

INTRODUCTION TO THE RESULTS COUNT® PATH TO EQUITY

A guide to the Accountability for Equitable Results framework

June 2019

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The Results Count™ Commitment to Achieving Equitable Results

- Ensure bright futures for all children in the United States.
- Align leaders' actions in ways that make a measurable contribution to better results for all members of a defined population.
- Accelerate equitable results for all members of a defined group, especially those furthest from the desired result.

Achieving Equitable Results

Achieve better outcomes for all *while* addressing factors that contribute to racial inequities and block access to opportunity by intentionally:

- examining and attending to **systemic factors** that perpetuate uneven results, factoring in historic and structural inequity and bias that situate populations differently;
- using **targeted universalism** (i.e., being inclusive of the needs of both dominant and marginal groups, but paying particular attention to the situation of the marginal group*) to develop strategies designed to achieve equitable results; and
- distinguishing between **equality** (treating everyone the same) and **equity** (giving everyone what they need to be successful).

Achieving Equitable Results

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- examining and attending to **systemic factors**;
- using **targeted universalism**; and
- distinguishing between **equality** and **equity**.



Results Count Assumptions

1. People want to make a difference.
2. When people are working to make a difference, they want to KNOW (through data and evidence) that they are making a difference.
3. People can use the Results Count competencies, frameworks and tools to help them know and track that they are making a difference.
4. If leaders perform better in role and align their actions with other partners, then they will achieve greater and more equitable results with the populations they support.

Results Count Competencies

Five core competencies to achieve equitable results at the population level:

1. **Be accountable for equitable results** by taking data-driven actions that contribute to equitable outcomes and focus on those populations furthest from the desired results.
2. **Work for racial equity** by driving systems and structural change that address racial disparities and advance equitable opportunities.
3. **Use oneself as an instrument of change** to move results; individual leaders can lead from whatever position they hold.
4. **Master the skills of “adaptive leadership”** — awareness that values, habits, behaviors and beliefs, especially in the face of risk and uncertainty, affect results.
5. **Collaborate with others** — understanding that working together with urgency and attention to continuous improvement accelerates the achievement of results.

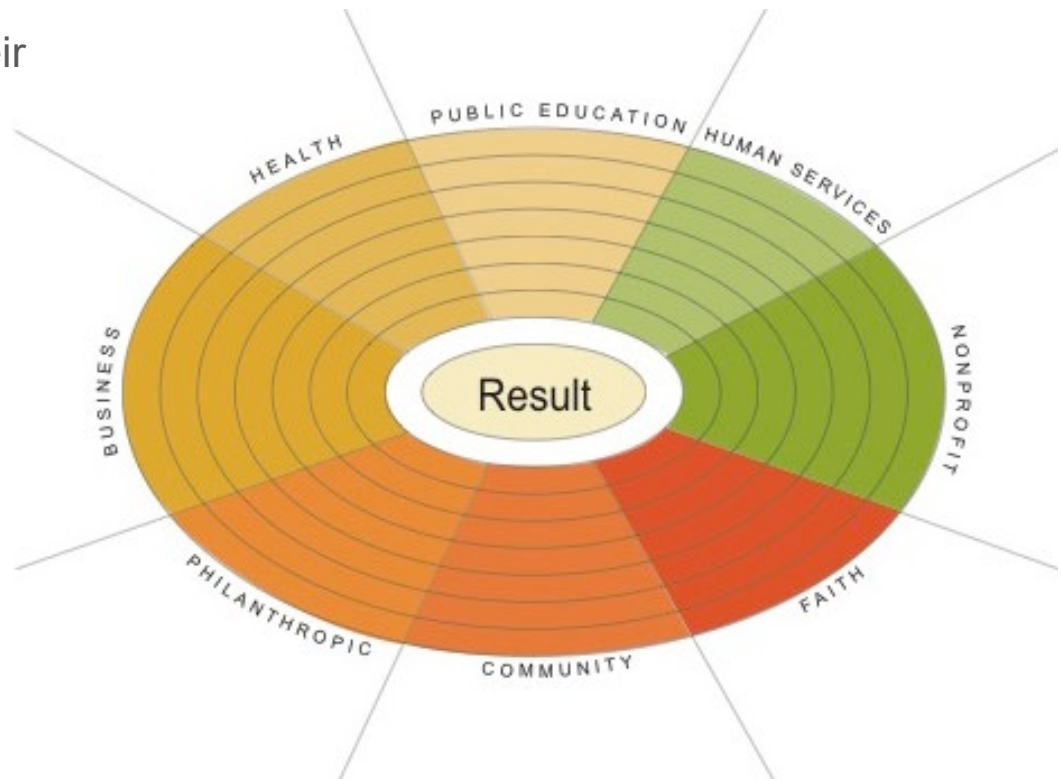
The Theory of Aligned Contributions

A Foundational Framework of Results Count

The Call to Action: Leaders place population results at the center of their work with a sense of urgency.

The Container: Leaders have the place, time and tools to accelerate results.

The Capacity to Collaborate: Leaders use Results Count skills and competencies to hold individual and collective accountability for equitable population-level results and their contribution to those equitable results.

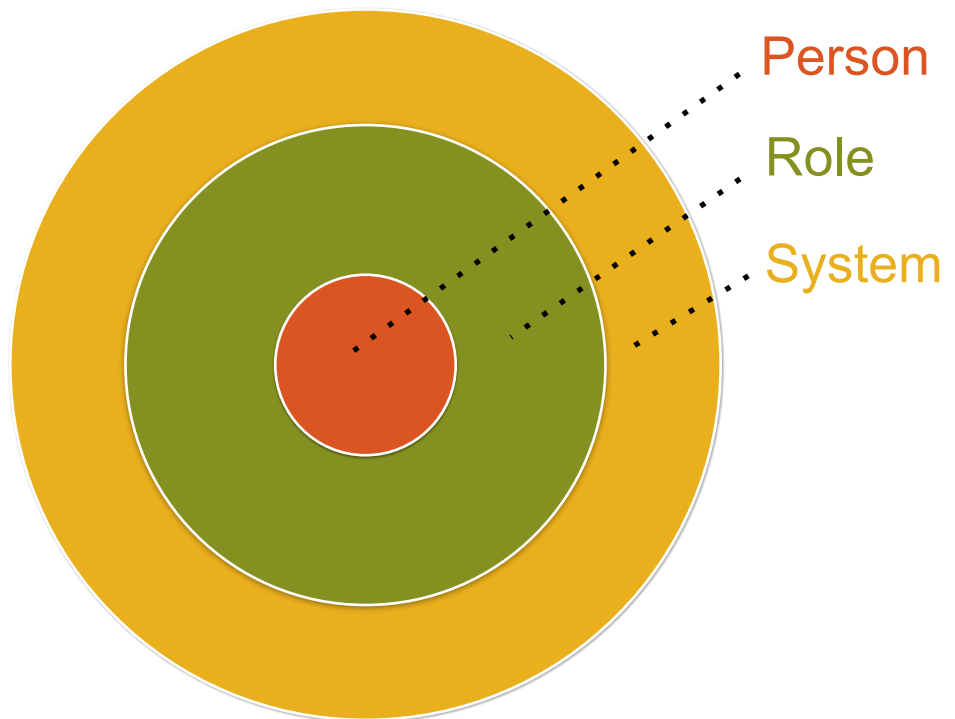


The Person-Role-System Framework

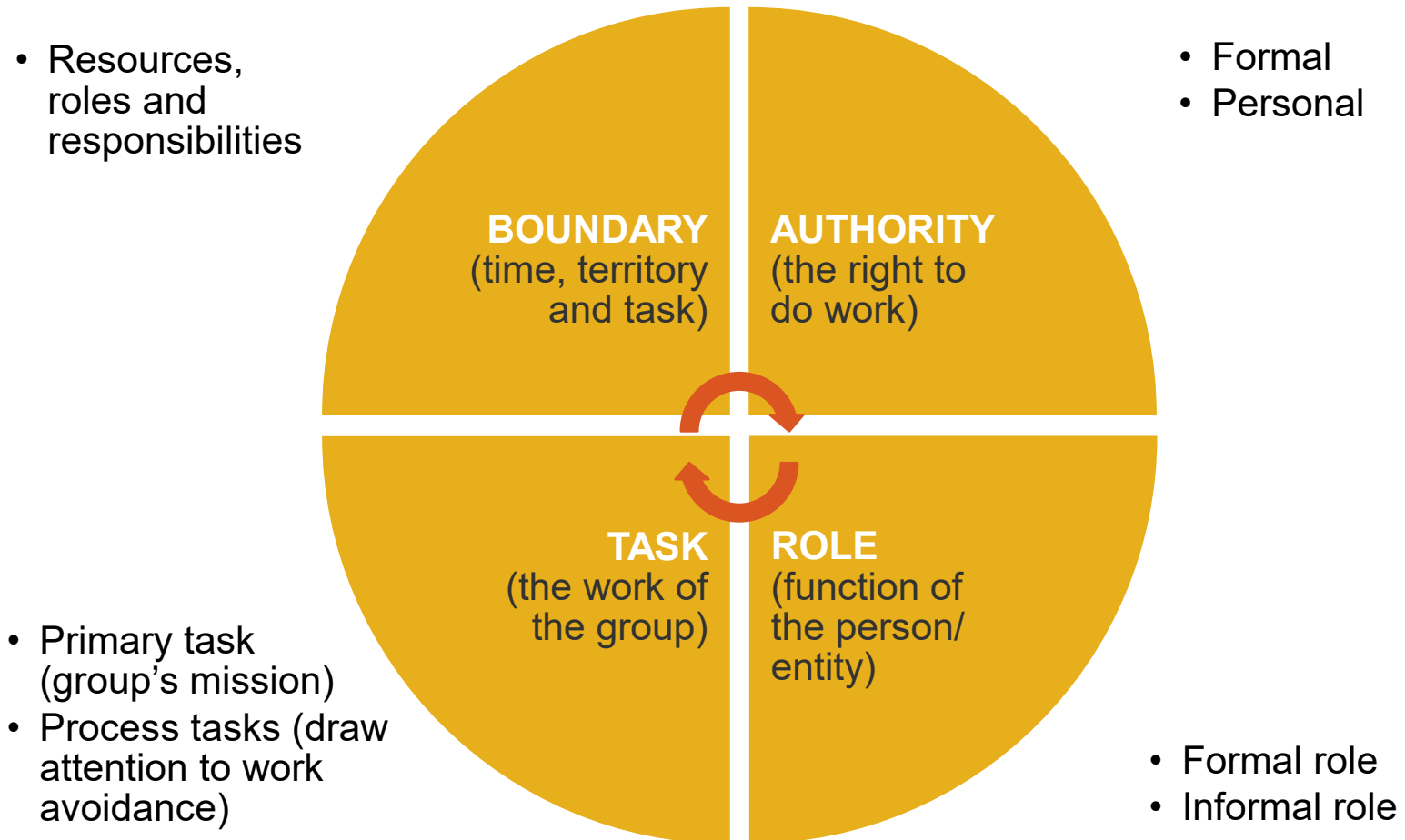
A Foundational Framework of Results Count

How does your PERSON influence how you take up your ROLE?

How is your ROLE shaped or shifted by the SYSTEM?



Boundary of Authority, Role and Task (B/ART)



What's Your B/ART?

