



BSCC CaVIP Technical Assistance Workshop Series



*Workshop 1. Best Practices in Data
Collection, Administration, & Entry–Part I*

September 13, 2023



Please Note...

- This workshop is being recorded & will be posted on BSCC's website once it becomes available



Agenda

- Introductions
- Project background
- Purpose of today's workshop
- Types of evaluation questions
- Types of data
- Evaluating data quality
- Data collection methods
- Activity: Putting it all together
- Closing

Introductions





RDA Introductions



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Introductions



In the chat, please provide:

1. Your name – feel free to include your preferred pronouns
2. The community-based organization (CBO) or city & grantee program you represent
3. A one-word adjective to describe how you are feeling about today's workshop



Zoom Etiquette

Remain on camera
(when possible)

Mute when you are not
talking

**Stay present &
engaged; eliminate
distractions**

Keep chat
conversations
**appropriate & on
topic**

Make sure your **full
name** is displayed

If you have a question,
raise your hand using
the Zoom function at the
bottom of your screen, or
use the chat feature



Community Agreements

- Be present at start of workshop
- Actively participate
- Keep statements respectful, constructive, & relevant to workshop topic
- Be brief & mindful of everyone's time when sharing
- Respect others' thoughts & feelings when they differ from yours

Project Background





Project Goal

- To provide regional technical assistance (TA) for CalVIP Cohort 4 grantees to help build capacity in:
 - Data collection
 - Data entry
 - The development of data-sharing agreements



Project Objectives

- Conduct grantee discovery
 - Review relevant documents (e.g., grantee proposals, LEPs, QPR-Baseline Reports)
 - Administer TA Interest Survey
- Refine TA delivery plan
- Deliver TA
 - Targeted TA
 - Group-based TA workshops
 - Ongoing TA as requested



BSCC CalVIP Data Collection Requirements

- Quarterly progress report data
 - Enrollments & service outputs
 - Enrollment quarterly totals
 - Participation in services
 - Project service outcomes
 - Exits & participant outcomes
 - Exiting participants
 - Outcomes
- Local Evaluation Report data
 - Quantitative & qualitative data to answer your project's process & outcome evaluation questions

Workshop Purpose





Workshop Goal

- To help plan for the evaluation of your CalVIP Cohort 4 program by providing a basic understanding of best practices in data collection, administration, & entry
- To share best practices & resources to allow for grantee-to-grantee learning



**What are you hoping to
take away from today's
workshop?**



Workshop Objectives

1. To learn the difference between process & outcome evaluation questions
2. To identify the 2 major types of data
3. To understand strategies to evaluate the quality of your data
4. To consider different data collection strategies to address your evaluation questions

Types of Evaluation Questions





Types of Evaluation Questions

Process evaluation questions

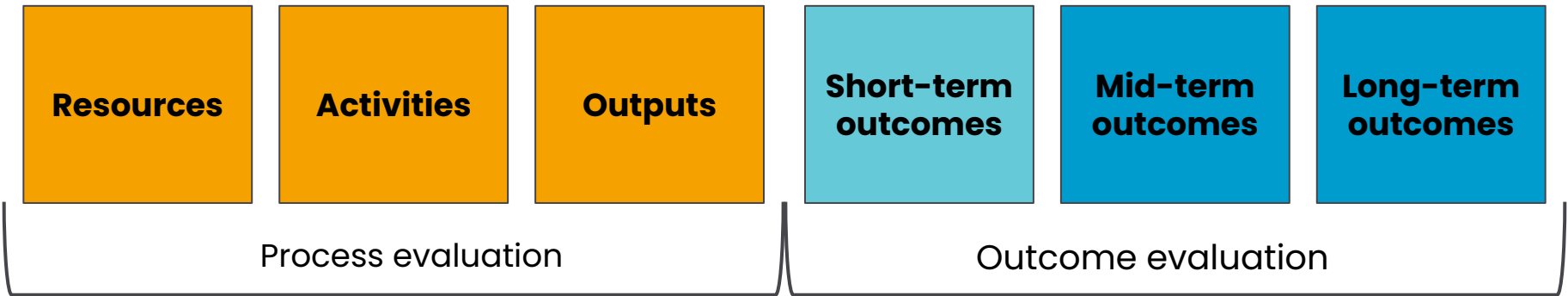
- Concerned with implementation
- Goal is to improve your program

Outcome evaluation questions

- Concerned with program outcomes
- Goal is to document program effectiveness



Evaluation Questions & Your Logic Model



To what extent is the program making use of available resources?

To what extent is the program being implemented as intended?

To what extent were staff knowledgeable of the programs' content?

To what extent did the program reduce violence &/or violent incidents?



