



UC EVALUATION SERVICES CENTER
Data Inspiring Change

Gathering Feedback for Program Quality Improvement

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Presentation Outline

- 1 **Introductions**
- 2 **Continuous Improvement Cycle**
- 3 **Purpose of Feedback**
- 4 **Identifying Appropriate Audiences**
- 5 **Feedback Collection Approaches**

Introductions

Our mission is to harness the power of data to promote thriving individuals and communities through partnership and evaluation science.

UCESC is **utilization focused** because we want our partners to use evaluation to help meet their goals.



21st Century Community Learning Centers

Statewide Evaluation Team Members



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Use of Feedback in Continuous Improvement Cycle

What is a Continuous Improvement Cycle?



PREPARE

Establish **goals**, system roles, and timelines.

ASSESS


Observe programming.
Collect **data** about your program.

PLAN

Use the data to create an improvement **plan** with your team.

IMPROVE

Carry out your plan. **Train** and **coach** staff.



Youth Program Quality Intervention (YPQI)

How can I use a continuous improvement cycle to drive program quality improvement?

Identify gaps or areas you want to learn more about

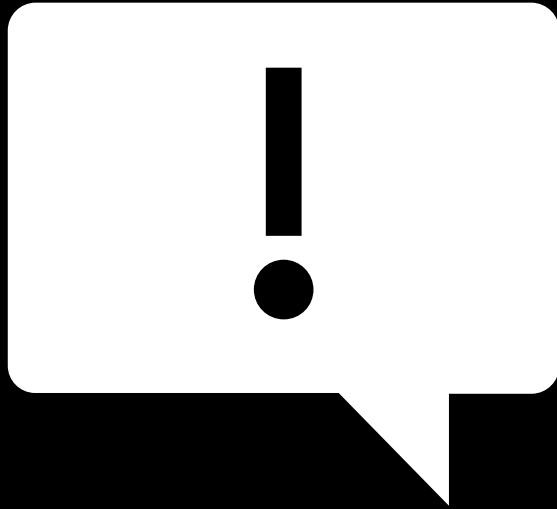
Collect feedback on gaps

Plan how to incorporate feedback into programming

Make changes to programming based on feedback

Repeat





For this presentation, we
**ARE NOT focusing on
required reporting.**

We are discussing methods
to gather data that can
inform **local program
operations & planning.**

Purpose of Feedback



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What is feedback?

Information regarding your program **used as a basis for improvement**

Can be gathered:

formally (e.g., surveys, interviews)

and **informally** (as you interact with students, parents, community members, etc.)



Why collect feedback?

Each person has unique viewpoint

Gain a greater collective understanding of the program

Value in both the individual and the collective

Each person is “blind” to the experiences of others



Identifying Appropriate Audiences



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**For your program,
who might you
want to gather
feedback from?**

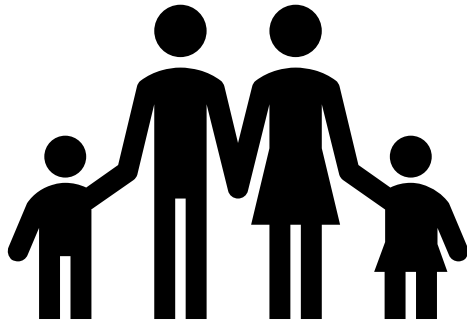


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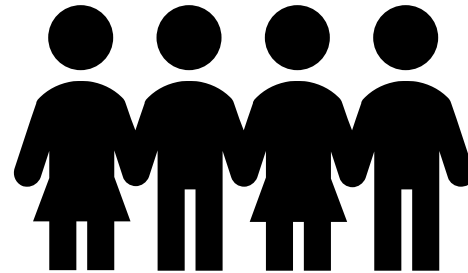


Potential participants may include...

