

2024WARD: Building Brighter Futures for Today's Youth Leaders

June 25-27, 2024

# Translating Qualitative and Quantitative Findings into Program Improvement

JEFFREY GUIDRY PH.D., M.P.A

SHEARA JENNINGS PH.D.

KELVA CLAY MA, APS

JASMINE PENA M.P.H



# Acknowledgements

**The Views expressed in written training materials, publications, or presentations by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services; nor does mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.**

**This research was supported in part by grant funds from the U.S. Family and Youth Services Bureau, Department of Health and Human Services, Grant Award Number**

**Grant # 90AK0075 & 90SR0120**

# OBJECTIVES

After this workshop, participants will be able to...

- **Understand the basics of qualitative and quantitative program evaluation methods**
- **Identify different points where programs can include key stakeholders in the program evaluation process**
- **Explain how Youth's input can be incorporated into program evaluation activities**
- **View how pre/post test measurements and their findings can be incorporated into program evaluation activities**

Ice  
Breaker!



# OVERVIEW



Mentoring



Healthcare



Education



Housing



# Methodologies Used

6

## For the Evaluation of Civic Heart Teen Pregnancy Prevention Programs

- Site Observations
- Fidelity Logs
- Focus Groups
- Site Meetings
- Partner Surveys
- Participant Surveys

# Site Observations

Taking note of:

- Facilitator's Classroom Management
- Engagement of Youth with Program Material
- Interactions with the Teacher
- Level of participation & buy in from participants

Tool: Observation Sheet

Provided to the facilitator & discussion on strengths and areas for Improvement

HEALTH EDUCATORS				
Skill Items:	Score	3=High	2=Average	1=Needs Improvement
<b>Communication Skills (Active Listening)</b>		Consistently uses active listening; responds to participants affect as well as content; spoke clearly	Intermittently uses active listening skills; responds to content or affect but not both; at times did not speak clear	Does not demonstrate use of active listening skills; did not speak clear with understanding
<b>Positive Reinforcement (Praising &amp; Acknowledgement)</b>		Consistently reinforces appropriate participant involvement and effort	Intermittently reinforces appropriate participant involvement	Does not reinforce involvement and effort
<b>Includes and engages all participants (Including Everyone)</b>		Consistently engages and includes all participants in activities & group engagement	Inconsistently engages or includes all participants in the exercises	Does not engage or include all participants in activities and group engagement
<b>Enforcing Ground Rules (Classroom Management)</b>		Posts and notes ground rules during each session; reminds participants of need to adhere when appropriate; Shared Participant Rights	Post ground rules during each session, but does not consistently refer to them when participants are not adhering. Post Participant Rights, but do not discuss.	Does not post ground rules at sessions or does not refer to them when participants are not adhering; Don't discuss Participants Rights
<b>Used Cultural Inclusive Materials/Skills (Accepting Differences)</b>		Consistently used materials and/or skills that are culturally inclusive	Intermittently uses cultural inclusive skills; some information used is outdated	Did not demonstrate cultural inclusive materials or skills
<b>Summarizing and Redirecting (Adaptability)</b>		Consistently uses summarizing and redirecting to adhere to agenda and session design	Intermittently uses summarizing and redirecting to adhere to agenda and session design	Does not use summarizing and redirecting to adhere to agenda and session design
<b>Act as Role Model to Participants (Professionalism)</b>		Consistently models professional demeanor with peer participants and maintains necessary boundaries	Inconsistently models professional demeanor w/participants & site	Does not model professional demeanor w/participants or maintain necessary boundaries
<b>Confidence (Composure)</b>		Demonstrates high level of confidence in role as facilitator	Demonstrates moderate level of confidence as facilitator but does not maintain it throughout	Demonstrates low level of confidence in their role as facilitator
<b>Time Management (Independently)</b>		Demonstrates high level of adherence to agenda and session design and completes all activities	Demonstrates moderate level of adherence to agenda and session design; completes some of agenda but does not finish all activities	Demonstrates low level of adherence to agenda and session design; allows participants to take over the agenda
<b>Maintained Fidelity of Program &amp; Curriculum (Job Knowledge)</b>		Conducted structured activities and curriculum sessions as outlined	Intermittently Conducted structured activities and curriculum sessions as outlined.	Made unapproved to structured activities and curriculum

# Focus Groups

Different Types of Focus Groups:

- Participant
- Parents & Guardians
- Teachers/School Staff

In person & Virtual





# Focus Groups:

## What We're Looking to Identify

### Students

- What did they enjoy or not enjoy from the program?
- What elements did they learn and take away?
- How did they use this information? Did they share it?
- Perceptions of the facilitators?

### Parents & Guardians

- What do you know about our program?
- Did your child share anything about what they learned with you?
- Did your child's participation spark any meaningful conversation?
- What other topics would benefit your child?

### Teachers & School Staff

- What did you enjoy or not enjoy about having this program in your classroom?
- Perceptions of facilitators?
- Were your students engaged?
- How could this program or this partnership improve?

# Fidelity Log Review

10



Fidelity logs help paint the picture of each program session. They show us...

