

ACT Learning Series: Align

Session 1: September 19, 2024



COLORADO
Department of Public
Health & Environment



Agenda



Share your name, organization, & 3-Word Bio in the chat.



- Welcome & Introductions
 - Understanding your HDCGP Training and Technical Assistance (TTA) Supports & Evaluation Activities (Optional and Required)
- ACT Learning Series – What and Why?
 - Align Phase
 - Impact Mapping + Project Model
 - Learning Questions
 - Activity
- Next Steps
 - Coaching Signup & Closing



We **bring data to life** with cutting edge, simplified, actionable tools and practices to people working for social good, giving them the Mindset, tool set, and skillset they need **to catalyze change** for those they serve.



Meet the ResultsLab TTA Team!



Kenzie Strong
VP, QUALITY + INNOVATION



Missy Catlow
IMPACT CONSULTANT



Rahul Kulkarni
SENIOR IMPACT CONSULTANT



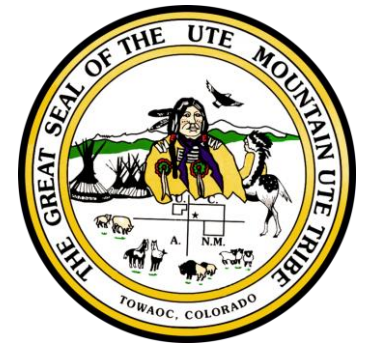
Laurelin Haas
IMPACT CONSULTANT

Meet HDCGP Grantee Partners



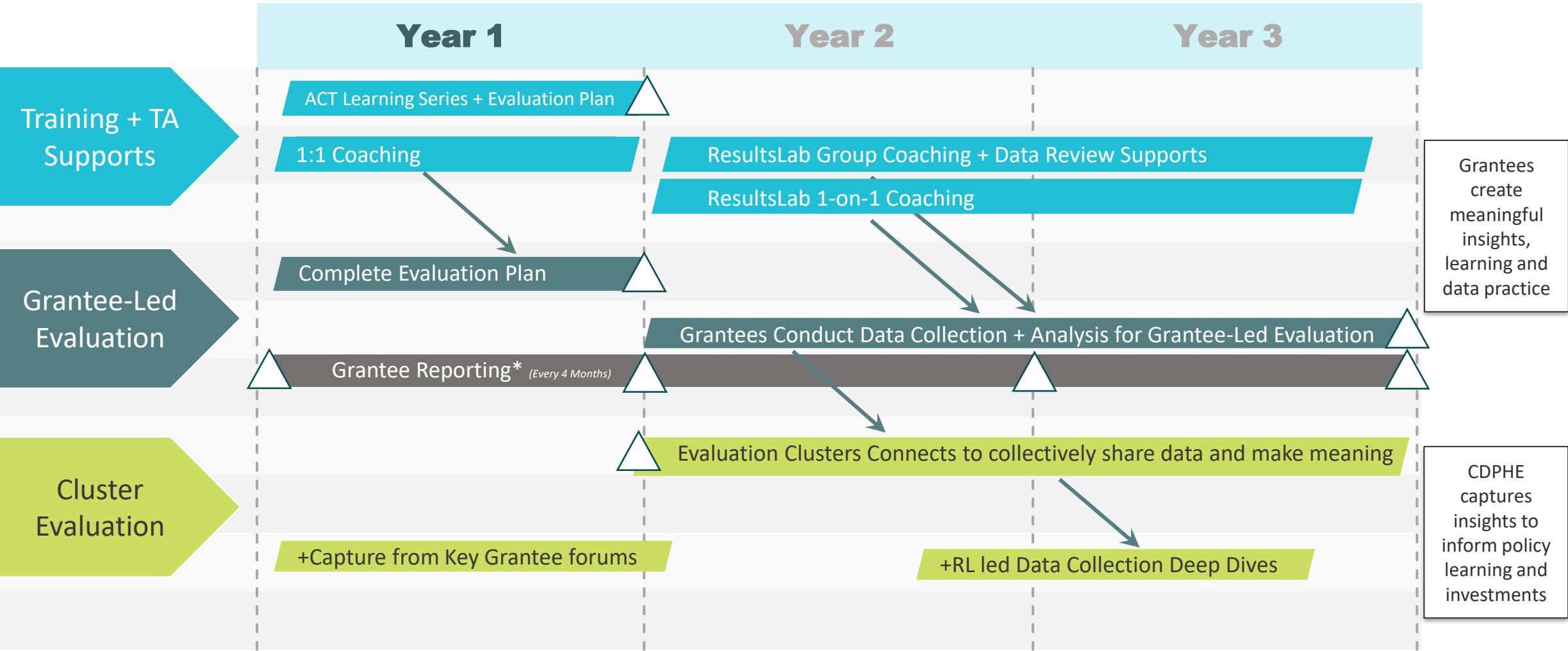
Las Animas | Huerfano Counties
DISTRICT HEALTH DEPARTMENT


