Building Lasting Resilience through Data

April 27, 2022
Welcome, *Let’s Get Social!*

@CFTexas
@cnmconnect

@communitiesfoundationoftexas

@communities-foundation-of-Texas
@the-cnm

@GiveWisely
@CNMConnect

#GrowingwithCFT
CFT believes that providing nonprofit leaders with tools, knowledge, support, and an expanded network is integral to building thriving communities for all.
Workshop Objectives

The seminar invites you to consider **fundamentals** of data usage in nonprofit management, hear **stories of success** using data for community results, **assess your** own organization’s actions, and create **actionable plans** to take back to your workplace.

**Three objectives for the morning:**

- Learn strategies to use data to enhance your organization
- Learn how data can enhance community impact
- Be exposed to different ways organizations go about using data
## Data Innovation Project (DIP) Data Informed Self-Assessment Tool

### Data-Informed Self-Assessment

This short assessment is intended to help you identify the extent to which your organizational culture supports being data-informed. For each statement, circle the number that corresponds with how present it is in your organization.

<table>
<thead>
<tr>
<th>Category</th>
<th>Not Present</th>
<th>Emerging</th>
<th>Present</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization has a mission and vision to guide initiatives, programs, and activities.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Organization has goals that clearly relate to mission and vision.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Organization has a Theory of Change that connects activities to desired results.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership serves as role model(s) for data use.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Leadership distributes data responsibilities to staff at all levels.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Leadership motivates staff to use data.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Leadership clearly communicates expectations around data use.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Analytic Capacity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization collects quality data (observations, information, and numbers).</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Organization uses efficient technology for data collection, storage, and analysis.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Staff know how to analyze and make meaning from the data.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Session 1
Developing a Culture of Learning

“Culture eats strategy for breakfast.” – Peter Drucker

**Session Goals:**
- Recognize how a culture of learning empowers organizations
- Assess your own organization’s culture of learning and readiness for action
Facilitators

Casey Cox
Director of Outcomes and Evaluation
CNM

Amy Jones
CEO
Dallas Area Rape Crisis Center
1: Culture of Learning
What does it look like?

• Leadership is invested
• Team uses data intentionally
• Team sees information as a means of learning
• Team recognizes data as a critical tool
• Team shares information to get multiple perspectives
Having a culture of learning...

• Improves the quality of information collected
• Engages employee participation and maximizes their potential
• Catalyzes innovation
• Leads to becoming an adaptable organization
• Supports clients/community by adjusting to meet their needs
How do you develop a culture of learning?

• **Step 1:** Start at the top
• **Step 2:** Value learning as a path to strength
• **Step 3:** Build in time to reflect and refine
# Session 1: Developing a Culture of Learning

**Assessment: Culture of Learning**

This short assessment is intended to help you identify the extent to which your organizational culture supports being data-informed. For each statement, circle the number that corresponds with how present it is in your organization.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you involve all staff and stakeholders in the planning and execution of evaluation, and keep them informed?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>How often do you demonstrate how staff and other stakeholders can use evaluation to improve what they do—show them the relevance to their role?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>How often do you train staff and stakeholders in their roles in the evaluation process and inform them?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>How often do you have staff regularly review, discuss, and act on evaluation findings?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>How often do you hire competent evaluators or staff responsible for evaluation?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>How often do you clearly communicate the results of evaluation?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**How are you doing?**

**Scoring Guide**
- 0 - 6: Planning phase
- 7-12: Some progress

**Column score (add down each column)**

**Total score (add each total column)**
Meet your Neighbor!

**Turn to a neighbor and share your:**

- Name
- Organization
- Favorite way to spend free time
“If you don't know where you are going, you'll end up someplace else.” – Yogi Berra

Session Goals:

• Recognize the difference between interesting and actionable metrics
• Identify opportunities to share with stakeholders and funders
Facilitators

Stephanie Kennedy
Outcomes and Evaluation Senior Consultant
CNM

Leigh Treviño
Director of Programs
KidLinks
The Foundation of Useful Data | Theory of Change & Logic Models

