Outcomes Data Collection

May 10, 2022

WELCOME!
We will start shortly - enjoy the music
***The session is being recorded**

LEARNING *for* ACTION

Zoom Rename

To change your name after entering a Zoom meeting, **right click on your name in the bottom left of your tile/window**.

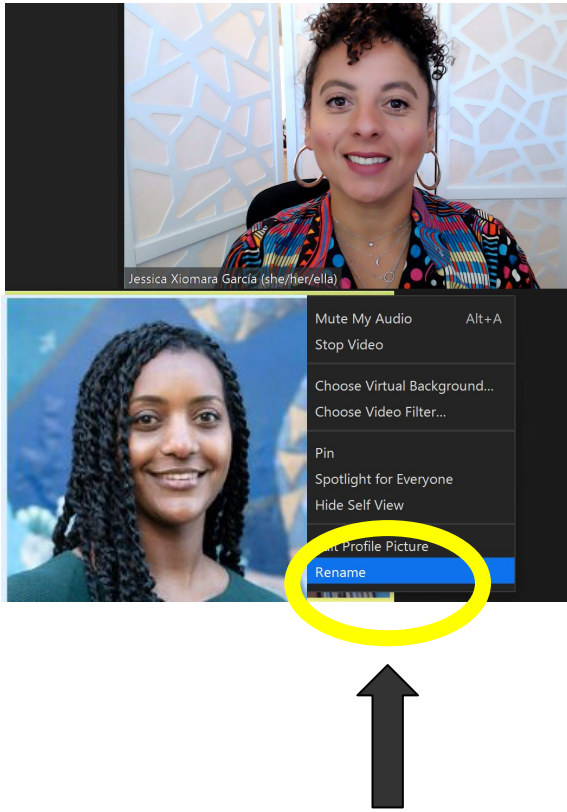
If you have hidden self-view, find your name on the "Participants" list and right click there

Next, hover your mouse over "**Rename**". Click on "**Rename"**.

Enter your **First Name**, **First Letter of your Last Name**, **Organization Name**, **Pronouns**, and click on "**OK**".

Example: Jessica G, LFA, she/her/ella

Note: Chat "*Alem T., LFA, she/her/hers" for any Zoom related technical assistance.



NOTE:

*We will have small breakouts, if you prefer not to join a breakout, add an *ASTERISK to your name*

Check-in Activity

1. **You will be in breakout of 2-3 people for 10 mins**
2. **Take about 4 mins each to introduce yourself and share:**
   a. ***What's your go-to karaoke song?***
   b. ***What do you like most about working with youth?***

Agenda

Overview of Outcomes

Choosing Data Collection Methods

— Stretch Break—

Examples of Outcomes Data Collection Methods

Q&A +Closing

Outcomes

WHAT IS AN "Outcome"?

Outcomes are the changes you expect to result from your program.

These can be **changes in individuals, systems, policies, or institutions** that you seek to achieve. They may reflect shifts in relationships, knowledge, awareness, capabilities, attitudes, and/or behaviors.

Outcomes should be logically time-sequenced, from progress expected within a few months of participation in the program, to markers of change at the middle of your program, to changes expected by the end of the program and, if possible to measure, beyond.

WHAT IS AN "Outcome"?

Guiding questions

- What are the changes that you can reasonably expect the population you serve to experience as a result of going through your program?
- How will participants be different or better off as a result?
- Are the outcomes logically related to and likely to result from the core program components?
- Are your outcomes realistic and attainable given the level of intensity and duration of the program?

Participant Outcome Statements

Participant outcomes include change in **knowledge**, **attitudes**, **beliefs**, or **behaviors** and **improved skills** (such as leadership skills). Participant outcomes ARE NOT the number of youth engaged or the activities conducted.

Participant outcome statements should include:

Details on **main activities** associated with outcome	• **WHAT** was done (example: a training was conducted), **WHERE** and **WHEN** it took place. • **WHO** was involved, including major partners who were critical in achieving the outcome. • main activities
Details on the **outcome achieved**	• **HOW** participant outcomes were measured (examples: observation, zoom meeting poll, survey, focus group) • **WHAT** changed (specific outcome)

Examples of Participant Outcomes

- **Ten youth participated in the program conducted in Fresno from January through December 2021. The main activities included one-on-one mentoring sessions, monthly webinars focused on leadership, mental health and substance use prevention and bi-monthly healing circles. At the conclusion of the program, the youth (n=10) participated in a virtual focus group to gather information on the participant's attitudes, beliefs, outcomes and experiences with the program. Most participants (%)self-reported improved leadership skills as a result of participating in the program.**

- **At our virtual event on 2/2/21, program mentors discussed healthy coping mechanisms as an alternative to substance use. This 1.5-hour one-time event was held on Instagram Live and garnered a peak of 100 viewers. The program staff created an Instagram poll before and after the live session focused on the knowledge of healthy coping mechanisms. 50% of the youth (35/70) reported increased knowledge of healthy alternative coping mechanisms following our Instagram event. 50% of the youth who took the survey (35/70) could name at least 2 healthy coping mechanisms by the conclusion of the event.**

Examples of Participant Outcomes

- **25 youth in Sacramento participated in a photovoice project, a community-based participatory research method. The youth took photos in their communities and wrote reflections to identify, from their perspective, the most significant accomplishments/benefits from the program at both baseline and follow-up. Accomplishments identified through the photovoice project as a result of the program included increased advocacy capacity among the youth and community members; and increased public support.**

Choosing Data Collection Methods

Choosing Data Collection Methods

There are several methods for collecting data. All have strengths and limitations.

Using more than one source of data allows you to cross-check – or triangulate – results from one method (a survey, for example) with another method (such as a focus group), thus significantly increasing your understanding of “what’s going on” with your program and the results its achieving.