TRI-COUNTY HEALTH NETWORK



HDCGP Evaluation Experience and TTA Supports for Grantees

Evaluation + TTA Plan



 **Required Milestones:** Training Attendance (3x), Grantee Reporting (every 4 mo), Evaluation Cluster attendance, Reporting from grantee-led evaluation (1x/year)

Your Grantee-Led Evaluation

What is a Grantee-Led Evaluation?

- **CDPHE wants to understand how and what worked to create impact through the HDCGP.** The Grantee-Led Evaluation serves as a data source for CDPHE to evaluate impact, rather than channel to examine grantees at an individual level.
- **Your organization will evaluate your project intervention** funded by CDPHE through HDCGP. This is an opportunity for your team to develop strong data practices that are **meaningful to you.**
- Your organization will **identify your focus population, core activities, key outcomes, and overall impact and create a plan on how you will capture your insights, learning, and story of change.**
- This will all culminate as you **share your story of impact** throughout the next 3 years and in a final report at the end of your engagement.

HDCGP Cluster Evaluation Learning Questions

WHO (Communities) WE ENGAGE

Who did HDCGP reach/serve?

WHAT WE DO

What did HDCGP grantees do to promote change? What challenges did they face? What did they learn?

WHAT WE ACHIEVE

What changes in social infrastructure, Policy, Systems, and Environmental changes and/or a specific SDoH domains did we achieve?

How did a strengthened social infrastructure impact grantees' ability to influence Policy, Systems, and Environmental changes and/or SDoH?

WHO (Change Makers) WE ENGAGE

Whose capacities did HDCGP build? What new partnerships emerged?

ACT Learning Series

The ACT Learning Series

CDPHE funded partners enhance their mindset, tools, and skills for evaluation and learning practice

September 19, 2024 – April 24, 2025

- 3 Guided Sessions over 10 Months
- Required Evaluation Plan Templates provided for Collaborative and Self-Directed Engagement
- **Opt-In:** 1:1 Custom Coaching to support completion of Required Evaluation Templates for Grantee-led Evaluation



ALIGN: Create the bounds of your Grantee-Led Evaluation

- Develop Impact Mapping + Program Model
- Identify Your Grantee-Led Evaluation Learning Questions



CAPTURE: Identify the measures & tools your organization will use for your Grantee-Led Evaluation



TRANSFORM: Communicate your Impact in your Grantee-Led Evaluation

ACT Cycle: Align Phase



Key Components

- Impact Mapping + Program Model Activity
- Drafting Your Grantee-Led Evaluation Learning Questions

Impact Mapping + Program Model

Your Impact Mapping + Program Model will answer 5 Key Questions



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

What are the characteristics of your target population?



What will we do to bring about change?

What are the core activities that clients receive / experience?



How do you do it?

What is consistent across your work?



How often and how much will you do it?

What is the frequency and dosage of your work?



What changes are we striving to create?

In what ways do your target population benefit?



IMPACT MAPPING

HDCGP-Funded Project Title						
Who: Change Makers <i>Whose capacities will be built? With whom are we promoting change?</i>		Who: Communities <i>Who will we reach?</i>				
Activities <i>What services, products, or resources will we create to promote change?</i>	Change <i>What changes will we achieve? Will they be short-term (ST) or long-term (LT)? How will those changes impact a specific SDOH domain?</i>					
	Community Engagement	Capacity Building	Policy/Systems/ Environmental (PSE) Change ¹	Social Determinants of Health (SDOH) ²	Health Outcomes ³	Other (Please Specify)
Example Activity	ST			LT (HCAQ)		

¹ PSE change includes changes to public impact, systems-level change, changes to organizational practices, or changes to laws and regulations.

