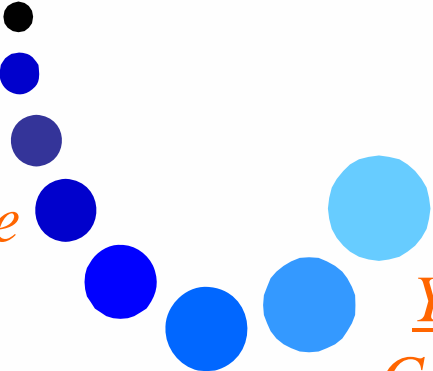


Turning Curves in the Community Using RBA

*Turning
the
Curve*  *In
Your
Community!*

May 24, 2005

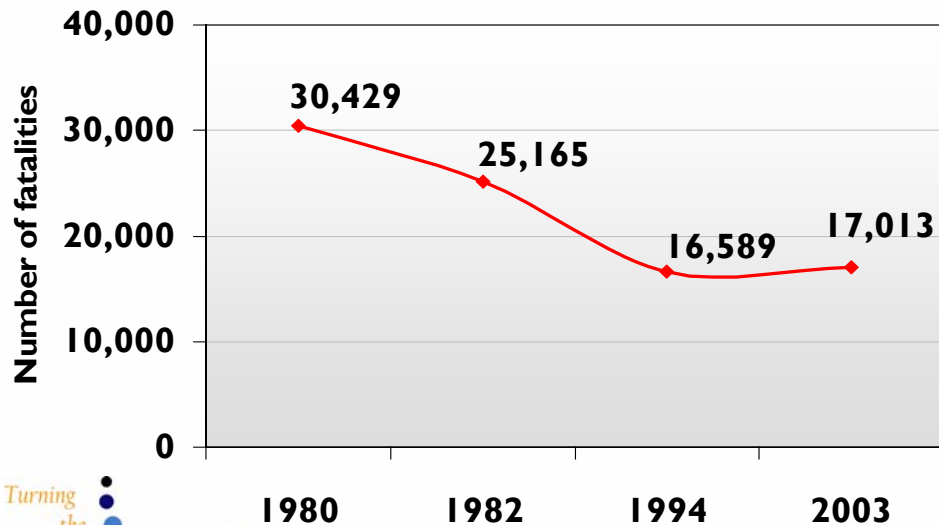
Susan Brutschy
President, Applied
Survey Research

Why Results Based Accountability?

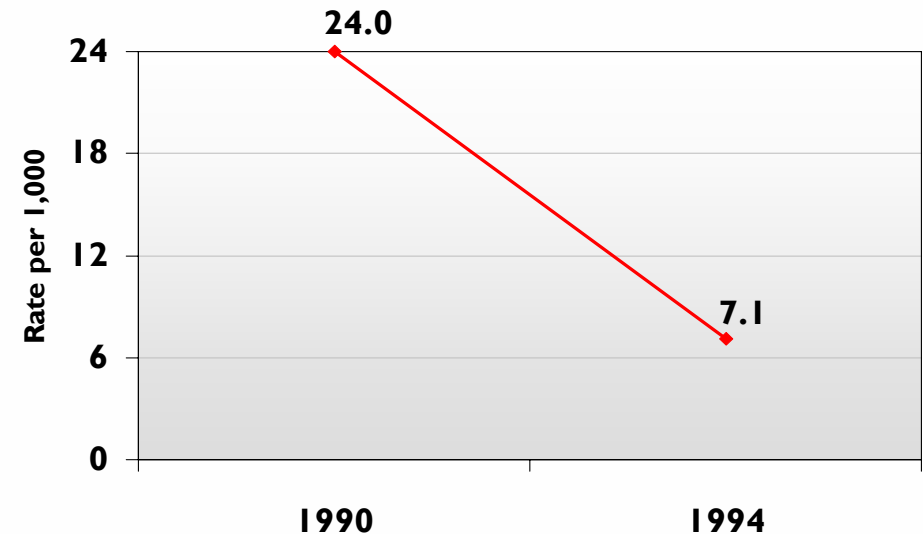
Simple
Straightforward

Data based
Promotes action

MADD
Turn the Curve on
Alcohol Traffic Fatalities



Tillamook County, Oregon
Turn the Curve on
The Teen Pregnancy Rate



Community Change Basics

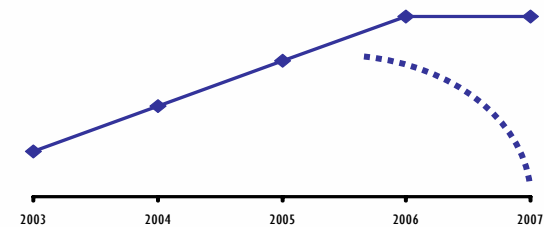
- Share multiple strategies to use data to facilitate community action and public policy changes

Think about:

- What curves are you trying to turn?
- What support do your partners need in order to turn curves?

