YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

# LEANing Into Results Oriented Work

## Interactive Workshop | 5.11.18

# WELCOME & INTRODUCTIONS

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

## Youth Initiative Institute Team

FACILITATORS

- **Lisandra Gonzales**, Chief Operations Officer
- **Daniel Archuleta**, Data Director
- **Ashley Edinger**, Partnership Coordinator

## Check-In

- Name
- Organization
- What is one thing you want to walk away with from this session?

So Glad You Are Here!

# HOUSEKEEPING ITEMS

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

- Today's workshop is scheduled for the full day
- Interactive work session
- Breakfast, Lunch, and afternoon coffee/snacks will be provided
- Be on time from lunch and breaks!
- Ask questions at anytime
- Handouts in your notebook and will be available on our website
- Opportunity to provide us feedback via a survey at the end of the session
- Bathroom Located
- Wifi Password

# SESSION GOALS

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

- Walk out of here today with a plan to improve the area you identified in your own work space
- Have a few ‘Continuous Improvement’ Tools to support your work
- Inspire you to use ‘Continuous Improvement’ in other areas of your work
- Help align you to more support from ACYI

in·sti·tute /ˈinstəˌt(y)o͞ot/

*verb*: set in motion or establish (something); continuous learning to support our work on behalf of children and youth

# BUILDING COMMUNITY

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

- The Task: Line up by Birthplace - closest to farthest away from Denver, Colorado.
- We mark Denver's location by the location of the Capitol Building.
- Consider distance from Denver regardless of direction. For example, both Chicago, IL and Los Angeles, CA are about 1000 miles from Denver, CO.
- As you interact with one another, please introduce yourself and tell each other your name, organization, and title.

# WHY WE ARE HERE

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

**The success of EVERY young person on their journey from cradle to career.**

**OUR VISION**

A key component to a successful community includes academic achievement, and the safety and well-being of its children and youth. **When ALL children and youth succeed, our community succeeds.** Why? Because children and youth become our workforce, leaders and community members, and it's no secret that communities who have a talented workforce attract and retain employers. With jobs, income, benefits, etc., families are able to live and contribute to a better quality of life. **This IS our true north. Success for EVERY child – Cradle to Career.**

# WHAT ACYI IS ALL ABOUT

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

- Together we can do more/better on behalf of children and youth.
- Outcomes based work (using Continuous Improvement) is how we are going to make it happen.

in·sti·tute /ˈinstəˌt(y)o͞ot/

*verb*: set in motion or establish (something); continuous learning to support our work on behalf of children and youth

**Together We CAN**

# NATIONAL AFFILIATION

YOUTH INITIATIVE
OF ADAMS COUNTY

StriveTogether
Every child. Cradle to career.

in·sti·tute /ˈinstəˌt(y)o͞ot/

Cheryl Olson
Math Teacher
9th & 10th Grade SOAR Teacher
Horizon High School

# WHAT IS CONTINUOUS IMPROVEMENT?

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

Above all else…

# CONTINUOUS IMPROVEMENT PROCESS

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

- What is the problem or area of opportunity you are trying to solve?
- Verify that is it is a problem.

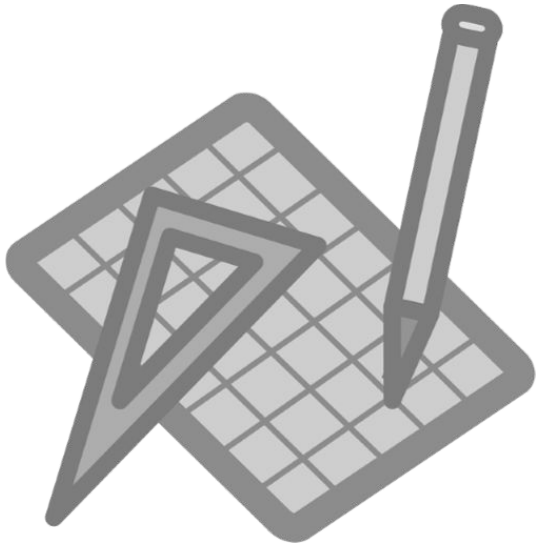
Using tools and techniques to help along the way

# A3: YOUR BLUE PRINT

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

- Named after the size of paper
- Designed to help us begin eating the elephant
- Meant to be a pencil to paper tool – not to be overthought or to spend too much time getting it perfect
- Summarizes the story of the work that you are doing to solve your problem
- If the problem you are trying to solve is too large for the paper, it might be too large of a problem to focus on
- Meant to help you get started and is a living document that is continually updated to show progress



A3 TEMPLATE

***A3 Reporting Tool*** ***PROJECT NAME***

YOUTH INITIATIVE OF ADAMS COUNTY

**Result** — **Plan**

What is the problem?
Why is this a problem?
What measurement are you using to know the problem?
Does the data show this is actually a problem?

**Current Conditions/Baselines** — **Plan**

Where are you now?
What are the current conditions?
What are the symptoms?
What impact is it having?
Who is involved in the work?

**Target(s)** — **Plan**

Where do you want to be?
What is the target you want to achieve?
What is your goal for improvement?
Consider both long-term and short-term targets.

**Factor Analysis (Story Behind the Baselines)** — **Plan**

Who is needed to help you achieve your target (Resul
at the Center)?
What factors are preventing you from getting there?
What are the root causes?
Where will you focus your work?
What is within your sphere of influence and control to accomplish?

**Interventions/Strategies** — **Do**

What is the current process for your target population (macro process map)?
What will you work on (choose your intervention)?
Be specific about the steps you will take.
How will you know it is working?
Identify what specific data you will collect to measure the impact of your intervention.
Who will do what and who is responsible (RACI)?

**Status** — **Study**

What happened?
What were your results?
Collect data quickly to test your theory about the problem.
Use your data to Adapt, Adopt, or Abandon.

**Learning** — **Study**

Did everything go according to plan?
What did you learn?

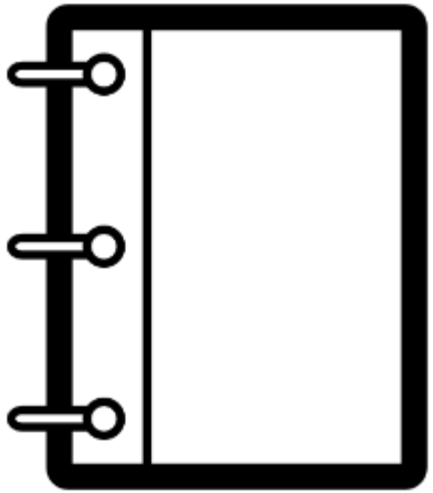
**Action Commitments** — **Act**

Based on what you learned, what will you do next?

# Overview of Notebooks

YOUTH INITIATIVE
OF ADAMS COUNTY

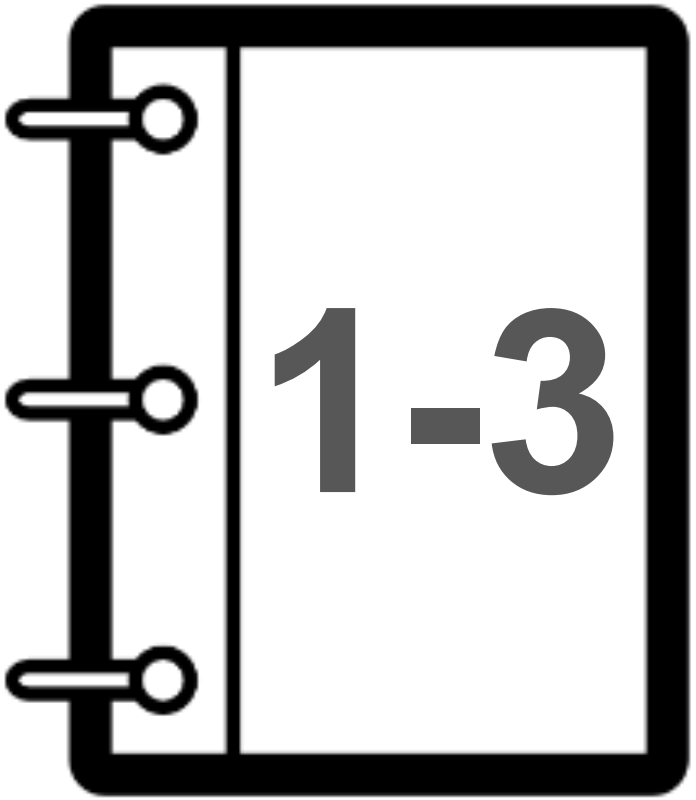
in·sti·tute /ˈinstəˌt(y)o͞ot/



in·sti·tute /ˈinstəˌt(y)o͞ot/

*verb*: set in motion or establish (something); continuous learning to support our work on behalf of children and youth

# YOUR RESULTS STATEMENT, CURRENT CONDITION & SMART TARGET



A3 TEMPLATE

***A3 Reporting Tool*** ***PROJECT NAME***

YOUTH INITIATIVE OF ADAMS COUNTY

**Result** — **Plan**

What is the problem?
Why is this a problem?
What measurement are you using to know the problem?
Does the data show this is actually a problem?

**Current Conditions/Baselines** — **Plan**

Where are you now?
What are the current conditions?
What are the symptoms?
What impact is it having?
Who is involved in the work?

**Target(s)** — **Plan**

Where do you want to be?
What is the target you want to achieve?
What is your goal for improvement?
Consider both long-term and short-term targets.

**Factor Analysis (Story Behind the Baselines)** — **Plan**

Who is needed to help you achieve your target (Results at the Center)?
What factors are preventing you from getting there?
What are the root causes?
Where will you focus your work?
What is within your sphere of influence and control to accomplish?

**Interventions/Strategies** — **Do**

What is the current process for your target population (macro process map)?
What will you work on (choose your intervention)?
Be specific about the steps you will take.
How will you know it is working?
Identify what specific data you will collect to measure the impact of your intervention.
Who will do what and who is responsible (RACI)?

**Status** — **Study**

What happened?
What were your results?
Collect data quickly to test your theory about the problem.
Use your data to Adapt, Adopt, or Abandon.

**Learning** — **Study**

Did everything go according to plan?
What did you learn?

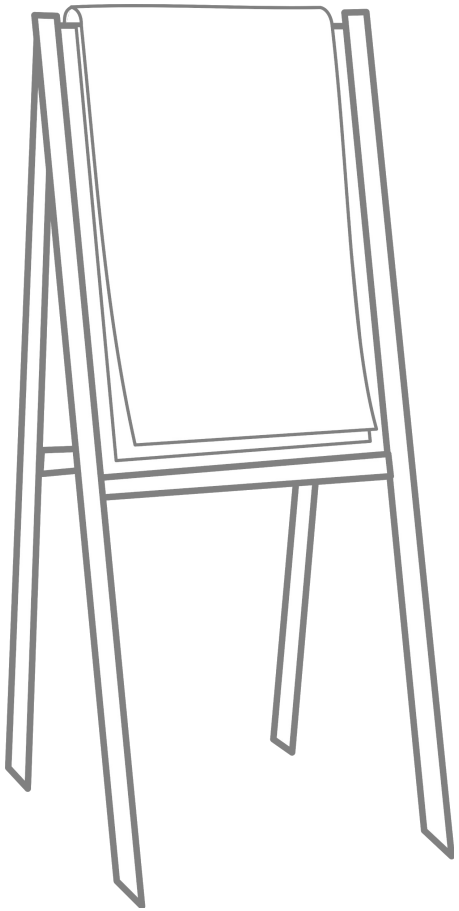
**Action Commitments** — **Act**

Based on what you learned, what will you do next?

# What is Your CI Area of Focus?

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/



**In Your Team on Flip Chart:**

- Come up with a Team Name
- What is your result statement?
- What is your current state?
- What is your SMART Target?
- How can you tell you are reaching your target?

**GROUP WORK**

# Gallery Walk on CI Area of Focus

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

**What are other Teams focusing on?**

- What “aha’s” did you have?
- Did you find anything interesting?
- What are you looking forward to learning more about throughout the day?

