

# Results-Based Accountability

Partner Training

November 10, 2022

December 19, 2022

# Results for the Day

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By the end of the training session, participants will:

- Increase their understanding of Results Based Accountably (RBA) core concepts
- Increase their understanding of the role collaboration plays in RBA and progress on Thrive2027 goals.
- Increase their understanding of how RBA concepts are woven throughout Thrive2027

# Agenda

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- Introductions and review of agenda
- Core concepts of RBA
- Break
- Collaborating to achieve results
- RBA and Thrive2027
- Wrap-up

# What is Results-Based Accountability

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- Results Based Accountability (RBA) is a framework, a way of thinking, strategizing and taking action.
- RBA starts with the end or the results and works backwards toward the means.
- RBA is a simple, common-sense process.
- RBA uses data to guide decisions.

# RBA Core Components

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- Results
- Conditions of well-being
- Population level indicators
- Broad strategies
- Program target or population
- Program Strategies/Activities/Tactics
- Program Results
  - How much (How many)
  - How Well
  - Difference Made (Shared Measures)

# Population Accountability

# Population Level Goal

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Individuals and families in Southern Maine have the education, employment opportunities, and resources to achieve financial stability

# 7 Questions for Population Accountability

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- What is the condition of wellbeing we want for target population?
- What would condition look like if we could achieve it?
- How could we measure these conditions?
- How are we doing on the most important of these measures?
- Who are the partners that have a role to play in doing better?
- What works to do better, including no-cost or low-cost ideas?
- What do we propose to do?