Foundations of Data Development
- Understand the issue: scope and scale of the problem, root issues, and direct and indirect consequences to people and the community

Situational Analysis
- Develop a deep understanding of the problem you are addressing

Focus & Scope
- Determine how much of the problem is within your ability to address

Logic Model
- Map your work to the solution

*Adapted from the Data Orchard. 2022. Data maturity framework for the not-for-profit sector.*
Building Lasting Resilience Through Data Seminar Logic Model

"The program logic model is a picture of how your organization does its work – the theory and assumptions underlying the program. A program logic model links outcomes with program activities/processes and the theoretical assumptions/principles of the program."

### Purpose:
An organization's ability to thrive depends on its capacity to strengthen its programs and enhance development. The goal of this seminar is to equip not-for-profits with the data capabilities to encourage resiliency in your mission space through the use of data analytics.

### Inputs
- Facilitator expertise
- CNM evaluators
- Nonprofit leaders
- Panelists
- Evaluation curriculum
- Physical space
- Audiovisual tools

### Activities
- **Half-Day Seminar**
  - Three modules
  - Panel discussion
  - Hands-on activities
  - Peer learning
- **Workshop Series**
  - Six two-hour sessions
  - Hands-on activities
  - Peer learning

### Outputs
- **Half-Day Seminar**
  - # attendees
  - # self-assessments completed
  - # hands-on activities completed
- **Workshop Series**
  - # attendees
  - % of program completed per attendee
  - # program logic models created
  - # data management plans created

### Outcomes
- **Half-Day Seminar**
  - Attendees have increased…
  - interest in evaluation tools
  - understanding of data-driven decision making processes
  - awareness of innovative solutions to evaluation needs
- **Workshop Series**
  - Attendees have increased…
  - knowledge of program evaluation ability to implement evaluative processes for their programs
  - intention of implementing or enhancing data processes

### Impact
- Nonprofit organizations in North Texas effectively use data and evaluation to strengthen their services
- Community needs are increasingly met over time
2: Useful Data
KidLinks Logic Model

