

INCLUSIVE ACCOUNTABILITY ORIENTATION GUIDE

A guide to engaging community partners in co-creating results for children



***A PRODUCT OF THE RESULTS FOR CHILDREN INITIATIVE,
A PROJECT OF THE FOUNDATION CONSORTIUM***

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***“We must be the change that we wish to see in the world”
Mohandas K. Gandhi***

Introduction

Why this guide? Proposition 10 offers us a mandate and a challenge to incorporate *Results Based Accountability* and *Inclusive Governance* practices into our work for young children and their families. This guide provides an orientation to the basic principles of Inclusive Accountability – the marriage of Results Based Accountability and Inclusive Governance - and shares its applicability to decision making and results. The Foundation Consortium, an alliance of 17 corporate, private, community and family foundations, shares this vision for California’s children, families and communities. We invite you to become a champion for Inclusive Accountability.

The California Children and Families Act (Proposition 10)

Why are we here? In November 1998, the voters of California passed the California Children and Families Act. This initiative increased the tax on cigarettes and tobacco products. The revenue is used to promote early childhood development from the prenatal period to age five. The intent is for all children to enter school physically, mentally, socially, and developmentally ready to learn. The initiative generates approximately \$700 million per year statewide. Each county is allocated a portion of these revenues based on the number of live births. The Children and Families Commission of each county is required to invest these dollars in ways that best serve the needs of all children in their counties.

Results for Children Initiative A Project of the Foundation Consortium

Who are we? The Results for Children Initiative(RCI) is a partnership between the Foundation Consortium and four California County Children and Families Commissions¹. RCI believes that if commissions adopt “Inclusive Governance” principles and practices and measure progress towards desired results, that they would be more likely to achieve equitable results for young children across ethnic, cultural, linguistic, and economic groups because they would be more likely:

- ❑ To identify equity as a desired result;
- ❑ To be aware and knowledgeable about strategies that work for different populations; and
- ❑ To be able to use and interpret data to hold themselves accountable
- ❑ To be aware if certain programs aren’t reaching certain populations

RCI believes that the implementation of “Results Based Accountability” provides a tool for public engagement in determining the best strategies, for measuring progress and achieving desired results. Results accountability builds systems to monitor progress towards achieving desired results, both at the service provider/grantee level, and more broadly throughout each county. It is a tool to help communities, providers, and Commissions to engage in a continuous process of “how can we do better”.

¹ The four counties involved include Kern County, Santa Barbara County, Orange County, and San Diego County
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What is it? Inclusive Accountability evolved from these two distinct but inter-related principles; Inclusive Governance (IG) and Results Based Accountability (RBA).

***Inclusive Accountability** is defined as an intentional process to engage community partners - especially those who are currently or historically underrepresented/underserved by cultural, ethnic, linguistic, geographical or socio-economic differences - into the identification, development, and evaluation of measurable and equitable results for children and families.*

Why is this important? Whether you are a County Commissioner, parent, community service provider or an elected official, Proposition 10 challenges you to turn the traditional decision making process upside down. Instead of deciding what activities you would like to see in your community and hope that they have a positive impact on children and families, **Inclusive Accountability** requires that the identification, development and evaluation of *results* drive the discovery of the activities that will best achieve those results. In addition,

- ❑ *Inclusive Accountability* encourages people to be honest about their intentions
- ❑ *Inclusive Accountability* invites and celebrates community engagement
- ❑ *Inclusive Accountability* reaches out across differences, building relationships, through the recognition and respect of common interests and community vision
- ❑ *Inclusive Accountability* holds the service provider accountable (with the use of performance and results indicators – see definitions) and invites the service provider community into the process
- ❑ *Inclusive Accountability* celebrates community successes – “We did it together!”

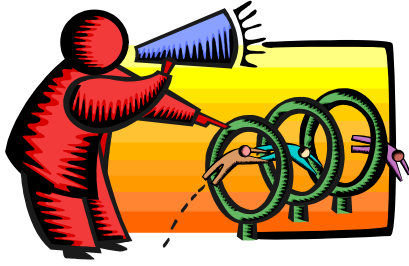


“Inclusive Governance without conversations about results and accountability is incomplete! Results without Inclusive Governance is not sufficient, especially in the community.”

Yoland Trevino
Results for Children Initiative
Lead Consultant

How can we build a better community for our children?

Our Shared Language ~ Definitions ~



Speaking the language of Inclusive Accountability requires a combination of business-like terms: results, indicators, and accountability, with human terms: diversity, community, and inclusive governance. Together, we hold ourselves accountable for creating and making a reality the vision for our communities

Accountability: Systems that measure results. We differentiate two kinds of accountability:

Results Accountability: Is a way of monitoring community change by identifying desired results and selecting and tracking measures that can indicate if things are getting better or worse.

Performance Accountability: Is a way of monitoring program activity and impact by identifying and tracking measures of service, quality, and impact.

Community: Broadly used to refer to a group of people that have a distinct identity, usually residents of a geographic area; but can mean a population that shares a non-geographic common interest, condition, culture, purpose, characteristics, or function.