1. What are the **equitable results** your organization contributes to?
2. What are the **boundaries** of your results work?
3. What is your **role** in your organization?
4. What are you **authorized** to do?
5. What is your **primary task** in role to contribute to achieving better and more equitable results?
6. How will you **exercise your authority** to make a contribution to a measurable improvement to equitable results?
7. What **challenges** in your work are related to B/ART issues, and what might you do to address them?

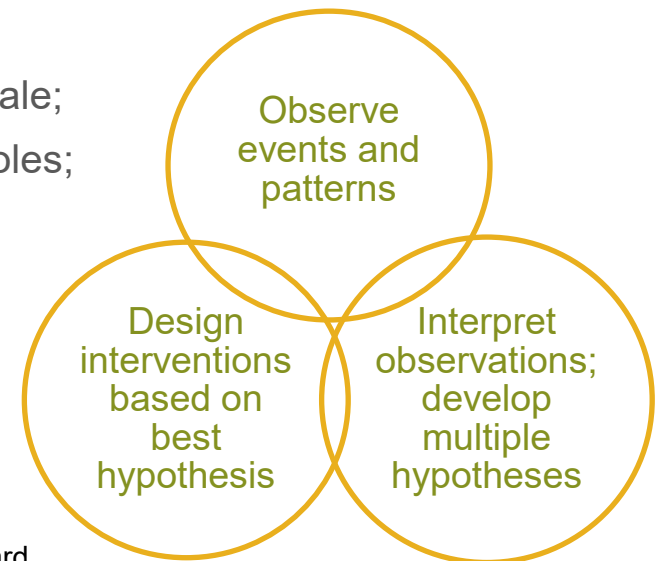
Equity is an Adaptive Challenge

Technical challenges have known solutions. They can usually be solved by an authority figure or an expert.

Adaptive challenges don't come with a manual or expert to call. Instead, the people involved in the challenge must create the solution together.

Success in results work depends on:

- the ability of people to coordinate and align on a wider scale;
- willingness to change beliefs and habits to take up new roles;
- willingness to challenge established practice; and
- combining expertise with flexibility.



Recap

Results Count is an equity strategy

- Work at the whole population level is equity work. *All* means all.
- Being clear about your role and authority enables you to identify your most powerful contribution to equity and join with others.
- The approach can be learned and practiced, but it is both technical and adaptive work.

Four Core Skills of Accountability for Equitable Results

1. Differentiating and understanding the connection between **whole population** and **program population** and being aware of who is most disadvantaged in terms of equitable opportunities to achieve the result
2. Using **trend lines** to deepen **targeted** and **universal factor analysis**
3. Using **factor analysis** and **systems thinking** to inform the development of **targeted** and **universal strategies**
4. Using **performance measures** to track progress and ensure a meaningful **contribution to equitable results**

| | |
|---------------------|------------------------------|
| Who's better off? | What difference did we make? |
| How much did we do? | How well did we do it? |

Skill 1:

Defining and differentiating population

Two Distinct Populations

The Whole Population includes members of a defined group in a particular area, and the Program Population is a subset of the Whole Population that is meant to benefit from a particular intervention.

| Whole Population | Program Population |
|--|---|
| Examples: <ul style="list-style-type: none">• All school-aged children in Washington State• All school-aged children in Pierce County | Examples: <ul style="list-style-type: none">• All children in Pierce County served by a particular intervention• All children attending Pierce County public schools |

When leaders are able to distinguish Whole and Program populations from one another — and see the connection between them — they can develop complex strategies that deliver equitable results for the Whole Population while being accountable for contributions to the well-being of the Program Population.

Once the Population Is Clear, You Can Build the Result Statement

- **Population:** Individuals such as children, youth, families, households, residents, etc. Can also include specific groups such as “all children under the age of 5,” “all immigrants” or “all families below 200 percent of the poverty line.”
- **Place:** The place or geographic area of the population — neighborhood, city, county, state, nation, etc.
- **Condition of well-being:** The quality-of-life condition(s) desired for the population that should be available to and experienced by ALL members of the population.

Examples of Result Statements

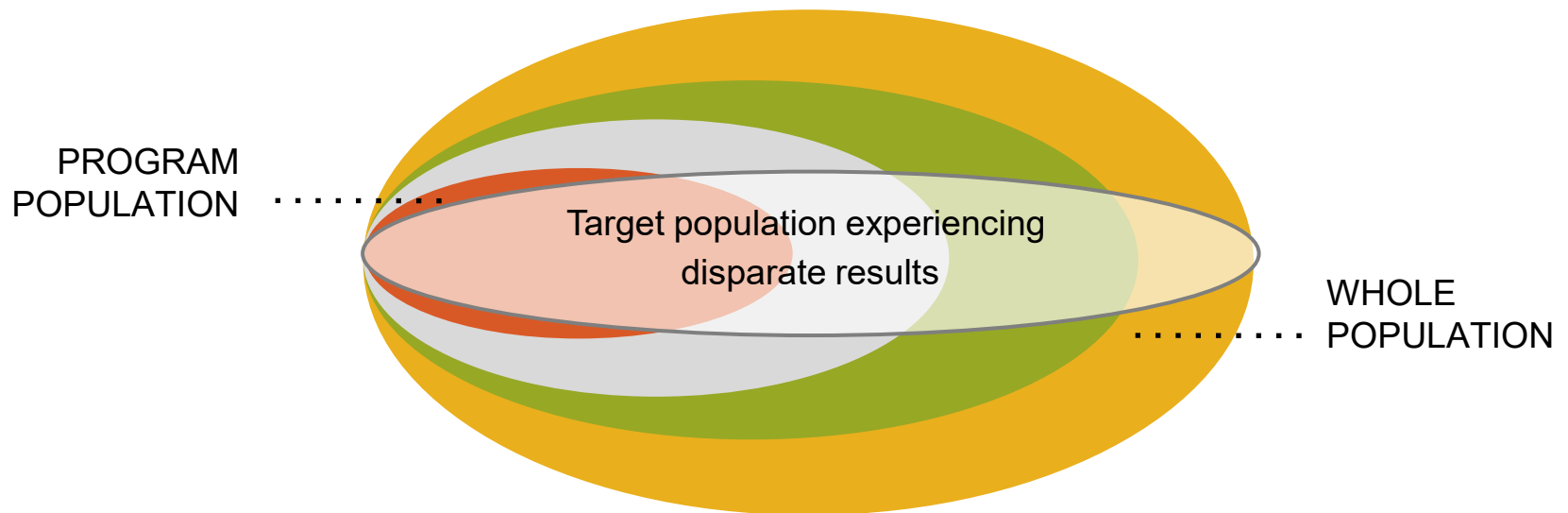
- All children in Montgomery County are ready for school.
- All babies in Florida are born healthy.
- All students in Houston finish high school and are prepared for college and career.
- All low-income families in the United States have safe, stable and affordable housing.

Use a Racial Equity Lens When Defining a Whole Population and Result

- Analyze disaggregated data about the whole population.
- Use disaggregated data to identify inequities in terms of access to opportunity and disparate results.
- Work inclusively with those experiencing inequitable results to refine your result statement and the indicators you will use to measure progress.

Program Population to Whole Population Public Agency Example

Understanding the “Nested Egg” of Whole to Program Populations



Adapted by the Annie E. Casey Foundation's Results Count® from Results-Based Accountability (RBA) as presented in Mark Friedman's *Trying Hard Is Not Good Enough: How to produce measurable improvements for customers and communities*, 10th Anniversary Edition, 2015.

Program Population to Whole Population

Public Agency Example

Understanding the “Nested Egg” of Whole to Program Populations



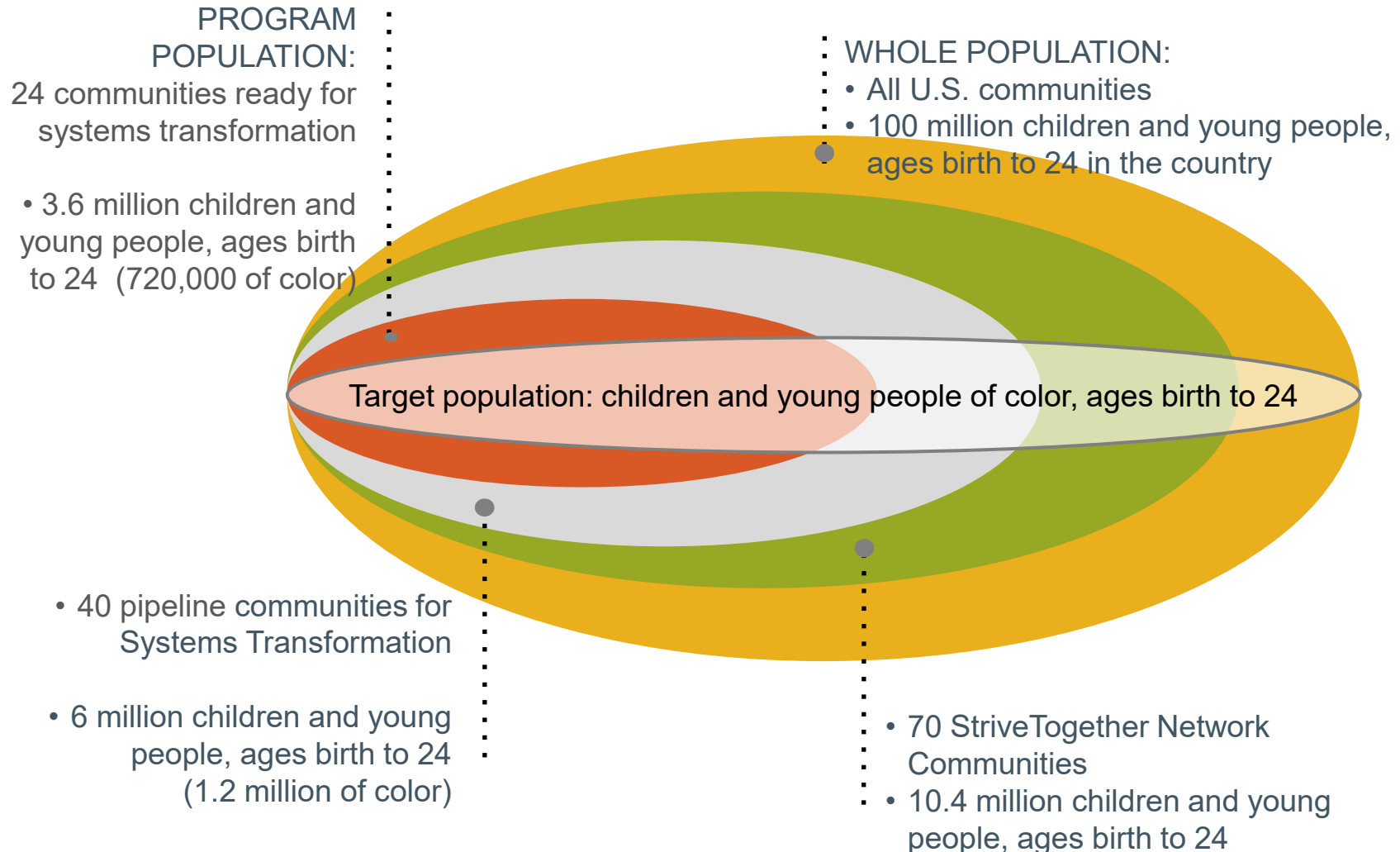
Example:
All young people
experiencing education
and success



Adapted by the Annie E. Casey Foundation's Results Count® from Results-Based Accountability (RBA) as presented in Mark Friedman's *Trying Hard Is Not Good Enough: How to produce measurable improvements for customers and communities*, 10th Anniversary Edition, 2015.

