

# ACT™ Model Learning Cohort

IN PARTNERSHIP WITH Tony Grampas Youth Services  
September 2024 - June 2025

WORKBOOK



**RESULTS LAB**

ACCELERATING IMPACT





## 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

# Table of Contents

## How to Use this Workbook:

The ACT™ Model workbook is divided into three modules: Align, Capture, Transform.

We have included graphic organizers for each step and templates for you to build out your own developments.

## ALIGN

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SECTION 2: DEVELOP A STRONG PROGRAM MODEL

SECTION 3: IDEATE LEARNING QUESTIONS

SECTION 4: REFLECTION & TAKEAWAYS

## CAPTURE

SECTION 1: IDENTIFY MEASUREMENT GOALS & OBJECTIVES

SECTION 2: BUILD A STRONG PLAN FOR MEASUREMENT

SECTION 3: CREATE OR REFINE DATA COLLECTION TOOLS

SECTION 4: PILOT TOOLS & PRACTICE DATA ANALYSIS

## TRANSFORM

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## APPENDIX:



# ALIGN PHASE TO DO LIST

## TASKS

What	Who	When
<input type="checkbox"/> <b>Create Impact Strategy</b>	<ul style="list-style-type: none"> <li>• Cohort Member</li> </ul>	
<input type="checkbox"/> <b>Create Program Model</b>	<ul style="list-style-type: none"> <li>• Cohort Member</li> </ul>	
<input type="checkbox"/> <b>Draft Initial Learning Questions and review with your team</b>	<ul style="list-style-type: none"> <li>• Cohort Member</li> </ul>	

# 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.

## 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)
				

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.

Strong components checklist:  
Essential  
Replicable  
Detailed

## 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)

# 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.**

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
<input type="checkbox"/> <b>Create Measurement Strategy</b>	• Cohort Member	
<input type="checkbox"/> <b>Refine Learning Questions + Generate Possible Indicators</b>	• Cohort Member	
<input type="checkbox"/> <b>Draft out what information you have for your Measurement Plan/Evaluation Framework</b>	• Cohort Member	
<input type="checkbox"/> <b>Select a tool to pilot and complete Data Collection Tool Action Plan</b>	• Cohort Member	
<input type="checkbox"/> <b>Finalize your Tool design with your coach</b>	• Cohort Member	
<input type="checkbox"/> <b>Develop a Data Collection Protocol</b>	• Cohort Member	
<input type="checkbox"/> <b>Complete Data Analysis Protocol</b>	• Cohort Member	
<input type="checkbox"/> <b>Collect data using your new tool</b>	• Cohort Member	
<input type="checkbox"/> <b>Review and Finalize your Measurement Plan</b>	• Cohort Member	

# Capture

## SECTION 1: IDENTIFY MEASUREMENT GOALS & OBJECTIVES













## Learning Goals & Objectives

you'll be able to:

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

<div><div><div></div><div><b>Measurement Goals</b></div></div><div><div></div><div><b>Learning &amp; Improvement</b></div><div>Develop a culture of learning across our organization. Focus on discovering what makes our approach successful and how to strengthen our practice.</div></div><div><div></div><div><b>Knowledge Generation</b></div><div>Develop an understanding of what practices and processes contribute to systems change in multiple areas. Share best practices with the field.</div></div><div><div></div><div><b>Accountability</b></div><div>Use data to tell our impact story to our participants, staff, community, and funders. Use data to drive decision making and allocate organizational resources.</div></div><div><b>NONPROFIT PARTNER NAME &amp; LOGO</b></div></div> <tr><td><div><div><div><b>Learning Questions</b></div><div>Our measurement practice will include 3 areas of inquiry each with its own set of indicators.</div><div><b>Who do we serve &amp; engage?</b> <b>What do we do &amp; how do we do it?</b> <b>What do we achieve?</b></div></div><div><div><b>Measurement Approach</b></div><div><div><b>Guiding Principles for our Measurement Practice</b></div><div><div><div></div><div><b>Representative of Participant &amp; Community</b></div><div>✓ Develop community responsive practices ✓ Engage participants in meaningful and authentic ways</div></div><div><div></div><div><b>Accessible</b></div><div>✓ Minimize burden to staff, members and participants. ✓ Align with organizational and staff capacity</div></div></div><div><div>We will hold ourselves accountable to our measurement strategy and dedicate appropriate resources to it.</div></div></div></div></div></td><td><div>Example: Measurement Strategy</div></td></tr>	<div><div><div><b>Learning Questions</b></div><div>Our measurement practice will include 3 areas of inquiry each with its own set of indicators.</div><div><b>Who do we serve &amp; engage?</b> <b>What do we do &amp; how do we do it?</b> <b>What do we achieve?</b></div></div><div><div><b>Measurement Approach</b></div><div><div><b>Guiding Principles for our Measurement Practice</b></div><div><div><div></div><div><b>Representative of Participant &amp; Community</b></div><div>✓ Develop community responsive practices ✓ Engage participants in meaningful and authentic ways</div></div><div><div></div><div><b>Accessible</b></div><div>✓ Minimize burden to staff, members and participants. ✓ Align with organizational and staff capacity</div></div></div><div><div>We will hold ourselves accountable to our measurement strategy and dedicate appropriate resources to it.</div></div></div></div></div>	<div>Example: Measurement Strategy</div>
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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 (Reorder)	Learning Agenda	
	Learning Questions	Possible Indicators
<ul style="list-style-type: none"><li>● <b>Proving Impact:</b> Primary Goal.<ul style="list-style-type: none"><li>● This looks like ...</li></ul></li><li>● <b>Learning and Improvement:</b> Secondary Goal.<ul style="list-style-type: none"><li>● This looks like ...</li></ul></li><li>● <b>Knowledge Generation:</b> Secondary Goal.<ul style="list-style-type: none"><li>● This looks like ...</li></ul></li><li>● <b>Accountability:</b> Tertiary Goal.<ul style="list-style-type: none"><li>● This looks like...</li></ul></li></ul>		
	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

