ACT™ Model Learning Cohort

WORKBOOK

RESULTSLAB
ACCELERATING IMPACT

ACT

Align
Capture
Transform

Our Secret to Maximize Your Impact

We know how complex data can be.
Our 3-step process, ACT™, powers everything we do, teaching
how to not only make sense of data but to also do more with it.

ALIGN

Develop your impact strategy
and align on desired outcomes

CAPTURE

Ensure you're asking the
right questions, create and
pilot data collection tools

TRANSFORM

Use data to build a culture of
learning, drive greater impact,
and tell your impact story

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Table of Contents

ALIGN PHASE TO DO LIST

TASKS		
What	**Who**	**When**
❏ **Create Impact Strategy**	• Cohort Member	
❏ **Create Program Model**	• Cohort Member	
❏ **Draft Initial Learning Questions and review with your team**	• Cohort Member	

Align

SECTION 1: DESIGN AN IMPACT STRATEGY

Learning Objectives

you'll be able to:

- Identify answers to three questions essential to strategic planning: With whom/in what are we trying to make a change?, What do we do to make change?, What changes are we creating? Use these answers to create your Impact Strategy

- Understand the value of identifying organizational goals and outcomes before developing a measurement plan.

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To what end goal or impact are you contributing?

What is the greater community change you wish to influence?

With whom/in what are we trying to make a change?

What do you do to make change?

What changes are you creating?

Developing Outcomes
WHAT WILL YOU CHANGE?

Outcome(s) = The thing(s) that will be different as a result of your efforts

------

What will be different?

Who will it be different for?

With whom are you trying to make a change?	What do you do to make change?	What changes are you creating?		To what end?
People We Engage or Serve	Core Activities or Services	Short-Term Outcomes	Long-Term Outcomes	End Goal (Impact)
				Start Here!

Outcome(s) = The thing(s) that will be different as a result of your efforts

What will be different? Who will it be different for?
Common Types of Outcomes
- Change in skills, knowledge, practice (Short Term)
- Change in behavior, attitudes, beliefs (Mid Term/Long Term)
- Change in condition(s) (Short Term/Mid Term/Long Term)

Align

SECTION 2: DETAILING PROGRAM COMPONENTS

Learning Objectives

you'll be able to:

- Develop a program model, explain the purpose, and identify the critical characteristics of a strong model.

- Create or refine 1-2 core components of a program model.

- Identify essential details about core program activities that will become the foundation of a comprehensive measurement plan.

- Identify key learning questions around your programming.

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PROGRAM MODEL: Builds on Impact Strategy

Eligibility	Core Activities or Services	Content & Quality	Quantity		Outcomes	Impact
WHO	WHAT	HOW	HOW MUCH	HOW LONG	CHANGES	OVERALL GOAL

- Define what your services of Programs should look like
- Demonstrate the essential elements of what you do
- Articulate core activities/services/components with detailed descriptions of eligibility, content, quality, and quantity
- Check for alignment with organizational impact strategy

Cheat Sheet: Learning Questions

What is a learning question?

A learning question is simply a question you have about your program, initiative, or community that you can answer through data.

While the concept of a learning question overlaps with terms such as research or evaluation question, we lead with learning because the exploration of the data should be in the greater spirit of learning and action.

What makes a strong learning question?

A strong learning question has certain qualities that make it more likely to be successfully answered with data and to be used for action.

Review each question, and check if your learning question is:

- **Relevant**: Does your question align with your program goals? Is it timely given your current context?
- **Useful**: Will your question help inform strategic decisions that will be used by stakeholders to make decisions or improvements? Are others asking for clarity on this question?
- **Feasible**: Can you realistically answer this question with the data, timeline, and/or resources you have available right now?
- **Focused**: Is the question specific on the who, what, and where?

What are some commonly used implementation and impact learning questions?

- Is the program being delivered in the way it was intended? (Implementation)
- Do those involved in the program experience positive changes after participation? (impact)
- How does the program vary across locations? (implementation)
- Do participants experience changes in knowledge and skills more so than those who do not participate? (impact)
- What participants or things (e.g. program sites) seem to have more positive outcomes? (implementation)

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Learning Questions

WHAT? COMMON LEARNING QUESTIONS

WHO WE SERVE

- Who needs this most?
- Who did we reach?
- Who did we not reach?

