

Continuous Program Improvement (CPI)

CPI Support Call Analyzing CPI Qualitative Data

Wednesday February 11th &
Thursday February 12th, 2009
ETR Associates

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Before we get started...

- Press *6 to mute and *7 to un-mute. Please mute your phone now.
- If you have a question, please tell us your name and agency before asking your question.
- This PowerPoint presentation and a brief feedback survey can be accessed from the ETR website at www.etr.org/ofp.
- Click on Left side-bar "CPI and Statewide Evaluation" then under "CPI Support Calls" select "Analyzing Qualitative Data".

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Training Objectives

- As a result of participating in this training call, participants will:
 - Increase their understanding of approaches to analyzing CPI qualitative data.
 - Improve their ability to interpret findings of CPI qualitative data.
 - Identify strategies to facilitate how to summarize CPI qualitative data.
 - Increase their confidence to complete the CPI data summary report.

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Analyzing Your CPI Data

- Your CPI data can be categorized into two general types of data:
 - *Quantitative* – numerical in form (e.g., data from surveys—how much, how many, etc.).
 - *Qualitative* – rich in nature, non-numerical (e.g., usually in written form, observations, interviews, open-ended questions, etc.).

● *Disclaimer: Information provided is for CPI purposes only and is not intended to cover all levels or areas of data analysis.*

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Think About Your Data

- You have collected your CPI data, now what?
- Ask yourself...
 - What do I really have in front of me?
 - Why did I collect these data?
 - How will I use the results to guide decisions?
 - What information do I want to report on?
 - How do I make sense of what I collected?

Quantitative Data	Qualitative Data
<ul style="list-style-type: none">● Number of respondents who answered each question● How many answered 'a' 'b' or 'c'● Percentage that answered 'a' 'b' or 'c'● Mean scores● Change in score from pre-test to posttest	<ul style="list-style-type: none">● Open-ended questions and written comments● Focus group interviews/individual interviews● Implementation logs● Observations

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Today's Focus: CPI Qualitative Data Analysis & Interpretation

- What is qualitative data?
 - Words and observations, not numbers.
- What is data analysis?
 - A systematic way to bring order and understanding to lots of information.
- What is data interpretation?
 - A deliberate process to identify the most important messages emerging from the data.
- What do I do with my results?
 - Display and report results to tell a story and highlight findings.

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Qualitative Data Sources

- For CPI purposes most qualitative data come from:
 - Short answers to open ended survey questions (satisfaction survey, local pretest-posttest)
 - Written comments on tool forms (e.g. curriculum review, implementation tool, training and support)
 - Notes and/or transcripts from focus groups

<p>Satisfaction Survey</p> <p>20. What did you like best about this program?</p> <p>I thought it was cool when we got to visit the clinic and I also liked it when we played the game with the dice.</p>
<p>Implementation Tool</p> <p>3b. How engaged/on task were the participants during the session?</p> <p>Small groups work best for this age group. When "sex" is mentioned and stories about bad decisions, students listen and pay more attention.</p>
<p>Focus Group Notes</p> <p>2. How do young people hear about family planning services?</p> <p>Most youth talked about hearing things from their friends or from older brothers/sisters. A few mentioned hearing from teacher. One saw a billboard advertisement.</p> <p>7</p>

Qualitative Data Analyses

- Remember your purpose
 - What questions are you trying to answer?
- Understand the data
 - Re-read the text and make sure you know what was said.
- Categorize the information
 - Identify themes or patterns and organize them into logical categories for each question you are trying to answer.

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Qualitative Data Reminders

- Qualitative data is meant to capture ideas, not count how many people said what.
- Be aware of your personal values and opinions—stay neutral and impartial as you collect the data.
- Let the data tell the rich story of the participants.

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Qualitative Data Analyses

- There are many techniques you can use to categorize your data.
 - Highlight your transcripts.
 - Cut out sections of transcripts and group the same ideas into piles.
 - Cut out sections and organize them on chart paper by main idea.
 - Develop key words based on re-reading the transcripts multiple times.
 - Use Excel to cut and paste emerging ideas and quotes electronically into different worksheets by theme.
- Once you have categorized your data into big ideas or themes, you need to organize all of the responses into each category.
- There are software packages available to analyze qualitative data (they require time to enter and code the data). Given the small amount of data gathered for CPI purposes, these may not be an efficient use of time and resources.

