Beyond the Numbers: Incorporating Community Voice Through Qualitative Data

Beyond the Basics: Topic-Specific Publication for Coalitions

Community Anti-Drug Coalitions of America
National Community Anti-Drug Coalition Institute

About this Publication

The CADCA National Coalition Institute's seven publication *Primer Series* helps coalitions navigate the elements of the Substance Abuse and Mental Health Services Administration (SAMHSA)'s Strategic Prevention Framework (SPF), providing a solid base from which coalitions can develop and implement community-specific strategies to create healthier and safer communities. The *Beyond the Basics: Topic-Specific Publications for Coalitions* series works in conjunction with the *Primer Series* to move coalitions closer to their goals. As is true with the primers, they work as a set; however, each also can stand alone.

This publication provides an overview of qualitative data – how it can be used as a valid and reliable data collection process, how a coalition can engage in several qualitative data collection methodologies, and how to utilize qualitative data in all phases of the coalition problem-solving process as informed by the Strategic Prevention Framework (SPF). Additionally, this publication discusses how coalitions should update their qualitative data to continually inform problem analysis, strategy selection and implementation as well as replicate qualitative data collection to measure success.

Topics covered in this publication include:

- A description of qualitative data, and how it differs from quantitative data
- Qualitative data collection and analysis methodologies
- The role of the coalition in qualitative data collection, analysis, and dissemination
- How qualitative data is utilized in the coalition problem-solving process
- Validity, reliability, replicability, and consistency of qualitative data
- How to integrate cultural competency and sustainability into every step of the qualitative data process

CADCA's National Coalition Institute

The National Community Anti-Drug Coalition Institute (Institute), a part of the Community Anti-Drug Coalitions of America (CADCA), serves as a center for training, technical assistance, evaluation, research and capacity building for community coalitions throughout the United States. The Institute was created in 2002 by an Act of Congress and supports coalition development and growth for Drug-Free Communities Support Program (DFC) grantees and other community coalitions.

The Institute offers an exceptional opportunity to move the coalition field forward. Its mission and objectives are ambitious but achievable. In short, the Institute helps grow new, stronger and smarter coalitions.

Drug Free Communities Support Program

In 1997, Congress enacted the Drug-Free Communities Act to provide grants to community-based coalitions that serve as catalysts for multi-sector participation to reduce local substance abuse problems. Since then, more than 2,000 local coalitions have received funding to work on two main goals:

- Reduce substance abuse among youth and, over time, among adults by addressing the factors in a community that increase the risk of substance abuse and promoting the factors that minimize the risk of substance abuse.

- Establish and strengthen collaboration among communities, private nonprofit agencies and federal, state, local and tribal governments to support the efforts of community coalitions to prevent and reduce substance abuse among youth.

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CHAPTER 1: INTRODUCTION TO QUALITATIVE DATA

Qualitative research methods have gained popularity, particularly in public health and community development research and practice. Quantitative research methods once dominated these fields, but researchers are employing more diverse methodologies as they tackle complex and interrelated public health and safety problems. Qualitative methods are important tools in participatory research and evaluation, in large part because they provide valuable insights into the perspectives of community members.

Qualitative data help coalitions understand the "on the ground" way in which alcohol and other drug problems occur in communities. The data provide a deeper understanding of a community's substance-related traditions, cultures, norms, environments, and regulations than is provided by quantitative data alone. However, qualitative and quantitative data combined provide the broadest description of your community.

For example, quantitative data provide the rates of past 30-day use of alcohol among youth in your community, but qualitative data reveal who is engaging in this behavior and where and when it is occurring, helping to gain a deeper understanding of the behavior, and more importantly, of the problem environments where the drinking occurs. Qualitative data tell a story about your community differently than can be seen through quantitative data; your narrative is enriched through the voices of those most affected by the alcohol, tobacco, and other drug (ATOD) issues in your community. The collection of qualitative data will assist you in not only understanding your local conditions, but also in demonstrating your coalition's contribution to addressing the ATOD issues in your community.

What is Qualitative Data?

CADCA's assessment primer defines qualitative data as:

"non-numerical data rich in detail and description. These data are usually presented in narrative form, such as information obtained from focus groups, key informant interviews, and/or observational data collection. Qualitative methods can help make sense of quantitative/numerical data by exploring the question "what does it mean?" These data provide depth and texture about a situation and help us understand why there is an increase here or a decrease there."[1]

As this definition suggests, qualitative data goes beyond surveys and statistical information. It includes talking to individuals and groups who can help describe the problems experienced in their communities, conducting environmental scans, holding listening groups, and much more. These data are observed and can be enumerated, rather than counted, and bring us closer to understanding the "how" and "why" of ATOD problems, going beyond the "what" and "how many". Qualitative data can help in telling the broader story of alcohol and drug problems in your community; understanding the subtext for these behaviors, and revealing important voices of those affected by and involved in these activities. There are a variety of methodologies used to collect qualitative data; this document will provide detail on how to collect and use data from the most widely used methods employed by community coalitions.

Why is Qualitative Data Important to Community Coalitions?

There is often an over-reliance on quantitative data in assessing ATOD problems, including that produced from surveys. Many coalitions feel that the information gained from quantitative data collection methods is sufficient to understand the ATOD problems in their community. Though the statistical data gained from these methods are important, they are only one piece of a broader story and should not be the sole method

> *While many people look first to quantitative data to understand alcohol and other drug problems at the local level, this document maintains that qualitative data can be reliable and provides a deeper knowledge of the community that cannot be understood through quantitative data alone.*

of data collection. As discussed previously, qualitative data is instrumental to gaining a deeper understanding of the stories and specifics behind the numbers.

An additional benefit of qualitative data is the relationship between collecting these data and the process of community mobilization and organizing. Discussed in greater detail later in this publication, data collection requires coalition staff and members to go out into the community, make new connections, engage in interviews, conduct scans of neighborhoods and retail settings, and interact with community members to gain important information about the specific local conditions surrounding salient ATOD problems. You will find that as the coalition collects qualitative data, they will also engage with new allies, and expand the community presence of the organization. The relationships built during data collection will serve as a foundation for engaging community members in policy development and implementation later. The coalition will continue to integrate into the community as they repeatedly return back to individuals and groups

What are environmental strategies?
Environmental strategies offer well-accepted prevention approaches that coalitions use to change the context (environment) in which substance use and abuse occur. Environmental strategies incorporate prevention efforts aimed at changing or influencing community conditions, standards, institutions, structures, systems and policies.[2]

to ask more questions, collect more data, and plan and implement environmental strategies.

This document explains why coalitions should collect qualitative data, how to collect qualitative data and how to use the information collected. Additionally, this document will explain why it is important to determine a standardized method of data collection allowing for the repeated collection of the data in the same way to ensure the data is not only useful but of a quality that can be replicated. We will begin with a description of qualitative data collection methodologies and analysis techniques, and then discuss how qualitative data is used in each step of CADCA's problem-solving process.

CHAPTER 2: QUALITATIVE DATA COLLECTION

Once it is understood that qualitative data is necessary to deeply understand community local conditions and inform a coalition's selection of strategies, it is important to know how to collect this information. This chapter provides a brief scientific grounding in the integrity of qualitative research as a rigorous and valid data collection methodology. The chapter further describes important differences between qualitative and quantitative data, and then delves into examples of specific data collection techniques and data analysis procedures.

Validity and Reliability of Qualitative Data
In recent decades, there has been a rapid rise in the use of qualitative data to research community health issues. Coalitions, researchers, and policy makers recognized the importance of qualitative data as researchers worked to establish the validity and reliability of this approach to

make it as scientifically accepted as quantitative research. The validity of qualitative data has been debated, but has largely been defined as "truth, credibility, applicability, and consistency".[3] *Truth* is ensuring that the people you are talking to are providing you with their own personal truths; making sure they feel comfortable enough to be honest. *Credibility* is accurately retelling the story that was told to you, or not taking quotes or ideas out of context. *Applicability* is using the correct data collection method for the problem, and disseminating that information in a way that is useful for your overall coalition effort. Finally, *consistency,* is ensuring that you can collect data on the same questions repeatedly. This concept of repeatedly collecting more data either from the same people or using the same data collection instrument is one that will reoccur throughout this document.

Differences Between Qualitative and Quantitative Data

Despite the fact that qualitative and quantitative approaches to data collection are both scientifically rigorous methods, there are a number of differences that make them distinct, but complementary. The primary difference is that quantitative data focuses on numbers while qualitative data focuses on verbal descriptions. Figure 1 demonstrates differences in methods, main features, types of questionnaire tools, types of questions, when to use each approach, interview skills requirements, and strengths and weaknesses. Again, it is important to recognize that though these methods have a number of differences, they work best when used in tandem. This combination broadens and deepens the understanding of a community's problems and local conditions.

Figure 1: Comparing Qualitative and Quantitative Data

	Quantitative	Qualitative
Some methods used	• Quick counting estimates • Sampling surveys • Population movement tracking • Registration	• Individual interviews • Key informant interviews • Focus group discussions • Semi-structured discussions • Observation
Main features	• General overview • Demographic characteristics • Reliable and objectively verifiable • Apt for generalization	• In-depth understanding of specific issues • Rich and detailed information • Perspectives, opinions and behavior of population assessed
Types of questionnaire tools	• Paper and pen • Smart phones, tablets or laptops	• Topics checklist with guide • Paper and pen • Recorders
Types of questions	• Controlled sequenced questions • Predetermined possible answers	• Open ended questions • Questions arising from discussioin
When to use it?	• To answer "Who/What? How much? How many?" • To get a understanding of the situation • To collect socio-demographic characteristics • To compare relations/correlations between different issues • To collect accurate and precise data • To produce evidence about the type, scale and size of problems	• To answer "How? Why" • To collect in-depth information on a specific issue • To understand the population's behavior, perception and priorities • To help explain information provided through quantitative data
Interview skills requirements	• Staff well trained on the questionnaire (high reliance on a well constructed questionnaire)	• Expert researchers and interviewers (high reliance on interviewer skills) • Very good knowledge of the society, culture and situation
Strengths	• Precise estimates • Relatively easy analysis using relevant analytical software • Based on statistical theories • Verifiable • Replicable in the complementary/comparable way by different teams in different areas and periods	• Rich and detailed information • Context taken into consideration • High influence of the population on the information provided • Limited number of respondents • In-depth analysis • Requires limited amount of resources

Profiling and Assessment Resource Kit, http://www.parkdatabase.org/documents/index/methodologies

Qualitative Collection Methodologies

There are many different data collection methods that can be used to gather qualitative information. Each technique has its own strengths and certain contexts for use. In this section, eight different methods regularly used by coalitions will be described with detail about how and when to utilize each. These methods can be used throughout the coalition process: they can be helpful during the assessment phase to determine community ATOD problems and during the problem analysis phase to identify root causes and local conditions including where, how and when the problems are manifesting. They also can be used during implementation to assist in carrying out environmental prevention strategies such as policy or systems change, and in evaluation to see if the opinions and themes across the community have changed as a result of the work of your coalition.

Regardless of the qualitative data collection method to be utilized, the coalition should do the following to prepare for the collection process:

1. Determine the purpose of the data collection. Are you trying to determine the problem in your community? Are you trying to find data to support an already identified problem? Are you looking for data to disseminate to the media?

2. Choose the data collection method(s) that you want to employ. Different methodologies provide different types of data; read through the methodologies below to see which one(s) are the best fit is for your community and coalition.

3. Recruit/select participants or environments. As mentioned throughout this document, be sure you are getting broad representation and input from community members.

4. Identify and provide support to data collectors. Look first to the coalition for data collection experts or those interested in learning to do it. You may need to train coalition members or recruit additional individuals with skills to be sure you have a well-resourced coalition to collect data.

5. Write/research questions or data tracking instruments. You will want to engage your coalition throughout this process to be sure all relevant questions and variables are represented.

6. Execute the data collection. This document discusses how to employ various data collection methodologies in a rigorous way to provide valid and reliable qualitative data.

7. Transcribe data for analysis. Documenting the words and discussions from the data collection is crucial to being able to analyze and interpret the qualitative data in its entirety.

