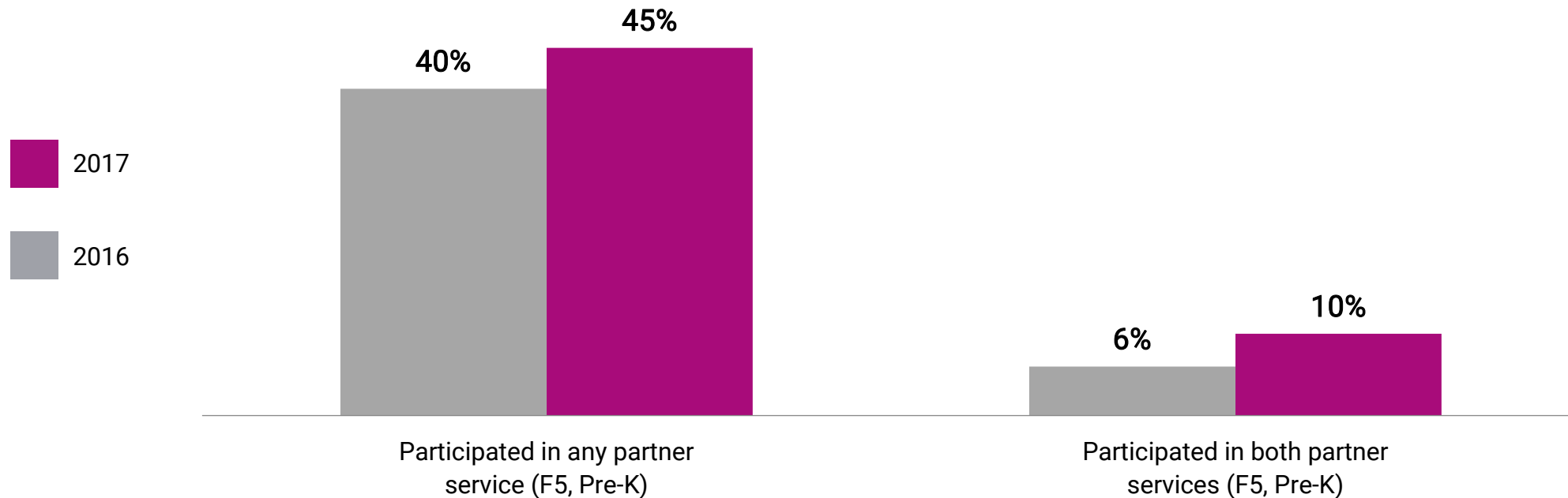
Bridge to Kindergarten participants had higher school readiness levels than those who did not participate.



Source: Kindergarten Observation Form, Parent Information Form 2016; N=128-139; Statistically significant differences are indicated as follows: * p<.05; ** p<.01; *** p<.001.



Percent of families participating in services increased, but low cross-service integration.

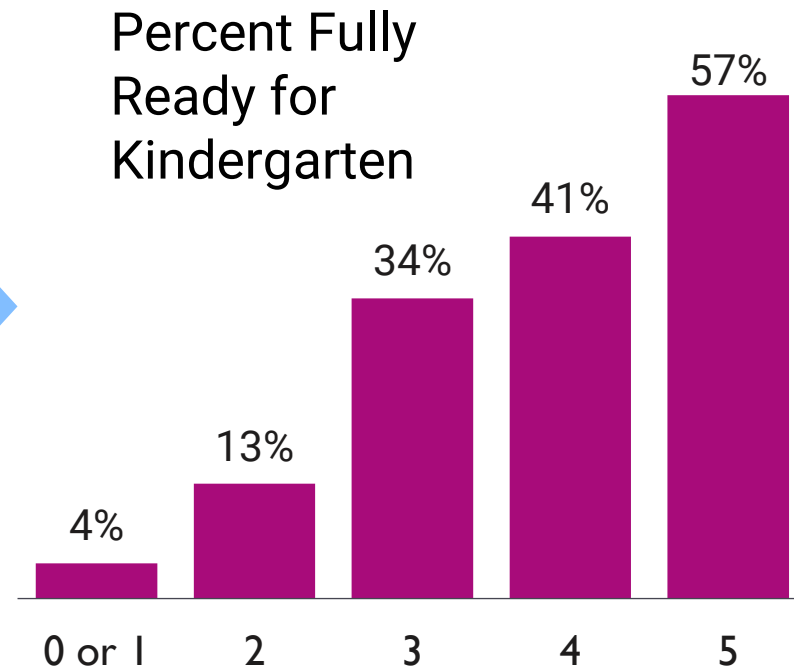
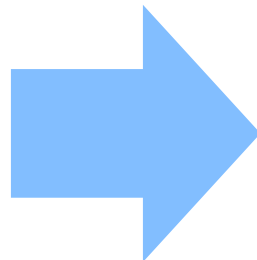


