

This is a tool that can be used to track progress on your team's collaborative efforts to get better more equitable results



User's Guide to:

A3 Results Sequence Tracker

1 Result Condition of well-being your group wants for children, families, or the community as a whole.

2 Current Conditions/Baselines These are what the data shows about where you've been and where you're headed.

3 Targets Targets are the goals that you are trying to accomplish in order to solve your problem

4 Factor Analysis Factors are the story behind the curve, the conditions that contribute to the results you currently see . Factors can be identified in a variety of ways – national research, local data, local expertise/knowledge of the outcome of problem.

What is your project's title?

Date:

5 Strategies Strategies are the activities you are taking on to meet the SMART Target and are connected to the key factors that you are working to impact *See Iceberg worksheet for details

6 Status Status is tracking and understanding the progress your team is making on each strategy. It is important for improvement work and will help you understand the progress that you are making towards meeting your SMART Target.

7 Learning Learnings are the insights you are gaining from seeing how your strategies did or didn't impact your outcome. As you continue to gather data and deepen your understanding, discuss the following questions with your project team:

8 Action Commitments Action commitments are pledges that individuals make to help move the work forward.

Team member ex. Monica Cortez	Will do what? ex. Validate factors through community conversations	With whom? ex. Boys of color in local community focus group	By when? ex. by next meeting
.....
.....
.....

Hey you!
Grab a pen and fill in the work areas!

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1 Result Condition of well-being your group wants for children, families, or the community as a whole.
Create a simple statement focused on what you want your overall outcome to be.
 ex. All children in Montgomery County are ready for school, All students in Houston finish high school and are prepared for college and career, All people in Hyde County have living-wage jobs and income

2 Current Conditions/Baselines These are what the data shows about where you've been and where you're headed.

<p>Who is most disadvantaged in terms of result?</p> <p>.....</p> <p>.....</p> <p>What public sources of data are available to you about these burdened population ?</p> <p>.....</p> <p>.....</p>	<p>Who can you connect with to have access to more data?</p> <p>.....</p> <p>.....</p> <p>Which community members can be interviewed regarding the historical context behind current conditions?</p> <p>.....</p> <p>.....</p>
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3 Targets Targets are the goals that you are trying to accomplish in order to solve your problem

Who is your target population?	Race ex. Latino	Gender ex. males	Geographic Scope ex. Hyde county's		Scope ex. after-school programs
What are your SMART targets? <small>*hint: SMART Targets should be 12-18 months</small>	Specific ex. Latino males in Hyde county's after school programs	Measurable ex. 80% or 200 students	Attainable ex. will enroll in college prep classes	Relevant ex. to help them be prepared for college	Time Bound ex. by end of July 2019
	1				
	2				
	3				

