



# INNOVATIONS IN COMMUNITY BASED CRIME REDUCTION

## Participatory Research Toolkit

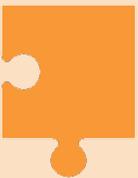


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### DATA DRIVEN

CBCR targets crime hot spots—typically micro-paces in communities that have struggled with crime for years. Researchers are engaged in the day-to-day work, helping partners examine problems, assess evidence-based solutions and monitor progress.



### COMMUNITY ORIENTED

CBCR champions active roles for residents in identifying problems, selecting strategies, and creating safe and healthy environments.



### SPURS REVITALIZATION

CBCR tackles problem properties, unsafe streets and parks, unemployment, transit barriers and service gaps related to crime.



### BUILDS PARTNERSHIPS

CBCR taps the resources of public, non-profit and community leaders to bring more resources and different approaches to bear on longstanding crime challenges for lasting change.

# CBCR Research: Participatory Research in Action

## About CBCR

The Innovations in Community Based Crime Reduction (CBCR) Program (funded by the Bureau of Justice Assistance (BJA) in the U.S. Department of Justice) is one of BJA's programs that invests in the development of partnerships between local law enforcement, researchers, and community members to reduce crime. The CBCR Program provides resources to enable partners to closely examine the varied factors contributing to crime, to select appropriate response strategies based on evidence of what has worked elsewhere, and then to tap the resources of diverse partners as they implement those strategies.

## The Role of Research

Research is essential to the CBCR approach, and it is used in two major ways. One is to assess local needs (for example, to identify crime hot spots), and the other is to evaluate interventions. The purpose of evaluating interventions is to test out solutions, gather program feedback to inform implementation improvement, and to assess intervention effectiveness. The act of research is, just as importantly, intended to support efforts to increase community engagement, and promote long-term partnerships in the service of safe and healthy communities. Research supports these goals most effectively when participatory approaches are used to maximize stakeholder engagement, in particular community member involvement.

## About this Toolkit

**To support your partnership in implementing participatory approaches, this toolkit provides strategies, tools, and tips for engaging stakeholders – especially community members – throughout the research process.**

The toolkit is organized to follow the steps involved in a typical research process, and provides an orientation to basic research concepts that will be grounding to partners with less research experience. Within each step, the toolkit also highlights participatory approaches to research: how to engage a range of stakeholders in conducting the research and using findings to inform decision-making. Lastly, the participatory approaches offered have a particular emphasis on centering community members. This is because community members are the stakeholders with most at stake (their lives are most directly affected by crime and they stand to gain or lose the most from the success of the CBCR initiative) – and at the same time, they have historically been marginalized in the research process. Community-centered approaches are highlighted with this icon:



The toolkit also includes appendices with a glossary of terms and additional resources to help readers understand key terms used in the toolkit and dig deeper into the research steps.



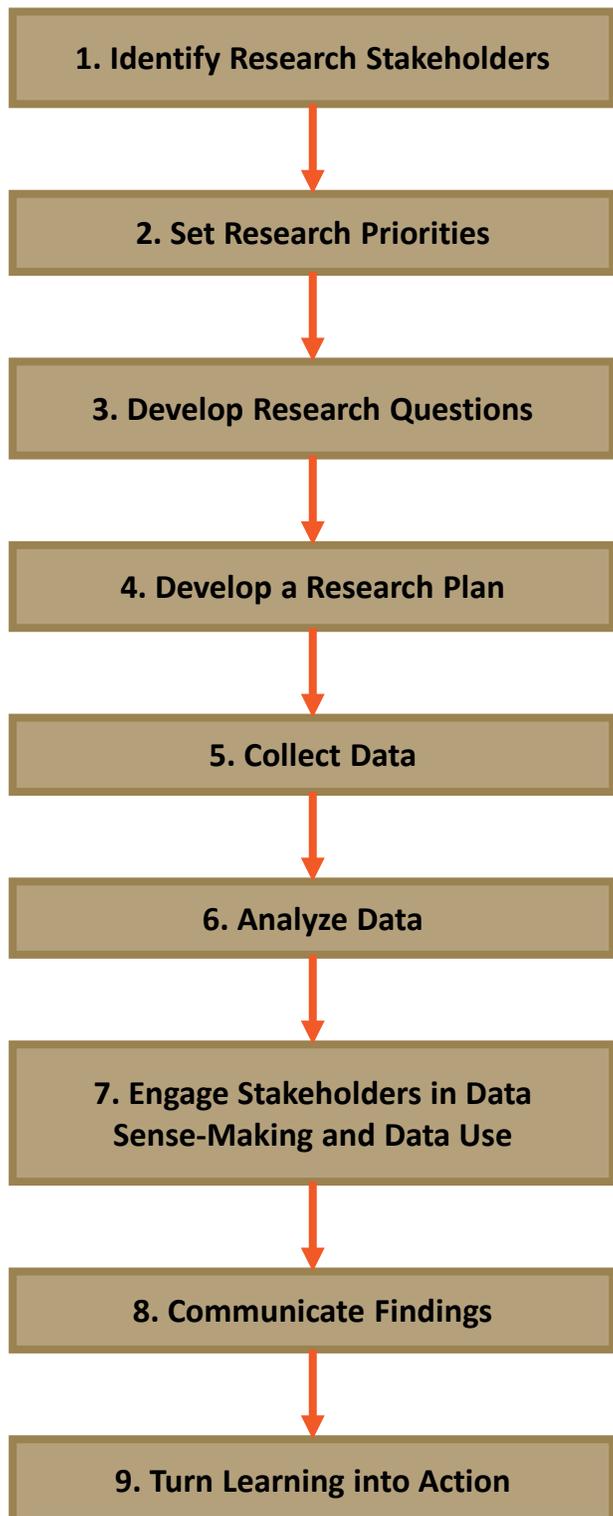
**Research** is the systematic, deliberate collection of information about a particular subject, driven by research questions or hypotheses. It is often used for needs assessments or to investigate the effectiveness of an intervention.

