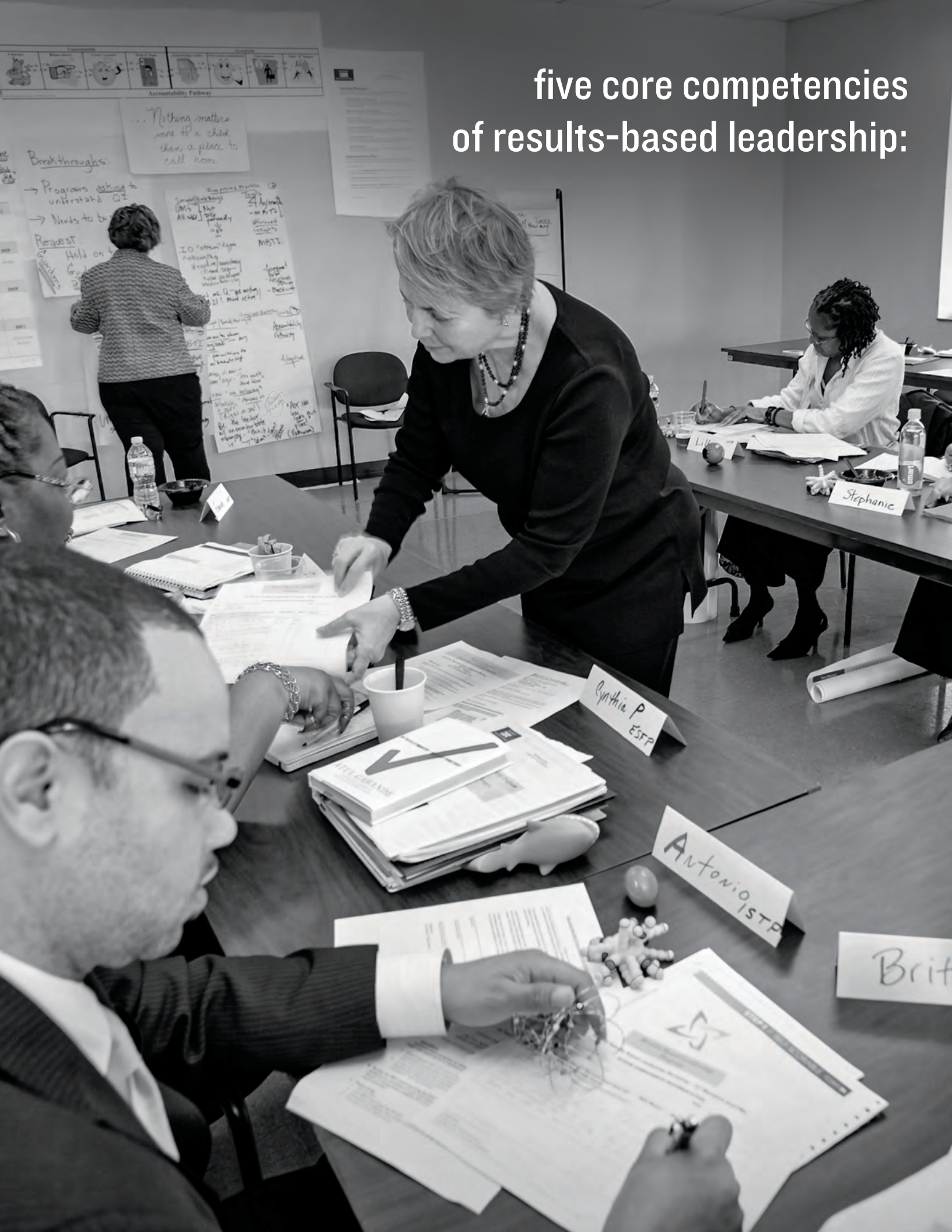# leading for results

developing talent to drive change

THE ANNIE E. CASEY FOUNDATION

What is the best way for leaders in the field of social change to move from intention to action? How can diverse groups work together to improve outcomes for kids and families? For 20 years, the Annie E. Casey Foundation has been helping people develop the skills, the behaviors and the relationships they need to lead organizations and public systems toward lasting improvements in child and family well-being. In this report, we tell the story of Casey's results-based approach to leadership development and its impact in communities; share tools and resources others can use to further their work; and discuss opportunities for greater use in the future.

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five core competencies
of results-based leadership:

be results based and
data driven

use the self as an instrument
of change to move a result

bring attention to and act on
disparities

master the skills of "adaptive
leadership"

collaborate with others

leading for results

What does it take to get government, nonprofit and community agencies to work together effectively on behalf of disadvantaged children and families, and to know whether they are being successful? What skills do leaders need to move this work forward? How can they keep track of the progress they are making and hold themselves accountable for results?

These questions have inspired and guided the Annie E. Casey Foundation toward a body of work that supports leaders to improve the well-being of children, families and the communities they live in, using a framework called results-based leadership. Since its founding in 1948, Casey has applied a strong results orientation to its work. With results-based leadership, the Foundation has brought the same orientation to help leaders move from talk to action to accelerate measurable progress toward common goals. In the process, Casey has developed a comprehensive portfolio of programs to support this approach and learned lessons that can help others in the field bring a results-based focus to their work.

