

Measuring Impact Using Innovative Qualitative Methods

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KU

Overview



- Qualitative approaches in evaluation
 - Qualitative versus quantitative
 - Data collection and analysis
- Case study: Kansas CBCAP evaluation
 - Research questions and data sources
 - Story collection and sensemaking
 - Ripple effects mapping
- Discussion

***Use of qualitative methods in
evaluation***

What is quantitative data?

- Quantitative methods collect data that are numeric.
- Data collected with quantitative methods are used to answer questions with a number, such as:
 - How many?
 - How often?
 - To what extent?
- Collecting and making sense of this type of data requires you to have a clear understanding of the problem, or goal, and what question you want to ask.
- Example: Protective Factors Surveys

Quantitative data collection

- Surveys
- Assessments
- Financial and administrative data

What is qualitative data?



- Qualitative data is information that cannot be counted or easily expressed numerically.
- Qualitative data answers questions that cannot be answered with a number, such as:
 - Why?
 - How?
 - What is the process?
 - What does it mean?
- Provides the opportunity to understand what you should be looking for
- Helps you answer the questions you didn't know to ask.
- Provides context for quantitative results

Qualitative data collection



- Interviews
- Focus groups
- Document review
- Innovative techniques like ripple effects mapping and sensemaking

What about open text boxes?

- Be cautious in your use of open text boxes in surveys
 - Asks the respondent to make a pronounced mental shift
 - Questions can be easy to misinterpret and responses can be difficult to analyze
 - Using too many can communicate to your respondent that you don't care about their time
- If you feel a pull toward the open text box, ask yourself: “have I clearly identified the information I need?” and “is fielding a survey the way to get it?”

Why would you incorporate qualitative data in your evaluation?

- Right tool for the job
 - Answers the questions you have
- Triangulation
- Helps you draw conclusions based on imperfect data
- Offers opportunities to partner with your respondents on analysis

Qualitative analysis

- Don't let it intimidate you!
- Articulate a research question
- Respect your respondents' expertise

Qualitative analysis

CODE

CLUSTER

CONCLUSIONS

Qualitative analysis

- Transcription is easier and cheaper than ever
- Try to have more than one coder
- Don't make qualitative data quantitative
 - Try not focus on how many people said one thing versus another.
 - Focus on content, meaning, and how the data speak to your research question

Questions and discussion

- How do you currently use qualitative data in your evaluations – or do you?
- What has been helpful?
- What has been a challenge?
- What would you like to be able to do, but haven't been sure how?
- Do you have any questions about what I have presented here?

Case Study: Kansas CBCAP

Kansas CBCAP Evaluation Questions

- In what ways are CBCAP programs cultivating safe, stable, and nurturing relationships?
- How are CBCAP programs contributing to early intervention for children?
- How are CBCAP program promoting cross-sector partnerships and coordination to address comprehensive needs of families (such as food and housing security)?
- How are CBCAP programs increasing protective factors for families?
- How are CBCAP programs fostering community engagement?

Kansas CBCAP Evaluation

- Protective Factors-2 Retrospective (and Spanish version)
- Ages and Stages Questionnaire (ASQ-3 and ASQ-SE)
- Family Well-Being Survey
- Ripple Effects Mapping
- Our Tomorrows Prevention Framework & Sensemaking

Goal of Story Collection

A photograph of a man and a young boy sitting together on a couch. The man is on the left, leaning his head against the boy. The boy is on the right, wearing glasses and looking towards the camera. They are both looking at a book that is open in front of them. The couch has a grey and white floral pattern. The background is a plain white wall.

1. Capture experiences from the family perspective to understand:

- Facilitators and barriers to family well-being
- Family connections to and coordination between supports and services
- Experiences of seeking and receiving help in and from their community

2. Conduct community sensemaking to:

- Interpret trends in stories and the associated data from the perspective of community members
- Understand the impact of CBCAP programs in the community
- Identify key levers of system change to strengthen services and share with other sites
- Identify opportunities to strengthen CBCAP services, outreach, and the community system