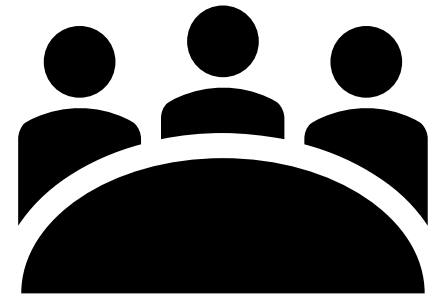
Families,
parents, or
caregivers



Young people
attending
program



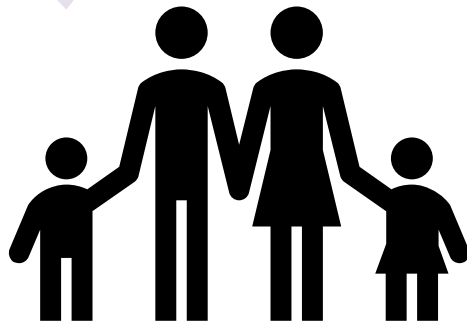
Community
partners or
program staff



Clarify your purpose

Families, parents, or caregivers

What **resources do families need** to best support their child's learning?



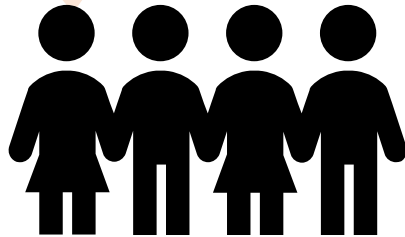
Do **caregivers notice any changes** in their child?



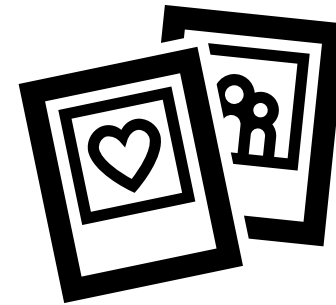
Clarify your purpose

Young people attending program

What **programs** would young people **most like** to participate in?



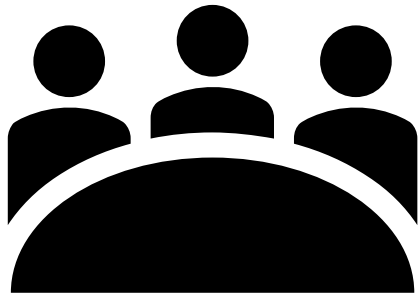
How are young people **engaging or connecting** with program staff?



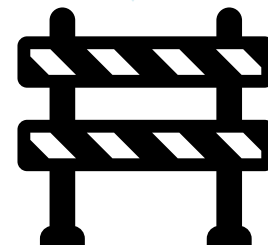
Clarify your purpose

Community partners or program staff

How can **community partners support** the program?



What **barriers do program staff or volunteers experience** when providing program support?



Feedback Collection Approaches



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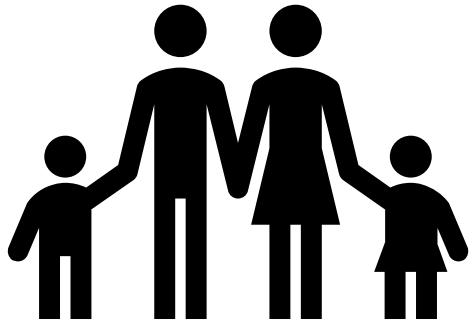
Data collection method should be driven by: **intended participant + purpose**



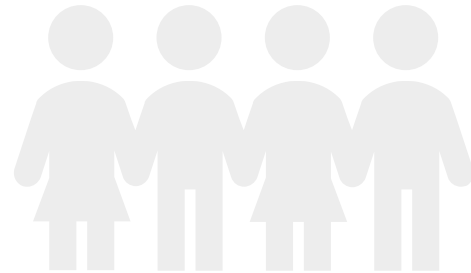
You can **mix + match** the method for the participant group!