8. Analyze what the data is concluding. Use the data analysis techniques provided in this chapter to determine the themes and broad findings across transcripts and documentation.

9. Compare with other data to substantiate. It is useful to look at how the qualitative results support or refute the findings from survey data or other quantitative surveys, and think through what these results may mean.

10. Evaluate your efforts. It is incredibly important that you evaluate the impact of your coalition's efforts on the community through the replication of data collection to track change over time.

For more information on how to do any of the steps above, please call CADCA for additional resources.

Capacity Tip 1: Consider the ability of coalition members to collect qualitative data in each of the methods below. Each method requires a different skill set. Identify and engage current coalition members who have the skills you need and are interested in data collection and analysis, and train those who have the interest, but do not yet have the skills. Once you have determined what resources you have in your existing coalition, recruit community members who possess the necessary skill sets to fill the gaps. Be sure to support all of your data collectors by giving them the time, space, and resources to do their work effectively.

One-On-One Interviews:

One of the first qualitative data collection methods employed by coalitions is one-on-one interviews. These informal meetings are conversations that provide a chance to connect with members of the community and learn about who they are, what their relationship with the problems looks like, what information they can provide about the problem, and their interest in working to address it.

Unlike sector representatives who are likely more used to talking about community health and safety challenges, the initial focus of one-on-one interviews is on building relationships between coalition representatives and community members. As the relationship is established, their thoughts about the nature of the problems will likely surface. This information is useful qualitative data. Think about it like this: In January, your coalition wants to learn more about a convenience store suspected of selling beer to underage youth. Through the coalition's connections with neighborhood associations in subdivisions surrounding the store, you hear that there is more than underage alcohol sales occurring at this store. You ask for an introduction to the president of the homeowners association for that area who helps you organize interviews with residents living near this convenience store. Through interviews, the coalition finds out that suspicious activities occur during all hours of the day and

night, and, often, there are fights in the parking lot and loud music blasting from cars after hours. Some residents reported call the police a few times, but many have not because they don't believe the police will take action. You report back to the coalition during which time the law enforcement representative agrees to have the police department conduct an undercover alcohol sales compliance check. During the compliance check, the cashier fails to ask for the ID of a customer who looks underage. The police secure a hearing to consider revoking the store's liquor license. The owner has a number of convenience stores in town. Because of your relationship building and data collection with residents near the convenience store, you are able to mobilize them to take action by appearing at the hearing to share their personal stories and photos of the problem behaviors. The residents and coalition make a compelling argument using quantitative and qualitative data indicators which results in the revocation of the store's liquor license.

One-on-one interviews are less formal than key informant interviews and do not have a set interview guide to follow. They can be conducted by anyone with interest and basic training. Interviews can be held in a variety of settings including in an office, coffee shop, living room, in a front yard, in residents' homes, on a walk, or a number of other places. Just consider, "Is the setting conducive to an easy conversation in which

Figure 2. One-on-One Relationship Building

Basis of One-on-Ones

Relationship Building
An on-going process of deepening understanding of the community and its members

- What is important to her/him?
- What are her/his priorities?
- What are her/his joys?
- What are her/his concerns?
- Whate makes her/his tick?
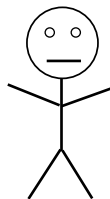
- What does she/he like to do?
- What does she/he want to accomplish in the next:
    - 3 months?
    - 1 year?
    - 5 years?

What did you learn about the person that can further your work?

both parties are getting to better know one another"? Sessions can be as short as 30 minutes or can last up to an hour, depending on how the conversation is going. Often multiple meetings are held with the same person as relationships are formed and deepened.

Many coalition members do not conduct outreach and relationship building as part of their daily job responsibilities. However, one-on-ones have a dual purpose of both data collection and relationship building. One-on-ones are particularly important in developing relationships with grassroots community members; those not necessarily in leadership positions but residents who coalition members think would have an interesting story to tell about substance use issues. These one-on-one interviews yield data from the stories that evolve from numerous conversations and discussions with these individuals; you will likely learn a lot about an individual's perspective on substance abuse issues from these informal conversations. It is important that your first one-on-one sets up a long-term relationship that will allow you to go back and conduct additional one-on-one's later in the process to collect supplementary data.

> **Capacity Tip 2:** This is a valuable process for coalition members to engage residents who have been affected by the substance use issues. Provide training on how to conduct a one-on-one (see the links provided in this document for resources for training and additional information), and recommend that the coalition member retain the relationship with those residents who can provide a unique perspective on recruitment and community engagement.

Thus, here are three elements to a successful one-on-one interview[4]:

1. *The Credential.* The credential tells the person why you are meeting, who you represent and how you got his/her name. It provides a frame for the person understanding who you are and why you want to talk.

2. *The Conversation.* The conversation is about building relationships by encouraging the person to speak as much as they can about themselves, and their interests, joys, and concerns. Stories are a great way to get the conversation going. Sharing your own story can make it safe for the other person to also open up and describe something of importance. This conversation is NOT about recruiting the person to a coalition, at least not in the first meeting. The conversation could begin with: "So, how long have you lived in this town? Has it changed much since you have lived here? What do you like about living here?" Remember, if you are doing most of the talking, the conversation has gone astray. However, you don't want to only ask questions. An important component of the one-on-one is connecting with each other around common concerns, not acting as a journalist who wants to exploit their problems.

3. *Next Steps.* Closing the one-on-one is as important as the opening. The goal is to keep the relationship going. There is a certain amount of careful listening and assessing how to proceed as the conversation comes to a close. Ideally, you want another meeting at some future point. A second or third meeting can be where the relationship is both deepened and a potential connection to the work established.

Using these three elements, your coalition should hold as many one-on-one interviews as possible to both build relationships and collect additional information on the problem. The Community Mobilizing for Change on Alcohol (*CMCA*) project recommends conducting at least 100 one-on-one interviews regardless of the size of your community (CMCA). This may not be feasible for your coalition, so it is important to think through what your own resources will allow. Conducting around one-on-ones with 25-30 people (often more than once with the same person) gives you a better understanding of the ATOD problem the coalition is addressing, uncovers what the community norms are surrounding that issue, and allow you to build relationships and mobilize community members around the problem.

One-on-ones are for both relationship building and data collection. Because of this dual purpose, recording information gained during one-on-ones is different than other methodologies. Participants should know that their impressions of community problems and local conditions will inform the work of the coalition, but notes should be taken at the end of each one-on-one, out of the company of the participants. You should keep notes on every encounter to track both the relationship building process and individual opinions on the ATOD problems in your community.

Key Informant Interviews:

Similar to one-on-one interviews, key informant interviews are conducted with individuals who may have an experience with or thoughts about the ATOD problems your coalition is addressing. These interviews are more focused on content than relationship building, and are more formal than one-on-ones. These interviews mainly serve as recruiting opportunities, but, as an ongoing encounter, key informant interviews serve as valuable data gathering processes. As the name implies, the coalition should target those key individuals who hold "mission critical" roles within community institutions as they relate to the coalition's interests. Undoubtedly, coalitions should look for stakeholders within the 12 sectors recommended by CADCA and required by the Drug-Free Communities Support Program grant. Key informant interviews are a great way to keep the senior-level executive at an agency involved in the coalition if he/she has designated a representative to attend meetings and support the coalition's work. For example, your County Sheriff may not have time to serve on the coalition, but can provide valuable information about current drug activity trends as well as the state of the county government and the political climate around drug-related policies by participating in biannual interviews.

It is good practice to speak to more than one person from each sector to get a broad view of the issue, rather than just one person's opinion. In keeping with our example, your coalition may cover the entire county so a representative from the Sheriff's Office serves on your coalition. In addition to key informant interviews with the Sheriff, the coalition should conduct a key informant interview with his representative, and even city-level police officers who serve specific municipalities within the county. This helps the coalition think beyond the official sector representative's agency to other key informants and makes the data more credible and valid representation of what is happening in your community.

Capacity Tip 3: Coalition members should be heavily involved in the recruitment of individuals for key informant interviews. To help inform your understanding of the community and the concerns and opinions of its members, be sure to interview participants from a variety of interest groups, professions, age groups, races, and more to be sure you have a wide representation of individuals. Each coalition member should be able to think of individuals within their own networks that may be interested in being interviewed. Recruitment involves asking individuals if they are interested in sharing their thoughts and views on substance use in their community. If involving individuals under the age of 18, be sure you also get parental permission.

CADCA recommends approaching the identified key informants with a request for a private interview to discuss substance use among youth which will help inform programs and policies to reduce alcohol, tobacco, or other substance use in the community. It is important to highlight that your coalition is committed to working with the community and emphasize that you are interested in each person's thoughts and opinions. You want the individuals you are speaking with to feel valued. As the coalition's work progresses, the topics of these interviews can become more targeted to specific root causes and local conditions. At the end of each interview, ask if the interviewee recommends another individual who has a unique perspective and/or access to community data and can offer insight into the problems.

Key informant interviews are particularly useful when asking questions that people may not be comfortable discussing in a group, to go deeper into certain areas that a group discussion may not easily allow, or to gain access to interpretations of quantitative data that a stakeholder's agency is reluctant to release to the entire coalition.

The interviews should be conducted by a trained interviewer, whether they are professionals or co-alition members who have participated in a short course on interview techniques that was sup-ported by the coalition. Interviewers should be unbiased and assume the role of an objective, passive listener when asking the questions. In-terviews should be conducted with one individual at a time and interviewers should act reasonably to protect the identity of the interviewee. A semi-structured list of questions called an interview guide is used with each participant to maintain consistency and interviewer objectivity. Inter-views are often audio-recorded (but do not have to be), transcribed, and then analyzed. If you plan to share the transcript with the coalition as part of the problem analysis process, make sure to blackout any identifying information about the interviewee, especially if it is an active coalition sector representative.

> For more information on how to conduct key informant interviews, click these links:
> 1. Listening to the Community's Input: A Guide to Primary Data Collection
> 2. Getting the Lay of the Land: A Guide for Using Interviews to Gather Information
> 3. UCLA Center for Health Policy Research: Key Informant Interviews
> Complete URLs are available in the Resources Section

Listening Sessions/Focus Groups:

Listening sessions and focus groups are similar data collection methods. They both involve bring-ing together a set number of individuals from the community for a group conversation about specific issues. The primary difference is that focus groups are much more structured than listening sessions; focus groups require a trained moderator who has a structured or semi-struc-tured interview guide that they follow each time they conduct a group session. A person skilled in qualitative data analysis is important when conducting and analyzing focus groups. Focus groups are more rigorous and structured than lis-tening sessions, and often require approval from a human subjects review board. For this reason, many coalitions choose to engage in listening sessions over focus groups. This document will, therefore, discuss listening sessions as a qualita-tive data method going forward, but information on conducting focus groups is available online.

> For more information on how to conduct listening sessions, click these links:
> 1. Community Tool Box: Conducting Public Forums and Listening Sessions
> 2. Guidelines for Conducting a Focus Group
> Complete URLs are available in the Resources Section

Conducting listen-ing sessions allows a coalition to dig deeper into specific root causes and local conditions. They are not open to the public; rather, the coali-tion should identify subgroups of the population, and, then specific individuals within those subgroups who have an important voice about an issue the group is addressing. For example, coalition members may request a listening session with youth on underage drinking and a separate listening session with adults on the same issue. In another instance, the coali-tion may decide to hold a listening session about "challenged" neighborhoods with a mix of both youth and adults because the interaction is im-portant to the issues being investigated. Bottom line is to think about what will make participants most comfortable- youth may not feel like they can talk about their own drinking or their peers drinking in front of adults or authority figures.

There is no magic number for the number of sessions the coalition should conduct, but they are called sessions so the coalition should invest in multiple occurrences. The rule of thumb is to conduct sessions with multiple groups until members feel they better understand the issue

being addressed. An ideal size for a session is 5-8 people, and should typically last between 1 to 1.5 hours. The facilitator has a set of questions your coalition would like answered. Responses are audio-recorded to allow the facilitator to focus on the group interaction and then transcribed verbatim to look for key quotes and themes across groups.