**Participatory research** engages a range of stakeholders in conducting the research and using the findings to inform decisions. This approach is especially critical when the insights of stakeholders are needed to design and implement the research, or when the goal of the project is to bring disparate groups together to foster better relationships and co-create solutions to shared issues – as is the case with initiatives funded by CBCR.

**Community-centered research** pays special attention to ensure that community members (stakeholders with the most at stake) are meaningfully involved in the research, and that the research approach is based on an understanding of the population being studied and engaging a processes that honors the populations' cultural background (cultural competence) and a commitment to self-evaluation and self-critique, a desire to redress power imbalances, and an aspiration to developing mutually beneficial and non-paternalistic partnerships with communities (cultural humility). (See Appendix E for ways to bring cultural competence and humility into your research.)

# Conducting Participatory Research

High-quality participatory research involves identifying research stakeholders, setting research priorities, developing research questions and a research plan, collecting and analyzing data, and communicating findings. Importantly, it also includes collaborative efforts to make sense of and reflect on findings, in order to inform action.



## Step 1: Identify Research Stakeholders

This step highlights the types of stakeholders who may be involved in CBCR research and considerations for identifying research stakeholders, particularly community members.

## Step 2: Set Research Priorities

This step covers the ways that research can be used and considerations for prioritizing the focus of the research. It also includes considerations for communicating research priorities to community members.

## Step 3: Develop Research Questions

This step details how to develop research questions based on the research priorities discussed in step 2. It includes a brief overview of developing questions based on a theory of change or logic model framework and the types of research that can be conducted. (See Appendices A and B for more information about logic models and theory of change.)

## Step 4: Develop a Research Plan

This step briefly covers what should be included in a research plan based on the research questions identified in step 3.

## Step 5: Collect Data

This step describes the two primary types of data (qualitative and quantitative) and how to collect data by type of data source (interviews, focus groups, surveys, and administrative data sets.)

## Step 6: Analyze Data

This step describes considerations for engaging stakeholders in data analysis, basic types of data analysis, and tips for analyzing data.

## Step 7: Engage Stakeholders in Data Sense-Making and Data Use

This step highlights considerations for engaging stakeholders in data sense-making, including considerations for interpreting data.

## Step 8: Communicate Findings

This step includes considerations for which research findings to communicate, how to communicate them, and whom to communicate the findings to. It also details formats for disseminating findings.

## Step 9: Turn Learning into Action

This step explains the importance of using research to inform action and includes questions to consider as you reflect on ways the research can inform action.