# Why is the Left Side of the A3 So Important?

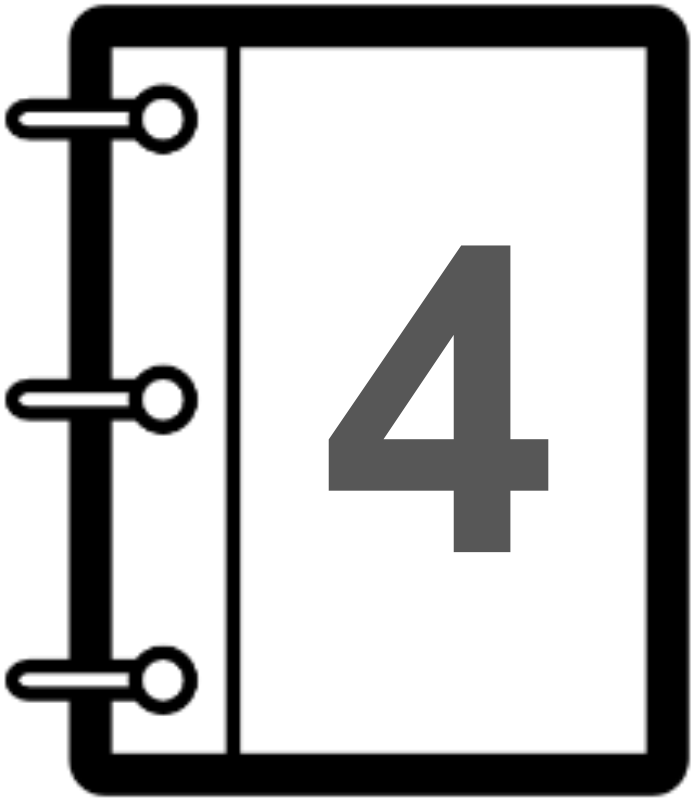
YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

- In thinking about the A3, why is the left side of the A3 so important?
- What has resulted from focusing on the left side?

**GROUP WORK**

# FACTOR ANALYSIS: WHO IS NEEDED TO HELP ACHIEVE YOUR TARGET?



A3 TEMPLATE

***A3 Reporting Tool*** ***PROJECT NAME***

YOUTH INITIATIVE OF ADAMS COUNTY

**Result** — Plan

What is the problem?
Why is this a problem?
What measurement are you using to know the problem?
Does the data show this is actually a problem?

**Current Conditions/Baselines** — Plan

Where are you now?
What are the current conditions?
What are the symptoms?
What impact is it having?
Who is involved in the work?

**Target(s)** — Plan

Where do you want to be?
What is the target you want to achieve?
What is your goal for improvement?
Consider both long-term and short-term targets.

**Factor Analysis (Story Behind the Baselines)** — Plan

**Who is needed to help you achieve your target (Results at the Center)?**
What factors are preventing you from getting there?
What are the root causes?
Where will you focus your work?
What is within your sphere of influence and control to accomplish?

**Interventions/Strategies** — Do

What is the current process for your target population (macro process map)?
What will you work on (choose your intervention)?
Be specific about the steps you will take.
How will you know it is working?
Identify what specific data you will collect to measure the impact of your intervention.
Who will do what and who is responsible (RACI)?

**Status** — Study

What happened?
What were your results?
Collect data quickly to test your theory about the problem.
Use your data to Adapt, Adopt, or Abandon.

**Learning** — Study

Did everything go according to plan?
What did you learn?

**Action Commitments** — Act

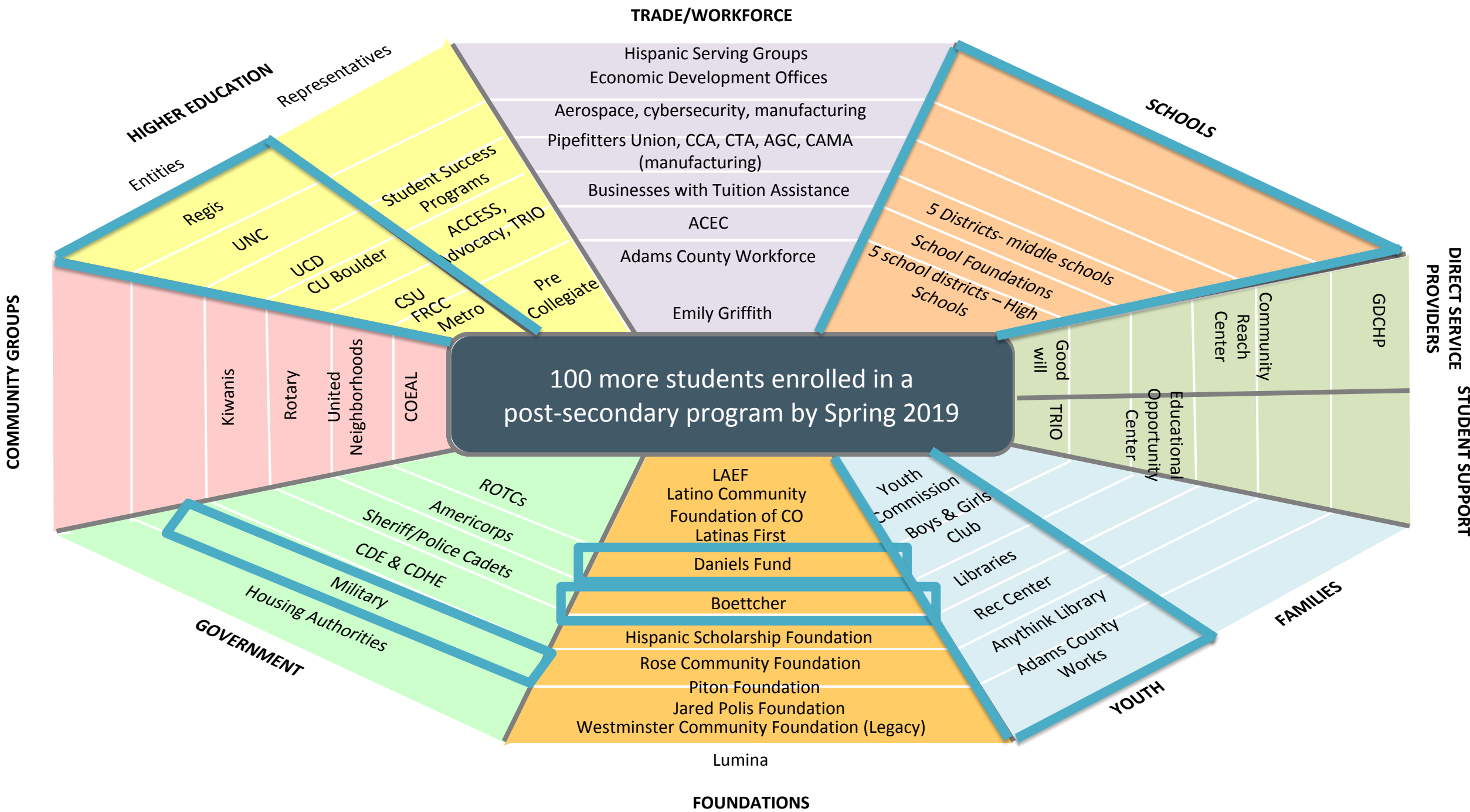
Based on what you learned, what will you do next?

# Results at the Center

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

- What partners should be engaged?
- What sectors/departments should be represented?
- Who holds stake in the success of our efforts? who needs to be a the table?


TRADE/WORKFORCE
Hispanic Serving Groups
Economic Development Offices
Aerospace, cybersecurity, manufacturing
Pipefitters Union, CCA, CTA, AGC, CAMA (manufacturing)
Businesses with Tuition Assistance
ACEC
Adams County Workforce
Emily Griffith
SCHOOLS
5 Districts- middle schools
School Foundations
5 school districts – High Schools
DIRECT SERVICE PROVIDERS
GDCHP
Community Reach Center
Educational Opportunity Center
Good will
TRIO
STUDENT SUPPORT
FAMILIES
YOUTH
Youth Commission
Boys & Girls Club
Libraries
Rec Center
Anythink Library
Adams County Works
FOUNDATIONS
LAEF
Latino Community Foundation of CO
Latinas First
Daniels Fund
Boettcher
Hispanic Scholarship Foundation
Rose Community Foundation
Piton Foundation
Jared Polis Foundation
Westminster Community Foundation (Legacy)
Lumina
GOVERNMENT
ROTCs
Americorps
Sheriff/Police Cadets
CDE & CDHE
Military
Housing Authorities
COMMUNITY GROUPS
Kiwanis
Rotary
United Neighborhoods
COEAL
HIGHER EDUCATION
Representatives
Entities
Regis
UNC
UCD
CU Boulder
CSU
FRCC
Metro
Student Success Programs
ACCESS, Advocacy, TRIO
Pre Collegiate
100 more students enrolled in a post-secondary program by Spring 2019

# Planning Time

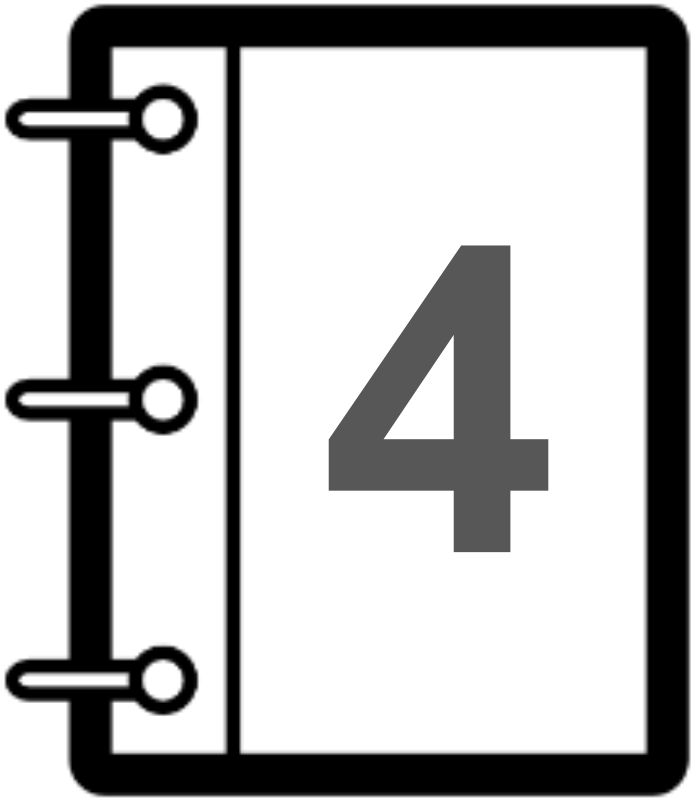
YOUTH INITIATIVE
OF ADAMS COUNTY

**Now that you understand who you need to engage, what next steps will you take?**

in·sti·tute /ˈinstəˌt(y)o͞ot/

| What? (The Step/Task) | Who? (Who's going to do the task/step) | By When? (When you'll have the step/task done) |
|---|---|---|
| Invite Gina at UNC to our next meeting | Hannah | by the end of the week |
| | | |
| | | |
| | | |
| | | |
| | | |

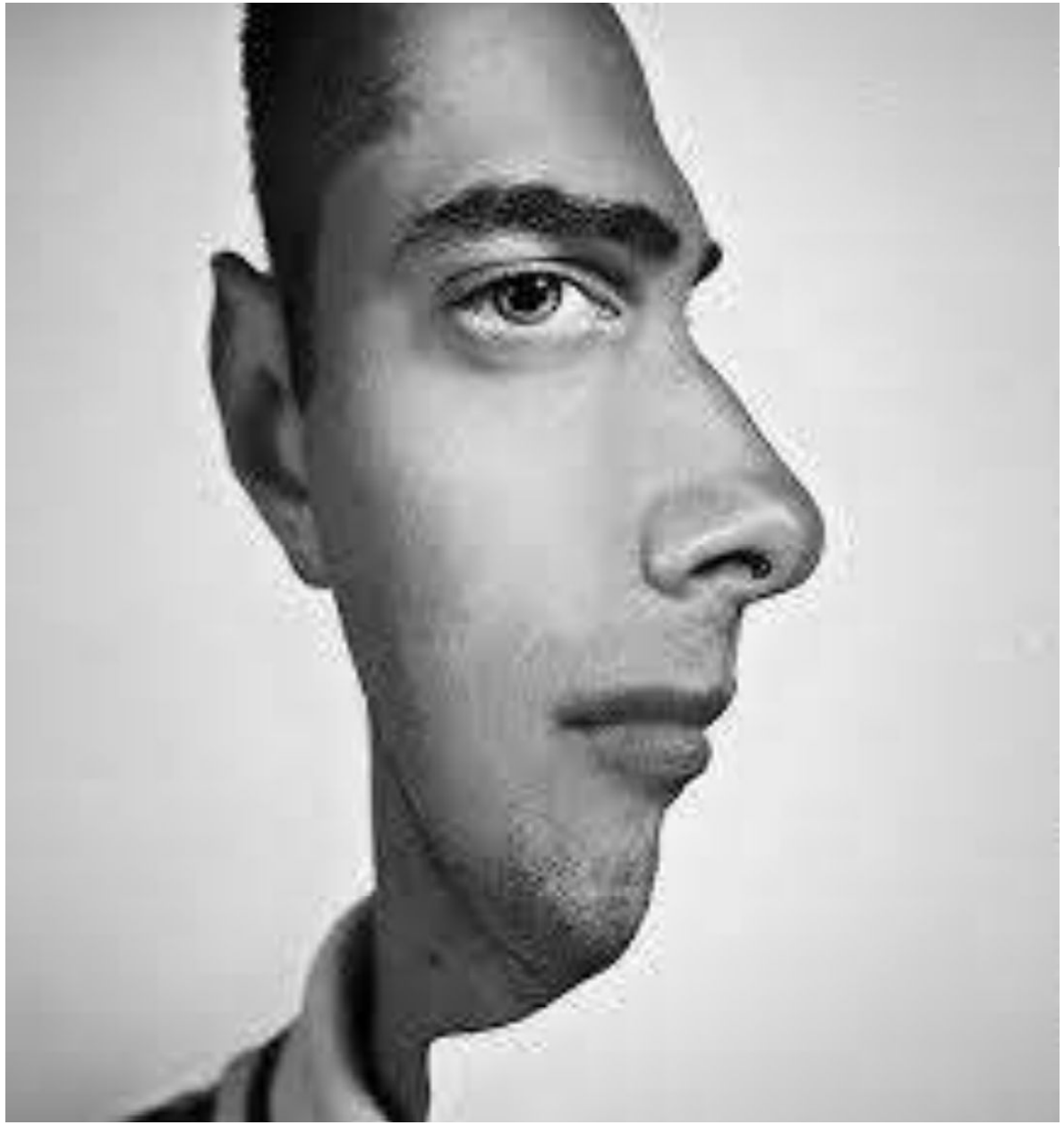
# FACTOR ANALYSIS



YOUTH INITIATIVE

OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/



YOUTH INITIATIVE

OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

# Bias Awareness

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

- When working to understand factors and root causes that are hindering populations we work with from succeeding, we must be aware of our own biases
- We may not be aware of biases we hold
- Biases can impact an authentic understanding of factors and root causes, therefore not allowing your efforts to line up to yield the greatest results