WHAT WE DO

- How much did participants experience?
- What was the quality?
- Were participants satisfied?

WHAT WE ACHIEVE

- How have mindsets changed?
- How have skillsets changed?
- How have practices changed?
- How have supports changed?
- How have structures changed?
- How have policies changed?

Consider starting with an Evergreen Learning question and then iterating to make it more specific to your organizational or program interests! A specific learning question helps to develop the specific indicators it takes to answer it.

WHAT? PICKING A STRONG LEARNING QUESTION

Is it relevant?
Does your question align with your program goals? Is it timely?

Is it useful?
Will this help make decisions or improvements? Are others asking for clarity on this question?

Is it feasible?
Can you realistically answer this question with data you have available right now? Within the timeline or resources, you have?

Is it focused?
Is the question specific on the who, what, where, when?

Ask these questions when selecting a learning question. If you can't answer a question, or see that it is weak in one area, deepen your learning question to include this consideration.

Get Curious About Your Programs

Step 1: Brainstorm!
- Think about one of your programs or services...
    - What are you curious to learn more about?
    - Why?
    - How might you use this information?
    - Identify: Are your curiosities about how you do what you do? Or What happens as a result of what you do?

Step 2: Translate curiosities into learning questions & think critically about each one			
Learning Questions What do you want to know about your program, informed by your Impact Strategy and Program Model?	**Relevant** Does this learning question align with your organization outcomes? Is it timely given our current context?	**Useful** Will your question help inform strategic decisions or program and initiative improvements? How?	**Feasible** Can you realistically answer this question with the resources and timeline you have available right now?
After you have reviewed all LQs, prioritize each Learning Question: High (1), Medium (2), Low (3) This will help to inform the development of a measurement plan.			

Moment of Reflection

A-Ha Moments & Key Learnings

Think about the discussions and work completed during this phase….

- What were some of your A-Ha moments when you identified something new or important? Or saw something differently?
- What assumptions have you challenged about your evaluation or data practices?
- What gaps have you identified?
- What knowledge or skills have you strengthened? How has this influenced your evaluation or data practices?

What have you learned that you think might be useful to share with your organization?

Brainstorm 3- 5 Learnings you might take back to your organization.

What can I take back to my organization?

A-Ha Moment	Key Learning	Why it might be useful to share? What can other organizations gain from your insights?

CAPTURE PHASE TO DO LIST

TASKS

What	Who	When
❏ **Create Measurement Strategy**	• Cohort Member	
❏ **Refine Learning Questions + Generate Possible Indicators**	• Cohort Member	
❏ **Draft out what information you have for your Measurement Plan/Evaluation Framework**	• Cohort Member	
❏ **Select a tool to pilot and complete Data Collection Tool Action Plan**	• Cohort Member	
❏ **Finalize your Tool design with your coach**	• Cohort Member	
❏ **Develop a Data Collection Protocol**	• Cohort Member	
❏ **Complete Data Analysis Protocol**	• Cohort Member	
❏ **Collect data using your new tool**	• Cohort Member	
❏ **Review and Finalize your Measurement Plan**	• Cohort Member	

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Learning Goals & Objectives

you'll be able to:

- Identify Measurement Goals + Objectives + and finalize your Learning questions. This will be your Measurement Strategy.

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Create a Measurement Strategy

Use the Worksheets in this section to develop the 3 elements of your Measurement Strategy Once complete, import the information from the worksheets into this framework.

Measurement Goals

Learning & Improvement
Develop a culture of learning across our organization. Focus on discovering what makes our approach successful and how to strengthen our practice.

Knowledge Generation
Develop an understanding of what practices and processes contribute to systems change in multiple areas. Share best practices with the field.

Accountability
Use data to tell our impact story to our participants, staff, community, and funders. Use data to drive decision making and allocate organizational resources.

NONPROFIT PARTNER NAME & LOGO

Learning Questions

Our measurement practice will include 3 areas of inquiry each with its own set of indicators.

Who do we serve & engage?
What do we do & how do we do it?
What do we achieve?