Source: FIRST 5 Santa Clara County Service Data 2016, 2017.



The more malleable assets they had, the more likely students were to be fully ready for kindergarten.

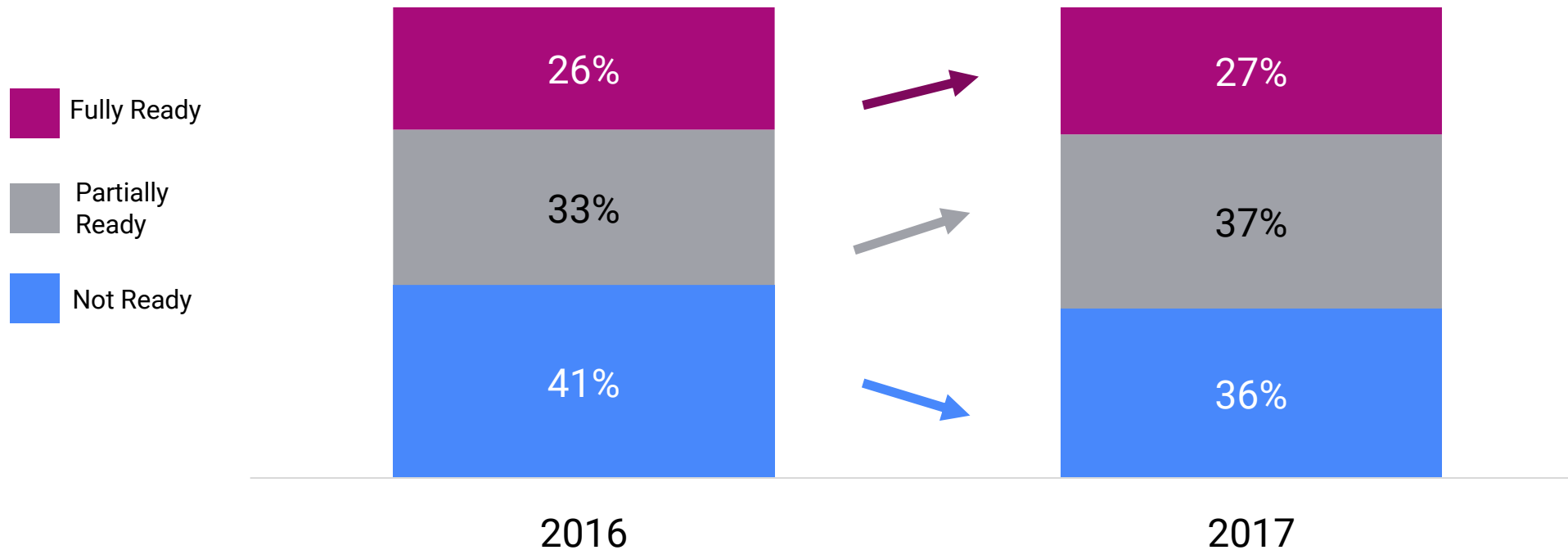
Assets
Attended formal ECE
Not tired
Read to more frequently
Proficient in English
Low parenting stress



Source: Kindergarten Observation Form/Parent Information Form/Child Care Provider Databases; N=316.



Percentage of children ready for kindergarten trending in the right direction



Source: Kindergarten Observation Form 2016, 2017 N=491 (2016), 481 (2017).



Alum Rock: Turning the Curve on Kindergarten Readiness & 3rd Grade Requires Discipline.