² SDOH changes include changes to the domains of Economic Stability (ES), Education Access and Quality (EAQ), Health Care Access and Quality (HCAQ), Neighborhood and Built Environment (NBE), and Social and Community Context (SCC).

³ Health outcomes change includes the results of healthcare services, interventions, or other health-related factors on individuals' or populations' health statuses. These outcomes can include metrics such as disease incidence, mortality, etc. These also include changes to health equity, such as reduced disparities in health outcomes.



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IMPACT MAPPING

HDCGP-Funded Project Title	Improving Health Equity for LGBTQ+ Communities (<i>giving culturally-responsive trainings to physicians on how to better work with LGBTQ+ populations</i>)					
Who: Change Makers <i>Whose capacities will be built?</i> <i>With whom are we promoting change?</i>	Physicians in Weld County, Colorado who work with LGBTQ+ populations		Who: Communities <i>Who will we reach?</i>	LGBTQ+ community in Weld County, Colorado		
Activities <i>What services, products, or resources will we create to promote change?</i>	Change <i>What changes will we achieve? Will they be short-term (ST) or long-term (LT)?</i> <i>How will those changes impact a specific SDOH domain?</i>					
	Community Engagement	Capacity Building	Policy/Systems/Environmental (PSE) Change ¹	Social Determinants of Health (SDOH) ²	Health Outcomes ³	Other (Please Specify)
		ST		LT (HCAQ)		

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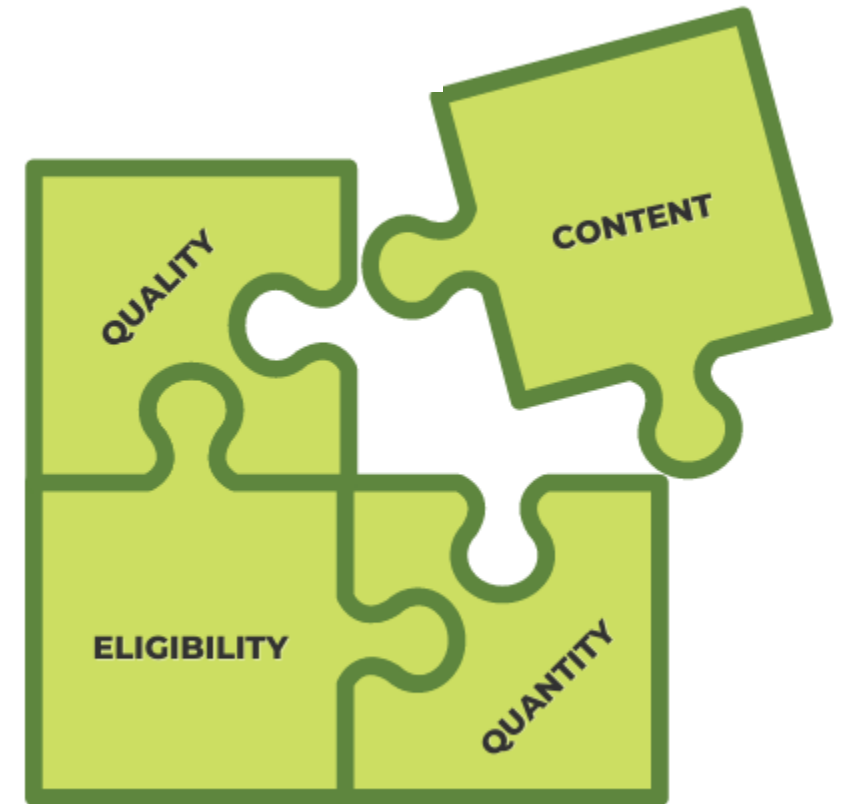


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Building your Program Model

Program Models

- Define what your services or interventions should look like and what makes them high quality
- Articulate core activities/services/components with detailed descriptions of
 - Who you serve (Eligibility)
 - What you do (Content) &
 - How you do it (Quality)
 - How much you do it (Dosage/Quantity)
 - and What changes you create (Outcomes/Impact)



Detailing Your Components: Eligibility

Form Whom or what?

For Whom, or Eligibility details the specifics of *participation* or *inclusion* for a particular component or across components.

Example: Community Education Event for Youth

Eligibility: Students, Aged 15-18 from Aurora Public Schools enrolled in Health Edu, Max of 100 students

Identifying and detailing your program core components

Core components content: The *information, service, infrastructure, support, or knowledge* your program offers or delivers.