Unlike many other leadership development programs for public sector and nonprofit professionals, results-based leadership is not focused on developing participants' technical skills in areas like finance, marketing or overall management. Instead, Casey's programs are designed to provide leaders with skills and tools to help them work collaboratively to make changes that will produce results.

There are three key concepts in results-based work. *Results-Based Accountability* is the practice of defining a result, engaging partners to achieve the result and holding individuals and the group accountable by using data to assess progress. *Results-based leadership* builds the core competencies in leaders that allow them to effectively drive toward results. *Results Based Facilitation* is a process for bringing groups together around these concepts and moving them from stated intentions to effective action.

A cornerstone of the Casey leadership development approach is bringing diverse groups together that can work across race, class and ethnicity to create equitable opportunities and improved outcomes for children and families. Depending on the program, the Foundation's leadership development work targets diverse leaders from the middle or the top of organizations and systems. Participants have high potential to act with urgency, advance in their leadership and improve outcomes.

Whether the goal is to see more children prepared to succeed in school or fewer young people facing repeat encounters with the juvenile justice system, Casey's programs are centered on helping participants develop the five core competencies of results-based leadership:

• **Be results based and data driven**, establishing clear goals and using data to assess progress and change course as needed.

- **Use the self as an instrument of change to move a result,** based on the belief that individual leaders are capable of leading from whatever position they hold.

- **Bring attention to and act on disparities,** recognizing that race, class and culture impact outcomes and opportunities for vulnerable children.

- **Master the skills of "adaptive leadership,"** which makes leaders aware of the impact of values, habits, beliefs, attitudes and behaviors associated with taking action to improve results.

- **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.

key concepts in results-based work

Results-Based Leadership: A form of leadership founded on five core competencies that enable leaders to make changes intended to produce results.

Results-Based Accountability: The practice of defining a result, engaging partners to achieve the result and holding individuals and the group accountable by using data to assess progress.

Results Based Facilitation: An approach to designing, participating in and facilitating meetings that helps groups to move from talk to action.

"Our work shows it's possible to mobilize mid- to high-level leaders from across the public, private and nonprofit sectors to act together and make a real and measurable difference in the lives of children and families," says Donna Stark, vice president of Talent and Leadership Development at the Foundation.

"It takes strong and dynamic leaders to change the culture of organizations and systems to achieve better results," adds Patrick McCarthy, president and chief executive officer of the Foundation. "Results-based leadership equips people with the skills, the tools and the collaborative mindset they need to make a real and measurable difference for children and families."

A persistent challenge for advocates of increased investment in leadership development in the social-change sector is a lack of data connecting these investments to outcomes on the ground. Evaluation research recently conducted by the University of Maryland suggests that one program Casey has employed to deliver this results-based approach to leaders, the Leadership in Action Program (LAP), has been highly successful. The research team established that specific components of the program, including its emphasis on accountability, use of data and aligned action among participants, contributed to better results for children and families. The authors concluded that collaborative leadership development, where diverse leaders are brought together around a shared priority, can be a good investment for grant makers to generate accelerated achievement of results in communities.

It Started With a Fellowship

The Foundation's direct support for leadership development started when it established the Children and Family Fellowship in 1993. Originally designed by faculty member Ellen Schall, now dean of the Robert F. Wagner School of Public Service at New York University — in collaboration with Cheryl Casciani, then a Casey program associate — the Fellowship has enrolled more than 100 leaders from across the country in a comprehensive program of skill-building and networking opportunities designed to strengthen their ability to improve outcomes for disadvantaged children and families.

"The Fellowship is about investing in people who are doing heroic work at the community, city, state and national levels. It's about helping them accelerate their impact as they tackle some of the most difficult problems facing children and families today, and trying to give them the knowledge and the skills to take their work to the next level," says Barbara Squires, director of Leadership Development at Casey.

Over time, the Fellowship has become Casey's signature leadership development initiative. It has evolved into a 20-month program of activities that allows Fellows to stay in their current positions while participating in seminars, peer learning and one-on-one coaching. Fellows develop individual learning plans that identify the results they want to achieve in their organizations.

Participants in the Fellowship are accomplished executives who have already made a difference in the lives of disadvantaged children and families and have set their sights on doing more. Alumni include Molly McGrath Tierney, director of the Baltimore City Department of Social Services; Jane Tewksbury, executive director of Thrive in 5, a Boston nonprofit committed to school readiness; Jeff Edmondson, managing director of the National Strive Network, a national network of cradle-to-career organizations committed to the educational success of every child; Michael McAfee, director of the Promise Neighborhoods Institute at PolicyLink; and Daniel Cardinali, president of the national nonprofit Communities In Schools. Successful applicants are required to have a minimum of 10 years of diverse professional experience in the social sector, with increasing levels of responsibility in public or nonprofit agencies.

Edmondson says the results-based skills he learned during the Fellowship have been essential to Strive's expansion from a regional to a national initiative.

"The work we do with communities is completely focused on using data to improve population-level outcomes," Edmondson says. "The results-based training I received as part of the Fellowship gave us a language we did not have to effectively frame this work in our strategy and with local partners, as well as a community to share lessons and challenges with. To say it was invaluable is an understatement. It enabled us to fully understand and communicate the power and potential of our work."