*The more spaces you fill in the stronger your target statement

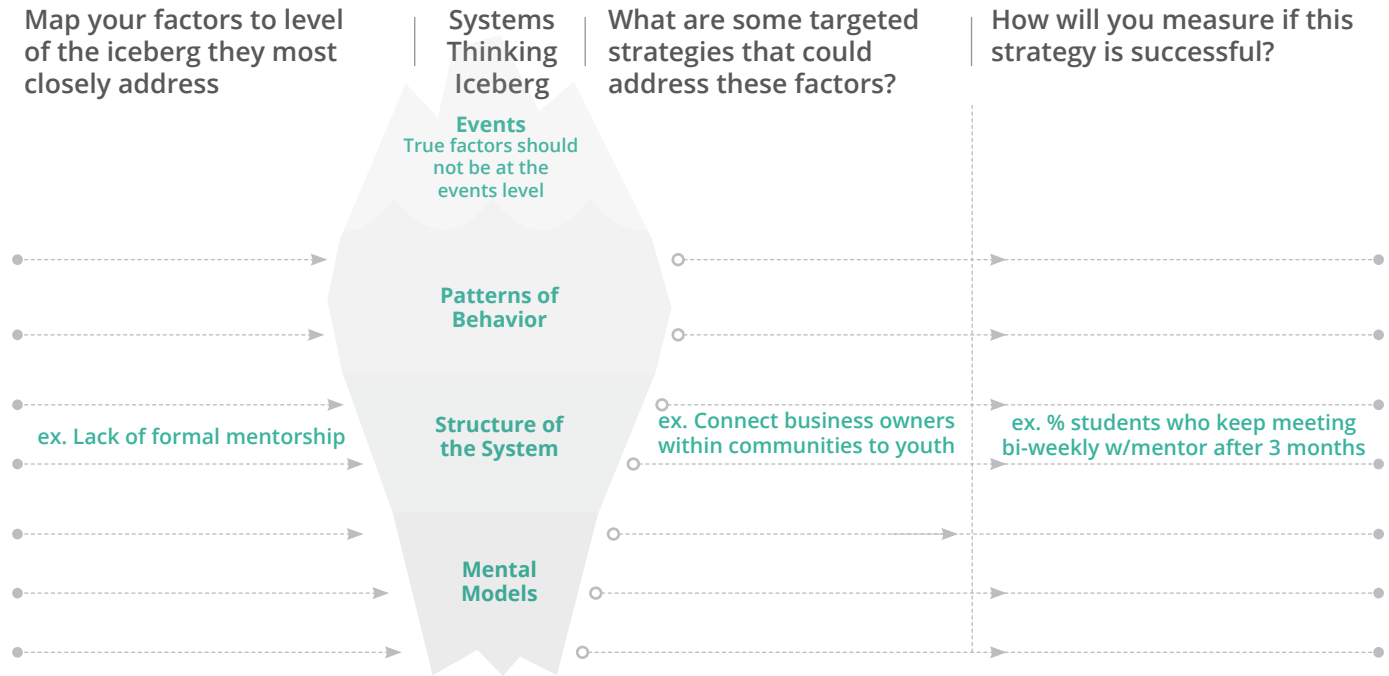
4 Factor Analysis Factors are the story behind the curve, the conditions that contribute to the results you currently see . Factors can be identified in a variety of ways – national research, local data, local expertise/knowledge of the outcome of problem.

What are the forces that negatively or positively impact your result? ex. Poor funding, historical discrimination, parent relationships	Who will validate? ex. Local focus group, community educators, public statistics	When? ex. At next focus group meeting
1		
2		
3		
4		

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Who will collect data during the duration of your strategy? ex. Teachers will tally attendance, mentors will submit review forms	How often will data be collected? How? ex. Daily in Excel, after each session with survey monkey
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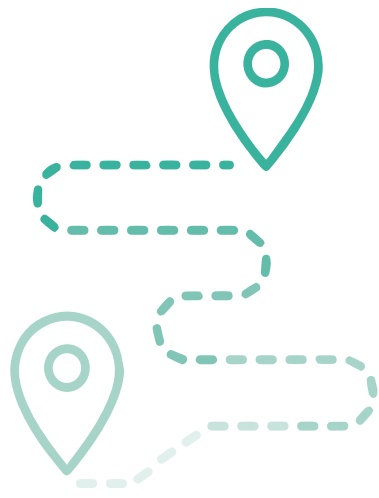
What supports are you building in to keep data organized by specific populations (gender, race, income, etc) ?
 ex. Having space on surveys for mentors to input race and gender of mentees.

7 Learning Learnings are the insights you are gaining from seeing how your strategies did or didn't impact your outcome. As you continue to gather data and deepen your understanding, discuss the following questions with your project team:

What is working really well? What does that reveal about your specific target's needs, values and barriers to success?	How can you refine your strategy to dig deeper in addressing underlying mental models in your community?
What did not work? Have you uncovered any additional factors impacting your result?	How can you incorporate feedback from school or community members into each iteration of improvement of your strategy?

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Where does this fit in the Equitable Results Sequence?



The A3 Results Sequence is aligned to the core skills of the Equitable Results Sequence. Core skill 1: whole and program population with awareness of the disadvantaged, are covered in the first three sections. Core Skill 2: targeted and universal factor analysis, is the fourth section. While core skill 3: targeted and universal strategies and core skill 4: performance measures are in walked through in the last half.

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What is this?