# Conducting Participatory Research

## Step 1. Identify Research Stakeholders and Their Role in the Process

### Identify Research Stakeholders

One of the most important steps a research team takes is to think deeply about exactly who the research is *for*. In CBCR, there are typically six types of stakeholders, each bringing unique assets to the collaborative research process:

RESEARCH STAKEHOLDER	ASSETS
<b>Research Partner</b>	<ul style="list-style-type: none"><li>• Technical expertise in criminological theory and research and evaluation methods</li></ul>
<b>Crime Analyst</b>	<ul style="list-style-type: none"><li>• Experience with applied quantitative analysis</li></ul>
<b>Community Members</b>	<ul style="list-style-type: none"><li>• Expertise in the factors contributing to crime in the affected community</li><li>• Experience with affected communities based on lived experience</li></ul>
<b>Law Enforcement</b>	<ul style="list-style-type: none"><li>• Experience with affected communities from a law enforcement perspective</li></ul>
<b>Fiscal Agent</b>	<ul style="list-style-type: none"><li>• Management of funds for research planning and implementation grants</li></ul>
<b>Project Coordinator</b>	<ul style="list-style-type: none"><li>• Convenes stakeholders and helps make connections to community members</li></ul>

Because most CBCR sites will identify initiative stakeholders as they apply for CBCR funding and in the planning phases, your team may already have a list of stakeholders who are candidates for involvement in the research process. Whether or not you have this initial list, the team should still take a moment to reflect on these two questions:

- Who is the research designed to benefit?
- Who will make decisions based on the findings?

The answers to these two questions may surface new stakeholders who should be involved in the research process. In addition, revisiting these questions at key junctures will help ensure that you have not overlooked any critical stakeholders.

## Considerations When Identifying Community Stakeholders

A typical challenge is identifying the right number and mix of community stakeholders to involve. In some cases, there may be many community groups and community leaders who can play a vital role in the research. However, involving every key community stakeholder may not be realistic due to time, feasibility, or financial constraints. You may want to consider a prioritization process to narrow in on the community stakeholders who are most critical to the success of the research as well as the initiative. **Remember that deep involvement of core stakeholders is better than the marginal involvement of many.** When identifying community members to include, take these considerations into account:



- Ensure that the community stakeholders included go beyond people in leadership or decision-making roles. The research process provides a golden opportunity to tap into the leadership potential of community members who have not previously had an opportunity to be involved in a community initiative.
- Think expansively about who is defined as a community member. When thinking about who to involve, use a definition of “community” that is broad and inclusive, and check assumptions underlying definitions used in the past. Some definitions can be limited to those who live or work within the geographic area; however, it is important to think more broadly about everyone who regularly takes part in community life.
- Ensure that points of view challenging the status quo are included. Individuals who challenge the status quo offer insights and ideas that often otherwise go undiscovered. By involving in the process those with an “out of the mainstream” vision, the research team may prevent future implementation problems that can arise when dissenting points of view were not considered.

### Clarify How Stakeholders Can Be Involved in the Research Process

Once you have identified research stakeholders, you then want to clarify how each stakeholder can engage in the research process. Use the table below to map out what stakeholders could be involved in each step. As you fill out the table, consider the following questions:

- How important is it to have the stakeholder’s perspective and experience represented in this step?
- What does the stakeholder bring to this research step?
- How familiar is the stakeholder with research? **What training/orientation might they need to fully participate in this step?**
- What will the stakeholder’s participation in this step look like?
- What may motivate the stakeholder to participate in this step?
- How available is the stakeholder to participate in this step?
- How will the stakeholder’s involvement in this step be appreciated, recognized, or compensated?

RESEARCH STEP	STAKEHOLDER(S) INVOLVED
Setting Research Priorities	
Developing Research Questions	
Developing the Research Plan	
Collecting Data	
Analyzing Data	
Data Sense-Making	
Communicating Research Findings	
Action Planning	

## Conducting Participatory Research, *continued*

As part of the process to clarify stakeholder engagement, you may also want to discuss with the stakeholders their visions and preferences for involvement; not all stakeholders will be able to make the same level of commitment. Remember to offer the stakeholders options for their participation, and stay open to their role in steps in ways that you may not have initially considered.

### Establish and Nurture Relationships with Stakeholders

Once you have identified research stakeholders *and* the role that they will play in the research process, it is natural to want to jump directly into working together. Before you do, we recommend that you **take the time to clarify relationship agreements and expectations** in order to ensure that the partnership starts off on a strong footing. You may want to engage in a series of individual or group conversations to clarify agreements and expectations. In either setting, questions you may want to ask are:

- How will we create a supportive environment to learn from each other?
- What values will we hold together?
- What intention (plan or aim) do we seek to achieve together?
- How will we make decisions?
- How will we resolve conflicts?

- How will we celebrate successes?
- How will we know if our partnership is working?
- How will we hold each other accountable to agreements or decisions made?

