

Data Disrupted

Practical Solutions to Adapt Research and Evaluation Plans During Covid-19

**the
forum**
FOR YOUTH INVESTMENT



DAVID P. WEIKART
CENTER FOR YOUTH
PROGRAM QUALITY



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**S. D. BECHTEL, JR.
FOUNDATION**
STEPHEN BECHTEL FUND

Logistics

- Please use the Q&A function to submit questions for the panelists. All other comments, introductions and resources can be shared using the chat feature.
- We are using slides to layout key takeaways for today's session, which will be expanded upon in more detail through conversation.
- We will pause throughout the session and have dedicated time at the end to respond to questions.
- Today's session is being recorded and will be made available to you early next week.



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Panelists

Agenda

1. Meeting the moment
2. Making the most of what you have
3. Adapting to the virtual context
4. Planning for the future



MEETING THE
MOMENT

A scenic landscape photograph of a mountain valley. The foreground and middle ground are filled with dense forests. Some trees have vibrant autumn foliage in shades of orange, red, and yellow, while others are dark green evergreens. Thick white mist or low clouds fill the valleys and drift between the ridges, creating a soft, ethereal atmosphere. Sunlight filters through the mist in some areas, creating visible rays. The entire image is overlaid with a dark gray grid pattern. In the bottom left corner, the word "Breathe" is written in a clean, white, sans-serif font.

Breathe

Revisit your purpose

- What's important now? What information do we need to support decision making now and in the months ahead?
- How do our original goals, research questions, and theory of change hold up in this new reality?
- Who will use the information we gather, and how?



Take stock of your work

Let purpose and use be your guide as you determine what to...

Continue with modification (still relevant, possible, and a high priority)	Postpone (not relevant, possible, or a high priority now; assume a 6-18 month delay)
Start (newly prioritized or emerging priorities)	Decide later (not enough information to decide)
Honor and let go (no longer relevant or possible)	

*Adapted from the Center for Community Investment

Keep equity at the center

- Who is most impacted? How can we center their experience in our program and evaluation response?
- Who gets to decide what's relevant and useful in this moment? How can we shift power to those most impacted?
- How can we evolve our definitions of validity to help us understand the situation in more nuanced ways?



Engage your funders openly

- Be proactive and transparent, and ask for what you need
- Most funders want to help
- You have more agency than you think
- If all else fails, be explicit about tradeoffs and leverage peer influence



MAKING THE MOST OF
WHAT YOU HAVE

Leverage existing data



Dig deeper into data you already have to explore how they can meet existing research and evaluation goals

- Examine trends
- Connect data you have with other sources of data to look for meaningful relationships

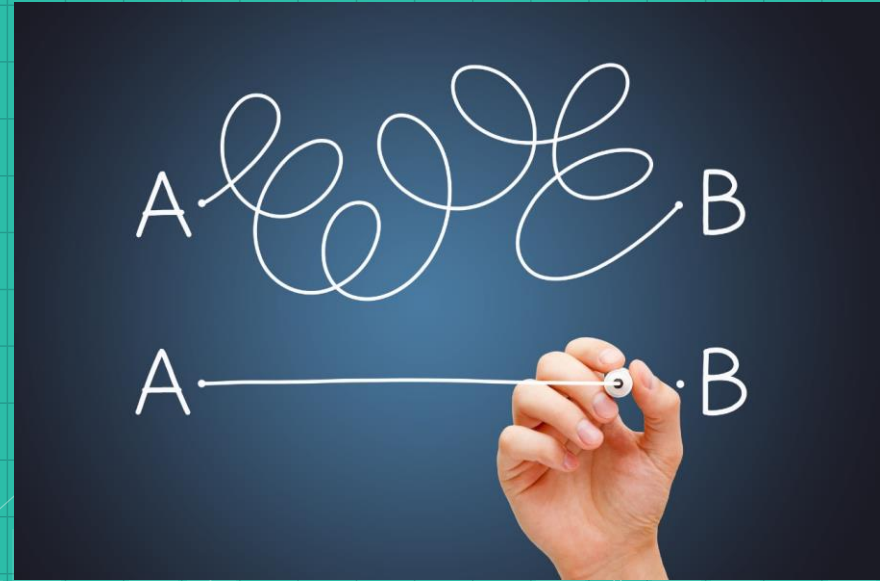
Modify data collection plans

- Need to consider what things are viable to collect from a distance
- Reduce what you're trying to collect to those things/from those populations that are especially critical
- Consider offering incentives for participation in data collection activities
- Make sure you understand how key partners will perceive data collection activities and ensure that they are aware of your plans