Core Components:

- Youth Education Events
- Adult Outreach Events
- Mobile Health Clinic

Detail:

- Mobile Health Clinic:
 - Comprehensive health screenings and consultations
 - Prescription assistance, immunizations, and referrals
 - Fully equipped mobile van with on-board medical supplies
 - Bilingual medical staff and transportation support
 - Evidence-based health education and care coordination

Detailing your Components: Quality of services and resources with which services are provided

Quality can be one of the hardest characteristics to define for your component, and it may or may not be unique to your program.

Quality may relate to a specific component or apply across program components.

Example: **Case Management (CM) Services**

Quality of service: Trauma-informed; culturally relevant, radical acceptance

Quality of teams: lived experience; trained in XYZ model

Detailing Your Components: Quantity How Much? How long?

Dosage and duration

Quantity includes the program component's **dosage + frequency**, which details **how much** and **how often** for the component.

Quantity can also refer to the **duration** – the **length of time** for which the component occurs or is delivered.

Example: **Community and Peer Healthcare Supports**

Dosage: # monthly group sessions with (range) of participants.

Frequency: Offered from Jan to Dec, year-round.

Detailing Your Components: The change you create

Outcomes are the immediate, measurable results of a nonprofit's programs or services. They are the direct consequences of the organization's activities. Outcomes can be short and long-term .

Impact refers to the far-reaching effects of a nonprofit's programs or services. It's the overall change in a community or society that results from the organization's work.

Component: Mobile Health Clinic

Outcomes:

- The thing(s) that will be different because of your Project's efforts. Changes in Attitudes, beliefs, knowledge, skill, behavior, or conditions.
- What changes are you creating?
- Ex: **Improved Health Care Access and Quality (HP2030 SDOH)**

Impact:

- What end goal are you working to?
- Ex: **Improved health outcomes:** Reduced mortality rates, lower hospitalization rates, or increased life expectancy.



PROGRAM MODEL

HDCGP-Funded Project Title					
Activities (From Impact Mapping) <i>What services, products, or resources will we create to promote change?</i>	Who <i>Who is eligible (direct services) or who are you trying to influence or change (indirect services)?</i>	Content <i>What do your services include?</i>	Quality ¹ <i>What is the intended quality of your outputs?</i>	Quantity <i>How much of your service will you provide (dosage) & for how long (duration)?</i>	Change ² (From Impact Mapping) <i>What (in greater detail) will your activity achieve in the short-term?</i>

¹ This could include being culturally responsive, trauma-informed, evidence-based, etc.

² Please describe your desired changes in more detail. For example, you could describe what precursor to policy change you intend to impact or the particular policy you hope to change.





PROGRAM MODEL

HDCGP-Funded Project Title		Improving Health Equity for LGBTQ+ Communities (<i>giving culturally-responsive trainings to physicians on how to better work with LGBTQ+ populations</i>)			
Activities (From Impact Mapping) <i>What services, products, or resources will we create to promote change?</i>	Who <i>Who is eligible (direct services) or who are you trying to influence or change (indirect services)?</i>	Content <i>What do your services include?</i>	Quality ¹ <i>What is the intended quality of your outputs?</i>	Quantity <i>How much of your service will you provide (dosage) & for how long (duration)?</i>	Change ² (From Impact Mapping) <i>What (in greater detail) will your activity achieve in the short-term?</i>
<i>Full-day workshops with physicians</i>	Physicians in Weld County, Colorado	The University of Colorado’s Culturally-Responsive Training Program (UC CRTP)	Trauma-informed, culturally-responsive, co-designed	60-minute sessions, 1 per month from January 2025 to December 2025	Capacity Building – Increase culturally-responsive knowledge of physicians in working with LGBTQ+ populations

¹ This could include being culturally responsive, trauma-informed, evidence-based, etc.

² Please describe your desired changes in more detail. For example, you could describe what precursor to policy change you intend to impact or the particular policy you hope to change.