Measurement Approach

Guiding Principles for our Measurement Practice

Representative of Participant & Community
- ✓ Develop community responsive practices
- ✓ Engage participants in meaningful and authentic ways

Accessible
- ✓ Minimize burden to staff, members and participants.
- ✓ Align with organizational and staff capacity

We will hold ourselves accountable to our measurement strategy and dedicate appropriate resources to it.

Example: Measurement Strategy

Create a Measurement Strategy

Use the Worksheets in this section to develop the 3 elements of your Measurement Strategy
Once complete, import the information from the worksheets into this framework.

Measurement Goals (Reorder)	Learning Agenda	
	Learning Questions	Possible Indicators
Proving Impact: Primary Goal.		
• This looks like ...		
Learning and Improvement: Secondary Goal.		
• This looks like ...		
Knowledge Generation: Secondary Goal.		
• This looks like …		
Accountability: Tertiary Goal.		
• This looks like…		

Values

Measurement Goals + Principles/Values

Measurement Goals

Measurement Goals	High Priority?	What does this look like for us?
Learning + Improvement		
Proving Impact		
Knowledge Generation		
Accountability		
Other		

Measurement Values

Measurement Principles/Values	High Priority	Medium Priority	Low Priority
Accessible			
Accurate/Rigorous			
Cost Effective			
Integrated (to operations, processes, and across programs)			
Interactive/Fun			
Low Burden			
Relevant			
Representative (of community/participant voice) - Equitable			
Other			

Refine & Finalize Learning Questions

Finalize learning questions & think critically about each one			
Learning Questions What do you want to know about your program, informed by your Impact Strategy and Program Model?	**Relevant** Does this learning question align with your organization outcomes? Is it timely given our current context?	**Useful** Will your question help inform strategic decisions or program and initiative improvements? How?	**Feasible** Can you realistically answer this question with the resources and timeline you have available right now?

After you have reviewed all LQs, prioritize Each Learning Question: High (1), Medium (2), Low (3)

This will help to inform the development of a measurement plan

"Mapping" your Learning Questions

IMPLEMENTATION QUESTIONS		IMPACT QUESTIONS	
Who We Serve (Population of Interest)	What We Do (Program Activities)	What We Achieve (Short-Term Outcomes)	What We Cause (Long-Term Outcomes)

Learning Question and Indicators

Learning Questions	Possible Indicators

Capture

SECTION 2: BUILD A STRONG PLAN FOR MEASUREMENT

Learning Objectives

you'll be able to:

- Identify common elements of a comprehensive measurement plan.

Starting your Measurement Plan

Learning Question:				
Outcome Thing that changes because of the activity	Evidence Information you will collect to demonstrate change	Method for tracking or gathering information to count as evidence	Details about how, when and from whom organization will collect data systematically	Details for organizing, reviewing and identifying results
Signal of Progress	Indicators	Data Collection Tools/Instruments	Data Collection Implementation	Data Analysis

This provides you with a comprehensive plan to guide your data practice.

This can also be called a *data plan, results framework,* or *evaluation plan.*

WHAT you need to know

Where do we get this information:

Your Outcomes will come from your Impact Strategy. You can also reference the Learning Questions in your Measurement Strategy to identify key indicators.

HOW you will you collect the data?

Where do we get this information:

This information is new information and will need to be defined but you can reference Measurement Goals & Measurement Approach in your Measurement Strategy to define your data collection approach.

WHO is responsible for data collection & **WHEN** does data collection occur?

Where do we get this information:

This information is new information and will need to be defined.

Capture

SECTION 3: CREATE OR REFINE DATA COLLECTION TOOLS

Learning Objectives

you'll be able to:

- Identify existing tools currently being used to collect data relevant to new measurement plan.

- Explore a variety of data collection methods.

- Choose to refine an existing tool or create new a new tool.

Consider existing tools and explore other data collection methods.
Which methods are most interesting or in alignment with Measurement Strategy?