Building and nurturing strong relationships with stakeholders also requires:

- **Humility:** Honoring that each stakeholder provides a unique and valuable perspective that informs the research process.
- **Intentionality:** Strong research partnerships do not happen overnight or on their own. Careful planning as well as the establishment of working agreements and processes are necessary for the research partnership to be successful.

Successful research-practitioner partnerships begin with researchers demonstrating humility and focusing on developing relationships, rather than on launching immediately into research planning. For example, researchers may consider engaging the community by participating in community events and listening sessions to establish trust with community members. (For more information about considerations for a successful research partnership, see the Additional Learning Resources section in Appendix B.)

### Clarifying Community Stakeholder Involvement

Community members may need more encouragement and coaching to participate in the research process than other stakeholders.

Historically, low-income communities and communities of color have often experienced research as something that is done *to* them for the benefit of others, rather than something that is done *with* them and *for* them. Because of past experiences, some community members may be suspicious of research, and hesitate to be involved. To encourage participation, the research team may need to spend time orienting community members to the purpose of the research, as well as its participatory, community-centered principles. The team should also make space to answer questions from the community, to demystify concepts, and dispel any misconceptions about the research.



The technical nature of research may be a barrier to community involvement. Specialists often use terminology in a way that makes it hard for non-specialists to engage in the conversation. Research jargon can also accentuate cultural boundaries, making those without a research background feel like “outsiders” who cannot meaningfully contribute to the research process. To overcome these barriers, the research team should avoid unnecessarily technical language, and instead use plain English. For example, instead of inviting community members to play a role in interviewing or surveying the community, you may invite them to play a role in “leading conversations” or “collecting information” about the experiences of their neighbors. The research team should also highlight the value of the assets that community members bring to the research (e.g. their expertise in the factors contributing to crime in the affected community or their understanding of what solutions will resonate with and thrive in the community).

## Conducting Participatory Research, *continued*

### Step 2. Set Research Priorities by Focusing on How the Data Will Be Used

The research stakeholders will gather to set the research priorities by deciding the specific uses of the research findings. To set priorities, this group should explore what all of the stakeholders wish to learn from the research about the intervention or initiative. For each type of finding that each stakeholder has an interest in, the group can then address these questions:

- *Who*, specifically, will use that type of finding?
- *How* will that person or group use that finding? What will they *do* with the information?
- Will a finding inform decision-making? If yes, what specific decision(s) will it inform?

This process will point the way to the questions that might be of higher and lower priority. For example, questions of lower priority may be about something that stakeholders are curious about, and questions of high priority may be about something that will make a concrete difference to a stakeholder group or lead to an important decision.

### Some Ways to Use Research Findings



Develop a shared understanding among stakeholder groups regarding local needs.



Advocate with local decision-makers for new policies and investments that can meet community needs.



Provide feedback to implementers so that they can improve their interventions.



Demonstrate an intervention's value to funders or prospective funders.



Share promising practices with the field.

### Communicate Research Priorities to the Broader Community

Sharing research priorities with the broader community (beyond the community members included in the research process) is helpful in order to manage expectations. For example, at the beginning of the CBCR process, the main research priority is to identify hot spots and/or target problems, as well as crime drivers and attractors, to help CBCR partners plan the interventions they want to introduce.



Community members who do not have a deep understanding of the CBCR process may, understandably, believe that these early research activities will lead to immediate actions to address the crime issue; however, interventions may not be put into place until months later once the implementation phase of the work begins. This mismatch in expectations can leave community members feeling frustrated, and may lead to their losing trust in the partnership. To mitigate this challenge, it is important to clearly and continuously communicate research priorities to the whole community.