> **Capacity Tip 4:** The coalition is responsible for developing the questions and unstructured interview guide that will be used in these sessions. Each coalition member may have a different perspective or a different concern; each of these should be put on the table and discussed so that you end up with a comprehensive interview guide that lasts approximately one hour. As you discuss each potential question, ask yourself how that question will help determine or specify the local conditions in your community.

Community Forums/Town Hall Meetings:

Town Hall Meetings (THM) should be used to actively and strategically work on the issues the coalition cares about by both listening to the stories of their community members and getting advice in the prioritization of root causes and local conditions. A unique aspect of this method is that it is open to the public. THMs can bring together between 150-200 community members in a large hall that is easily accessible and conducive to group conversation; this number may be closer to 50-100 people for smaller or more rural communities.

> For more information on how to conduct town hall meetings, click these links:
> 1. Conducting a Community Needs Assessment: Data Collection Methods
> 2. Community Tool Box: Conducting Public Forums and Listening Sessions
> 3. Town Hall Meetings: Getting Started
>
> Complete URLs are available in the Resources Section

To make the most of the experience, identify the intent of the THM from the beginning i.e. build awareness around an issue(s), develop solutions, collect data, etc. For the purpose of this document, we will focus on THMs as data collection vehicles. Two formats for THMs that can facilitate that focus will be offered. In the first format, the coalition sets the intent of the THM as a way to collect qualitative data from community residents. To accomplish that, the coalition decides to start with a panel of key leaders who will present information from which audience responses will be fostered, collected and used as data. Each panel member is assigned a distinct role and instructed that what he says will become the foundation for discussion and/or decision making. When using a panel, intent and order matter so create an order of the panelists that allows each presentation to build off the one before. Once the presentations are completed, the moderator polls the audience about certain pieces of data or information offered during the presentations. The audience is asked to respond to the data or information with their opinions,

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An Important Consideration: Getting Consent

Consent is defined as "permission for something to happen or agreement to do something." There are a number of different mechanisms through which you can get the consent of your participants. They can be as formal as signing a document or as informal as verbally asking permission to gather data. What is important is that everyone you talk to understands who they are talking to, where the data is going to be used and whether or not their name is going to be included in anything public. In addition, be sure to inform all of the people that you talk to that they have the right to not answer any questions or to end the interview/focus groups/ etc. whenever they wish. People should always recognize that their participation in these efforts is voluntary.

If you have any questions about the role of consent in your particular data collection methodology, be sure to speak to your evaluator.

stories, and perceptions. After a brief dialogue by the audience, panelists are asked to respond, if needed. The process starts over with the next presentation of information or data. To make the most of this process, Town Hall Meetings (THM) should be used to actively and strategically work on the issues the coalition cares about by both listening to the stories of their community members and getting advice in the prioritization of root causes and local conditions.

Another format for a THM is a world-café style meeting. For this, the room should be set up with tables throughout, with approximately 10 chairs at each table. The THM should start with a group discussion or panel about the problem your coalition is focusing on (i.e. underage drinking, marijuana use, etc), and then move into small group discussions at each table that is focused on identifying local conditions, following a world café format. With the help of a facilitator at each table (who may be a coalition member), participants should be encouraged to talk about their personal experiences with the problem behaviors or conditions in an effort to draw out local conditions, and then shift to the next table after 10-15 minutes of discussion. Altogether, each individual should visit between three and four tables. The facilitator should remain at their table and should take notes of each session; these notes will provide the data from this method. The more people writing down the key ideas and powerful sentences, the more data you will have at the end of the day.

After the world café portion is over, the groups should come back together and a coalition member should lead a discussion about community priorities. The community may be able to come to a broad consensus about which local conditions are most relevant. This is also an opportunity to validate the data collected during the roundtable discussions. Repeat some of the main themes found across each local condition to be sure

Capacity Tip 5: Town hall meetings build community engagement and relationship. Helping this along is a valuable role for the coalition. Members can greet participants at the door, check in with folks before and after the meeting. Coalition member can also play a pivotal role in helping to keep the conversation focused and productive by facilitating small groups, moderating panels and guiding comments from the audience. Finally, the members should take responsibility for establishing meeting outcomes and building the agenda to be sure the coalition gets their questions answered.

these data accurately reflect the opinions of the community; this is also an opportunity to have an open discussion about how these data will be used. While talking specifically about logic models and the problem-solving process may not be of interest to participants, be sure to tell the community about the broader work the coalition is doing, how this THM will inform interventions, and how participants can get involved in the coalition or its activities.

It is useful to develop a list of questions that will help guide these conversations. Questions can focus on what the ATOD problems in your community are, where these problems are occurring, who is involved, what resources are available to address the issues, what barriers may exist, etc. These questions are loose guidelines for the conversation; you should expect very different conversations from each roundtable or THM. While individuals are talking, be sure there are a few members of the coalition taking notes on what is said during the discussion. The quotes and ideas will form the base of your data collection. Just be sure coalition members do not outnumber the attendees.

Town hall meetings are an opportunity to collect data from a large number of people in a short amount of time- it also spawns conversations across groups and allows for broader discussions among large community groups.

Photovoice:

Photovoice is an emerging qualitative data method that utilizes community-based participatory research (CBPR) to elicit individual's stories in a creative and unique way. CBPR is defined as "a systematic inquiry, with the collaboration of those affected by the issue being studied, for purposes of education and taking action or effecting change."[5] Participants are given cameras to document their concerns about the ATOD issue in their community and promote dialogue and new information through the sharing of photographs in a group setting.[6]

> **Capacity Tip 6:** Photovoice is a great opportunity to engage a variety of individuals with different skills, particularly those interested in arts and photography. Recruit data collectors from different populations and in different settings, including art classes, community centers and high schools. Young coalition members are often interested in this type of data collection method and can provide interesting and unique revelations about problems in the community.

These photos are usually shared in a group of 5-8 individuals who come together to pick a photographic theme; participants go out and take photographs and come back to discuss their photos through the SHOWED guide to discussion: SHOWED means: What do you SEE in this photograph? What is HAPPENING in the photograph? How does this relate to OUR lives? WHY does this issue exist? How can we become EMPOWERED with our new social understanding? What can we DO to address these issues?.[7]

Photovoice can be a powerful tool for change. For example, a health educator in an affluent Ohio town was trying to overcome denial and apathy about substance abuse among community leaders. To amplify the voice of youth in her peer education group who were being pressured to drink

> For more information on photovoice, click these links:
> 1. PhotoVoice – Participatory Photography for Social Change
> 2. Community Tool Box: Implementing Photovoice in your Community
> 3. A Practical Guide to Photovoice
>
> Complete URLs are available in the Resources Section

alcohol, the health educator bought disposable cameras and sent the youth out with cameras to photograph their experiences. The photos were presented to parent groups, teachers, and the town government during a series of "showings". Town leaders agreed to form a coalition to start addressing these problems. Without the photographs from the town's youth, the town leaders may not have taken action to address rampant underage drinking.

This method is similar to focus groups in that it is more structured than a listening session, but the photographs lead to a rich discussion that is difficult to elicit under other methods. This method requires a skilled moderator/facilitator who can both provide basic training on photography as well as lead the discussion using SHOWED. The conversations can be recorded or notes may be taken to determine key quotes and information from the discussion. Recruitment for this method requires a solid understanding of what Photovoice is in order to explain it to those who you are trying to recruit. This is particularly relevant for youth who may feel uncomfortable talking about these issues in a group setting and will need parental permission to be involved. Alternatively, this method engages those who may be excited for a creative way to express their concerns about substance use in the community.

This method produces unique data that is incredibly valuable in telling the community's story. The photographs taken through this data collection technique can be used throughout your coalition's efforts and provide visual data to accompany the text. These photographs can be used in issue briefs, testimony, media stories, and much more.

Environmental Scans:

Environmental scans collect data from physical locations rather than individuals. In order to conduct an environmental scan, members of your coalition, allies, or partners go out into the community and evaluate the environment in which the ATOD problems can be seen. Scanning includes looking at the location and number of bars, scanning alcohol or tobacco advertising signage in store windows, looking at the neighborhoods that have

been identified as high-risk, attending parties where students have identified drinking or other drug behavior, and more. Capturing this information provides complementary data to that found in surveys and can continue to build on the qualitative information you are collecting. Photos can be taken of these environments, which can inform or complement environmental scans and have powerful policy implications and can again be used throughout the implementation of your strategies.

For more information on how to conduct environmental scans, click these links:
1. CADCA article: Why you should consider an environmental scan?
2. County of Los Angeles – Department of Public Health, Environmental Scan Summary Form
3. Study to Prevention Alcohol-Related Consequences

Complete URLs are available in the Resources Section

Capacity Tip 7: This methodology is a great way to engage coalition youth; having a hands-on activity where they can go out in the community and see problem areas first hand has been highly successful in establishing and deepening a youth presence in your coalition. Be sure to include adult supervision and provide appropriate training to youth to support their comfort in the scan process. They may also be helpful in determining additional problem areas that should be scanned.

There is no specific recommendation for how many scans should be conducted or how long they will take. The environmental scanning process is largely dependent on the local conditions in your community. Your coalition should conduct scans of each individual location and of all identified locations until the team can adequately describe the conditions of the high-risk environments or "hot spots". The local conditions in each community are different so each com-

munity will focus on different hot spots; for some, data will point towards bars; for others, it may be off-premise establishments that sell alcohol or tobacco. For others, it may be home parties. Many communities have data suggesting there are a number of hot spots that should be targeted. In this case, conducting environmental scans of as many as possible will provide your coalition with the greatest depth of data.

Environmental scans can both identify new hot spots and scan well-known hot spots. The volunteers will need to know what to look for so you need an environmental scanning instrument. See page 13 for an example of a scanning instrument geared towards alcohol availability in the community. It's a good idea to get all the volunteers together, provide the instrument and review the items to be sure everyone understands the meaning of each point and the scan process. Basic training that includes casual observations, personal safety, blending into environments, and cultural competence should be provided to volunteers. As a matter of fact, environmental scans should be conducted in pairs to ensure safety and be sure all information is collected and documented. One person can scan the environment visually and call out what he/she is seeing for the partner to mark down the observation on the scan. Or, for external environments, the pair can divide the assessment instrument so each is focusing on a few specific items.

These scans may be another place to engage community members and expand the capacity of your coalition and your efforts, for example, see if you can get a member of the coalition to partner up with a high school student. Scans also afford coalition members additional opportunities to leave the office and see where these problems are happening, first hand and be able to speak with authority about the issues you are addressing through your efforts.

Specific Location (circle store type)

The store is (circle one):

    Bar   Restaurant   Liquor Store   Convenience Store   Grocery Store   Tobacco Outlet

Advertising Outside the Store

1) Is there a liquor store next door or very close by?   Yes   No

2) If this is a Discount Tobacco Outlet, are there signs posted that no one under the age of 18 can enter?
❏ Yes   ❏ No

3) About what percentage of the front window is covered by signs or advertisements of any kind?

❏ Less than 10%
❏ 20%
❏ 50%
❏ 80%
❏ Nearly 100%

4) About what percentage of the front window is covered by <u>alcohol ads specifically</u>?

❏ Less than 10%
❏ 20%
❏ 50%
❏ 80%
❏ Nearly 100%

5) About what percentage of the front window is covered by <u>energy drink & supplement ads specifically</u>?

❏ Less than 10%
❏ 20%
❏ 50%
❏ 80%
❏ Nearly 100%

6) About what percentage of the front window is covered by <u>tobacco ads specifically</u>?

❏ Less than 10%
❏ 20%
❏ 50%
❏ 80%
❏ Nearly 100%

7) Does the store have exterior "WE ID" or "Age Verification" signs?   ❏ Yes   ❏ No

8) In your opinion, how aggressively does the outside environment of this store market alcohol to youth?

❏ Very Aggressively
❏ Somewhat Aggressively
❏ Not Very Aggressively

For this table below, include all posted signs and ads on the windows, sides of the buildings, gas pumps, posted in the lot, etc for the entire outside of the store for both alcohol, energy drinks. ** Note that some ads may fall into multiple categories.