Example methods, for each participant group:

Families,
parents, or
caregivers



Young people
attending
program



Community
partners or
program staff



Exit Interview



Parents and caregivers as partners



Feasible to implement within practice settings



Rapid research or evaluation processes

(McNall & Foster-Fishman, 2007)

EXIT INTERVIEW

Exit Interviews get brief, open-ended feedback from a wide variety of participants. Participants are interviewed one-on-one as they are exiting a program, activity, or event. Exit interviews are quick and take place where participants already are, making it easy to hear from a wide variety of participants.¹

	Medium to Large (1 person at a time)
	2-3 minutes per person
	Adults One-time Participants
	Stand where participants are exiting. Ideally there will also be a quiet spot, out of the way of foot traffic, where you can step aside once you recruit a participant.
	<input type="checkbox"/> Pen and paper (or computer) for recording responses. <input type="checkbox"/> Tape recorder for recording responses (optional and only if participant gives permission)

PREPARATION

- 1 Decide on your interview questions ahead of time. Since you are relying on participants' willingness to talk with you unexpectedly, you should aim for interviews to take no more than 2 to 3 minutes each. This translates to 2 to 5 questions, depending on your audience and content.
- 2 Ask staff to invite participants to do the interview as they exit so they can be aware ahead of time (e.g., "As you leave today you may see a few of our colleagues in bright pink t-shirts. Take a moment to tell them about today's event").
- 3 Make a plan for how you will draw attention to yourself. Some ideas include holding up a sign or wearing a staff t-shirt or badge.

ACTIVITY STEPS

- 1 Stand near the exit of the program/activity/event. As a participant exits, ask if they would be willing to be interviewed. Explain your purpose and what they can expect. For example: "Hello, we are asking people for input about this activity so that we can learn for future activities. I have a few brief questions, which will take about 2 minutes to answer. Would you care to participate?".
- 2 If the person says yes, thank the person for participating. Explain whether or not the responses are confidential.

¹ Exit Interviews are also referred to as "Intercept Surveys" or "Intercept Interviews."

Exit Interview

Convenient

- As people leave an event
- As people attend an event
- As people pick up their child



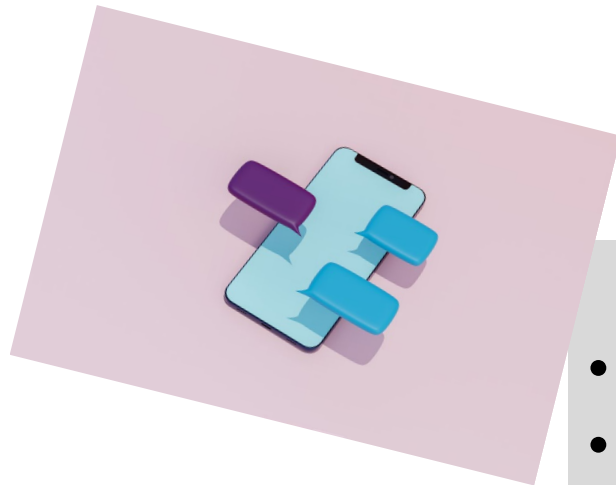
Modifiable

- Paper, technology, recording
- Gather follow-up information
- Interview or Ticket



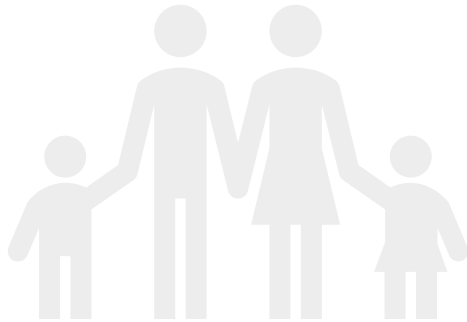
Targeted

- 2-5 pre-determined questions
- Wide variety of participants

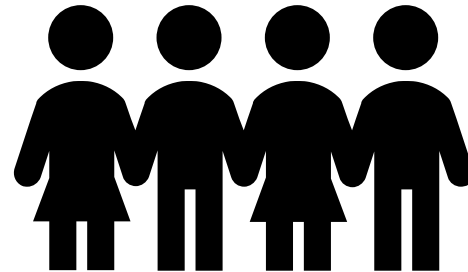


Example methods, for each participant group:

Families,
parents, or
caregivers



Young people
attending
program



Community
partners or
program staff



Youth GO



Youth as partners

(Wong, et al., 2010; Zeldin, et al., 2013)



Feasible to implement within practice settings

(Stacy et al., 2020)



Rapid research or evaluation processes

(McNall & Foster-Fishman, 2007)

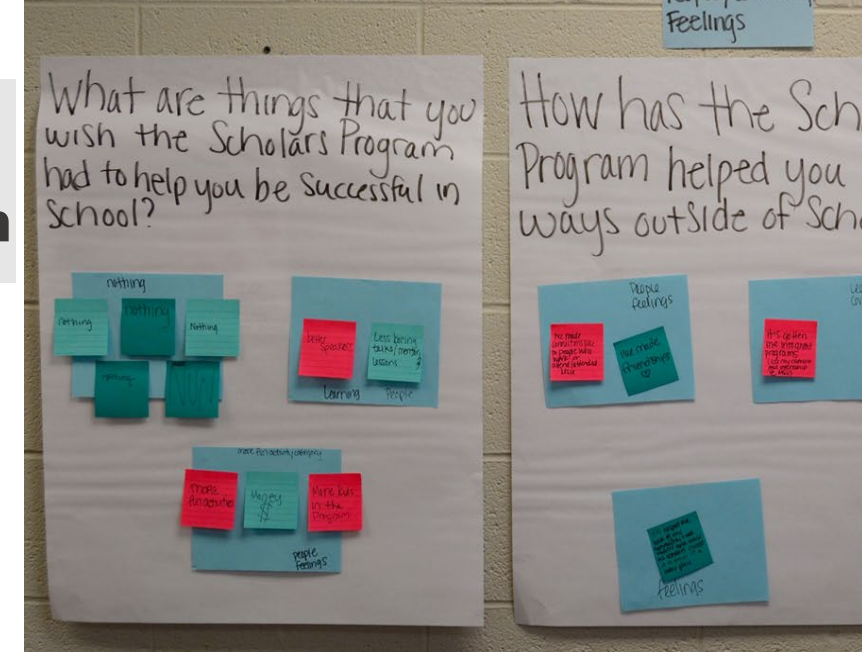
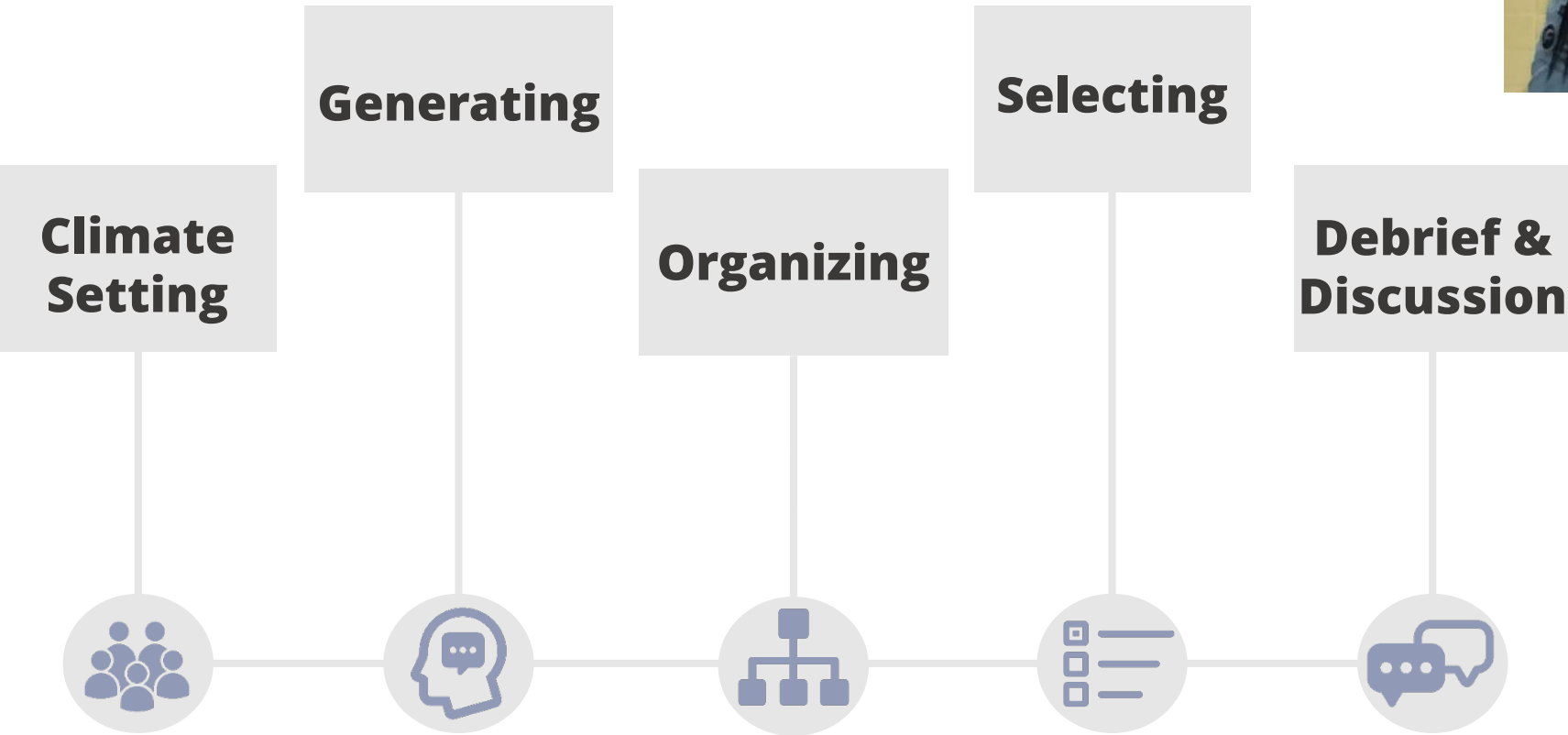