Address missing data

- Consider if it's viable to move timelines
- If you have partial data, examine what data you have and what may be missing
- Consider opportunities presented by new data
- Plan for the possibility of disruptions in the future



Disseminate results to broader audiences

- Even more poignant need to tell the story of how programs are supporting youth and their families
- Need to document and explain the evolution and adaptation of youth development programs
- Try innovative approaches (e.g., videos highlighting findings, data journalism)



Questions



ADAPTING TO THE VIRTUAL CONTEXT

Increased variation in program delivery

- Live online activities
- Self-paced online activities
- Online access to resources
- Materials distributed
- Emergency childcare
- Program ended



Build capacity for multiple data collection strategies



Data Type

Attendance
Engagement
Implementation Fidelity
Program Quality
Satisfaction
Outcomes

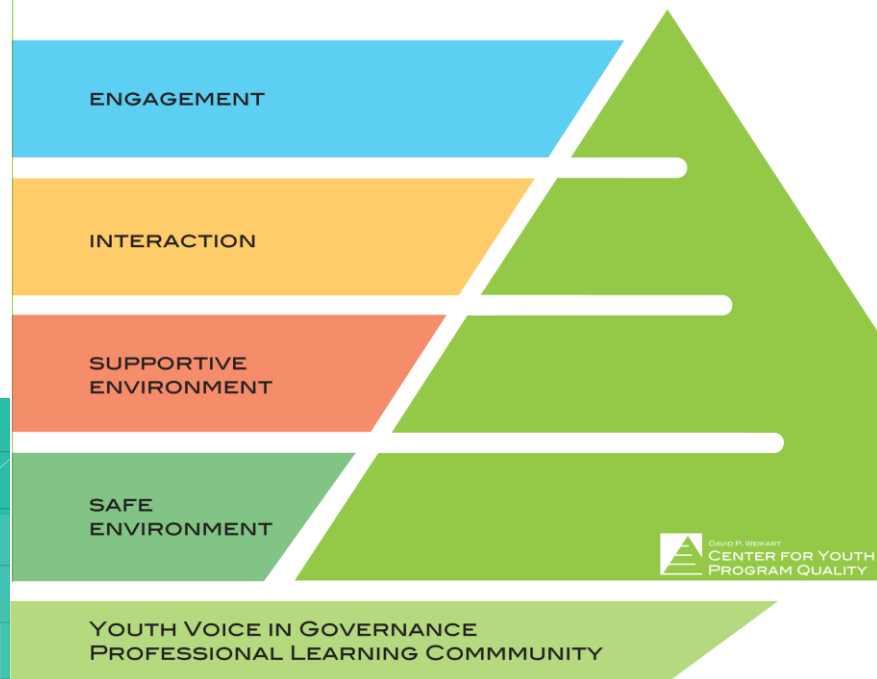
Methodology

Paper-Phone-Video-Online

Surveys
Tracking Logs
Focus Groups
Interviews
Observation
Document Review

Focus on essential data more often

- Assess the needs of key participants
- Examine readiness to engage
- Reaffirm shared priorities
- Redefine standards for success
- Prioritize data use



Prioritize Participant Safety and Data Security

- Select platforms with safety in mind
- Additional training for online staff practice
 - Rethink ratios
 - Monitor online comments
- Engage youth to establish group agreements for online behavior
- Update data security practices
 - Storage
 - Data sharing
 - Consent/Assent