Turning the Curve

- How We Do It?
- What Is the Payoff

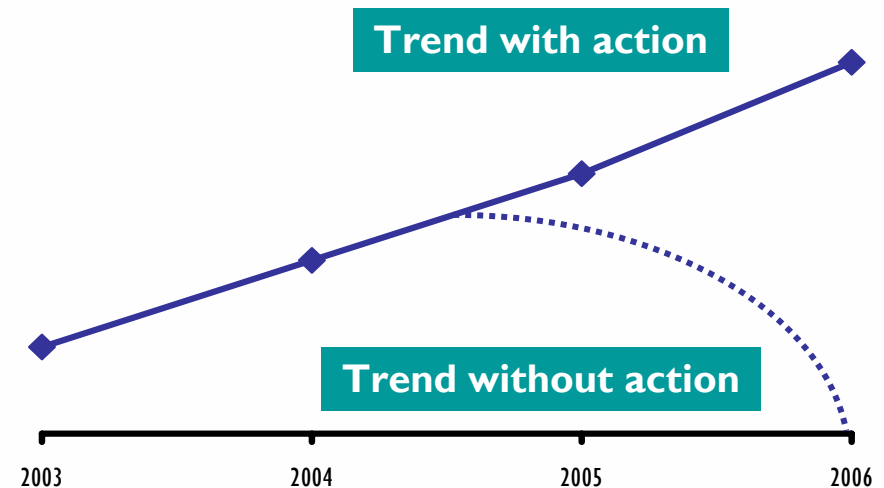


How to Achieve Results

- Step 1: Select the Result
- Step 2: Aim for a Result Concrete & Narrow
- Step 3: Tell the Story
 - Challenges
 - Opportunities
- Step 4: Set the Target
- Step 5: Take Action!
- Step 6: Record the Results
- Step 7: Keep at it!

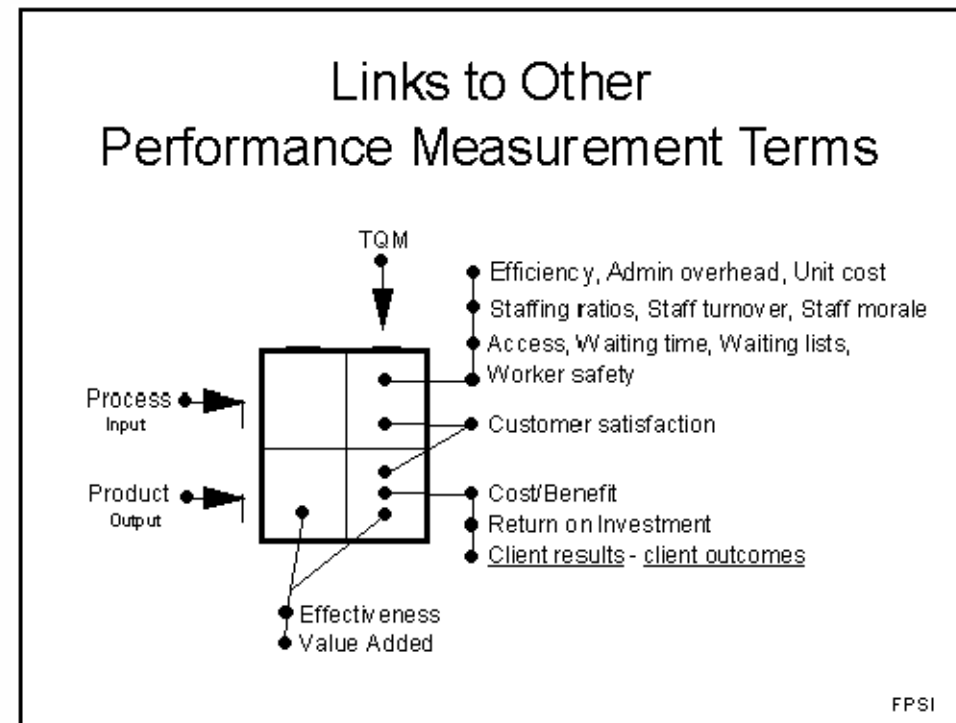
Why We Use RBA

- Funders and donors are looking for results.
- RBA helps funders and service providers move towards success by:
 - ✓ Determining what works locally
 - ✓ Effectively allocating resources
- RBA facilitates Turning the Curve on bad outcomes.



Components of RBA

- Common language
- Turn the Curve and other exercises
- Four quadrants – difference between effort and effect
- Low- or no-cost solutions
- Data development agenda
- Differentiate and link program/community results



The Steps from Talk to Action

The Community Step by Step Process

Step 1: What are the quality of life conditions (results) we want for our community and the children and families who live here.

Step 2: What would these conditions look like if we could see, feel, and experience them?

Step 3: How can we measure if these conditions exist or not (indicators)? Are the measures getting better or worse? Where are we headed if we just keep doing what we're doing now?

The Steps from Talk to Action Cont.

Step 4: Why are these conditions getting better or worse?

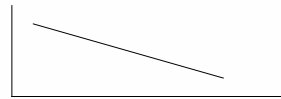
Step 5: Who are the partners that have a potential role to play in doing better?

Step 6: What works to do better? What can we do that is no-cost or low-cost in addition to things that cost money?

Step 7: What do we, individually and as a group, propose to actually do?

Putting it All Together

- **Community Goal:**
 - Keeping Children Safe in Their Families & Communities
- **Indicator (of trend):**
 - Child abuse & neglect rate
- **Story (behind the trend):**
 - What are the risk factors? (For instance, parenting skills, family support system)
- **Partners:**
 - Who are the partners that have a role to play in preventing & reducing child abuse & neglect? (For instance, doctors, schools, law enforcement, child welfare)
- **What Works:**
 - What are the effective strategies, services & activities? (For instance, drug & alcohol prevention & treatment programs that reduce parental substance abuse, family resource centers that provide a support system for families, home, visiting programs that teach parenting skills)



RB2I Coalition/Youth Advisory Group Goals for High School stage youth

Learning

All youth graduate from high school (traditional or nontraditional)

- Graduation/ Diploma
- GED/High school equivalency

Working

All youth have skills and attitudes needed for work

Thriving

Youth are healthy, socially responsible (help themselves and others), and avoid violence, substance abuse, pregnancy, delinquency and other risk-compromising behaviors