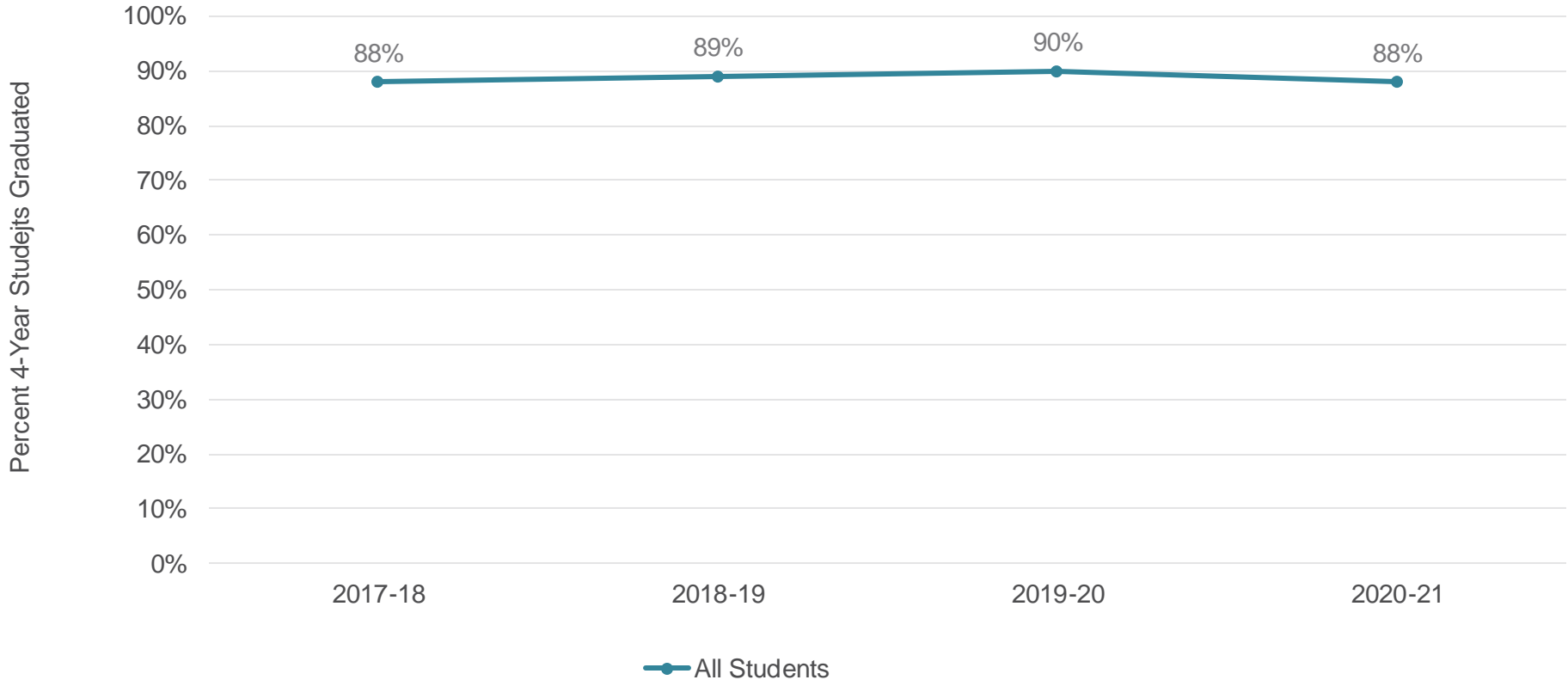


# Condition of Wellbeing

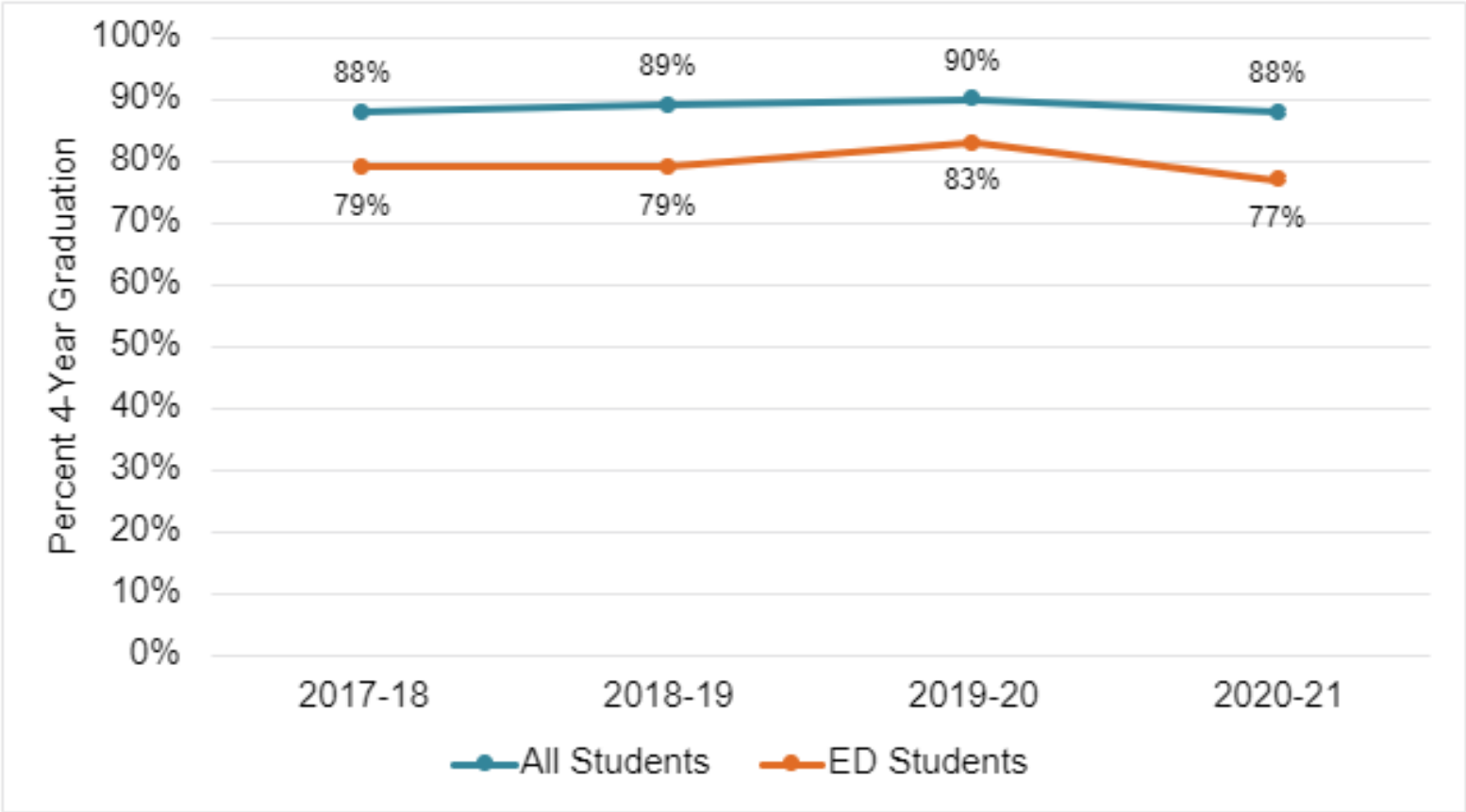
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- All young adults graduate from high school or earn a high school credential.
- How can we measure it?

