Building the Data-use Capacity of Multi-Sector Grantees

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Defining Terms: Data Use

Effective **data use** is the ability to use data to:

- Set clear goals and outcomes

- Track progress toward goals, outcomes, and objectives

- Improve (or align) programming

- Inform decision-making about strategy

- Facilitate relationship-building with key stakeholders

- Tell stories in meaningful ways to raise funds, leverage success, share lessons learned, build public will, or address accountability requirements

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Defining Terms: Data Use Capacity

Data use capacity is the organizational culture, knowledge, skills, expertise, infrastructure and financial resources to effectively integrate data into an organization's (or program) strategies and operations, evidenced by:

- **Commitment**

- **Inquiry**

- **Analysis**

- **Visual Presentation**

- **Discovering Meaning**

- **Communications**

Source: "*Using Data*," Community Partnerships Issues Briefs
Equal Measure, 2013

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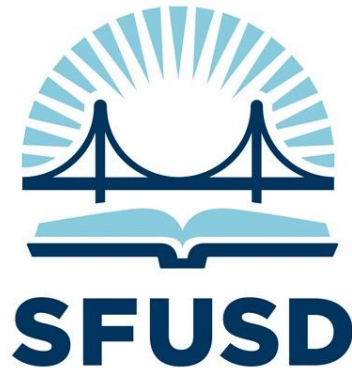
Defining Terms: Data Use Capacity-Building

Data use capacity-building is the process of developing or strengthening the skills, processes, infrastructure and resources within an organization or program to effectively use data.

Research - Practice - Partnership

San Francisco's *Bridge to Success* Partnership

Collaborative Research Process

Develop a 3 Part Indicator System that . . .

Identifies 8th grade students who may benefit from a summer program that eases transition to high school

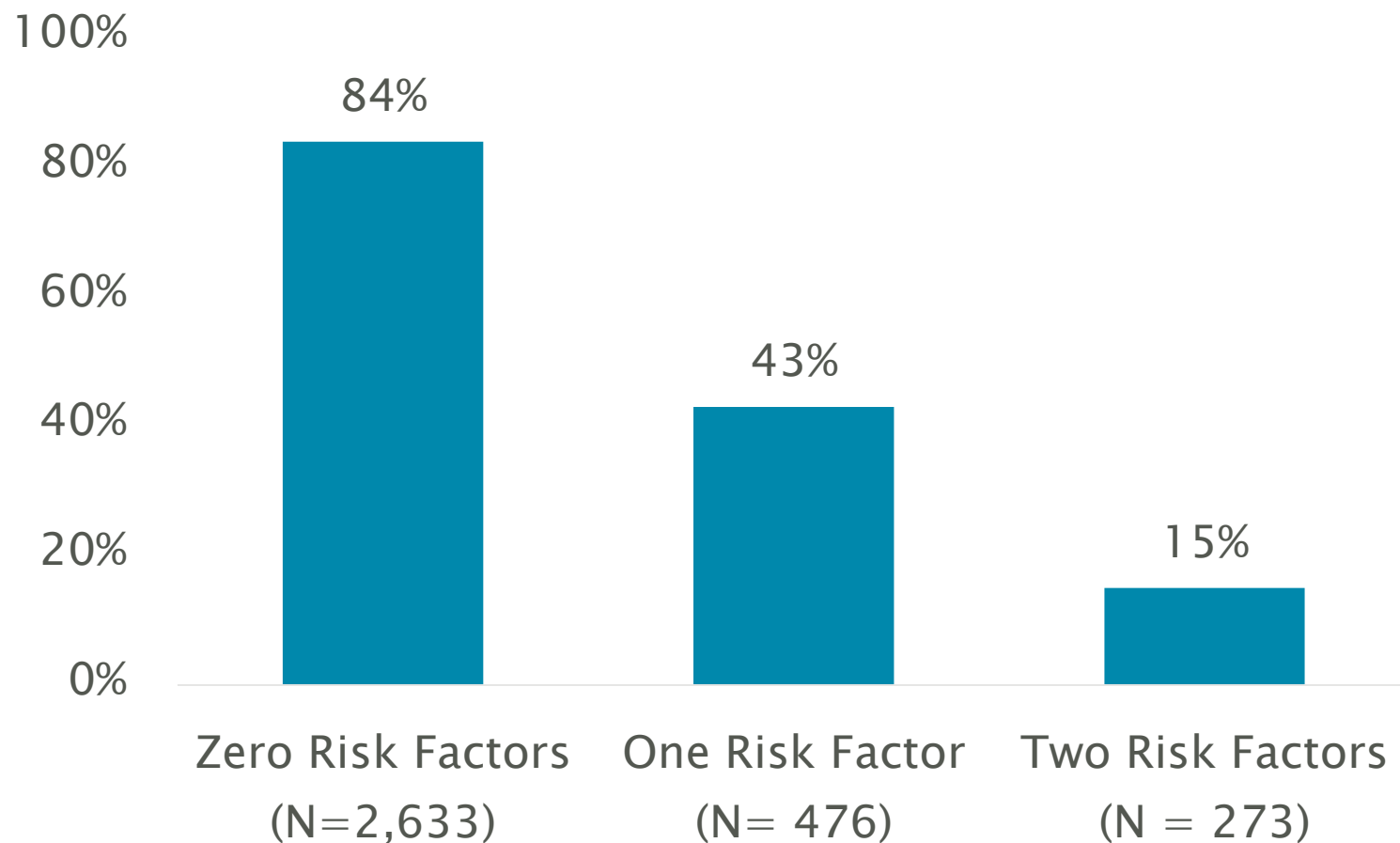Helps high schools identify incoming 9th grade students who might benefit from added supports