Choosing Data Collection Methods

Consider:

The type of information you would like to collect

- Can it be quantified? Or is it qualitative by nature?
- If it is qualitative, what breadth and depth of information do you need?

Are interviews required or are open-ended survey questions sufficient?

Efficiency and effectiveness in getting the data you need

- Which approach is the most effective, efficient method to collect the data you need?

How you will collect the data

- Who will collect the data?
- How frequently will data need to be collected?
- Do you need repeated access to the same people? Will you have access to them over time? How will you keep track of them?
- Where will the data be stored (e.g., Excel tool, online database, etc.)?

Guiding questions for planning data collection

- **Will the data you intend to collect tell the full story of the implementation of your Theory of Change, and what change occurred as a result?**
  - Are there metrics for the target population, program implementation, and program outcomes?

- **Will the data you intend to collect be useful for making decisions that can improve performance and outcomes?**

- **Will the data collection methods get you the information you need?** For example, surveys tell you about the *magnitude* of change, but are less useful for understanding *how* and *why* the change came about.

- **Are your data collection methods feasible, given staff skills and capacity?**

- **Are your data collection methods culturally and developmentally appropriate for the target population** (e.g., age, literacy level, time/availability)?

Types of Data

To track reach of the target population, program participation, and outcomes, there are two types of data to consider:

Quantitative Data

- Pieces of information that can be counted.
- Answer "what," "when," "who," and "to what extent" questions.
- Use percentages, averages (means), and other mathematical operations as a way of summarizing how a population thinks, feels, or acts.
- Data are analyzed by the use of statistical methods.

Examples of quantitative data collection tools:

- **Surveys**
  - Rating Scales, Multiple Choice, Yes/No, True/False Questions
- **Observation**
  - Scoring Rubric

Qualitative Data

- Focus more on **explaining why** people think and behave in certain ways, rather than **counting** the number of people that think or behave in that way.
- Help unpack the "why" and "how."
- Gather information about participants' experiences.
- Data are narrative in nature and analyzed by identifying themes and patterns.

Examples of qualitative data collection tools:

- **Interviews**
- **Focus Groups**
- **Open-ended survey questions**

Strengths & limitations of measurement approaches

Tool	Strengths	Limitations
Surveys	§Good at answering questions of "what," "when," and "who" §Data can be consistent, precise, and reliable §Facilitate collecting data from more people than interviews or focus groups §If designed properly, responses can be generalized for a larger population (also called sampling) §Quantitative data can be relatively easy to analyze	§Seem easy but are actually very difficult to design well on your own §Limited ability to answer questions of "why" or "how" §Can be narrow or superficial for complex matters (may not be able to fully capture experiences, opinions, or beliefs)
One-on-One Interviews	§Provide information about "how" and "why" a particular change occurred (or did not occur) §Can illuminate details about a range of experiences §Interviewees may feel more comfortable in a one-on-one setting if asked about sensitive topics	§Can be time- and resource-intensive §Results are not usually generalizable to a population §Data can be difficult and time-consuming to analyze
Focus Groups	§Provide information about "how" and "why" a particular change occurred (or did not occur) §Highly-sensitive subjects can be explored without individuals feeling pressured to respond §Group dynamics can evolve the conversation about a topic beyond where an individual might take it, generating new/different ideas	§Some responses may not have the same level of depth as those in one-on-one interviews §Results usually cannot be generalized for a larger population §Data can be difficult and time-consuming to analyze §Group dynamics can also work against you if "group" think emerges, discouraging creativity and dissenting opinions.
Observation	§Can make "soft" outcomes, such as social-emotional development, measurable §Provides data on your program that participants would likely not self-report §Staff or other internal program leaders can collect data without special skills §Doesn't rely on participant recall or willingness to share	§Cannot measure all types of data §Can be time- and resource-intensive §Participants and providers may behave differently if they know they are being observed §If observers are not trained properly there is potential for observer bias

Questions

What questions are coming up for you thus far?

Come off mute or add your questions to the slides in the link

Ways to Collect Information

MENU OF WAYS TO COLLECT INFORMATION

There are many different ways to collect information about your participants. Some methods are “conventional” and likely familiar (such as surveys), while others are more creative and unconventional. A combination of different approaches will likely tell the most complete story. Check out the following slides for tips about when, why, and how to use each method.

- Appreciative Inquiry (AI)
- Circles
- Focus Groups
- Interviews
- Journey Scrolls
- Most Significant Change (MSC)
- Observations
- Photos
- PhotoVoice
- Project Logs
- Ripple Effect Mapping (REM)
- Rubrics
- Surveys

SURVEYS: Overview

WHAT?

- A way to collect information (in the same, consistent format) from a large number of people relatively easily.
- Can be filled out in person (by people directly writing in their answers or questions can be asked by someone else verbally) or online (e.g. SurveyMonkey or Google Forms).
- Can be used to collect both quantitative (numbers) and qualitative (words) information.

Developing strong survey questions

Ensure that your questions are as **clear** and **concis**e as possible:

- **Use simple language.** If you need to use a term that is unique to your program or otherwise less commonly used, provide a short definition.
- **Avoid asking more than one question at a time.** Avoid using "and" and "or" in constructing survey questions. Even if two ideas seem very related, make them into two questions. This makes the survey easier to fill out, and prevents you from wondering later what the respondent meant in their answer.
- **Avoid leading questions.** Consider the question: How have family members responded to your increased commitment to conservation? This presupposes the participant has an increased commitment to conservation, which is an assumption that may not be true. Leading questions bias your results.

Developing strong survey questions

Make your survey accessible and appropriate

- **Age:** If you are surveying young children, make sure that your language is simple and short. Consider surveys that use pictures or smiley faces to indicate satisfaction.
- **Education and/or English ability:** For participants with limited English ability or literacy, make sure the language is appropriate. If possible, offer the survey in the language most commonly spoken by participants.
- **Sensitive topics:** If a topic you are asking about is sensitive to your audience, take extra care with question phrasing and response options. Include an "additional response/other" option with a "please specify" open-ended space to make sure respondents are able to answer in their own words.