Program Population to Whole Population Intermediaries Example

Courtesy of StriveTogether



Skill 1 Recap

Defining and differentiating population

- Be clear about the **whole population** result to which you are contributing.
- Pay attention to **who within your whole population** is currently most burdened.
- Use B/ART to determine what subset of the whole population **your actions and contributions** are meant to benefit.

Skill 2:

Using trend lines to deepen targeted and universal factor analysis

Trend Line Example

Result:

- All formerly-incarcerated adults in Marion County are successfully reintegrated into their community.

Whole Population:

- 55,000 adults who were formerly incarcerated adults and currently reside in Marion County

Program Population:

- 5,600 incarcerated adults returning to Marion County per year from Department of Corrections (DOC)

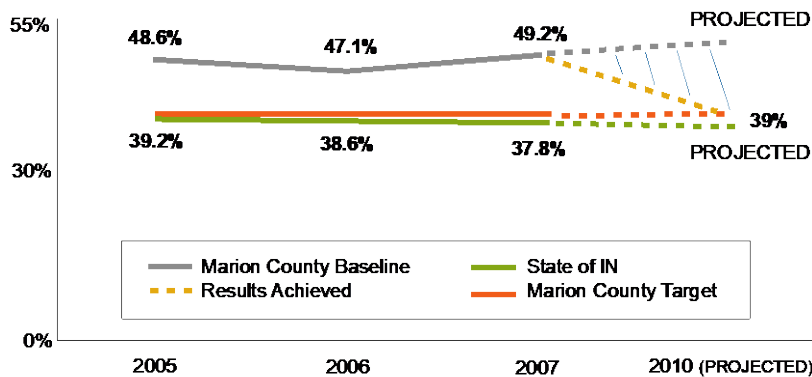
Target:

- By February 2010, 12 percent DOC reduction in recidivism (600 cases), 10 percent reduction in rearrest rate (500 rearrests)

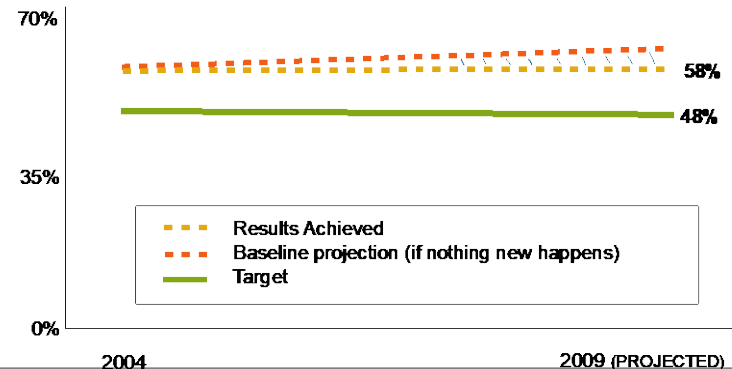
Indicators:

- Three-year recidivism and one-year rearrest rates

DOC Three Year Recidivism



Marion County Rearrests of Prisoners Released in Prior Year



Adopting Baselines and Setting Targets



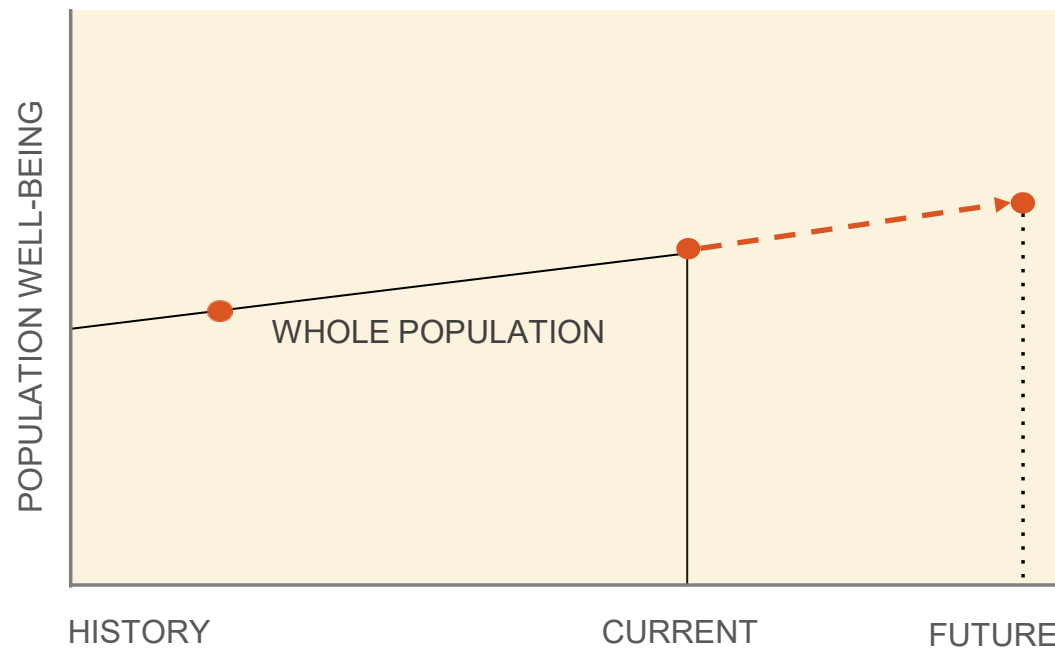
Where are we now?

Trend lines that chart the past to the current moment establish the baseline to guide the work and measurement of progress.

Questions to consider

1. What do the available data say about what is happening relative to the result we want to achieve? What's our best proxy indicator for this result?
2. How extensive are the problems we aim to solve?
3. What populations are affected most?

Adopting Baselines and Setting Targets

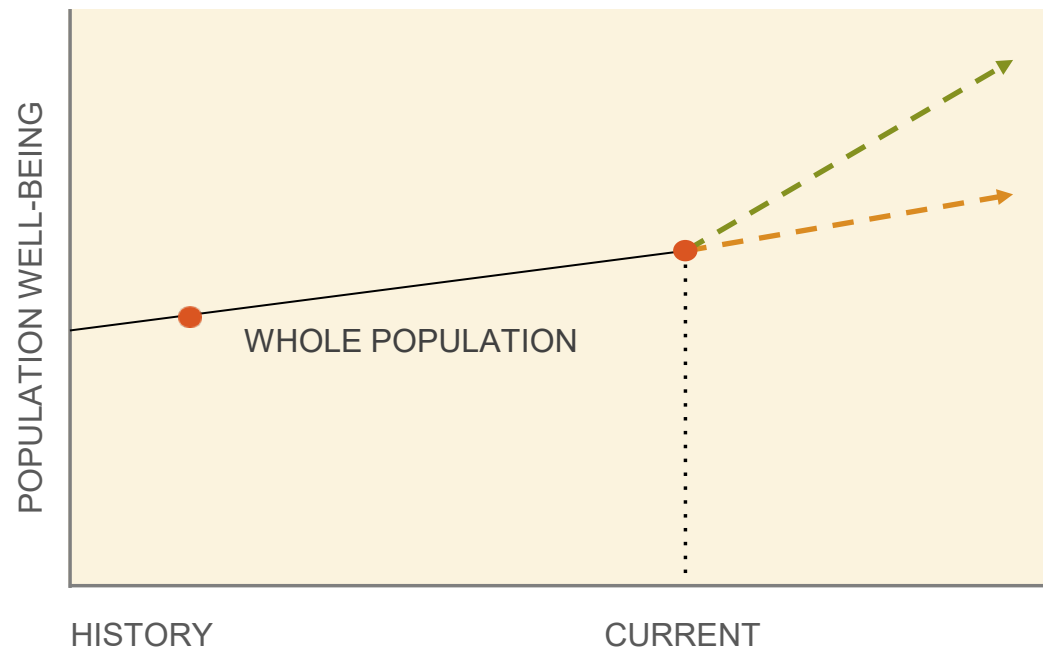


What if nothing changes?

This is the progression of the trend line if we don't do anything. It's what we expect to see with no intervention.

Would we be satisfied with the result?

Adopting Baselines and Setting Targets



Where do we want to be by when?

This question supports leaders to identify targets for the results work.

- The degree of desired change
- The criteria for choosing the target
- The time period

The Importance of Factor Analysis

Factors shape our theory of action

If we take specific actions, we expect specific changes will happen.

Factors inform decision making and strategies

We decide what to do *more of* and what to do *less of* or *do differently* in our actions.

Digging deep

It's important to get under *automatic explanation* and get to underlying factors.

Mental Models About Equity and Disparities

Mental models play an important role in shaping our understanding of the root causes of disparities and the strategies we identify to close those gaps.

Questions to Consider

1. What mental models about disparities do **you** hold that have shaped your work?
2. What are some of the mental models your **team** holds about racial disparities?
3. What are some of the mental models your **community** holds about:
 - **racial disparities?**
 - **poverty?**
 - **achievement?**
4. Which of these have had the greatest influence?

Steps of Factor Analysis

Complete an initial factor analysis using the steps below. Address both the whole population and targeted population curves.

1. Define the current state of the population for the result.

Are things getting better or worse? How do you know?

2. Define what is contributing to the current state:

GAINS BEING MADE

What's leading to the bright spot?

NO GAINS

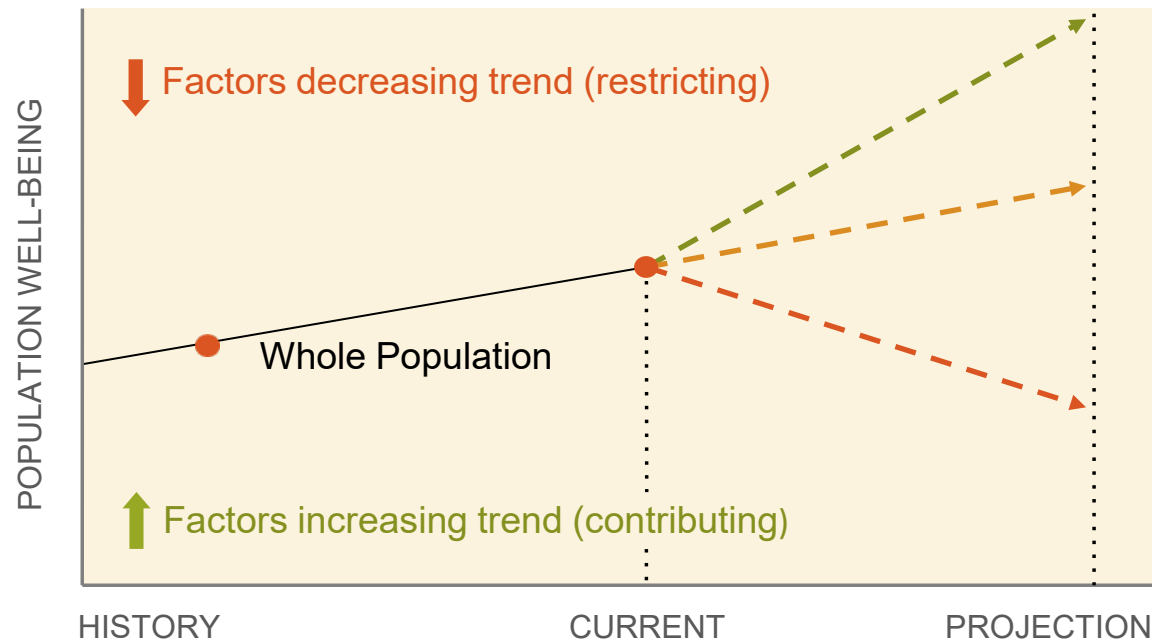
What's leading to the population losing ground?