# Video Clip “Non-Awareness”

# Bias Awareness When Conducting Factor Analysis

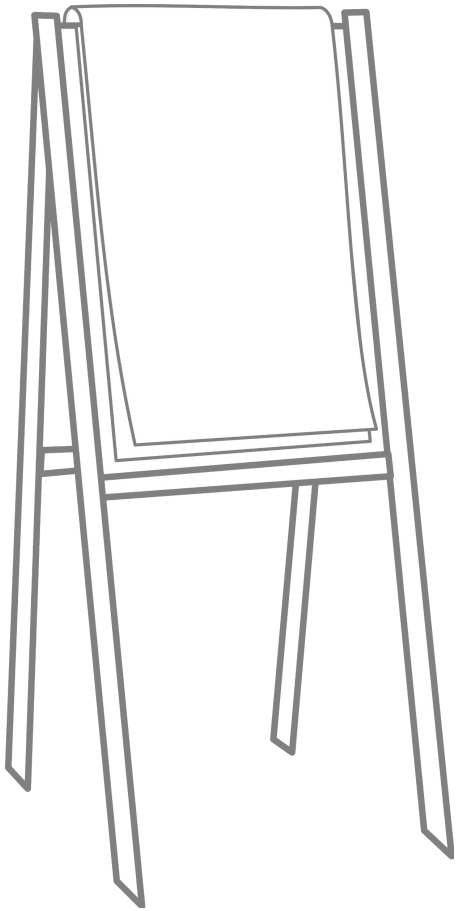
YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

# What are Biases that Could Affect Your Factor Analysis?

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/



**In Your Team on Flip Chart:**

- What types of bias exist?
- How could these biases affect your factor analysis?
- How could these biases affect your work?
- Report Out

**GROUP WORK**

A3 TEMPLATE

***A3 Reporting Tool*** ***PROJECT NAME***

YOUTH INITIATIVE OF ADAMS COUNTY

**Result** — Plan

What is the problem?
Why is this a problem?
What measurement are you using to know the problem?
Does the data show this is actually a problem?

**Current Conditions/Baselines** — Plan

Where are you now?
What are the current conditions?
What are the symptoms?
What impact is it having?
Who is involved in the work?

**Target(s)** — Plan

Where do you want to be?
What is the target you want to achieve?
What is your goal for improvement?
Consider both long-term and short-term targets.

**Factor Analysis (Story Behind the Baselines)** — Plan

Who is needed to help you achieve your target (Resu
at the Center)?
**What factors are preventing you from getting there?**
What are the root causes?
Where will you focus your work?
What is within your sphere of influence and control to accomplish?

**Interventions/Strategies** — Do

What is the current process for your target population (macro process map)?
What will you work on (choose your intervention)?
Be specific about the steps you will take.
How will you know it is working?
Identify what specific data you will collect to measure the impact of your intervention.
Who will do what and who is responsible (RACI)?

**Status** — Study

What happened?
What were your results?
Collect data quickly to test your theory about the problem.
Use your data to Adapt, Adopt, or Abandon.

**Learning** — Study

Did everything go according to plan?
What did you learn?

**Action Commitments** — Act

Based on what you learned, what will you do next?

# Factor Analysis

YOUTH INITIATIVE
OF ADAMS COUNTY

Step 4

**Identify the factors that contribute to why an outcome is trending and understand where you can focus your energy in order to impact and improve that outcome.**

## Factors can be identified in a variety of ways...

- national research
- local data
- local expertise/knowledge of the outcome of problem

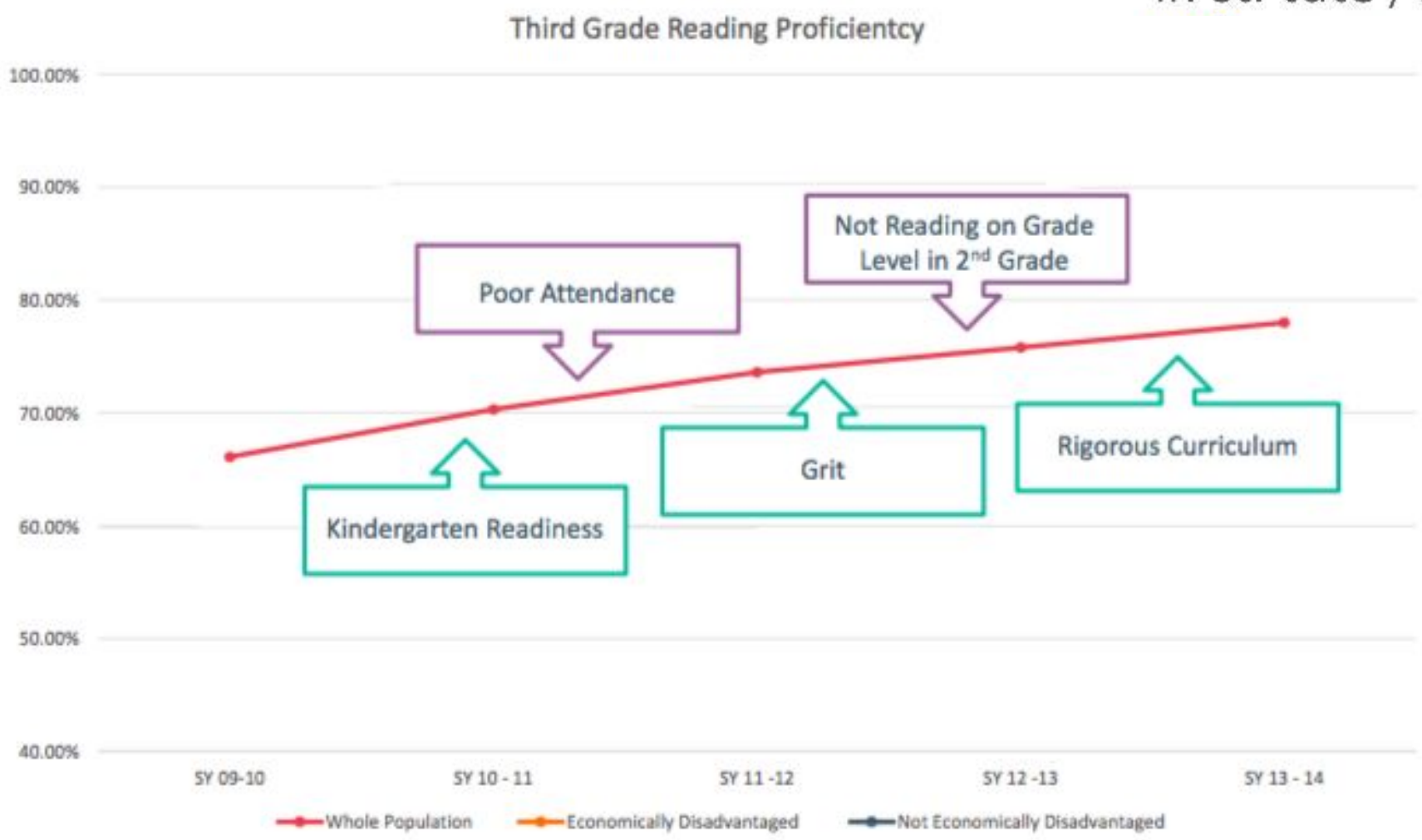
## In this step, questions to consider are:

- What factors would improve/decrease (insert area of focus)?
  What factors impact improve/decrease (insert demographic population)'s (insert area of focus)?
- What stakeholders have you engaged in order to know that these the factors that impact (insert demographic
  population)?

# Factor Analysis - Whole Population

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/



# Types of Factors

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

**There are two major types of factors:**

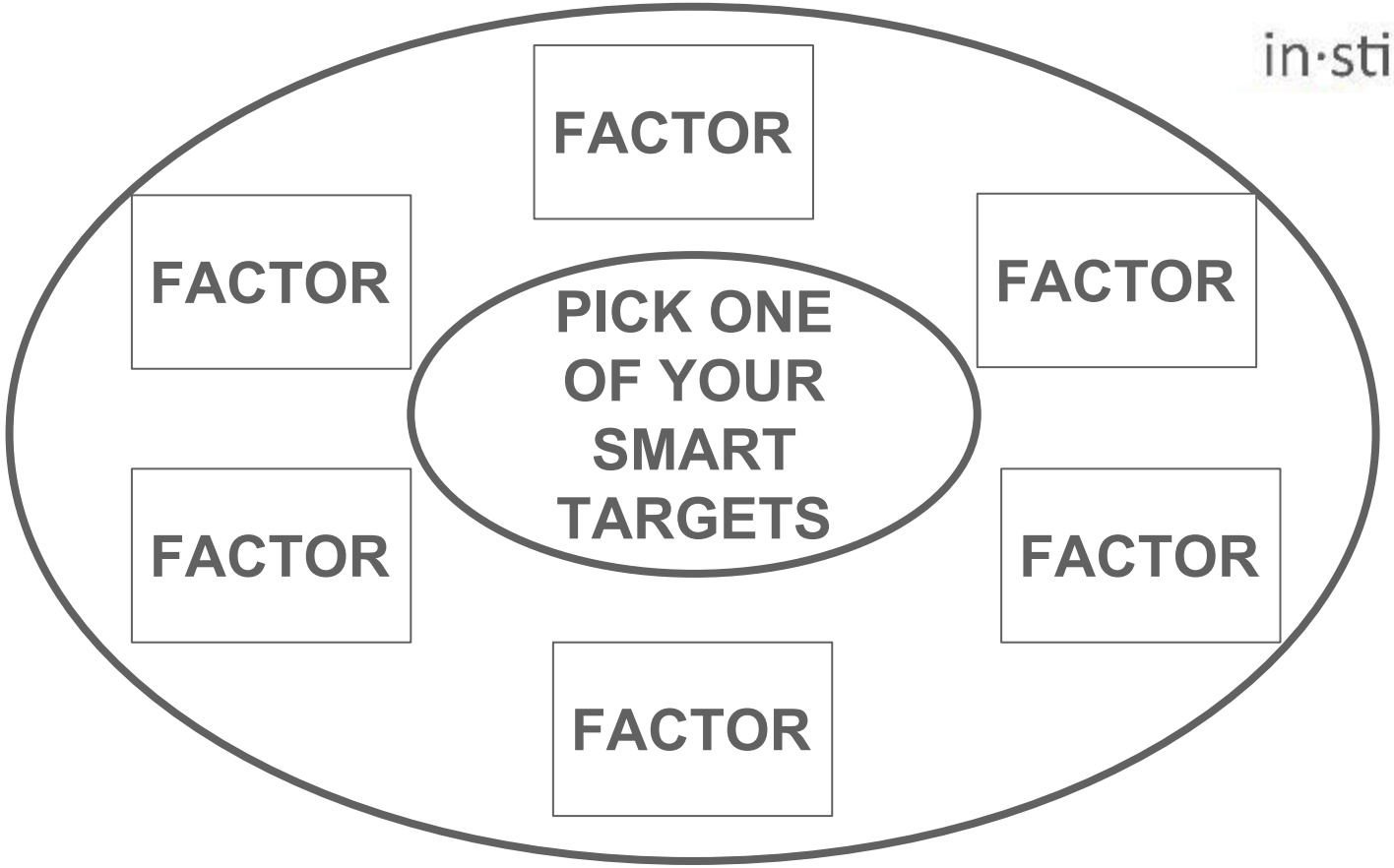
- **Systems Factors** = Factors related to the system as a whole
  - Examples: School policies and procedures, professional development agenda, professional learning communities
- **Process Factors** = Factors related to the way we do the work or intervention
  - Examples: Classroom Teaching, Parent Engagement

