Getting Organized: Data & Evaluation

2019 ALASKA’S PRIMARY PREVENTION SUMMIT

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Strategic Prevention Solutions
Do you know?

What resources does evaluation really require?

The difference between quantitative and qualitative data collection methods?

The value of mixed-methods?

How to organize data you’ve collected?

To keep your data collection feasible?
How to Use Your Workbook

• Think about the topic being addressed

• Work through planning & decision-making processes

• Worksheets
What is your evaluation capacity?
Evaluation Capacity Grows Over Time
Outcome/Process Evaluation

Monitoring & CQI

Implementation

Outcome/Process Evaluation

Stakeholder Engagement
Data Types & Methods
Types of Data

There are two types of data:

Numbers and everything else

- **Quantitative** data consists of numbers and determining relationships (sometimes statistical)
- **Qualitative** data describes the meaning of something
Latte Example

- 12 ounces of coffee and milk
- Serving temperature 150°F
- Cup dimension – 7 inches height
- Cost $6.53

- Robust aroma
- Frothy appearance
- Strong taste, bold
- Cute cup “Boss Lady”
Quantitative Data

Pros
+ Collect a wide variety of information quickly
+ Provides a quick “snapshot” of results
+ Can do statistical analysis

Cons
- May miss out on a more in-depth understanding
- Statistical analysis not always appropriate
- Data collection tools can be difficult to develop/adapt
Qualitative Data

Pros
+ More in-depth understanding
+ Allows more community knowledge to be shared
+ Can be more culturally appropriate

Cons
- Resource intensive and time-consuming
- Data collection requires more staff training
- Subject to misinterpretation
Quantitative & Qualitative Methods

• Consider using a “mixed methods approach”

• Both quantitative and qualitative data may be used for either outcome or process evaluation

• Outcomes can be measured by words OR numbers
Example Satisfaction Survey Question

Which of the following did you enjoy the most about today's workshop?

- role plays
- videos
- media discussion
- group conversation
- other (please describe):
An evaluator immerses themselves in the classroom where students are engaging in healthy relationship curriculum. The teacher facilitates several activities and discussions with youth. The evaluator observes, keeping a keen eye on the students, and takes notes on what youth are talking about and the level of engagement.
Qualitative or Quantitative Data Collection?

A community action team reviews the notes taken during semi-structured interviews with key stakeholders.
Qualitative or Quantitative Data Collection?

1. How much did participating at LeadOn! do the following:

<table>
<thead>
<tr>
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<th>Very much</th>
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<tbody>
<tr>
<td>Changed my attitude about how people should be treated</td>
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Qualitative or Quantitative Data?
Lesson #: __________

# of boys: __________

Boys Run I toowuí klatseen
Tracking Sheet

School: ______________

Team: M/W T/TH

1- How did it go?

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3- Did you add any physical activity to the lesson? What/where?

4- Did you change the way you presented any information? How/where?
Data Collection Methods / Tools

- Surveys or questionnaires
- Database, documents, and/or record review
- Observations and/or site visits
- Interviews
- Focus Groups
- Photovoice
- Experiments
Photovoice Example

This was taken at my father’s birthday party. When we first came home, our daughter kept her distance, but we just started getting to know each other. After the birthday, we took our baby girl to visit her grandma. She was really excited and kept talking all the way. Her cute smile finally made us forget the frustration we felt at the beginning.

There was a storm in Zhuhai. It rained so heavily that children were asked to stay at home. There was flooding and a wall collapsed in my neighborhood. My child anxiety and when I returned home she said, "Mom, Zhuhai is so beautiful and dry now." I turned to our two kids staying in my hometown from their earliest age. I finally decided to bring my elder...
What method?

An evaluator immerses themselves in the classroom where students are engaging in healthy relationship curriculum. The teacher facilitates several activities and discussions with youth. The evaluator observes, keeping a keen eye on the students, and takes notes on what youth are talking about and the level of engagement.
What method?

A community action team reviews the notes taken during semi-structured interviews with key stakeholders.
What method?

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What/ where?

4- Did you change the way you presented any information?  How/ where?
Writing Good Questions

1. Establish goals
2. Develop questions and response options
3. Pilot test questions
4. Re-evaluate questions
Ethics – Visit our YouTube page to watch a video on informed consent

https://www.youtube.com/watch?v=SWxNOCZlv6o&t=4s
Keeping Data Collection Feasible

Think about one type of data you want or plan to collect

DATA COLLECTION WORKSHEET

Complete this worksheet before you collect evaluation data for any of your prevention strategies or programs.

This worksheet walks you through the steps that will need to happen before the information you collect can be used, and will help you plan for the resources that will be required. Most importantly, the worksheet helps you clarify how you will use the information you collect, which is the most important factor for ensuring that your data collection resources are used wisely.

WHAT IS BEING COLLECTED:

WHO IS COLLECTING THE DATA:

WHO IS ENTERING THE DATA ONLINE OR INTO EXCEL:

WHO IS SUMMARIZING THE FINDINGS:
Data Collection Worksheet

WHEN AND WHO WILL BE DISCUSSING THE FINDINGS:

WHAT WILL BE THE FINAL PRODUCT, SUCH AS SNAPSHOT, ONE-PAGER, PRESS RELEASE, FLYER, SHORT REPORT SUMMARY:
Data Management
WHERE IS YOUR DATA??

the question we all dread

I didn’t have any accurate numbers so I just made up this one.