Collaborate with youth to analyze data

(Jacquez, et al., 2013)

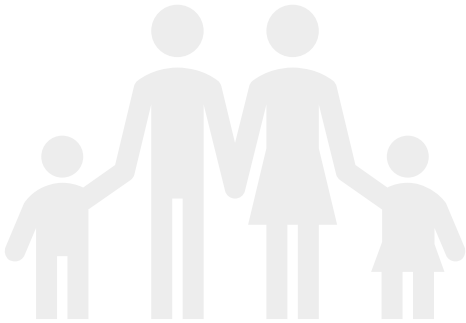


Youth GO



Example methods, for each participant group:

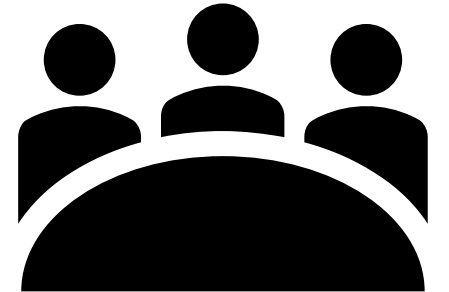
Families,
parents, or
caregivers



Young people
attending
program



Community
partners or
program staff



Partnership Survey

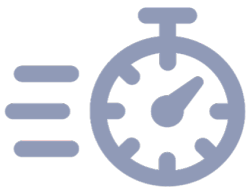


**Used with program partners
(not staff)**

(Geiger & Britsch, n.d.)



**How partner involvement
affects participant results &
relationship with program**



**Best administered at end of
programming**

Partnership Survey

1. Please describe your (or your organization's) involvement with the after-school program.

2. How often does your organization work in the after-school program?
 Everyday
 One time special program
 1-3x a week
 Other _____

3. How, if at all, do you see this partnership supporting student academic achievement?

4. How, if at all, do you see this partnership supporting student social development (e.g. the development of the 40 developmental assets)?