VISION

All children in Maryland enter kindergarten ready to learn (49 percent in 2001)

ACTION

• First Leadership in Action Program sponsored by the Maryland Governor's Subcabinet for Children, Youth and Families launches in 2001, enlisting 40 leaders from government and the nonprofit sectors to engage in an intensive program of research, learning, dialogue and action.

• After 10 months, the group develops an "action agenda" for achieving school readiness that is adopted by the state legislature for implementation.

OUTCOME

82%

Percentage of Maryland children entering kindergarten ready to learn, 2012

Source: Maryland State Department of Education

casey's results-based leadership programs

Children and Family Fellowship: This 20-month Fellowship, Casey's signature leadership development program, helps professionals broaden their skills, knowledge, vision, leadership capacity and professional networks so they can reform systems that help children and families. Launched in 1993, the Fellowship program has hosted nine classes and more than 100 Fellows from communities across the United States.

The Leadership in Action Program: Over the course of 12 months, this program mobilizes a cadre of 30 to 40 leaders within a community to take aligned actions that rapidly accelerate measurable improvements for children and families around a single named result.

The JDAI Applied Leadership Network: This program, launched in 2008, enhances the knowledge, skills and capabilities of key individuals around the country participating in the Juvenile Detention Alternatives Initiative (JDAI). Since its inception in 1992, JDAI, a Casey initiative, has become one of the nation's most effective, influential and widespread juvenile justice system reform initiatives.

Atlanta Leaders for Results: This 10-month program focuses on developing leaders in the nonprofit and public sectors in Atlanta, a Foundation civic site.

Child Welfare Agents of Change: This 13-month program was designed to support a team of child welfare leaders to develop collaborative leadership competencies necessary to accelerate the measurable improvement in results for the populations they serve.

CDFI Leadership Learning Network: Open to organizations in the Foundation's social investments portfolio, this network is designed to ensure the long-term sustainability of Community Development Financial Institutions (CDFIs) and to build a bench of visionary leaders for the CDFI field.

Elm City Fellowship for Children and Families: This executive training program was designed to increase diverse, visionary leadership within New Haven's nonprofit and public sectors.

Leadership Institute for State-Based Advocates: This 18-month institute, started in 2012, equips state and local advocates to leverage data, partnerships, personal power and authority to influence policy reform decisions and advocacy agendas that support increased investments for vulnerable children and families. Applicants must have five or more years of progressively responsible leadership experience in policy reform and advocacy and/or fiscal analysis, with preference for those who have a strong knowledge of the legislative process.

Maryland Leadership Academy for Early Childhood Advisory Councils: Early childhood advisory councils across Maryland are completing their own leadership "academies" to support the development and implementation of their local action plans for improving school readiness. Local advisory council members include superintendents of schools and representatives of local government and early education agencies such as Head Start, along with local libraries, family support centers, nonprofit agencies and others.

Skills to Accelerate Results in Promise Neighborhoods: The 10-month program supports Promise Neighborhoods Implementation Site leaders working to implement solutions to ensure school and postsecondary success for young people.

"Results-based leadership is the perfect marriage between the use of self as an agent of change and the Foundation's bedrock principle of always working toward measurable results."

DONNA STARK, VICE PRESIDENT OF TALENT AND LEADERSHIP DEVELOPMENT AT THE FOUNDATION

The Evolution of Results-Based Leadership

Stark joined Casey shortly after the launch of the Fellowship program, starting as a program officer overseeing Foundation grants to support state reforms in child and family services. In support of this work, Stark sought help from Mark Friedman, a former colleague from her days in Maryland state government. Friedman shared Stark's frustration that child and family services programs were not getting results commensurate with the amount of money spent on them.

After leaving state government, Friedman developed a range of tools and resources that added up to an approach he called Results-Based Accountability. The framework was a perfect match for the Foundation and its longstanding emphasis on using data to drive improvements in child and family well-being.

Stark worked with Friedman, who has since founded the Fiscal Policy Studies Institute in Santa Fe, N.M., as well as consultant Jolie Bain Pillsbury, to incorporate the results framework into the Children and Family Fellowship. Fellows now make a commitment at the very start of the program to move the needle on an outcome for children and families that they will work on throughout the Fellowship and in their communities.

"Results-based leadership is the perfect marriage between the use of self as an agent of change and the Foundation's bedrock principle of always working toward measurable results," Stark says.

From Individuals to Groups of Leaders

Following the successful launch of the Children and Family Fellowship, Casey's leadership and staff started thinking about what more they could do to support leaders. Over time, it became clear that the Fellowship provided an important source of support for leaders seeking to change their organizations and agencies, but that leaders also needed to build capacity that would help them work collaboratively with diverse groups of community partners toward common goals.

The Leadership in Action Program developed from this idea, supporting leaders in a community from diverse fields and backgrounds who are working to improve results for vulnerable children and families. The first program, launched in 2001, enlisted 40 mid- to high-level leaders in Maryland to improve the school readiness of children across the state. Participants in this first LAP say it was instrumental in boosting the percentage of children entering kindergarten fully ready for school from less than half (49 percent) to 82 percent between 2001 and 2012.

"It was a brilliant idea and a roaring success," says Nancy Grasmick, who retired in 2011 after 20 years as Maryland's superintendent of schools. "The progress in terms of the outcomes for young children and preparing them for success in school has been measured and it's amazing."

