

# WORKSHEETS FOR APPLYING RESULTS COUNT™

Worksheets related to the *Results Count™ Path to Equity* recording  
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# What's Your B/ART?

(Boundary of Authority, Role and Task)

1. What are the **equitable results** your organization contributes to?
2. What are the **boundaries** of your results work?
3. What is your **role** in your organization?
4. What are you **authorized** to do?
5. What is your **primary task** in role to contribute to achieving better and more equitable results?
6. How will you **exercise your authority** to make a contribution to a measurable improvement to equitable results?
7. What **challenges** in your work are related to B/ART issues, and what might you do to address them?

# Steps of Factor Analysis

Complete an initial factor analysis using the steps below. Address both the whole population and targeted population curves.

## 1. Define the current state of the population for the result.

Are things getting better or worse? How do you know?

## 2. Define what is contributing to the current state:

GAINS BEING MADE

What's leading to the bright spot?

NO GAINS

What's leading to the population losing ground?

## 3. Dig deep to get to root causes.

- Ask *Why?* five times to understand the causal factors and the problem and solutions for the whole population or subpopulations.
- What structures, behaviors and mental models shape the underlying reasons behind the problem or solution?

# Refining Factors

## Step 1: **Review your factor analysis and refine it. Ask:**

- How do we know these are the contributing or restrictive factors (evidence vs. mental models)?
- How differentiated is our understanding of targeted and universal factors?
- What disparities have and haven't we accounted for?

## Step 2: **Pick a contributing factor for a subpopulation and drill down:**

- How is this driving the trend? (Ask the “Five Whys” to get to root causes.)
- Is it the same for the target population as it is for the whole population? How do available research and data illuminate a different pathway for the target population?
- If this factor shifted, what effect would that have and how big a contribution would that make to turning the curve?

# Validating Factors

## Step 3: Pick a restrictive factor for a subpopulation and drill down:

- How is this driving the trend? (Ask the “Five Whys” to get to root causes.)
- Is it the same for the target population as it is for the whole population? How does available research and data illuminate a different pathway for the target population?
- If this factor shifted, how big an effect would that have and what kind of contribution would that make?

## Step 4: **Validate your factors:**

- What does available evidence (research, experience, network knowledge) tell us about what factors can be addressed to substantive effect?
- Who was involved in the process? How were those most burdened in terms of the result included in the validation process?

# Prioritizing Factors

## Step 5: **Prioritize your factors:**

- What are the two or three factors that if shifted individually and/or as a group would constructively disrupt systems, make a big contribution to population-level change and close disparity gaps (or help us understand the way forward) in a powerful manner?

## Step 6: **Identify what information you need in a Data Development Agenda:**

Given what are emerging as your priority factors, what data development work will you need to do to validate the factors for the whole and targeted population?

# Worksheet: Rough Overview of Strategy

1. Strategy
2. Result — who will be better off and how?
3. Targeted factor(s):
4. Level(s) of iceberg your strategy is aiming toward:
5. Who will do this?
6. What will they have to do to achieve the result(s)?
7. By when (time frame/timeline)?
8. How much will you do to achieve your result(s)?

# Strategy Criteria

## POWERFUL STRATEGY CRITERIA TIED TO A FACTOR

1. Informed by data-driven analysis: responsive to most important universal and targeted factors
2. Conducts a racial equity impact analysis to ensure equitable results (see the next slide)
3. Works at multiple levels: addresses more than one factor (e.g., families and larger community) and addresses changes at practice, policy and system levels
4. Reflects systems-thinking: consider “iceberg” graphic
5. Actionable: capacity exists or can be built
6. Potential improvement at scale: likelihood of moving toward the desired result at the population level
7. Evidence informed: supported by best available evidence or experience
8. Realistic and future focused: responsive to social, economic and political environments currently and how they may change over time

# Racial Equity Impact Analysis

## Thinking Through Equity, Inclusion and Impact

### SIX QUESTIONS TO CONSIDER WHEN CRAFTING STRATEGIES:

1. Are all racial and ethnic groups who are affected by the policy, practice, strategy or decision at the table, and what are their roles?
2. How will the proposed strategy affect each group positively and negatively? What are potential unintended consequences for each group?
3. How will the proposed strategy be perceived by each group?
4. Does the strategy worsen or ignore existing disparities, and how do you know?
5. Based on the above responses, what revisions are needed to the strategy?
6. If the strategy is wildly successful, what access and opportunity gaps will it address?