Alcohol Advertising <u>Outside the Store</u> (enter the number of alcohol ads for each type of alcohol)							
Type of Alcohol	Lagers	Ales	Alco-pops/ Specialty	Liquor/ Spirits	Wine	Draft	Non-alcoholic Energy Drinks
Store made signs or ads							
Professional signs or ads							
Alcohol industry promotions or ads							
Promotion of large serving sizes or pitchers							
Promotion of " sale or reduced price"							
Total Number of alcohol ads							

Is the store within 500 feet of: (please circle correct answer)		
A school?	Yes	No
A church?	Yes	No
A playground?	Yes	No
A recreational facility?	Yes	No
A daycare facility?	Yes	No

Content analysis:

Content analyses rely on the collection of information from documents rather than individuals. This method involves reviewing policies, newspapers, advertisements, social media, or other texts and visuals in the mass media that can help provide a broader understanding of the community norm or societal belief surrounding the ATOD issue that your coalition is working to address. Employed in a certain way, this method provides an understanding of the historical context of ATOD problems in your community. This context may be particularly relevant if there have been previous, but unsuccessful local attempts to address issues. A content analysis of newspapers may also reveal a "trigger point" in the community, or a specific event that led to a concern for or call to action on substance use among youth. Used in another way, content analysis can provide information about how a trending drug-related issue is being perceived by media as well as help identify the prevailing public opinion. This is particularly relevant in communities where the medical marijuana or marijuana legalization conversation is heating up.

Capacity Tip 8: Conducting a content analysis provide an opportunity for coalition members who are less comfortable engaging face to face with individuals to be involved in collecting useful data. Members can review newspapers, websites, and other historical documents and provide valuable contributions about the history of these issues, any triggering events, and how the community and key officials discuss the problems you are identifying through the rest of your data collection.

In order to conduct a content analysis, think through how to systematically collect media pieces related to your problem statements and local conditions. For example, you could look through the print and online versions of your local newspaper every day to find items related to your coalition's identified public health and safety issues. This could include news articles, opinion columns, letters to the editor, stories on enforcement, business advertisements or earned media on events your coalition organized. Collect the media pieces over a defined period of time and analyze common themes across them. Questions to consider for each media piece: Can you tell how your broader community feels about your issue? Do you consistently see one name coming up as a champion or an opponent? Are there any decision makers/elected officials quoted who you may want to talk to? What can be gleaned from advertisement content? Are advertisements primarily about products or do they portray a certain community lifestyle focused on ATOD use? Perhaps, you can create a scale to gauge positive or negative media pieces as a way to summarize findings.

Content analysis has a number of important benefits, but can be labor intensive and requires individuals with qualitative analysis skills and experience, such as transcribing, coding, and synthesizing. Coalitions in larger media markets or with numerous media outlets may be more inclined to use this data collection method than coalitions in more rural settings.

For more information on how to conduct a content analysis:
1. An Introduction to Content Analysis
2. Content Analysis
Complete URLs are available in the Resources Section

Logistical Considerations

There are a few logistical considerations that are the same across the methodologies discussed above. Specific considerations are listed in each method as well, but as your coalition begins to think through its data collection be sure to consider these logistics.

Location: Work with coalition partners to secure space that is both easily accessible by most major routes in your community and safe and secure. Participants should feel comfortable that the space is private and their conversations cannot be overheard outside the room. Ample parking options and public transportation access increase the likelihood of participation. If available, ask applicable coalition partners to extend transportation services and child care support for these information gathering sessions. You can also look for partner organizations who can provide accessible, free space. Be sure to get there early to set up the meeting and greet your participants.

Scheduling: Remember that people have very different schedules. You do not want to schedule all of your focus groups in the middle of the day or in the evening. Vary the times you conduct data collection to maximize the number of people who will be able to attend. Since you are always trying to include residents in the coalition process, it is generally better to hold some meetings starting at the end of the work day, no earlier than 5:30pm.

Length: Though this will vary somewhat for each method, be considerate of the participant's time. If you find that you are starting to go over the time you originally planned, you can always check in with participants to determine if they want to continue or end the meeting. For town hall meetings, try not to exceed two hours. Listening sessions and interviews should range between 1-1.5 hours. Your initial one-on-ones should be 30-45 minutes while the second meeting may last an hour. After that, adjust accordingly to the person and experience. These are general guidelines to learn about the community while still being respectful of schedules.

Number of Sessions: There is no magic number. A good rule of thumb for qualitative data collection is to keep collecting data until the coalition isn't learning new information, or until you've reached saturation. Recommended minimum sessions for coalitions to consider by collection method are: 3 listening sessions/focus groups per issue, 10 key informant interviews, 3 town hall meetings, and as many one-on-ones as your coalition can conduct. For relational one-on-ones, you want to try to have 2 meetings with each person. Use good judgment and consult your evaluator, when needed. For example, if your coalition is a county-level organization with five distinct municipalities in the county, you may need to have 1-2 listening sessions or town hall meetings per municipality.

Questions: Engage with your coalition to help determine which questions you want to ask. Your interview/listening session/focus group/town hall guide should consist of largely open-ended questions that elicit more in-depth responses. For example, rather than asking "is alcohol/tobacco/other drugs a problem in your community?" you can ask:

- "Where is alcohol/tobacco/other drugs a problem in your community?
- How much do you think people are using alcohol/tobacco/other drugs?
- Where do you think they are getting the alcohol/tobacco/other drug?" and so on.

It is also important to know that you may need to make revisions to your interview guide as you conduct interviews. It may be that certain questions are not clear or participants are hearing them differently than intended. It is fine to make modifications throughout the process as long as you continue to get information that is valuable for the work you are doing.

Food: As with coalition meetings, offering snacks or light refreshments entice participants and show appreciation. Remember, however, that federal funds cannot be used to purchase food. Ask for support from coalition partners or local businesses if grant funding is your sole source of coalition support.

Setting Up Qualitative Data for Analysis

Rules for how data will be documented should be established before the collection processes begin. This allows for consistency of the process and ensures that it can be reproduced, furthering the validity and reliability of qualitative data. The more methodologically data is collected and documented, the easier the analysis process will be. There are multiple ways to set up qualitative data for analysis. The most widely accepted techniques include, but are not limited to, the following provided below. There are a number of resources available online to provide additional information and suggestions for qualitative data analysis.

1. Documentation of data is the purposeful collection of information during the data collection process, using actual words when possible.[8,9,10]

2. Coding/categorization of the data into concepts-identifying intended concepts and potential responses.[8,9,10]

Documentation is also described as transcription and memoing. It is a process of capturing and writing down information obtained from the qualitative data collection process. When creating the documentation process, great pains should be taken to ensure that accurate data is captured, when possible use the respondents' actual words. Data can be accurately captured by using recording devices and subsequent transcription so it can be analyzed line by line.

> For more information on documenting and coding qualitative data, click on the following resource: <u>Qualitative Data Analysis</u>. Complete URL is available in the Resources Section.

Coding/categorization can be done after transcription of data or during the data collection process. Coding helps reduce the collected data to meaningful segments that make analysis easier.[8] In order to code, the group will need to develop a codebook of key variables and pieces of information that you are looking for in each transcript. This first draft can be developed from the interview guide or list of questions asked.

For example, if you are asking about which substances kids are using the most, you will want "alcohol", "tobacco", "marijuana", "prescription drugs" and "other drugs" as codes. You will likely want "location", "time", "day", and other key points of information you asked about. Codes should be used in conjunction with memoing and other documentation.[10]

Common Analysis Techniques

Qualitative data analysis is as much art as it is science. The levels and types of analysis techniques for qualitative data are as diverse and varied as quantitative data. The three analysis techniques discussed here are based on practicality, ease of use and applicability for use in evaluation, with a focus on narrative analysis that emphasizes themes, categories and word/phrase repetition.[11]

1. Enumeration: turning qualitative data into numerical data.[9,12]

2. Hierarchical Category Systems: looking for themes or categories and creating "if then" relationships.

3. Visual Sociology: observing the social world through pictures and film and interpreting the results through text.[8]

Enumeration is the act of taking qualitative data and turning it into numerical data. It can be as simple as a counting words or combinations of words. Going back to the marijuana example, we may determine we are looking for *marijuana* and *bad* being used together. A coalition could use the same type of analysis looking for commonly used words or combinations without a pre-defined set of code words. Luckily, there are simple word count programs that make this type of analysis easier. A deeper level of enumeration comes from placing numerical values on certain categories of responses. What does that mean? Think about a Likert scale used in a satisfaction survey where 1 means you are very unsatisfied with a product and goes all the way to 5 which means you are very satisfied. Using *marijuana paraphernalia norms* as an example in which the question was "do you feel that having stores selling marijuana

paraphernalia 'normalizes' use?" and the intended responses ranged from "absolutely no" to "absolutely yes", you would assign the number value of 1 to the "absolutely no" and each determined variation all the way to "absolutely yes". The result would be a numerical description of the conversation.

Hierarchical Category Systems involves looking for common answers or words to develop broader themes and putting the themes in order based on how often they come up. The emphasis is on emergent themes or categories of responses. From the identification of themes, a hierarchical table is created to show relationships between themes or categories, as shown in Figure 4.[8,9] This is accomplished through the creation of "if/then" statements.

Figure 4: Example of Hierarchical Category Systems.

Using our *marijuana paraphernalia* example, themes from a listening session involving members of the Rotary Club were:

• It is wrong to regulate small business

• Businesses that carry marijuana paraphernalia are not bad

• Marijuana paraphernalia is bad, only when it can be seen by kids

• Marijuana paraphernalia is bad if kids can buy it

"If/then" statements are then created based on the themes that emerged from the answers to the questions and ranked in a hierarchical arrangement, such as *If it is bad for kids to purchase marijuana paraphernalia, then businesses that sell marijuana paraphernalia should be regulated*". This thematic statement becomes the item that drives all other comments, allowing it to be at the top of the hierarchy.

Visual Sociology is the viewing of pictures or film and having an open-ended or guided conversation about what the participants see. This process is typically used to analyze environmental scans or Photovoice projects. This type of analysis is best when those who took the pictures are the ones having the conversation about them. However, expanding on the *marijuana paraphernalia* example, using environmental scans in conjunction with listening sessions can engage more individuals in recognizing where problems exist in their community, i.e. marijuana paraphernalia in stores. Participants then discuss and share insight into views and opinions on what they see.[8] A pre-determined set of visual images can be used to show acceptance of different environments, such as stores that do not sell paraphernalia and stores that do. The results of this conversation can be further analyzed using either the Enumeration or Hierarchical Category Systems analyses.

In Summary

The methods described provide examples of ways to collect qualitative data and how these data may be used. It is helpful to think strategically about when you may want to use key informant interviews vs. one-on-ones or focus groups. Think through your coalition's resources, the burden on the community, and what type of information that can be gathered from each method. This will help determine which method is most appropriate for the particular questions you are trying to answer.

COFFEE COUNTY ANTI-DRUG COALITION

Community Description

Coffee County, Tennessee with a population of approximately 52,000 is a rural community located between Chattanooga and Nashville. The County has two population centers. The City of Manchester, with a population of 10,102 residents, is mostly rural and home to the now famous Bonnaroo music festival. Tullahoma is slightly larger with a population of 18,665 residents. Tullahoma also has a small Air Force base with about 50 families and the University of Tennessee Space Institute.

In spite of its relatively small population and only three government entities -- two city councils and County-level Commissioners, prior to the formation of the Coffee County Anti-Drug Coalition, these agencies did not have a strong history of working together to address health and safety issues. The Coalition has brought unity and cohesion regarding alcohol and other drug (ATOD) problems across jurisdictional lines. This cooperation and coordination has served the Coalition well as it addresses ATOD issues.

The Coalition

The Coffee County Anti-Drug Coalition has just completed year five of its Drug-Free Communities grant (DFC). The Coalition receives other financial support including Tennessee Block Grant dollars, SAMHSA Partnership for Success sub-grantee funds, and local foundation dollars.