Expanding the Leadership in Action Program

Pillsbury was an important influence on the evolution of the Leadership in Action Program's design. Stark, Pillsbury and Friedman had worked together for many years and shared the passion for leadership development and achieving results. To build on the success of the Maryland effort and create a model that could be applied in other places, Stark engaged Pillsbury as the primary architect and partner for the design of the Leadership in Action Program. At that time, Pillsbury was also working as lead faculty with the Council for Excellence in Government, where an early version of Results Based Facilitation helped leaders from federal agencies develop skills to get better results for people they served.

With the support of Pillsbury and other facilitators, Casey has implemented the Leadership in Action Program in more than 15 jurisdictions to date, including communities in Maryland, Connecticut, Georgia, Indiana, Texas and the U.S. Virgin Islands. This program targets "leaders in the middle" — mid-level and senior staff members from public, private and community organizations with a role to play in improving outcomes for disadvantaged children and families in a community or jurisdiction.

"LAPers" begin their work by taking a "data walk" that helps them look critically at key measures of child and family well-being in their communities. "It really changes the conversation when everyone around the table is looking at real numbers," says Mary Leffler of Volunteers of America of Indiana, who was part of a LAP working to reduce prisoner reentry in Marion County, which surrounds the city of Indianapolis. "LAP makes everyone accountable for improving the numbers and tracking results over time."

The shape and scope of a LAP differs in different places, ranging in intensity, time commitment and cost, depending on community needs and resources. Not every community opts for a full LAP. But the underlying objective is the same: to gather and mobilize key leaders, managers and residents in public agencies, nonprofit organizations and community groups to work collaboratively in new ways and make measurable progress on a result the community chooses.

"By design, the LAP builds on the good work already happening in a community," says Jennifer Gross, senior associate for Talent and Leadership Development with Casey. "The program's contribution is to expand the skills of local leaders and to spark the alignment of efforts and inject urgency needed to achieve that common goal."

More Kids Coming to School Ready to Learn — Maryland

In 2001, the state of Maryland worked with Casey to launch the first Leadership in Action Program, enlisting 40 mid- to-high level leaders from government and the nonprofit sectors to

the elements of a leadership in action program

Jolie Bain Pillsbury, president of Sherbrooke Consulting Inc., has played an instrumental role in the development and implementation of the Leadership in Action Program, bringing to the program her use of Results Based Facilitation, her one-on-one coaching and her development of other facilitators.

Pillsbury also used her work with Casey to develop and refine her Theory of Aligned Contributions, now a core framework undergirding Casey's results-based leadership work. This theory posits that successful collaboratives create formal accountability structures, foster collaborative leadership skills and build strong relationships among leaders that enable their individual efforts to be aligned.

The following are key components of the theory that became cornerstones of Casey's Leadership in Action Program:

A strong accountability partner. The accountability partner is an entity in the community that issues the call to action for a group to work together toward a specified result for children and families. In Marion County, Ind., for example, the county's Criminal Justice Planning Council defined the end goal for the work of the local LAP: "All adult offenders in Marion County are successfully reintegrated into their community."

A skilled implementation team. The LAP relies on a skilled team that creates a meeting environment and support structure conducive to working together toward a common result. With the help of facilitators, diverse groups discuss the challenges they face, clarify assumptions and go about the difficult work of implementing community-change efforts. In Casey's LAP work, the implementation team includes a combination of Foundation staff and consultants who are experts in Results Based Facilitation.

Participant accountability. In the LAP, leaders must develop and use performance measures to track the effectiveness of their work. The participants co-create their own performance management system that allows for continuous assessment and improvement.

Skill development. A basic tenet of the LAP is that it is essential for leaders to build collaborative leadership skills. Facilitators work with the group to support skill development and relationship building.

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improve children's school readiness across the state. Today, the impact of the program can be seen in the sharp rise in the percentage of Maryland children arriving in kindergarten who are considered fully ready to learn, as well as in the enduring partnerships and collaborations of those early LAP participants to make Maryland a national leader in early childhood education.

"LAP was the forum that brought it all together," says Rolf Grafwallner, who participated in the Maryland program and now directs the state education department's Division of Early Childhood Development.

Joining Grafwallner and other state officials in the Maryland LAP were representatives of many nonprofit organizations and public agencies working on early childhood issues. Over 10 months, LAP participants engaged in an intensive program of research, learning and dialogue. Among the questions at the heart of their discussions: How was it that fewer than half of Maryland's kindergartners in 2001 were assessed as having the skills necessary to succeed in school?

VISION

All children in Baltimore City grow up in secure, loving families

ACTION

• Senior staff in the Baltimore City Department of Social Services participate in a five-year results-based leadership program, including one-on-one coaching on how to move from talk to action to achieve better outcomes for children in their care.

• Better systems are developed for using data to drive decisions; a high priority is placed on accountability; all staff are focused on the execution of tasks; leadership consistently reinforces the mission.

OUTCOME

55%

reduction in the number of children in foster care in Baltimore, 2007–2012

Source: Baltimore City Department of Social Services

At the end of the 10 months, the group issued an "action agenda" for achieving school readiness that was subsequently adopted by the state legislature. The agenda laid out a roadmap for increasing the number of children entering school ready to learn.