Program Example: Project Safe Streets (PSS)

- The community of Smithson has been experiencing
 - High rates of gang involvement, which may be contributing to higher rates of crime; &
 - High numbers of youth with unsupervised free time, which may be contributing to higher rates of crime & gang involvement



Program Example: Project Safe Streets (PSS)

- PSS focuses on providing individualized support for gang-impacted & gang-intentional youth & their families
 - Targeted outreach & enrollment
 - Direct case management
 - Referrals for services/resources to meet identified service plan goals



Using the PSS Logic Model

RESOURCES	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	MID-TERM OUTCOMES	LONG-TERM OUTCOMES
<p>Existing network of CBOs located throughout the Smithson community that already engage with youth & their families</p> <p>Partnership with Smithson Community Independent School District</p> <p>Existing relationships with public officials in law enforcement, schools, & social services</p> <p>CalVIP & match funding</p>	<p>Intakes</p> <p>Assessments</p> <p>Referrals to supportive services</p> <p>ISP</p> <p>Home visits</p> <p>1:1 counseling</p>	<p># of assessments resulting in case management referrals/services</p> <p># of hours spent with youth/family in case management</p> <p># of referrals to supportive services that resulted in use of new resources</p> <p># of youth/families that exited the program with individual service plan goals completed</p>	<p>Community awareness of PSS</p> <p>Youth & family awareness of PSS</p> <p>PSS staff promotion of the program</p> <p>Increased staff support for PSS activities</p>	<p>Increased rates of school enrollment & engagement</p> <p>Increased participation in substance use & mental health treatment services</p> <p>Increased youth/family participation in PSS</p> <p>Increased community participation in PSS activities</p>	<p>Increased individual service plan goal completion rates</p> <p>Increased rates of school attendance</p> <p>Decreased rates of juvenile justice system involvement & recidivism</p> <p>Increased rates of diversion from juvenile justice system</p> <p>Decreased rates of gang involvement</p> <p>Decreased gang-related conflict, violence, & arrests</p> <p>Increased problem-solving skills</p>



Using PSS Evaluation Questions

- To what extent was PSS implemented as intended?
- To what extent was gang-related conflict & violence in Smithson decreased or deterred?
- How has the PSS staff role evolved over time?
- What proportion of participants receiving PSS prevention services have a decreased risk of joining a gang?
- Does PSS decrease gang involvement of youth who received case management?



Using PSS Evaluation Questions

Process evaluation questions

- To what extent was PSS implemented as intended?
- How has the PSS staff role evolved over time?

Outcome evaluation questions

- To what extent was gang-related conflict & violence in Smithson decreased or deterred?
- What proportion of participants receiving PSS prevention services have a decreased risk of joining a gang?
- Does PSS decrease gang involvement of youth who received case management?



Connecting the Concept to Your Project

- Take a look at your project's evaluation questions:
 - Which ones are *process* evaluation questions?
 - Which ones are *outcome* evaluation questions?

Types of Data





Data Types: Quantitative & Qualitative

- You may need both quantitative & qualitative data to fully address your evaluation questions



What are Quantitative Data?

- They are numeric
- They include survey responses, assessment results, & sample characteristics (e.g., age, years of experience, qualifications)
- They are often used to answer “how much/many” & “to what extent” questions



Program Example: PSS Quantitative Data

- Number & type of services participants engaged in
- Percentage of participants who successfully completed PSS
- Number of youth & families recruited & retained
- Number & level of violent & gang-related incidences



What are Qualitative Data?

- They are non-numeric
- They include interview responses, focus group responses, & information from observations
- They are often used to answer “why” & “how” questions



Program Example: PSS Qualitative Data

- Modifications or adjustments to PSS model
- Quality of program implementation
- Facilitators & barriers to establishing & maintaining partnerships with CBOs
- Participants' levels of gang involvement



Using Both Quantitative & Qualitative Data

- With both quantitative & qualitative data, you can more easily get a complete picture of the implementation of your program & the progress in meeting its short-, mid-, & long-term goals



Connecting the Concept to Your Project

- Think about the types of data you will be collecting for your project
 - What kind of *quantitative* data might you collect?
 - What kind of *qualitative* data might you collect?

Evaluating the Quality of Your Data





The Importance of Data Quality

- As you begin to address your evaluation questions, it is important to consider the quality of the data you will use