3. Dig deep to get to root causes.

- Ask *Why?* five times to understand the causal factors and the problem and solutions for the whole population or subpopulations.
- What structures, behaviors and mental models shape the underlying reasons behind the problem or solution?

Using Factor Analysis to Understand the Data

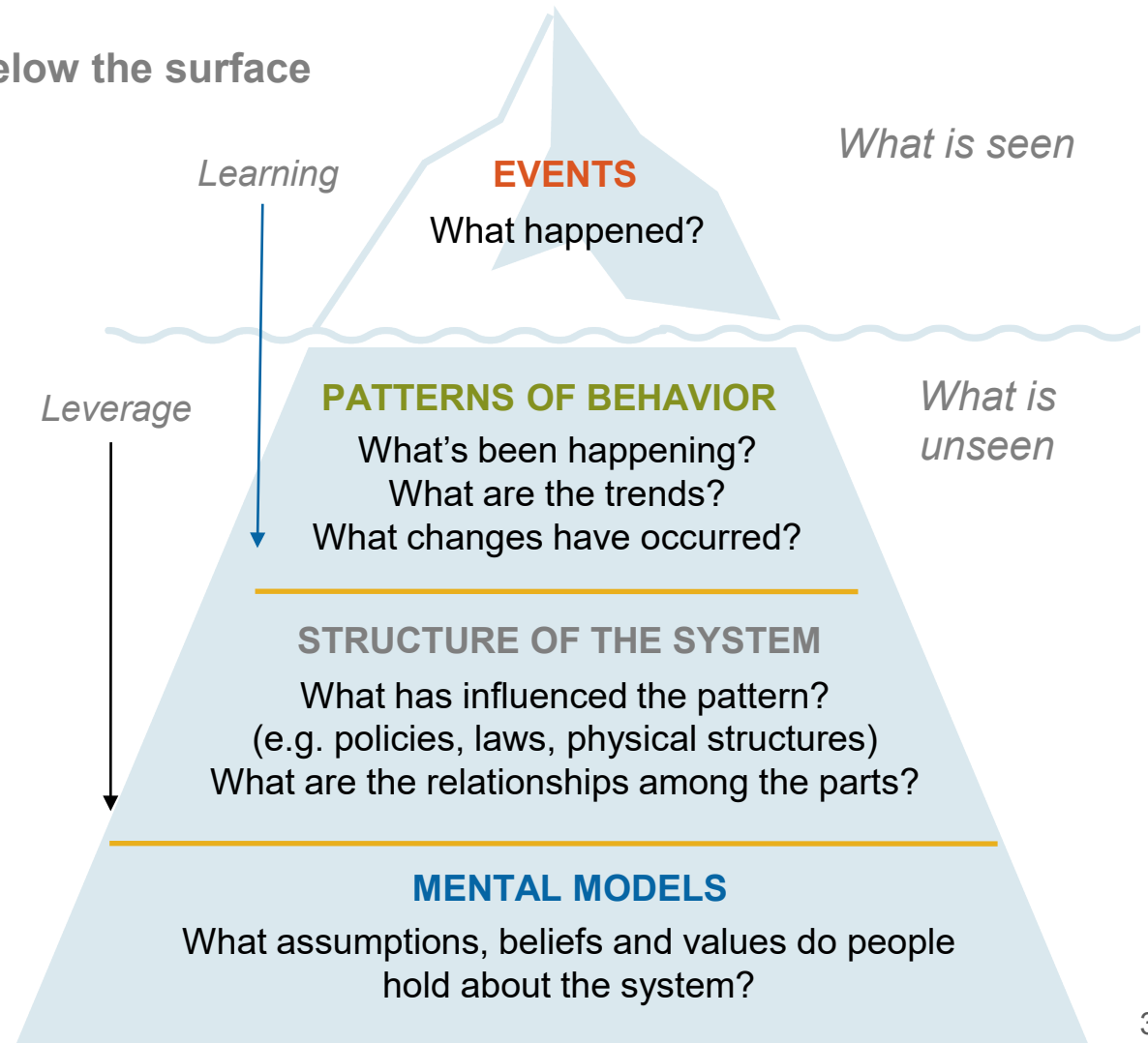
What is affecting the trend you are seeing? What is the problem you are trying to solve? What are the bright spots you can build on?



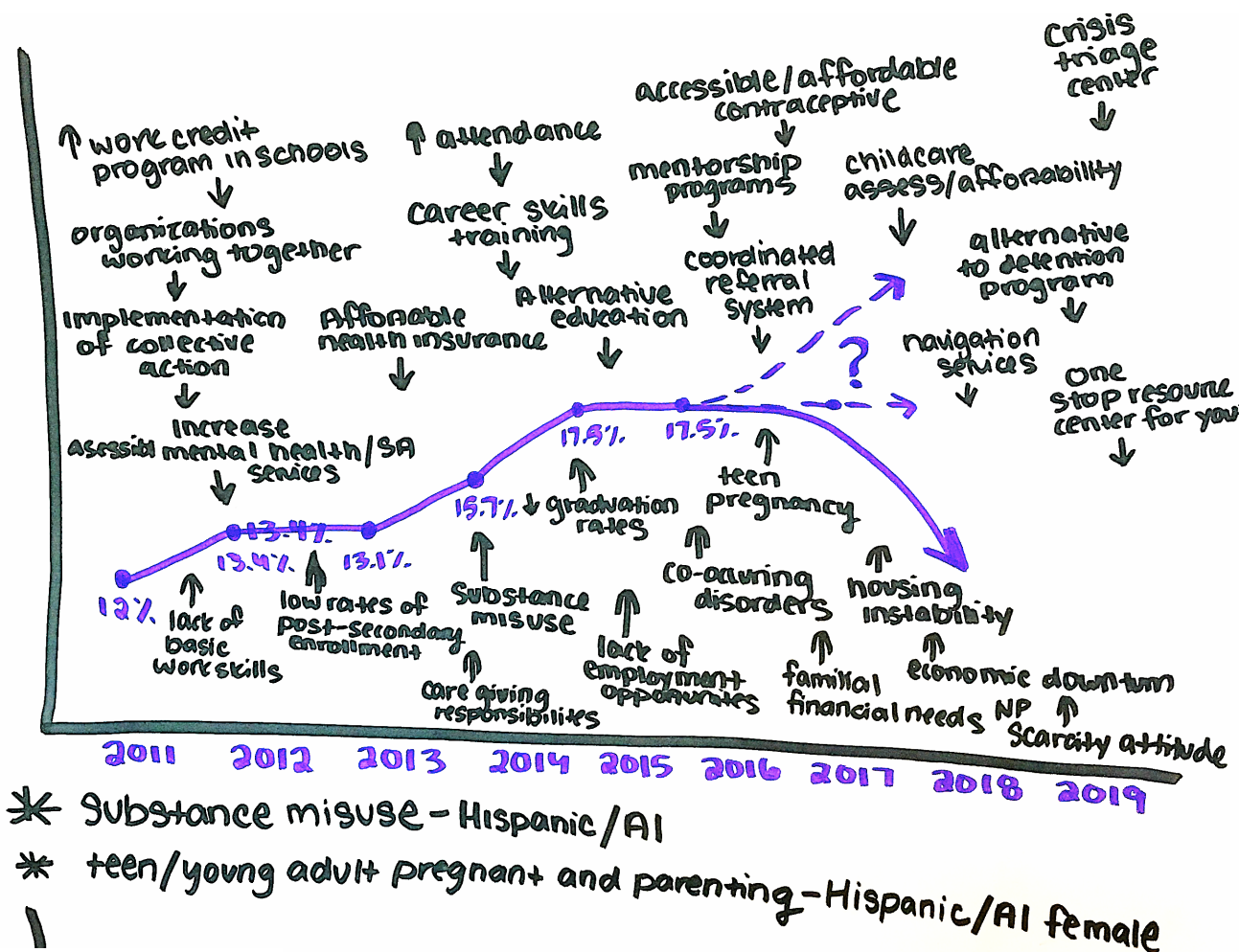
Keeping Systems Thinking in Mind

Iceberg... Seeing what's below the surface

When doing a factor analysis, keep in mind all the factors that might be below the surface — what is often unseen