With the agenda in place and with the Maryland LAP participants united around a set of specific strategies and goals, they continued their partnership and collaboration even after the LAP officially concluded its work in 2003. Today, many of the original LAP participants serve on the Maryland Early Childhood Advisory Council. Appointed by the governor, the council is charged with sustaining the state's progress toward the goal of ensuring that all children are ready to learn.

"We morphed ourselves," says Rosemary King Johnston, a former participant in the LAP who later became executive director of the Governor's Office for Children and now serves as a consultant. "Over half of our original 40 are still involved. Most are in different jobs, but we've taken the commitment to the work with us. We also are constantly bringing in new young leaders."

The Maryland Early Childhood Advisory Council has also used Results-Based Accountability to design the objectives and strategies included in its action agenda. "We've really become data driven in early childhood education in Maryland," says Grafwallner.

This data-driven approach ultimately formed the basis of a successful application by the state for a $50 million Race to the Top Early Learning Challenge Grant from the U.S. Department of Education. Awarded in 2011, the grant is supporting the creation of 24 early childhood advisory councils across Maryland that are developing local plans for improving school readiness.

Using a version of LAP, the local councils are completing their own leadership "academies" grounded in Results-Based Accountability and Results Based Facilitation to support the development and implementation of their local action plans. Local advisory council members include superintendents of schools and representatives of local government and early education agencies such as Head Start, along with local libraries, family support centers, nonprofit agencies and others.

Maryland's sustained focus on improving early childhood results has yielded significant gains in school readiness. After the start of the first LAP, the percentage of children entering kindergarten fully ready for school grew from less than half (49 percent) in 2001 to 82 percent 11 years later. The success of the Maryland LAP also led to another LAP focused on improving school readiness for children in Baltimore City, where only one in four kids were starting kindergarten prepared to succeed in school. In 2012, thanks in part to the work of the Baltimore LAP, more than three-quarters of kindergartners were entering school fully ready to learn.

"We have seen substantial improvements because of the focus on results that started with the LAP, and now we are going to take our early childhood system and move it from good to great," says Grafwallner.

tools for results – the accountability pathway

On the road to social change, it is important to have conversations about roles, responsibilities and follow-through. When people have promised to take action and then have not done so, it is tempting to avoid the issue altogether by waiting and hoping it will go away or that someone else will take care of it.

The Accountability Pathway, developed by Jolie Bain Pillsbury, helps leaders normalize conversations about the commitments they make to move forward to achieve results. The pathway recognizes that accountability has stages and steps, and that understanding them is a key to moving through them. Along the way, people move clearly from being unaccountable for the commitment they have made toward being accountable, and ultimately fulfilling the commitment.

What being unaccountable for commitments sounds like:

Unaware. "I forgot that I made a commitment," or "I wasn't clear about what my commitment was."

Blame others. "Someone else was supposed to tell me what to do and make sure it happened, or do something else before I could act."

"I can't" excuses. "I'm too busy with other things."

Wait and hope. "Maybe someone else will take care of this, or maybe it will go away."

What being accountable for commitments to action sounds like:

Acknowledge reality. "I haven't gotten this done yet because other things have interfered."

Own action commitment. "This is an important thing to do, and I need to take action so it gets done."

Find solutions. "I have ideas about how I can get this done, given the realities I have acknowledged."

Make it happen. "I have a specific, realistic plan for how I will get this done."

To learn more about how to apply results-based leadership principles in your own work, visit rbl-apps.com.

More Older Youth Ready for Independence After Foster Care — Baltimore, Md.

Since joining the Baltimore City Department of Social Services (BCDSS) in 2007, Molly McGrath Tierney has led a wide-ranging effort to transform the city's child welfare system, starting with a focus on increasing the number of children with permanent family connections. In a period of just four years, the number of children leaving foster care for permanent families grew by 47 percent, while adoptions shot up by 59 percent. Overall, the number of children in the city's foster care system went down by 55 percent between 2007 and 2012.

Those successes have led McGrath Tierney and her staff of more than 2,000 people to focus more intently on the older children who remain in the system longer and can be harder to place in family settings. Now it appears BCDSS is achieving progress for these young people as well.

These gains have happened while McGrath Tierney and her senior staff were participating in a five-year leadership development program supported by the Foundation. Using results-based leadership principles, the program included group meetings and one-on-one coaching on how to move from talk to action in achieving better outcomes.

McGrath Tierney's relationship with Casey dates back to 2001, when she participated in the Foundation's Children and Family Fellowship while she was a project director in the Illinois child welfare system. "The Fellowship experience had a powerful impact on my career and my sense of self, and also on my understanding of the contribution I could make," McGrath Tierney says.

When McGrath Tierney became BCDSS director, she found an agency she felt was sorely lacking in business practice. Management was top-heavy with supervisors, yet caseworkers were making placement decisions "without support, guidance, oversight and supervision," says McGrath Tierney. To correct this, she and her senior team standardized caseloads and strengthened supervision and communication while developing better systems for using data to drive decisions and improve results and accountability.

To support the big changes that were under way, McGrath Tierney approached the Foundation about implementing a leadership development program that would embed the practice of results-based leadership deep into the agency.

"Translating the work of one charismatic and powerful leader into the entire system so it's not just about the leader but about the work — that's hard to do," says Raj Chawla, a member of the facilitation team that worked with McGrath Tierney and her staff. "That's why we've had such a sustained effort here. It started with Molly, her passion and her willpower, and then was about developing a new way of working for the whole department."