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Strengthening your Program Model

	Key Reflection Points	Reflections and/or questions
Equity	<ul style="list-style-type: none"> Are you prioritizing the population where the need is greatest? 	
Fit	<ul style="list-style-type: none"> Are you showing what makes you the optimal fit for the population or services you are providing? Does your program align with the needs and values of the community you serve? 	
Fidelity	<ul style="list-style-type: none"> Are you implementing all essential components of your program as designed? Are there any gaps or areas for improvement? 	
Feasibility	<ul style="list-style-type: none"> Do you have the resources and capacity to sustain your program over time? Can your program be replicated in other settings? 	
Outcome-driven design	<ul style="list-style-type: none"> Are your program goals and activities aligned with your desired outcomes? Can your organization realistically be held accountable for achieving your short and mid-term outcomes? 	
Evidence-Base & Indigenous ways of knowing	<ul style="list-style-type: none"> Is your program grounded in research and evidence? Does your program incorporate Indigenous ways of knowing or other cultural perspectives? 	

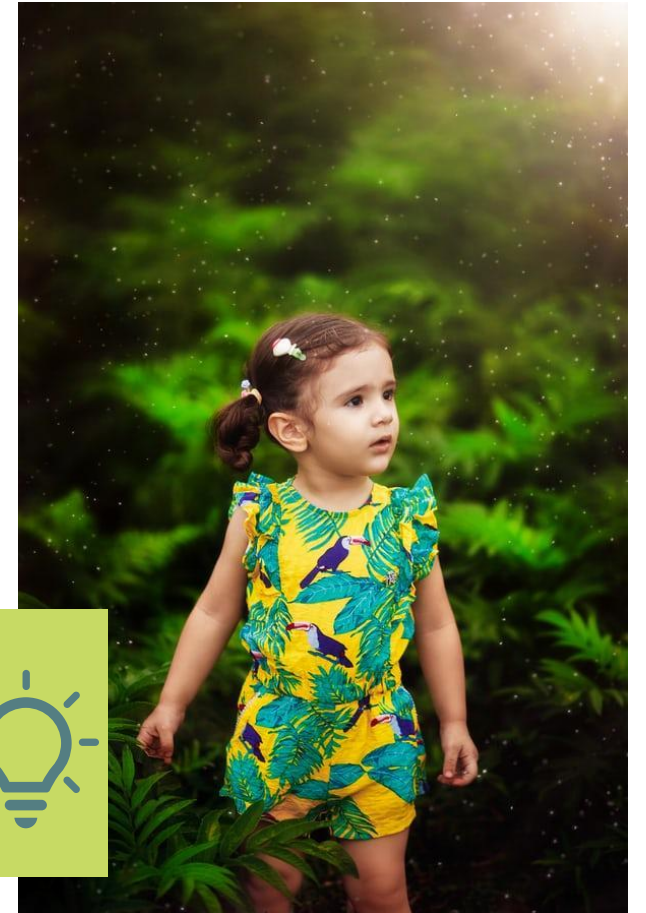
Creating your Learning Agenda

WHAT IS A LEARNING QUESTION?

A learning question is simply a question you have about your work that you want to answer through data.

Grounding in a strong
Learning Question

Elevating our child-like
curiosity



WHAT? COMMON LEARNING QUESTIONS

WHO WE REACH Communities and Change makers

- Whose lives we intend to change?
- Who did we reach/engage?
- Whose capacities we aimed to build?
- With whom did we partner?

WHAT WE DO Implementation

- What and how many services, products, or resources have we developed to build social infrastructure, promote policy, systems, and environmental changes and/or tackle a specific SDoH domain?
- What challenges did we experience?
- What was the participant experience?

WHAT WE ACHIEVE Outcomes

- What changes in social infrastructure, PSE and/or a specific SDoH domains did we achieve?
- How did a strengthened social infrastructure impact our ability to influence PSE changes and/or a SDoH?
- What have we learned?



LEARNING QUESTIONS

HDCGP-Funded Project Title				
Learning Question Categories <i>Include questions that address: Who? How? (Implementation) And What? (Achievements)</i>	Learning Questions <i>What do you want to know about your program, informed by your Program Model, within each category?</i>	Score <i>Rate your learning questions on a scale of 1 to 5, with 1 being the lowest and 5 being the highest in the following categories:</i>		
		Relevant <i>Does this learning question align with your organization's Program Model? Is it timely given your current context?</i>	Useful <i>Will your question help inform strategic decisions or program and initiative improvements? How?</i>	Feasible <i>Can you realistically answer this question with the resources and timeline you have available right now?</i>
Who? Whose lives will you change? Who did you reach/serve?				
How? What and how many services, products, or resources have we developed?				
What? What changes did we achieve? What did we learn?				