SURVEYS: Developing Strong Questions

STRUCTURING YOUR SURVEY QUESTIONS

You have many different options for how to structure your survey questions and response options.

Closed-Ended Questions

- ***Check only one:*** These questions include a pre-determined scale or list of response options, and people taking the survey select only one option.
- ***Check all that apply:*** These questions allow people to select multiple responses (e.g. you might ask about changes they have experienced as a result of the program, and then allow them to select all that apply).

  NOTE: "Check all that apply" questions should include an "Other" option, in case respondents have additional information to share. You may also want to offer a "None of the Above" option, in case respondents feel that their experiences are not reflected in any of the response options.

Open-Ended Questions

You can add these as a follow-up to closed-ended questions, or as stand-alone questions. They allow people to elaborate or explain why they chose the response option they did, or to share answer in their own words. Open-ended questions can also lead to useful quotes to include in your reports!

Examples of Each Question Type

(from sample survey template)

Close-ended: "Check only one"

3. Did you enjoy being involved in the project?		
1 Yes, loved it ◯	2 Liked it ◯	3 Neutral ◯
4 Didn't enjoy it ◯	5 Hated it ◯	

Close-ended: "Check all that apply"

4. Did any of the things from the following list happen through being involved in the project?			
tried something new	◯	challenged myself	◯
took a risk and survived	◯	did something I am proud of	◯

Open-ended:

5. What *didn't* you enjoy or like about the project?

_____

_____

SURVEYS: Developing Strong Questions, cont'd

TIPS FOR CREATING SURVEY SCALES

A survey "scale" refers to the close-ended response options for a survey. For example, "yes/no" is a two-point scale. You likely have seen surveys using an "agreement" scale (such as strongly disagree, disagree, agree, strongly agree). Here are some tips for developing scales:

- ✔ **Generally, use survey scales that have 7 or fewer points.** Scales with more than 7 points tend to lose precision and are more difficult for respondents to understand and for you to analyze.
- ✔ **The most negative rating option should always be your lowest numeric option.** That means that ratings like "large decrease," or "very bad" should equal 1, while ratings like "large increase," or "excellent" should equal 7.
- ✔ **Make sure there is equal distance from one point to the next on your scale**. If you are using words (rather than numbers) to describe each point on the scale, this conceptual distance should be thoughtfully considered (does everyone agree there is equal distance between "few, some, and many"? – probably not).
- ✔ **If you have a mid-point in your survey scale, make sure it is neutral.** "Neither agree nor disagree" or "Neither positive nor negative" are examples of this. You may choose *not* to have a mid-point option if you want to force your participants to choose between positive and negative.
- ✔ **Make your question type and scale consistent as much as possible throughout your survey.** This will make it easier for people to answer questions, and easier for you to analyze the responses later.
- ✔ **Add a "not applicable" or "I don't know" option at the end of your scale.** These are responses that will not be included in the percentages or averages you report, but it's important to give respondents this option.

Reminders for Demographic Questions

Race/ethnicity: Many surveys ask about race/ethnicity and gender in ways that some groups consider problematic (e.g. listing "Latino" and "White" as mutually exclusive options). If you use a close-ended question to ask about race/ethnicity, be sure to make it "check-all-that-apply," *and* offer a fill-in option so that people can share options not listed. Or, you can use an open-ended question – asking people to list their race/ethnicity without pre-determined choices.

Gender: Consider using an open-ended question so that people can specify their own gender. If you use a close-ended question, consider including transgender and/or other non-binary options. You should also include an option for people to write in their gender if they do not identify with the pre-determined categories. Use language like "Gender not listed: ___," rather than "other" to avoid "othering" people!

JOURNEY SCROLLS

WHAT?

- Participants use images and words on a long piece of butcher paper (the "scroll") to share the history and rough timeline of how their efforts unfolded
- Helpful in supporting a group to put together a story retrospectively (that is, tell the story of the past leading up to the present)

HOW?

✔ **Gather** a group of people who have been involved at different stages of your project.

✔ **Lay out materials:** butcher paper (which serves as a long "scroll"), markers, post-it notes, ribbon/string, painter's tape, and stickers. The paper could be spread out on the wall or the floor, depending on the layout of your space.

✔ **Introduce the activity:** explain why you want to explore and document their story, share instructions, and ask people if they would like to move backwards or forwards in time (i.e. starting from the beginning or end of the journey).

✔ **Invite participants to plot the journey,** placing milestones on the scroll paper (and marking each milestone with the visual symbols). The recording keeps moving backward (or forward) until the group finds what they consider to be the journey's beginning (or end). When leading the activity, be sure to adapt for participants' mobility as needed (e.g. some participants could write directly on a post-it note, rather than the scroll, or narrate their ideas for others to record).

✔ **Reflect** and wrap up as a group.

About the Visual Symbols to be Used in the Scroll

Be sure to vet and modify the symbols in advance to make sure they resonate with your specific group. Below are the four types of milestones that folks will plot on the journey scrolls, along with potential symbols for each.

Ladders: Where big advancements were made

Chutes: Setbacks

Whirlpools: Places where the group got stuck

Bridges: Connections to other groups, people, or ideas

JOURNEY SCROLLS cont'd

These photos showcase a journey scrolls activity led at Rainier Beach Action Coalition in March 2018.

In the photo on the left, note how the milestones are marked with icons (ladders symbolizing big advancements, and so on).

Want to learn more about journey scrolls?

- The journey scroll method was developed by Two Gems Consulting. Geri Lynn Peak and Mindelyn Anderson presented the method in a session at the 2017 American Evaluation Association conference: *The Journey Scroll: A Collaborative Participatory Retrospective Evaluation Tool.*
- There are many different ways to customize your journey scrolls activity. For a full facilitation plan, see the additional resources section

FOCUS GROUPS: Overview

WHAT?

