ENHANCING YOUR PROGRAM'S PEAK PERFORMANCE BY ENGAGING STAKEHOLDERS IN DATA INTERPRETATION

CONCURRENT SESSION
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NATIONAL EPSILON SIGMA PHI CONFERENCE COLORADO

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Multi-State Youth Retention Study

10 States using research to understand why youth and families join, drop out, or stay in 4-H: California, Idaho, Montana, Wyoming, Florida, Louisiana, New Mexico, Missouri, and Washington.

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Overview

- **What is a data party?**

- **Background**

- **Data party components**

- **Lessons learned**

- **Action planning!**

Who has heard of a data party?

What is a data party?

What is a data party?

- **Participatory evaluation**

- **Limited to data analysis, review, and interpretation**

- **For us:**
  - **Data already entered, analyzed, and summarized in report format focus is on interpretation**

ENGAGE STAKEHOLDERS IN A MEANINGFUL WAY

HELPS STAKEHOLDERS UNDERSTAND IMPORTANCE AND ROLE OF EVALUATION

HELPS STAKEHOLDERS MAKE SENSE OF THE EVALUATION DATA AND SUMMARIES

HELPS STAKEHOLDERS USE THAT DATA TO MAKE RELEVANT CHANGES TO THEIR CAMPS

ALLOWED FOR CROSS-CAMP DISCUSSIONS AND SHARING OF IDEAS

Why have a data party?

Structure

Participants

- Facilitators
  - Program Lead
  - Evaluator(s)
- Participants
  - Stake Holders
  - Staff
  - Clientele
  - Community
  - Others?

Agenda

Topic	Amount of Time (minutes)
Introduction to data party and purpose; introduction of participants	30
Gallery Walk	30
Large group discussion & reflection	45
Break	10
Data placemats (1): small groups	45
Large group discussion & reflection	45
Lunch	60
Data placemats (2): small groups	45
Large group discussion & reflection	45
Break	10
Action Plans	45-60
Report out & Wrap-up	60

Gallery walk

Gallery Walk

Contents

- **Statewide results**
- **Interesting findings**
- **Concerning questions**
- **Prompts for discussion**

Process

- **Groups of 2-3**
- **Mix of stakeholders**
- **About 30 minutes total, rotate every 5 minutes**

JOINING 4-H

We asked youth and adults why they/their child joined 4-H. The number below represents the percent that chose this option. Participants were allow to select more than one option, percentages may add up to over 100%.

	Youth	Adult
Had a friend in 4-H	27%	27%
To try new things	58%	64%
To make friends	32%	32%
To show at fair	29%	28%
To serve community	26%	25%
To have fun	48%	50%
Personal Growth	28%	42%
Skill Building	32%	42%
Family or Personal Influences	37%	28%
Other	7%	4%

We asked adults how they had heard about 4-H. In 2016-17, we wanted to add more relevant questions to the youth's experience and decided to only ask parents/guardians how they heard about 4-H. Participants were asked to select only one option.

	% "yes"
From a friend of my child	28%
At school	6%
On a flyer (Public Communication)	4%
From another parent/guardian (or adult, work)	4%
Research (internet, phone, self-directed)	8%
Family History with the program	29%
Public Events	4%
Vague Knowledge	13%
Other	5%

Discuss with your walking partner:
1. Do the reasons for joining 4-H seem consistent with youth in your region/county? Why?
2. Does seeing how families hear about 4-H make you think about how you might change recruitment strategies? How?

WHAT WAS THE BEST PART?

We asked youth "what was the best part about 4-H?" Below is a "Word Cloud" of the responses; the words here represent the responses. The larger the word, the more responses were related to that word. Below the word cloud is some sample responses.