This tool needs to…	Methods to Consider				
Capture the **relationships between people, places, and spaces**	Social Listening with Social Media	Surveys	Document And Product Review		
Go deep with a **smaller number of people**	Focus Groups	Interviews	Observation	Online Journals	
Capture information in a way that is **participant-centered**	Photovoice	Online Journals	Voice Memos	Artistic Expression	Document And Product Review
Capture **system-level information**	Records	Mapping			
Collect data in **A short amount of time**	Social Listening with Social Media	Pulse Surveys			
Capture the **relationships between people, places, and spaces**	Mapping	Photovoice			
Capture changes in skills, knowledge, or practices in a standardized way	Assessments And Tests	Surveys, Questionnaires, Polls (That Have Been Developed And Used Across Organizations)			

HOT TIP: :Go back to your Measurement Strategy Values. Which of these tools best align with your values around data and measurement?

Discussion Notes:

Data Collection: Action Planning for Implementation

What		Who	When
What?	Task Details	Who is responsible for this task?	Dates
Creating a plan for refining and developing a tool		(Coach)	
Creating and reviewing protocols		(Coach)	
Identifying & recruiting a sample		Ex. NPP Team	
Logistics of implementation (who, when, where, how)			

Capture

Learning Objectives

you'll be able to:

- Develop clear protocols to implement one data collection tool relevant to measurement plan.

- Pilot a tool with a small sample.

- Use a systematic approach to analyze data.

Data Collection Protocols

Selected Tool:	

Implementation Aspect	Notes
What will be implemented?	
When will it be implemented?	
Who will implement it?	
Do you need to create an informed consent form?	
Who will this collect data from?	
How will this be implemented? Provide clear instructions for staff responsible for using the tool here.	
How will you securely store the data?	
When and how will you dispose of the data?	

Cheat Sheet: Data Tool Cover Page

*This cover sheet can be created and stored for each of your data collection methods (and tools that fall into each methodological category). Clearly documenting details about your collection can increase efficiency and decrease confusion.

Method and Tool	A method describes a way of gathering information like a focus group or survey. Tool describes the specific way of collecting your data, like the specific survey or interview guide.
Storage and Administration	Describe how the method you have selected works and/or any step-by-step guidance for the specific tool. Note the system and/or storage location for the tool.
Source	Who or where will your data come from?
Collection Timeline and Responsibility	Timeframe for data collection and/or frequency of data collection People, programs, locations, or other units that will collect the data
Analysis Timeline and Responsibility	Timeframe for analysis The person, departments, or other units that will analyze the data
Notes	

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Data Analysis Protocols

Selected Tool:	[One Drive Link Here]

Implementation Aspect	Notes
What will be analyzed?	
When will it be analyzed?	
Who will analyze it?	
What tools will you use?	
How will this be analyzed? Provide clear instructions for staff responsible for using the tool here.	
[Insert tool screen shot here]	

Qualitative Data Analysis Cheat Sheet

START HERE →
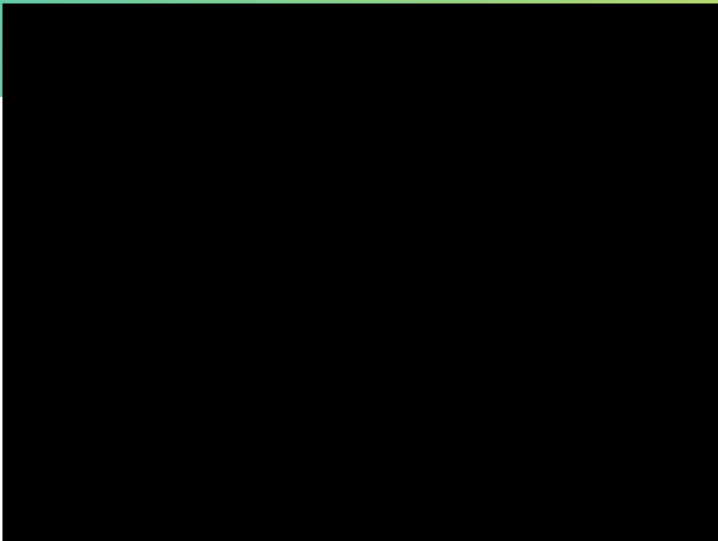
1. Data Preparation: Dive In & Clean Up

- **Review & Familiarize:** Read through all your data to get a sense of the whole.
- **Organize & Structure:** Put your data in a format that works for coding (spreadsheets, software).
- **Clean & Refine:** Fix any typos, inconsistencies, or missing information for accurate analysis.