- We see subtle movements in school readiness and 3rd grade reading proficiency
 - These are big, heavy bars to raise; change will not happen overnight.
- We see that the individual interventions are effective, however:
 - We need to make sure there is cross program integration; it's the sum total that matters for readiness.
 - We need to reach a greater percentage of the population (we're at about 40%).



Strive Together Cincinnati

- Launched in 2006

Goal

- Improve **educational outcomes** of children in the region from cradle to career (e.g., K-readiness to post-secondary degree completion)

Partners

- Presidents of three local universities,
- Three school district superintendents,
- Three teacher training centers
- Top executives from major regional employers, charitable foundations, and civic groups such as the United Way and the Urban League

Source <http://www.strivetogether.org>



Strive Together

Some of the outcomes achieved over the first 5 years:

- 9% rise in Kindergarten readiness
- 11% increase in high school graduation
- 10% increase in college enrollment

Some outcomes achieved over 8 years:

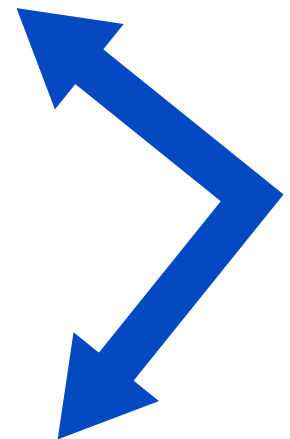
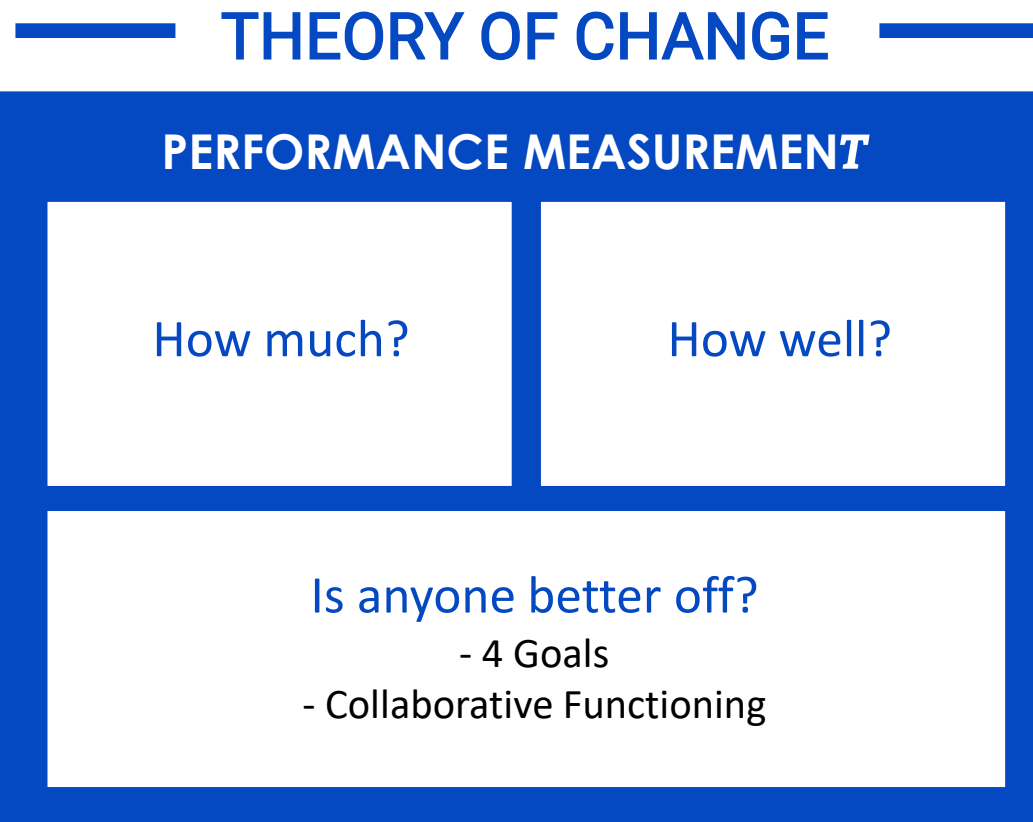
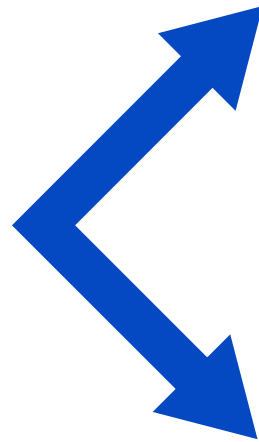
- 89 percent of student outcome indicators are improving
- Kindergarten readiness up 11 points to 55 percent
- Fourth grade reading achievement in the Cincinnati Public School students is up 16 percent.
- Students in the Cincinnati region have increased in first to second year college retention.