# Population Accountability: HS Graduation



# Examples of Population Results



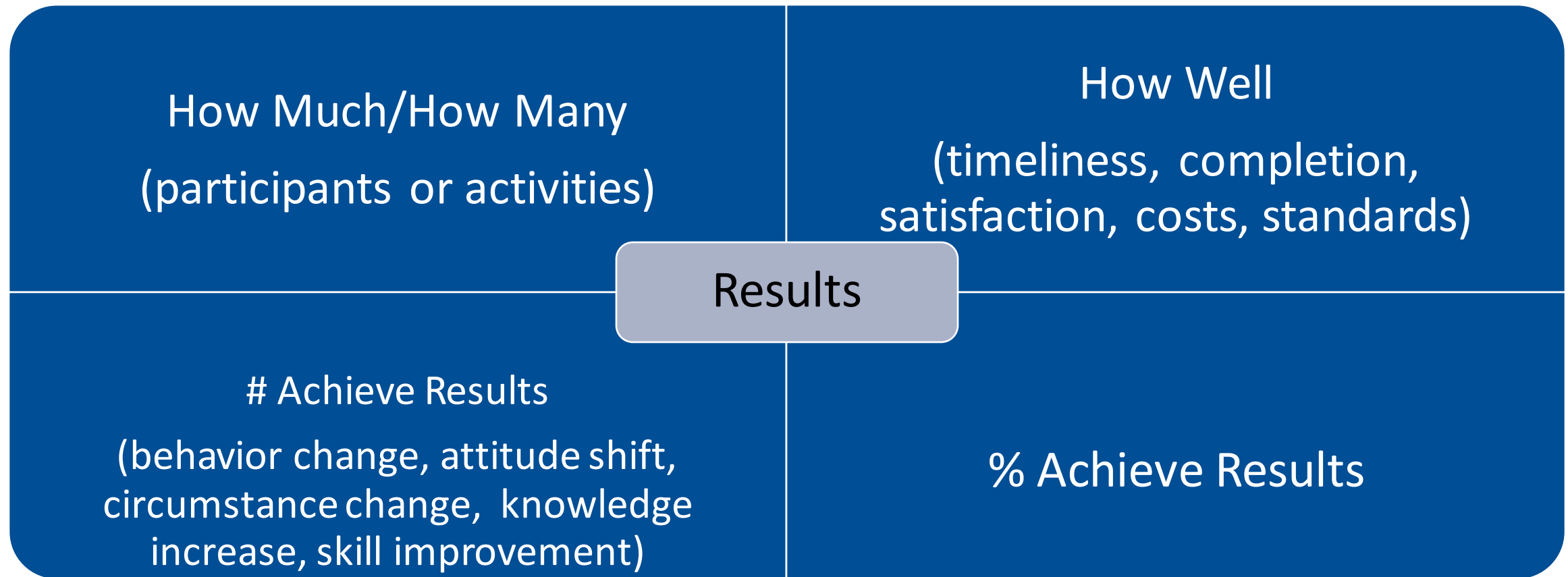
# Strategies

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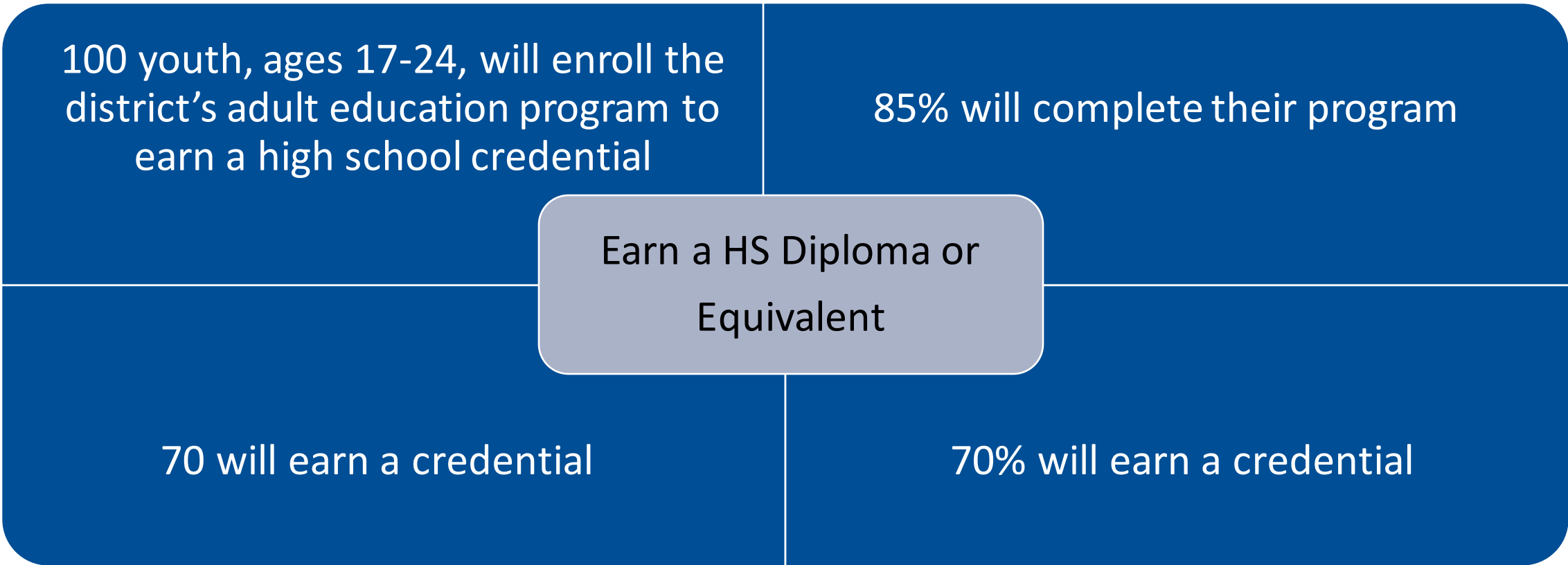
- Needs assessments
- What works? Or What would it take to make the result a reality?
- Research best practices, promising practices
- Creative solutions
- Low cost and no cost strategies