You will return to this as you work through the ACT phases.

## 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



## SECTION 4: PILOT TOOLS & PRACTICE DATA ANALYSIS



## 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

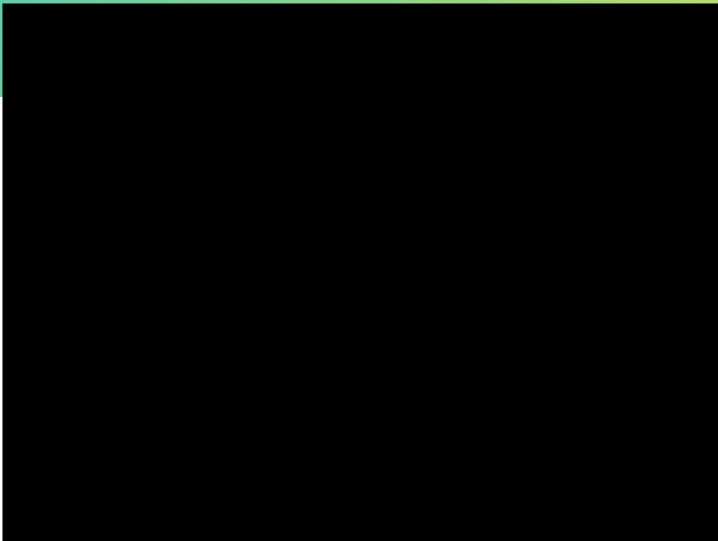
# Data Analysis Protocols

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

Snip

Snip

Snip

Code 2

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.

# Qualitative Data Training: Codebook Tools

## Learning Questions

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

## Qualitative Approach

Code	Expectations	Reality	Count	Themes
What are you calling this code?	What do you expect to see related to this code?	What did you see related to this code?	How many times did this code come up?	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**

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



# TRANSFORM PHASE TO DO LIST

## TASKS

What	Who	When
<input type="checkbox"/> <b>Create Data Use Strategy</b>	<ul style="list-style-type: none"> <li>• Cohort Member</li> </ul>	
<input type="checkbox"/> <b>Analyze Program Data</b>	<ul style="list-style-type: none"> <li>• Cohort Member</li> </ul>	
<input type="checkbox"/> <b>Create Data Portfolio</b>	<ul style="list-style-type: none"> <li>• Cohort Member</li> </ul>	
<input type="checkbox"/> <b>Host Data Action Session</b>	<ul style="list-style-type: none"> <li>• Cohort Member and 1 additional Team Member (someone else if appropriate with organization)</li> </ul>	
<input type="checkbox"/> <b>Create Data Action Plan</b>	<ul style="list-style-type: none"> <li>• Cohort Member</li> </ul>	
<input type="checkbox"/> <b>Create Playbook Slide</b>	<ul style="list-style-type: none"> <li>• Cohort Member</li> </ul>	
<input type="checkbox"/> <b>Attend final ACT Cohort Session</b>	<ul style="list-style-type: none"> <li>• Cohort Member</li> </ul>	

# 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? ( <i>tie to learning questions</i> )	How What is the ideal communication vehicle?	When When should we share this with them?