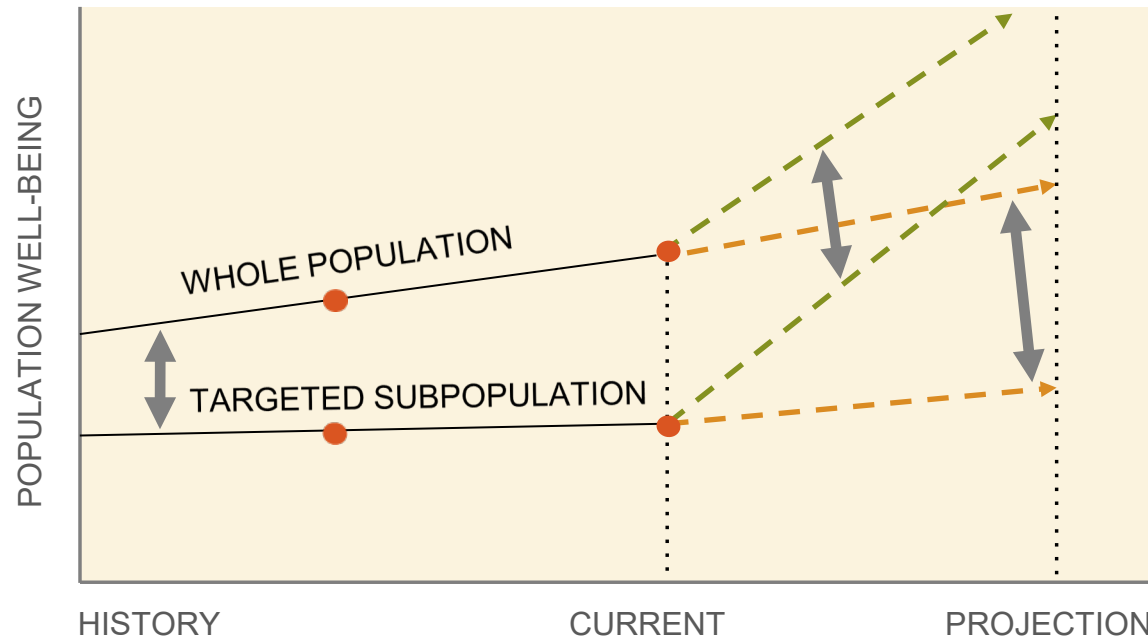


EXAMPLE: Factor Analysis



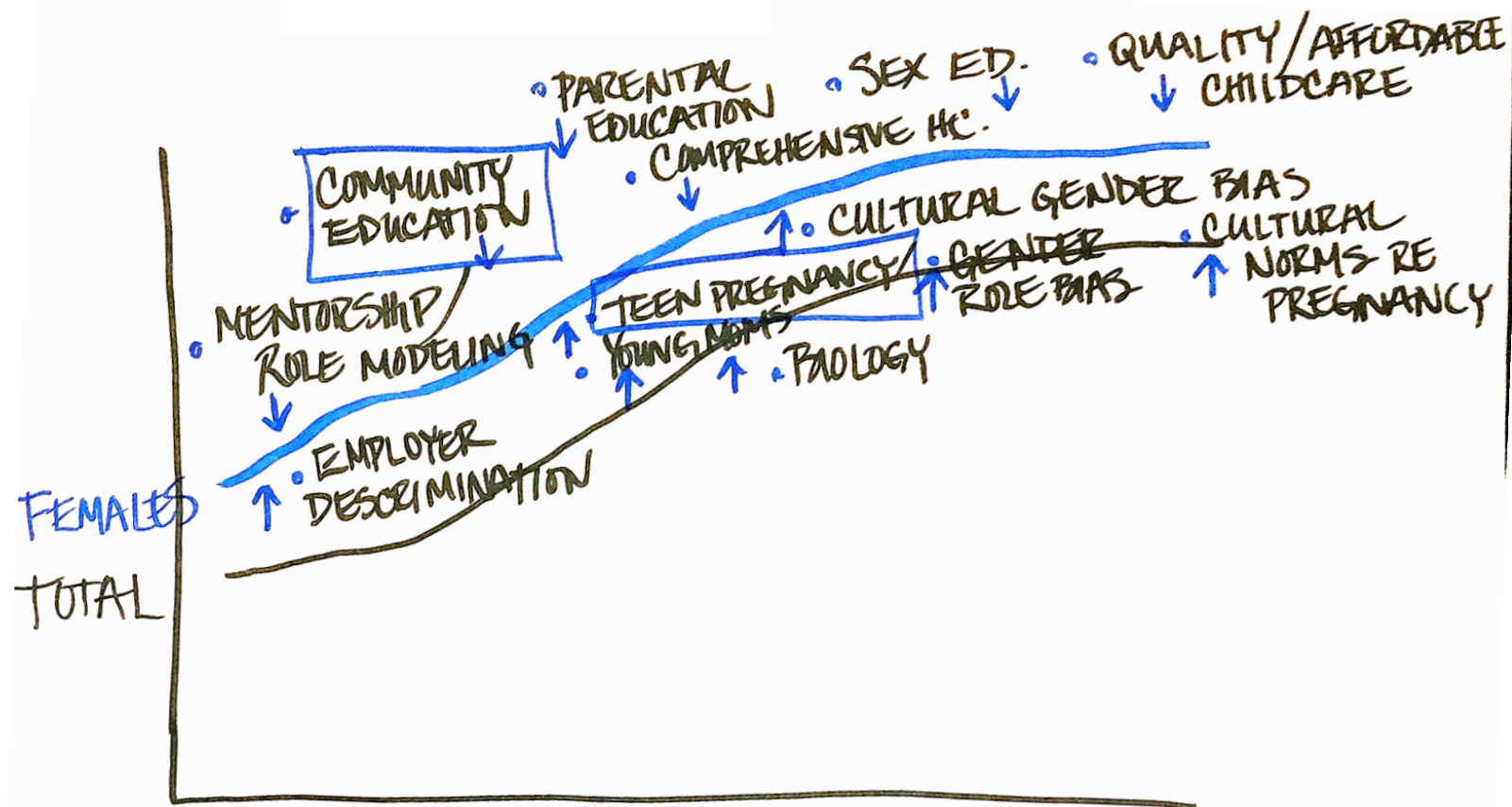
Targeted Universalism: Universal Goals/Targeted Strategies

Mapping and Closing the Gap



EXAMPLE: Factor Analysis for Target Population

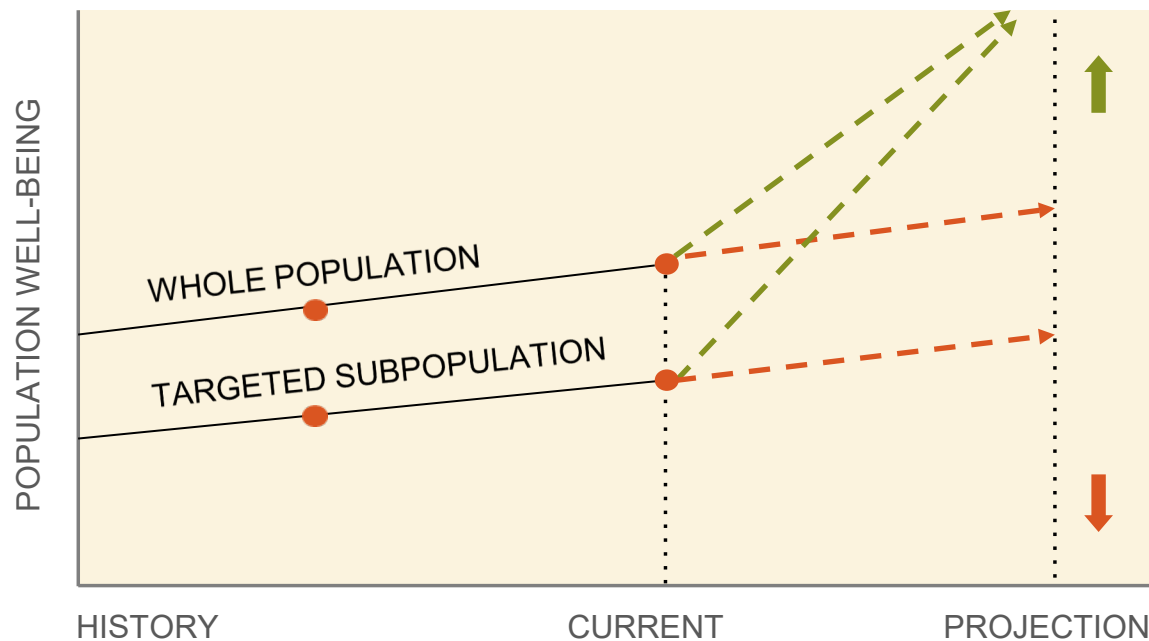
Pregnant and Parenting Young Women



Using Factor Analysis to Understand the Data

What is affecting the trend you are seeing? What is the problem you are trying to solve? What are the bright spots you can build on?

There are **restricting factors decreasing the trend** and **contributing factors increasing the trend**



Refining Factors

Step 1: **Review your factor analysis and refine it. Ask:**

- How do we know these are the contributing or restrictive factors (evidence vs. mental models)?
- How differentiated is our understanding of targeted and universal factors?
- What disparities have and haven't we accounted for?

Step 2: **Pick a contributing factor for a subpopulation and drill down:**

- How is this driving the trend? (Ask the “Five Whys” to get to root causes.)
- Is it the same for the target population as it is for the whole population? How does available research and data illuminate a different pathway for the target population?
- If this factor shifted, what effect would that have and how big a contribution would that make to turning the curve?

Validating Factors

Step 3: **Pick a restrictive factor for a subpopulation and drill down:**

- How is this driving the trend? (Ask the “Five Whys” to get to root causes.)
- Is it the same for the target population as it is for the whole population? How does available research and data illuminate a different pathway for the target population?
- If this factor shifted, how big an effect would that have and what kind of contribution would that make?

Step 4: **Validate your factors:**

- What does available evidence (research, experience, network knowledge) tell us about what factors can be addressed to substantive effect?
- Who was involved in the process? How were those most burdened in terms of the result included in the validation process?

Prioritizing Factors

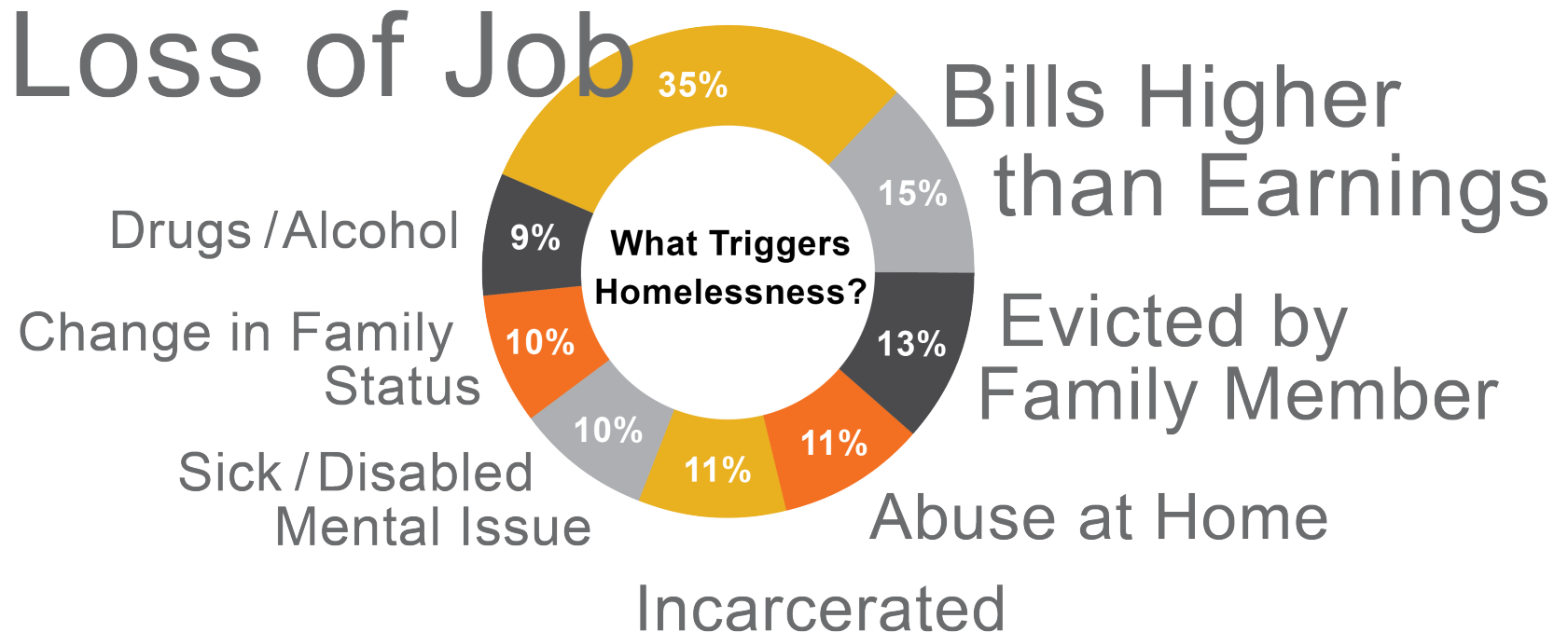
Step 5: **Prioritize your factors:**

- What are the two or three factors that if shifted individually and/or as a group would constructively disrupt systems, make a big contribution to population-level change and close disparity gaps (or help us understand the way forward) in a powerful manner?

Step 6: **Identify what information you need in a Data Development Agenda:**

Given what are emerging as your priority factors, what data development work will you need to do to validate the factors for the whole and targeted population?

EXAMPLE: Factors That Trigger Homelessness



Mental Models Matter

- Mental models shape our understanding of the problems we are trying to solve, strengths we believe can be built on and strategies we believe will lead to equitable results.
- Leaders should be appropriately suspicious of their own analysis — people cannot always detect their own biases and the mental models that influence them as leaders.

Skill 2 Recap

Using trend lines to deepen targeted and universal factor analysis

- Slow down. Analyze the problem you are trying to solve before moving into action.
- Consider multiple perspectives.
- Reflect on the influence of mental models.
- Doubt your own analysis.

Skill 3:

Using factor analysis to inform the development of targeted and universal strategies

Strategies Take Aim at Key Factors

Strategies should be chosen for their potential to **shift key factors** either by mitigating or amplifying their effect.