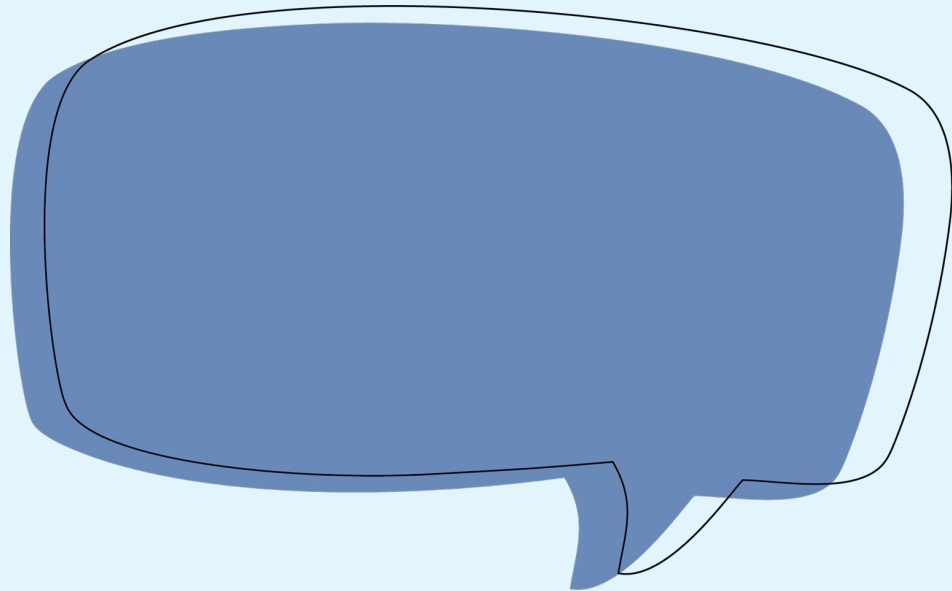
HOW DOES IT WORK? WHAT WILL YOU SEE?

THE STORY PROMPT:

Thinking about how it looks and feels to live in your community, tell us about a recent experience you or your family had that helps show what life is typically like for you. Your brief story could be about a recent moment when you felt strong and thriving, or about a challenge you often encounter that makes it hard to get ahead. Tell us a little bit about what happened.

WHAT CAN COMMUNITY SENSEMAKING DO FOR THE CBCAP EVALUATION?

.....



- **DETECT**... the patterns, gaps, and opportunities in the stories/data
- **DECIPHER**... the experiences and associated meanings
- **DECIDE**... the lessons, questions, and actions that follow

Building Upon the PFS-2 with Ripple Effects Mapping

Kansas CBCAP PFS-2 Retro Insights

- Data aggregated across all programs
- Practitioner/caregiver relationship strongest protective factor across programs
 - Serving as a protective factor in 77% of CBCAP service recipients
- PFS-2 data illuminated the path for further exploration

PFS-2 Retro Results

Participants in CBCAP programming noted the following protective factors after services.