PLANNING FOR THE FUTURE

**What questions and information
should we prioritize now to
build back better?**

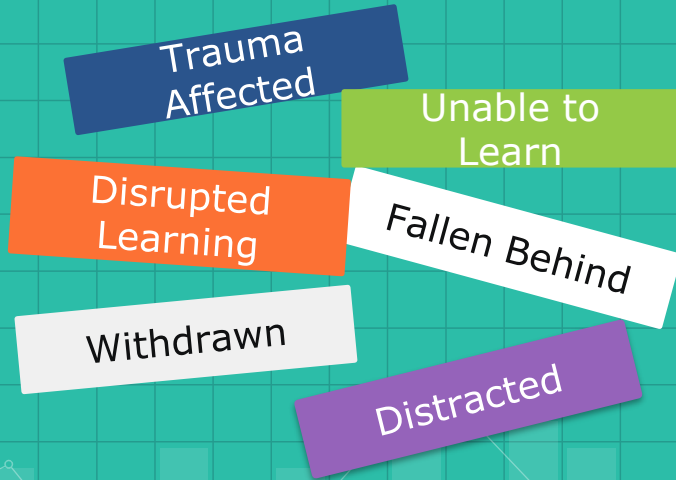
The background is a solid teal color with a light teal grid pattern. At the bottom of the image, there is a stylized bar chart with numerous vertical bars of varying heights, also in shades of teal, creating a textured effect.

What do we need to know to ensure we...

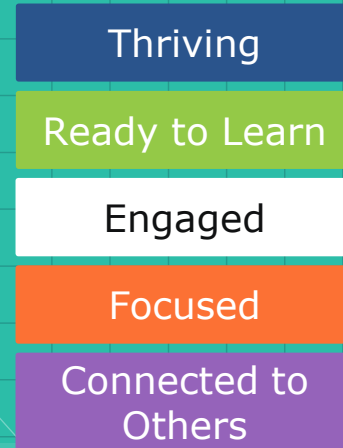
1. improve what we need to do now (e.g., virtual, blended learning)
2. collect information about this time for the future
3. learn to build back better and/or make our case

What kinds of information and outcomes should we prioritize?

How can we go from describing youth like this?



to this?



From whom should we collect this data and how should we collect it?

From Whom?



Staff



Caregivers



Older Youth



Those You Haven't Reached?

How?

Ask: What's appropriate, feasible, and respectful given the COVID-19 situation in your setting and context?

What should we do if we were collecting academic or observational data?

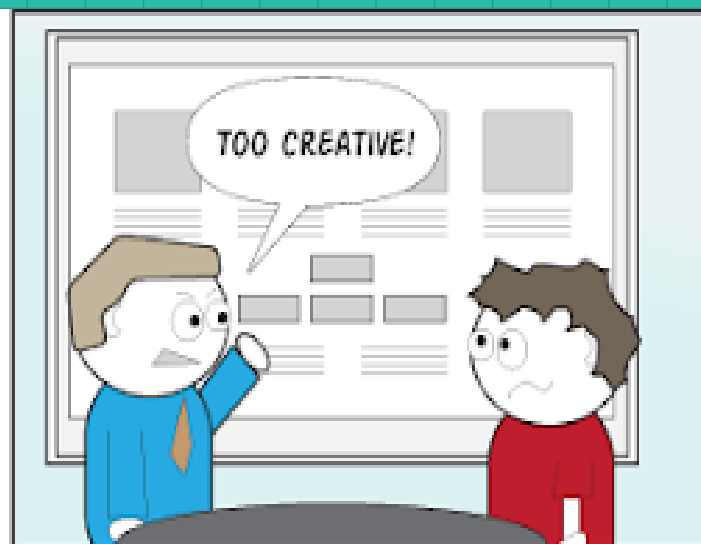
Consider...

- Having conversations
- Checking in re: social emotional learning skills (e.g., responsible decision making)
- Measuring conditions for learning and prosocial and negative behaviors
- Documenting proactive/preventative approaches (e.g., training in mental health, partnerships with or referrals to mental health providers)



It's a time to listen and learn. Connect with programs and staff and do some action planning.





Questions





We will follow-up soon with a link to these webinar materials and additional resources to support your ongoing research and evaluation efforts.

Good luck!