

# HOW TO TURN DATA INTO USABLE OUTCOMES

# AGENDA

- Introduction
- Logistics
- Working from your outcome
- Outcome math: adding and dividing
- Examples and templates
- Common mistakes people make

## WHAT DATA CAN DO FOR YOU

- We undertook an analysis of our historical data to better understand the impact of support groups. This year, we had enough data collected from non-participants (those who had called the hotline to do an intake but who never actually participated in support groups) to use as a control. This type of analysis was a first for us and allowed us to reflect on how we define meaningful metrics. The biggest "aha" moment in comparing our data to a control was that over time, those who NEVER attended group saw a decrease in growth as well as significant diminishes in social support and continuing bonds. This finding has reframed our thinking about the impact of support groups, looking at them more as a protective factor.

## THE OUTCOME FORMULA

- 1. Families will demonstrate skills in digital literacy.*
- 2. Families will increase behaviors such as use of technology.*

Client	Will	Outcome type	Topic/item
	Increase	Knowledge about	
	Decrease	Skills in	
	Demonstrate	Attitudes such as	
	Maintain	Behaviors such as	

## BACK TO THE CONTENT MAP

Outcome	Statistic / data needed
<i>Families will demonstrate skills in digital literacy.</i>	The percentage of families that demonstrate the five predetermined digital literacy skills
<i>Families will increase behaviors such as use of technology</i>	The percentage of families who use technology for at least three more purposes after training than before training
For what purposes	List of uses, by family
Roadblocks to using technology	List of barriers, by family

APPLICATION

## THREE PIECES OF INFORMATION

- Number served:
- Number measured:
- Number achieving the outcome:

## OUTCOME MATH

A. Count the people for whom you have data

B. Count the people who achieved the outcome

C. Divide A by B to get your %

D. Put that number in your outcome statement

A: Served 120 people, have data for 100

B: 80 demonstrated all five digital literacy skills

C:  $80/100 = 80\%$

D: 80% of families demonstrated digital literacy skills such as logging onto the school portal and completing a telehealth call



## DO THE MATH

- 200 Donors gave to the Foundation in 2019
- 175 of those donors gave again in 2020
- What percentage of donors were retained?
- 400 clients received a daily meal
- 300 completed the semi-annual survey
- 285 said that they felt less isolated than before participating
- What percentage of clients reduced their isolation?

## EXAMPLES AND TEMPLATES

The percentage of families that demonstrate the five predetermined digital literacy skills

- Number measured: 90 completed the demonstration of digital literacy skills
- Number achieving the outcome: 80 were able to demonstrate all five skills
- 80/90: 89% achieved the outcome

## EXAMPLES AND TEMPLATES

The percentage of families who use technology for at least three more purposes after training than before training

- Number measured: 70 families completed both a pre- and a post-test
- Number achieving the outcome: 55 families reported using technology for at least three more purposes after training than before training
- 55/70: 79% met the outcome

## EXAMPLES AND TEMPLATES

How families use technology

- 70 families completed a post-test that asked them to both check off uses and list other uses.
- 65 families checked off “child used for homework,” 30 reported “looked for a job,” 50 wrote in “COVID.”
- Report the most prevalent: Families reported using technology for students to complete homework, to look for jobs, and to find information on COVID.

APPLICATION

## COMMON MISTAKES

- Using the wrong denominator (everyone served vs. everyone measured)
- Not aligning the tool and/or statistic to the outcome statement
- Not getting pre-data if you need it
- Making things more complicated than they need to be
- Not thinking through measurement ahead of time

## RESOURCES

- **The Urban Institute Outcome Indicators Project.** The project provides a framework for tracking nonprofit performance. It suggests candidate outcomes and outcome indicators to assist nonprofit organizations that seek to develop new outcome monitoring processes or improve their existing systems.  
[www.urban.org/center/cnp/projects/outcomeindicators.cfm](http://www.urban.org/center/cnp/projects/outcomeindicators.cfm)
- **W.K. Kellogg Foundation** <http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>
- **The Evaluation Center**  
<https://wmich.edu/evaluation>

## RESOURCES

- **Innovation Network.** Innovation Network provides knowledge and expertise to help nonprofits and funders learn from their work to improve their results. [www.innonet.org](http://www.innonet.org)
- **Social Innovation Fund Evaluation Plan Guidance**  
<http://www.nationalservice.gov/documents/social-innovation-fund/2014/social-innovation-fund-evaluation-plan-guidance>
- **CDC guidance**  
<https://www.cdc.gov/eval/framework/index.htm>
- **Rutgers**  
<https://njaes.rutgers.edu/evaluation/resources/>



## RESOURCES

- **Results-Based Accountability**, which presents a very plain-language approach to evaluation. [www.raguide.org](http://www.raguide.org).
- **Pew Charitable Trusts**  
<http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Miscellaneous/chapter14.pdf>
- **Sample Size Calculator:** <https://www.qualtrics.com/blog/calculating-sample-size/>
- **Canva: Online graphic design site free for nonprofits** <https://www.canva.com/canva-for-nonprofits/>