- Bring people together who are familiar with the topic at hand to discuss open-ended questions.
- Allow you to get a range of perspectives in a single setting. They can be useful for group brainstorming, since people get inspired by one another.
- In general, topics and questions are broader than those asked in one-on-one interviews.

HOW?

- ✔ Gather a group of 8-12 people who share a common experience yet have different perspectives.
- ✔ Develop a protocol that has 6-10 open-ended questions that tie back to what you hope to learn.
- ✔ Ask follow-up questions as participants engage in discussion, and make sure everyone has a chance to speak.
- ✔ Know your audience: often, focus group settings are not ideal for highly sensitive or emotional topics (consider one-on-one interviews instead).

FOCUS GROUPS: Keys to Success

Encourage people who haven't shared to speak.

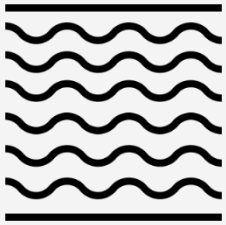
Welcome people who haven't shared to speak without singling any individual out:

I haven't heard from a few of you yet. Is there anyone who hasn't said anything who would like to share?

Be mindful of folks who are dominating the conversation.

Make sure the person dominating the conversation feels heard, and then invite others to speak:

"Thank you for sharing your experience. I hear you saying ***[reflect back a summary of what they said]***. Now I want to make sure that other people also have a chance to talk.



Keep the conversation flowing.

Gently redirect the group if people get stuck on one topic or begin to talk about something unrelated:

Thank you for everything you shared about your experience with ***[insert topic here]***. I want to make sure we have time to talk about a few other topics so I am going to move us along.

FOCUS GROUPS: Tips for Note-Taking

- **In advance, ask one person to volunteer as note-taker** – request that they take down exactly what people say (instead of summarizing), ideally using a laptop. You can later fill in any gaps using the recording.
- **Use a digital recorder** (with the participants' permission). You might consider passing it around and having people hold the recorder while they speak (to both support the quality of your recording and ensure that only one person talks at a time).
- **Ask if you don't understand what a participant says.** Note-takers should feel free to ask clarifying or probing questions.
- **Keep time for the focus group leader.** Note-takers should let the leader know when they have 15 and 5 minutes remaining so the leader can focus on leading the group.
- **Write down notes related to the "feel" of the group,** such as any outside factors affecting the group (like big news events), facial expressions, body language, moments where people got really quiet or excited, etc.
- **Clean your notes and write down your reflections as soon as possible after the focus group.** Be sure that your notes are clean and can be easily understood by a person who wasn't present. The longer you wait to clean your notes, the harder it will be to fill in gaps.

INTERVIEWS

WHAT?

- Collect information from individuals on complex experiences, behaviors, and opinions
- Create a personal atmosphere with opportunities to discuss important topics in depth
- Ideal for avoiding group influences or peer pressure (which can happen with focus groups)
- Generally, ask open-ended questions (though some close-ended questions can be asked too)

HOW?

- ✔ Invite participants who represent a range of perspectives – for example, some who have been very engaged with your project and others who are less engaged, a range of demographic characteristics, etc.
- ✔ At the beginning, introduce yourself, explain what you are trying to learn, and assure confidentiality.
- ✔ Ask clarifying questions and probe as needed.
- ✔ If you want to record the conversation, be sure to ask permission.
- ✔ Consider the location of the interview – select a private location for sensitive topics.

Want to learn more?

- Refer to the Additional Resources Section for more.

APPRECIATIVE INQUIRY (AI)

WHAT?

- A method of identifying factors contributing to success through individual or group discovery.
- Its ultimate goal is to uncover the ways people should work together to increase the chances of success in the future.

Want to learn more?

- Introduction to Appreciative Inquiry. The David L. Cooperrider Center for Appreciative Inquiry at Champlain College and Case Western Reserve University's Weatherhead School of Management. https://bit.ly/2zA3PU6
- Appreciative Inquiry. Knowledge Sharing Toolkit. https://bit.ly/2IdlIRh

HOW?

AI is a very flexible method with multiple versions. Here are the steps for one version:

People gather with a facilitator. The group is asked to focus on a particular aspect of their work together.

People pair up, and in each pair, they share "best of" stories – when something from that aspect of the work went phenomenally well. In addition, they talk about what they believe accounted for *why* it went so well.

They come back together in a group, and the facilitator has the pairs share back what the experiences were, and then asks deeper questions about what led to the success they experienced.

The group then "dreams:" discussing how to apply those success factors to their future work.

CIRCLES

WHAT?

- A more casual way (than focus groups) to discuss questions within a small group.
- Adapted from restorative justice circles, which are used in some schools.

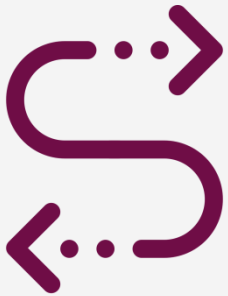
HOW?

- ✔ The group sits in a circle, and an object is passed around the circle; anyone holding it gets to speak, and no one else interrupts.
- ✔ To make documentation easy, the object could be a voice recorder. The leader asks a question, then passes the recorder around so all have a chance to provide input.
- ✔ Everyone speaks (unless they choose to pass) for each question. This is different from focus groups, in which people speak only when they choose.
- ✔ Try to ask no more than 3-5 questions to ensure that everyone has a chance to share.
- ✔ Aim for 8-12 participants.

MOST SIGNIFICANT CHANGE

WHAT?

- A technique designed to discover what community members see as the most meaningful changes around them (without predefining what the change would look like).
- Uses stories gathered from the community – stories that speak to different areas or types of change. The stories with the most significant change are identified and shared back with the community.



HOW?

✔ The activity leader **defines a few areas of change** (which are intentionally broad, so as to not constrain thinking in terms of what the important changes are).