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Children often experience emotional, physical, and developmental challenges. Music Therapy has been demonstrated to ease anxiety and discomfort, help with rehabilitation, and improve functioning. KidLinks has a long history of providing music therapy for children in need. Music Therapists, who have completed an approved music therapy program and are board certified, provide direct therapy services to children and serve more than a dozen children per week. Through clinical and evidence-based music interventions, the music therapists address areas of cognition, physical, communication, social, emotional, and behavior challenges. Through their musical involvement in the therapeutic context, children’s abilities are strengthened and transferred to other areas of their lives.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board certified music therapists</td>
<td>Community Partners refer children to KidLinks</td>
<td>Children served per month/year</td>
<td>Short-Term:</td>
<td>Children experience healing, hope, and happiness.</td>
</tr>
<tr>
<td>Children</td>
<td>Board certified music therapists contact parents for initial assessment/interview</td>
<td>Families served per month/year</td>
<td>Children and parents learn personalized techniques to use at home to promote functioning</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>Individualized treatment plans</td>
<td>Sessions offered per month/year</td>
<td>Children increase their self-esteem</td>
<td></td>
</tr>
<tr>
<td>Caregivers</td>
<td>Assessments</td>
<td>Children served per service type (free session, subsidized session, full cost)</td>
<td>Children improve in their ability to communicate both verbally and nonverbally</td>
<td></td>
</tr>
<tr>
<td>Music and assessments</td>
<td>Model/demonstrate activities to reinforce music therapy objectives at home</td>
<td>Retention of children</td>
<td>Children have improved social skills</td>
<td></td>
</tr>
<tr>
<td>Instruments/Switches/iPad apps/Visual Aids</td>
<td>MT Resource Room</td>
<td>Reason children not retained</td>
<td>Long-Term:</td>
<td></td>
</tr>
<tr>
<td>Customer Relationship Management Tool</td>
<td></td>
<td>Families declined services and reason(s)</td>
<td>Children have improved cognition and motor function</td>
<td></td>
</tr>
<tr>
<td>KidLinks website, music, and videos</td>
<td></td>
<td>Demographics of children served</td>
<td>Children experience an improvement in mood and more positive mental health</td>
<td></td>
</tr>
<tr>
<td>Rent-free facility</td>
<td></td>
<td>Types of disabilities</td>
<td>Children become more self-sufficient</td>
<td></td>
</tr>
<tr>
<td>Funding</td>
<td></td>
<td>Children on waitlist per month/year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interns</td>
<td></td>
<td>Music Therapy hours offered per month/year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Partners who refer children</td>
<td></td>
<td>Average number of music therapy sessions held</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assumptions</th>
<th>Internal Factors Influencing Success</th>
<th>External Factors Influencing Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents are able to travel to location for MT services</td>
<td>Availability of board certified music therapists to provide services to children</td>
<td>Contributions from funders are consistent and reliable</td>
</tr>
<tr>
<td>Parents can afford sliding scale fee after first 24 sessions</td>
<td>Retention of board certified music therapists</td>
<td>Referrals from community partners are consistent and reliable</td>
</tr>
<tr>
<td>Parents continue to practice techniques at home with children</td>
<td>Ability to hire board certified music therapists</td>
<td>Legislation pertaining to music therapy certification</td>
</tr>
<tr>
<td>Children practice techniques and use skills gained in therapy in everyday life</td>
<td>Appropriate ongoing training of board certified music therapists</td>
<td>Health concerns prevent in-person programming</td>
</tr>
<tr>
<td>Parents are able to participate in, and guide child through, Telehealth sessions</td>
<td>Ability to balance and prioritize budget</td>
<td></td>
</tr>
<tr>
<td>Staff have appropriate vaccinations to provide in-person services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Choose the Right Indicators

<table>
<thead>
<tr>
<th>Interesting Metrics</th>
<th>Actionable Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Number of participants in the program last year</td>
<td>• Where program participation falls off</td>
</tr>
<tr>
<td></td>
<td>• Success across different subgroups (e.g., men, youth, English language learners)</td>
</tr>
<tr>
<td>• Percentage of participants who liked our program</td>
<td>• Percentage of participants whose knowledge, skills, attitudes, or behaviors changed after the program</td>
</tr>
</tbody>
</table>
The second guiding factor for gathering useful data is determining what you want to happen as a result. This means understanding who your stakeholders are, what you would like them to do with the information you share, and the best way to communicate with them.
### Session 2: Pursuing Useful Data

**Activity: Stakeholder Useful Information Exercise**

<table>
<thead>
<tr>
<th>Program:</th>
<th>Stakeholder</th>
<th>Desired Supporting Action</th>
<th>Motivators &amp; Data Needs</th>
<th>Existing/New Data</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are your stakeholders?</td>
<td>What action do you want them to take?</td>
<td>What type of information will motivate them to take that action?</td>
<td>Do you currently have that information? Does other data need to be collected?</td>
<td>How will you know whether you saw the action you hoped for?</td>
<td></td>
</tr>
<tr>
<td><strong>Example:</strong> Target participants (adults age 18-24 who aren’t in school or the workforce)</td>
<td>Apply for, attend, and complete our apprenticeship program</td>
<td>Job placement rate, average wage increase for completers</td>
<td>Have: post-program job placement, current wages Could collect: wages before program</td>
<td>Increased number of applicants and participant retention and completion</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from the CNM Nonprofit Management Certificate Program Guide. 2022.
2: Useful Data