One of the unique qualities of the Coalition is its ability to engage significant numbers of community members to attend its meetings. It is not unusual for 35 – 40+ people to attend the Coalition meetings. Also important is the fact that approximately 1/3 of the membership could be considered "grassroots" community members. The large number of participants as well as the strong grassroots participation in the Coalition helped ensure a deep reservoir of rich qualitative information about the local conditions in Coffee County.

The Role of Qualitative Data

As is true for many ATOD coalitions, initially the group understood its ATOD problems primarily through the lense of school surveys and archival data. These were the principle data sources in their community assessment. The Coalition found information on rates of ATOD emergency room admissions and driving under the influence (DUI) useful, but also incomplete. While lending credence to the existence of the severity of alcohol and other drug problems, the Coalition quickly recognized the limitations of these data. The information failed to fully tell the story behind these numbers. For example, school survey data supported high rates of youth access to alcohol... but where and how were they getting it? And, yes, individuals were being arrested for DUI's, but where did they have their last drink and who served them once they were already intoxicated? Yes, there were prescription related ER admissions for overdoses, but what were the specific pills taken and where had they obtained them?

To deepen their understanding of the assessment data, answer questions like these and generate new ones, the Coalition intentionally turned to collecting data through qualitative methods as part of their problem analysis process. Their new tools of the qualitative data collection trade included focus groups, listening sessions, key informant interviews, environmental scans and, equally important, the collective wisdom and knowledge of the large number of community members that regularly participate in the Coalition. These new sources of critically important data provided the Coalition and broader community with a deep understanding of the what, how, when and where of alcohol and other drug use in Coffee County.

The Coalition Role in Qualitative Data Collection

Coalition members are actively involved in much of the data collection methods described above. For example, members are the primary source of the data from the alcohol outlet focused environmental scans. The scans are done on a quarterly basis with all 75 outlets being scanned over the course of a year. Staff have primary responsibility for training Coalition members on the scan process and compiling incoming data, but members visit the stores and collect the data.

Similarly, for Coalition-led focus groups and listening sessions, the members are central to the process. Many of the questions and topics that are asked and probed for are generated by the group. Coalition members are also active in recruiting community to the meetings, facilitating the sessions and general support to ensure they are well run.

The obvious benefit of this level active Coalition participation is reflected in their ability to fully articulate their local conditions and effectively work for implementation of environmental strategies.

Lessons Learned

The major takeaway for the Coffee County Coalition members was that survey and archival data were only the beginning of the story regarding their ATOD problems. The true story of how these problems manifest in the community emerged through the authentic community voice. This information, largely collected by Coalition members, shaped the understanding of local conditions and informed the selection of a comprehensive set of interventions specific to each local condition. Their comprehensive and systematic analysis of problems, using multiple methods and sources of data resulted, in part, with the passage and enforcement of a local Social Host Ordinance and –multi-faceted plan to address the prescription abuse by youth. For their dedication to data-driven problem solving and decision making, the Coalition was awarded the CADCA 2013 Got Outcomes Coalition in Focus Award.

CHAPTER 3: ASSESSMENT AND PROBLEM ANALYSIS

This chapter begins by delving into the specifics of how to use qualitative data in the coalition problem-solving process, beginning with the community assessment and moving directly into the problem analysis. As you work through the community assessment, continue to think through the different data collection methods for gathering the information needed to tell the ATOD story in your community.

Assessment the Environment

As your coalition prepares to begin the community assessment, it is helpful to revisit what it is the group wants to know. The assessment will help you understand ATOD issues in their entirety. CADCA recommends you collect the following data during the assessment:

- The consequences of substance use/abuse
- Current rates of substance use/abuse
- Root causes of substances use/abuse
- Local conditions that maintain root causes

These data are collected with the intention of employing the public health model that includes the implementation of strategies to address the environments in which risky behaviors and conditions occur, thus improving the lives and health of the population as a whole. This chapter intends to expand your understanding of how the four data categories listed above must include qualitative and quantitative data.

During Assessment, coalitions seek data answers to questions in order to better explain the ATOD problems. Assessment begins by formulating the questions you want answered. When formulating the questions, remember to focus on population-level change, not on individual behavior. For example, you want to ask questions that provide details such as

- Where are the problems occurring?
- What days of the week and at what times are the problems taking place?
- Which high-risk alcohol products are young people consuming?

- What is the price of those high-risk alcohol products?
- What is the price of alcohol compared to other products (soft drinks, sports drinks, designer coffee drinks) youth use in your community?
- How many bars or liquor stores are near your schools?
- Do students talk about how they can see alcohol or tobacco promotions inside stores on billboards?
- What neighborhoods are drugs being sold in your community?

As you continue to develop your questions, it is important to listen to the questions of your coalition members and allow individuals to include their own concerns. The questions of each coalition member combined will create a strong foundation for you to start the assessment. These data provide the information necessary to guide your strategies.

Conducting the assessment

Using a combination of the methods described in Chapter 2, your coalition should reach a broad cross-section of the community. Different people will have different perspectives on these issues, so it is important to talk to people from as many groups in your community as possible to gain the broadest understanding of community local conditions. Throughout the assessment, keep the focus primarily on community level concerns. Though many people initially think about the one or two stories about their kids, friends, or what is in the newspaper, you want the focus to be on the community level behavior and norms rather than one or two individuals. Continue to encourage people to provide specifics where possible; if people say that they see kids smoking cigarettes all the time, ask them to identify specific settings where they see this happening. If they talk about witnessing underage drinking in public, inquire about specific dates, times, and context. This level of detail will move beyond the root causes and to focus on the local conditions relevant to your specific community.

The most important thing to remember here is that you are trying to determine the needs of your community through quality data. There are specific pieces of data that should be collected in your community assessment. The questions listed here can serve as a starting point for your qualitative data collection. Through discussions with your coalition and community members, you will think of additional questions to deepen the information your coalition is collecting.

• **What is the prevalence of ATOD problems among youth in your community?** Qualitative data can help you determine if there are specific groups of youth that are engaging in more risky behavior than others, or provide more specific information about some of the numbers you find on surveys.

• **Where and how are people engaging in substance use?** This question allows you to begin to think about your local conditions. Are young adults drinking at bars? If so, which? Are they drinking at parks? If yes, which ones? People's houses? Are parents home? Are parents providing the alcohol/tobacco/other drugs? Parking lots? Are people then driving home afterwards? You want to get as much specific information as possible out of conversations about where, and how, people are using substances.

• **What are the consequences of underage substance use?** The coalition can get a much broader picture of the consequences of substances by talking to people in the community who interact with young adults every day. These conversations will provide much richer data than surveys alone. Talk to teachers about what they see with their students. Talk to parents about whether they know of any substance use among their child or his/her friends. Talk to local police and ask if they are hav-

ing any issues with young adults in the community. Qualitative data not only encourages conversations with a variety of individuals, but allows you to get much more specific data about the problems being caused by alcohol, tobacco, or other drug use.

What does qualitative data tell you?

As modeled in the questions just offered, the qualitative assessment data your coalition collects should detail key components of the ATOD problems in your community: where, who, what, when, and why. These data will complement the quantitative data you collect; it will help explain results of a survey, and it can help form future quantitative data collection instruments. For example, if your qualitative data shows that the community is most concerned with underage marijuana use, you could field a survey in a high school focused just on marijuana to get additional detail about prevalence, where they get it, frequency of use, and more. You may not have known to ask those questions if the community did not voice their concerns during a listening session or interview.

Problem Analysis

Once you have completed the assessment and determined what the ATOD problems in your community are, you should continue to drill down into root causes and local conditions. It is possible that the initial data collected in the assessment revealed the broad root causes that contribute to ATOD use among youth; the problem analysis asks "why" and "why here" to generate additional clarity and understand the problem. These are questions that are difficult to answer through quantitative data collection.

Once you have established your data-based root causes, use your primarily qualitative data to determine the specific, identifiable, and actionable features of what the root cause looks like in your community. These are called *local conditions* or "why heres," as they have been coined in CADCA's problem-solving process. For example, if a root cause is *youth access of alcohol,* the coalition needs to know: are they drinking in bars? If so, how are they getting in? Are there security guards at the door? Are kids using fake identification? Or are they buying alcohol at off–premise outlets? Or are they drinking at home parties and getting their

alcohol there? In order to answer these questions, coalitions will probably need to go back and collect more data, through environmental scans or additional listening sessions or interviews. This level of detail is necessary for each root cause identified.

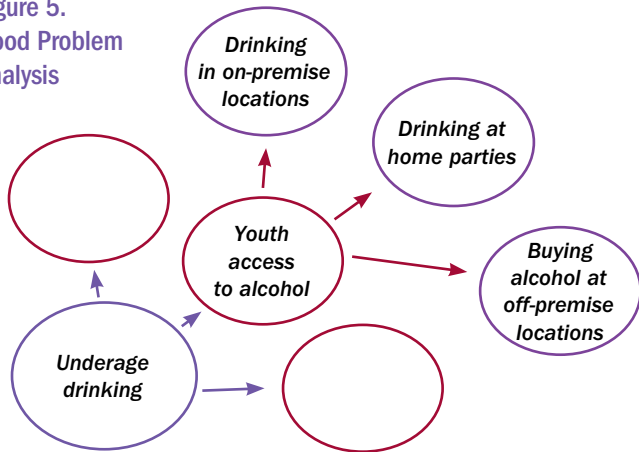Figure 5.
Good Problem
Analysis

Drinking in on-premise locations

Drinking at home parties

Youth access to alcohol

Buying alcohol at off-premise locations

Underage drinking

Figure 5 reflects a problem analysis with local conditions partially clarified through the community assessment. The problem is *underage drinking;* one root cause contributing to that problem is *youth access to alcohol.* Three local conditions that demonstrate the manifestation of the root cause at the local level are: *youth drinking in on-premise locations, youth drinking at home parties, and youth buying alcohol at off-premise locations.* This information is important and informative, but it does not tell a complete picture of the local conditions. Where are the bars that underage kids are drinking in? During what hours are they drinking? These types of questions should be answered with qualitative data to provide more specific, identifiable, and actionable local conditions that can then be used to determine the best strategy. These examples provide further recognition of the value of qualitative data in improving the coalition process.

Finally, Figure 6 shows a problem analysis after the coalition has collected additional data on the local conditions. The problem and the root cause have not changed, but from interviews and focus groups we now know more about the local conditions. We know

that kids are *drinking in bars in the downtown entertainment district primarily between 10:00pm and 2:00am.* We also know that most of the *underage purchasing of alcohol is occurring at convenience stores rather than liquor or grocery stores, and is happening between 9:00pm-11:00pm, and that house parties occur most often in the neighborhoods surrounding the high school on Friday and Saturday nights.* This additional information tells a much more complete story of what underage drinking looks like in your community and provides specific strategy points for the next steps of the coalition process. And, most importantly, your coalition would not have learned this level of detail without engaging in qualitative data collection.

Figure 6. Better
Problem Analysis

Youth drinking in bars in the downtown entertainment district primarily between 10:00pm and 2:00am

Older youth getting peers to provide alcohol at home parties which occur most often in the neighborhoods surrounding the high school on Friday and Saturday nights

Youth access to alcohol

Youth buying alcohol at convenience stores between 9:00pm and 11:00pm on weekends

Underage drinking

Recalling CADCA's problem-solving process, a well-informed problem analysis leads to a sound logic model. The best way to build an informed problem analysis is to make sure your data supports each bubble in your diagram. If you have a blank bubble or incomplete information about a particular local condition, go back and collect additional data to be sure you are reflecting the problems and conditions in your community. Once you are secure that your root causes and local conditions are supported by community data, the coalition is ready to prioritize which local conditions to address and how to address them.