Studies have shown that accurate numbers aren’t any more useful than the ones you make up.

How many studies showed that? Eighty-seven.
Benefits
• Written list of activities from preparation through evaluation
• Timeline – what, when, who, where, and how
• Improves teamwork and communication
• Reduces lost time, resources, and energy
• Documents roles and transitions of responsibility
## Evaluation Workplan

### Work Plan Template

**5-Year Project Period Outcomes**

<table>
<thead>
<tr>
<th>Goal 1:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Objective 1.1:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Rationale for the objective:</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measures for accomplishing</th>
<th>Data sources to measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>A.</td>
</tr>
<tr>
<td>B.</td>
<td>B.</td>
</tr>
<tr>
<td>C.</td>
<td>C.</td>
</tr>
<tr>
<td>D.</td>
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</table>

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<th>Program Activities in support</th>
<th>Person/agency responsible for accomplishing the activity:</th>
<th>Activity date:</th>
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Managing Data

• Use online surveys for data collection, entry AND analysis – regardless of whether you collect data electronically.

• Online surveys are your “virtual file cabinet”
Rule #1: Don’t Be A Data Squirrel

- It happens when you’re busy
- Keep the evaluation feasible – only collect what you can analyze and use
Common Analyses

QUANT
• Mean; Median; Mode
• Frequency; Frequency %
• Difference in means; Percentage Change
• Cross Tabs

QUAL
• Common themes
• Observing Connections
• Telling a “story”

Online survey platforms will perform many of these functions by running “reports.”
<table>
<thead>
<tr>
<th>Audience</th>
<th>Questions</th>
<th>Evaluation Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program staff &amp; management</td>
<td>Did we reach our intended audience? Target population? Are participants satisfied with the program? Is the program run efficiently? How can we improve the program?</td>
<td>Programming decisions Day-to-day operations</td>
</tr>
<tr>
<td>Participants</td>
<td>Did the program help me and people like me? What would improve the program next time? What changes were observed for individuals involved?</td>
<td>Decisions about continuing participation</td>
</tr>
<tr>
<td>Community members</td>
<td>Is the program a good fit for our community? What is the program accomplishing?</td>
<td>Decisions about participation and support</td>
</tr>
<tr>
<td>Leadership</td>
<td>Who is the program serving? What difference has the program made? Is the program worth investment or additional support?</td>
<td>Decisions about commitment, support, or endorsement Knowledge about the utility and feasibility of the program approach</td>
</tr>
<tr>
<td>Funders</td>
<td>Is the program working? Was the program worth the cost/investment? What outcomes or impact was observed?</td>
<td>Accountability Improvement/ increase in funding and/or grantmaking efforts</td>
</tr>
</tbody>
</table>
Improving Programming

How do you improve your projects?

What is your routine practice?
Continuous Quality Improvement

- Build activities into strategies
- Strengthen the evidence supporting the use of a strategy
- Develop more comprehensive programs
- Maximize resources

Make it ROUTINE and EXPECTED
Practice An "Improvement" Conversation

REFLECTION QUESTIONS FOR IMPROVEMENT

Use this worksheet to have a discussion with your prevention team about improving one focus area or program in your prevention programming (e.g., youth engagement, Coaching Boys Into Men, Girls on the Run). Choose one focus area or program to discuss.

1. Who do you gather information from? Who do you gather information from about this programming?
   This can be formal (e.g., pre/post surveys, focus groups, interviews) or informal (e.g., debriefs/feedback)

2. How do you currently sort through/organize the information you collect?

3. How do you currently use the information you collect? When?

4. Why is it important to consider evaluation for this program/focus area?

5. What are the main challenges you face in using data to make improvements?
Data To Action Reflection Questions

1. How satisfied are you with the process of survey (interview etc.) administration? What changes would you make in the future to the tool or process?

2. What findings confirmed what you believed to be true or are what you expected to see?

3. What findings surprised you?

4. Is there any additional information that you need to further understand survey findings? How will you get that information?

5. What findings support your current or planned activities/strategies?

6. What additional or different activities/strategies do the findings indicate are needed?

7. With whom will you share this data and in what form (report, one-pager, presentation etc.)?
Summary

• Be intentional
• Mixed method is most informative
• Match method to resources and capacity
• Connect to goals
• Have a plan for analysis and dissemination
• Reflect and use findings
Resources & References

Primary Prevention & Evaluation Resource Kit (Pennsylvania Coalition Against Rape, 2014)

PreventConnect (California Coalition Against Sexual Assault)
http://www.learn.preventconnect.org

EvaluAction: Putting Evaluation To Work (VETO Violence, CDC)
http://vetoviolence.cdc.gov/apps/evaluaction/

Community Toolbox (University of Kansas)
http://ctb.ku.edu/en

Data Visualization
http://stephanieevergreen.com/blog/


- CDC Sexual and Intimate Partner Violence Prevention Programs Evaluation (Guide 99-9234)


www.uwex.edu/ces/pdande/evaluation/pdf/lmguidecomplete.pdf