A New Focus on Older Kids

The team's use of data to drive change illuminated another pressing issue: the kids who remained in the system were older, had been in care longer and were hard to place in family settings. This spurred McGrath Tierney and her team to focus more intently on achieving permanency for older youth. Among their priorities was revamping the department's Ready by 21 program, which works to prepare young people for independent adulthood.

To strengthen Ready by 21, McGrath Tierney and her staff followed the path they used to execute earlier reforms, with an emphasis on implementing new business practices and using data to drive results. "My staff would not have had the wherewithal to pull this together without leadership development," says McGrath Tierney.

By October 2012, nearly all young people in foster care in Baltimore City over the age of 14 had an individualized Ready by 21 plan — focused on obtaining "critical readiness items" including income, housing, education, health care and supportive family connections. That was a dramatic rise from just a year earlier, when only 30 percent of the same group of young people had such plans in place. The percentage of teens and young adults who exited foster care to permanent family connections increased between 2010 and 2012 while the number who exited foster care without being connected to a permanent family decreased.

The department's intensified commitment to results has impressed and galvanized its community partners. "What Molly has done, in support of her caseworkers, is assembled data and a step-by-step process that leads to outcomes for kids," says Hathaway Ferebee, executive director of the Safe and Sound Campaign, which works to improve conditions for Baltimore's children, youth and families.

Fewer Young People in Detention — Virginia Beach, Va.

A few years ago, young people entering the juvenile justice system in Virginia Beach, Va., could count on long stays in detention as their cases made their way through the system. Forty-five percent were detained for more than 22 days, with 17 percent passing the 52-day mark before their cases were resolved. These were the longest lengths of stay in detention in the state.

With research showing that reduced reliance on detention can improve outcomes for young people without harming public safety, staff members in the city's Court Services Unit initiated a successful effort to change the system. They did this as part of Casey's Juvenile Detention Alternatives Initiative, which now works with about 200 sites across the country to facilitate reforms aimed at reducing unnecessary confinement of young people.

After several years of working with these communities, Casey's JDAI staff understood that carrying this work forward and accelerating the positive results the Foundation was seeing in many JDAI sites would require added support for leaders on the ground. To develop and support these leaders, the Foundation established the JDAI Applied Leadership Network in 2008, using a collaborative learning model.

Since then, three cohorts — including 21 two-person teams from sites in 16 states — have participated in the network. The teams are made up of a seasoned juvenile justice leader who selects as a partner an emerging leader from within his or her juvenile justice system. While participating in the network, each team works to achieve a specific goal for improving juvenile justice in their communities.

VISION

Youth involved in the juvenile justice system remain in communities, connected to families, and public safety is not jeopardized

ACTION

• Seasoned and emerging leaders from Virginia Beach participate in Casey's JDAI Applied Leadership Network to accelerate positive results of juvenile justice reform efforts.

• Evidence-based practices are implemented for determining which youth can successfully remain in the community with appropriate supports.

OUTCOME

41%

reduction in average lengths of stay for Virginia Beach youth in detention, 2008–2013

Source: Virginia Department of Juvenile Justice

Each network class consists of five executive leadership seminars held over the course of a year. After that, the teams become part of an alumni network and stay connected to reinforce their learning.

The team from Virginia Beach included Olymphia Perkins, director of the Court Services Unit in the Department of Juvenile Justice, and Valerie Thompson, a supervisor in the unit. According to Perkins, the recidivism rate among local youth has been dropping by about 2 to 3 percent a year in recent years. Nevertheless, she and Thompson, both former probation officers, want to see a much steeper decline. They are using the knowledge and skills gained through the leadership network experience to make it happen.

Perkins and Thompson, who participated in the 2011 network class, say they developed a deep understanding of the power of Results-Based Accountability to help them achieve better results for youth in Virginia Beach. "Results-Based Accountability really clicked for us as a way to get our staff united and focused on what it's going to take to bring those recidivism rates down in a bigger way," Perkins says.

Perkins and Thompson say participation in the leadership network has helped change the culture of the juvenile justice department. "We have had success in moving from a system-oriented approach to a client-oriented one, where we look at what's in the best interest of the client as opposed to what's in the best interest of the system," Thompson says.

Among the results of these changes: The department reduced average lengths of stay by 41 percent between 2008 and 2013, and the percent of cases resolved at intake rose from 16 percent to 25 percent. "We are starting to see some real traction for this work, but we still have a way to go," says Perkins.

Leaders Working Together on Pressing Community Challenges — Seattle and Atlanta

Results-based leadership programs and principles are strengthening the ability of local leaders to achieve measurable results across the country. In Seattle, results-based leadership principles are helping the nonprofit community rally solutions to the problem of family homelessness across Washington. In Atlanta, a 10-month executive leadership program is expanding the pool of diverse, visionary leaders committed to getting better results for the city's disadvantaged families and children.

tools for results — creating aligned contributions

Once a group agrees to work together toward a common result, the hard work of making aligned contributions begins. Aligned contributions occur when leaders work together to take effective action that is complementary, mutually supportive and leveraged to produce measurable improvement in a result. A framework developed by the Results-Based Leadership Consortium demonstrates how leaders can determine when and whether they have reached a state of both high action and high alignment.