✔ **Stories are gathered** using a variety of approaches, such as: staff write down stories they have heard from community members; staff or activity leaders interview community members, or take notes during a community discussion; and community members write down their stories.

✔ **Stories are then sorted into the areas or types of change**, and the stories that document the most important and meaningful changes are selected and shared back with the community.

Want to learn more?

- The 'Most Significant Change' (MSC) Technique: A Guide to Its Use. Rick Davies and Jess Dart, CARE International. https://bit.ly/2J3SjEE
- Most Significant Change. Knowledge Sharing Toolkit. https://bit.ly/2J1ZfSR

OBSERVATION: Overview

WHAT?

- Observations allow for **firsthand** assessment of how a project is unfolding by systematically noting what you're seeing.
- Observations go beyond first-person accounts of experiences, opinions, or beliefs that you collect in a survey, interview, or even focus group.
- Observations are helpful when you want to get a sense of the "collective," of large group activities, or of the "atmosphere" of a place or event.

HOW?

To collect reliable and accurate information through observation, your approach and process should be systematic.

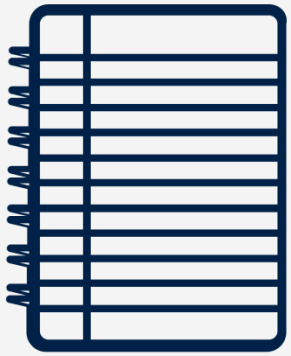
1. **Decide what you want to measure.** What does success look like when you see it? Determine 3 to 5 different signs that the outcomes you're hoping to see are happening.
2. **Create an observation protocol (or list of instructions for the observer) –** this list should guide the observer to know what to look for and what to record. Part of your protocol might contain an **observation rubric,** which allows you to measure and track what you see using specific dimensions and ratings. Rubrics clearly define what each outcome or phenomenon looks like in practice, to ensure that information is collected consistently.
3. **Observe** community members (either one time or at several specific and intentionally selected points during the program).
4. **Record the information** in a consistent way, filling out your observation rubric as soon as possible after the observation (which may require detailed note-taking).

OBSERVATION: Note-Taking Tips

Taking notes helps you keep your observations as objective as possible! Use this guide to take notes effectively. Be as discreet as possible when you observe and take notes, though depending on the situation, it may make sense to ask questions to get a better understanding.

Effective Notes

- Use factual and objective terms. Write what you saw, not what you are thinking about what you saw.
- Can stand alone. Someone who was not present should be able to read your notes and figure out what happened.
- Contain specific quotes. You may have trouble remembering quotes after you observe, so paraphrasing is fine.
- Describe the setting, materials used, and what can be seen in the space.

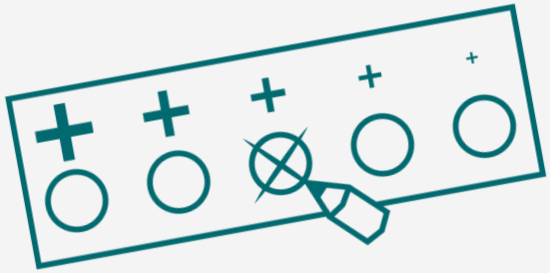


Things to Avoid

- Try not to use subjective terms, such as "The kids were having fun," or "She was upset."
- Don't state your conclusions only: "I thought she really improved today."
- Avoid making assumptions about internal states, such as, "She was bored and didn't care."
- Try not to be vague, such as "The youth did a group activity."
- Summarizing discussion only instead of using direct quotes: "They talked about the park."

OBSERVATION:
Completing the Observation Rubric

Once you have taken thorough notes about the program day or activity/ies you observe, set aside enough time to complete the observation rubric, if you decided to create one.



TIPS

Rely on your observation notes, not just the information you remember off the top of your head. Focus exclusively on information you gathered on the day of observation.

Write detailed rationales and examples. This is the best way for you to be able to go back and make meaning of your data later.

It is okay to select a low rating (or a high one). Learning comes from honest and realistic assessment of where participants are, relative to desired progress and outcomes. Resist the urge to stay in the middle or high end of the rating scale.

If you need to leave an item blank, explain why in the rationale column. If you observe again, this can help you go back and understand whether this item is applicable to your program. It will also help you remember and understand information in the future when it may not be as fresh in your mind.

PROJECT LOGS

WHAT?

- Used to track and store data on things like the number of community gardens, pounds of produce sold, or number of participants in an arts event.
- Often make use of simple tools, such as Google docs or an Excel workbook.

You may keep several project logs already without even knowing it!

HOW?

Logs can be used to track two types of information:

"Easily knowable:" Information that project leaders routinely store in their heads – for example, leaders might share how many entrepreneurs they are working with, or how many public spaces they are rehabilitating.

"Real-time:" Information that must be tracked in real time, or else it will be lost forever (such as the number of people attending an activity).

✔ To track real-time information, set up a **systematic way** to collect information, such as sign-in sheets or asking someone to count people entering an event. Plan ahead to have the systems and/or people in place to collect the info you need.

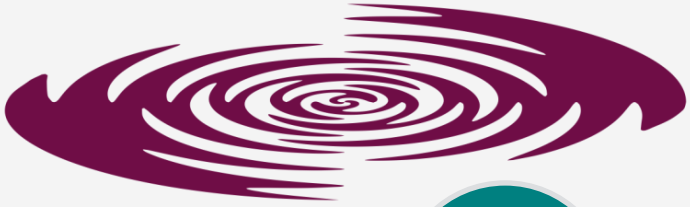
RIPPLE EFFECT MAPPING

WHAT?

