



Qualitative Data Collection: Tools and Techniques from Across Programs

Colorado:

Success Story: A success story is a statement by either a participant or agency reflecting how involvement in EFNEP or SNAP-Ed has changed their lives or the lives of their family in a positive way. Success stories answer one of the three questions:

- “How has participating in EFNEP or SNAP-Ed lessons made a difference in your life?” (participants)
- “How has participating in EFNEP or SNAP-Ed made a difference in the lives of your clients?” (agencies)
- “How has partnering with EFNEP or SNAP-Ed helped you achieve your organization’s goals?” (agencies)

Success Story Template: *A strong success story includes details! Fill in the details of success stories from participants and agency partners by using the 5 P’s:*

The Problem: this could be the participant’s health or a behavior they want to change.

The Partners: who was involved? Agency partners? Family members?

The Program: quickly describe the program (8 week series, nutrition education classes, etc.).

The Participant: include details about the participant that are relevant to the story; do they have children? Are they married? How old are they? Where are they from?

The Impact: what difference did the program make in the participant’s life? What behavior did they change and how did it affect them and their family?



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New York:

Progression Records: documents the behavior, knowledge, attitude, or skill change(s) participant(s) report or demonstrate; collected at each lesson

Participant Remarks: document one statement of change, collected on the exit form, enter into WebNEERS

Success Story: A participant's perspective document; shares the impact of program involvement on their lives or the lives of their family.

Impact Statement: A program output, outcome and impacts document; integrates quantitative and qualitative results of programming.

Progression Records:

Collection of the Data:

- Participants complete a mini-survey, three question survey, at the conclusion of each
 - Please share something you are doing differently, since starting to attend; What is one thing you learned today?; What is a goal you have for yourself and your family this week?
- Participants report on Post-It® notes something they have changed since starting the series
- Participants complete a provided a goal sheet on week one of the series; each week it is collected and redistributed, such that they can assess their own progress toward meeting their weekly goals
- Staff record their observations and/or conversations

Recording, Storing, and Retrieving the Data:

Recording and Storing:

- Participant provided surveys, Post-it® notes, or goal sheets are maintained in the group or individual participant folders, stored in locked cabinets
- Staff record their observations/conversations on the progression note

Template:

Record responses from Review of previous lesson(s) and/or Successes experienced by this group or participant so far
(include changes in attitudes, knowledge, skills, or behaviors)

Retrieving:

- Staff review and highlight quote/notes from participants, which demonstrate high impact.
 - In one instance the supervisor color codes the quotes for easy of accessing high impact quotes on a given construct [food resource management, nutrition practice, food safety, etc.]

Success Story & Impact Statement:

Each has a unique template which can be modified to address local needs.



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North Carolina:

Success Stories: documents the behavior, knowledge, attitude, or skill change(s) participant(s) report or demonstrate as a result of participation in the program. One complete story/quarter.

Process:

- *Frontline staff should* complete the Success Story worksheet for each success they want to document. Worksheet should be emailed to *Supervisor* prior to monthly conference.
- At monthly conference, *Supervisor* should follow-up with *Frontline staff*.
 - Ask follow-up questions; Determine if this story is “success story” worthy based on criteria; Works with the *Frontline staff* to write the story; Send draft to *Frontline staff* for confirmation; Once confirmed, send to *State Office* on a quarterly basis.
- *State Office will add research piece; These stories can then be used during the year and then used at the end of the year for federal reports.*

Staff Worksheet:

1. Think of the groups you’ve taught this month. Is there a participant who sticks out in your mind?
2. If yes, write down all the details you can think of about this person. Name is not needed, but do include details like “single mother with 4 children” or “Participant with Type 2 Diabetes”.
3. Has this person shared something they are now doing because of your classes?
4. If yes, what did they share?
5. Are they saving money now?
6. Have they lost weight?
7. Are they preparing more meals at home?
8. Are they doing more physical activities?
9. Describe what they did prior to your classes.
10. Describe what they are now doing because of what they learned in your classes.
11. Have other members of their families made changes too?
If there is more than one participant, repeat this process.

Supervisor Cheat Sheet:

Determine if the details about the participant(s) described can be used to create a success story. The success story should tell: what was taught by the staff, what the participant learned from the staff, and what the participant is now doing because of the information learned (this is the change).

Direct quotes are a great added touch. Direct quotes should be meaningful.

- “Since I learned how to check the unit pricing on foods, I now check all the prices before I buy foods. Last month I saved about \$100 on groceries.” Or “He states: “Since attending the classes I have learned a lot about healthy snacks and how important it is to run and play at least an hour a day. Before we had our classes I did not know about how important eating healthy is. Now, I like to drink water more after I run and play, instead of soda, so I can stay strong and healthy. “

Participants should remain anonymous, e.g. “Mother of three children” “Grandmother” “Single father of two children”; Include numbers to describe change: pounds lost, \$\$\$ saved, number of days physical activity was increased. Compare Entry to Exit paperwork; Talk to teacher/agency partner for other changes.