CHAPTER 4: LOGIC MODELING AND PLANNING

Logic Modeling

The development of a logic model continues the problem analysis where the brainstorming and assumptions of your coalition and community members are solidified with prevention science and local data. The work done in the problem analysis can be directly placed into your logic model, as shown in Figure 7. For the purposes of this document, however, we will assume that you have a detailed logic model where each section is filled out and accurately reflects your community challenges and plans to address them. If you have questions about developing a logic model, reach out to CADCA. This document instead focuses on
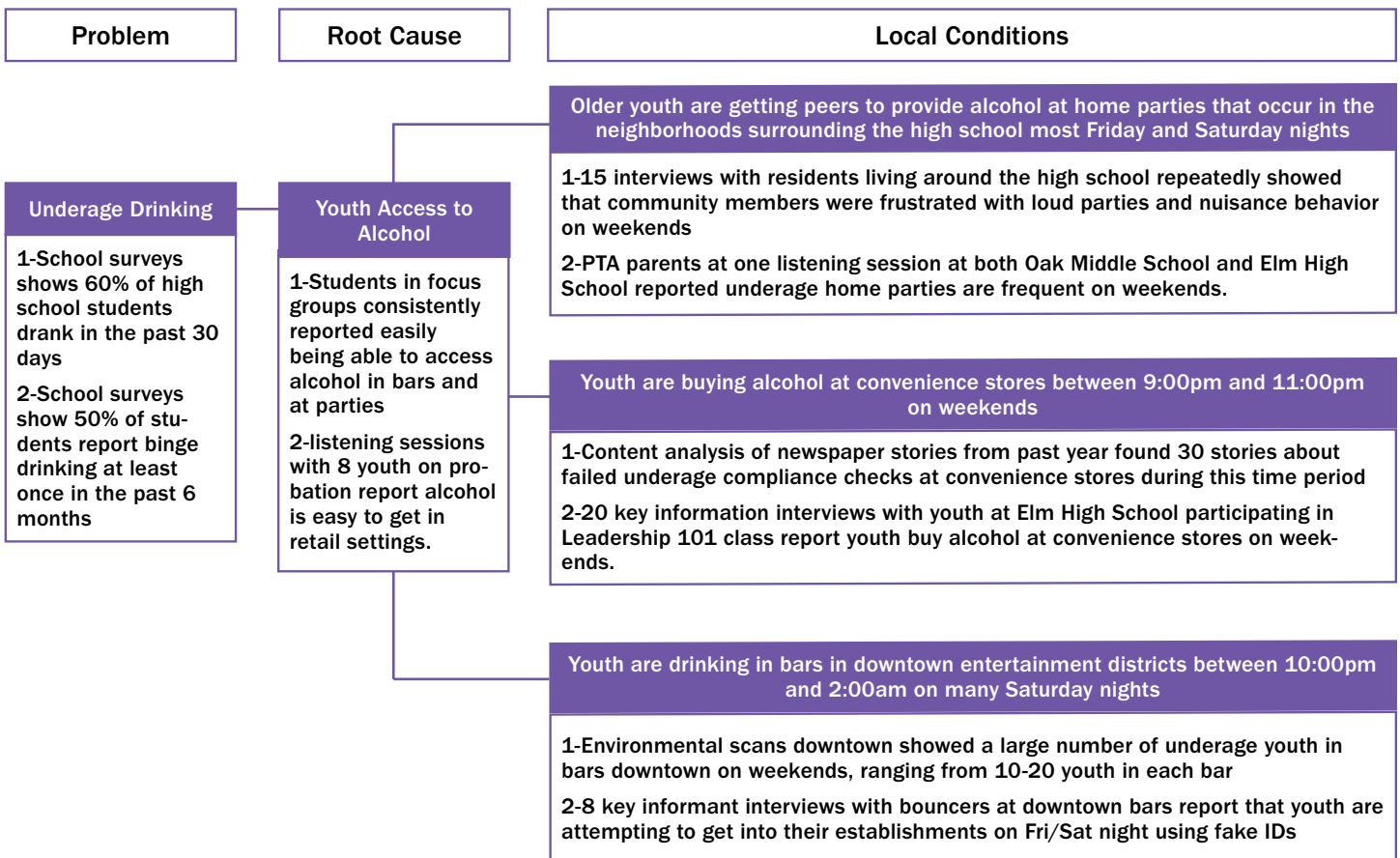
Definition of logic model: a "road map" that lets everyone know where you are going, how you are getting there, how you will measure progress along the way and how you will know you have arrived.

CADCA Planning Primer

the role of qualitative data in the logic modeling process. And, so what is that role?

Qualitative data strengthens the logic model by providing increasingly deeper understanding of both your local conditions and root causes, and, more importantly, setting the benchmarks for change. The logic model often reveals deficiencies in the clarity and specificity of the local conditions and clarifies the measures needed to document change and progress. The data in the problem analysis portion of the logic model serve as the baseline measures for evaluation. This is a crucial part of the community-level outcomes setting that is indicative of coalition evaluation which is why they are established early.

The logic model in Figure 7 is an example of how qualitative data are used to support each element of the model. Note that the information in the problem analysis (pg 25) is included in the example.

Figure 7. Logic Model with Data

Problem	Root Cause	Local Conditions

Older youth are getting peers to provide alcohol at home parties that occur in the neighborhoods surrounding the high school most Friday and Saturday nights

1-15 interviews with residents living around the high school repeatedly showed that community members were frustrated with loud parties and nuisance behavior on weekends

2-PTA parents at one listening session at both Oak Middle School and Elm High School reported underage home parties are frequent on weekends.

Underage Drinking

1-School surveys shows 60% of high school students drank in the past 30 days

2-School surveys show 50% of students report binge drinking at least once in the past 6 months

Youth Access to Alcohol

1-Students in focus groups consistently reported easily being able to access alcohol in bars and at parties

2-listening sessions with 8 youth on probation report alcohol is easy to get in retail settings.

Youth are buying alcohol at convenience stores between 9:00pm and 11:00pm on weekends

1-Content analysis of newspaper stories from past year found 30 stories about failed underage compliance checks at convenience stores during this time period

2-20 key information interviews with youth at Elm High School participating in Leadership 101 class report youth buy alcohol at convenience stores on weekends.

Youth are drinking in bars in downtown entertainment districts between 10:00pm and 2:00am on many Saturday nights

1-Environmental scans downtown showed a large number of underage youth in bars downtown on weekends, ranging from 10-20 youth in each bar

2-8 key informant interviews with bouncers at downtown bars report that youth are attempting to get into their establishments on Fri/Sat night using fake IDs

For each of these boxes, we have added relevant data points, both quantitative and qualitative in nature. A quick review shows that the qualitative data sources are much more informative, and thus, contribute to a richer story of the community's problems. As a side note, this example shows only one root cause; good logic models should have at least two root causes with at least two local conditions, and each should have two data points underneath.

This process should help visualize the problem, root causes, and local conditions in the community and determine if there are any additional data needed to be collected in order to clarify the local conditions. Additionally, during the logic model process you want to be sure you data is of the quality that it can become measures for tracking change through the evaluation.

Planning

It's here, in the Planning phase of the problem-solving process where a coalition will establish the short-term, intermediate and long- term measurable objectives to track change; and, subsequently, the coalition will select the strategies to be deployed to achieve those objectives. As previously discussed, qualitative data is paramount to the process by providing the community-level data necessary to pin point the local conditions. Similarly, qualitative data is integral to planning during which a coalition will confirm that the local conditions are in-depth enough to ensure its objectives are accurate and the strategies selected are realistic to bring about the desired changes. As the coalition thinks through its objectives and strategies, it is important to continue to focus on change that impacts the entire community.

The objectives are established to create a measurable target for the coalition to achieve. The long-term, intermediate and short-term objectives are created by using the qualitative and quantitative data collected for the problem statement, the root causes and the local conditions as demonstrated below.

For example, *if your local condition is older youth are getting peers to provide alcohol at house parties which occur most often in the neighborhoods surrounding the high school on Friday and Saturday nights* and you learned this in January, 2015 from 80% of the youth participating in listening sessions, then the **short-term objective** would be:

• *By June 2015, the number of youth participating in listening sessions who report older youth and their peers providing alcohol at house parties will reduce from 80% to 60%.*

The same process would be used for long term and intermediate objectives. For example:

• **Intermediate objective** (derived from the root cause) – *By December 2016, the number of youth reporting during listening sessions that alcohol is easy to get will reduce from 90% to 75%.*

• **Long-term objective** (derived from the problem statement)- *By 2020, the number of youth reporting past 30 day use of alcohol will reduce from 60% to 45% as reported in the student drug use survey.*

It is important to remember that short and intermediate term objectives in particular are heavily reliant on qualitative data, as it is difficult to measure short-term change with quantitative or survey data that is only collected once a year or even every other year in many cases. Specific information about timelines for objectives is offered in the Chapter 6.

Once the objectives have been established, planning continues as the coalition selects the necessary strategies to achieve those objectives. CADCA defines seven key strategies for achieving community change.

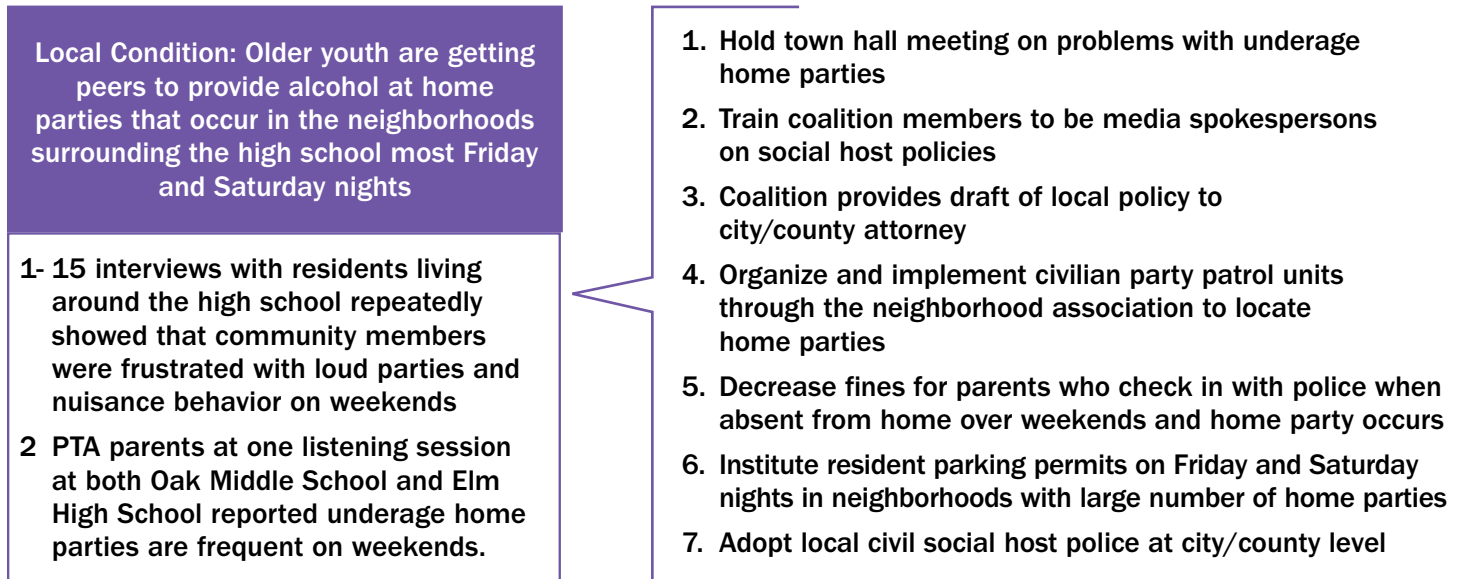| Figure 8: Seven Strategies for Community Change |
| --- |
| 1. Providing information
2. Enhancing skills
3. Providing support
4. Enhancing access/reducing barriers
5. Changing consequences
6. Physical design
7. Modifying/changing policies |

CADCA asserts that as many of these seven should be deployed towards each short term objective in order to achieve the desired change in the targeted local condition. For example, this document provides interventions in all seven strategy categories with an example of policy change as the goal, but it is worth noting that your local conditions may support the selection of different interventions. Qualitative data strengthens a coalition's strategy selection by providing a detailed understanding of the local condition. This understanding allows for clearly written short-term objectives which drives more efficient and targeted strategy selection.

Example of CADCA Seven Community Change Strategies Mapped to Local Condition

Local Condition: Older youth are getting peers to provide alcohol at home parties that occur in the neighborhoods surrounding the high school most Friday and Saturday nights

1- 15 interviews with residents living around the high school repeatedly showed that community members were frustrated with loud parties and nuisance behavior on weekends

2 PTA parents at one listening session at both Oak Middle School and Elm High School reported underage home parties are frequent on weekends.