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LEARNING QUESTIONS

HDCGP-Funded Project Title	Improving Health Equity for LGBTQ+ Communities (giving culturally-responsive trainings to physicians on how to better work with LGBTQ+ populations)			
Learning Question Categories <i>Include questions that address: Who? How? (Implementation) And What? (Achievements)</i>	Learning Questions <i>What do you want to know about your program, informed by your Program Model, within each category?</i>	Score <i>Rate your learning questions on a scale of 1 to 5, with 1 being the lowest and 5 being the highest in the following categories:</i>		
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Who? Whose lives will you change? Who did you reach/serve?	Who do participating physicians serve in their practices?	5	4	3
How? What and how many services, products, or resources have we developed?	How much training did our physicians receive?	4	5	5
What? What changes did we achieve? What did we learn?	What did participating physicians learn about culturally responsive practices?	5	5	3

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Breakout Room Activity – Migrant Health Project

Creating a Program Model



Context

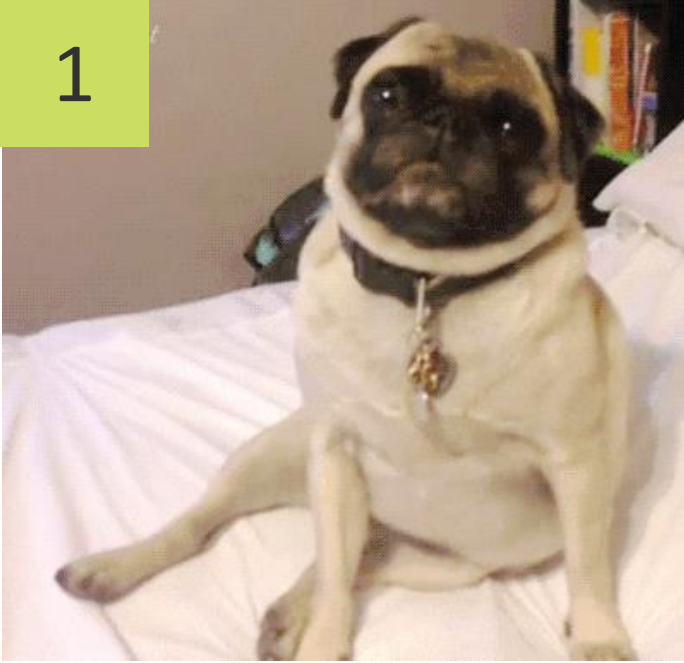
- This program aims to support migrant women aged 15 and older in Arapahoe County, Colorado, by building and strengthening local community-based organizations to support this migrant population. The initiative focuses on addressing the unique challenges faced by migrant women, including access to healthcare, education, employment opportunities, and social services.
- By fostering partnerships with local organizations and empowering these women through targeted resources and leadership development, the program seeks to create sustainable support systems that promote their well-being, integration, and long-term success in their new communities.

Activity

- In breakout groups with coaches, create a draft program model for the Migrant Health Project

Reflection & Closing

1



2



3



4



WHAT PICTURE BEST
REFLECTS Your
Understanding of....

The content we've
discussed today
(HDCGP Evaluation
Supports, Impact
Mapping + Program
Model, and Learning
Questions)

Put your #s
into chat.

1-on-1 Custom Coaching

If you are interested in 1-on-1 Custom Coaching for the Grantee-Led Evaluation Plan Templates, please do one of the following:

- Add your name, organization into the chat and we will reach out directly after this session!

OR

- Reach out to Rahul at rahul.kulkarni@resultslab.com after today's session.

Next Steps

- You will receive invites for the next two (2) ACT Learning Series Sessions from Missy Catlow.
- You will receive an email that includes:
 - Resources from today's Session
 - Your Impact Collective Login for Access to Materials and Grantee-Led Evaluation Plan Templates
 - Next steps for signing up for Coaching
- You will attach your Drafted Impact Mapping + Program Model and Drafted Learning Questions in your first report by **November 15th**.
 - ResultsLab will review each submission to provide asynchronous feedback to strengthen your Grantee-Led Evaluation Plan materials by December.
- December and early January: You will strengthen your materials before we step into the Capture Phase in Learning Series Session #2.

Questions?



Thank you! Reach out anytime

Kenzie Strong

kenzie.strong@resultslab.com

Rahul Kulkarni

rahul.kulkarni@resultslab.com

Missy Catlow

missy.catlow@resultslab.com

Laurelin Haas

laurelin.haas@resultslab.com