Source <http://www.strivetogether.org>



Children's Agenda Network: Community Results

An equitable, united, and safe county where all youth are engaged in family, school and community, and have a sense of safety and wellbeing, feel they have a voice and are empowered to use it, and are able to access opportunities for successful transition into adulthood.



Collective Impact & Collaborative Function

Leadership

Practicing transformational leadership



Results

Driven by the question: What does it take to be equitable?

Community

Involvement of the right people at the right time

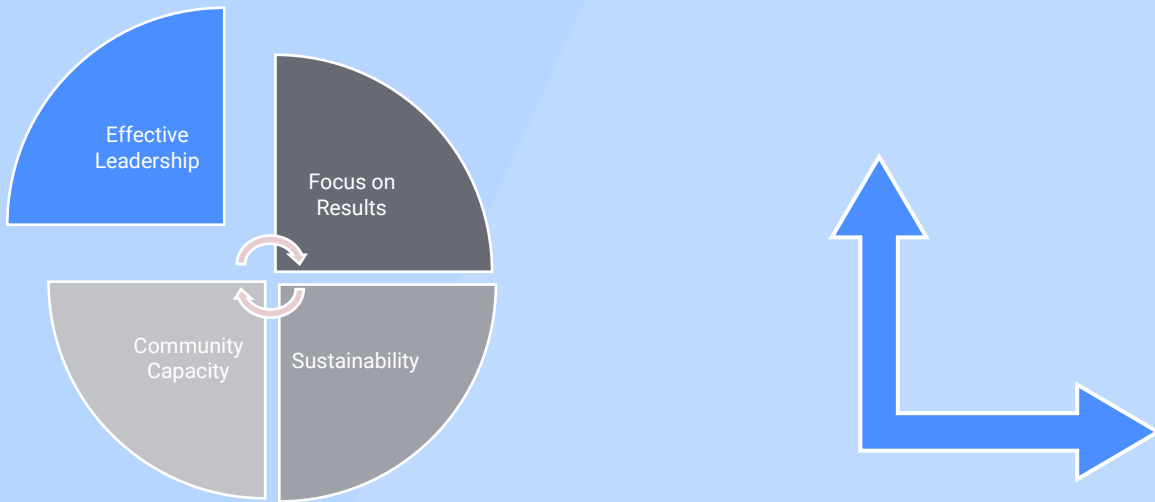
Sustainability

Building a movement for the long haul

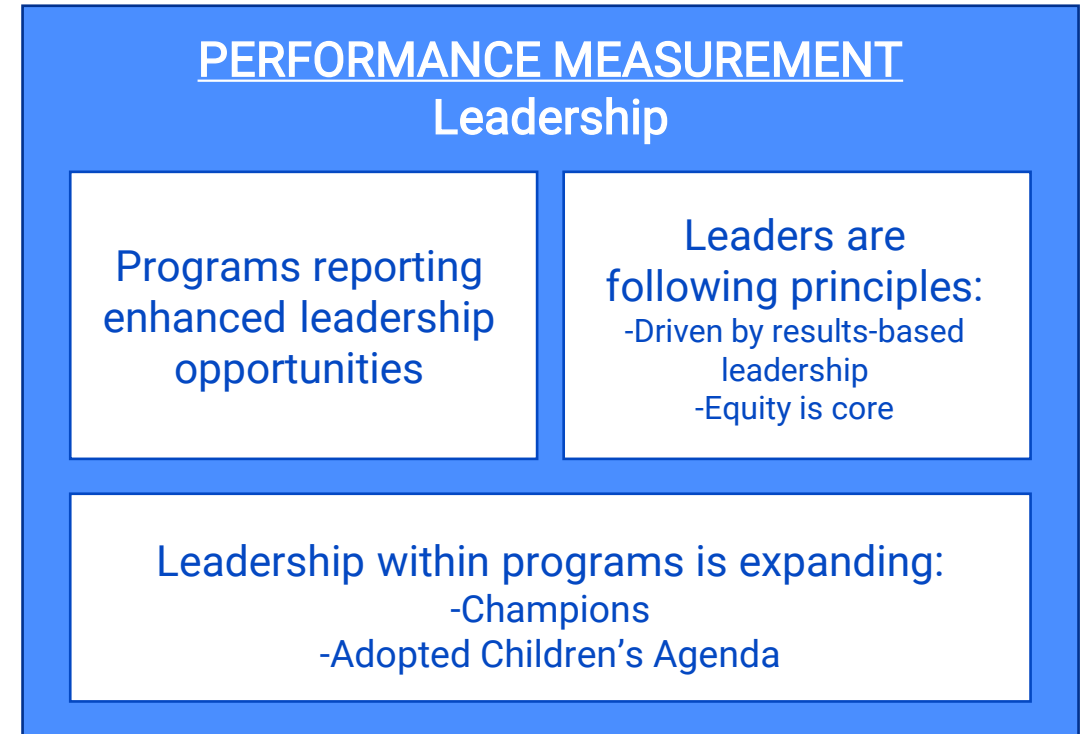


Collaborative Functioning: Leadership for Change

COLLABORATIVE
FUNCTIONING RESULT
County-wide Leadership is
Expanding