2. Coding & Theme Development:

- **Break down your data:** Divide text into meaningful units (sentences, paragraphs) and assign initial codes that capture key concepts.
- **Refine & identify themes:** Review your codes, looking for patterns and connections. Group related codes, refine them for consistency, and develop themes that represent these groupings, ensuring they are distinct, supported by data, and relevant to your research question. Review your codes in relation to other elements of your data (Demographics, services used, etc).

3. Develop a Narrative: Craft a story that integrates your themes and helps you understand the experiences of your participants.

Your Learning Question:		
Theme Name:		
Theme Description:		
Sample Excerpts from Data:		

Practice: Collating & Revising Codes Tool

Tell the Story

Code 1	Code 2
Snip	Snip
Snip	Snip
Snip	Snip

Code 3

Snip

Snip

Snip

HOT TIP: Remove codes that don't have sufficient data.

Combine codes that are alike or separate codes out if there are meaningful differences in the data.

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Qualitative Data Training: Codebook Tools

Learning Questions			
Datasets to be Used	**Data Type (Quant, Qual, Both)**	**Inclusions**	**Exclusions**

Qualitative Approach				
Code What are you calling this code?	**Expectations** What do you expect to see related to this code?	**Reality** What did you see related to this code?	**Count** How many times did this code come up?	**Themes** Overarching theme that encompasses your findings from this code.

Quantitative Data Analysis Cheat Sheet

Data work should involve three steps:

1. Quality Checks

Data quality checks involve inspecting the data documentation and dataset to identify issues and plan for how you will address issues in data processing and analysis.

2. Processing

Data processing involves cleaning and transforming the dataset, creating new analysis variables, and implementing the solutions you identified during the quality check step.

3. Analysis

Data analysis involves calculating the statistics you will present and designing data visualizations.

80% or more of your time.   20% or less of your time.

The hardest part of analysis is preparing data for accurate analysis and choosing the right statistics to tell your story.

Quality Checks: Check for Completeness, Consistency, and Cleanliness

Processing:
1) Implement data quality check solutions: address potential errors and missing data.
2) Prepare data for analysis: Create an analysis dataset and create new analysis variables where needed, like binary and categorical variables for example.
3) Document, Document, Document: Take notes of all of the decisions that you made.

Analysis: There are 3 types of descriptive statistics: Frequency (and proportion), measures of central tendency (mean, median, and mode), and measures of variability (range, IQR, standard deviation, and variance).

Moment of Reflection

A-Ha Moments & Key Learnings

Think about the discussions and work completed during this phase….

- What were some of your A-Ha moments when you identified something new or important? Or saw something differently?
- What assumptions have you challenged about your evaluation or data practices?
- What gaps have you identified?
- What knowledge or skills have you strengthened? How has this influenced your evaluation or data practices?

What have you learned that you think might be useful to share with your organization?

Brainstorm 3- 5 Learnings you might take back to your organization

What can I take back to my organization?

A-Ha Moment	Key Learning	Rationale for why it might be useful to share

TRANSFORM PHASE TO DO LIST

TASKS		
What	**Who**	**When**
❏ **Create Data Use Strategy**	• Cohort Member	
❏ **Analyze Program Data**	• Cohort Member	
❏ **Create Data Portfolio**	• Cohort Member	
❏ **Host Data Action Session**	• Cohort Member and 1 additional Team Member (someone else if appropriate with organization)	
❏ **Create Data Action Plan**	• Cohort Member	
❏ **Create Playbook Slide**	• Cohort Member	
❏ **Attend final ACT Cohort Session**	• Cohort Member	

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Transform
SECTION 1: DATA USE STRATEGY

Learning Objectives

you'll be able to:

- Identify answers to four questions essential to data use planning: Who needs the data? What would they want to know? What is the ideal communication vehicle? When would we share this with them?

- Understand the value of identifying organizational goals in communicating data, before using and sharing data.

Creating a Data Use Strategy

DATA USE STRATEGY			
Who Who needs to use this data?	**What** What would they want to know? *(tie to learning questions)*	**How** What is the ideal communication vehicle?	**When** When should we share this with them?