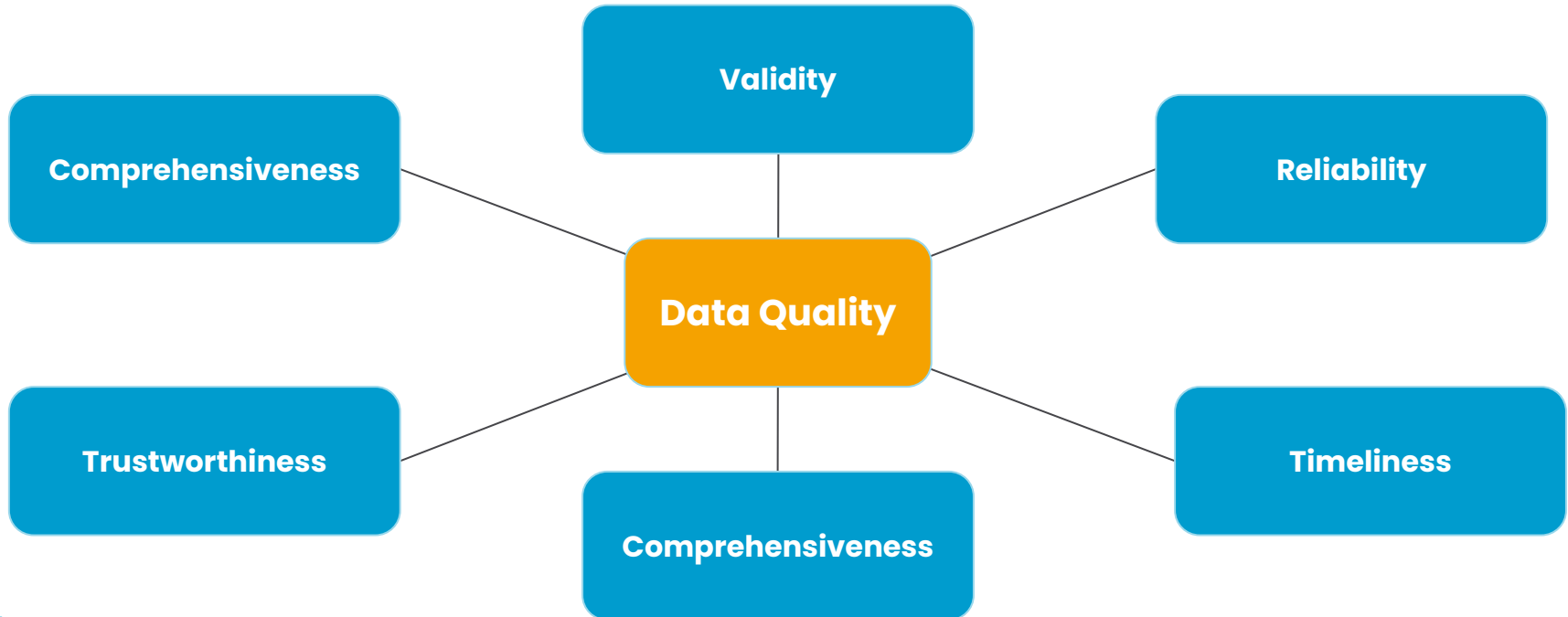


What is Data Quality?

- Data quality involves the extent to which data accurately & precisely capture the concepts you intend to measure
- High-quality data allow you to be confident in your findings



Elements of Data Quality



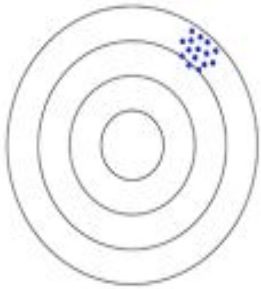


Validity

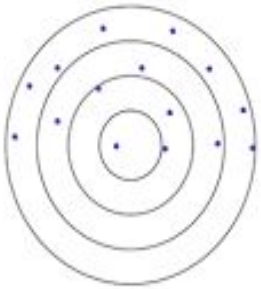
- The extent to which a data source really measures what it is intended to measure



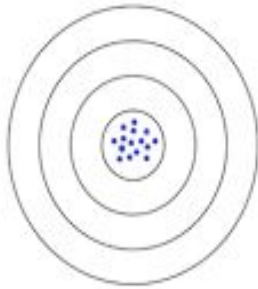
Reliability



Reliable but not valid



Neither reliable nor valid



Valid and reliable

- The extent to which a data source yields consistent results
 - **Internal consistency:** A group of items consistently measure the same topic
 - **Test-retest reliability:** An individual would receive the same score if tested twice on the same assessment
 - **Inter-rater reliability:** Multiple raters or observers are consistent in coding or scoring



Timeliness

- The extent to which data are:
 - Current
 - The results of data analysis & interpretation are available when needed



Comprehensiveness

- The data collected in an evaluation include sufficient details or contextual information & can therefore be meaningfully interpreted



Trustworthiness

- The extent to which data are free from manipulation & entry error.
- Often addressed by training data collectors



Completeness

- Data are collected from all participants in the sample & are sufficient to answer the evaluation questions
- Also relates to the degree of missing data & generalizability of the dataset to other contexts



Additional Considerations for Qualitative Data

- Validity & reliability look different for qualitative data
- Data may vary due to participants' unique perspectives, behaviors, or actions
- Triangulation, member checks, & audit trails can help ensure qualitative data are valid & reliable