**BOTH are important to identify and understand. Interventions will address factors in your sphere of influence.**

# In Your Group: Circle Map

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/



**GROUP WORK**

# In Your Group: Pick Chart

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

| Sphere of Influence | Impact: Low | Impact: High |
|---|---|---|
| High | Factor that is within your control<br><br>Low Impact Towards Target | Factor that is within your control<br><br>High Impact Towards Target |
| Low | Factor that is outside of your control<br><br>Low Impact Towards Target | Factor that is outside of your control<br><br>High Impact Towards Target |

**GROUP WORK**

## Postsecondary Enrollment & Completion

By 2025 students in Adams County (5 school districts) will enroll and complete post-secondary at or above the state rate

## Systems Factors

- High School & College Resources (People, Training, Technology, $)
- High School & College Accountability & Responsibility (buy-in)
- Policy
- Culture & Climate (Bias & Discrimination)
- Student Preparedness
- Cross-Sector, Community-Wide Buy-In, Ownership

## Process Factors

- Advising (Enrollment through Completion)
- Student Basic Needs
- Financial Aid
- FAFSA Completion & Student Education
- Connection to Career
- Parent Engagement & Education

## Interventions

# In Your Team:

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

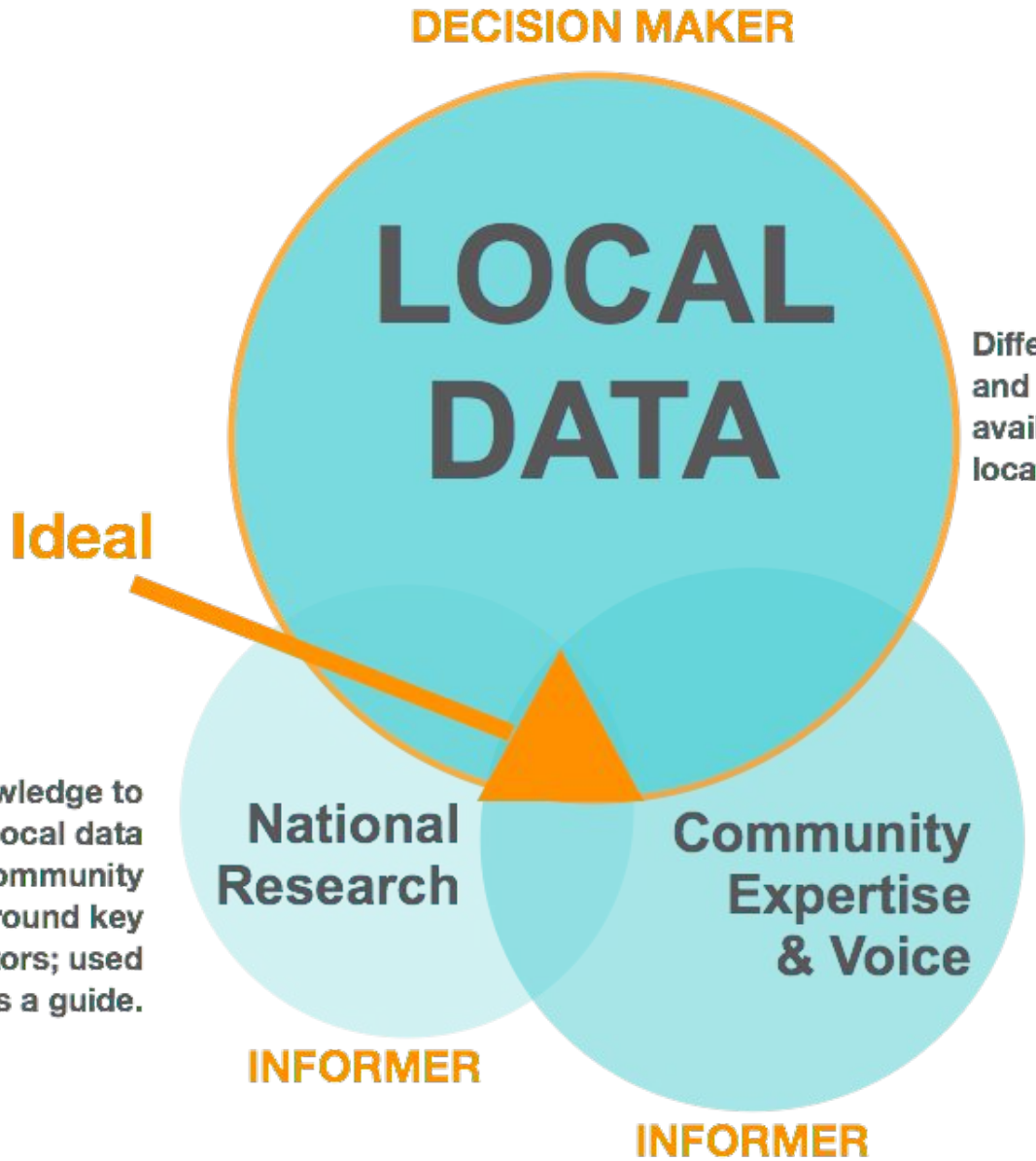
| SMART TARGET | SYSTEM FACTORS | PROCESS FACTORS |
| --- | --- | --- |
| | | |
| | | |
| | | |
| | | |
| | | |

**GROUP WORK**

# Validation Sources

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/




Different types of quantitative and qualitative data that is available to help to understand local context and impact.

Base of knowledge to inform local data and community expertise around key levers/factors; used as a guide.

Additional qualitative input that provides meaning and context around national research and local data

# Community Expertise & Voice (Insights)

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

| |
|---|
| **Title:** |
| **Key Insights:** |
| **Action:** |
| **Source:** |

# Community Expertise

YOUTH INITIATIVE
OF ADAMS COUNTY
in·sti·tute /ˈinstəˌt(y)o͞ot/

| | |
|---|---|
| Factor: Summer Melt | |
| Name of Validator: Susan Creech | Date: 6/24/15 |
| Validation Method: Meeting with 2nd & 3rd grade teachers | |
| Plan for Validation | |
| Meet with the 2nd and 3rd grade teachers at Rockport Elementary School to find out about access to summer programs/reading support and see if there is any data available that shows the difference in reading between kids who attend a summer reading program and kids who do not. | |
| Findings | |
| Met with teachers who said that parents/families need more information or support getting connected to summer reading programs so that specific kids could be targeted for support over the summer.<br>MAP scores indicated that the children who received support from 123Read maintained or slightly improved their reading scores from the spring of 2014 (end of second grade) to the fall of 2014 (beginning of 3rd grade). They only had data on students in 123Read, no other programs. | |
| Validated? Yes No | |

**KEY INSIGHT SHEET**

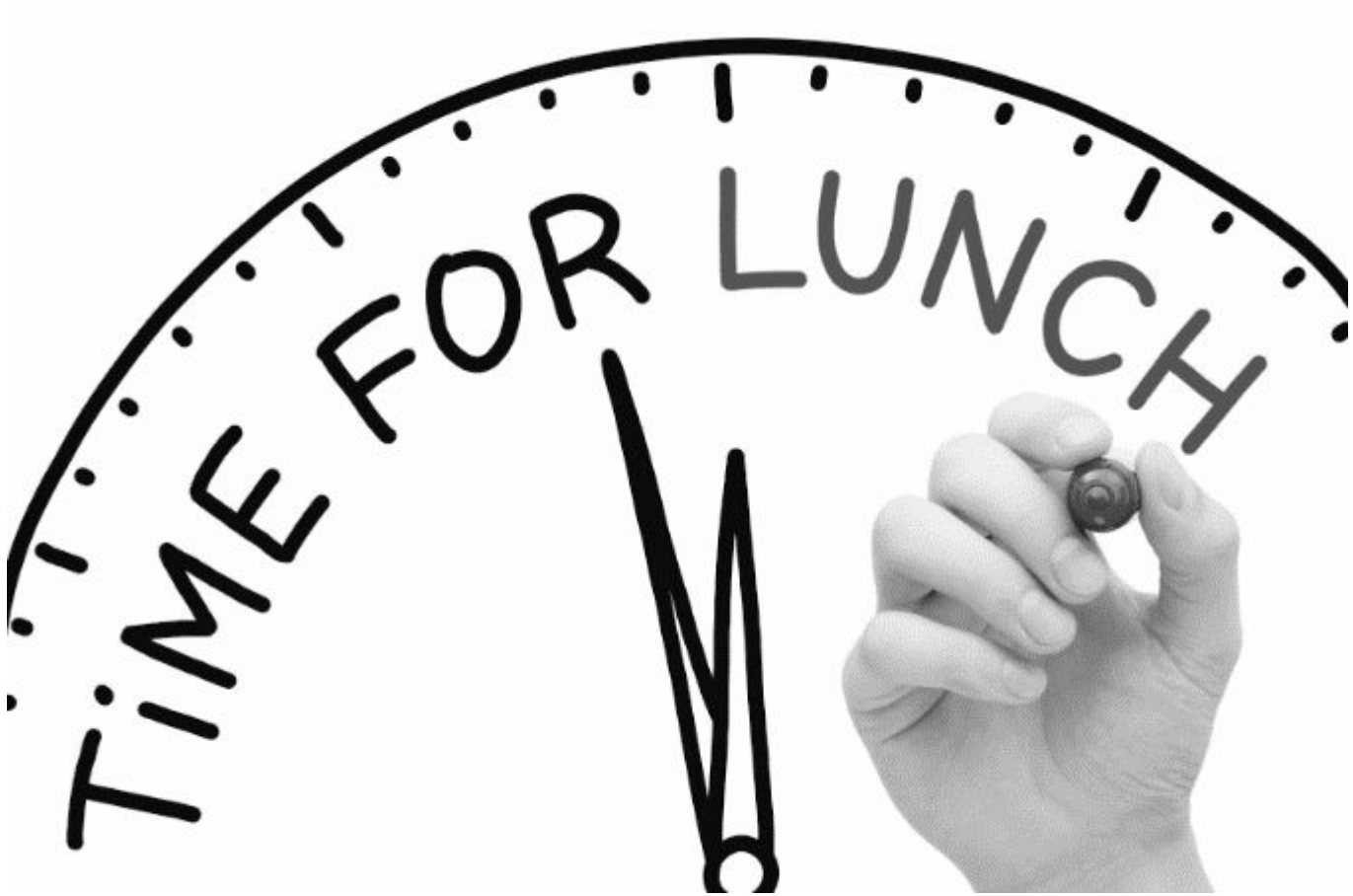
# Planning Time

YOUTH INITIATIVE
OF ADAMS COUNTY

**Now that you understand factor validation, what steps will you take to validate your factors???**

in·sti·tute /ˈinstəˌt(y)o͞ot/

| What? (The Step/Task) | Who? (Who's going to do the task/step) | By When? (When you'll have the step/task done) |
|---|---|---|
| Send out a doodle to our scholars for a focus group about these factors | Jeremy | by close of business Wednesday |
| | | |
| | | |
| | | |
| | | |
| | | |




# LUNCH BREAK

# Rock, Paper, Scissors Tournament

YOUTH INITIATIVE
OF ADAMS COUNTY

1. Find a partner and play a round of rock paper scissors (best two out of three)
2. If you win your round, find another winner and play them.
3. If you lose your round, you will become a cheerleader for the person you lost to, and have to follow them around chanting their name.