Transform

Learning Objectives

you'll be able to:

- Create a data portfolio for use during a Data Action Session.
- Leverage emergent learning and impact matrix process for developing a data action plan.

DATA ACTION
RAPID DATA DRIVEN DECISION - EXPLORATION

- Send data to teams in advance
- Include organizational leadership and frontline staff (as appropriate)
- Consider inviting partners that serve a similar client-base; no one organization can meet all emerging community needs
- End your session with concrete action items of what will be done, by whom, and when

> **Connecting virtually?**
> Share your screen and populate the Emergent Learning Map and Impact Matrix in real-time

MAKING RAPID, DATA-DRIVEN DECISIONS:
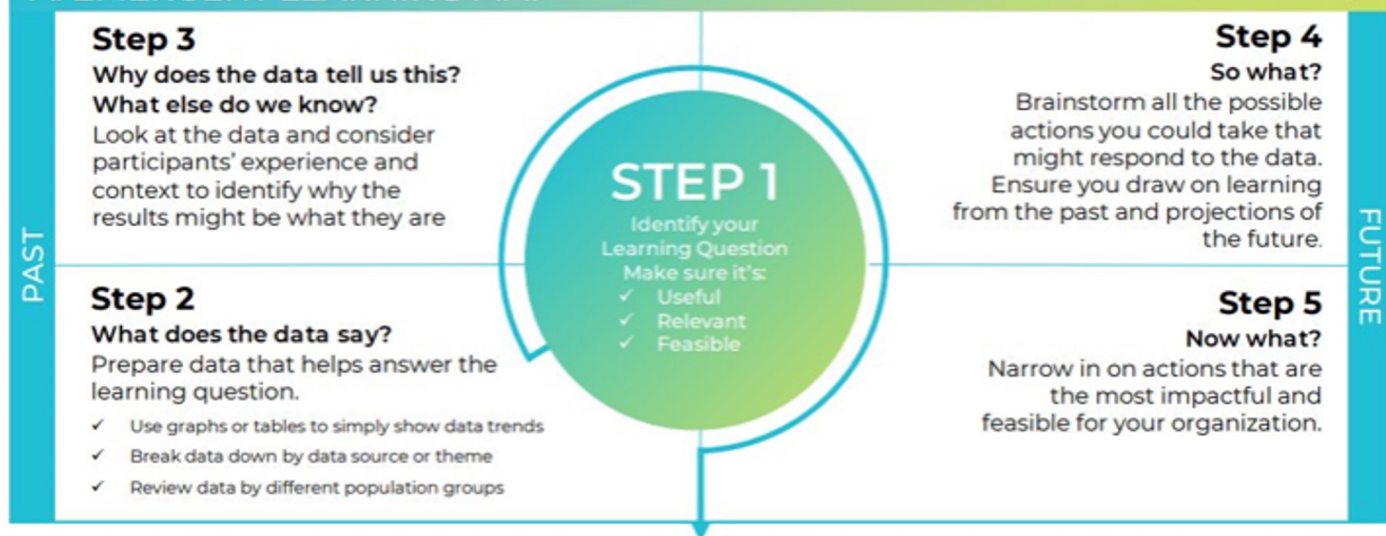### A PRACTICAL APPLICATION TO A RAPID SOLUTION DESIGN PROCESS

What is Rapid Solution Design?

ResultsLab recommends that organizations use **Rapid Solution Design** to quickly and collaboratively design solutions to meet participants' needs. The step-by-step data-driven process below provides a decision-making structure that can be utilized in a rapidly changing environment, again and again.

Where Do I Begin?

1. **Follow the steps below to create an Emergent Learning Map (A)** to allow you to collect, reflect on data and answer critical questions to develop an action plan that will drive programmatic improvements for your participants or community.

A. EMERGENT LEARNING MAP

Step 3
Why does the data tell us this?
What else do we know?
Look at the data and consider participants' experience and context to identify why the results might be what they are

Step 2
What does the data say?
Prepare data that helps answer the learning question.
- ✓ Use graphs or tables to simply show data trends
- ✓ Break data down by data source or theme
- ✓ Review data by different population groups

STEP 1
Identify your Learning Question
Make sure it's:
- ✓ Useful
- ✓ Relevant
- ✓ Feasible

Step 4
So what?
Brainstorm all the possible actions you could take that might respond to the data. Ensure you draw on learning from the past and projections of the future.