Diversity: Has been defined by the California Children and Families Commission's Advisory Committee on Diversity² to be inclusive of children ages birth to five years who:

- are from different ethnic, linguistic, cultural, socio-economic, religious, geographical and/or from other historically or currently under-served communities, or
- have disabilities and other special needs.

Indicators: Answers the question "How would we recognize these results in measurable terms if we fell over them?" For example, the rate of low-birthweight babies help quantify whether we're getting healthy births or not, the crime rate helps quantify whether we're living in safe communities.

Inclusive Governance: Ensures that the diverse perspectives of the people affected by a decision, especially groups currently and historically under-represented, are taken into account in making and shaping decisions. Inclusive Governance ensures that people who are recipients of services and other community residents are represented and heard. The views and experiences of the different kinds of people who make up a community – people of different ethnic groups, class backgrounds, sexual orientation, and genders are taken into account. The underlying goal of inclusive initiatives is achieving more equitable results across ethnic, cultural, linguistic and economic groups.

Partners: Are the people, agencies, organizations (both public and private) who could have a role to play in affecting a result. For example, it is going to take more than the school system to produce children succeeding in school and more than the health department to produce healthy children.

Performance Measure: A measure of how well agency or program service delivery is working. What did we do?; How well did we do it?; How much change did we produce?; and, What quality of change did we produce?

Results: Are conditions of well being for children, adults, families, or communities stated in plain language. They are not about programs or activities or government jargon. They are things like "healthy children", "children ready for school", "safe communities", and "strong families".

Strategies: A set of activities, programs, or actions that work together to achieve progress on an indicator.

² State of California Children & Families Commission Advisory Committee on Diversity
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How Do We Do This Together?

Commissioners, Staff, Parents, Community Organizations, & Partners

- 1) Identify Results that matter to families, community and Commissions
 - a) Begin with a Mission and Values statement that demonstrates your commitment to Inclusive Accountability.
 - b) Seek opinions and experiences that reflect the diversity of your county.
 - c) Use a variety of strategies for bringing diverse voices to the table (e.g. Community Conversations, Focus Groups, etc.) taking care to minimize barriers to participation.
 - d) Provide leadership and model Inclusive Accountability on all levels (public hearings, availability of plan, opportunities for participation).
 - e) Prioritization of results are not imposed by a single group but are agreed-upon by all or most of the different groups that make up a community.

- 2) Identify Indicators that are measurable for the identified results
 - a) For each of the results, identify a set of measures, for which you have data that can be used to track progress towards the result.
 - b) Have a conversation with community partners about the stories behind the indicators, “what is really happening to families and children?”

- 3) Identify what works? to turn the curve
 - a) Your community’s collective wisdom, education and experiences will determine what works best to achieve identified results.
 - b) Invest time and resources to research best practices for similar communities while encouraging innovation
 - c) Community partners (government, non-profit, faith community, for-profits) are invited to provide “What works best” through an open process.

- 4) Link allocation of resources to desired results and performance.
 - a) Recognize and move beyond the tendency to contract only with existing partners. Maintain a results and performance standard for investing resources
 - b) Resist the temptation to give everyone a small piece of the pie, instead build on jointly developed results that are prioritized by an inclusive public process.

- 5) Assure systems are in place to monitor and track overall results and performance in a way that can be analyzed by subgroup (e.g. by different ethnic groups, home languages, geographic communities). Work with service providers to help them develop systems to track the impact they are making.
 - a) Do your community service providers have sufficient resources to implement performance measures? (How well are they doing?) Is additional training necessary? Are they involved in the development of your data systems?

- 6) Communicate how you are doing and change course as necessary
 - a) Hold yourselves accountable to the achievement of the results
 - b) Celebrate your successes
 - c) Share your lessons learned
 - d) Begin the process all over again!

This is a continuous circular process of how can we do better?



La Casa de la Raza Creating a Community Vision

The rebirth of La Casa de la Raza, located in the heart of Eastside Santa Barbara, is a testament to the spirit of the original founders, the Latino, Mexicano, and Chicano residents of Santa Barbara. From its humble beginnings as a construction warehouse turned community center to its newly renovated dining room & kitchen, large hall, youth center, and the long anticipated Family & Children’s Service Center, the 23,000 square foot La Casa de la Raza had weathered both prosperous and modest times. This period of rebirth afforded La Casa de la Raza the opportunity to implement an ***inclusive community-based process of data gathering***. This process served as a tool for community involvement & empowerment, identification of desired results, and a mechanism for the gathering of relevant data on the status of families (indicators). Supported by a Capacity Building Grant from the Children and Families Commission of Santa Barbara County, the project resulted in the documentation of desired results by families residing in the poorest communities of Santa Barbara.