Social Supports

65%

**Family Functioning
& Resilience**

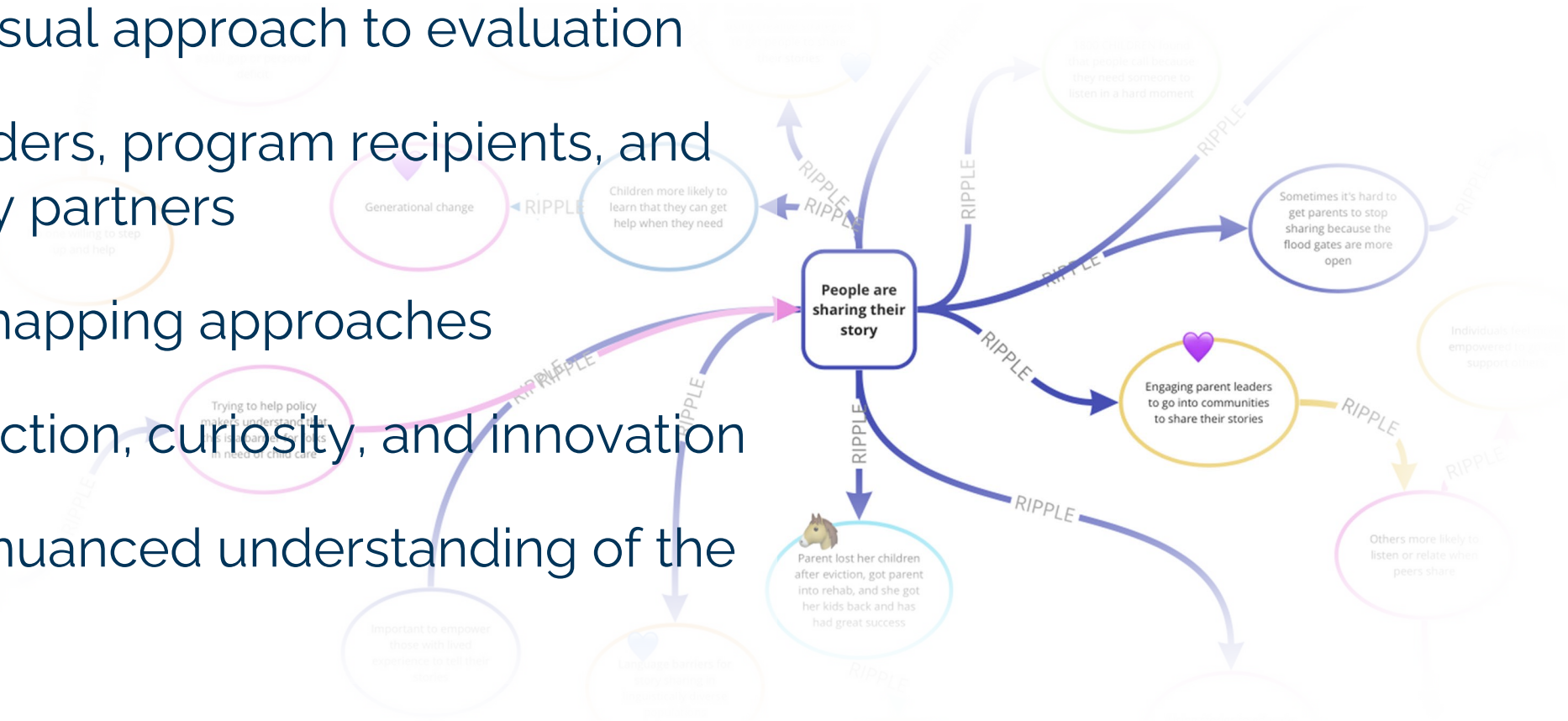
74%

**Practitioner/
Caregiver Relationship**

77%

Ripple Effects Mapping

- Participatory visual approach to evaluation
- Engages providers, program recipients, and key community partners
- Utilizes mind mapping approaches
- Promotes reflection, curiosity, and innovation
- Yields a more nuanced understanding of the impact



Ripple Effects Mapping

Three components of sessions

1. Peer Interviewing/Appreciative Inquiry
2. Whole Group Discussion/Reflection
3. Mind Mapping/Radiant Thinking

Peer Interviewing/ Appreciative Inquiry

- Engage peers to identify current experiences with program and future possibilities – acknowledge both positives and negatives
- Purpose: Lay foundation for visual mapping
- Materials: Structured interviews

Group Discussion/ Reflection

- Report results from peer interviews and reflect on shared understandings, hear others' perspective that can be used to inform future practice within the program
- Purpose: Will be the focus of visual mapping process