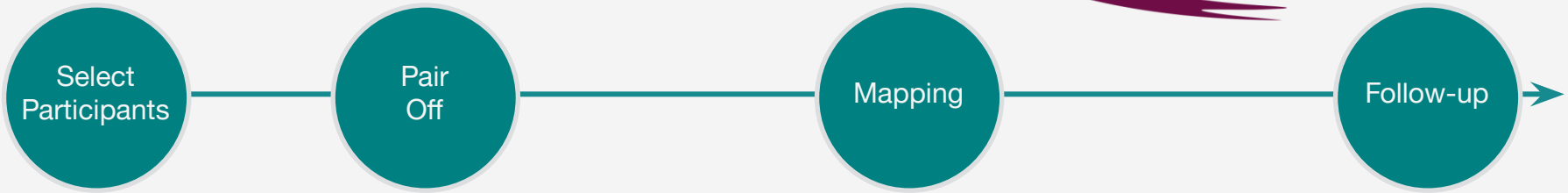
- Collaborative exercise in which people come together to uncover intended and unintended effects that "ripple out" from a program or initiative
- Includes creating a **visual map** when the group comes together, and can also include follow-up interviews
- Good for complex programs or initiatives (like place-based initiatives)

Want to learn more?

- Ripple Effects Mapping. Center for Community Vitality, University of Minnesota Extension. https://bit.ly/1FY66VP
- Ripple Effects Mapping for Evaluation. Washington State University Extension. https://bit.ly/2pLCN8G



HOW?



Choose 12-20 participants – some will be direct participants; others will be those "further out" – people who are in a position to have perceived some ripple effects of your program.

People pair off and conduct appreciative inquiry interviews – asking about stories they might be proud to share about results (direct or indirect) of the program. These can be changes in groups, in community "feeling," in the built environment, etc.

The group comes back together and begins to map (using markers on a paper on a wall, big sticky notes, or blank pieces of paper). The program is put at the center of a big blank space on the wall (or floor), and people link results to the program itself, or to another result that shows up in the map. (The result may link to multiple other objects in the map.)

People should discuss the results they are adding – what are other perceptions of how something happened? Does this link seem right? Did this result link to anything else?

After the initial REM activity, the leader may want to follow up with interviews (with participants or with other folks) to explore some of the ripple effects identified.

RUBRICS

WHAT?

- Qualitative scale that has descriptions of each level (for example: bad, fair, good, and excellent).
- Rubric scales are often developed to describe concepts that are complex and hard to measure.

HOW?

✔ A group that knows the concepts you want to measure well can jointly decide when your project is functioning (1) below expectations, (2) adequately, (3) well, and (4) above expectations.

Below is an excerpt from a rubric used by Center for Great Neighborhoods. Note how each of the four levels of social cohesion is clearly defined.

	Observed that this was a primary attribute	**Observed Moderately**	**Observed Rarely**	**Not observed**
2b. Build social cohesion	People are helping each other and working together to achieve a task. There is a clear way to get involved and unite the community	People are gathering in a common space. People are smiling at each other and talking	There are a few examples of people chatting with each other	No observable social cohesion exists. People aren't talking to each other. There is no place to gather
Check appropriate box	☐	☐	☐	☐
Examples or Notes				

PHOTOS

Photos are a powerful way to share what your program does and the changes it has contributed to. Photos offer a unique visual documentation of program events and community participation.

Below is an excerpt from a photo collage from Fresno Metro Ministry.

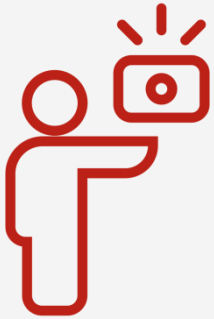
Reminders

- ✔ Consider what you want to photograph **beforehand** as a way to provide structure to the information you collect.
- ✔ You may need to use **consent forms** to ask permission to take picture of individuals or groups (especially children).
- ✔ Be sure to let people know how you will use the images in advance!

PHOTOVOICE

WHAT?

- **Photos + narrative:** Community members take photos that relate to learning topics. The photos are accompanied by narrative (written by community members).
- **Solution-focused:** The data often is used to discuss challenges and arrive at joint solutions.
- **Based on:** Health promotion principles, critical feminist theory, and nontraditional approaches to documentary photography.



HOW?

PhotoVoice is a very flexible method with multiple versions. Here are the steps for one version:

- ✔ An individual or group identifies topics that will be the focus of participatory learning.
- ✔ Community researchers are provided with cameras (these days, people often use their own, or borrow, cell phones).
- ✔ Community members take pictures of scenes that express their points of view about what is happening in their community. Community members often write captions for the photos, or photos can be interpreted in group discussions.

Want to learn more?

- Implementing Photovoice in Your Community. Community Tool Box, Center for Community Health and Development at the University of Kansas. https://bit.ly/1g5a27F
- Facilitator's Toolkit for a Photovoice Project. United for Prevention in Passaic County and Department of Human Services. https://bit.ly/2pLCmLA
- PhotoVoice Facilitator's Guide. Rutgers and Youth Empowerment Alliance. https://bit.ly/2selv7B

Closing + Next Steps

Closing + Next Steps

Any additional questions?

Session Feedback Survey:
https://www.surveymonkey.com/r/SX6X8DJ

Details on additional Technical Assistance

- We will share the recording of this session, how to schedule with me, and more information over email

Additional Resources

SOCIAL COHESION SURVEY

The questions below are an example of how you might measure your community's level of **social cohesion**. Social cohesion is defined as: a set of trusting relationships among those living in a community; the willingness of community members to cooperate with each other in order to thrive; and the extent to which people connect with one another and are able to coordinate their actions and cooperate effectively. In short, it is "glue" that holds society together. Social cohesion is strengthened through a shared sense of belonging, common values, and meaningful interactions. It can also set the stage for social action (e.g. resolving a community problem together).

NOTE: You may wish to **revise question 6** to be relevant and appropriate for your community's context.

