TRI-STATE LEARNING COLLABORATIVE ON AGING

Today's Webinar

Qualitative Evaluation:
How do we Know & Show that our Work Matters?

Our mission:
Tri-State Learning Collaborative on Aging

Increasing the collective impact of aging in place initiatives through shared learning.

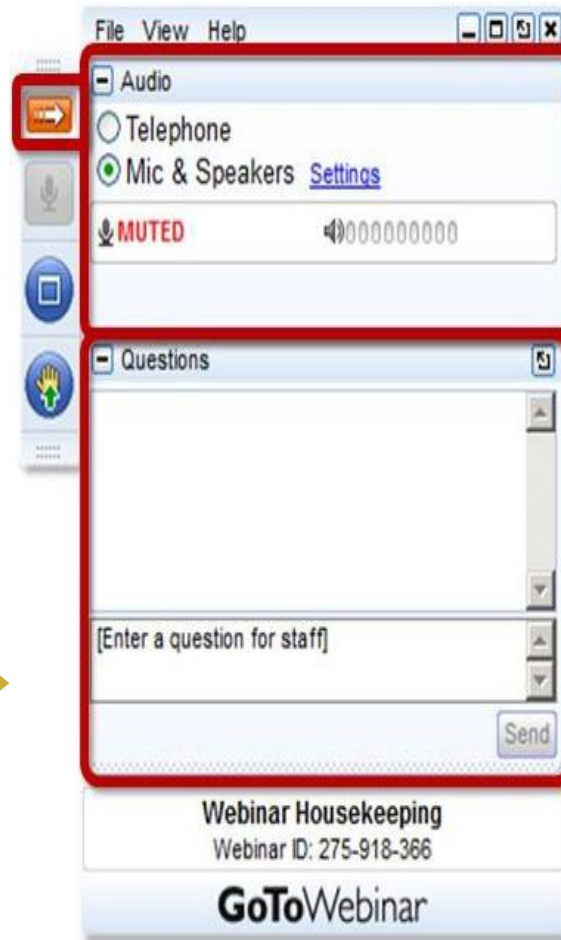# Thank you to our Funders

www.agefriendly.community

Webinar Housekeeping

Audio issues?
Try calling in using your telephone!

To be **unmuted** click here & virtually raise your hand

Send **questions** to us by typing them in here.

Upcoming Learning Opportunities
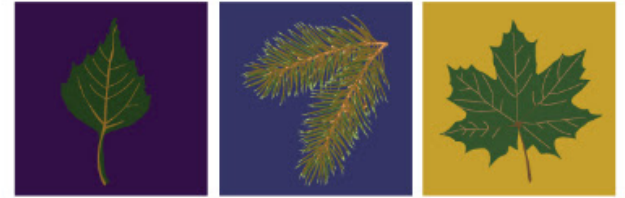
General Interest Webinar Series:

- October 31th: Housing as Community Development

Semi-Annual Summit

Driving Community Home: What Does it Take to Build a Lifetime Community?

- November 28, 2017
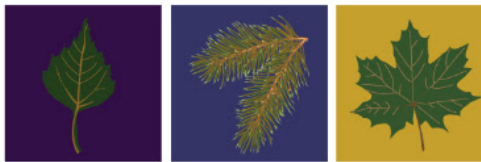- Holiday Inn by the Bay, Portland, ME

TRI-STATE
LEARNING
COLLABORATIVE
ON AGING

TRI-STATE LEARNING COLLABORATIVE ON AGING

Setting the State for Today's Webinar

Qualitative Evaluation:

How do we Know & Show that our Work Matters?

Introducing

Today's Panelists

Jane Nyce
Board member, VtVNetwork
Advisory Group, Home to ME
Program

Laura Davie
Project Director, NH Institute for
Health Policy and Practice
Co-director, Center on Aging
and Community Living.

EVALUATIONS FOR NON-PROFIT COMMUNITY PROGRAMS

Jane Nyce

Village to Village Network Board

Home to ME, Village pilot program, Knox County

TSLCA Leadership Forum planning team

Where You Use Evaluation

Board/agency updates:

- Program usage (usually an accounting of use and changes over time)
  - How many rides this month? How many members got rides? Avg. time/ride? Volunteer miles?
  - How many events? How many people attend each event?
  - How many volunteer visits? How many volunteer hours?
  - What is growing? Where do we have most volunteer needs?