# Transform



## SECTION 2: EMERGENT LEARNING & DATA ACTION PLANNING



## 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

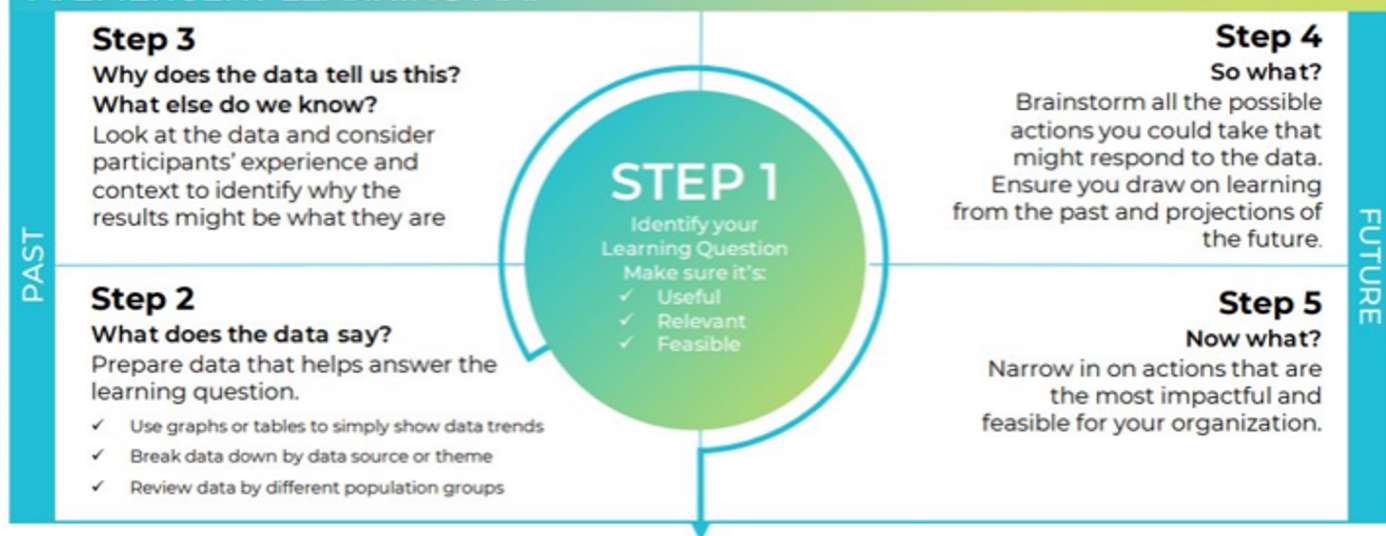
### What is Rapid Solution Design?

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



## DATA ACTION

### RAPID DATA DRIVEN DECISION - EXPLORATION

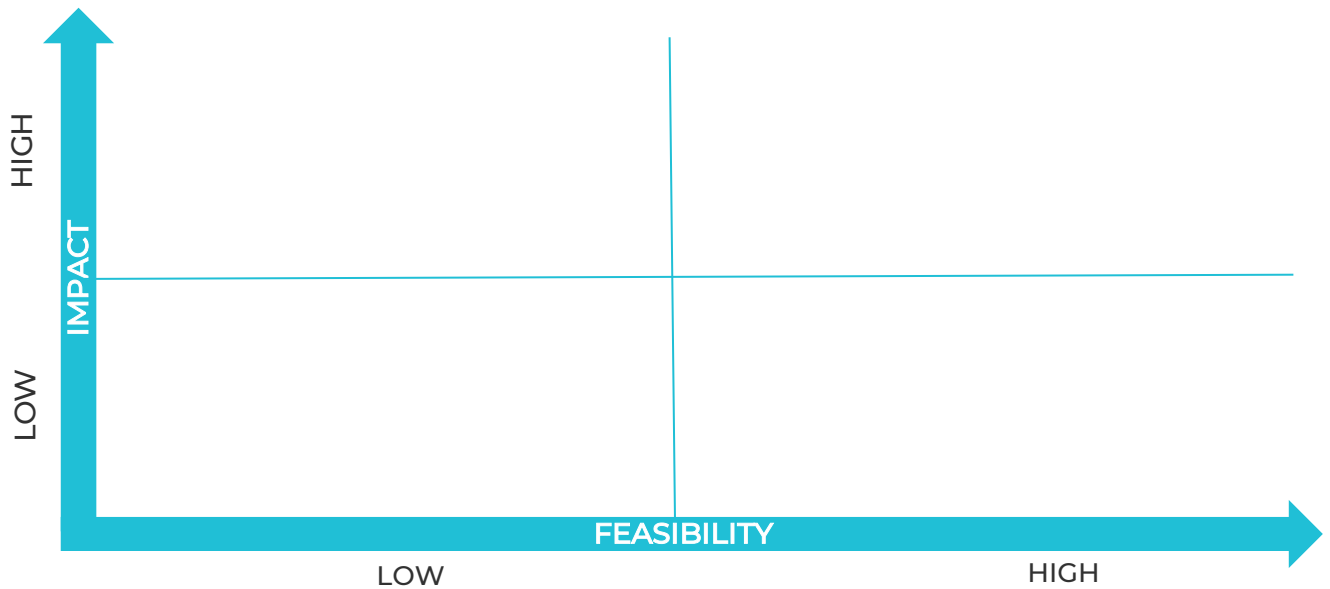
- Send data to teams in advance
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- Consider inviting partners that serve a similar client-base; no one organization can meet all emerging community needs
- End your session with concrete action items of what will be done, by whom, and when

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

#### A. EMERGENT LEARNING MAP



#### B. IMPACT MATRIX





# 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?
<b>Address Data Gaps</b> <input type="checkbox"/> All staff data entry training to address data completion issues <input type="checkbox"/> Compare data completeness from the pilot vs after all staff training to ensure issue has been addressed	<b>Type of Action:</b> Data & Programming  <b>Tool:</b> 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?
- 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**

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