Monitors students during 9th grade to ensure they stay on track for high school graduation

Data and Analyses

- Regression analysis of SFUSD administrative data

- SFUSD selected two 8th grade indicators or risk factors:
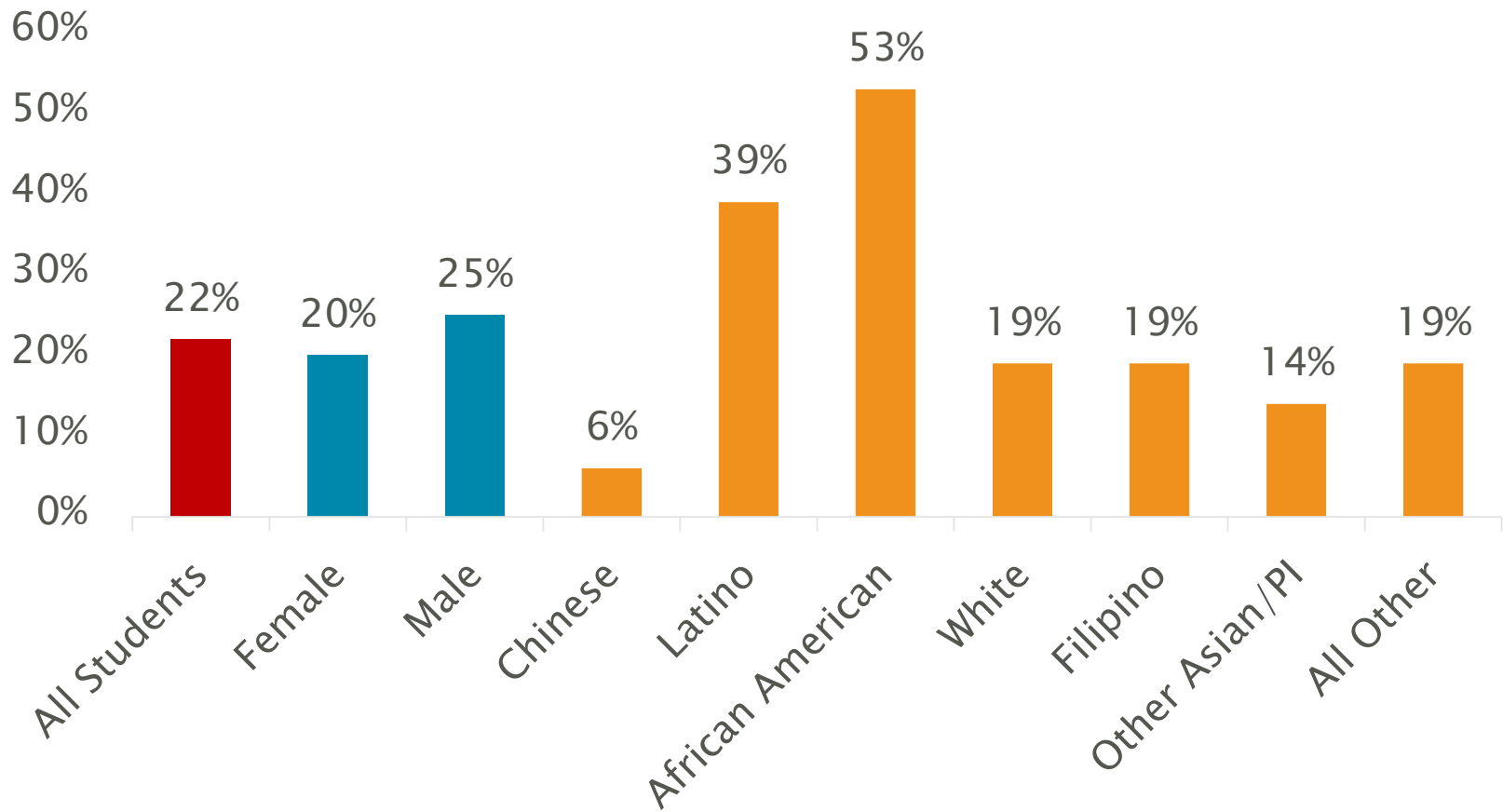
    1) GPA below 2.0