— Getting to experience something i have never done before

— Learning to skate better

— Making new friends

— Baking

— fair

— The experience-knowledge that was taught

— trying new things

— Meeting new people and having so many opportunities

— doing fun activities

— learning about raising rabbits

— leader

— Meeting new people

— Showing at the fair

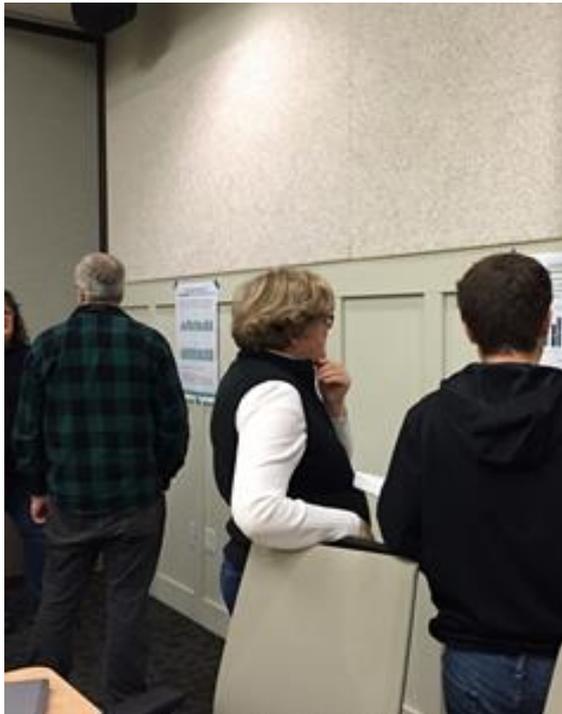— Getting to know good people

Discuss with your walking partner:
1. What are some important themes in these statements?
2. What responses stick out to you? Why?
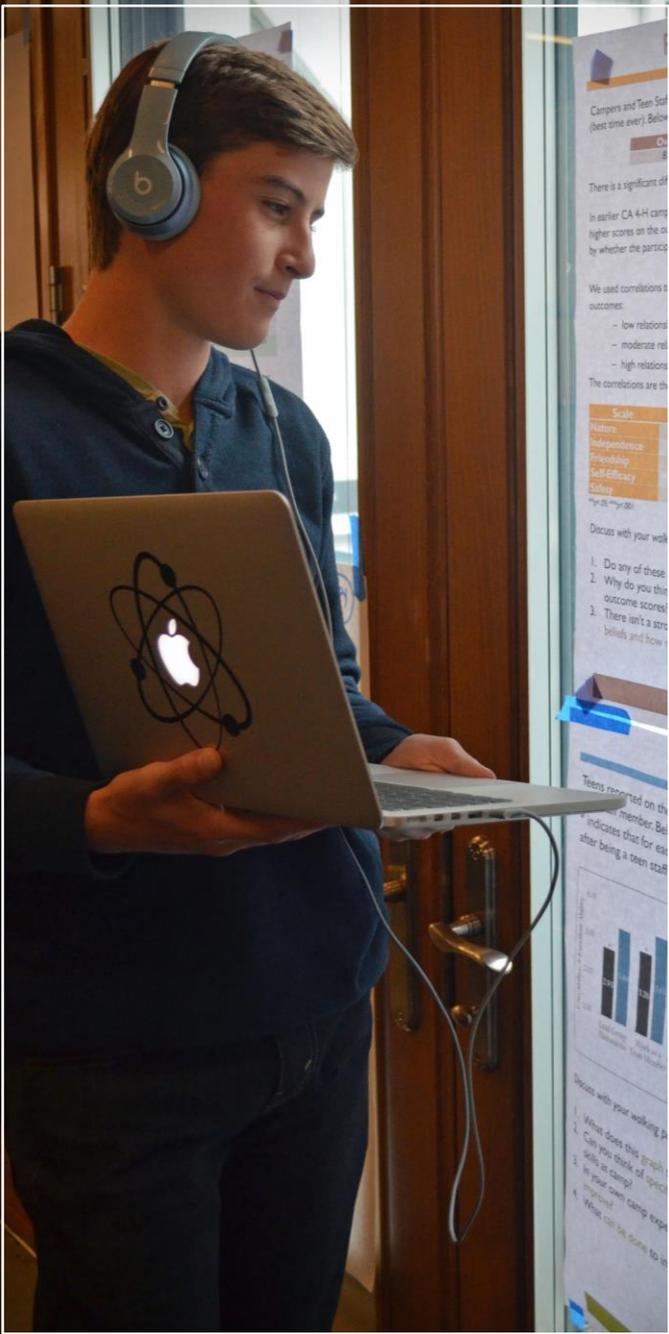
Gallery Walk: Lessons Learned

- Some posters are more engaging than others
- Some people might need more pushing to move on
- Give more time for more complex information

Data Placemats

Data placemats

Contents

- **County results**
- **Demographics and outcomes**
- **Qualitative: word clouds**
- **Prompts for discussion**

Process

- **Camp group discussions (45 minutes)**
- **Large group discussion (45 minutes)**

Youth Retention Study: Youth Experiences Data, 2016-17 Program Year

We asked youth 10 items about their experience in 4-H, which we created into an "experience scale". The table below presents the percent of youth that chose each option. These questions were on a scale of 1 to 5.