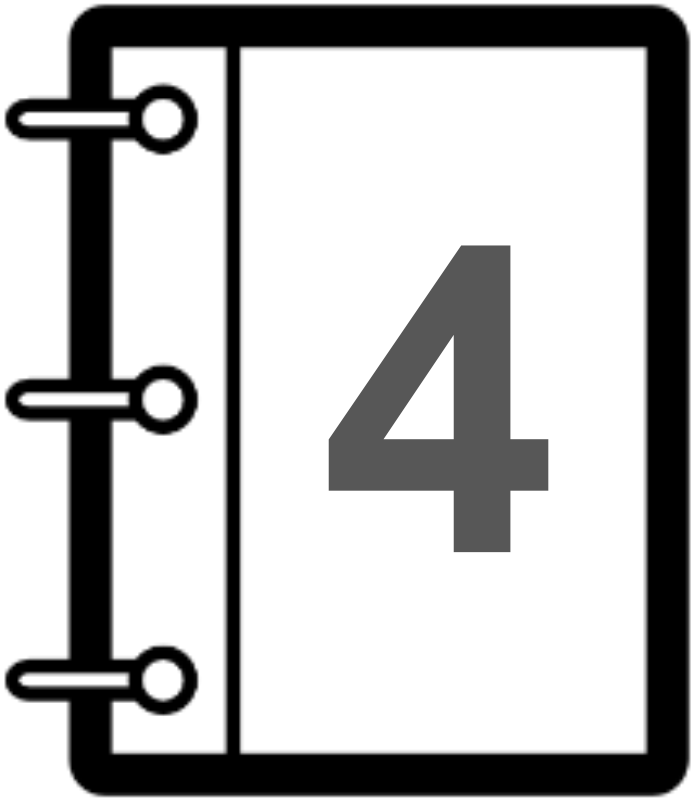
**Remember:**

Rock beats scissors

Scissors beats Paper

Paper beats rock

# ROOT CAUSE ANALYSIS



A3 TEMPLATE

***A3 Reporting Tool*** ***PROJECT NAME***

YOUTH INITIATIVE OF ADAMS COUNTY

**Result** — **Plan**

What is the problem?
Why is this a problem?
What measurement are you using to know the problem?
Does the data show this is actually a problem?

**Current Conditions/Baselines** — **Plan**

Where are you now?
What are the current conditions?
What are the symptoms?
What impact is it having?
Who is involved in the work?

**Target(s)** — **Plan**

Where do you want to be?
What is the target you want to achieve?
What is your goal for improvement?
Consider both long-term and short-term targets.

**Factor Analysis (Story Behind the Baselines)** — **Plan**

Who is needed to help you achieve your target (Results at the Center)?
What factors are preventing you from getting there?
**What are the root causes?**
Where will you focus your work?
What is within your sphere of influence and control to accomplish?

**Interventions/Strategies** — **Do**

What is the current process for your target population (macro process map)?
What will you work on (choose your intervention)?
Be specific about the steps you will take.
How will you know it is working?
Identify what specific data you will collect to measure the impact of your intervention.
Who will do what and who is responsible (RACI)?

**Status** — **Study**

What happened?
What were your results?
Collect data quickly to test your theory about the problem.
Use your data to Adapt, Adopt, or Abandon.

**Learning** — **Study**

Did everything go according to plan?
What did you learn?

**Action Commitments** — **Act**

Based on what you learned, what will you do next?

# What is Root Cause Analysis

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

## Get to the Root of the Problem...

**What you see:**
**78% of students are reading proficiently at the end of third grade.**

**What you don't see readily:**
**Academic Preparedness**
**Health (Asthma)**
**School Attendance**

# Benefits of Root Cause Analysis

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

# Root Cause Analysis

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

The 5 Whys - The Jefferson Memorial

They brought in a pigeon expert.

He determined that the birds were there to eat the spiders.

# 5 Whys in Action

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

**Problem:** The stone and cement are crumbling

Drill down

Why? It is being washed several times a week

Why? There are lots of pigeon droppings

Why? Pigeons come to eat the spiders

Why? Spiders come to eat the midges

Why? Midges fly to the flood lights of the monument

Why? The lights come on before dusk and attract the midges

Check logic

"Therefore" rule

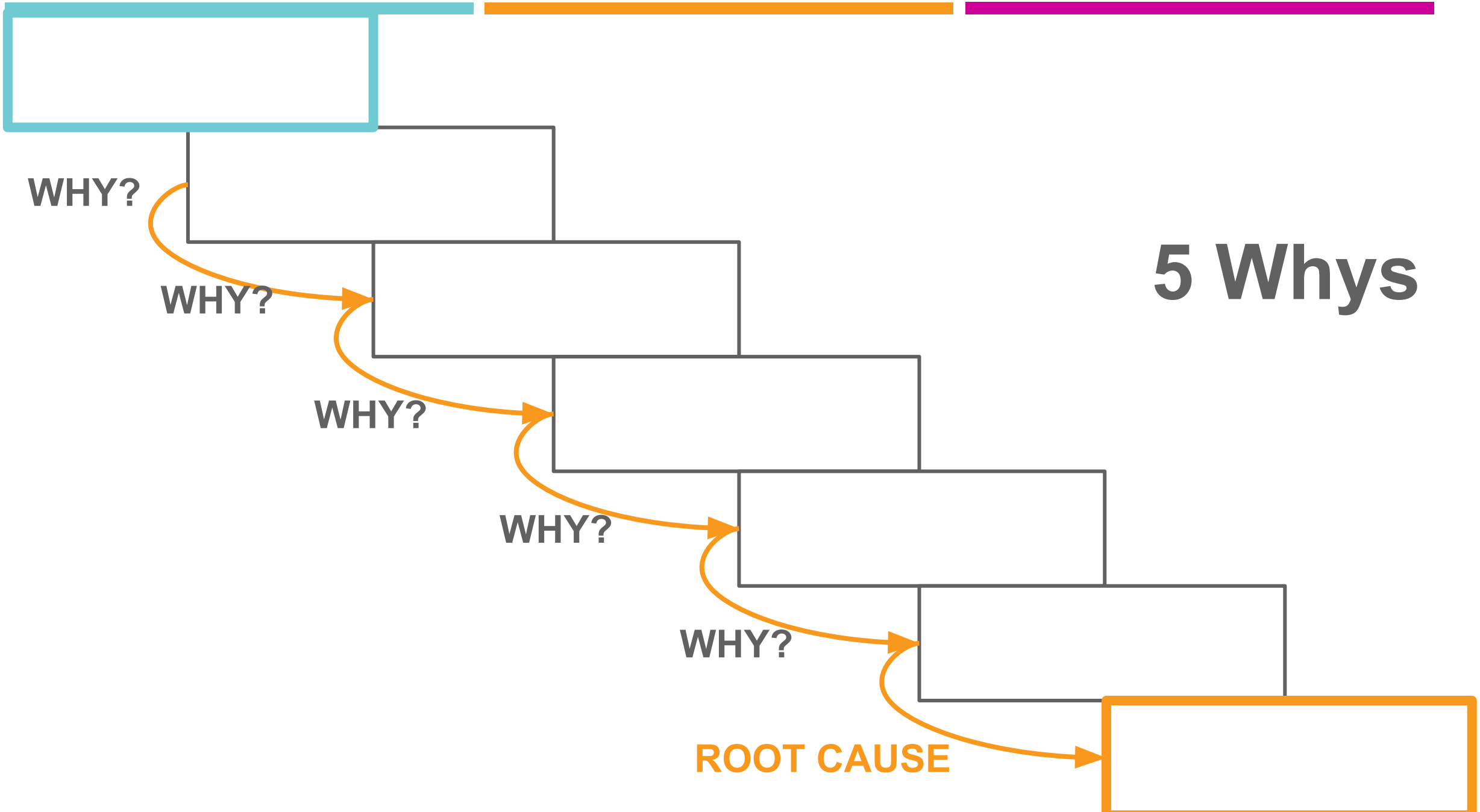
Turn the lights on one hour later

# Benefits Of The 5 Whys

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

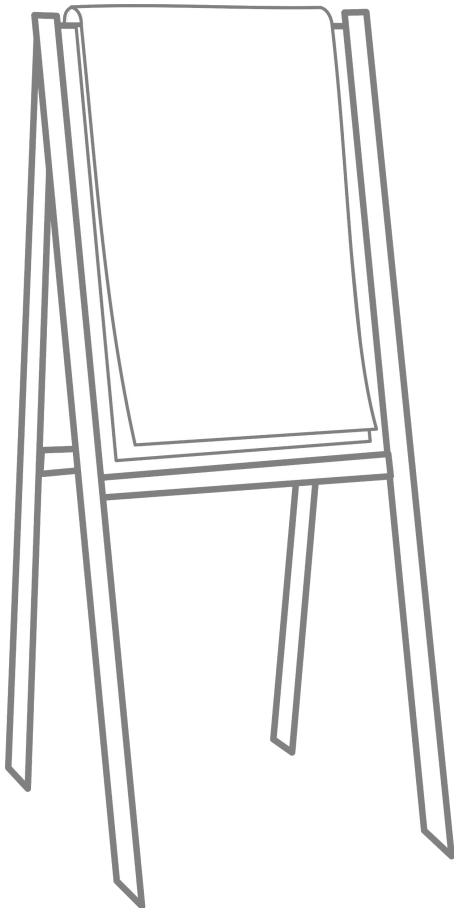
1. Help identify the root cause of a problem.
2. Determine the relationship between different root causes of a problem.
3. One of the simplest tools; easy to complete


5 Whys
WHY?
WHY?
WHY?
WHY?
WHY?
ROOT CAUSE

# Your Turn! Root Cause on Your Factors

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/



**In Your Team on Flip Chart:**

- Conduct your root cause analysis
- What did you discover?
- How could you verify these root causes?
- Report Out

**GROUP WORK**

# Planning Time

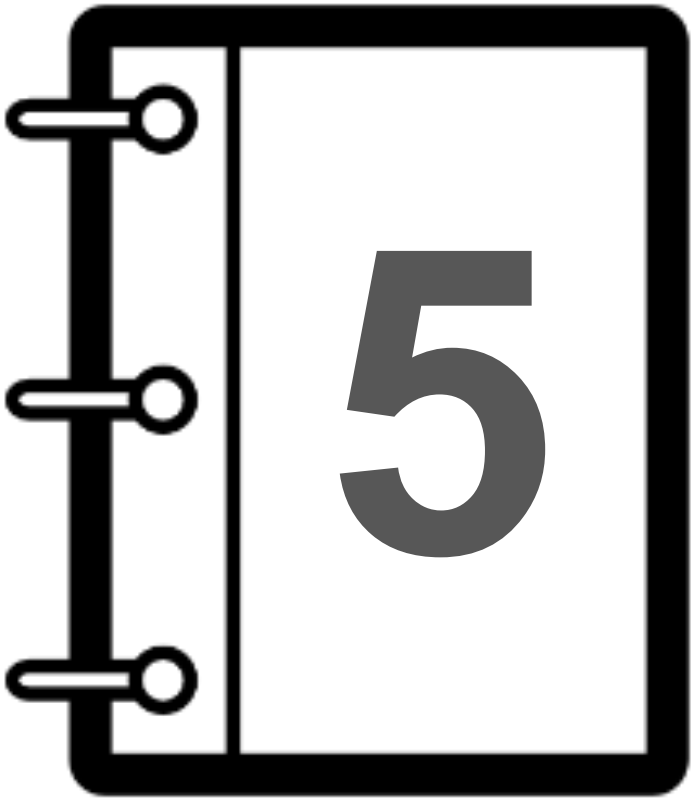
YOUTH INITIATIVE
OF ADAMS COUNTY

**Now that you understand root cause analysis, what steps will you take to validate your root causes???**

in·sti·tute /ˈinstəˌt(y)o͞ot/

| What? (The Step/Task) | Who? (Who's going to do the task/step) | By When? (When you'll have the step/task done) |
|---|---|---|
| set up an interview with some of our clients | Brandy | by the end of the week |
| | | |
| | | |
| | | |
| | | |
| | | |

# PROCESS MAP



A3 TEMPLATE

***A3 Reporting Tool*** ***PROJECT NAME***

YOUTH INITIATIVE OF ADAMS COUNTY

**Result** — Plan

What is the problem?
Why is this a problem?
What measurement are you using to know the problem?
Does the data show this is actually a problem?

**Current Conditions/Baselines** — Plan

Where are you now?
What are the current conditions?
What are the symptoms?
What impact is it having?
Who is involved in the work?

**Target(s)** — Plan

Where do you want to be?
What is the target you want to achieve?
What is your goal for improvement?
Consider both long-term and short-term targets.

**Factor Analysis (Story Behind the Baselines)** — Plan

Who is needed to help you achieve your target (Results at the Center)?
What factors are preventing you from getting there?
What are the root causes?
Where will you focus your work?
What is within your sphere of influence and control to accomplish?

**Interventions/Strategies** — Do

**What is the current process for your target population (macro process map)?**
What will you work on (choose your intervention)?
Be specific about the steps you will take.
How will you know it is working?
Identify what specific data you will collect to measure the impact of your intervention.
Who will do what and who is responsible (RACI)?

**Status** — Study

What happened?
What were your results?
Collect data quickly to test your theory about the problem.
Use your data to Adapt, Adopt, or Abandon.

**Learning** — Study

Did everything go according to plan?
What did you learn?

**Action Commitments** — Act

Based on what you learned, what will you do next?