1. In the past year, have you gotten together informally with or worked with others in your community or neighborhood to try to deal with some community issues or problems? **(Yes/No)**

For each of these statements, please tell me whether you strongly agree, agree, disagree, or strongly disagree:	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
2. This is a close-knit neighborhood.					
3. People around here are willing to help their neighbors.					
4. People in this neighborhood share the same values.					
5. People in this neighborhood can be trusted.					

For the following, please tell me if it is very likely, likely, unlikely, or very unlikely that people in your neighborhood would act in the following manner.	Very Unlikely	Unlikely	Neither Likely nor Unlikely	Likely	Very Likely
6. Suppose that because of budget cuts the fire station closest to your home was going to be closed down by the city. How likely is it that neighborhood residents would organize to try to do something to keep the fire station open?					

Journey Scrolls Facilitation Guide[1]

TOTAL TIME	# PARTICIPANTS	MATERIALS NEEDED
90 minutes	Ideally 6-12 participants	▪ Butcher paper ▪ Markers ▪ Varied sized post-it notes ▪ Painter's tape ▪ Stickers of 4 symbols (optional) ▪ Ribbon/string (optional)

Background & Preparation

Purpose
Journey Scrolls is a method that guides a group to document the history and rough timeline of a community change effort, as well as the stakeholders' roles and decisions that helped shaped the journey. Participants contribute words and images to a "scroll" in order to share a story of how their collective effort has unfolded.

Documentation
- The scroll will serve as one form of documentation. The facilitator should **take photographs of the completed scroll** and invite the community to keep the physical scroll document.
- The facilitator may also wish to take **some process notes** shortly after the activity. Key notes to capture include points of major discussion, enthusiasm, or disagreement.
- If all participants give permission, the activity may also be **recorded**.

Participants
Participants may include community members, project staff, and project partners.

Preparation
Set up the scroll and lay out materials (markers, ribbon/string, stickers, and post-it notes). Depending on the room set up, the scroll could either be laid out on the floor, on a smooth elevated surface, or taped up on the wall. Facilitator should **check in on participants' physical abilities** to help determine the best way to set up the activity. Facilitators can invite participants to take part in various ways, including writing their ideas on Post-it notes or sharing their ideas verbally and having some else record them on the scroll, etc.
Optional: Place Post-it notes with the project's active year(s) on the butcher paper to give participants a general sense of the timeframe.

If possible: Before beginning the activity, confer with project staff or community member(s) to:
- Come up with 1-2 ideas for major milestones that the initiative has experienced to use as examples if the group is having trouble getting started
- Determine boundaries for the journey (either time-related or content-related) to focus the activity (this could be helpful for projects/sites with really long trajectories and multiple components); it is important to make sure that the journey and time period chosen is something that participants will be able to relate to in some way
- Vet the visual symbols (on the following page) with key participants or staff members—it's important that the symbols resonate with the group

[1] The journey scroll method was developed by Two Gems Consulting. Geri Lynn Peak and Mindelyn Anderson presented the method in a session at the 2017 American Evaluation Association conference: *The Journey Scroll: A Collaborative Participatory Retrospective Evaluation Tool.*

Activity Overview

1. **Introduction/Purpose**
2. **Framing the Activity**
3. **Getting Started**
4. **Plotting the Journey**
5. **Wrap-up & Debrief**

Detailed Activity Facilitation Plan

1. Introduction/Purpose (~3 mins)

- **Intros:**
  - As needed, facilitator should introduce self and their role
  - Invite anyone else in the room that community members may not be familiar with to introduce themselves
  - Invite community members to go around and share their names (if everyone hasn't met each other already)
- **Purpose of activity**
  - Share purpose: To learn more about and document the trajectory of the project/program experience, including major successes, challenges, and lessons learned. This activity may reveal key insights for the community, project, and the overall evaluation.

2. Framing the Activity (~7 minutes)

- Explain to participants that they will be collectively **telling and documenting the story of their experience in the program**. They will reflect on the lifespan and journey of the project, starting from present day and going all the way back to when the idea of the project first came about (or vice versa). As a group, they will identify major milestones during the journey, including challenges, successes, and partnerships. Emphasize that the activity is collaborative and will be most fruitful if everyone contributes. Invite participants to "step in" to contribute their voices and "step back" to allow others to share as well.
- Set any time/content boundaries identified ahead of time (e.g. "We're going to focus our journey on the development of the marketplace and related activities").
- Introduce the visual symbols that participants may include on the scroll:

- **Ladders** symbolize where big advancements were made

- **Chutes** symbolize setbacks

- **Whirlpools** symbolize places where the group got stuck

- **Bridges** symbolize connections to other groups, people, or ideas

Note: If these symbols don't resonate with the group, the group can decide on new symbols that make more sense in the context of their project.

3. Getting Started (15 minutes)

- Invite the group to decide if they would like to move backwards or forwards in chronology of the journey.
- To get the conversation started, invite the group to share aloud ideas for significant milestones that the project has experienced.
  - *Prompt option:* If possible, share a site-specific example, or a generic example, such as "formed a key partnership," "community members mobilized around an idea," or "received external support."
  - Once a milestone is shared, ask the group to decide if the milestone represents a ladder, chute, whirlpool, or bridge.

- *Option: To get ideas flowing, invite each person to participate in a visioning exercise. Each participant may spend some time thinking about their involvement with the project. Then ask everyone to draw something on a large Post-it note that symbolizes how they got involved with the program. Then ask volunteers to add their Post-it to the scroll.*

Questions to prompt ideas or discussion:

- When did you begin to see **changes in the community**? What prompted those changes?
- Think about the major elements of the project.
  - How did these different components emerge?
  - What relationships were built or strengthened along the way?
  - What **major obstacles** did you face?
  - Were there times where **progress stalled** substantially?
- What were the moments during the journey that made you the most **excited? Energized? Frustrated? Stuck?**
- Were there any **key contextual factors** (social, economic, demographic, political, or cultural) that affected progress along the journey?