When folks can answer this question:

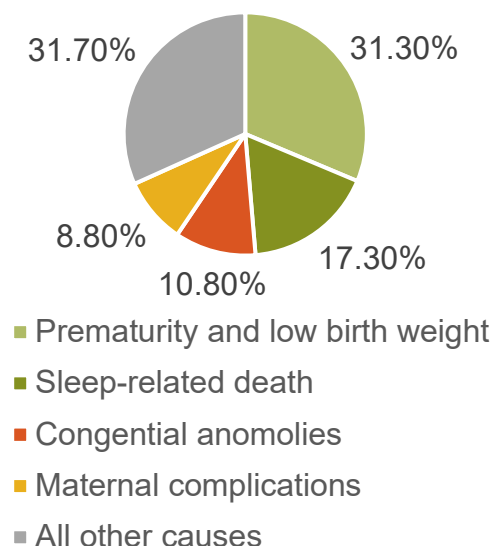
What are the two or three factors that, if shifted, would constructively disrupt systems, make a big contribution to increasing equity and population-level change and close gaps (or help us understand the way forward) in a powerful manner?

... they are ready to dig into strategies.

Example: Identifying Key Factors

In the United States as a whole, the leading cause of infant mortality is congenital anomalies, also known as birth defects. In Baltimore City. However, the leading cause of infant mortality is babies born too soon and too small. Maternal risk factors for prematurity and low birth weight include poor health, smoking and substance abuse, hypertension, diabetes, under- and overweight, family history, exposure to pollutants, domestic violence, depression, lack of social support, poverty and high stress levels.

Causes of Infant Death, 2009-2013



Baltimore has targeted three key factors — premature birth, low birth weight and unsafe sleep — in its efforts to reduce infant mortality.

Preterm births occur before 37 weeks of pregnancy. Low birth-weight babies are those born under 5.5 pounds. In 2013, 12.2 percent of all babies were born preterm and 11.9 percent had a low birth weight.

Strategies: Setting Aim



Strategies are the overarching approach (a set of coherent actions, activities, etc.) that has the power to accelerate achievement of results.

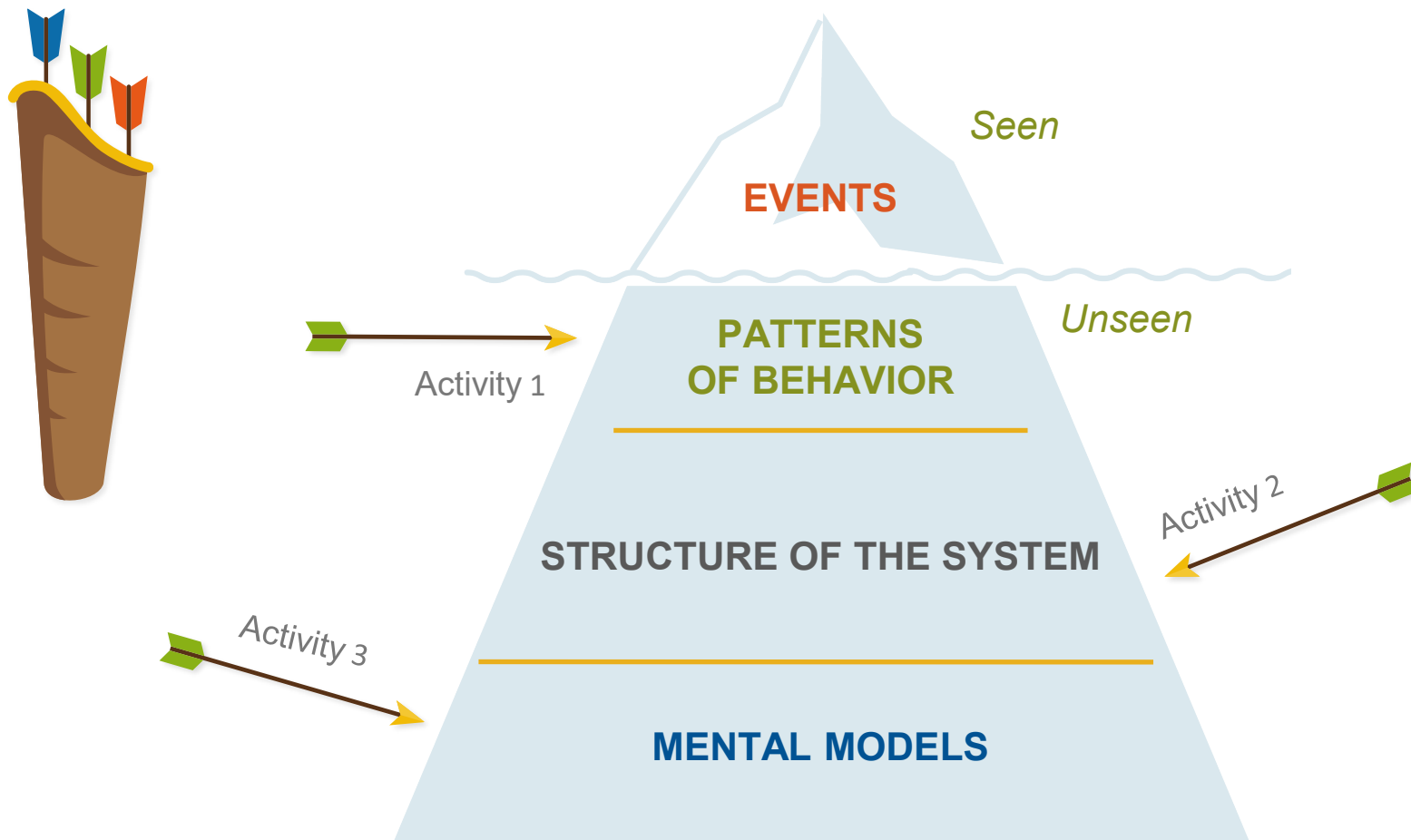
Strategies are the means, the method or “the how” and can affect more than one indicator or performance measure. Generally, more than one strategy is required to achieve a result, requiring *multiple* “quivers” of strategies.

If you think of the target as your result, strategies are the means of achieving the result. The quivers are a way to think about the set of reinforcing strategies needed to achieve the result.



Strategies and Systems Iceberg

A powerful set of reinforcing activities that point to all parts of the systems iceberg



Worksheet: Rough Overview of Strategy

1. Strategy
2. Result — who will be better off and how?
3. Targeted factor(s):
4. Level(s) of iceberg your strategy is aiming toward:
5. Who will do this?
6. What will they have to do to achieve the result(s)?
7. By when (time frame/timeline)?
8. How much will you do to achieve your result(s)?

Strategy Criteria

POWERFUL STRATEGY CRITERIA TIED TO A FACTOR

1. Informed by data-driven analysis: responsive to most important universal and targeted factors
2. Conducts a racial equity impact analysis to ensure equitable results (see the next slide)
3. Works at multiple levels: addresses more than one factor (e.g., families and larger community) and addresses changes at practice, policy and system levels
4. Reflects systems thinking: consider “iceberg” graphic
5. Actionable: capacity exists or can be built
6. Potential improvement at scale: likelihood of moving toward the desired result at the population level
7. Evidence informed: supported by best available evidence or experience
8. Realistic and future focused: responsive to social, economic and political environments currently and how they may change over time

Racial Equity Impact Analysis

Thinking Through Equity, Inclusion and Effect

SIX QUESTIONS TO CONSIDER WHEN CRAFTING STRATEGIES:

1. Are all racial and ethnic groups who are affected by the policy, practice, strategy or decision at the table, and what are their roles?
2. How will the proposed strategy affect each group positively and negatively? What are potential unintended consequences for each group?
3. How will the proposed strategy be perceived by each group?
4. Does the strategy worsen or ignore existing disparities, and how do you know?
5. Based on the above responses, what revisions are needed to the strategy?
6. If the strategy is wildly successful, what access and opportunity gaps will it address?

Three Steps for Assessing Each Strategy

STRATEGY

1. Which factor does your strategy target?
2. What is the projected result or effect of the strategy in relation to the universal and target populations? (*Consider program- and population-level effects.*)
3. Assess how well your strategy is aligned with each criteria (*high, medium or low*).

| Criteria | How well it meets criteria H/M/L | Notes |
|----------------------------------|-------------------------------------|-------|
| Informed by data-driven analysis | | |
| Racial equity impact analysis | | |
| Works at multiple levels | | |
| Reflects systems thinking | | |
| Actionable | | |
| Potential improvement at scale | | |
| Evidence informed | | |
| Realistic and future focused | | |

Example: Strategy Assessment

STRATEGY:

Increase the high school graduation rate of pregnant and parenting teens by developing on-site child care, intensive academic mentoring and an emergency fund for individualized support.

1. Which factor does your strategy target?
Number of pregnant and parenting teens who drop out of school
2. What is the projected result or effect of the strategy in relation to the universal and target populations? (*Consider program-level and population-level effects.*) More pregnant or parenting girls complete school, and more girls are ready to connect to jobs and/or college or technical education.
3. Use the chart at the right to assess how well your strategy is aligned with the criteria (*high, medium or low*).

| Criteria | How well it meets criteria H/M/L | Notes |
|----------------------------------|-------------------------------------|---|
| Informed by data-driven analysis | H | We have a very high rate of dropouts among target population |
| Racial equity impact analysis | M | Undocumented students worried about bringing their children to day care |
| Works at multiple levels | M | Increases likelihood of higher earnings, increases likelihood of educational success for children |
| Reflects systems thinking | M/H | Upstream |
| Actionable | H | Have high school principal's agreement |
| Potential improvement at scale | M | If we can get all of the high school to agree, will cover whole population |
| Evidence informed | M | Builds on two-generation insights |
| Realistic and future focused | M | It's been done in nearby counties |

Skill 3 Recap

Using factor analysis to inform the development of targeted and universal strategies

- Ensure strategies address universal and targeted factors.
- Use a racial equity analysis.
- Test to see if strategies are aimed at different levels of the systems iceberg.
- Make sure strategies are actionable and described clearly.

Skill 4:

Using performance measures to track progress
toward equitable results

Performance Measures

Performance measures:

- enable you to identify and be accountable for your contribution to achieving equitable results;
- require you to be clear about who you are working with and on behalf of, and toward what end;
- require you to understand who you need to influence and/or activate to achieve the result; and
- enable you to develop and test a working hypothesis about the most powerful contribution you can make in your role.