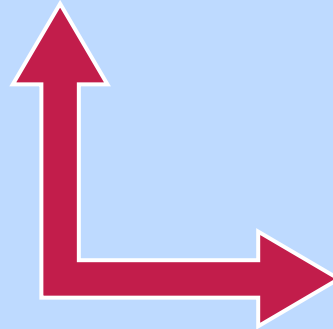


— THEORY OF CHANGE —

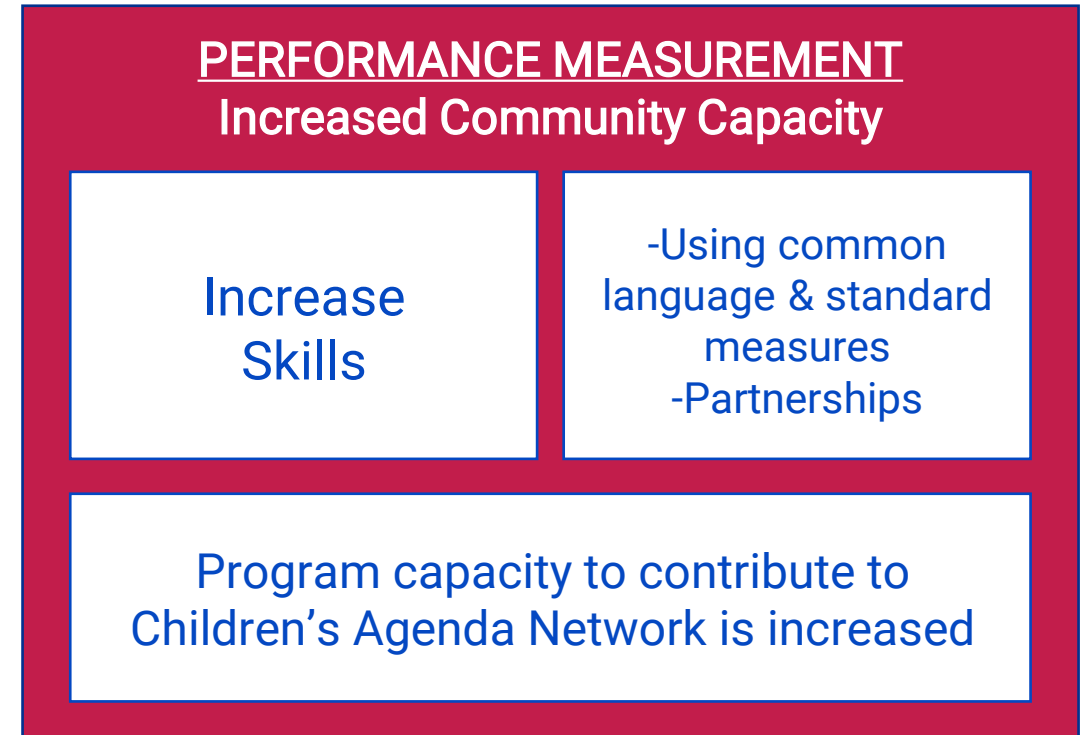


Collaborative Functioning: Community Capacity

**COLLABORATIVE
FUNCTIONING RESULT**
County-wide Capacity of
Stakeholders is Increasing

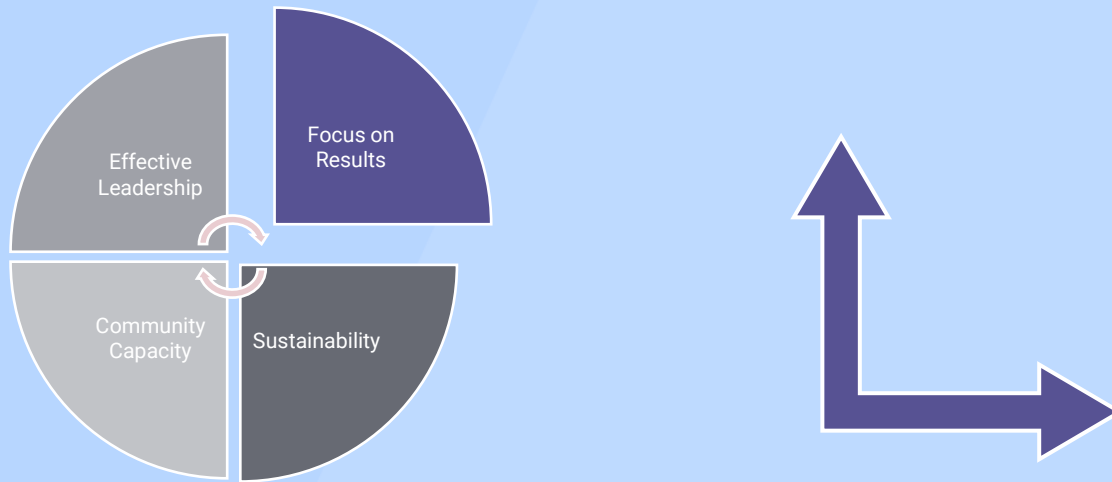


THEORY OF CHANGE

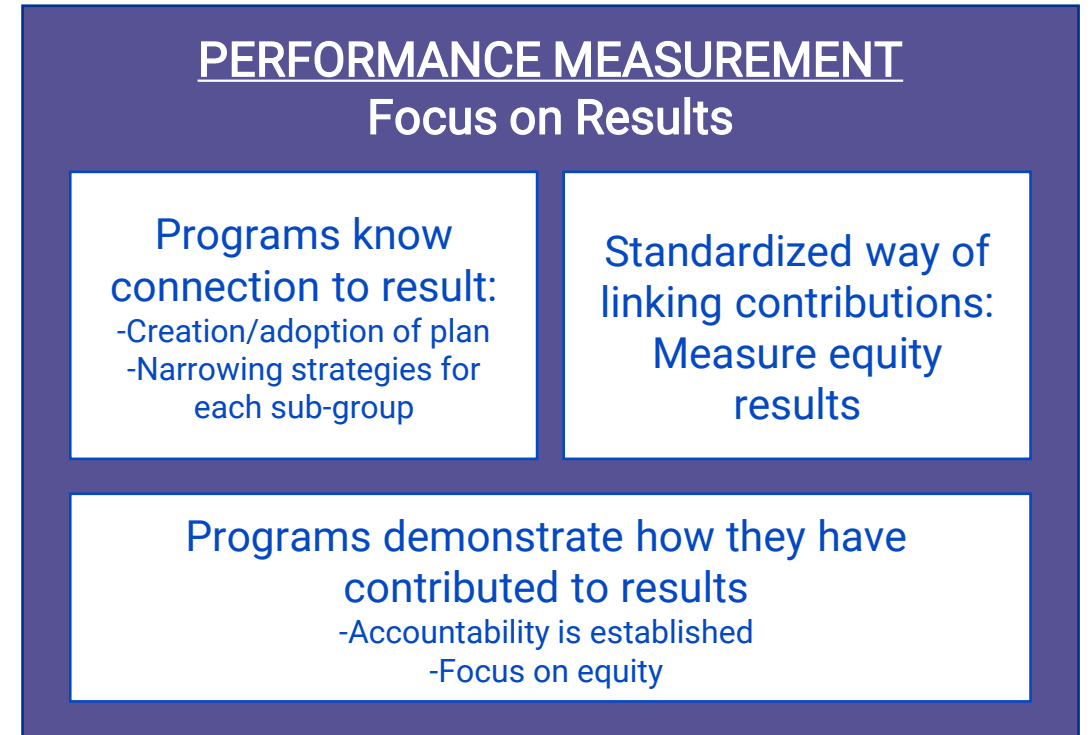


Collaborative Functioning: Focus on Equity & Results

COLLABORATIVE
FUNCTIONING RESULT
Community-wide Focus on