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Qualitative Data Analyses

- Ways to categorize your data – highlight your notes or transcripts

Question 5. What things would make a person feel uncomfortable going to a clinic to receive family planning services?

- 1 Well I think it is because they just don't want to go
- 2 Or some people might be scared...
- 3 Yeah, my sister said there was no way she would ever go
- 4 Oh are you serious
- 5 Yeah she said that they would tell our parents
- 6 Really?
- 7 Can they do that?
- 8 No - I don't think they are allowed to do that.
- 9 Well I wouldn't want to go in case someone saw me
- 10 Who is going to see you?
- 11 Oh you know how people talk.
- 12 Yeah, but what if you found out something was really wrong?

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Qualitative Data Analyses

- Coding Practice – Focus Group Tool

Question 5. What things would make a person feel uncomfortable going to a clinic to receive family planning services?

- 1 Sometimes like I think it is hard to get there - like I mean, how are you supposed to get there?
- 2 Right - who are you going to ask for a ride...not your parents
- 3 Like the school nurse is going to give you a note to miss school too!
- 4 I don't even know like where you would go.
- 5 You're so stupid she is not asking if you know where to go
- 6 What? Isn't that what she just said? Oh, uh, sorry. [laughter]
- 7 Some people might be uncomfortable because they are just embarrassed - who wants to talk about it
- 8 Or worse who wants to call a place and make an appointment - like, totally embarrassing!
- 9 I heard that it takes forever to get an appointment and who has time to do that.
- 10 Do you have to have an appointment? I thought you could like just like walk in and get condoms...
- 11 Oh are you serious? You totally have to have like an appointment or something.
- 12 Yeah and you probably have to sit in that waiting room forever hiding behind a magazine.

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Qualitative Data Analyses

● Coding Practice – Implementation Tool

4. What part of this session or presentation do you think had the most impact on participants? Please explain. I think it was good when we had the students break up into small groups and discuss the "Protection Myths and Truths." They seemed to be really engaged and interested. Some of them got into heated discussions about what they thought was really true. When you see that - it is good - because you see that they really are listening and trying to think about what they are reading.

5. For each activity you were not able to complete (i.e., you marked "no" in the Activity Check-Off Sheet above), please describe the challenges you experienced in implementing the activity. I didn't really do the mini-lecture on the signs of sex. It seemed too obvious to me - and that the kids would be bored. Instead we just jumped right into the activity. I am not comfortable talking at them when I think they already know the information. I think they will shut down if I lecture at them.

6. Are there ways this lesson could be changed to make it more effective? Yes No
If yes, please describe what changes you think should be made.

I think we should do the handling crisis situations activity but without the red or yellow colors - the kids think the colors are lame - like we are treating them like they are in elementary school or something. The ideas are good - I just don't think it is at their level. These students are way too mature - we need to respect them with all of the materials.

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Qualitative Data Analyses

● After you identify your themes, you can use a coding worksheet to organize all of the data.

Question 5. What things would make a person feel uncomfortable going to a clinic to receive family planning services?

Topic	Code (Category)	Theme/Ideas expressed	Group agreement (consensus, disagreement)	Valuable quotes
Time	Appointments			
	Wait time			
	Transportation	• Difficult to get to clinic		
Fear	Afraid of results			
	Afraid of being seen			
	Afraid of parents finding out			
	Afraid of lack of confidentiality			
	Other			

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Qualitative Data Interpretation

● Look for the connections

- What are the key ideas expressed?
- How do these ideas relate to each other?

● Tie it all together

- What stands out?
- What is meaningful?
- What have you learned?
- What surprised you?
- How will this affect your program?

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Qualitative Data Interpretation

- Look across data from different groups or interviews to see what is different and what is the same.

Question 5. Group 1			
Topic	Code / Category	Theme/Ideas expressed	Group agreement
Fear	Afraid of results	-Youth were afraid of finding out something was wrong	-All agreed
	Afraid of being seen	-Thought people would see them walk into the clinic from outside -Were worried about other people in the waiting room seeing them	-Some agreement -Some disagreement
	Afraid of parents finding out	-Thought clinic would tell parents	All agreed
Confidentiality			
Other			

Question 5. Group 2			
Topic	Code / Category	Theme/Ideas expressed	Group agreement
Fear	Afraid of results	-Afraid of really knowing they were pregnant	-All agreed
	Afraid of being seen		
	Afraid of parents finding out	-Thought parents would find out -Worried they needed permission	Some disagreement
	Afraid of lack of confidentiality	-Thought clinic staff would gossip -What if they knew someone working at the clinic?	Disagreement
Other		- Afraid that the doctors wouldn't speak their language	Some agreement

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Qualitative Data Interpretation

- Use your themes and connections to explain your findings.