Performance Measures Answer Four Questions

1. Who is **better off**?

Effect on the population at the heart of your result

2. What **difference** did we make?

Early system and population-level indicators of progress

3. How **much** did we do?

Quantity

4. How **well** did we do it?

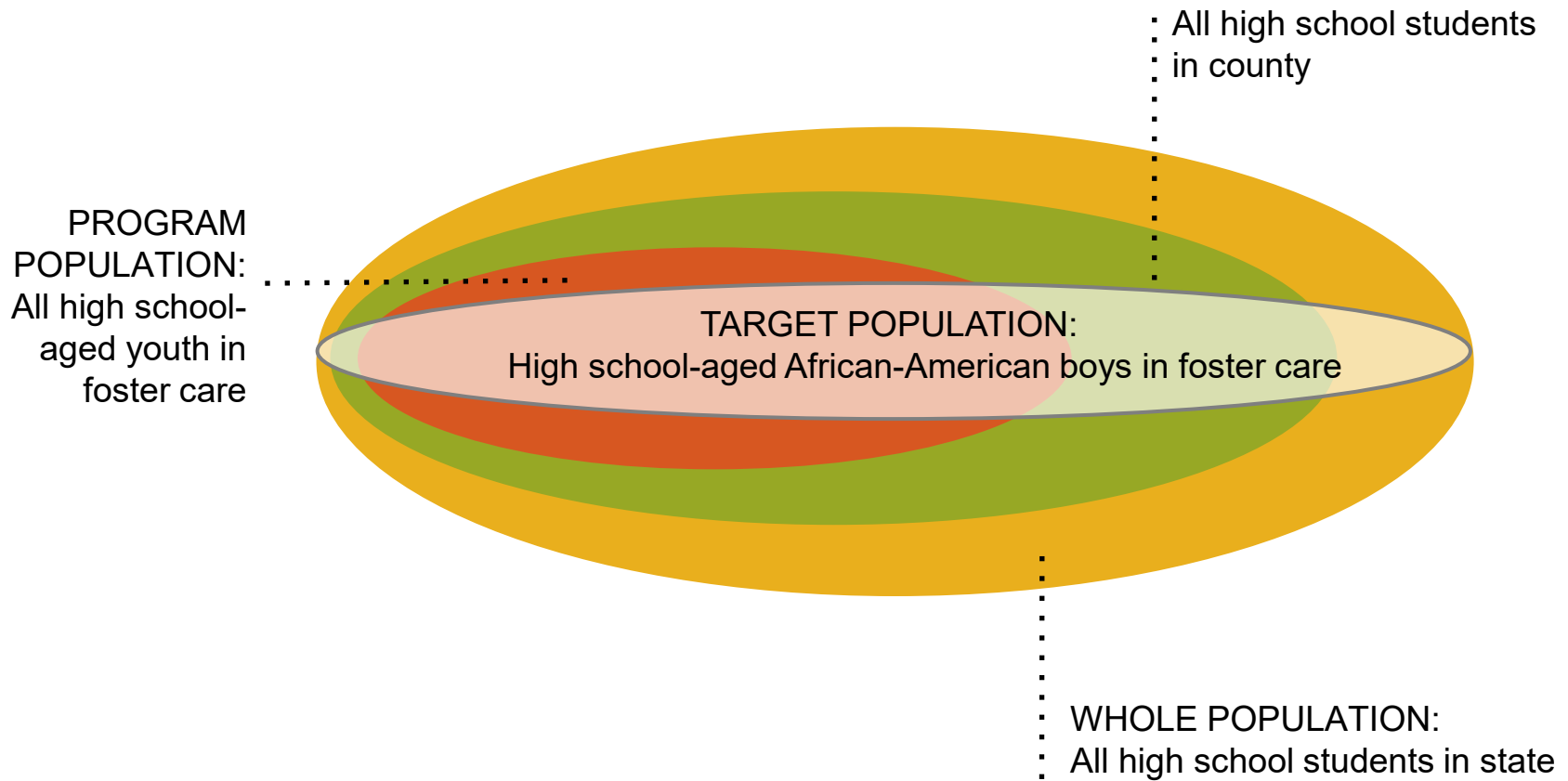
Quality

Developing Performance Measures

WHAT ARE EARLY SIGNS THE STRATEGY IS WORKING?

- What subset of the whole population will be better off if the strategy succeeds? How will you know?
- What differences in policy, practice, behavior, structures and systems will occur if the strategy succeeds? How will you know?
- What are the key component parts of the strategy? Who owns each part?
- How will the owners of each strategy component know they are making a positive contribution?

Who Will Be Better Off if the Strategy is Successful?



Strategies Require *Better Off* and *Difference Made* Performance Measures for Learning and Accountability

Strategy One: Ensure youth in foster care graduate from high school

Better Off and Difference Made Performance Measures

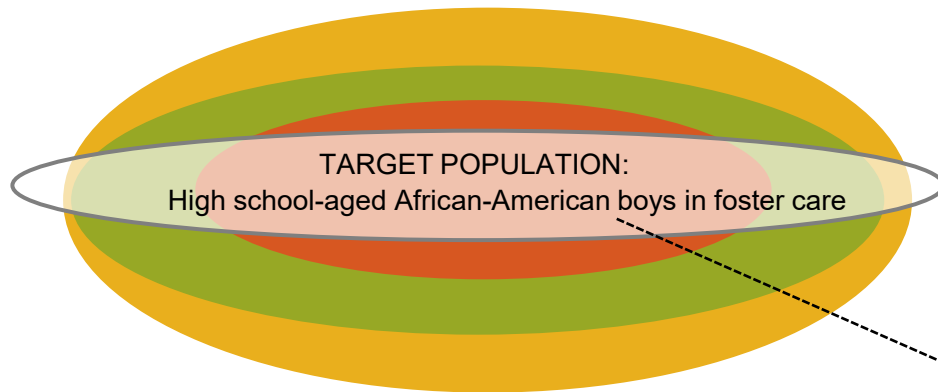
and % of youth in foster care with a high school diploma*

and % of older youth in care with stable placements*

and % of school districts with equitable discipline policies*

*Disaggregated by race and gender

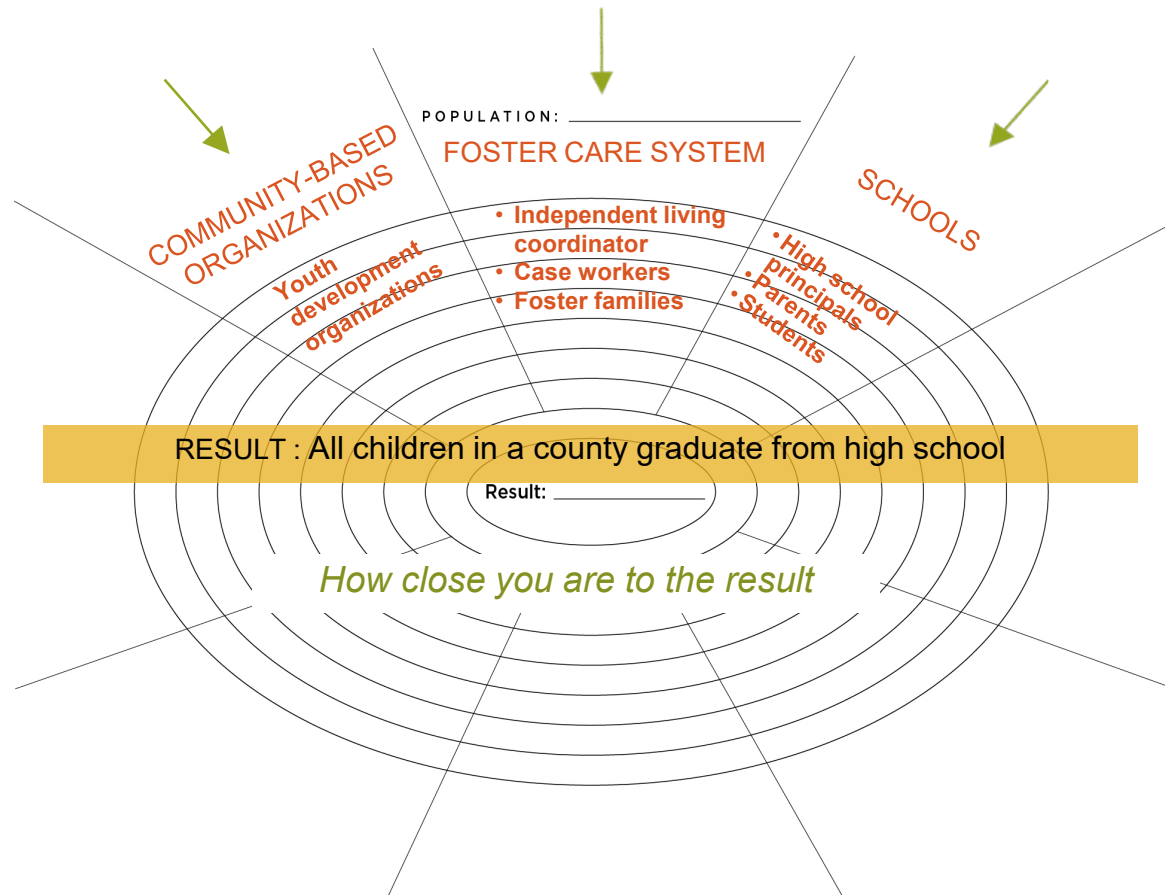
Who Will Be Better Off if the Strategy is Successful?



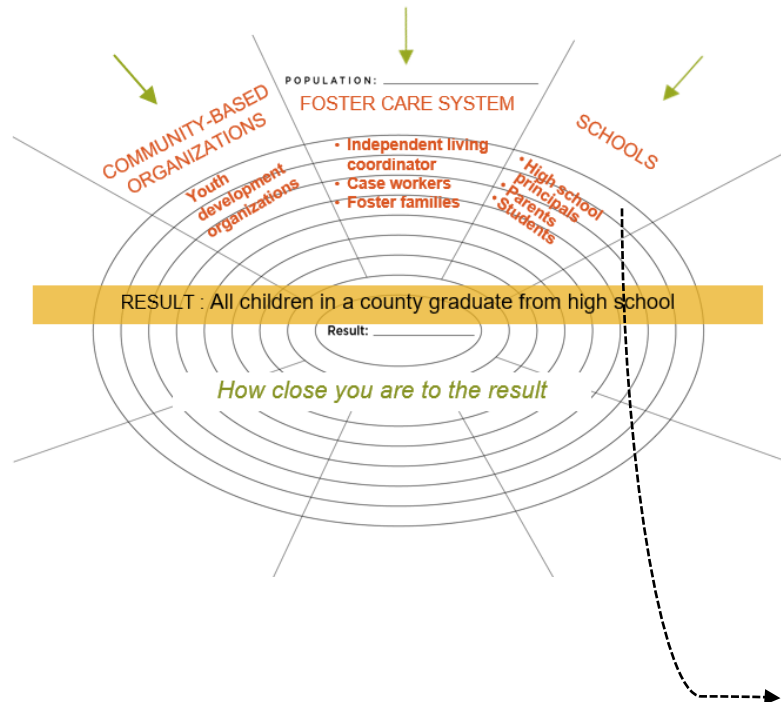
| Performance Measures | |
|----------------------|--|
| How Much | How Well |
| Difference Made | Better Off # and % of youth in foster care with a high school diploma # and % of older youth in care with stable placements |

Use Results in the Center

Who you are you trying to activate? What do you need to be different in terms of policy, practice, behaviors, systems, structures, etc.?