# Three Steps for Assessing Each Strategy

## STRATEGY

1. Which factor does your strategy target?
2. What is the projected result or effect of the strategy in relation to the universal and target populations? (*Consider program- and population-level results.*)
3. Assess how well your strategy is aligned with each criteria (*high, medium or low*).

Criteria	How well it meets criteria H/M/L	Notes
Informed by data-driven analysis		
Racial equity impact analysis		
Works at multiple levels		
Reflects systems thinking		
Actionable		
Potential improvement at scale		
Evidence-informed		
Realistic and future focused		

# Example: Strategy Assessment

## STRATEGY:

Increase the high school graduation rate of pregnant and parenting teens by developing on-site child care, intensive academic mentoring and an emergency fund for individualized support.

1. Which factor does your strategy target?  
Number of pregnant and parenting teens who drop out of school
2. What is the projected result or effect of the strategy in relation to the universal and target populations? (*Consider program-level and population-level results.*) More pregnant or parenting girls complete school, and more girls are ready to connect to jobs and/or college or technical education.
3. Use the chart at the right to assess how well your strategy is aligned with the criteria (*high, medium or low*).

Criteria	How well it meets criteria H/M/L	Notes
Informed by data-driven analysis	H	We have a very high rate of dropouts among target population.
Racial equity impact analysis	M	Undocumented students are worried about bringing their children to day care.
Works at multiple levels	M	Increases likelihood of higher earnings and likelihood of educational success for children
Reflects systems thinking	M/H	Upstream
Actionable	H	Have high school principal's agreement
Potential improvement at scale	M	If we can get all of the high school to agree, will cover whole population.
Evidence-informed	M	Builds on two-generation insights
Realistic and future focused	M	It's been done in nearby counties.

# Performance Measures Answer Four Questions

1. Who is **better off**?

*Effect on the population at the heart of your result*

2. What **difference** did we make?

*Early system and population-level indicators of progress*

3. How **much** did we do?

*Quantity*

4. How **well** did we do it?

*Quality*

# Developing Performance Measures

## WHAT ARE EARLY SIGNS THE STRATEGY IS WORKING?

- What subset of the whole population will be better off if the strategy succeeds? How will you know?
- What differences in policy, practice, behavior, structures and systems will occur if the strategy succeeds? How will you know?
- What are the key component parts of the strategy? Who owns each part?
- How will the owners of each strategy component know they are making a positive contribution?

# Performance Measure Criteria

- Do your measures speak to **equitable results**?
- Do they pass the **public square test**\*? (Others have to understand it and see its connection to the result.)
- Are they **measurable**? (# and %)
- Are the data **available** and **accessible**?
- Do they have **proxy** power?

# Effective Questions for Moving Forward

- How closely does the Results Count approach mirror your current practice?
- How can you ensure your contribution is connected to a larger strategy that will produce equitable results for a whole population?
- How much more powerful could your contribution be if it were grounded in a data-driven and equity-informed analysis?
- How could using a set of performance measures help you learn about and be more accountable for contributing to equitable results?

# Next Steps

- Learn more about Results Count at <https://www.aecf.org/work/leadership-development/results-count/>
- Watch Results Count videos on YouTube at <http://bit.ly/results-count-videos>
- Listen to the recorded webinar that covers the content in this workbook at [URL to come]
- Sign up for Casey's Leadership Development e-news at <https://www.aecf.org/newsletters/>

Results Count has drawn from the work of  
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