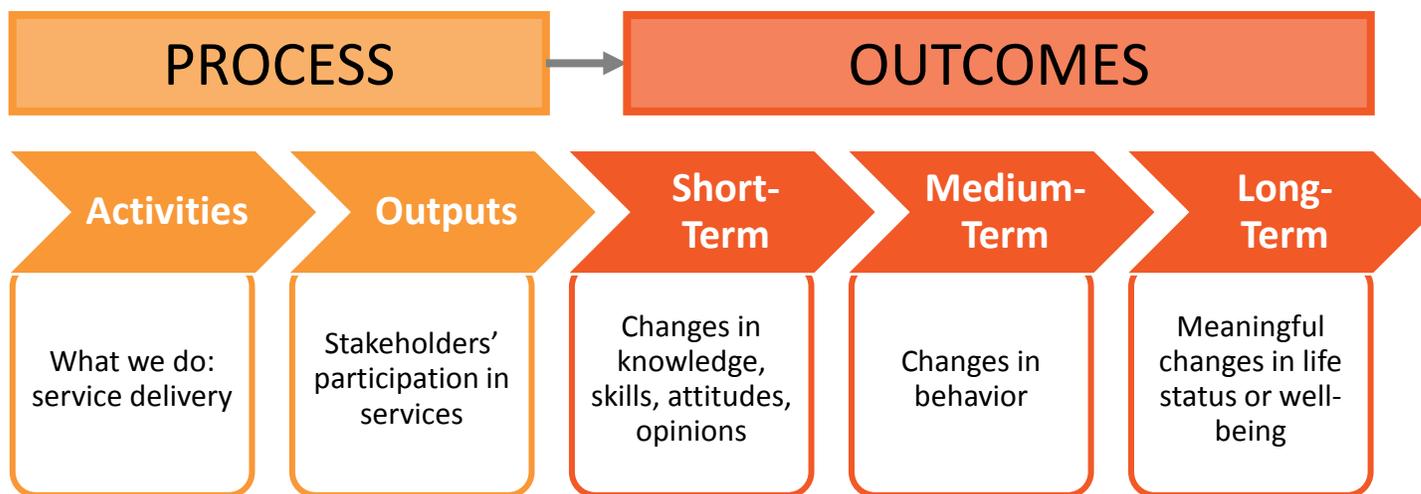
# Conducting Participatory Research, *continued*

## Step 3. Develop Research Questions

Research questions are the bedrock of the research plan – everything proceeds from those questions. You will use them to determine what type of data you will collect, as well as how you will analyze the data.

Good news! Having already convened stakeholder groups and established research priorities, you are well on your way to developing research questions.

Here we provide guidance to support your ability to develop research questions when you are evaluating interventions. To spell out the questions that the research will answer, it is helpful to begin from a model of your intervention. These models, sometimes called a logic model or theory of change, outlines a process by which the intervention will generate outcomes:



Research questions often focus on linking activities and outputs, and on linking activities and outputs to outcomes. Different types of research answer questions about activities, outputs, and outcomes in different ways.

RESEARCH TYPE	RESEARCH TYPE	
	PROCESS	OUTCOMES
<b>FORMATIVE</b> <i>Identifying ways to improve or refine the intervention model and/or its implementation</i>	<ul style="list-style-type: none"> <li>What does implementation look like, including service delivery to clients, clients' service use, and training/support to staff?</li> <li>What aspects of implementation are going well? What implementation challenges are arising?</li> <li>What innovative practices are emerging?</li> <li>Is there fidelity to an evidence-based model?</li> </ul>	<ul style="list-style-type: none"> <li>How is the intervention performing on outcomes at these early stages?</li> <li>How do outcomes vary by differences in service delivery and by key sub-populations?</li> </ul>
<b>SUMMATIVE</b> <i>Assessing the extent to which an intervention has met its stated goals</i>	<ul style="list-style-type: none"> <li>Are intervention components being implemented with high quality?</li> <li>Is there fidelity to an evidence-based model?</li> </ul>	<ul style="list-style-type: none"> <li>How is the intervention performing on outcomes in these mature stages?</li> <li>How do outcomes vary by differences in service delivery and by key sub-populations?</li> </ul>
<b>IMPACT</b> <i>Estimating the effect of an intervention on clients</i>	<ul style="list-style-type: none"> <li>How does participation in specific service delivery types affect client outcomes?</li> </ul>	<ul style="list-style-type: none"> <li>What are the effects of intervention participation on client outcomes?</li> <li>How do effects vary for different client populations?</li> </ul>

## Conducting Participatory Research, *continued*

Depending on the context of the research, stakeholders can be involved directly in the generation of questions. Or, if time and resources are constrained, the research team can invite stakeholders to vet a working list of research questions.

When engaging stakeholders in the generation or vetting of research questions, it is important to ensure that stakeholders are oriented to the logic model or theory of change framework first so that their contributions are grounded in the initiative's vision. As mentioned on page 8, these frameworks clarify how the activities of the intervention contribute to the outcomes one expects to see given the dosage and duration of the intervention. (See Appendices A and B for more information about logic models and theory of change.)

The research team should also think carefully about how to solicit input from stakeholders in a way that is not overly technical. Here are questions<sup>1</sup> you might consider asking stakeholders to reflect on:

- As you think about the intervention or initiative, what would we need to know to explore the extent to which the intervention is effective or successful?
- What do you know about this intervention or initiative? What do you still not know that would be important to know?
- What are you really curious about? What do you wish you knew about this intervention or initiative?
- What questions seem to come up repeatedly, in conversations with others or in your own work, concerning the effectiveness, impact, and/or success of this intervention or initiative?