5. How, if at all, do you see this partnership supporting program sustainability?

6. What challenges have you experienced as a result of this partnership?

7. How, if at all, do you see this partnership benefiting the mission of the after-school program?

8. Please rate your agreement on the following items for your organization (Partner) and for the after-school program (AS Program):

	Partner	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Partner	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	
AS Program	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	
Partner	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	
AS Program	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	
Partner	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	
AS Program	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	
Partner	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	
AS Program	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	
Partner	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	
AS Program	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	
Partner	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	
AS Program	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	
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Partner	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	
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Partner	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	
AS Program	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	

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Challenges you may encounter

Representation

Participation

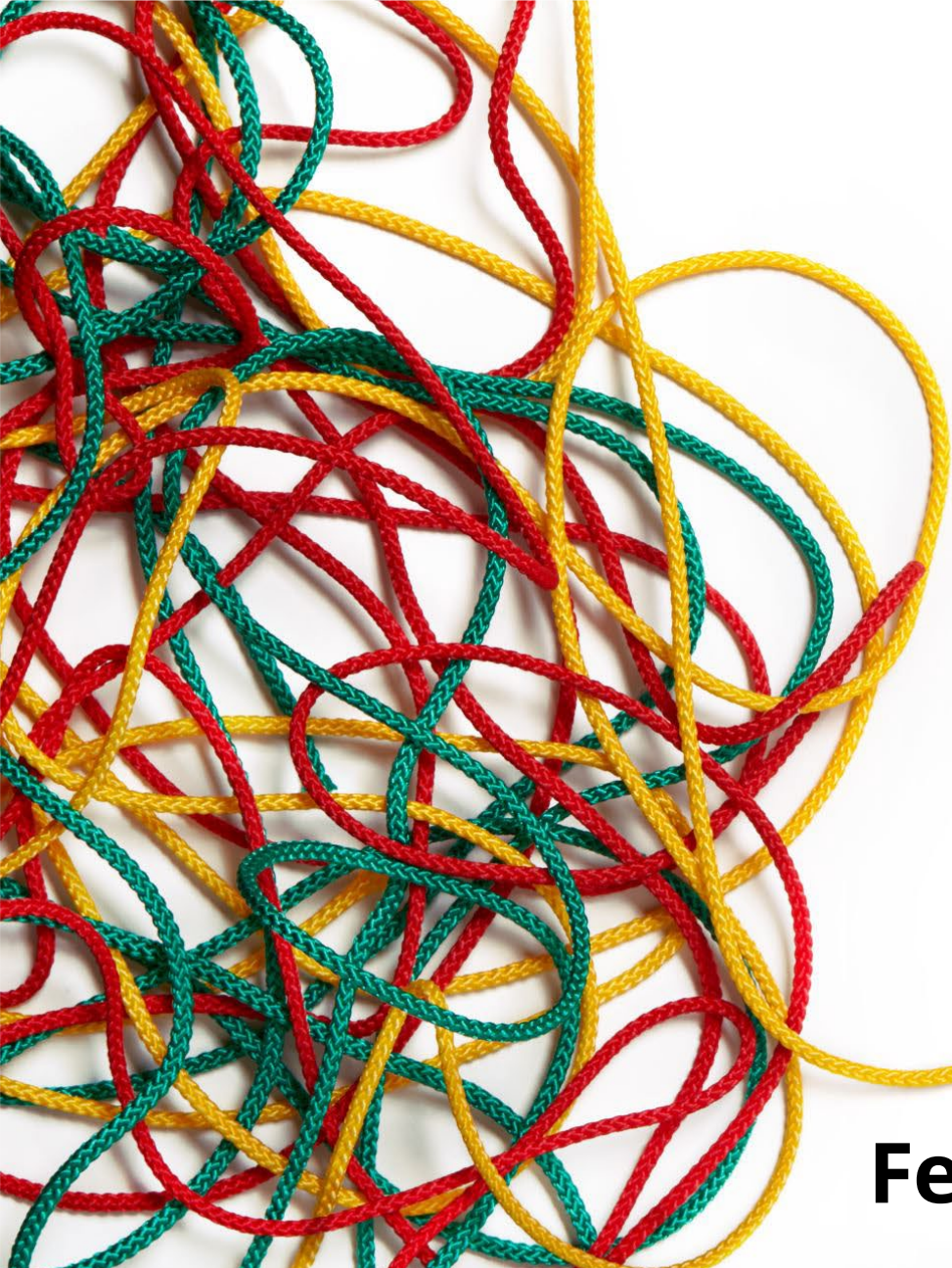
Feedback Quality

Utilization

Resources

Photo by Skylar Kang

www.pexels.com/photo/railings-around-hatch-on-asphalt-carriageway-6044748/

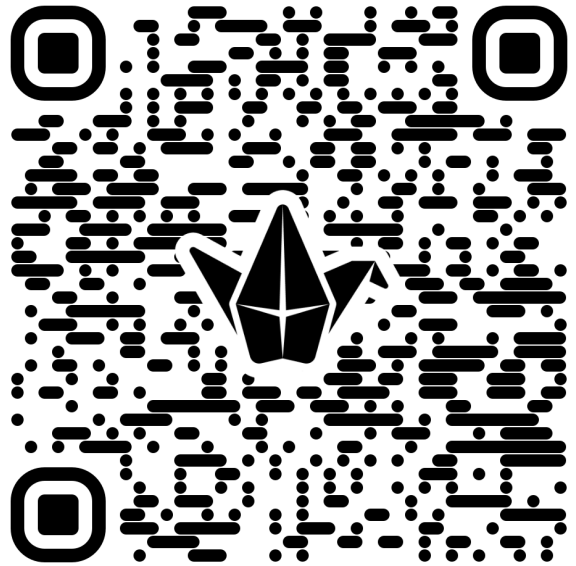


Feedback, brainstorming, & sharing



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**Access
materials!**



www.bit.ly/OSTEval25

21st Century Community Learning Center

Statewide Evaluation Team



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**Connect