What Will be Different if the Strategy is Successful?



| Performance Measures | |
|--|--|
| How Much | How Well |
| Difference Made | Better Off |
| # and % of school districts with equitable discipline policies | # and % of youth in foster care with a high school diploma |
| | # and % of older youth in care with stable placements |

Performance Measures at the Strategy Level

The performance measures tied to each strategy indicate which parts of the strategy are working

Strategy One: Ensure youth in foster care graduate from high school

and % of youth in foster care with a high school diploma
and % of older youth in care with stable placements
and % of school districts with equitable discipline policies

Advocacy for equitable discipline policies

Stabilizing placements

Wrap-around supports

Connections to caring adults

- # and % of districts adopting equitable discipline policies
- # and % of suspensions for boys of color

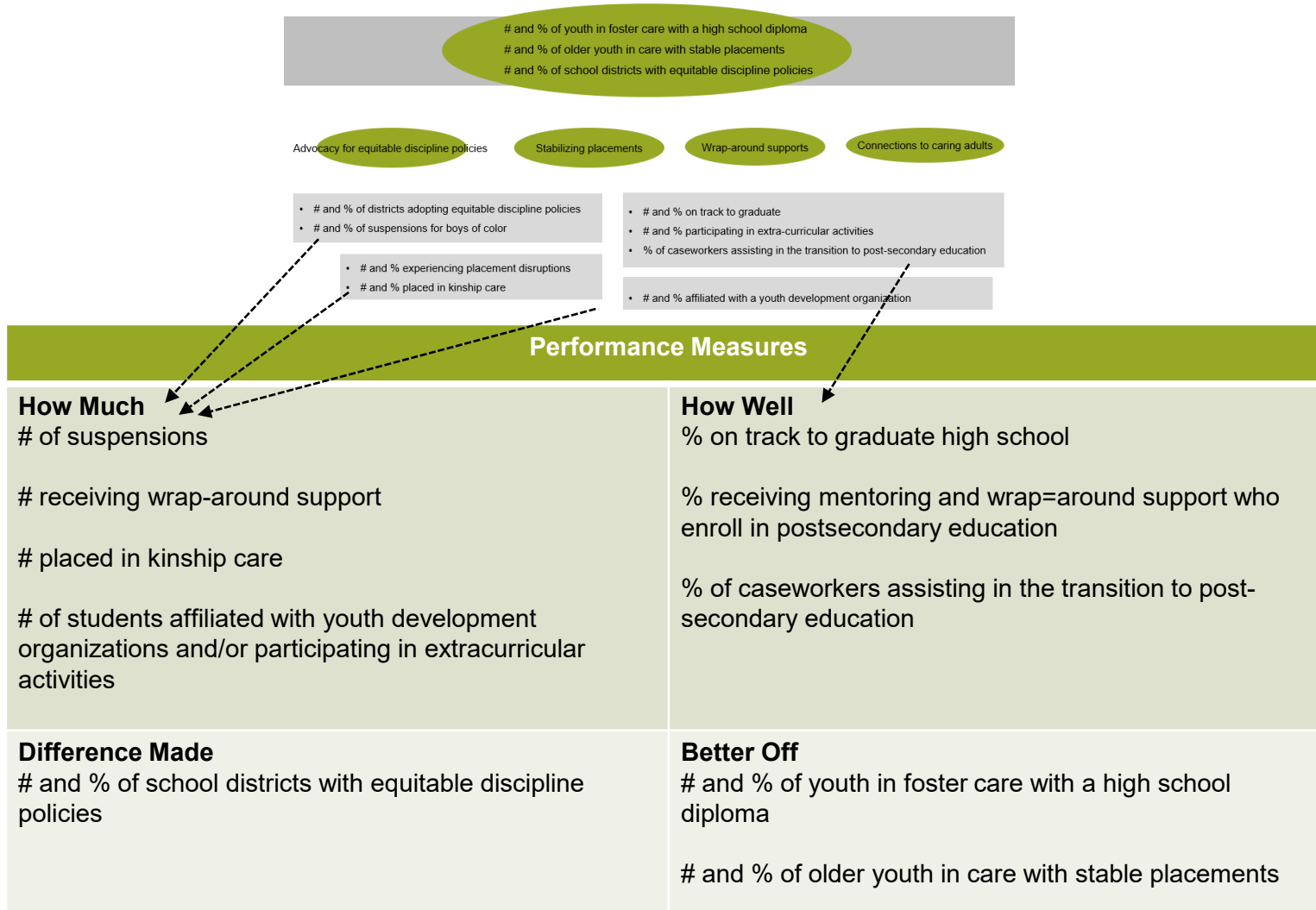
- # and % experiencing placement disruptions
- # and % placed in kinship care

- # and % on track to graduate
- # and % participating in extracurricular activities
- % of caseworkers assisting in the transition to post-secondary education

- # and % affiliated with a youth development organization

How Much and How Well Do You Need to Do?

Strategy One: Ensure youth in foster care graduate from high school



Connecting Performance Measures to the Whole Population

- Performance measures allow you to learn about and be accountable for your contribution to strategies and ultimately to results and indicators.
- Indicators are measures of child, adult, family or community well-being that we share responsibility for with partners.

| RESULT | INDICATORS |
|-------------------|---|
| Education success | <ul style="list-style-type: none">• High school graduation• Enrollment in post-secondary education |

- Note how the **result** and **indicators** above align with **performance measures** on the next slide.

Performance Measures

Measures of effectiveness for which WE are principal owners

Strategy Components: equitable discipline policy, placement stabilization, wrap-around support and connections to caring adults

How much, how well and better off measures should be disaggregated by race, ethnicity, gender, etc.

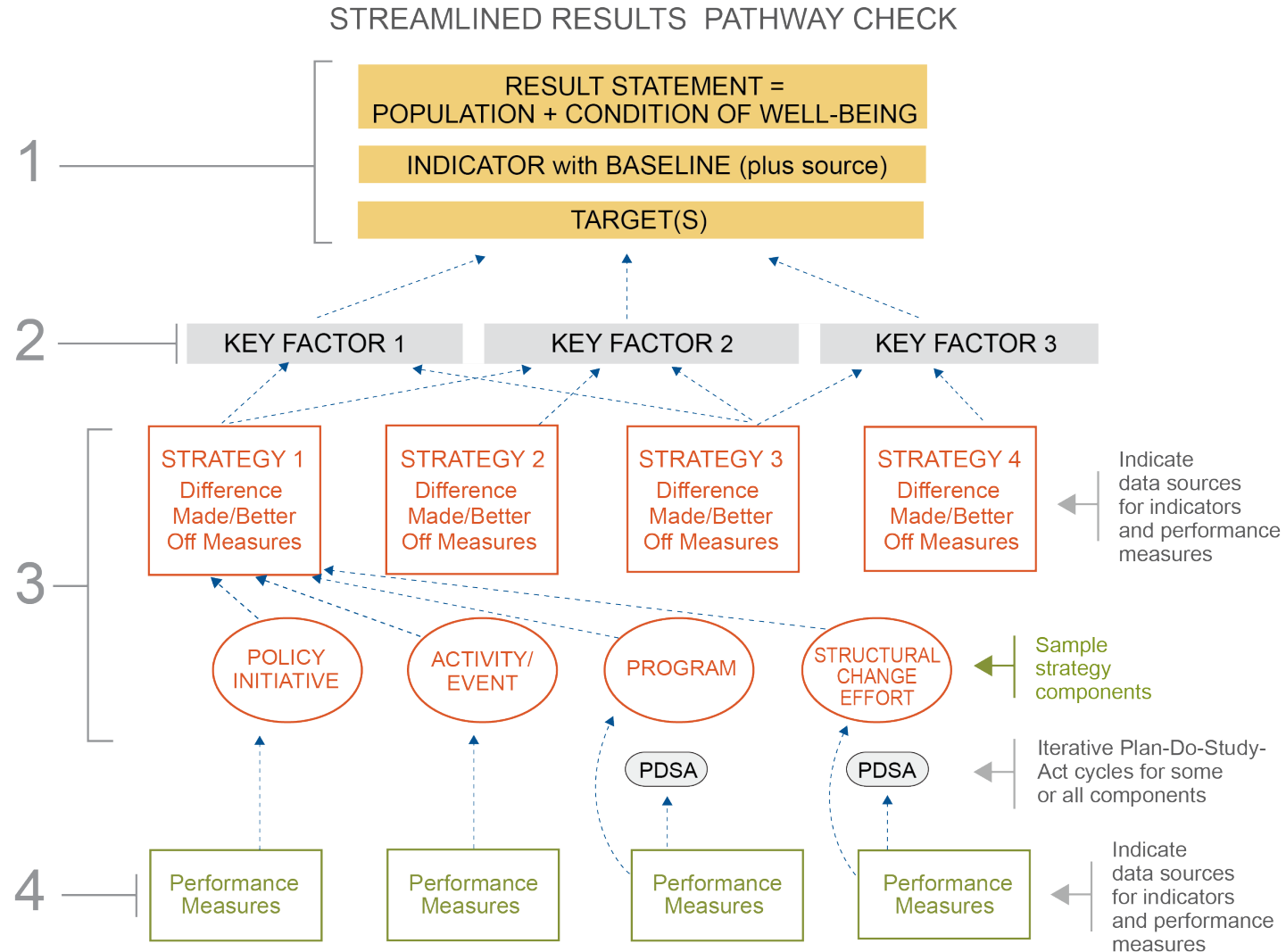
| | |
|--|---|
| How much <ul style="list-style-type: none">• # of suspensions• # receiving wrap-around support• # placed in kinship care• # of students affiliated with youth development organizations and/or participating in extracurricular activities | How well <ul style="list-style-type: none">• % on track to graduate high school• % receiving mentoring and wrap-around support who enroll in postsecondary education• % of caseworkers assisting in the transition to post-secondary education |
| Difference made <ul style="list-style-type: none">• # and % of caseworkers ensuring youth in foster care receive mentoring and wraparound supports so they are on track to graduate• # and % of schools with equitable discipline policies• New policy and increase in funding enabling youth in foster care to participate in extracurricular activities | Better off <ul style="list-style-type: none">• # and % with a high school diploma• # and % who enroll in post-secondary education |

Performance Measure Criteria

- Do your measures speak to **equitable results**?
- Do they pass the **public square test***? (Others have to understand it and see its connection to the result.)
- Are they **measurable**? (# and %)
- Are the data **available** and **accessible**?
- Do they have **proxy** power?

*Adapted by the Annie E. Casey Foundation's Results Count® from Results-Based Accountability (RBA) as presented in Mark Friedman's *Trying Hard Is Not Good Enough: How to produce measurable improvements for customers and communities*, 10th Anniversary Edition, 2015.

The Pathway to Equitable Results



Skill 4 Recap

Using performance measures to track progress toward equitable results

- Be clear about the subset of the whole population that will benefit from your contribution.
- Keep equity in mind when framing your contribution and performance measures.
- Use performance measures for learning and accountability.

Effective Questions for Moving Forward

- How closely does the Results Count approach mirror your current practice?
- How can you ensure your contribution is connected to a larger strategy that will produce equitable results for a whole population?
- How much more powerful could your contribution be if it were grounded in a data-driven and equity-informed analysis?
- How could using a set of performance measures help you learn about and be more accountable for contributing to equitable results?

Closing

- This is not only technical work; it's messy, adaptive and tough.
- Leadership is a skill that can be learned.
- Passion + data-driven approach → better outcomes and more equitable results.

Next Steps

- Learn more about Results Count at <https://www.aecf.org/work/leadership-development/results-count/>
- Watch Results Count videos on YouTube at <http://bit.ly/results-count-videos>
- Listen to the recorded webinar that covers the content in this workbook at <http://bit.ly/path-to-equity-webinar>
- Sign up for Casey's Leadership Development e-news at <https://www.aecf.org/newsletters/>

Contributors to the Guide

Outside Faculty:



Marian Urquilla



Dana Jackson



Claudia Horwitz



Angela Hendrix Terry



Raj Chawla

Casey Staff:



Barbara Squires
Director



Jennifer Gross
Senior Associate



Bill Shepardson
Senior Fellow



Allison Mohler
Program Associate

Results Count has drawn from the work of
Mark Friedman, Ronald Heifetz, Jolie Bain Pillsbury and
john a. powell



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