- Strategic planning for next 5 years of program: deep dive on success and needs

Where You Use Evaluation

<u>Members:</u>

- Annual survey of member satisfaction (perception of program delivery)
  - What works best? What needs improvements? Ideas for new programs?

- Brainstorming sessions for new ideas within program

- Member feedback on service provided to individual

Where You Use Evaluation

Funders

- What are the specific services/ programs you provide? Number of volunteers and hours?
- How is the impact of the program success measured?

Bring these results to life with personal anecdotes, quotes or stories!

BEYOND THE NUMBERS:

How do we Know & Show that our Work Matters?

Laura Davie

UNH Center on Aging and Community Living &

Institute for Health Policy and Practice

laura.davie@unh.edu

agingandcommunityliving.org

CENTER ON AGING AND
COMMUNITY LIVING

Goals for Today

☐ How do we collect stories, and once collected, what do we do with them?

☐ What are the questions we should be asking to understand impact?

☐ What stories can our existing data tell?

☐ What audiences need to hear them?

Past Webinars and TSLCA Tools

- Community Assessment
  - Webinar June 2016: Assessing Community Assets and Needs
    - Website Tools- Assessing:
      - Community forums and listening sessions
      - Surveys and focus groups
- Planning:
  - Webinar March 2016: Strategic Planning
  - Website Tools- Planning: Determining goals

S

- **SPECIFIC**
- Define the goal as much as possible with no unclear language
- **Who** is involved, **WHAT** do I want to accomplish, **WHERE** will it be done, **WHY** am I doing this – reasons, purpose, **WHICH** constraints and/or requirements do I have?

M

- **MEASURABLE**
- Can you track the progress and measure the outcome?
- How much, how many, how will I know when my goal is accomplished?

A

- **ATTAINABLE/ACHIEVABLE**
- Is the goal reasonable enough to be accomplished? How so?
- Make sure the goal is not out or reach or below standard performance.

R

- **RELEVANT**
- Is the goal worthwhile and will it meet your needs?
- Is each goal consistent with the other goals you have established and fits with your immediate and long term plans?

T

- **TIMELY**
- Your objective should include a time limit. Ex: I will complete this step by month/day/year.
- It will establish a sense of urgency and prompt you to have better time management.

Minutemovement.com

Webinar Oct 2016: Measuring for Success

Goals:

- Understand evaluation goals and techniques for evaluation
- Learn about tools and techniques for evaluation
- Get helpful resources
- Understand opportunities for University Partnerships

Example of evaluation of a Village Model

Data OR Stories?

- You don't have to choose!

- Stories help us:
  - Think about what data we need
  - Think about how to collect the data
  - Figure out if the data we have can be used to answer the questions we have
  - Put context to the data
  - Help the data tell its own story, in combination with others

CENTER ON AGING AND
COMMUNITY LIVING

Collecting stories
&
collecting data from stories
&
telling stories with data

How to Collect Stories

- Qualitative Data:
  - Individual interviews
  - Focus groups
  - Observations

- Quantitative Data:
  - Your own survey instrument
  - Using existing survey instrument
 - Data from other sources

How do you currently use data????

Example

Why provide funding for the TSLCA?

| Sex and age | **(Resident population as of July 1. Numbers in thousands)** |
	2015	2020	2025	2030	2035	2040	2045	2050	2055	2060
BOTH SEXES	**321,369**	**334,503**	**347,335**	**359,402**	**370,338**	**380,219**	**389,394**	**398,328**	**407,412**	**416,795**
.Under 18 years	73,635	74,128	75,015	76,273	77,446	78,185	78,910	79,888	81,087	82,309
.Under 5 years	19,965	20,568	21,010	21,178	21,268	21,471	21,775	22,147	22,499	22,778
.5 to 13 years	36,874	36,824	37,316	38,322	38,848	39,087	39,389	39,887	40,527	41,193
.14 to 17 years	16,796	16,737	16,689	16,773	17,330	17,627	17,746	17,854	18,061	18,338
.18 to 64 years	199,903	203,934	206,400	209,022	213,659	219,690	225,772	230,444	233,856	236,322
.18 to 24 years	31,214	30,555	30,736	30,794	30,890	31,815	32,440	32,717	32,937	33,300
.25 to 44 years	84,657	89,518	93,429	95,795	96,981	96,854	98,034	99,653	101,228	103,010
.45 to 64 years	84,032	83,861	82,235	82,434	85,788	91,021	95,298	98,074	99,691	100,013
.65 years and over	47,830	56,441	65,920	74,107	79,233	82,344	84,712	87,996	92,470	98,164
.85 years and over	6,304	6,727	7,482	9,132	11,909	14,634	17,259	18,972	19,454	19,724
.100 years and over	72	89	119	138	154	193	267	387	493	604
.16 years and over	256,107	268,750	280,749	291,500	301,559	310,879	319,400	327,402	335,383	343,677
.18 years and over	247,734	260,375	272,319	283,129	292,892	302,034	310,484	318,440	326,325	334,486
.15 to 44 years	128,489	132,625	136,726	139,154	140,869	141,910	143,813	145,784	147,728	150,076

