Women of Faith Advocacy Initiative
U.S. Department of Health and Human Services
Office On Women's Health

DATA COLLECTION PROTOCOLS
September 2009

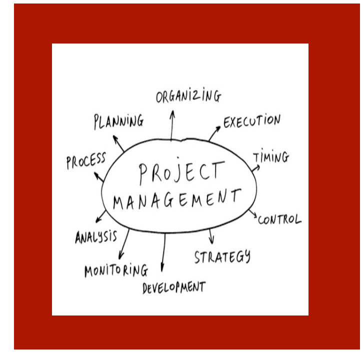
REESI RESEARCH & EVALUATION SOLUTIONS, INC.
Formerly Carter Research Group, Inc.

Terms and Definitions

- **Program**-a collection of strategies and activities designed to solve a social issue or problem.
- **Health Education**- a planned and structured set of one-on-one or group sessions designed to provide information and skills that increase knowledge and change attitudes, intent, and/or behavior.
- **Population of focus**- the group that is receiving the program and/or education. Learning theory suggests different strategies for different groups and types of people (i.e., by age, gender, ethnicity, race, socioeconomic level).
- **Goal**-the overall expectation of the impact a program or health education activity will have on the population of focus.
- **Learning Objective**–What participants will learn from the education and information sessions. *Example: Each participant will be able to verbally define domestic violence in his/her own words at the end of the session.*
- **Administrative Objective**-What a program will accomplish in terms of staffing, operations, and program implementation. *Example: The program specialist will develop six educational curricula on domestic violence by September 2009.*
- **Curriculum**-The plan for conducting educational sessions. It usually contains the session goal, learning objectives, content, messages, and specific steps for carrying out the activities along with the timeframes and needed materials.
- **Evaluation**-A structured process for determining if a program is effective and does what it was created to do. Includes an assessment of whether the program is being carried out as planned. Systems are put into place to collect and analyze data on the program operations, activities, and participants.
- **Process**-Assesses how the program is administered and implemented-looks at staffing, day-to-day management, collaborations, and participant satisfaction with the program. Data to support process assessments include plans, status reports on plans, staff meeting agendas and minutes, program files and records, sign-in sheets, and participant satisfaction feedback.
- **Impact**-Focuses more on changes in the program participants' knowledge, attitudes, and behaviors. Impact is usually measured through interviews, focus groups, and surveys.
- **Data Collection**-The procedure for gathering data and information that verifies and supports a program's operations, value and effectiveness.

Collection of Data for Process Assessment

Recommended questions and indicators (not all-inclusive)

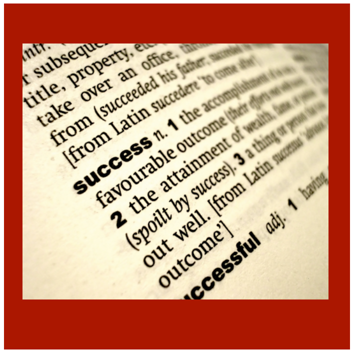


Question	Indicator	Data Source	How Often
Number and type of personnel engaged	# of staff and personnel (including consultants) engaged on the project	Job Descriptions and Employment Agreements	Onset of Project
Personnel Activities and Performance Levels	Staff Tasks and Outcomes	Staff Plans and Reports	Weekly
What is the plan for implementation and operations?	Status reports on tasks and activities included in work plans	Updated Work Plans	Monthly
Do events and activities occur as planned?	Planned versus actual events	Program Schedules and Reports	Monthly
How satisfied are participants with program activities?	Participant feedback on training and education activities	Satisfaction Feedback Survey	After each training session
How effective are the relationships with external collaborators?	Number of collaborators	Meeting minutes and sign-in sheets	Bi-Monthly

Collection of Data for Impact

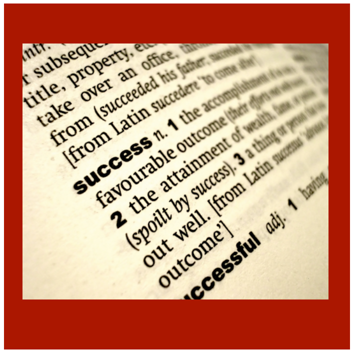
Question	Indicator	Data Source	How Often
ADVOCATES			
Changes in Status, Knowledge, Attitude, and Behaviors	Responses to Questions	REESSI Survey	Each organization selected different time frames between October 2009 and November 2010.
Mastery of Content	Responses to Questions	Pre-Post Tests	At each training session-pre and post
CONGREGANTS/PUBLIC			
Changes in Knowledge	Responses to Questions	Pre-Post Tests	At each training session or event-pre and post

Impact Data Collection Tips



- Advocates Educational Sessions
  - Finalize your data collection time frames as discussed during the September TA session. Each organization has different timeframes.
  - Make sure you have adequate copies of the ***fina***l REESSI surveys and envelopes for each person. They surveys will have instructions. The identifier should be the person's birth month, and date combined with the birth year. For example a person born in March 3, 1963 would have an identifier of 03031963.
  - Prior to giving the survey, explain that the surveys are being used to determine if the work you are doing is important and has value. No participant is required to take the survey. It is voluntary. Also explain that the information is confidential and that the responses **<u>cannot</u>** be tracked back to the individual.
  - Ask persons to fill-in the date, identifier information, and they should check pre-test if the survey is being completed prior to training and post-test for all administrations after the training has started. Read each question and allow the participants to complete their responses. After each person has completed the survey, ask her/him to place the survey in the envelope provided and seal it.
  - The survey data should be entered into the excel spreadsheet that is provided by REESSI. Use the numbers provided on the survey code sheet.
  - The completed excel files should be sent to Natasha Brown at nabrown@reessi.com within 10 days of administration.
  - The satisfaction survey (process assessment) should also be administered.

Impact Data Collection Tips



- Congregants and Public Educational Sessions
  - Brief pre-post tests should be used for these short and flexible educational sessions.
  - Make sure you have enough copies of the pre-post tests. Remember, you will need two questionnaires for each person attending. Your pre-post tests should have spaces for the date, pre or post, and a participant identifier. The birth month, date and year is an easy and confidential identifier.
  - Administer the pre-test prior to beginning the session. Before giving the survey, explain that the questions are being asked to determine if the work you are doing is important and has value. No participant is required to take the survey. It is voluntary. Also, there are no right or wrong answers.
  - Read each question and allow the participants to complete their responses. After each person has completed the survey, they should be collected.
  - Conduct the training.
  - After the training, administer the post-test by having the participants fill in the date, identifiers and test version. Read the questions, allow responses to be checked and collect the surveys.
  - The satisfaction survey (process assessment) should also be administered.

For Technical Support and Questions

Program and Content

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Evaluation and Data

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