# Process Mapping

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

**Macro**
Outlines the strategies/programs/initiatives/ interventions to support the population

Students on Free or Reduced Lunch → Calendar/ Schedule Redesign → Bell-to-bell instruction → After School Tutoring → Student Performance Increases

**Meso**
Outlines the process of a strategy/program/initiative/ intervention chronologically

Community Member Applies to be a Tutor → Tutor Hired → Tutor matched with a Student → Tutoring Begins

**Micro**
Outlines the tasks of the larger strategy/program/initiative/ intervention process chronologically

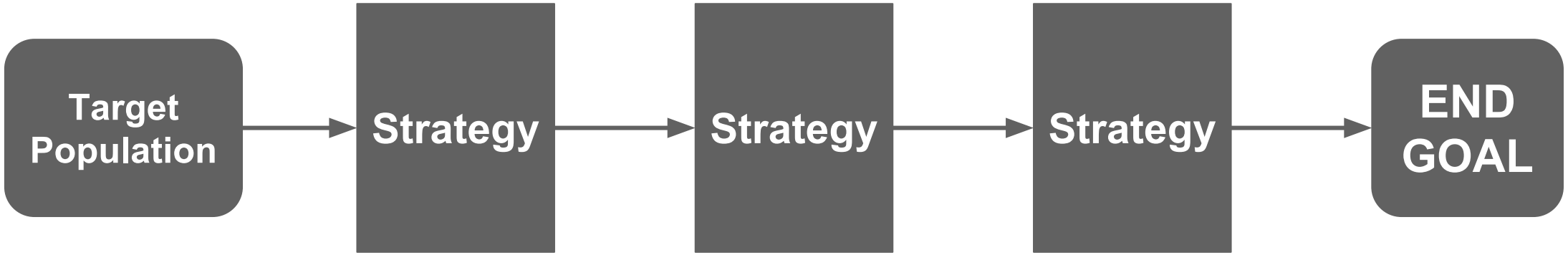
Tutor fills out online application → Volunteer coordinator (VC) processes application → VC sends tutor welcome packet → Tutor signs up for tutor orientation → VC matches tutor with student → Tutor receives tutoring materials → Tutoring Begins

# Macro Process Map - What is it?

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

- Visual that illustrates the current state of work done to get a target population to an end goal



# Why use it?

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

- To understand which strategies are actively being applied to a target population
- To identify gaps in strategies
- To identify where youth are falling out of the process

# How to Process Map at the Macro Level

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

1. Identify your target population
2. Identify strategies you are using to get your target population to an outcome
3. Put these strategies in chronological order (if possible)
4. Identify which of these strategies address your root cause
5. Verify that you have captured the strategies correctly with people who use or participate in the strategies regularly

# General Process Mapping Tips

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

- Process mapping should be done collaboratively
- Make sure you involve those who actually do or participate in the strategies (e.g., parents, students, counselors, teachers)
- It may be helpful to map the process from multiple perspectives

# General Process Mapping Tips

YOUTH INITIATIVE
OF ADAMS COUNTY

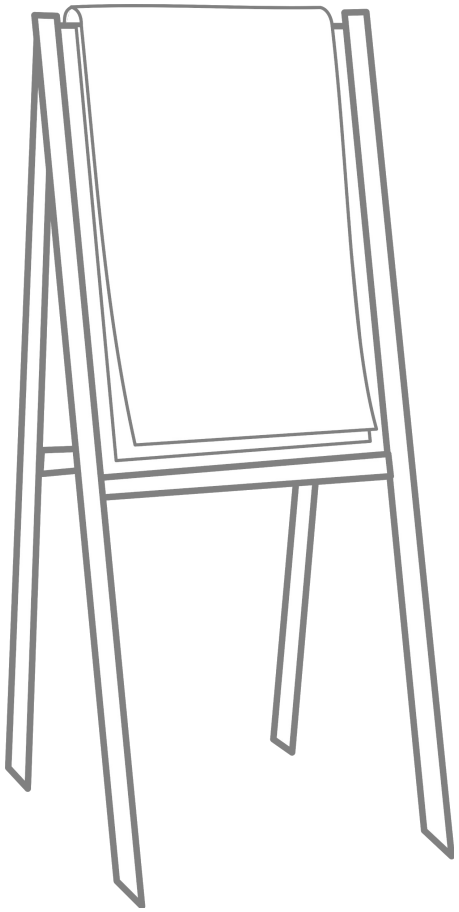
in·sti·tute /ˈinstəˌt(y)o͞ot/

- Don’t worry about the sequence initially. Brainstorm all the strategies first, and then determine the order
- Map strategies that are CURRENTLY active -- not what you would like to activate

# Creating Your Macro Process Map

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/



**In Your Team on Sticky Notes on the Wall:**

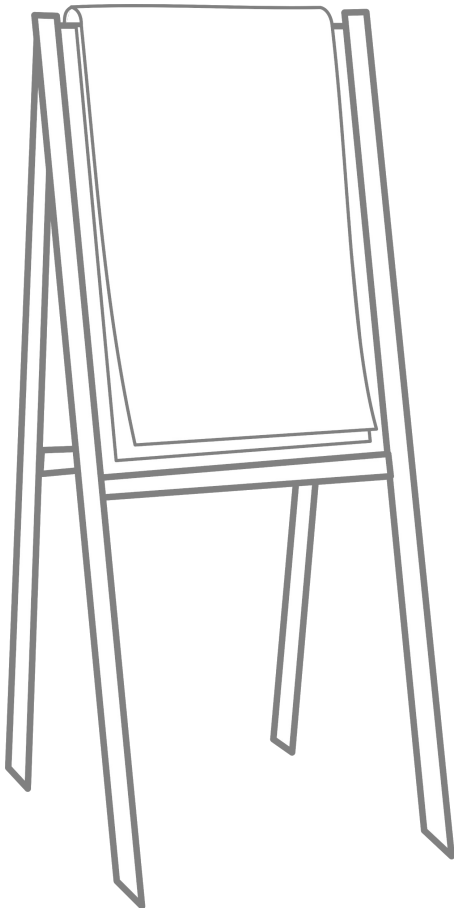
- Identify all of the strategies that you currently use for your target population
- On sticky notes, write all of the strategies you have in place
- Put those strategies in chronological order (if possible)
- Put a smiley face sticker on strategies that are working to eliminate a root cause

**GROUP WORK**

# Macro Process Map Reflection

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/



**Consider the following:**

- Are your actions addressing your root causes?
- Where are youth falling out of the process?
- Where are the gaps in services?
- What am I going to do about it?

**GROUP WORK**

# Planning Time

YOUTH INITIATIVE
OF ADAMS COUNTY

**Now that you've mapped out your process, what are action steps you need to take???**

in·sti·tute /ˈinstəˌt(y)o͞ot/

| What? (The Step/Task) | Who? (Who's going to do the task/step) | By When? (When you'll have the step/task done) |
|---|---|---|
| in our already scheduled meetings with our clients, allot some time to ask if this process looks right and why they are falling off | Leo | during agenda development for these meetings |
| | | |
| | | |
| | | |
| | | |

YOUTH INITIATIVE
OF ADAMS COUNTY

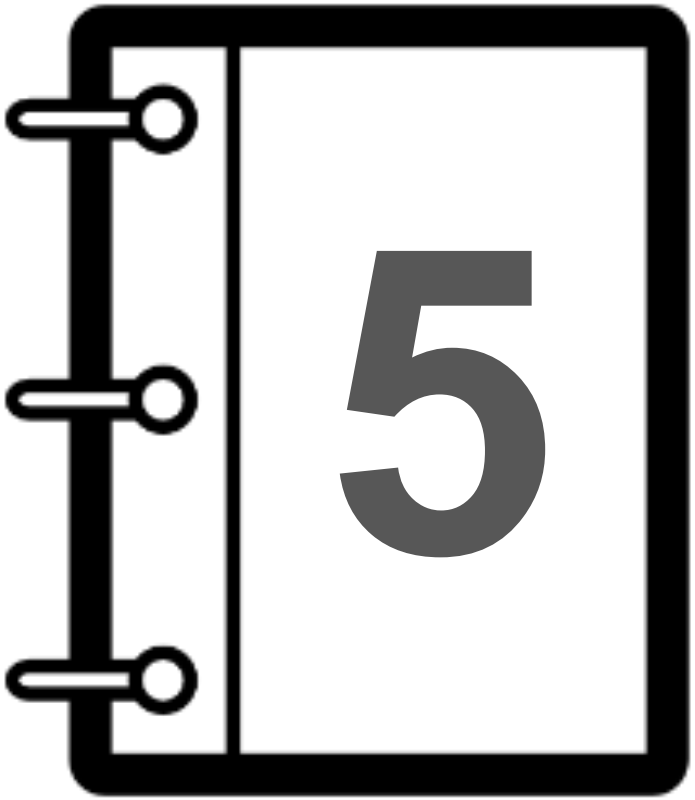
in·sti·tute /ˈinstəˌt(y)o͞ot/

**Which side are you on?**

1. The room is now divided into two sides and draw an imaginary line for all to see.
2. Ashley will call out two choices – the first choice will be represented by the left side of the room and the second choice by the right side.
3. Quickly move to the side of the room that you prefer between the two choices. Or, you can choose to stay in the middle if you are undecided or neutral.

# ENERGIZER

# IDENTIFYING INTERVENTIONS



A3 TEMPLATE

***A3 Reporting Tool*** ***PROJECT NAME***

YOUTH INITIATIVE OF ADAMS COUNTY

**Result** — Plan

What is the problem?
Why is this a problem?
What measurement are you using to know the problem?
Does the data show this is actually a problem?

**Current Conditions/Baselines** — Plan

Where are you now?
What are the current conditions?
What are the symptoms?
What impact is it having?
Who is involved in the work?

**Target(s)** — Plan

Where do you want to be?
What is the target you want to achieve?
What is your goal for improvement?
Consider both long-term and short-term targets.

**Factor Analysis (Story Behind the Baselines)** — Plan

Who is needed to help you achieve your target (Results at the Center)?
What factors are preventing you from getting there?
What are the root causes?
Where will you focus your work?
What is within your sphere of influence and control to accomplish?

**Interventions/Strategies** — Do

What is the current process for your target population (macro process map)?
**What will you work on (choose your intervention)?**
Be specific about the steps you will take.
How will you know it is working?
Identify what specific data you will collect to measure the impact of your intervention.
Who will do what and who is responsible (RACI)?

**Status** — Study

What happened?
What were your results?
Collect data quickly to test your theory about the problem.
Use your data to Adapt, Adopt, or Abandon.

**Learning** — Study

Did everything go according to plan?
What did you learn?

**Action Commitments** — Act

Based on what you learned, what will you do next?

# Identify Interventions and Strategies

YOUTH INITIATIVE
OF ADAMS COUNTY

Step 5

**Identify new or existing interventions and strategies that connect directly to a factor that you believe will have the greatest impact on the outcome and that your group can directly influence.**

**Interventions can be identified in a variety of ways – national best practices, knowledge of local initiatives, brainstorming, speaking with the parents and students or by getting recommendations from educators and program providers.**

**In this step, things to consider are:**

- How do your interventions connect to the factors you identified and your SMART target?
- Which of your interventions are universal and which are targeted towards impacting a specific demographic population?
- What partners do you need to engage to complete the intervention(s)?
- How will you engage stakeholders in developing these interventions?

## Postsecondary Enrollment & Completion

By 2025 students in Adams County (5 school districts) will enroll and complete post-secondary at or above the state rate

## Systems Factors

- High School & College Resources (People, Training, Technology, $)
- High School & College Accountability & Responsibility (buy-in)
- Policy
- Culture & Climate (Bias & Discrimination)
- Student Preparedness
- Cross-Sector, Community-Wide Buy-In, Ownership

## Process Factors

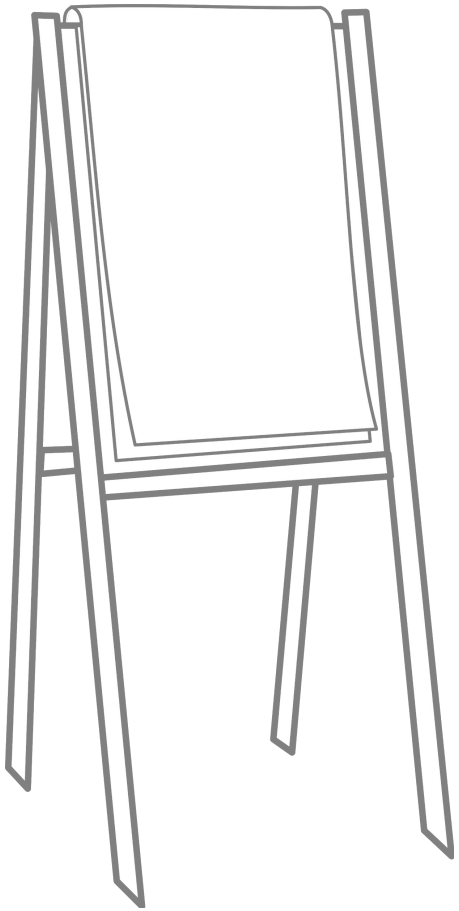
- Advising (Enrollment through Completion)
- Student Basic Needs
- Financial Aid
- FAFSA Completion & Student Education
- Connection to Career
- Parent Engagement & Education

## Interventions and Strategies

# Intervention Group Work

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/



**Looking back at your process map:**

- What “a’has” are you having about your process map?
- What, if anything needs to change?
- What am I going to do about it?
- Are there opportunities for meso or micro process mapping on any of the parts along your process map?