Table 3. Projections of for the United States: 2015 to 2060

Census.gov

Projections of the Population by Sex and Selected Age Groups for the United States: 2015-2060

Census.gov
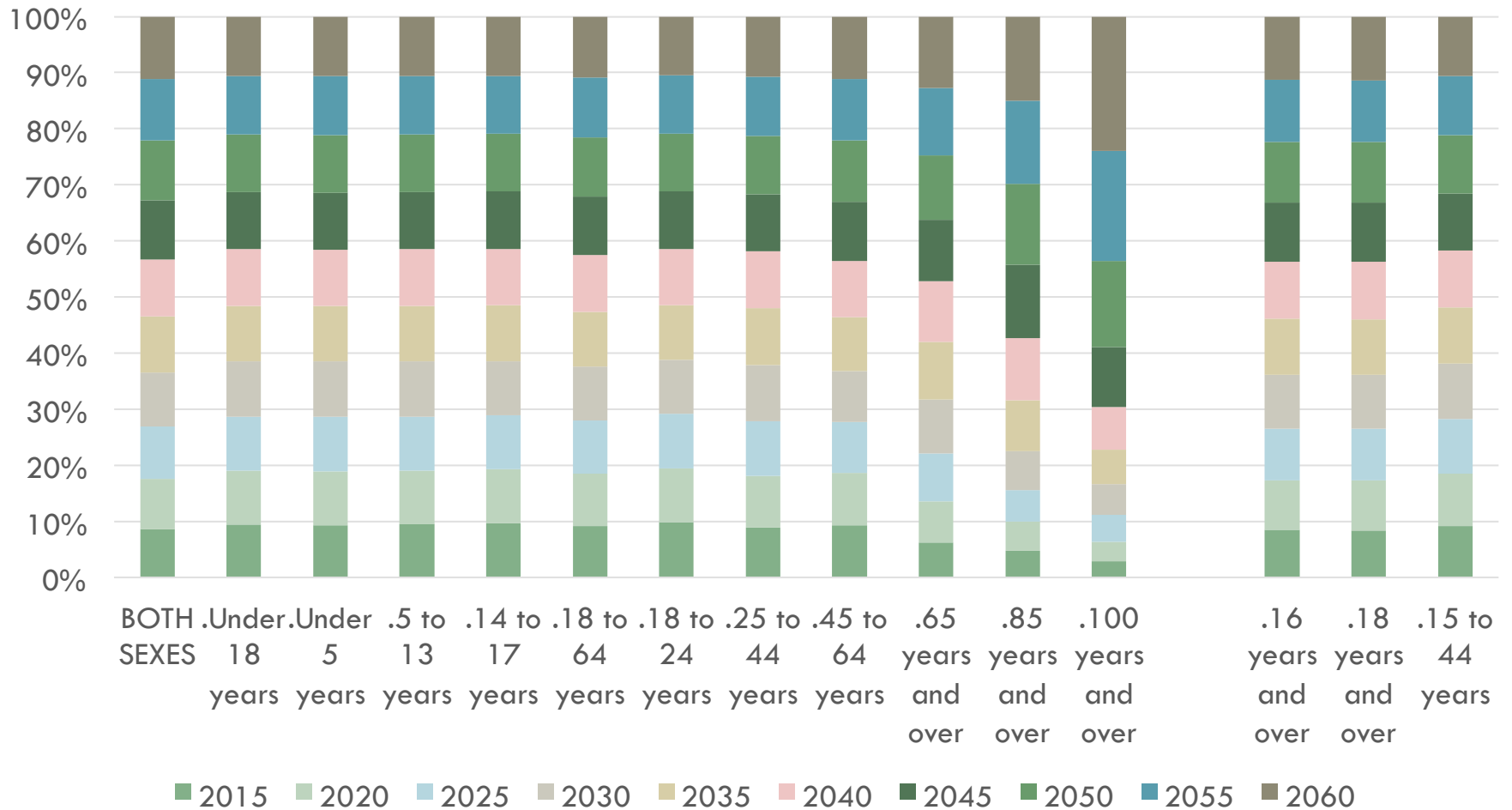
Why provide funding for the TSLCA?