    2) Attendance rate below 87.5%

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Student Graduation Rate
by 8th Grade Risk Factor

Students Entering 9th Grade with At Least One Risk Factor

Category	Percentage
All Students	22%
Female	20%
Male	25%
Chinese	6%
Latino	39%
African American	53%
White	19%
Filipino	19%
Other Asian/PI	14%
All Other	19%

Questions for Policy & Practice

- What role can school staff (principals, teachers, counselors) and non-school staff (parents, external partners) play in assisting or monitoring these students?

- Given the differences in school populations across high schools, do schools need to adopt new strategies?

- What resources could help schools effectively assist these students?

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What Happened?

- Students are progressing through high school

- Schools and districts created interventions

- Confidence that students had services they need

- Now investigating identifying students even earlier

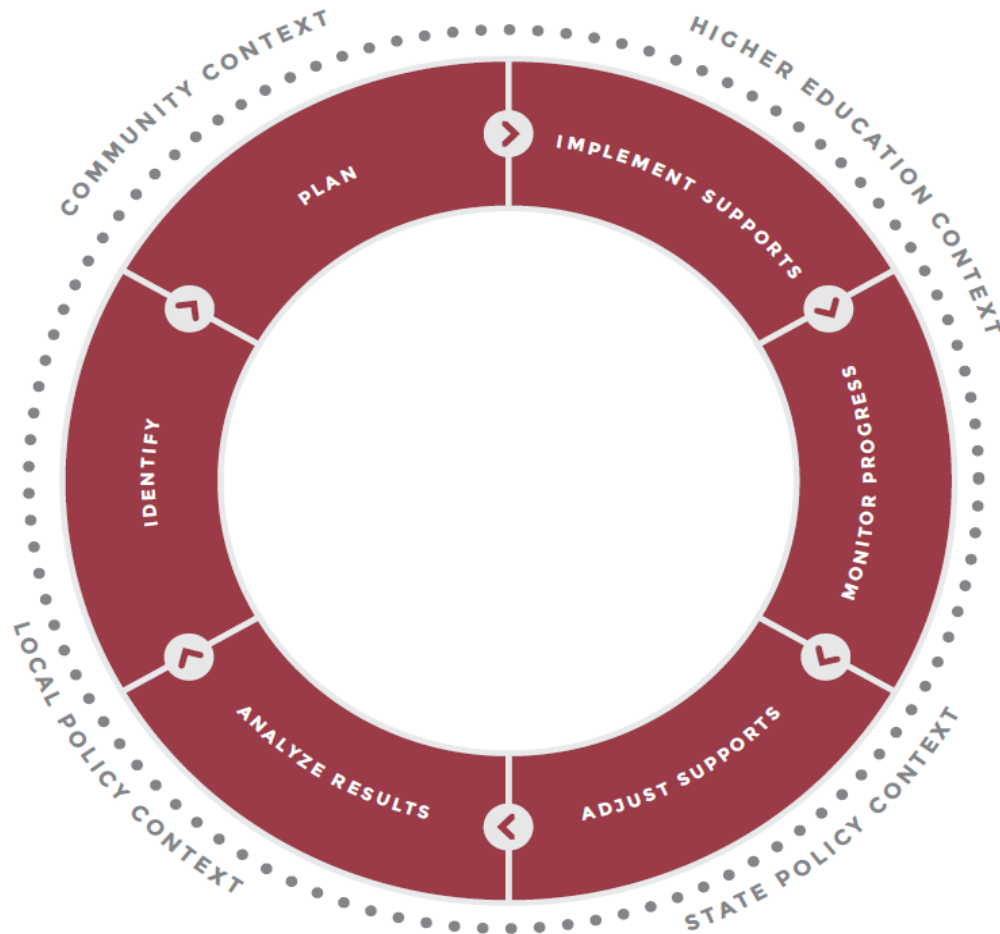- Families, DCYF, and CBOs are working in partnership