### A note on research questions and resources!

While the research team and stakeholders may be tempted to answer every research question that aligns with a research priority, the reality is that we must attend to the budget and time available! As you refine your list of research questions, you may need to pare down the research plan to align with resources.

## Step 4. Develop a Research Plan

Now that you have your research questions, you are ready to make a research plan. A good way to organize your plan is in a table like the one at the bottom of this page.

The first column is for the research questions that you developed in step 3, and the last column is for making clear how you will use the findings – something you addressed in step 2. Don't worry if questions and use don't line up perfectly at this stage – planning research is an iterative process. At this point you may need to add to or refine the "use plans" you initially identified in step 1. Be sure to include your stakeholder group in the research plan review so that they can make sure that the use plans still resonate with their goals.

In filling out your research plan, it will be helpful to separate out Data Sources from Data Collection Plans. Your data sources are surveys, interviews, institutional data (e.g. calls for service, incident data, etc.), the participatory methods described below, and other data collection tools; and your plans for how to collect the data include information such as:

- Who will the data be collected from?
- When will the data be collected?
- How many times (e.g. at baseline and one or more follow-up periods)?
- Who will collect the data?

It may be helpful to develop a written agreement about how, what, and how often data will be shared. The agreement should include the format of the data to be shared (whether it is raw or manipulated data and the type of data file – Excel, a statistical software program file, etc.) and the expectations for its use. It should also include clear and agreed upon decisions about confidentiality and who will have access to the data.

A description of steps 5 and 6 on the following pages will provide more information about data sources, data collection, and data analysis. Step 7 will revisit the issue of using findings.

RESEARCH QUESTIONS	DATA SOURCES	DATA COLLECTION PLANS	DATA ANALYSIS	HOW FINDINGS WILL BE USED	STAKEHOLDER(S) RESPONSIBLE

<sup>1</sup> Adapted from FSG's Practical Guide for Engaging Stakeholders in Developing Evaluation Questions

## Conducting Participatory Research, *continued*

DATA TYPE	DESCRIPTION	MAIN USES
QUANTITATIVE	<ul style="list-style-type: none"> <li>Data that researchers can use in mathematical operations (averages, percentages, and more complex statistical modeling)</li> </ul>	<ul style="list-style-type: none"> <li>To summarize information from or on large groups in a systematic way</li> <li>To understand the links between different aspects of social life (e.g. group differences in intervention outcomes, or how intervention participation can “predict” outcomes)</li> </ul>
QUALITATIVE	<ul style="list-style-type: none"> <li>Data that describe phenomena, such as characteristics, processes, or events</li> </ul>	<ul style="list-style-type: none"> <li>To dig into the “story behind the numbers”</li> <li>To understand the complexity and nuance of <i>how</i> and <i>why</i> something happened</li> </ul>

### Step 5. Collect Data

When making decisions about the data to collect and how to collect it, first consider that data are of two basic types, **quantitative** and **qualitative**.

Quantitative data sources typically include surveys and administrative datasets collected by public agencies and nonprofits. Qualitative data sources have traditionally included interviews and focus groups, but more recently there has been an explosion of innovation in qualitative – and participatory – data collection methods that prioritize community voice, and allow for broader representation of stakeholders. These methods also provide opportunities to engage multiple stakeholders in generating data in order to build partnership and mutual understanding across diverse groups of stakeholders.

#### How to Collect Data, by Data Source

##### Survey

- Develop a survey with items that will help you answer your research questions. Most of the time, there is a survey already out there in the world that you can use or adapt.
- If you are developing your own survey questions, use survey best practices regarding item construction (see Appendix C).
- It is common these days to administer surveys online, and you can do this using such platforms as Survey Monkey or Google Forms. Survey Monkey has a free account (although some limitations apply), and Google Forms is free.

##### Administrative Datasets

- Public agencies collect data as part of their operations, and sometimes those datasets are available for research performed by organizations *outside* of the agency. The administrative data sources relevant to a given set of research questions depend on the questions themselves.
- For your research, you will most likely want to access administrative datasets about crime, and your first stop should be the “crime analyst” or a crime analysis team in police departments. Someone from your research team should be able to help you access data on things like calls for service, crime incidents, arrests, and convictions. Your team will be able to access raw data that you can analyze yourself.