**GROUP WORK**

# Planning Time

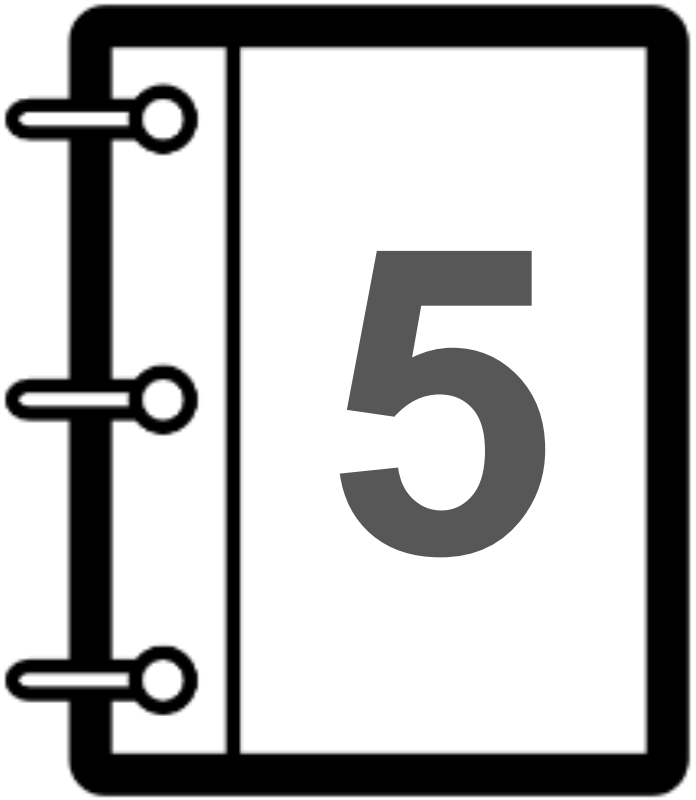
YOUTH INITIATIVE
OF ADAMS COUNTY

**Now that you've identified what to focus on to improve, what action is needed from your team?**

in·sti·tute /ˈinstəˌt(y)o͞ot/

| What? (The Step/Task) | Who? (Who's going to do the task/step) | By When? (When you'll have the step/task done) |
|---|---|---|
| Schedule Recurring Meetings | Mark | By close of business tomorrow |
| | | |
| | | |
| | | |
| | | |
| | | |

# HOW WILL YOU TELL IF ITS WORKING? WHAT WILL YOU MEASURE?



A3 TEMPLATE

***A3 Reporting Tool*** ***PROJECT NAME***

YOUTH INITIATIVE OF ADAMS COUNTY

**Result** — Plan

What is the problem?
Why is this a problem?
What measurement are you using to know the problem?
Does the data show this is actually a problem?

**Current Conditions/Baselines** — Plan

Where are you now?
What are the current conditions?
What are the symptoms?
What impact is it having?
Who is involved in the work?

**Target(s)** — Plan

Where do you want to be?
What is the target you want to achieve?
What is your goal for improvement?
Consider both long-term and short-term targets.

**Factor Analysis (Story Behind the Baselines)** — Plan

Who is needed to help you achieve your target (Results at the Center)?
What factors are preventing you from getting there?
What are the root causes?
Where will you focus your work?
What is within your sphere of influence and control to accomplish?

**Interventions/Strategies** — Do

What is the current process for your target population (macro process map)?
What will you work on (choose your intervention)?
Be specific about the steps you will take.
**How will you know it is working?**
**Identify what specific data you will collect to measure the impact of your intervention.**
Who will do what and who is responsible (RACI)?

**Status** — Study

What happened?
What were your results?
Collect data quickly to test your theory about the problem.
Use your data to Adapt, Adopt, or Abandon.

**Learning** — Study

Did everything go according to plan?
What did you learn?

**Action Commitments** — Act

Based on what you learned, what will you do next?

# How do we know it’s working? - Use Data

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

- Use data to measure impact in real time, as you’re going through your process
- Look at your data regularly
- Your data should be measurements of your operations and performance

# Using Operational Measures

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

Operational Measures typically answer these questions:

- How much did we do? (Quantity)
- How well did we do it? (Quality)

Examples of Operational Measures:

- Number of Sessions
- Attendance
- Satisfaction

# Using Performance Measures

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

Performance Measures typically answer these questions:

- What difference did we make? (Impact)
- Is anyone better off? (Impact)

Examples of Performance Measures:

- % of students achieving benchmarks on attendance, behavior, and coursework by end of 9th grade

# What is Meaningful Data?

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

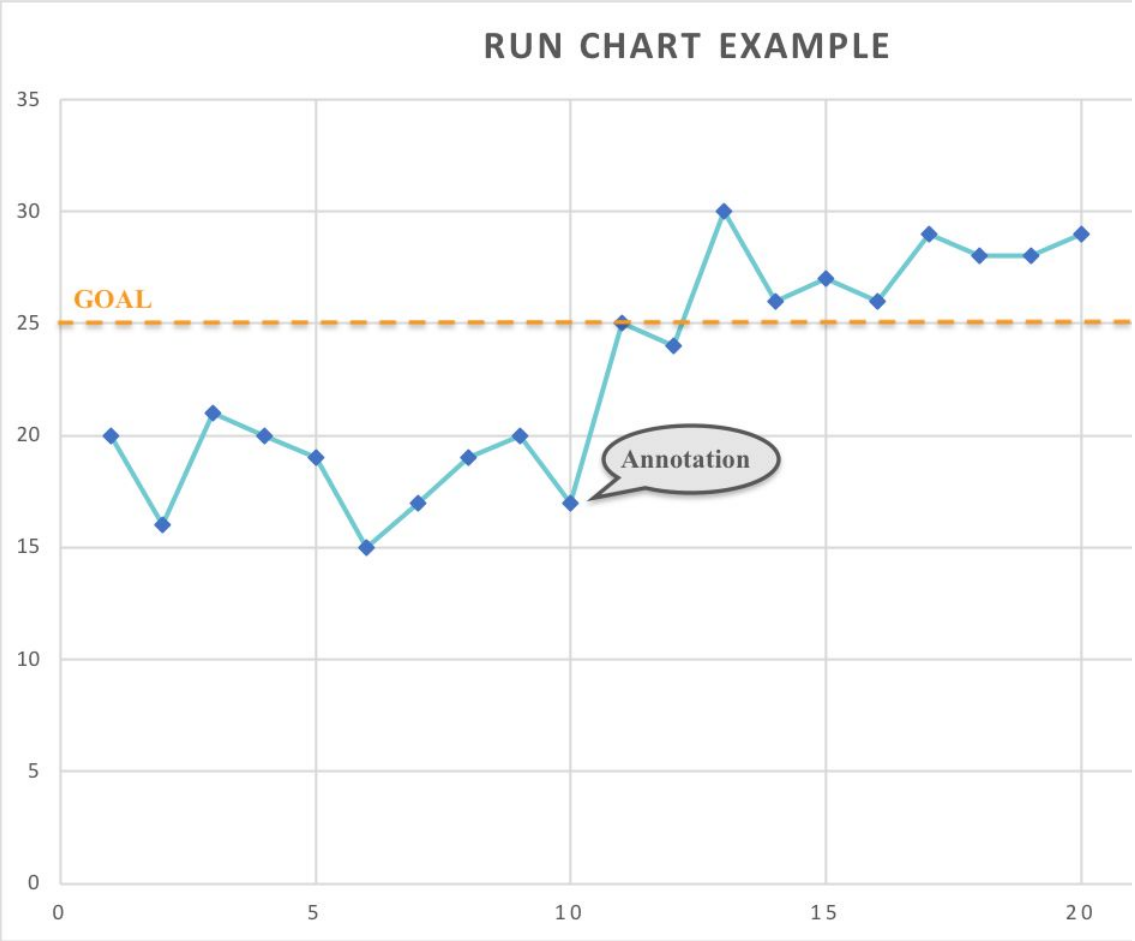
- Trend Over Time
- Comparison/Reference Points (e.g., baseline, total population vs subpopulation, goal)
- Corollaries (e.g., attendance and performance)

# Trend Over Time - Run Chart

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

- Shows trends or variations in performance that occur over time

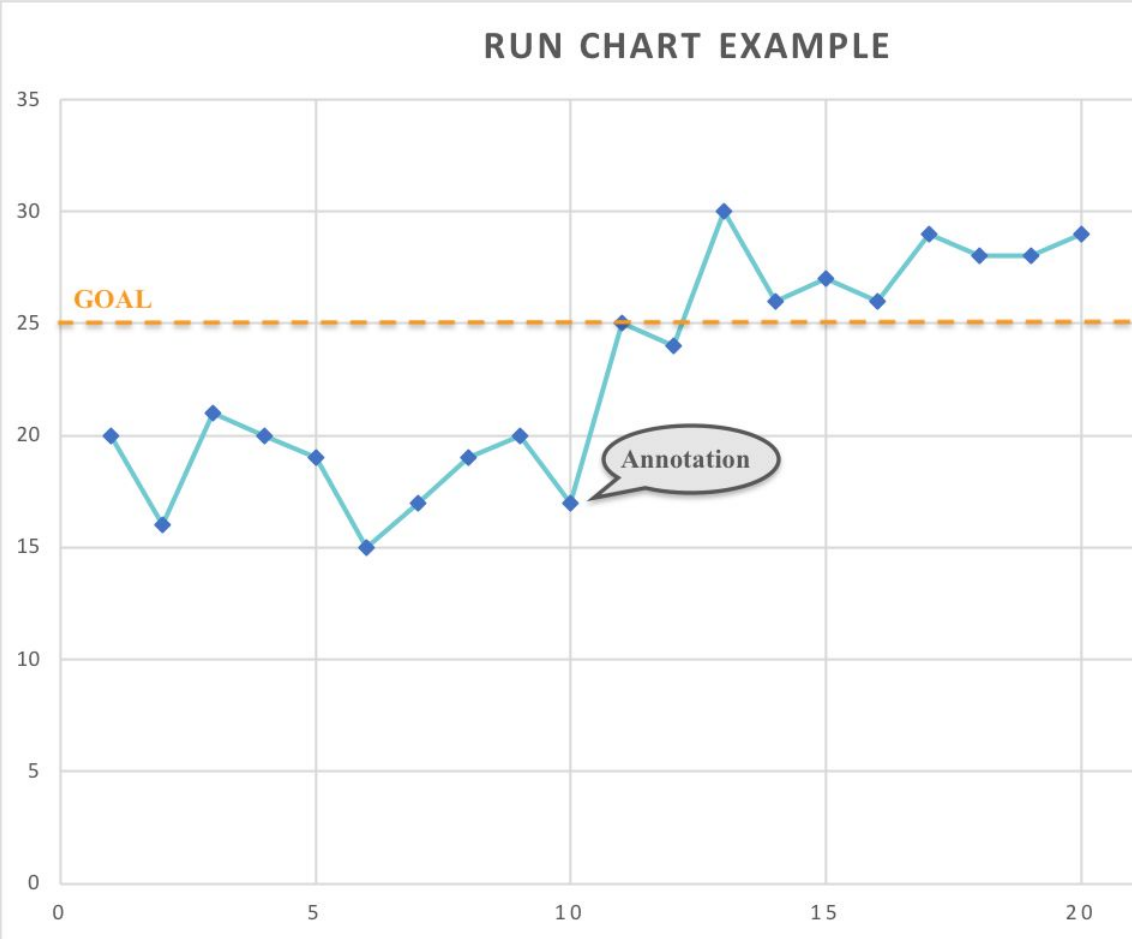


# Comparison/Reference Point

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

- Helps determine the impact of changes or interventions in relation to other information