**Implications for Grantmakers
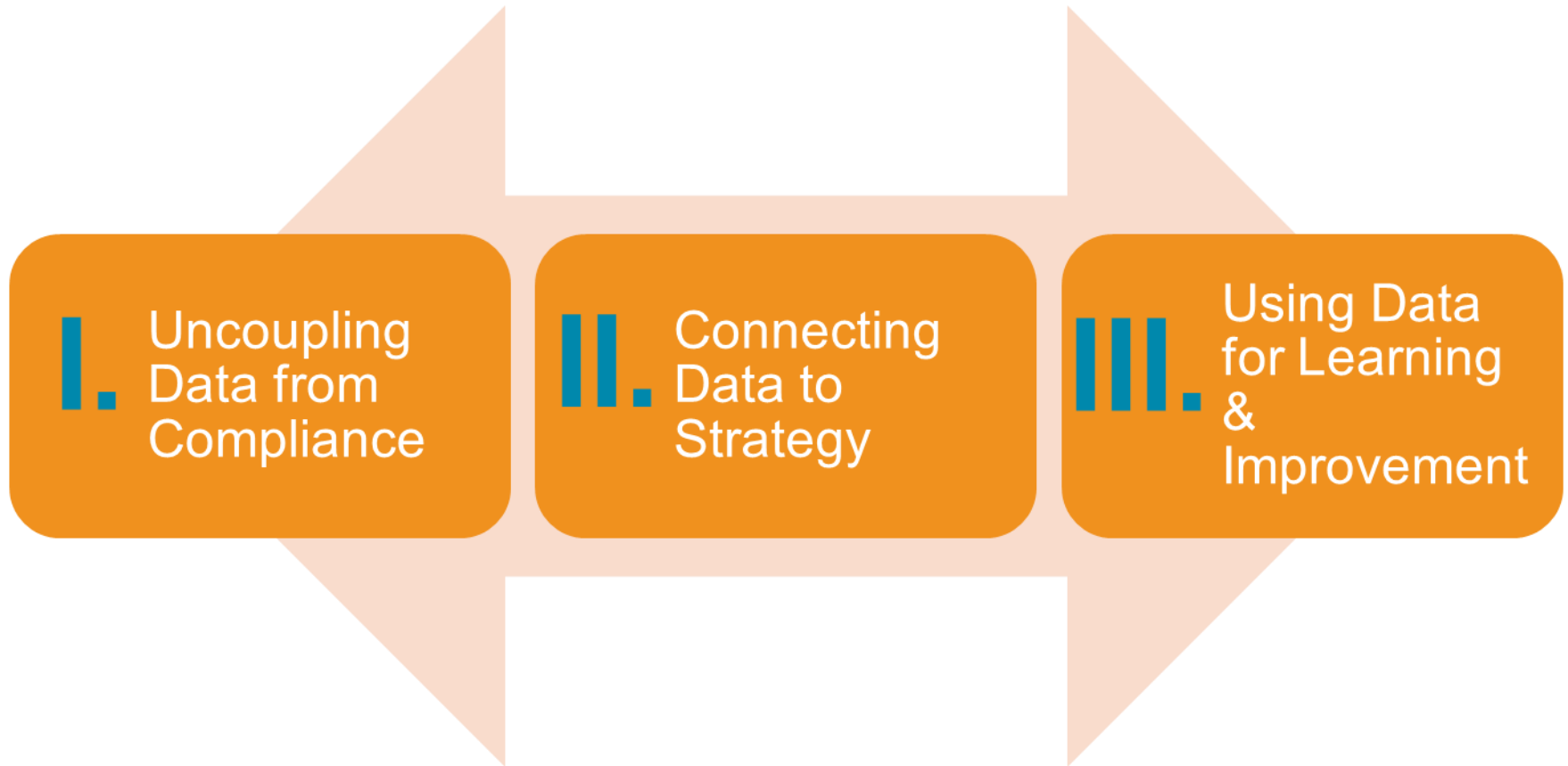Regarding Capacity-Building Support
for Grantees**

Cycle of Inquiry

Continual process of asking questions and documenting answers evolving around the what, why, how, and who of data collection, data analysis, decision making, and action.