4. Plotting the Journey (45 mins)

- As the group identifies various milestones, invite participants to place the milestones chronologically on the scroll. (Participants can write or draw their ideas on Post-it notes if they think things might shift around.)
- For each milestone, use one of the visual symbols to signal if the milestone was an advancement, setback, sticking point, or connection. Some milestones may have multiple symbols, and some may be neutral (no symbol).
- *Note:* Depending on the size of the group and the flow of the conversation, the facilitator may consider inviting participants to divide into smaller groups to focus on connecting 2-3 milestones.

5. Wrap-up & Debrief (20 mins)

Thank participants for contributing to documenting the journey of their participating in the program! Once the scroll is done (and/or the allotted time is up) have the group tell the completed journey in some way. For example, ask one person to start telling the story from the beginning of the scroll and then call on another person to take over.

Optional: If the group didn't feel that there was a sufficient amount of time to complete the activity, remind them that they can add to the scroll at a later time.

Reflection Questions

- What stood out to you during this activity?
- What surprised you?
- What achievement do you feel most proud of?
- What are your greatest hopes for your community?
- Does this raise any thoughts about the next steps in your journey?
- Where do you think you still have the most work to do?

Review Next Steps

- Share how the information gathered from this activity will be used and shared back. For example, you could:
  - Share what will be done with the Journey Scroll (e.g. hung up in an office or community space; photographed and shared with a wider group, etc.)
  - Share your documentation methods (taking photos of the scroll, jotting down process notes, and/or recording). Offer to share back photos and notes with community members for their records. The community may wish to consult these notes as they think about next steps in their work/journey.

FOCUS GROUPS AND INTERVIEWS: Additional Tips

Preparing to Facilitate

- **Define the purpose and main topics of the interview/focus group:**
  Be able to explain in your own words (not reading the introduction of the protocol) your interview/focus group's purpose and main topics. Getting clear will help you answer questions that participants might ask and stay focused.

- **Know your interview/focus group questions well:**
  Before conducting the interview/focus group, review the interview/focus group questions and make sure you are familiar with each specific question. This will help you be comfortable shifting the order of questions during the interview/focus group if participants provide responses that apply to later questions. Think about how much time you will need to spend on each question to complete the interview/focus group in the amount of time you have.

- **Understand the purpose of each interview/focus group question:**
  Carefully read the interview/focus group questions and make sure you understand why you're asking them and what you hope to learn. This preparation will make it easier to ask follow-up and clarifying questions during the interview/focus group or to reword the question if participants need clarification. Think in advance about what follow-up questions you could ask to help make sure you've learned the things you set out to learn.

FOCUS GROUPS AND INTERVIEWS: Additional Tips

Logistical Considerations

Physical Space

- Ensure a private space. Choose a location where other people won't listen in or disrupt the conversation.
- For focus groups, set up the chairs around a table or in a circle so everyone can see each other and so the facilitator and note-taker can see everyone in the group.

Establishing Agreements

- Remind participants that there are no "right" or "wrong" answers and that they should be honest.
- In focus groups, remind people it's OK to disagree with what others say.
- Ask people to speak one at a time.
- Encourage everyone to speak at some point during focus groups.

Introductions

Be sure welcome participants and set their expectations by introducing:

- Your name and role
- The purpose for the interview/focus group and why they were invited
- What will happen with the information they share and who will benefit from this learning
- How long the conversation will last
- Asking their permission to record the conversation

Confidentiality

- Assure participants you will not use their names or any other identifying or personal information when sharing results.
- Tell participants not to share anything they hear in the focus group with anyone outside of the group.
- Reinforce that conversations that happen within the focus group are private and confidential.

FOCUS GROUPS AND INTERVIEWS: Additional Tips

Ways to Promote a Successful Interview or Focus Group

Ensure questions are fully answered.

Sometimes you will need to ask a question in more than one way to make sure people understand it. Don't be afraid to ask the question again, or a different way, to bring participants back to the topic.

Be comfortable with silence.

Before and after you ask a new question, allow for brief pauses and silences. This gives participants time to think about their response, or share additional thoughts.

Go with the flow.

If participants begin talking about something that may be an answer to a different question than the one that you asked, then go with the flow and allow the conversation to go in that direction. However, remember to go back to the questions that have not yet been asked or answered.

Ask clarifying questions.

Some ways to dig deeper if you'd like to learn more from participants:

- "Could you please elaborate?"
- "Could you explain what you mean when you said…?"
- "Could you say more about…?"
- "Can I make sure that I have this right? This is what I heard…"
- "What I think I hear you saying is… Is that a fair/accurate interpretation?"

Manage time.

It's important to manage your time so that you can cover all or most of the questions you hope to ask. If you begin to run short on time, you may need to prioritize the remaining questions. It may help to explain to participants at the beginning of the conversation that you will be keeping an eye on the time so that the conversation ends on time; then, they will likely understand if they notice you checking the time. You can also ask your note-taker to track time for you.

FOCUS GROUPS AND INTERVIEWS: Generic Structure/Outline

Interview / Focus Group with:	
Number of participants:	
Project name:	
Date:	

Select the questions you wish to focus on *before* the interview / focus group. Add your own as well. As an estimate, it takes about one hour to cover 10 questions well – but this will vary depending on the size of the group and the people involved.

- Were the project aims and objectives achieved? How were they achieved?
- Were they achieved for all involved?
- What were the outstanding achievements of the project?
- What were the key strengths of the project?
- What were the key weaknesses of the project?
- How well was the project managed?
- How well was the process managed?
- What was the experience like for participants?
- What was the experience like for the organization?
- What was the experience like for the community?
- What were the impacts for participants?
- What were the impacts for the organization?
- What were the impacts for the community?
- How did the project contribute to individuals?
- How did the project contribute to partnership organizations?
- How did the project contribute to the community?
- What unanticipated outcomes occurred (positive or negative)?
- What lessons were learned?