Step 5
Now what?
Narrow in on actions that are the most impactful and feasible for your organization.

PAST

FUTURE

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DATA ACTION
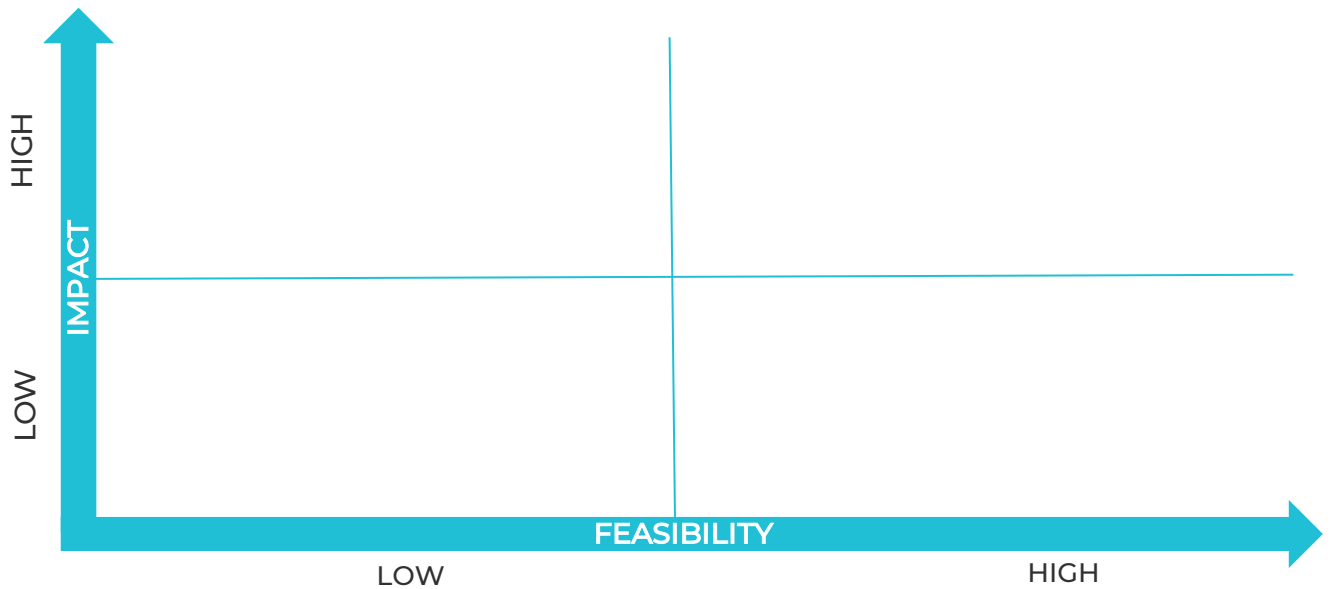## RAPID DATA DRIVEN DECISION - EXPLORATION

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Connecting virtually? Share your screen and populate the Emergent Learning Map and Impact Matrix in real-time

A. EMERGENT LEARNING MAP

Step 3

Step 4

PAST

STEP 1
LEARNING QUESTION

FUTURE

Step 2

Step 5

B. IMPACT MATRIX

HIGH

LOW

IMPACT

FEASIBILITY

LOW

HIGH

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Creating a Data Action Plan

DATA ACTION PLAN
Note: The activities outlined below pertain to the Data Action Session held on xx/xx/xxxx.

What		Who	When
What can we take forward? Describe the specific task.	Type of Action & Tool: Data, Programming, Communication	Who will be responsible for this?	When should it be done?
Address Data Gaps ❑ All staff data entry training to address data completion issues ❑ Compare data completeness from the pilot vs after all staff training to ensure issue has been addressed	**Type of Action:** Data & Programming **Tool:** Training Slide Deck	Data Coordinator	By Friday April 5th, 2024

Moment of Reflection

A-Ha Moments & Key Learnings
Think about the discussions and work completed during this phase….
- What were some of your A-Ha moments when you identified something new or important? Or saw something differently?
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- What knowledge or skills have you strengthened? How has this influenced your evaluation or data practices?

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