# Program Performance Accountability

# Program Level Results



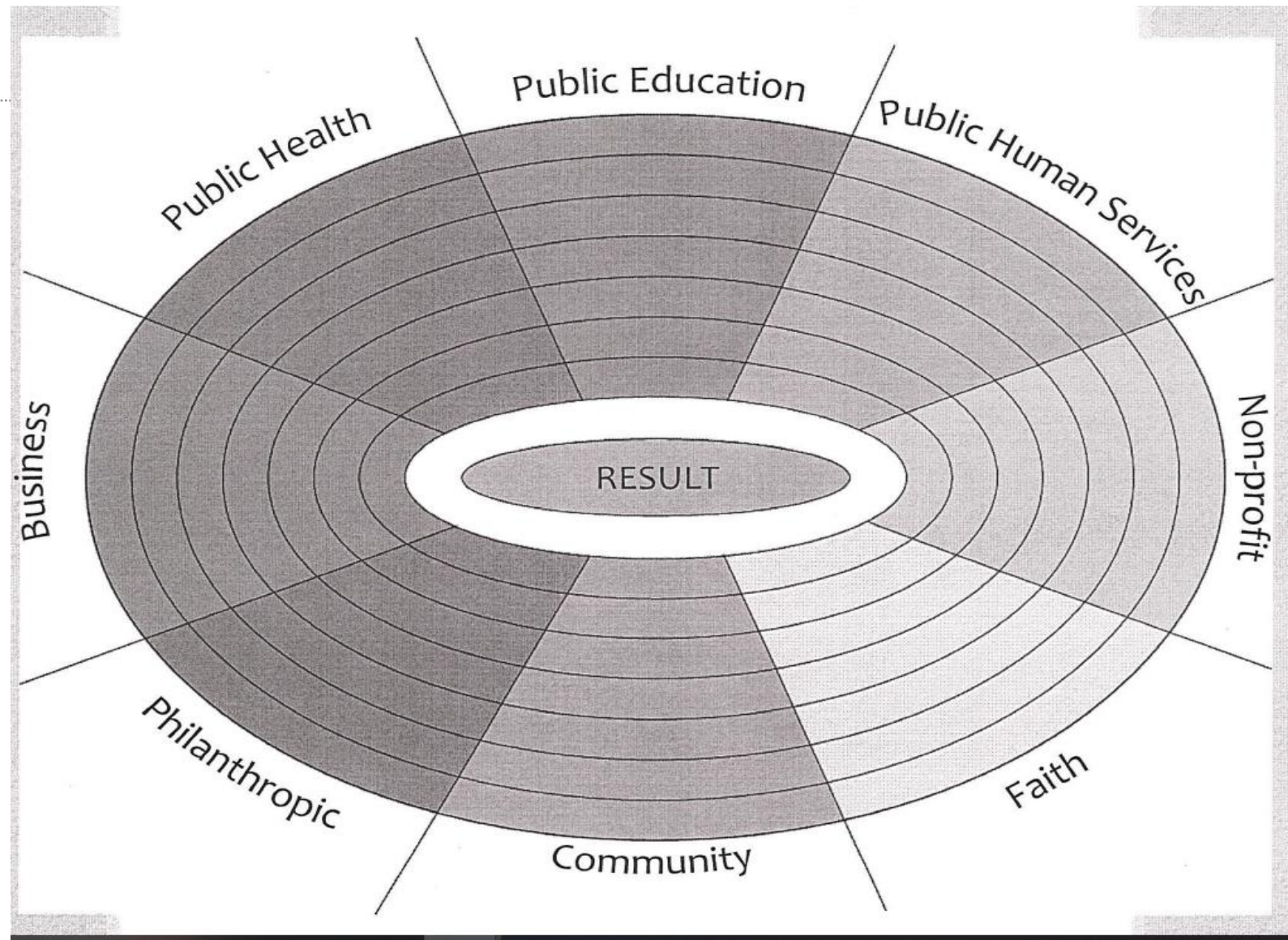
**Provide high school credential programming (e.g., HiSET, credit recovery) that integrates academic support with coaching, social emotional learning, and wrap-around supports for youth and adults.**



# Break



# Results in the Center



# Results in the Center

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- Goal 1: Every child (birth-8 years) in Southern Maine has quality early learning experiences beginning at birth.
- Goal 2: Individuals and families in Southern Maine have the education, employment opportunities, and resources to achieve financial stability.
- Goal 3: Children, adults, and communities in Southern Maine have the resources and opportunities to achieve optimal health.

# Thrive2027 Framework

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- Headline Goal or Result
  - Baseline data
  - 2027 target
- Result Statements (condition of well-being)
- Sub-indicators
- Evidence-based strategies for each result statement
- Shared Difference Made Measures (Shared Outcomes)

# Shared Program Measures

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- See handout
- Programs create their own how much and how well measures
- Difference Made Results are shared (Shared Outcomes)
- 1-4 shared difference made results for each strategy
- Some results are repeated
- Applicants chose 1 to 2 outcomes that matches strategy
- Set targets

# Examples of Shared Difference Made/ Outcomes

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- **S2.3 Provide high school credential programming (e.g., HiSET, credit recovery) that integrate academic support with coaching, social emotional learning, and wrap-around supports for youth and adults.**

- Outcome

#/% of participants who earn a high school diploma or credential

# Examples of Shared Difference Made/ Outcomes

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## **S2.4 Develop district level policies and practices that provide focused supports for students most at risk for non-advancement.**

- Outcome
- #/% of high school students who are on-track to graduate within four years of entering high school
- #/% of participants who earn a high school diploma or credential
- #/% of organizations that implement cross school district policies and/or practices to support students transitioning between schools or school districts

# Remaining Questions Desired Take-Aways

**One word to describe where you are  
in your current understanding of  
RBA**