Results and Action



THEORY OF CHANGE



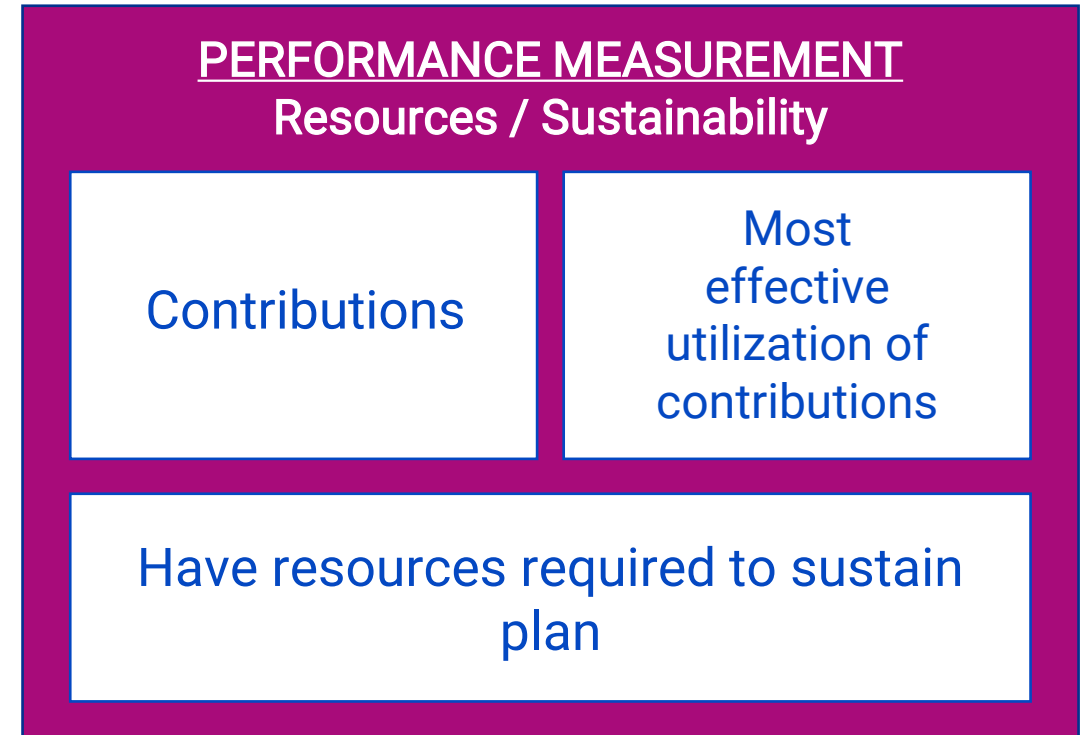
Collaborative Functioning: Sustainability

COLLABORATIVE FUNCTIONING RESULT

System Wide
Resources/Sustainability
Plan Exists (including
contributions)



— THEORY OF CHANGE —



Collective Impact & Collaborative Function

Leadership

Practicing transformational leadership



Results

Driven by the question: What does it take to be equitable?