Case Study: KidLinks

Year

- 2021
- 2022

Therapist

- Amy
- Gina
- Sam

Percentage of Clients Progressing

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Year</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness</td>
<td>56%</td>
<td></td>
<td></td>
<td>88%</td>
</tr>
<tr>
<td>Comprehension</td>
<td>71%</td>
<td></td>
<td></td>
<td>93%</td>
</tr>
<tr>
<td>Emotional</td>
<td>46%</td>
<td></td>
<td></td>
<td>76%</td>
</tr>
<tr>
<td>Expression</td>
<td>63%</td>
<td></td>
<td></td>
<td>94%</td>
</tr>
<tr>
<td>Fine Motor</td>
<td>7%</td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Gross Motor</td>
<td>18%</td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Instrumental Abilities</td>
<td>20%</td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Interaction</td>
<td>75%</td>
<td></td>
<td></td>
<td>97%</td>
</tr>
<tr>
<td>Music Perception</td>
<td>55%</td>
<td></td>
<td></td>
<td>82%</td>
</tr>
<tr>
<td>Non-Verbal</td>
<td>13%</td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Participation</td>
<td>72%</td>
<td></td>
<td></td>
<td>97%</td>
</tr>
<tr>
<td>Physiological</td>
<td>40%</td>
<td></td>
<td></td>
<td>67%</td>
</tr>
<tr>
<td>Rhythm</td>
<td>42%</td>
<td></td>
<td></td>
<td>61%</td>
</tr>
<tr>
<td>Verbal</td>
<td>62%</td>
<td></td>
<td></td>
<td>61%</td>
</tr>
<tr>
<td>Vocal</td>
<td>60%</td>
<td></td>
<td></td>
<td>96%</td>
</tr>
</tbody>
</table>
Let’s Flow!

Georgette Dunn
Yoga, Movement & Mindfulness Specialist
FLOW Wellness Studio

Facebook: @ReadySetFlow
Instagram: @readysetflow (personal)
@flowmindbodysoul (studio)
LinkedIn: Georgette Dunn
Email: georgette@flowmindbodysoul.com
With a culture of learning and the right metrics in place, iterate, iterate, iterate.

Session Goals:

• Identify the type and extent of data action you currently engage in
• Understand continuous improvement frameworks
Facilitators

Alicia DeVault  
*Outcomes and Evaluation Consultant*  
CNM

Terri Rios  
*Director of Community Solutions*  
The Women’s Center of Tarrant County

Amy Suffield  
*Reporting and Quality Assurance Manager*  
The Women’s Center of Tarrant County
3: Continuous Improvement
Plan, Do, Study, Act
3: Continuous Improvement

**Plan, Do, Study, Act**

- Objective
- Questions and predictions
- Plan to carry out the program
- Plan for data collection
Plan - Using data to identify any leaks

What are the influencing factors:
- Where are people falling through the cracks?
- What are our hunches?
- What is the supporting data?
- Layout the plan
  - What do we keep, change, eliminate, or add?

How we started:
- Fishbone methodology
- Included behavioral economics
- Research- who else is doing the work?
- Engage the team
- Who did we need buy in from?
3: Continuous Improvement
Plan, Do, Study, Act

- Carry out the program
- Document problems or unexpected observations
- Begin data analysis
3: Continuous Improvement
Case Study: The Women’s Center of Tarrant County

Do – Jump in

Getting started:
• Test ideas
• Start small
• Staff buy-in/support
• What training is needed for staff?
• Data development/updates

What we did:
• 2 prototypes
• Began with skills training program, then added others
• Change Cycle training + more
• 2-day kick-off training w/ staff and partner agencies
• Coaching vs. case management
• Cross-training, team approach
• Train, support, retrain, repeat
3: Continuous Improvement

Plan, Do, **Study**, Act

- Complete data analysis
- Compare data to predictions
- Summarize what was learned
3: Continuous Improvement
Case Study: The Women’s Center of Tarrant County

Study – Evaluate

What we collected:
• Data reports
• Staff feedback
• Client feedback

How is it working:
• What improved/not improved?
• Did we ask the right questions?
• Staff input: success/challenges
• Client surveys/input

Overall learning:
• Difficult but worth it
• Onion layers
• Gather data at start and add as needed
• What new questions do we have?
• Allow time for planning
• Don’t rush the process
3: Continuous Improvement

Plan, Do, Study, Act

- What changes are to be made?
- Next cycle?
Act – Applying what we learned

Follow the data:
• What did it tell us?
• What do we keep?
• What do we change?
• What trends did we see?
• What is next?