Additional Data Considerations

- Data quality is both objective & subjective
- If the quality of your evaluation data is poor, it is difficult to trust the findings

Data Collection Methods to Address Your Evaluation Questions





Documents & Records

- Use existing data collected for a purpose different from the original intent
- Includes:
 - Attendance records
 - Meeting minutes
 - Case management records
 - Risk assessment records



Interviews & Focus Groups

- Directly ask an individual (in an interview) or multiple participants (in a focus group) questions to collect data to answer an evaluation question
- Uses:
 - To obtain information about thoughts and behaviors.
 - To explore new issues or generate ideas
 - To identify and define problems
 - To identify new or assess existing solutions
 - To pretest or refine questions for surveys
 - To provide context for quantitative data



Observations

- Watch & record key aspects in real-life settings for data collection.
- Uses:
 - To collect information about processes or situations
 - To study interactions & behaviors
 - To describe a physical environment
 - To record characteristics of individuals or groups
- Could also use observations to obtain complimentary data to confirm or challenge perceptions gathered from other data collection methods



Surveys

- Collect data about the characteristics of a sample in an evaluation
- Gather a large amount of data in a relatively short period
- Include a fixed set of questions



Connecting the Concept to Your Project

- Think about data collection methods you might use to gather data for your project
 - What method(s) might be best to gather the *quantitative* data you identified?
 - What method(s) might be best to gather the *qualitative* data you identified?

Activity: Putting it All Together



**Individual
service plans**

& % of individualized
service plan goals
achieved upon program
exit

**Internal data
management
system**

of case management
sessions per program
participant; type of services
provided

**Does PSS decrease
gang involvement of
youth who received
case management?**

**Internal data
management
system**

of referrals to external
services; type(s) of services
referred to

& % of participants who
self-report associating with
gangs or gang members
post-program

**Post-
program
Survey**

Data source:

Indicator 1:

Data source:

Indicator 2:

Evaluation question:

Indicator 3:

Indicator 4:

Data source:

Data source:



Activity: Breakout Room Instructions

- You will be “sent” to a breakout room based on your program to complete the worksheet
 - Don’t worry if you don’t have colleagues from your program here with you!



Activity: Breakout Room Instructions Continued

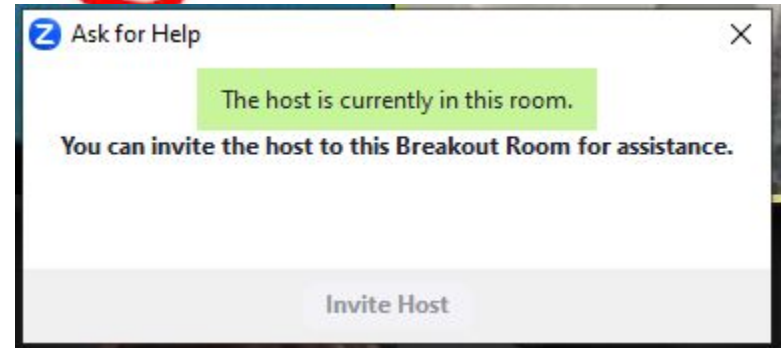
1.



Click on the “Ask for Help” button at the bottom of your breakout room screen, then “Invite Host.”

Someone from RDA will pop into your room to assist/answer questions

2.



Closing



Upcoming BSCC CalVIP TA Workshop Topics & Dates

Title	Date
1. Using best practices in data collection, administration, & entry-Part I	Sept. 13, 10:00 am - 12:00 pm PST
2. Using best practices in data collection, administration, & entry-Part II	Oct. 19, 11:00 am - 1:00 pm PST
3. Measuring client progress through outcome data	Dec. 6, 10:00 am - 12:00 pm PST
4. Streamlining & managing data collection processes-Part I	Jan. 31, 10:00 am - 12:00 pm PST
5. Streamlining & managing data collection processes-Part II	Feb. 28, 11:30 am - 1:30 pm PST
6. Monitoring data collection & establishing CQI processes	April 3, 10:00 am - 12:00 pm PST
7. Using secondary data to support BSCC-Part I	April 24, 11:30 am - 1:30 pm PST
8. Using secondary data to support BSCC-Part II	May 23, 11:00 am - 1:00 pm PST



Ongoing TA as requested

Two ways to request TA support from RDA!

1. Via the RDA TA Request Portal—Use your phone to scan the TA Interest Form QR code

or

2. Email RDA_TA@RDAconsulting.com

- Provide your name, agency & program name, & a brief description of your TA needs



TA Interest Form



We want to hear from you!



**BSCC CaVIP TA
Workshop Series
Feedback Form**

- Help us improve future BSCC CaVIP TA workshops!
- Use your phone to scan the QR code or click on the link in the chat to provide feedback on today's session



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Thank you!