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Three Phases of Data Use

I. Uncoupling Data from Compliance

II. Connecting Data to Strategy

III. Using Data for Learning & Improvement

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I. Uncoupling Data from Compliance

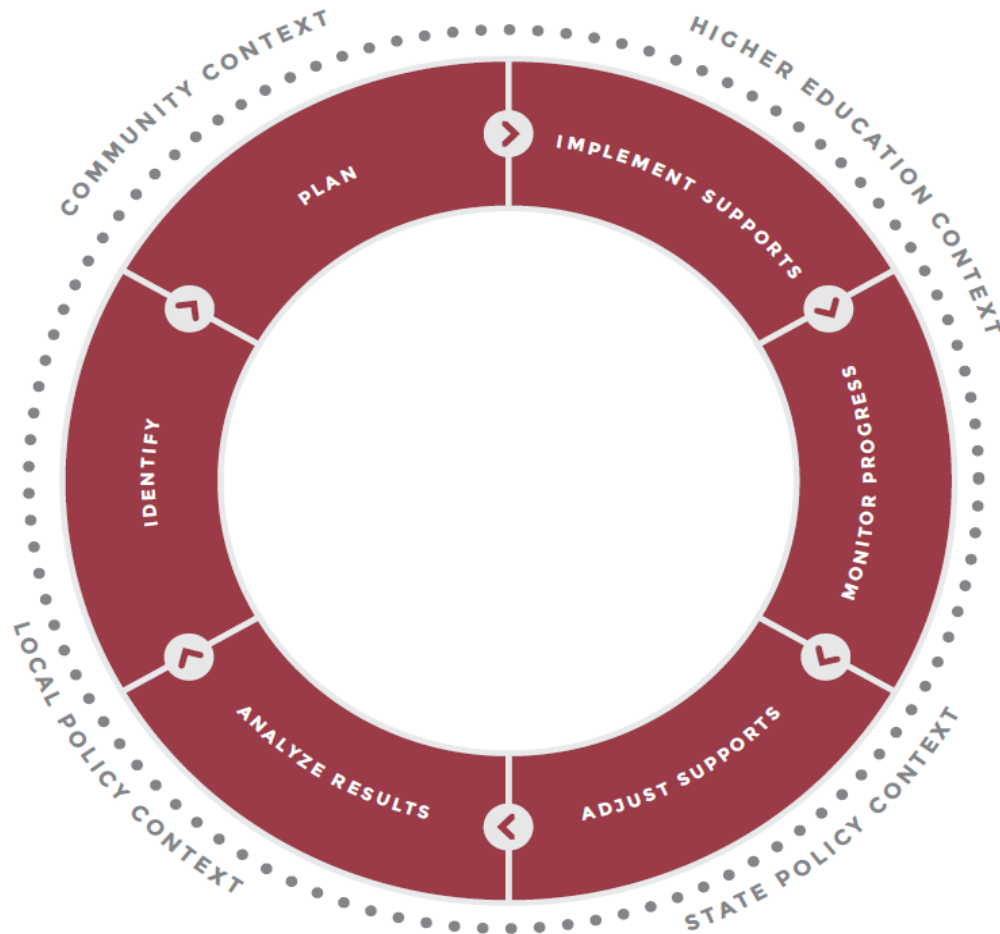| OVERVIEW	ROLE FOR TA/ RESEARCH PARTNER
• Data activity driven by compliance and accountability • Not driven by questions • Collaborative membership in early stages—providers may not be very engaged	• Reframe dialogue by asking what stakeholders want to learn • Share examples of how data might be used for program improvement, informing progress, and accountability

II. Connecting Data to Strategy

OVERVIEW	ROLE FOR TA/ RESEARCH PARTNER
• Data may be collected and even analyzed but not used • Providers are beginning to be engaged	• Clarify purpose and users of data • Provide guidance on how other partnerships use data • Help establish cross-partner understanding about data use and language before data analysis • Facilitate a pilot approach of using data with a feedback loop to strategy

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Using Data for Learning & Improvement

OVERVIEW	ROLE FOR TA/ RESEARCH PARTNER
• Theory of change has been developed • Data are tied to clear purposes, goals, strategies, and outcomes • Data are being used for improvement	• Help develop processes and tools for data review and use that utilize skills in inquiry, visualization, and facilitation • Phase in effort to build experience, confidence and capacity • Include a data/research partner in capacity building efforts

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