- Another important data source that you can access is the [Byrne Criminal Justice Innovation Program’s Crime Analysis Toolkit for Non-Criminal Justice Researchers](#). It includes some examples from an important administrative data website: [UCR](#) (Uniform Crime Reporting Statistics).

##### Interviews

- Develop a protocol that has 6-10 open-ended questions that tie back to your research questions.
- Invite interview participants who represent a range of perspectives.
- At the beginning, introduce yourself, explain what you are trying to learn, and assure confidentiality (as appropriate to the type of research at hand).
- Ask clarifying questions and probe as needed. Build probes into the interview protocol.

##### Focus Groups

- Develop a protocol that has 6-10 open-ended questions that tie back to your research questions.
- In general, these questions may be broader than those asked in an interview – they are designed to inspire group brainstorming.
- Bring together 8-12 people who are familiar with the topic at hand to discuss open-ended questions.
- Ask follow-up questions as participants engage in discussion, and make sure everyone has a chance to speak.

The table in Appendix F highlights a few different types of participatory data collection methods, including Appreciative Inquiry, Circles, Journey Scrolls, PhotoVoice, and Ripple Effect Mapping (REM). Research teams may choose a specific method, or use multiple methods to gather different types of data with different stakeholder groups.

## Step 6. Analyze Data

You have a wide variety of data analysis approaches to choose from. We begin with a brief overview of quantitative and qualitative data analysis approaches, before discussing how to engage stakeholders in data analysis.

### Engaging Stakeholders in Data Analysis

Before beginning data analysis, consider the stakeholders who should be involved in the analysis group.

- Revisit the table you completed in step 1, as you identified how stakeholders should be involved in each step of the research process.
- Consider the size of the analysis group. There may be a balance between convening a manageable group and ensuring full stakeholder representation. A manageable group size is between six to eight people. If you want to include more than eight people, you might convene the larger group but break out into subgroups, and then bring together the insights of the subgroups.

**Participatory data analysis requires advance planning to ensure that participation is accessible.** Check out Appendix E to learn more about conducting an accessible meeting for all stakeholders.

### Review Data Quality

Another step you will want to take before beginning analysis is to review the quality of the data. This includes reviewing the raw data to ensure that data has been entered correctly and that there are not unexpected missing data. Look for data that seems incorrect, such as having a four digit number for age or a ten digit birthdate. You can then re-enter data correctly (if available to you) or decide to exclude inaccurate data from your analysis.

### Ensure Community Members Understand How Data About Them Will be Used!

Community members should always know how data collected from them will be used, as well as who will have access to the data. Typically, information about how data will be used is included in a consent form and in a script that researchers use when they collect data (in an interview, focus group, or participatory data collection activity). In the consent form and script, ensure that the language is friendly and not overly technical, and that it is translated into other languages where appropriate.



DATA ANALYSIS APPROACH	DATA SOURCES	ANALYSIS APPROACHES
<b>Content analysis and thematic coding</b>	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Focus groups</li> <li>• Open-ended survey items</li> </ul>	<ul style="list-style-type: none"> <li>• Data coding, linking blocks of text to themes in how stakeholders talk about their perceptions</li> <li>• Data coding, identifying themes from qualitative data that help explain how one variable links to another</li> </ul>
<b>Descriptive statistics</b>	<ul style="list-style-type: none"> <li>• Survey data</li> <li>• Administrative datasets</li> </ul>	<ul style="list-style-type: none"> <li>• Averages, percentages, and frequency distributions (mean, median, mode)</li> <li>• <i>Comparing</i> averages and percentages – between groups, or over time</li> </ul>
<b>Inferential statistics</b> <i>This type of analysis will be done by someone with extensive statistical training – most likely a member of the research partner team.</i>	<ul style="list-style-type: none"> <li>• Survey data</li> <li>• Administrative datasets</li> </ul>	<ul style="list-style-type: none"> <li>• Regression: Linking one variable to another (e.g. linking level of intervention participation to the likelihood of a positive outcome)</li> <li>• Multivariate regression: Linking one variable to another, while “controlling for” additional variables (e.g. linking level of intervention participation to the likelihood of a positive outcome, while controlling for demographic characteristics)</li> <li>• GIS (geographic information system) analysis: a tool used to capture, store, manipulate, and analyze spatial or geographic data</li> </ul>

### Qualitative Data Analysis

Data from focus groups, interviews, and open-ended survey questions are types of qualitative data that can be analyzed, and files containing these data should be prepared for analysis in advance of convening a group. For example, the research partner can winnow the full dataset so that the stakeholder group does not have to sort through pages and pages of text. The research partner will also probably want to sort the data according to themes, and then share narrative data within each theme. For more information on preparing data for analysis and steps to analyze data with a group, see Appendix D.