The A3 is a reporting tool (living doc) that is aligned to the equitable results framework. Using an A3 allows everyone involved in the work to see it through the same lenses and creates a common language. It also helps to shift the conversation from talk to action by shifting conversations from a debate about who owns what to a dialogue about what is the right thing to do.

Framework in context: Tips and tricks

1 Result



The result is ultimately what unites all partners and team members engaged in this work. Do not use words like increase, decrease, improve, etc. Frame the problem at a high level to set focus for the work that will be completed and include an indicator and measure. An indicator is the evidence of when you have arrived at your result and your measure is how you will measure

2 Current Conditions/Baselines



This section captures what is currently happening in your community at the whole population and program/target population levels. Be sure to use facts, graphs and interview feedback rooted in data broken up by specific populations (gender, race, ethnic backgrounds, income, etc.).

Consider these questions:

- What does the available data say about what is happening relative to the result we want to achieve? What's our best proxy indicator for this result?
- How extensive are the problems we aim to solve?
- What populations are affected most?

3 Targets



Targets are the specific results you want to achieve based on the specific work of you and your partners. Your target should be written using SMART target language (specific, measurable, aspirational, and attainable, realistic, time-bound).

Consider these questions:

- Would you be satisfied with the consequences if the baseline trends continue?
- What will success look like if you do better than the current conditions?
- Is your target reachable? How many students must be impacted?

4 Factor Analysis



Factors are the root cause or the story behind the data. As you uncover root causes, consider both universal and targeted factors.

Universal Factor

A factor that could apply to all groups in your whole population.
ex. Transportation

Targeted Factor

A factor that specifically impacts your program/target population. Try to come up with a racial population targeted factor.
ex. High fees for a driver's license keeps poor people from being able to drive

How could this show up in my work?

It's not fun being the lone ranger trying to accomplish a tasks that could impact so many people. Don't do it alone! The A3 Results Sequence is meant to be an all hands-on-deck approach. As your group goes through this process the team of partners may grow and your outcomes and strategies will shift and you'll need each other to continue to keep progress moving forward. While this tool may look very technical, at its' core it is all about changing behaviors, mindsets and practices and ultimately putting racial equity in the center in order to really deepen your impact on outcomes in your community. So team up and dig in!

5 Strategies



Strategies are a set of actions that have the power to accelerate the achievement of your target result. They are the means, method or "the how" and should be directly connected to a key factor.

Universal Strategies - Strategy applied to all students to see improvement

ex. Summer school k-readiness programs for all kids in district

Targeted Strategies - A clear, customized strategy for a target population

ex. Home visitation programs for low-income Black single mothers

Consider:

- What are the two or three factors that, if shifted, would reduce disparities, create population-level change and close gaps in a powerful manner?

Create performance measures. These are data points that help your team stay accountable to achieving equitable results. Use the prompts below:

- (Impact) **Who is better off?** Focused at result level ex. # of Latino student graduating on time
- (Impact) **What difference did you make?** Measure focused at factor or SMART target level
ex. # of students who improved on a coached item
- (Quality) **How well did you do it?** Strategy level measure ex. satisfaction surveys
- (Quantity) **How much did you do?** Strategy Level measure (Quantity) ex. # of meetings with students

6 Status



As your strategies are carried out, tracking the impact your strategies are having is important so that you can make changes and adjustments accordingly. A few ways to track the status of your work is by:

- Keeping all data organized
- Following-up with community members as soon as you notice any data gaps
- Paying close attention to keeping a consistent method for collecting qualitative and quantitative data
- Keeping a time-line of the work to monitor progress

7 Learnings



Remember, even if your strategy did not work how you expected, the reasons why are valuable data you can use to create even better strategies the next time. Build in a flow to regularly come together to review learnings and shift strategies accordingly. Capturing key insights or what you are learning - what worked and what did not work - is critically important to achieving success. It helps with communication, time-lines, spread and scale and standardizing work.

8 Action Commitments



Action commitment completion is essential for success and ensuring that all group members are doing their part to create systems-level results. Try to have every member commit to an action. Aim to commit to at least 1 realistic action item between every team meeting time.