COLLECTING SOCIAL INDICATOR & PROGRAM DATA

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College of Tropical Agriculture and Human Resources
Learning Objectives

To understand:

- What social indicators are and how to use them in program planning.

- What type of program data should be collected to document process and assess impact.
Program Planning

Evaluate
Modify & Revise
Identifying Needs/Issues
Industry Impact/Priority
Design Program Plan
Implement Program Plan
Social Indicators

- Data points, statistical markers, measures of:
  - Social conditions
  - Behaviors
  - Status
- Observed as time series to monitor social systems, identify changes and guide intervention
- Serve as early warning systems; “miner’s canary”

Examples

- Unemployment rates
- Poverty rates
- Crime rates
- Child abuse rates
- Teen pregnancy rates
- Health status indices
- School enrollment rates
- Achievement scores
- Voting rates
Key Uses of Social Indicators

To identify areas of concern

- Inform citizens and policy makers
- Track trends and patterns
- Inform where interventions are needed

Other Uses of Social Indicators

- Monitoring outcomes at the macro level
- Setting goals
- Increasing accountability
- Reflective practice

Misuse of Social Indicators

Should not use social indicators to:

- Claim credit for societal trends
- Claim credit for program success
- Evaluate performance of individuals or programs

Role of Social Indicators in Evaluation

- Limited
- More appropriate for program planning
- Miner’s canary
- Provide context for intervention
- Inform practice and intervention in a given community or program
Examples of Social Indicator Resources

Center on the Family Data Center

Welcome to the Data Center, the most comprehensive collection of data and information on Hawaii’s families, children, and aging population.

Child & Family Indicators
This database provides data on indicators related to child and family well-being at the national, state, and county levels.
# Child abuse and neglect (ages 0 - 17)

**Definition:** Unduplicated confirmed reports of child abuse and neglect, rate per 1,000 children, 0 - 17 years of age

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A project of the Annie E. Casey Foundation, KIDS COUNT is the premier source for data on child and family well-being in the United States. Access hundreds of indicators, download data and create reports and graphics on the KIDS COUNT Data Center that support smart decisions about children and families.

SEARCH

Enter any location, topic and/or keywords here

SEARCH DATA CENTER

CHOOSE A STATE

Want data on a national level?

VIEW U.S. DATA

CHOOSE A DATA TOPIC

Demographics  Economic Well-Being  Education  Family & Community  Health  Safety & Risky Behaviors
# Teens Ages 16 to 19 Not Attending School and Not Working

**Data Provided by:** National KIDS COUNT

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**Definitions & Sources**

**Definitions:** Teenagers between age 16 and 19 who are not enrolled in school (full- or part-time) and not employed (full- or part-time).

*This measure is sometimes referred to as “Idle Teens” or “Disconnected Youth.”*

**Data Source:** Population Reference Bureau, analysis of data from the U.S. Census Bureau, 2008 - 2012 American Community Survey.

**Footnotes:** Updated January 2013.
What Data are Needed for Program Evaluation

• Identifying what data is need during the planning phase is key
  ➢ What baseline data already available
  ➢ What data needs to be collected before program initiated
  ➢ What should data collection process be
Importance of Logic Model

- Useful for identifying elements of program that are most likely to yield useful evaluation data

- Useful for identifying an appropriate sequence for collecting program data and measuring progress
Fully detailed logic model

Inputs
- Activities
- Participation

Outputs

Outcomes - Impact
- Short Term
- Medium Term
- Long Term

Priorities
- Consider:
  - Mission
  - Vision
  - Values
  - Mandates
  - Resources
  - Local dynamics
  - Collaborators
  - Competitors
  - Intended outcomes

What we invest
- Staff
- Volunteers
- Time
- Money
- Research base
- Materials
- Equipment
- Technology
- Partners

What we do
- Conduct workshops, meetings
- Deliver services
- Develop products, curriculum, resources
- Train
- Provide counseling
- Assess
- Facilitate
- Work with media

Who we reach
- Participants
- Clients
- Agencies
- Decision-makers
- Customers

What the short term results are
- Learning
- Awareness
- Knowledge
- Attitudes
- Skills
- Opinions
- Aspirations
- Motivations

What the medium term results are
- Action
- Behavior
- Practice
- Decision-making
- Policies
- Social action

What the ultimate impact(s) is
- Conditions
- Social
- Economic
- Civic
- Environmental

Evaluation
- Focus - Collect Data - Analyze and Interpret - Report
Process Evaluation: Measuring Inputs and Outputs

- Focuses on program effort and implementation
- Answers questions about program processes and procedures
  - Is program being implemented as intended
  - Are investments being made as planned
  - Are you reaching intended audiences
Examples of Process Evaluation Data

• Number of workshops/trainings delivered
• Number of resources/products delivered
• Number of clients served
• Client satisfaction
Data Management

Databases:

• Client intake forms/files
  ➢ demographics and other relevant data

• Documentation of services delivered (the “dose”)
  ➢ To individual clients
  ➢ In group format
  ➢ Resources delivered

• Satisfaction survey data
Outcome Evaluation

- Measures “beneficial change”
- Most critical because it deals with bottom line
- Measuring program outcomes
  - Important to identify relevant and very specific outcomes
  - Not every outcome will be of equal importance
Methods for Measuring Program Outcomes

- Surveys
- Interviews
- Tests (established standards or criteria to assess knowledge, skills or performance)
- Instruments must be:
  - Reliable
  - Valid
  - Sufficiently sensitive
- Pre-post test design
Resources

Required Reading:


Recommended Reading:

Contact Information

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