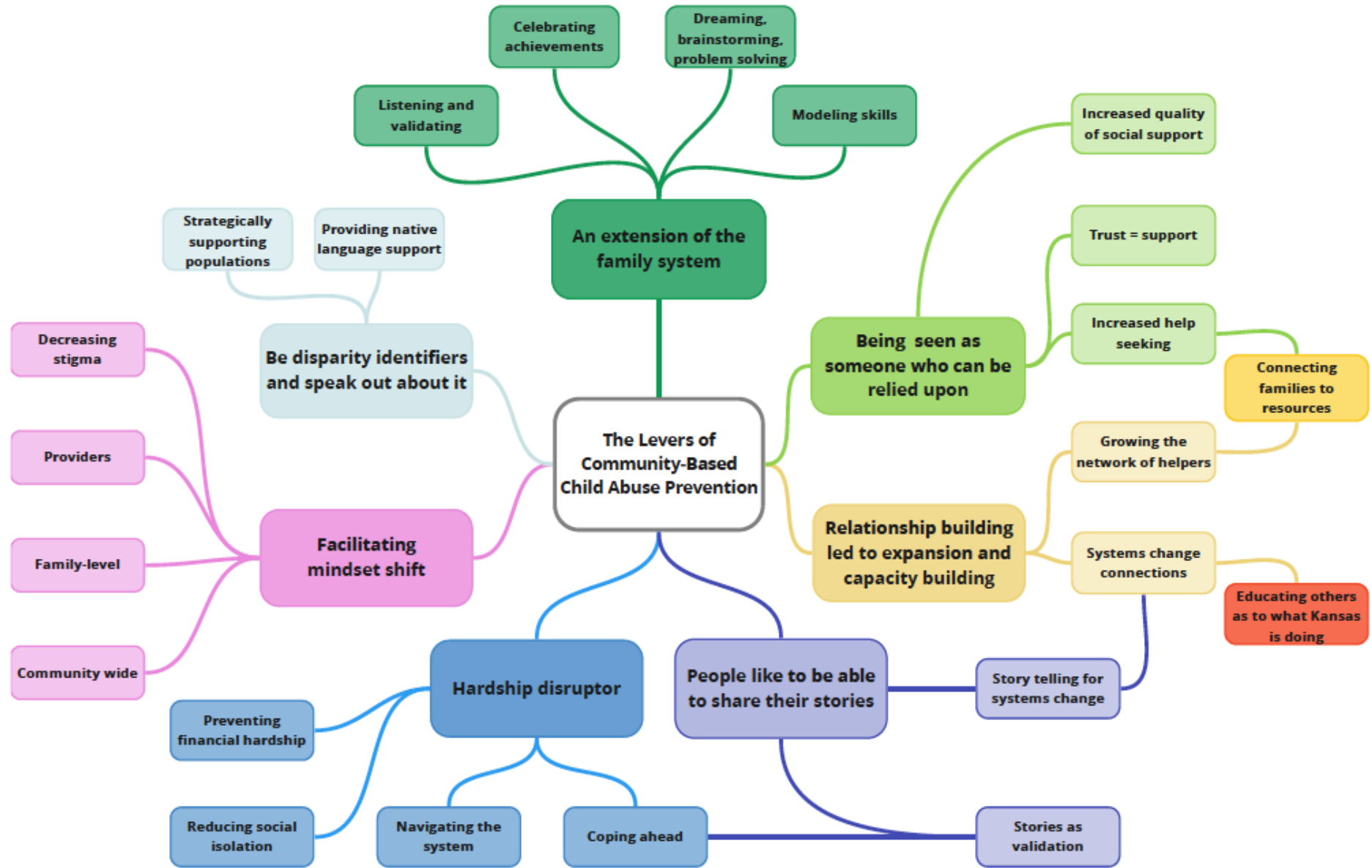
Mind Mapping/Radiant Thinking

- Peer-to-peer interviews occur, and participants are asked to identify report what they identify as important effects
- Purpose: Visualize the effects of the program and capture event chains to specific outcomes or alternatives

Takeaways and Benefits

- Using REM has been shown to reinvigorate those who participate in the process
- Identify what is possible and real ways to make it happen
- Provide new perspectives to programs
- Draw clear connections between actions and outcomes

Results



How are CBCAP providers promoting quality social supports?

- Encouraging people to share their stories
- Providing opportunities for providing peer support
- Leveraging relationships with families to help them become service connected
- Leveraging relationships with community members to grow the network of helpers

"We are bringing more people into the circle of support and helping people understand that providing basic needs is a maltreatment prevention strategy."

How are CBCAP providers supporting positive family functioning?

- Helping caregivers learn new skills that they can apply to parenting
- Modeling essential skills:
 - Coping
 - Problem-solving
 - Parenting
- Leveraging proximity to the family to prevent crisis from resulting in family de-stabilization
- Increasing trust in service providers
- Decreasing help-seeking stigma

"We are helping families feel validated and less alone. It inspires them to help others, and translating the skills they learned onto others."

How are CBCAP providers promoting a quality relationship with caregivers?

- Providers are operating as an extension of the family support system by:
 - Being a listening ear
 - Validating caregivers
 - Celebrating achievements with families
 - Problem-solving
 - Dreaming and brainstorming

“Providers naturally become a part of the client’s lives. [Clients are] seeing the provider as a vital member of their support system. [We are] sitting at the table and dreaming with them. Caregivers are developing self-esteem and problem solving skills and making better decisions.”

What are the CBCAP behaviors and actions that promote protective factors?

- Serving as an extension of the family system
- Being seen as someone who can be relied upon
- Building community relationships and capacity-building
- Facilitating story-sharing
- Disrupting hardship for families
- Facilitating mindset shifts
- Identifying and calling out disparities

Key Insights

- Gained important context about how providers are promoting protective factors
- Generated descriptive data about *how* protective factors are working
- Leveled the data playing field
 - Provided nuanced data, particularly for rural grantees that do not have high numbers of quantitative data

Discussion

- What questions do you have for us?
- How has (or how might) your state used other types of evaluation data to complement or further describe PFS-2 results?
- What are some opportunities to use PFS-2 results differently in future evaluation efforts?
- How might story or narrative data pair with PFS-2 data?



Thank you!

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