Source: *High Action/High Alignment* by Jolie Bain Pillsbury and Raj Chawla, rbl-apps.com

Takes actions that contribute to results

	Works to be in alignment with others	
HIGH	**High action, low alignment** A leader working actively and independently to contribute to the result, but not reaching out to build relationships with others to achieve complementary efforts. • A leader acting on his or her own agenda • A leader uninterested in adapting to maximize impact	**High action, high alignment** A leader with resilient relationships acting on collaborative decisions and being accountable for measurably improving results. • A leader implementing shared strategies • A leader working to strengthen relationships
LOW	**Low action, low alignment** A leader observing what is going on and not engaging in either relationship building or taking action that can contribute to the result. • A leader sitting on the fence • A leader not connecting with others	**Low action, high alignment** A leader joining with others and fostering relationships, but not using the relationships to leverage contributions to the result. • A leader not in action to implement strategies • A leader getting to know and connect with others
	LOW	HIGH

"Results Based Facilitation is really a great roadmap for supporting groups to get done what they want. Under a very tight timeline, we were able to convene the right people, support them in making the decisions and collaborate to get what we needed."

ALICE SHOBE, EXECUTIVE DIRECTOR OF BUILDING CHANGES IN SEATTLE

five lessons on the road to leading for results

Whether you are a leader trying to achieve outcomes on behalf of an organization or a member of a community collaborative tackling conditions for children across a city, principles of results-based leadership can drive the work forward. The following are five lessons learned from Casey's leadership development work:

• Being clear about the result you are trying to achieve and how you would measure progress is essential to drive change. Naming a result states what success looks like; it gives you an aspirational target. Deciding how you will measure progress should inform your strategy.

• Using data is an important catalyst for change. Seeing the data can create a sense of urgency, and tracking changes over time is motivating. When the trends are good, it inspires us to keep going. When the trends are in the wrong direction, we know it is time to change the strategy. Data also become a tool for accountability, helping a group stay focused on what it still needs to accomplish.

• No one person or organization can achieve lasting change. Partners acting in high alignment toward the same result are more likely to make a measurable, sustainable difference than any one organization.

• Leading change in complex environments is not simply a matter of building technical skills. It requires leaders who can engage partners and shift behaviors, attitudes and beliefs. It also requires the ability to successfully navigate very complex environments.

• Leaders matter. People can take up their authority and leadership from whatever position they hold and make a contribution toward achieving the result.

Seattle: Supporting Collaborative Approaches to Ending Homelessness

Alice Shobe joined the staff of the Seattle nonprofit Building Changes after completing the Casey Children and Family Fellowship in 2008. Her focus in her new position was to help move the organization away from its original emphasis on housing for people living with AIDS toward ending homelessness in the city.

To create a business plan to carry out its new vision and strategies, Building Changes used the Results-Based Accountability approach Shobe learned during her Fellowship term. "The framework helped us make the hard choices and focus on the results we really wanted to go after. It got us very clear, as a board and staff, about what we were doing," says Shobe.

To implement the work, Shobe used Results Based Facilitation to convene allies and get them focused on a common set of results. Shobe became a facilitator and certified trainer, and through additional funding from Casey, she was able to provide Results Based Facilitation training to her staff and external partners.

Shobe says Results Based Facilitation is providing Building Changes staff and their local government and community partners with a common set of skills for improving their ability to communicate and work together. One result, Shobe says, is that King County has created a new system that uses the 2-1-1 hotline for human services referrals as a one-stop resource to connect families that are homeless or at risk of becoming homeless to available housing.

"Not long ago, we found that people had to make up to 50 calls before receiving housing assistance, so this is a huge improvement," Shobe says. She added that the 2-1-1 service shows that it is possible to change entrenched systems and develop more efficient responses to pressing issues affecting children and families.

"Results Based Facilitation is really a great roadmap for supporting groups to get done what they want," says Shobe. "Under a very tight timeline, we were able to convene the right people, support them in making the decisions and collaborate to get what we needed."

Atlanta: Building a Local Network of Results-Based Leaders

Over the years, the Foundation has made substantial investments in improving the futures of at-risk children and their families in five high-poverty neighborhoods in southwest Atlanta. Gail Hayes, director of Casey's Atlanta Civic Site,[1] says this work has long been guided by the principles of Results-Based Accountability.

"When you are trying to get to better outcomes for struggling kids and families, you want to make sure all your partners are on the same page in terms of working toward shared goals and results," Hayes says. She brought in Mark Friedman, who developed the Results-Based Accountability approach, to lead a visioning and goal-setting process for Casey's Atlanta partners in 2005.

This commitment to raising the focus on results in Atlanta led to the launch of Atlanta Leaders for Results (ALR), a 10-month executive leadership program for local leaders working to improve outcomes for children and families. In seven two-day seminars, participants are supported to develop the core competencies that will equip them to make changes intended to produce results, from using data effectively to collaborating with others and addressing racial, class and cultural disparities.

Among the participants in the first cohort of the program was Donovan Lee-Sin, a program officer with the local Arthur M. Blank Family Foundation, whose portfolio includes early childhood and K–12 education.

Lee-Sin says that participating in the ALR program provided him with "real tools that I can apply not in theory but in practice to my day-to-day work." He adds that Results-Based Accountability in particular has helped focus his discussions with the foundation's grantees and other partners "more on results than on programs."