1. Hold town hall meeting on problems with underage home parties
2. Train coalition members to be media spokespersons on social host policies
3. Coalition provides draft of local policy to city/county attorney
4. Organize and implement civilian party patrol units through the neighborhood association to locate home parties
5. Decrease fines for parents who check in with police when absent from home over weekends and home party occurs
6. Institute resident parking permits on Friday and Saturday nights in neighborhoods with large number of home parties
7. Adopt local civil social host police at city/county level

THE TEMPE COALITION

Community Description

The Tempe Coalition is located in Tempe, Arizona, home of Arizona State University with its 60,000 students. The City of Tempe has a total population of 167,000, making students nearly 1/3 of the community.

Coalition leaders consider Tempe a kind of "small town" given it contiguous boundaries with larger metropolitan areas such as Phoenix and Scottsdale and its total area of 40 square miles. Because Tempe is a "college town," the community views itself as generally more progressive and liberal than much of the rest of the state. The City has a strong City Manager form of government with six City Council members and a Mayor.

The Coalition

This is a story about the Tempe Coalition's role in supporting the adoption of a local Social Host Ordinance (SHO) and the use of qualitative data that informed the campaign.

Currently, the Coalition is in year three of its Drug-Free Communities grant (DFC). The Coalition also receives prevention funding from the State of Arizona. Coalition membership includes the required DFC 12 sectors with some active individuals representing grassroots groups. Much of the important action planning is accomplished in committees. By most indications, the Tempe Coalition looks like many other DFC grantees across the county. Except, this coalition puts a high priority on implementing policy to impact community-level alcohol and other drug (ATOD) problems.

The policy process is not easy for many local coalitions. There are a myriad of reasons coalitions struggle with implementing policy including: Coalition staff and members lack of familiarity with the research on effective community level interventions; member discomfort with the policy process, coalition membership familiarity and bias toward individual programs and strategies, coalition resistance to community conflict associated with policy deliberations and lack of strong qualitative data to make a case for the policy. The Tempe Coalition found a way to overcome these barriers.

The Role of Qualitative Data

Qualitative data was very important, directly and indirectly, to The Tempe Coalition's SHO policy campaign. It is not uncommon for Coalitions to have an initial sense of what the key problems and local conditions are in their community. One of the strengths of the DFC 12 sector model is that it brings individuals to the table that tend to have a good feel for what's happening in the community. In the Coalition's early years, they received key informant information from the local police department that keg parties were a major problem for both underage and of-age young adult drinking.

This initial information served as the initial launching point for considering keg registration as a potential solution. Fortunately the Coalition was not content to rely on one source of data. To further understand the nature of the parties - what CADCA calls "local conditions"- additional listening sessions, focus groups and key informant interviews were held with youth and adults. Through this process, a new picture emerged. The initial understanding that minors were drinking at keg parties turned out to be inaccurate. While some keg parties were occurring, youth were not the primary participants. Instead these data pointed to home parties in which adults were either present, or generally tolerant of the home being used as a setting for an underage drinking party. Additional conversations with local law enforcement confirmed home parties to be a major location where underage drinking was occurring. This new information shifted the focus of their intervention from keg registration to adopting a SHO.

The use of qualitative data did not stop there. Once the SHO was selected as their key environmental strategy to address home parties, another round of community member data was collected to facilitate painting a more complete picture of these parties and their consequences. To support the telling of the story across the Tempe's diverse community, a Latino community organizer was hired. The Organizer's role was to understand how, when and where these parties occurred in Latino neighborhoods and mobilize support for adopting the SHO. The information collected in the organizing process served as a data collection process that provided valuable data enabling the Coalition to inform community members and decision makers, thereby ensuring the success of their Social Host campaign.

The Coalition Role in Qualitative Data Collection

Tempe Coalition members played significant roles in the collection and utilization of qualitative data associated with their efforts to pass and implement a SHO. For example, Coalition members determined the questions to be explored for both listening sessions and focus groups held to better understand and generate support for a Social Host Ordinance. This information was crucial to the group as it crafted a policy responsive to their local conditions.

In addition, Coalition members were trained and conducted key informant interviews with community members as part of the policy development and support process. Coalition staff note that while having Coalition members conduct key informant interviews built commitment to the process and deepened their understanding of the community, the data collected was messy. Often, the question outline was not followed and the interviewer notes were all over the place. This made the staff compilation of the data difficult, but they celebrated the coalition members' involvement.

Lessons Learned

One lesson learned was that coalition volunteers needed lots of training to do some data collection. Community conversations can veer off course easily so the interviewer needs to plan accordingly. It may be that pairing up with another member can serve as a rudder for the conversation to ensure it moves in ways that are efficient, is respectful of the time of the person being interviewed and generates the data needed to answer the Coalition's questions. A key take away is the understanding that Coalition members don't always take the most direct route to gathering information. But the rewards in terms of personal commitment to the Coalition and community change often justifies the additional effort staff may need to put into training and making sense of the collected data.

Secondly, the collective willingness of the coalition to deepen their qualitative data collection to prove or disprove their initial understanding of their local conditions was a crucial factor in their ability to target their efforts to address the "right" community setting, where high-risk drinking was occurring.

At the time of the writing of this case study, the Tempe Coalition was preparing to reenter the community to collect more information from youth and adults through key informant interviews and listening sessions. These data coupled with student school surveys, police calls for service data and other quantitative sources will shed important light on the enforcement and impact of the social host ordinance.

CHAPTER 5: IMPLEMENTATION

As you may recall, CADCA's problem-solving process recommends the selection and implementation of evidence-based strategies once the problem analysis portion of the logic model is complete and some objectives have been identified. Thinking back to CADCA's logic model template, you may recall that a comprehensive set of strategies should be identified for each local condition.

More information on the basic processes of implementation and choosing evidence-based strategies can be found in CADCA's Implementation Primer.

While it's obvious that qualitative data is extremely helpful to determine local conditions and ongoing qualitative data collection is needed to measure success, there are multiple aspects of the implementation process that require qualitative data.

To follow through with our sample problem analysis and logic model, this chapter focuses on how qualitative data can be used to support the implementation of CADCA Strategy 7- "Implement Policy". Our example ties to the sample logic model in which the seven strategies are mapped to the … *home parties* … local condition. The policy selected is adoption of a Social Host policy at the city/county level. Specifically, we will explore the use of qualitative data in the carrying out of elements of a policy change campaign to pass a social host ordinance at the local level.

Making Your Case

The strategic use of data when making your case about the effectiveness of the coalition model or to advance any prevention strategy positions your coalition to be viewed as systematic, reasonable, and community-focused, not prone to hyperbole or drama. Combining the qualitative data with survey results humanizes the facts while adequately representing community attitudes and beliefs.

A useful tool used when making the case to implement a community policy or systems change is an issue brief. An issue brief is a short document, ideally two - four pages, that describes the local condition(s) that sets up the need for a policy solution, provides recommendation for an evidence-based policy solution, outlines information (such as qualitative data) supporting the need for the policy, and provides the coalition's contact information. This brief can be disseminated to community members, policy makers, and potential coalition stakeholders or coalition partners. Your coalition and partners should help draft your issue brief to be sure it is representative of the data you have collected and tells a clear story about why the policy is needed. This is some of the most powerful data coalitions can use to persuade decision makers to adopt and implement policy. In addition to generalized data, short quotes from community residents who are directly impacted by the problem, underage parties in this case, gives a face to the issue and shows key decision makers that their constituents are concerned about this local condition.

If you do not have the necessary quotes to fill in your issue brief, think about which community members are impacted by the problem so you can go back and collect additional data and quotes.

Photographs taken during environmental scans are also valuable in making your case. If youth take photographs of the leftover litter from a Friday night party or the large number of their peers at a house party, these photos can be used in both issue briefs and in news stories, as discussed in the next section. Using qualitative data in the presentation of the problem and strategy recommendation adds personality and a local face to the supporting quantitative data you may have on the issue. Personal stories and authentic voices are often more memorable than statistics and num-

bers. Have community members and youth attend council meetings and testimonies to present the need for a social host ordinance and ask for policy change.

Media Advocacy

Using media to advocate for the coalition's recommendation of a policy change is significantly enhanced with qualitative data. For example, issue briefs serve as the foundation for op-eds written by coalition members, talking points for radio interviews, and outlines for public appearances such as press conferences.

Press conferences are opportunities to publicly share the qualitative data the coalition has collected to help explain why the coalition is focusing on a social host ordinance. Including individual stories by community residents or youth who have attended or been effected by these home parties with underage drinking, as well as visual data such as photos, adds a human touch.

For more information on Media Advocacy, see CADCA's publication, Telling the Coalition Story: Comprehensive Communication Strategies

Use social media such as Facebook or Instagram to show examples of parties being advertised or high school students posting photos of parties or drinking behavior. Being able to highlight the problems and local conditions in your community through the stories of community members will catch the attention of the media and key decision makers and allow you to continue to tie the data to your local conditions.

Educate and Mobilize the Community

The wide spread dissemination of qualitative data, reflected as stories and real life impacts of home parties, serves to educate about the real problems associated with home parties. Connections made during the data collection process can be used to mobilize those who are concerned about and impacted by the problem. Specific mobilization efforts can include encouraging the youth that have been involved in data collection to reach out to their friends and peers to continue sharing the findings of the community assessment. Also, rekindle the relationships built through one-on-ones and community discussions and ask them to use their community networks to share data and gather support.

Using Qualitative Data in Media Advocacy	
Types of Media	**Use of Qualitative Data**
Newspapers	Editorials from community members, Guest column stories with interview quotes or data from scans
Radio	Interviews with residents or community members, advertising of press events, Content for PSA messages
Television	Televised press conferences where data is shared, bringing reporters along during environmental scans
Digital Media	Publicize stories on Facebook, Write blogs with relevant data
Events	Holding celebrations, festivals, or other community events are a valuable way to gain both media and public attention to your issue.
Paid Advertising	Your coalition may choose to place paid advertisements on television or in newspapers. This may be expensive but is a valuable way to reach a broader audience.

In keeping with the example of adopting a social host ordinance to reduce underage home parties, one of the most important groups to mobilize are community residents, particularly those in neighborhoods where parties are being held. These residents are going to have their own "data" and stories: number of sleepless nights due to late-night loud noise, estimates of leftover trash, and their overall level of frustration at the nuisance of loud parties. The coalition can mobilize these individuals to share their own examples in support of adopting a social host ordinance, but the coalition can also assist them in structuring their stories by quantifying the qualitative data and offering other qualitative data points for the advocates to use in support of their own stories.

At this stage of the problem-solving process, good coalition practice dictates that coalitions continue to build relationships with community members who can provide data about the problem. For example, coalition volunteers can return to the effected neighborhoods and go door-to-door asking about the problem behavior including frequency, intensity, and new contributing factors. Also, the coalition can engage with law enforcement to collect qualitative data on the ongoing problems they see surrounding underage home parties. In the community mobilization process, data is being shared and collected at the same time. Use the additional qualitative data being collected for media advocacy and additional community mobilization efforts.

Each of these efforts should be tracked; you should be measuring what steps you have taken to make progress towards your objectives. Continuing this data collection process will make your evaluation much easier.

CHAPTER 6: COALITION EVALUATION

What is Coalition Evaluation?

Coalition Evaluation is the process of determining the extent and impact of a coalition's work on its goals and objectives. Evaluation of the chosen strategies should capture the resources used during the community's problem-solving process as well as what the determined strategies (intentionally or unintentionally) achieve.[13] Coalition evaluation is focused on determining change in the population level; this is different than program evaluation which measures the gains made in health behavior and attitudes at the individual level only.

Using Qualitative Data as Part of Evaluation

As with all community-level evaluation processes, evaluation starts with answering the questions the coalition wants to know. Many of the responses to these questions are the local conditions that the coalition wants to change. If you expect the implementation of selected strategies to improve the local conditions potentially within six months as noted by Figure 10, you must have a data collection process that is sensitive enough to measure the desired behavior change and feasible enough to be collected often enough to show change, typi-

Figure 10. Objectives Timeline

How long it will take to measure change will vary from community to community, but the timeline given below provides an estimate of how much time it may take before your community begins to see change.