The building of community and the building of organizational capacity have traditionally been separate activities. In fact, many organizations believe if they build capacity within their organization community participation will automatically follow. The E.P.I.C. (Empowering People in Community-design)³ model of data gathering engages people in the planning, implementation, evaluation and dissemination of data. This data, in turn, can be used to set benchmarks for evaluation of results, validate needs, or seek funding. The participants and the community at large ***own*** this tool for community empowerment. This model was developed as a very practical step to the engagement of both community members and other service providers in improving services to a specific group of families residing within a city or neighborhood.

The uses of the data included, but were not limited to:

- ❖ *Establishing Benchmarks for Community Health and Well-being (Results & Indicators)*
- ❖ *Enhanced Service Delivery (Identifying and addressing barriers to service)*
- ❖ *Gather specific & relevant data for grant writing, program development and fund-raising opportunities*
- ❖ *Provide tools for community engagement in the political processes (empowerment)*

Individual planning team members became leaders in the recruitment of interview teams and facilitators in the process. The interview teams were a direct reflection of the community being surveyed, many living in the same neighborhood. They were trained and supported in the process of data gathering techniques that were culturally and linguistically appropriate. These interview teams were supported in their often new roles as leaders of the process, especially in the interpretation and communication of the data to the public. The Visioning Workshops partnered data with dreams. This facilitated process resulted in an action plan for implementation.

| Intended Results | Unintended Results |
|--|--|
| <ol style="list-style-type: none"> 1. Families were engaged in the identification of desired results. 2. Community Service Providers identified internal barriers and implemented changes to remove barriers 3. A report was prepared to communicate findings for use throughout the community. 4. A plan of work was developed by families through the visioning process. | <ol style="list-style-type: none"> 1. Individuals participating in the survey became involved as volunteers in other organizations. 2. Two of the survey team members were hired by La Casa de la Raza to assist in serving families. 3. The model was presented as a “Best Practice” at the Results for Children Academy Spring 2001 |

As this chart shows, both intended and unintended results were realized. Both community members and the partners increased their capacity for working towards jointly developed results.



³ Developed by Hilda Zacarias, Connecting Systems Consultant Services, Santa Maria California, e-mail: zacarias@sbceo.org
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Become a Champion of Inclusive Accountability



Our Journey So Far

A team of close to 100 community members, commissioners, parents, service providers, coaches and other partners have participated in the evolution of Inclusive Accountability. Each county, however, has taken their own road towards achieving equitable results for children. Inclusive Accountability, by its very nature, does not define results. Rather it is a process that will guide the collective wisdom of your community.

Becoming a Champion in your community requires you to be both teacher and student. A teacher to share the values of Inclusive Accountability, people may not trust that you truly care about what they have to say. Only your sincere invitation will lay the foundation for the building of relationships where honest information can be exchanged. A student to accept that you, as one individual, do not hold the answers to all questions, the solutions to all of our communities needs, you are always learning from others.

One of the first things you can do is to study the strategic plan of your county. Do you hear the voices of community throughout the document? Are the activities (strategies) directly related to the desired results? Were the desired results identified by a diverse body? Ask questions about process. What other documents communicate the work of your commission?

Develop relationships with others. If you are a commissioner, partner/mentor a member of your community advisory board (if you have one - if not, develop one!) If you are a parent, learn about the different resources that are available to support you, even if you don't need them. Find out if they are accessible to parents of different socio-economic levels, of different languages, working parents. As a community service provider, your opportunities to practice Inclusive Accountability can expand to your front line staff - are they heard? Do you include them in the development of programs, of data system development, or advisory committees? Above all, see yourself as a tool for improving the lives of your communities children and families.

***Champion Inclusive Accountability!
Together we will improve the lives of children and families***

“We hope that when our children grow up they will be confident, successful, and healthy; that they are accepted and supported by their community; that they have strong morals; and, serve their communities”

Santa Barbara County Parent & Community Conversation Participant

The indicators a society chooses to report to itself about itself are surprisingly powerful. They reflect collective values and inform collective decisions. A nation that keeps a watchful eye on its salmon run or the safety of its streets makes different choices than does a nation that is only paying attention to its GNP. The idea of citizens choosing their own indicators is something new under the sun - something intensely democratic.

*Carol Spring
Sustainable Calgary*



Proposition 10 revenue will be used to provide comprehensive, integrated systems to promote early childhood development from the prenatal period to age five. Health, child care and parent education programs will be funded at the county level to best meet local needs as determined by each community. The intent (result) is for all children to be healthy, to be cared for in strong and supporting environments, and to enter school ready to learn.

*San Diego County
Children and Families Commission
"All 4 Kids"
Strategic Plan 2001-2003*

For additional information:

On Results Based Accountability:

www.RAGuide.org This implementation guide explains results and performance accountability, has case studies, and training activities. Written by Mark Friedman, it is a "how to do the work" tool.

On Evaluation:

Outcomes for Success. The Evaluation Forum, Seattle WA 2000 Edition. www.EvaluationForum.com

On Inclusive Governance:

California Tomorrow, 436-14th Street, Suite 820, Oakland, CA 510-496-0220.

The California Children & Families Commission

www.cfc.ca.gov

For additional tools contact the Foundation Consortium at www.foundationconsortium.org

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