[1]The Foundation has designated Atlanta and Baltimore as civic sites, or places where the Foundation is making a significant and sustained philanthropic investment.

VISION

All families in Washington State have
a stable place to live

ACTION

• Staff and community partners working
with Seattle nonprofit Building Changes
develop results-based leadership skills,
improving their ability to focus on outcomes,
communication and collaboration.

• Using the 2-1-1 hotline for human services
referrals, King County creates a new system
for connecting families who are homeless
or at risk of becoming homeless to housing
and support services that meet their
needs for stability.

OUTCOME

5.6%

fewer homeless families in
Washington State, 2011–2012

Source: National Alliance to End Homelessness

"I have been through a number of leadership development classes, but this is the first one that really expanded my understanding of how I can do better moving conversations to results," he says.

Many alumni of the ALR program have been involved in the process led by the Georgia Department of Early Care and Education to develop a quality rating system for early childhood programs across the state. "I think ALR has done wonders for moving that process forward and making sure that Georgia is taking a deep look at all of the factors that contribute to early childhood success," Lee-Sin says.

Lessons, Tools and Next Steps: Broadening the Reach of Results-Based Leadership

The Children and Family Fellowship and the Leadership in Action Program are cornerstones of Casey's leadership development work. Over time, the Foundation has expanded and enhanced its programming in an effort to broaden the reach — and impact — of results-based leadership.

The Foundation has added a vigorous networking component to many of its programs in an effort to amplify the results of its leadership support through peer-to-peer learning and exchange. With ongoing support from the Foundation, the Casey Fellows Alumni Network meets semiannually and provides opportunities for Fellows to continue to collaborate and learn from each other, even as they move into new roles. This Network has created a growing nation-wide cadre of connected leaders committed to strengthening families, to building communities and to challenging and transforming systems.

As the stories in this report show, Casey is supporting efforts in communities and states to continue the collaborative work of Leadership in Action Program participants. As noted earlier, for example, Casey is currently involved in the state of Maryland's efforts to implement a $50 million grant from the U.S. Department of Education to improve early education, a grant that came about largely because of the earlier work of the statewide LAP.

But taking results-based leadership to scale as a go-to solution in communities and states across the country will require other partners to join with Casey to seed and support this work. One such partner is Tony Cipollone, president and CEO of the John T. Gorman Foundation in Portland, Maine.

Cipollone got a firsthand view of the power of results-based leadership as a senior leader at Casey. Since joining the Gorman Foundation in 2011, he has been working to embed the approach into his current work, which aims to improve the lives of disadvantaged people in Maine.

milestones in casey's results-based leadership work

1993
Casey establishes its Children and Family Fellowship.

2001
Casey launches the first Leadership in Action Program in Maryland.

2008
The JDAI Applied Leadership Network is created to support juvenile justice leaders involved in Casey's national Juvenile Detention Alternatives Initiative.

2009
Casey provides intensive results-based leadership training to the senior staff at the Baltimore City Department of Social Services.

2010
Atlanta Leaders for Results is launched.

2012
The Leadership Institute for State-Based Advocates is created to support leadership among state and local advocates for children and families.

2012
Casey teams up with the nonprofit Promise Neighborhoods Institute to bring results-based leadership to communities providing children with critical educational, health and social supports.

2013
Casey supports the state of Maryland's Race to the Top efforts to create school readiness leadership academies for 24 communities.

"We're working hard to introduce results-based leadership to the work of agencies, foundations and nonprofits across the state," Cipollone says. "We see it as a critical step to changing the conversation about these issues and getting everyone focused on common goals for children, families and seniors throughout the state."

Another entity that has begun using results-based leadership to get better results is the Promise Neighborhoods Institute. Under the leadership of Casey Fellow Michael McAfee, the California-based institute, an independent nonprofit, provides support to communities participating in the federal Promise Neighborhoods program. In the program's latest round, the U.S. Department of Education provided grants to 21 communities to develop a system of schools and community supports that allow children to learn, grow and succeed.

"Usually with these kinds of programs, communities get their grants and plow ahead without anyone asking if they are pursuing strategies and tactics that are actually relevant to helping them achieve progress on the indicators they want to change," McAfee says. "With Casey's help, we are embedding a culture of accountability into this work so we know it's delivering real results for kids."

What does it take to get people in government and nonprofit and community agencies to work together on behalf of disadvantaged children and families? Twenty years of work at the Foundation suggests that it takes an approach that combines skill building in results-based leadership with opportunities to work with others toward shared outcomes and goals. As it looks to the future, the Foundation is committed to disseminating its model and the lessons it has learned with others so that this work can have an even greater impact.

"It's amazing what can happen when people feel a sense of urgency and commit to being held accountable, and when they have the skills they need to achieve a result together," says Stark.

resources for learning more

aecf.org: The website of the Annie E. Casey Foundation has information on the Foundation's Children and Family Fellowship and leadership development initiatives. To see previously published resources, search publications under "leadership development."

rbl-apps.com: A website with results-based applications from consultants and facilitators Jolie Bain Pillsbury, Raj Chawla and Victoria Goddard-Truitt.

resultsaccountability.com: A website on Results-Based Accountability principles from Mark Friedman.

sherbrookeconsulting.com: The website of Sherbrooke Consulting Inc., featuring resources and tools for results-based leadership.

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