- Problem Statement - Long Term Objectives = 48+ months
- Root Cause – Intermediate Objectives = 24+ months
- Local Condition - Short Term Objectives = 6+ months

cally quarterly, but ideally monthly. It is not always feasible to institute a survey every month, which emphasizes the importance of qualitative data to provide the supporting evaluation data.

Qualitative data is used differently in evaluation than quantitative data, where you often use survey data to establish baseline rates and follow-ups to observe trends in behavior. Focusing on our example of *underage drinking at home parties,* a coalition could use two qualitative techniques to establish a baseline and trend. Here's how.

First, carry out an environmental scan to determine where parties are happening and how often residents are seeing/hearing these parties.

Second, engage in listening sessions with diverse groups in that specific and other communities by sharing the results of the environmental scan. Ask people if they have been affected by underage drinking parties or if they had any particular experiences with them. Lastly, ask the groups if reducing the parties would impact their quality of life. Documenting these discussions and establishing *credibility* in the responses is described later in this chapter. For the purposes of evaluation, the same questions need to be asked across multiple groups. Continue to collect this data throughout the process, particularly at the end of the strategy implementation, as is discussed in the next paragraph.

The path for coalition evaluation begins with planning, which utilizes a problem analysis and logic model to determine short, intermediate and long term objectives. It is necessary to understand what will change first. Strong evaluation focuses on impacting the elements measured by short-term objectives first, recognizing that if these changes occur, intermediate and, subsequently, long-term objectives will be impacted.

To evaluate impact you must replicate data collection efforts related to the stated objectives in the example above. This may mean repeating the scan and listening sessions process to see if the environment has changed or if people's views of the problem have. It is anticipated that the view of the items will not change unless the strategies are focused on restricting the number of parties or removing them completely. This process of collecting additional data should be repeated throughout the life of the strategy until the desired outcome is achieved or it is determined the strategies are not feasible or are not working. This repetitive process reflects the concept of *consistency,* which combined with applicability and credibility are key to validity and reliability of qualitative data.

As with any data collection process for outcomes, if the result is not being achieved it is necessary to look at the interventions to determine if they are aligned to the intended outcome(s). If not, adapt or modify the interventions or move on to another outcome. Use your qualitative data to inform the changing of the interventions or tweaking the intended outcome(s). Qualitative data is unique and particularly valuable in this circumstance as it allows you to understand not only what is happening but also why it is.

CHAPTER 7: CULTURAL COMPETENCY AND SUSTAINABILITY

Throughout this document there have been tips to encourage the coalition to think through issues of cultural competency and sustainability as it relates to the collection and use of qualitative data. Though different, both of these concepts are important to ensuring that the coalition's work is far-reaching, inclusive, and long-lasting.

Cultural Competency
The U.S. Department of Health and Human Services defines cultural competence as "set of behaviors, attitudes, and policies that come together in a system, agency or program or among individuals, enabling them to function effectively in diverse cultural interactions and similarities within, among and between groups". Cultural competence

goes beyond race and ethnicity, and expands into socio-economic status, age, gender, religion, political affiliation, and other sources of diversity in a community. There are some key qualitative data considerations to make in relationship to cultural competency: there are benefits to being conscious of cultural competency, including respect and mutual understanding, unity and civility in problem-solving, participation and involvement of diverse cultural groups, trust and cooperation, and inclusion and equity.

• *Recruitment:* When recruiting individuals for data collection, it is important to have diverse participants that reflect the demographic representation of your community. This includes racial/

ethnic diversity; if the community is 15% Black, 25% Hispanic, 4% Asian, and 66% White, listening sessions, town hall meetings, and in-depth interview participants should have a similar composition. Cultural competency goes beyond race and ethnicity. Be sure you have representation from different age groups, from middle/high school through senior citizens. Different income levels, religious groups, interest groups, and neighborhoods represented in each method of data collection. It is also important to reach out to community members who are often neglected, whether it be because of geographic location, disability, or age. This hard-to-reach population may have valuable insights that are rarely considered in community work. Think through these considerations for both data collection and coalition recruitment purposes. You should also think about who is doing the recruitment and data collection. Data collectors themselves should be diverse and reflect the makeup of your community.

- *Inclusive language:* Depending on your community, you may want to hold town hall meetings, listening sessions, interviews, and other data collection techniques in different languages. Unless your community is solely English speaking, collecting data only in English not only limits who can participate, but also limits who you are able to reach with that data. Collecting data in additional languages allows the development of issue briefs and policy statements in other languages that reach a broader population, thereby increasing the likelihood that a broad mix of residents can both work in social host adoption activities and bring their friend and neighbors into the voice of support for the policy.

- *Location:* As discussed in the "logistical considerations" box (pg 16), it is important to pick a location for your data collection efforts that allows for the greatest diversity of people to attend. For example, town hall meetings or listening sessions may need to be held on different sides of town to ensure access for everyone, or people may need to be picked up at their homes or places of work to conduct environmental scans. As discussed above, be sure the locations you choose are safe so that people feel comfortable discussing the issues in their community.

- *Data analysis:* Triangulation, or member-checking, is a key part of data analysis. You should go back to your sources to be sure your coalition is understanding the data correctly. This should be done across sectors of the community to be sure the coalition is interpreting the data in a cultural competent manner. This is crucial for cultural competency, rigorous data analysis, and data validity.

These are just some of the components of the coalition process that need particular attention to cultural competency. Have open discussions with your coalition about other places in the data collection process that the coalition needs to be particularly attentive to cultural competencies, and what specific groups may need additional attention.

Sustainability

In this document, sustainability refers to sustaining both the coalition and coalition's efforts. This includes both internal (leadership, partners, administrative and management systems) and external resources (key stakeholders, engagement of community members, funding). It is important to continue to build off the relationships created during data collection through one-on-one interviews, etc. These conversations are important for determining the individuals and groups who will help sustain your efforts from planning through evaluation and beyond as the intent of the one-on-one interviews was to build long-lasting relationships with individuals who are committed to the work of the coalition.

In order to sustain the work of the coalition, think about how to continue monitoring the now institutionalized efforts. The broader goal of the coalition is to create change that is institutionalized and leads to a change in the norms surrounding substance use in your community. The coalition can help monitor the activities and success of this the work to be sure it is being done consistent with the problem and conditions identified in the assessment and planning phase. As discussed in the Evaluation chapter, qualitative data collection is a key component of this monitoring and sustainability.

Part of the coalition's evaluation and sustainability efforts should include collecting stories of individual's whose lives have been positively changed as a result of the work you do or their involvement in the coalition. Using the example above, this includes having community members talk about how much quieter their neighborhood is without the frequent parties, or a listening session with high school students that reflects that they no longer attend house parties due to recent increases in police activity. It is important to continuously communicate the efforts and results of your coalition to the community; this includes reporting the progress of the coalition's efforts and using the stories (qualitative data) from evaluation as part of the dissemination process. These types of data can be incredibly impactful on policy makers, funders and donors and may help secure funding and resources for additional endeavors. For case statements that can be used for potential supporters, include the results and specific quotes from your qualitative data collection to help explain why the coalition's next project is needed, how it will make a difference, who is involved, and whether the strategy is cost effective. As discussed in the evaluation chapter, the logic model can be a helpful tool to help track measures and sustain the work of the coalition. Ensuring sustainability is easiest when you are tracking progress throughout the process through the key measures and a thorough evaluation.

CONCLUSION

In this *Beyond the Basics* publication, we have emphasized the value and importance of qualitative data throughout the coalition problem-solving process. Qualitative data not only provides an additional source of data to help triangulate and validate existing quantitative data, but provides a unique opportunity to hear the stories and experiences of community members that otherwise go overlooked. This document provides key methodologies and data collection techniques to help your coalition understand the fundamental components of qualitative data, and then walks through the use of qualitative data in assessment, problem analysis, planning, implementation, and evaluation. A number of data collection methodologies and analysis techniques were presented, with specific note of the role of the coalition in both collecting and using these data. Throughout the document there were capacity tips intended to help you and your coalition think through recruiting and sustaining new and diverse members and partners. There are also additional resources provided throughout the document to help each coalition succeed in their qualitative data collection, analysis, and dissemination. We hope this publication provides the necessary justification, information, and suggestions to encourage each coalition to prioritize the role of qualitative data in the work they do.

Additionally, the Institute offers free technical assistance to community coalitions. You may request technical assistance through the CADCA website, by sending an e-mail to training@cadca. org or by calling 1-800-54-CADCA (1-800-542-2322), ext. 240.

ENDNOTES

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RESOURCES

Listed below are the complete web addresses to learn more about each data collection method.

One-on-One Interviews

People Power: Mobilizing Communities for Policy Change, http://www.cadca.org/resources/detail/people-power-mobilizing-communities-policy-change

Study to Prevention Alcohol-Related Consequences, http://www.wakehealth.edu/uploadedFiles/User_Content/Research/Departments/Public_Health_Sciences/SPARC/SPARC%20Manual.pdf

Key Informant Interviews
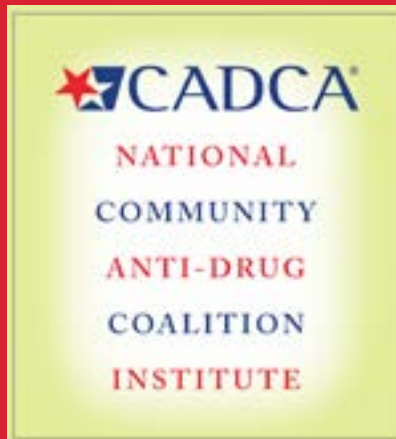
Listening to the Community's Input: A Guide to Primary Data Collection, http://www.walhdab.org/documents/ListeningtotheCommunityv1.0.pdf

Getting the Lay of the Land: A Guide for Using Interviews to Gather Information, http://www.accessproject.org/downloads/final%20document.pdf

UCLA Center for Health Policy Research: Key Informant Interviews, http://healthpolicy.ucla.edu/programs/health-data/trainings/Documents/tw_cba23.pdf

Focus Groups/Listening Sessions

Community Tool Box: Conducting Public Forums and Listening Sessions, http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-public-forums/main

Guidelines for Conducting a Focus Group, http://assessment.aas.duke.edu/documents/How_to_Conduct_a_Focus_Group.pdf

Town Hall Meetings

Conducting a Community Needs Assessment: Data Collection Methods, http://www.virtualcap.org/downloads/VC/US_Needs_Assessment_FL_Coop_Extension_Primary_Data_Collection_Techniques.pdf

Community Tool Box: Conducting Public Forums and Listening Sessions, http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-public-forums/main

Town Hall Meetings: Getting Started, https://www.stopalcoholabuse.gov/townhallmeetings/getting-started.aspx

Photovoice

PhotoVoice – Participatory Photography for Social Change, http://www.photovoice.org

Community Tool Box: Implementing Photovoice in your Community, http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/photovoice/main

A Practical Guide to Photovoice, http://www.pwhce.ca/photovoice/pdf/Photovoice_Manual.pdf

Environmental Scans

CADCA article: Why you should consider an environmental scan?, http://www.cadca.org/blogs/detail/why-you-should-consider-environmental-scan

County of Los Angeles – Department of Public Health, Environmental Scan Summary Form, http://publichealth.lacounty.gov/sapc/prevention/PV/AttachmentH_EnvironmentalScanSummaryForms/PartA_EnvironmentalScanSummaryForm.docx

Study to Prevention Alcohol-Related Consequences, http://www.wakehealth.edu/uploadedFiles/User_Content/Research/Departments/Public_Health_Sciences/SPARC/SPARC%20Manual.pdf

Content Analysis

An Introduction to Content Analysis, http://depts.washington.edu/uwmcnair/chapter11.content.analysis.pdf

Content Analysis, http://writing.colostate.edu/guides/guide.cfm?guideid=61

Qualitative Analysis

Qualitative Data Analysis, http://www.southalabama.edu/coe/bset/johnson/lectures/lec17.pdf