- To what extent facilitators completed each program session
- Extent of fidelity when delivering curriculum materials
- Participant's level of engagement with different sessions
- Level of classroom management

Tool: Fidelity Log

Provided by the curriculum developer  
or created by program staff

**What type of  
feedback would  
you want from  
your partners?**



Join us at [Slido.com](https://www.slido.com)  
#62605065

# Site Meetings & Partner Survey

## Site Meetings

- Meet with partners before AND after program implementation
- Identify needs of students, staff, and families
- Personalize programming
- Talk through programming logistics
- Identify barriers & challenges to partnering

Tool: Partner Survey

The image shows a survey form titled "CIVIC HEART community services" and "Civic Heart Teen Pregnancy Prevention Programs Partner Satisfaction Survey". It contains three main questions:

- Which Teen Pregnancy Prevention Program did you have on your campus/in your class?
  - TRAC 2.0 (Teens Making a Choice)
  - HYPE (Helping Youth Prevent Engagement in Risky Behaviors)
  - I am not sure
- Overall, how satisfied or dissatisfied are you with the quality of Civic Heart's TPP Program?
  - Very Satisfied
  - Somewhat Satisfied
  - Neither Satisfied nor Dissatisfied
  - Somewhat Dissatisfied
  - Very Dissatisfied
- To what extent do you agree or disagree with the following statements?
 

	Strongly Disagree	Disagree	Neither Agree/Disagree	Somewhat Agree	Agree	Strongly Agree
Program staff were responsive to my needs and requests						
Program Staff communicated effectively with me and other school staff						
Program Requirements and classroom logistics were clearly defined to me						
My students were engaged by the program's facilitators and program activities						
The information presented to students is relevant and important to their social and emotional success						
Program staff demonstrated professional qualities						
Program staff were consistently on time and prepared to work with my students						
It was a challenge to fit this program into my instructional time						
I would recommend this program to other educators						

# Quantitative Methods: Participant Surveys



## Pre-Test

Helps describe participant's characteristics, traits, knowledge, and attitudes before program delivery

## Post-Test

Revisit participant's characteristics, traits, knowledge, and attitudes soon after program completion

## 3 Month Follow-Up

Allows us to see if the descriptors have remained the same since the post test

## This data can identify:

- Response rates for each question
- Patterns
- Different areas of needs
- Track goals and program reach
- Completion and retention

# Using Survey Monkey to Collect Participant Survey Data

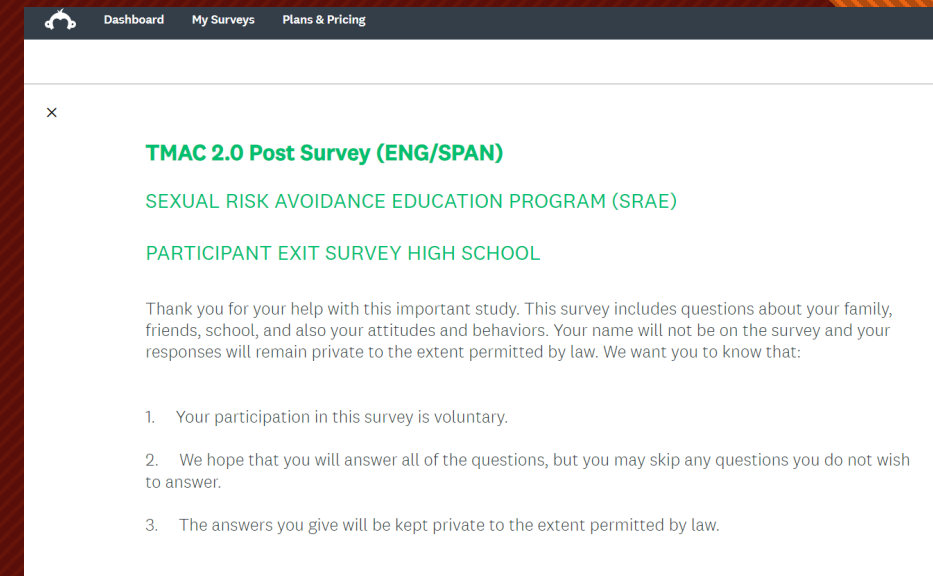
Using a digital survey platform allows us to transform words into numbers, then use the numbers to describe patterns.

## Benefits:

- Paperless (cost saving)
- Security
- Suitable for Data Analysis

## Challenges:

- Correct set up of questions
- Accessibility of technology onsite
- Survey Fatigue





# Let's give it a try!

Watch how data can be collected electronically in  
real time



<https://www.surveymonkey.com/r/surveymonkeyexample>

# Using Qualitative and Quantitative Findings for Program Quality Management

16

- Identify professional development needs of program staff
- Gauge how engaging program materials are for target population
  - Which program components are the most and least engaging
- Identify other needs
  - What else can we offer? What resources can we offer or connect?
- Identify ways to maintain or strengthen partnerships
- Identify ways to engage parents & guardians
- Identify which program components are and are not being retained
- Create strategies to address gaps



# Contact Us

17

Jeffrey Guidry

JJgassoc2000@gmail.com

Kelva Clay

Kclay@civicheart.org

Sheara Jennings

Swilliams3@uh.edu

Jasmine Pena

Jpena@civicheart.org

# References

- Getting started with Survey Monkey

<https://help.surveymonkey.com/en/surveymonkey/create/creating-a-survey/>

- Conducting Observations and Giving Feedback

<https://teenpregnancy.acf.hhs.gov/resources/conducting-observations-and-giving-specific-feedback>

# Session Evaluation

Please complete a brief evaluation form for all workshop, forum and networking sessions by scanning the following QR code or visiting the following link:

<https://bit.ly/2024Evaluations>



**Thank you!**