	Disagree				Agree
1. The adults who worked with my child were caring	2.5	1.0	7.0	15.2	74.3
2. Club leaders helped me and my child figure out what was going on in my club	6.6	7.6	13.2	16.9	55.7
3. My child's club made them feel important	6.9	6.2	16.5	20.8	49.7
4. My child's project leaders were helpful	6.5	5.4	9.9	18.0	60.3
5. My child made new friends	7.7	6.5	15.6	19.9	50.4
6. My child learned new things in their 4-H project(s)	4.0	2.9	6.5	19.4	67.3
7. My child found their project meetings interesting	3.4	3.3	9.7	19.8	63.7
8. My child enjoyed club meetings	8.9	7.2	13.8	22.4	47.7
9. Adults and other members listened to what my child had to say	4.3	4.3	15.9	24.7	50.8
10. My child had the opportunity to serve out community	5.3	2.5	16.8	22.0	53.4

What areas are our strongest?

What areas need the most improvement?

What can we do to improve these areas?

Youth were asked 9 questions about why they might leave the program. The table below presents the percent of youth that chose each option. *REMINDER: low scores are better for these items/scale because it indicates that this wasn't a reason for them to leave. It is still on a scale of 1 to 5.*

	Not True at All	A Little Not True	Both	A Little True	Completely True
1. I was bullied by other youth in my club or project	94.0	2.3	0.8	2.3	0.8
2. I was bullied by adults in my club or project	94.6	1.6	0.9	1.3	1.5
3. I didn't feel connected to other youth in the club	57.1	13.6	10.4	12.8	6.2
4. I didn't feel welcomed in my club	74.0	9.3	7.7	5.0	4.1
5. 4-H isn't for kids like me	87.4	6.5	4.1	1.2	0.8
6. Parents in 4-H don't get along	85.2	5.9	4.1	3.5	1.4
7. I don't have time for 4-H because of my other activities (like sports, church, Boy Scouts, Girl Scouts, FFA)	56.4	14.6	13.8	11.0	4.2
8. 4-H is too expensive	75.7	9.6	7.9	5.2	1.5
9. I didn't know when my club or project met	73.0	9.9	5.1	5.3	6.6

What areas are our strongest?

What areas need the most improvement?

What can we do to improve these areas?

Youth Retention Study: Youth Experiences Data, 2016-17 Program Year

The tables below show the themes or categories that came up most often in response to the open-ended questions.

## What was the best part of 4-H?

Code Key	Total=709
Personal development/growth	4%
Friendship/social	19%
Project activities (cooking projects, animal projects, fashion/sewing projects)	34%
Other activities/events (4-H talent show, rock climbing gym)	14%
Fair/showing	12%
Learning opportunities (new things, life skills, content, general)	21%
Accomplishment	2%
Camp	1%
Community service	2%
Fun and enjoyment	5%
Adult leadership	2%
Other	10%

If you could change one thing about 4-H, what would make it better?

Code Key	Total=637
Nothing	18%
Meetings	13%
Activities	6%
Leadership	8%
Projects/project improvement	9%
Communication	17%
Group size	1%
Less paperwork	2%
Organization/clarity	14%
More fun	2%
Welcoming for new members	10%
Not sure	4%
Other	20%

*percentages add up to over 100% because each statement may have been coded with more than one code.

Data Placemats: Lessons Learned
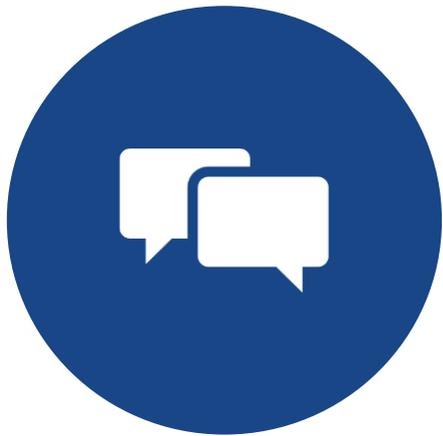
LET GROUPS CODE OPEN-ENDED DATA

STATES LOVED THIS OPPORTUNITY TO REFLECT

General lessons learned

- Gallery walk: present overall results (not broken down by group)

- Have questions to prompt discussion

- Build in breaks

- Be flexible with time

- Consider location

- Staff loved it!

- We believe it is largely responsible for increase in improved interpretation and actionable steps for the YRS.