Community

Involvement of the right people at the right time

Sustainability
Building a movement for the long haul



Practicum



Worksheet:

The Difference You Make



THE DIFFERENCE YOU MAKE

1. Which Children's Agenda Indicator do you mostly work with?	
2. What curve are you trying to turn?	
3. What connection do you make between key community results and your effort? On a scale from 1-5, how well do you feel talking about community indicators and your contributions?	
4. What are some challenges you face in talking about community indicators and your contributions?	
5. The Curve You Are Turning	
6. 3 Performance Measures	<p>How Well:</p> <ul style="list-style-type: none"> • Equity • Strength based • Related to Theory of Change • •
7. The Difference You Make	<p>Tell Your Story:</p>

Central Coast: 55 Penny Lane, Ste. 101 • P.O. Box 1927 • Watsonville, CA 95077
 Bay Area: 1871 The Alameda, Ste. 180 • San Jose, CA 95126
 Sacramento: 2351 Sunset Blvd, Ste 170-187 • Rocklin, CA 95765

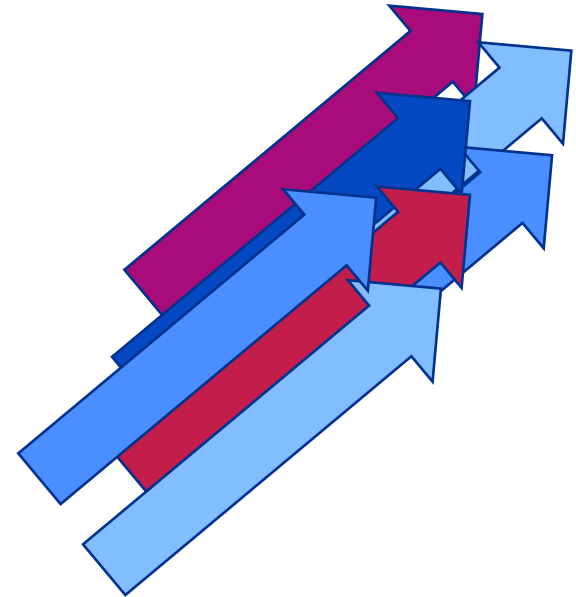


Children's Agenda Indicators

Domain	Indicator	How are Children Doing?	Notes/Comments
Every Child Safe	Hunger	Mixed Results	-Need and response have grown by 25% -Unmet need rose to 137.1 million missing meals
	Children in Safe and Stable Families	Making Progress	-Substantiated cases of child abuse/neglect and first entries into foster care has decreased by more than 40%
	Juvenile Arrest Rates	Making Progress	-Juvenile arrest decreased from 14,663 in 2008 to 10,615 in 2011
Every Child Healthy	Access to Health Care	Holding Steady, but Threatened	-97% of children have health insurance -85.85% have seen a doctor in the past year -Patchwork funding of the Children's Health Initiative at risk
	Healthy Lifestyle	Making Progress	-Fitness scores for all ethnic groups improved from 2009-2011
	Early Social Emotional Health	Making Progress	-No new data bus systems are being put in place
	Youth in the Thriving Zone (Developmental Assets)	Making Progress	-Percent of youth in the "thriving zone" increased
Every Child Successful in Learning	School Readiness	Making Progress	-Data from 2008 indicates improvement -Recommend development of data collection system
	Third Grade Reading	Making Progress	-CST Test Scores continue to improve for all age groups -Ethnic/socio-economic disparity still exists
	Middle School Math	Making Progress	-Continued growth in % of students taking/passing Algebra I in 8 th grade
Every Child Successful in Life	High School Graduation Rates with A-G Requirements	Making Progress	-Continued improvement in HS Graduation Rate and A-G
	Fluent in 2+ Languages	Making Progress	-Biliteracy Seal given to 123 students form SJUSD
	Youth Feel Valued by the Community	Making Progress	-Percentage of Youth who feel valued by the Community grew from 18% in 2005 to 22% in 2011

How can you move forward?

- Accountability
 - Tell the story of your contribution
- Emphasize **turning the curve**
- Data sharing is your friend!
- Leverage your assets
- Customize your messaging



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