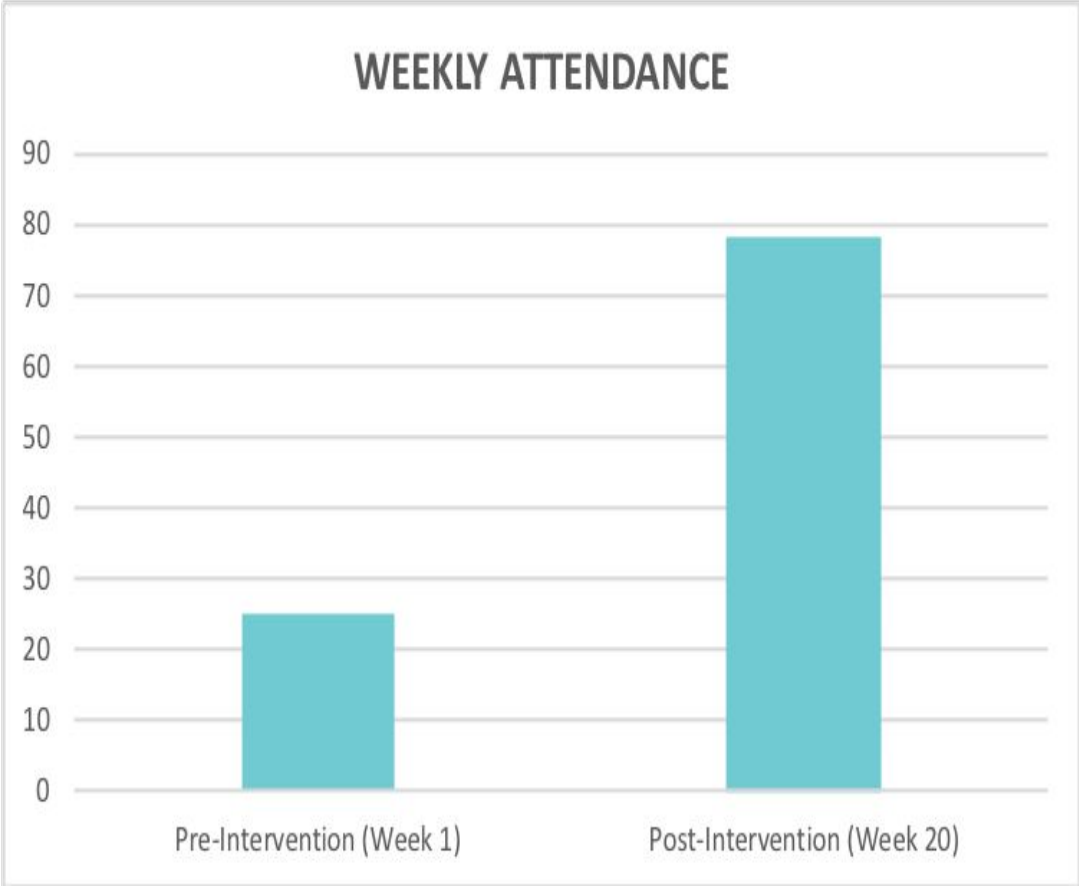


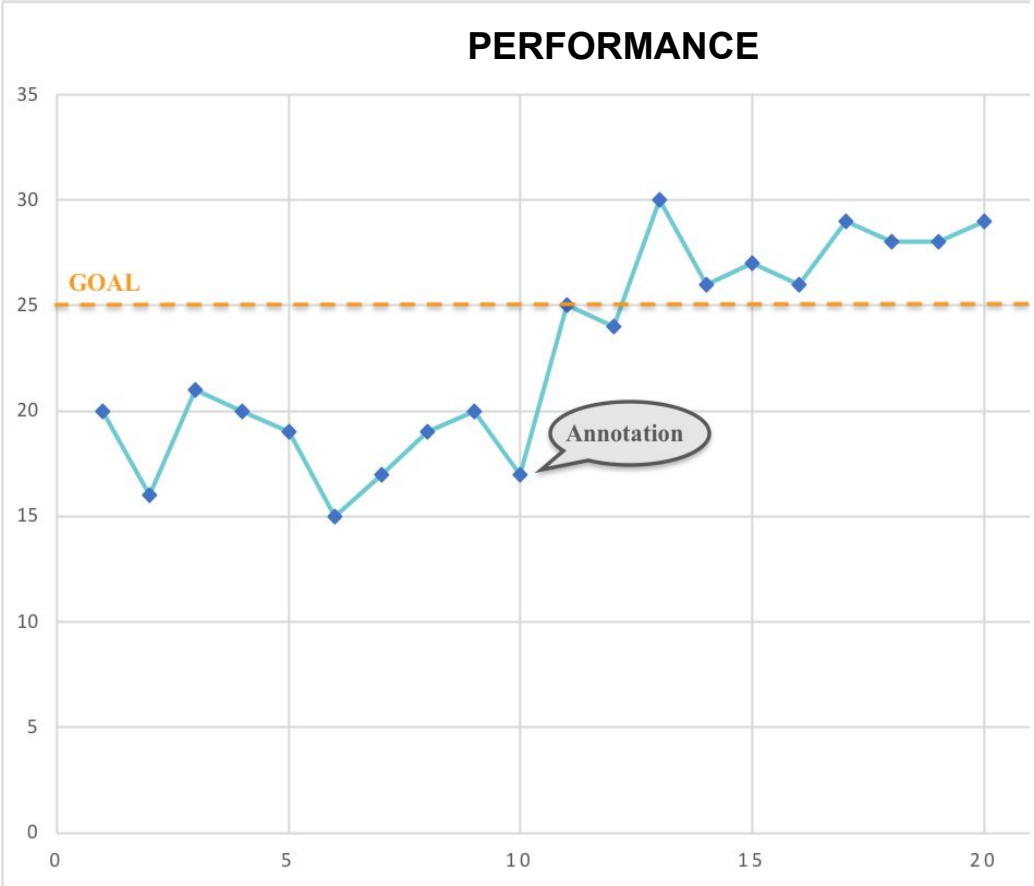
# Corollaries

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

- Shows relationships between variables that may inform improvement efforts

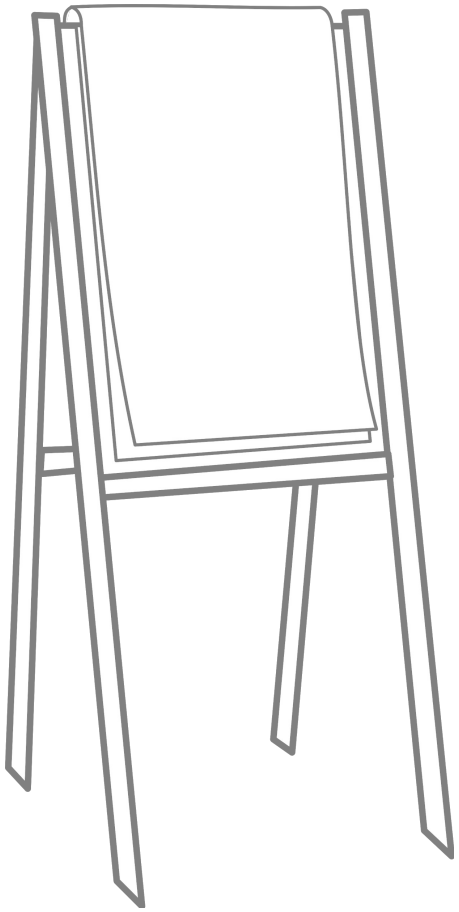


# Identifying Data Points

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/



**Identify the following:**

- What type of data will you use to tell if your intervention is working?
- Do you currently have access to this data? If not, how will you gain access to this data?
- Who will collect this data?
- How often will you collect this data?

**GROUP WORK**

# Planning Time

YOUTH INITIATIVE
OF ADAMS COUNTY

**Now that you've identified your data points, what steps will you take to collect the data???**

in·sti·tute /ˈinstəˌt(y)o͞ot/

| What? (The Step/Task) | Who? (Who's going to do the task/step) | By When? (When you'll have the step/task done) |
|---|---|---|
| send spreadsheet with enrollment data to team | Hugo | by close of business tomorrow |
| | | |
| | | |
| | | |
| | | |
| | | |

# Coin Spin Activity

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

- **Result = Longest Spin Time**
- You can use any of the 4 coins, any technique, and any surface
- On the PDSA Tracker, record…
  - your theory for making the coin spin longer
  - the time you predict
  - observations during the spinning
  - the actual spinning time

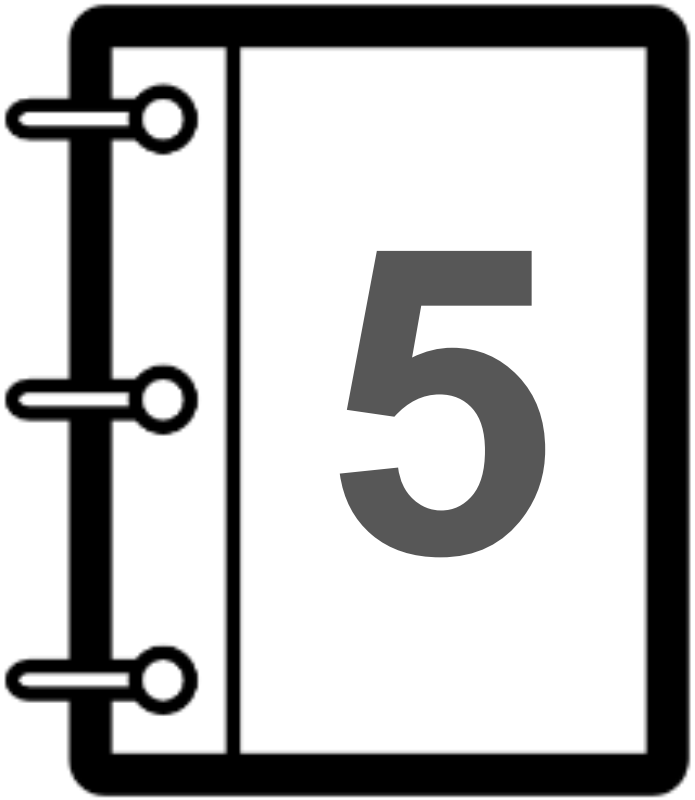
# Coin Spin Activity Reflection

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

- What's your theory about what makes a coin spin the longest? Was your theory different before you started spinning coins?
- What did you learn by collecting data on the length of time your coin was spinning? Do you think you would have arrived at the same result without data collection?
- In your own words, what is the value of each step of the Plan-Do-Study-Act cycle? Use examples from the game, if possible
- Report Out

# WHO IS RESPONSIBLE FOR WHAT?



A3 TEMPLATE

***A3 Reporting Tool*** ***PROJECT NAME***

YOUTH INITIATIVE OF ADAMS COUNTY

**Result** — Plan

What is the problem?
Why is this a problem?
What measurement are you using to know the problem?
Does the data show this is actually a problem?

**Current Conditions/Baselines** — Plan

Where are you now?
What are the current conditions?
What are the symptoms?
What impact is it having?
Who is involved in the work?

**Target(s)** — Plan

Where do you want to be?
What is the target you want to achieve?
What is your goal for improvement?
Consider both long-term and short-term targets.

**Factor Analysis (Story Behind the Baselines)** — Plan

Who is needed to help you achieve your target (Results at the Center)?
What factors are preventing you from getting there?
What are the root causes?
Where will you focus your work?
What is within your sphere of influence and control to accomplish?

**Interventions/Strategies** — Do

What is the current process for your target population (macro process map)?
What will you work on (choose your intervention)?
Be specific about the steps you will take.
How will you know it is working?
Identify what specific data you will collect to measure the impact of your intervention.
**Who will do what and who is responsible (RACI)?**

**Status** — Study

What happened?
What were your results?
Collect data quickly to test your theory about the problem.
Use your data to Adapt, Adopt, or Abandon.

**Learning** — Study

Did everything go according to plan?
What did you learn?

**Action Commitments** — Act

Based on what you learned, what will you do next?

# RACI

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

- **R = Responsible**
  - Executes the task. Does the work.
- **A = Accountable**
  - Accountable for the task. On the hook for it to get done.
- **C = Consulted**
  - Has input to the task. Could be an expert resource. (2-way flow of information)
- **I = Informed**
  - Informed of task progress. (1-way flow of information)

# RACI Your Process

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

| Step | Responsible | Accountable | Consulted | Informed |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

GROUP WORK

# Planning Time

YOUTH INITIATIVE
OF ADAMS COUNTY

**Now that you understand who is doing what, what action items are needed to get the ball rolling? Are the folks listed the right folks to do the step/task?**

in·sti·tute /ˈinstəˌt(y)o͞ot/

| What? (The Step/Task) | Who? (Who's going to do the task/step) | By When? (When you'll have the step/task done) |
|---|---|---|
| send weekly progress updates to Michael | Dwight | every Thursday |
| | | |
| | | |
| | | |
| | | |
| | | |

# Reflection

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

- One key insight/takeaway from today
- How did this session impact how you THINK about your work?
- How did this session impact how you will DO your work?

YOUTH INITIATIVE
OF ADAMS COUNTY

in·sti·tute /ˈinstəˌt(y)o͞ot/

# Together We CAN.

ACYI.org

## Thank You!