Action plans

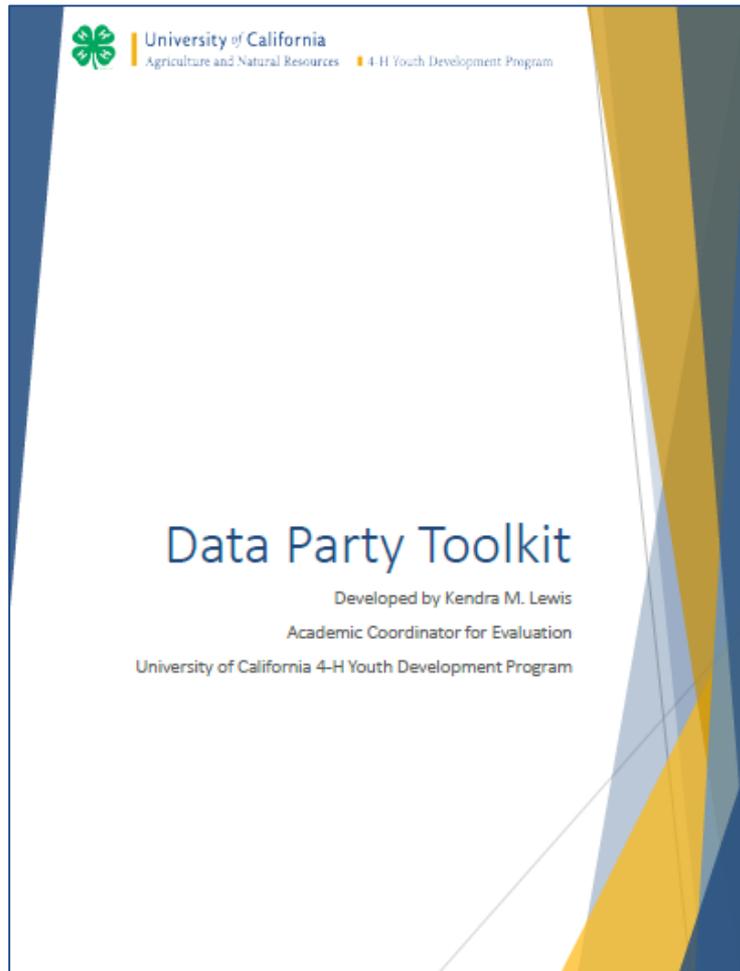# Sample Action Plan

Goal Selected	Pursuit of Strategies (By when? By whom? Action steps)	Shifting Gears (What might get in my way? What do I do then?)

Beyond the Results

Data party toolkit

Toolkit:
http://4h.ucanr.edu/files/289885.pdf

Templates:
http://4h.ucanr.edu/files/289448.zip

Other activities:
https://www.publicprofit.net/Toolbox

https://www.publicprofit.net/Dabbling-In-The-Data/

Resources

- Blog posts:
  - http://aea365.org/blog/have-a-party-to-share-evaluation-results-by-kendra-lewis/
  - https://www.acacamps.org/news-publications/blogs/research-360/have-data-party-share-evaluation-results

- Data placemats:
  - https://www.slideshare.net/InnoNet_Eval/data-placemats-22200834

- Data parties
  - https://www.pinterest.com/evaluationmaven/data-parties/
  - https://www.joe.org/joe/2013february/iw2.php
  - Data party toolkit

Articles

- Franz, N. K. (2013). The data party: Involving stakeholders in meaningful data analysis. *Journal of Extension*, *51*(1), Article 1IAW2. Available at: https://www.joe.org/joe/2013february/iw2.php

- Franz, N. K. (2018). Data parties I have known: Lessons learned and best practices for success. *Journal of Extension*, *56*(4), Article 4TOT2. Available at: https://www.joe.org/joe/2018august/tt2.php

- Lewis, K. M., Ewers, T., Bird, M., & Wilkins, T. (2019). Engage stakeholders in program evaluation: Throw them a party! *Journal of Extension*, 57 (4). Article 4IAW5. Available at https://joe.org/joe/2019august/iw5.php

- Bird, M., Henkens, J., Lewis, K., Borba, J. (2019). How to engage staff in data analysis for program improvement. *2019 American Camp Association Research Forum Abstracts*. Available at https://www.acacamps.org/sites/default/files/resource_library/2019-National-Research-Forum-Book-Abstracts.pdf

- Bird, M., & Lewis, K. (in press). Stakeholder engagement in data analysis benefits both program and researchers. *California Agriculture*.