Next steps:
• Used tools/trainings in future CQI
• Staff needs- where are they in the Change Cycle?
• Database updates
• Able to make changes fluidly
3: Continuous Improvement

Case Study: The Women’s Center of Tarrant County

Why Continuous Continuous Improvement?
• Always new challenges
• New ideas and strategies
• Unexpected changes out of our control

Continuous Improvement Projects:
• Long-term engagement - 2018
• Fall into savings - 2019
• Pandemic remote services - March 2020
• Stuff your trunk: drive-thru Fall Festival - November 2020
• Retention incentives -2021
• Hybrid workshops- 2022
### Session 3: Implementing Continuous Quality Improvement

**Activity: Putting CQI into Practice**

<table>
<thead>
<tr>
<th>Program:</th>
<th>What went well?</th>
<th>What did not go well?</th>
<th>Next steps/changes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What went well for your program?</td>
<td>What did not go well for your program?</td>
<td>What next steps do you plan to take to do things differently?</td>
</tr>
</tbody>
</table>


**WHAT WENT WELL?**

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Let’s get social!

Follow us on social media and use our hashtag so we can follow along with your journey and cross-promote our work together to create a stronger impact in our community.

Communities Foundation of Texas:

- **Facebook:** @CFTexas
- **Instagram:** @communitiesfoundationoftexas
- **LinkedIn:** @communities-foundation-of-Texas
- **Twitter:** @GiveWisely

CNM:

- **Facebook:** @cnmconnect
- **LinkedIn:** @the-cnm
- **Twitter:** @CNMConnect

Be sure to use our hashtag #GrowingWithCFT with every post!
Fiona Hall
Lead Producer Myne Software and Community Outcomes
Behind Every Door

Raul Hinojosa
Interim Assistant Vice President for Diversity, Equity, and Inclusion and Director of Community Engagement
University of Texas at Dallas

Jason Wang
Founder and CEO
FreeWorld
Behind Every Door

Select Filtered Group
Adjust filters to make your selection

Age Groups
Tap all that apply

Members
Unassigned
TO WHAT EXTENT HAS THE FUTURE COMETS PROGRAM IMPROVED YOUR SKILLS?

Response
- A great deal
- Somewhat
- A little
- Not at all
- Not reported

Leadership Skills
- A great deal: 30%
- Somewhat: 40%
- A little: 20%
- Not at all: 5%
- Not reported: 5%

Communication Skills
- A great deal: 40%
- Somewhat: 30%
- A little: 20%
- Not at all: 5%
- Not reported: 5%

Problem-Solving Skills
- A great deal: 50%
- Somewhat: 30%
- A little: 20%
- Not at all: 5%
- Not reported: 5%

Analytical Skills
- A great deal: 60%
- Somewhat: 20%
- A little: 20%
- Not at all: 5%
- Not reported: 5%

Study Skills
- A great deal: 45%
- Somewhat: 35%
- A little: 20%
- Not at all: 5%
- Not reported: 5%

Math Skills
- A great deal: 60%
- Somewhat: 30%
- A little: 10%
- Not at all: 5%
- Not reported: 5%
University of Texas at Dallas
FreeWorld
Feedback Request

We want to hear from YOU!
Please use your phone to scan the QR code or visit the link to provide feedback on today’s workshop:

https://www.surveymonkey.com/r/cnmdata
Summer Program Evaluation Workshop Series

Through the workshops, participants will develop an actionable plan to help their organization drive real and lasting positive change through data.

Applications for the workshop series are due on **Friday, May 13, 2022**.

https://www.surveymonkey.com/r/handsonapp
Let’s Get Social!

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#GrowingwithCFT