Training & Support Example:

There are several changes we would like to make to our peer educator training and supervision. Both the peer educators and the supervisor reported that the peer educators had the knowledge required to be effective, however they could benefit from additional guidance and practice in presentation techniques. All six of the peer educators as well as the supervisor noticed that they were not sufficiently trained and comfortable with multiple training techniques.

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Qualitative Data Interpretation

- Develop a list of key findings or important points that emerged.

Curriculum Review Example:

Reviewing our curriculum has showed us several important things to consider as we updated it:

- Cultural sensitivity – we need to include more language and pictures that our students can relate to in examples and videos.
- Small group debrief – although we use small group activities, we need to include more, and add time for the groups to debrief the activities.
- Skill building – we would like to focus a larger percentage of the class time on skill building and skill practice. It appears that these activities have gradually been over shadowed by wanting to have more group discussions.

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Qualitative Data Interpretation

- Use quotes to bring the data to life.

Focus Group Example:

"I really wanted to find out where my boyfriend and I could go to get tested, but if my parents found out they would kill me. So we just ignored it." (High school student)

Implementation Example:

"When we talk about real life experiences, the students are very engaged and they pay attention. It is so different than if they are just reading it out of some random book. That is what really works for these kids." (Health Educator)

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Summarize Your Qualitative Findings

- Complete your summary using the samples in the CPI Toolkit.
- Avoid counting responses—capture the ideas, not an exact count of how many people said what.
- Use terms such as "a few," "many," or "all" to describe how many people shared opinions.
- Be aware of your personal values and opinions—stay neutral and impartial as you describe the data.
- Let the voice of the participants be heard.

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Qualitative Data Summary

- Provide information so that a reader can get all of the details:
 - *What* - CPI evaluation question.
 - *Why* - Purpose for choosing this tool.
 - *Who* - Sources of information, include description of sample and response rate.
 - *How* - Describe your data collection methods. Instrument used and project staff involved.
 - *Where* - Include a description of where you collected the data.
 - *When* - Include the timeframe that you collected the data
 - Key lessons learned and next steps.

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Summarize Your Qualitative Findings

More Appropriate	Less Appropriate
Most of the students in the focus group at both schools reported that the community service was a good experience.	12 of the 19 students said they liked the community service project.
All of the outreach workers agreed that they would like more training on ways to deal with difficult situations.	100% of outreach workers need more training.
Based on our overall curriculum assessment, we have identified the following strengths in our curriculum...	We think the curriculum works fine the way it is.
Several students commented that the role plays were very helpful. "They made it feel totally real. I was sweating trying to figure out what I really would say if I was like in that situation with my boyfriend."	Role plays are good practice for students.

Plan Your Next Steps

- Now that you have summarized your qualitative CPI data, it is important to think about your next steps.
- Next CPI Support Call.
 - Using Your CPI Data.
 - Wednesday March 11th and Thursday March 12th.
 - Email notification and registration links will be sent out two weeks prior to the calls.

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CPI Resources

- TPP CPI Tool Kits
 - Word versions of each tool are available from your Evaluation Liaison to adapt for your needs.
- ETR Website – www.etr.org/ofp
 - Complete Tool Kits including all appendices are available under the "CPI and Statewide Evaluation" left side-bar heading.
- Activity Checklists for all CPI tools
 - These checklists are available for TPP agencies from Evaluation Liaisons.
- CPI Support Calls
- Evaluation Liaison

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CPI Date Reminders for All Tools

- **By April 15th** submit the following to your Evaluation Liaison and OFP Program Consultant:
 - *DRAFT* summary of your CPI results.
 - Evaluation Liaisons will provide feedback in approximately 3 weeks.
- **By June 1st** submit the following to your Evaluation Liaison and OFP Program Consultant:
 - Revised CPI Summary (as needed).
 - Completed CPI Feedback Form (online form; Evaluation Liaison will send link with instructions).

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Thank You for Your Participation!

- Open Question and Answer.
- We invite you to complete a brief feedback form about this call.
 - This survey can be accessed from the ETR website at www.etr.org/ofp.
 - Click on Left sidebar – “CPI and Statewide Evaluation” then under “CPI Support Calls.”

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