with us!**



Sara T. Stacy, PhD
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References

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- Stacy, S. T., Castro, K. M., & Acevedo-Polakovich, I. D. (2020). The cost of youth voices: Comparing the feasibility of Youth GO against focus groups. *Journal of Participatory Research Methods*, 1(1), 1-18. <https://doi.org/10.35844/001c.13312>
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- Zeldin, S., Christens, B. D., & Powers, J. L. (2013). The psychology and practice of youth-adult partnership: Bridging generations for youth development and community change. *American Journal of Community Psychology*, 51(3-4), 385-397. <https://doi.org/10.1007/s10464-012-9558-y>

Gathering Feedback for Program Quality Improvement

Resource List

All materials are accessible on Padlet: [www.bit.ly/ OSTEval25](http://www.bit.ly/OSTEval25)

Resource Name (Method)	Participant groups (People you want to connect with)		
	Caregivers	Young people	Community partners or program staff
Creative Ways to Solicit Stakeholder Feedback	✓	✓	
Empathy Interviews	✓	✓	✓
Getting Stakeholder Feedback (Colorado Dept of Ed)	✓	✓	
MOVE: Volunteer Experiences			✓
OST Program Evaluation: Tools For Action	✓	✓	✓
Program Self-Check			✓
Youth-Adult Partnership Rubric			✓
Youth GO	✓	✓	✓

Other resources

Surveys for Elementary Youth, MS/HS Youth, Teacher/Staff & Parent/Caregivers, measuring a variety of school and OST topics (Community & Youth Collaborative Institute): <https://cayci.osu.edu/cayci-surveys/cayci-surveys-technical-reports/>

Family Engagement Needs Assessment Tool (OSU Family Engagement Center): <https://ohiofamiliesengage.osu.edu/resources/measurement-tool-how-should-i-assess-my-schools-family-and-community-engagement-practices>

Engagement Tools for Youth, Parents, & Community (United Way): <https://www.unitedway.org/our-impact/focus/education/out-of-school-time/engagement/united-way-examples>

For a deep dive into more data collection and facilitation tools (School Reform Initiative): <https://www.schoolreforminitiative.org/protocols/>