Our society as a whole is aging. Nationally, you can see the increase in the percent of the population under 65 start to decline by 2045, only to accelerate each 5 year period after.

The Tri-State Learning Collaborative on Aging recognizes this shift has already occurred in Northern New England. The shared learning and solutions we are developing here, will be a model for the country.

Add an example of our work….

No matter what data you collect and what story you try to tell, someone will ALWAYS have a question, challenge your approach, or punch holes in your story.

Potential Responses:

- ❑ Thank you, appreciate the feedback.

- ❑ That is a great question, we were not able to address that this time but perhaps we can dig into that in our next evaluation.

- ❑ Interesting question, I am not sure how to pull that in to our evaluation but I am willing to discuss further.

What audiences are you speaking to???

Framing Data for Different Audiences

- Sidore Lecture Series – Used data to frame the need to have a conversation about aging as a major challenge.

  - Audience: University Center of Humanities Reviewers

- NESCSO Application- Used same data to demonstrate the need for research about better understanding health needs of the pre-Medicare population.

  - Audience: Medicaid Directors of New England

- Endowment for Health- Used same data to frame the need to support community based organizations which provide social services (safety net).

  - Audience: EH Board of Directors

Collecting Data Related to Impact

- What did you learn in your community assessments that led you to start a program or develop a plan?

- What have you heard over and over again by word of mouth that you wish you tracked?

- What information do you need to determine if there is impact – and how much?

- What other issues in your community or health system are related to your program?

- What are other communities collecting? (AARP Age Friendly Evaluation)

How do we share the story that the data tell?

□ Questions to ask:

- ◻ What is the story that the data tell?
- ◻ How can you best describe the data?
- ◻ Can you demonstrate a need for your service or another service for your community?
- ◻ Are there a few key messages that are best described in a bar chart or graph?
- ◻ Are there complicated pieces of the story that require a table of data?
- ◻ Are there one or two narrative stories you want to highlight?

©Prove It! Let the Data Tell the Story
Institute for Health Policy and Practice at UNH

Visual Displays: Tables

- Labeling is clear, legible, and consistent
- If using several tables that you will be comparing in your argument, use same format
- Streamline your message- keep it simple and easy to follow

Visual Displays: Graphs

- Use similar axes for all graphs

- Use similar scales and gridlines on the axes

- Use high contrast for background and foreground

Vignette or Personal Story or Case Study….

□ **Use the stories to connect with your intended audiences (e.g. donors, staff, wider public):** Personal stories provide a human face to evaluation data which can strengthen messages you would like to present about your program.

□ Design stories to deliberately incorporate the perspective(s) that speak most to the concerns of the target group. Each story represents a single point of view, so it may be necessary to incorporate multiple perspectives into the final story.

□ Shape the information to reach your target group (e.g. case studies in reports to donors; videos, press releases, photos on website for general public).

□ The tasks in the "Report and support use" evaluation component provide relevant information and resources

□ **Avoid "static-ness" in story messages:** The impact of a personal story varies depending on when and how it is presented. Especially in today's fast-moving virtual world, it is necessary to regularly revisit and update your story messages to reconnect them with the language and issues of the present.

http://www.betterevaluation.org/en/evaluation-options/stories

"If You Want to Be Creative, Don't be Data Driven" Bill Pardi

3 Ideas that will completely change how you think about data

Data is not reality.

All data is missing something.

More data, less clarity?

CENTER ON AGING AND
COMMUNITY LIVING

"Not everything that **counts** can be counted, and not everything that can be counted **counts**."

(Albert **Einstein**, or William Bruce Cameron, depending on who you believe…)

Q&A

To be **unmuted** click here & virtually raise your hand

Send **questions** to us by typing them in here.

Thank You for joining us!

- **Slides & evaluation will be sent out later today.**

- **Recorded webinar will be available within 24 hours.**

www.agefriendly.community
patriciafkimball@gmail.com

TRI-STATE
LEARNING
COLLABORATIVE
ON AGING