### Quantitative Data Analysis

Quantitative data analysis may be new to some stakeholders, and stakeholders will need a baseline understanding of how to interpret data, including knowledge of descriptive statistics. See Appendix B for an example of a toolkit that describes several group activities to help groups get comfortable with organizing quantitative data. The toolkit provides a gentle introduction to practical approaches to explore and analyze data and includes activities to introduce or refresh user with data analysis concepts and skills, as well as how to analyze existing data. The activities in the guide are suitable for a variety of group sizes and participants ages, including youth.

For more on analyzing quantitative data analysis, see Appendix E for a link to a checklist of considerations in planning the data interpretation and analysis stage. Inferential statistical analysis requires specialized training in statistical methods, and is not the type of data that is well suited for participatory analysis.

### Tips for Analyzing Qualitative Data

- Be wary of the temptation to quantify your qualitative data. It is better to call out certain respondents' answers or talk more generally about how many interviewees expressed a particular idea. For example:
  - Good practice: "Many participants noted liking the enthusiasm of the trainer. In particular, one training participant said, 'She was so excited about the material it was contagious!'"
  - Generally avoid: "A majority of participants (74%) noted liking the enthusiasm of the trainer and 20% of those participants linked the enthusiasm of the trainer with increased learning."
- Weave the results of your quantitative analysis together with your qualitative data into an integrated story. Use qualitative data to illuminate quantitative data and draw the reader (the user of your report) into the story.
- If your study unearths contradictory findings, you have an opportunity to dig deeper: contrasts are valuable! You can ask yourself: are we hearing different things from residents when compared to elected officials? From communities with lower crime rates when compared to communities with higher crime rates? From data collected before a traumatic incident shared in the media compared with after that incident was shared in the media? Understanding the *reasons* that your findings are contradictory can often generate much deeper insights. So be sure to report the contradictions in your findings, and state your hypotheses as to why they exist.

# Conducting Participatory Research, *continued*

## Step 7. Engaging Stakeholders in Data Sense-Making and Data Use

Once the data have been analyzed, the next step is to make meaning of the findings. Some groups may choose to combine participatory analysis with participatory sense-making, and others may choose to engage stakeholders in each step separately. No matter which option you choose, it is crucial that the participatory sense-making step is not skipped. The sense-making process informs how the data will be perceived and used. In the case of CBCR research, sense-making of data will often lead to developing an overall intervention strategy.

If stakeholders new to the research process participate in making meaning of the findings, the meeting organizers may want to consider developing orientation materials to the research partnership effort. Orientation materials may include the goals and purpose of the partnership, the roles of the key players, the name and contact information of a designated person who can answer questions, and information about how the research will be used. During the meeting, facilitators should ensure that participants have context and full information on topics discussed. Facilitators should take care to provide as much background as possible during the meeting, and avoid using acronyms or jargon. One of the meeting organizers should be assigned the role of note-taker and should outline the decisions made during the meeting as well as emerging questions or areas for follow-up. During the meeting, activities should be interactive and should engage all participants. See Appendices B and E for resources on engaging participants in data sense-making.

### Take Context into Account when Interpreting Data

To ensure that data are interpreted in context of the cultural, socio-economic, racial, geographical, or institutional factors affecting an issue, it is important to “test-market” the data to be presented to understand how different groups will interpret the data. Understanding how different groups make sense of data is important in presenting data in respectful ways that capture the experience of the affected communities. For example, people from white, middle class communities may interpret results differently than people from low-income, communities of color. It is crucial to understand these differences to avoid blaming a group of people for poor outcomes and instead understand the larger forces that contribute to those outcomes.



## Step 8. Communicate Research Findings

The questions of *which* research findings to communicate, *how* to communicate them, and *whom* to communicate the findings to are extremely important. Communicating the findings encourages dialogue, transparency, and action. A good first step is to develop a communications plan that addresses the following questions:

1. Who are the target audiences?
2. What are the key message(s) you want to convey to your audiences?
3. What do you want the target audiences to do with the information? How is the information meant to inform decisions or actions?
4. What format(s) will you use to communicate the results (e.g. tables, scorecards, photos)?
5. When and how frequently do you plan to communicate?
6. Who will be the key staff/partners doing the communicating?
7. What resources are available for communicating?

As you are developing your communication plan, you may consider a variety of approaches for communicating the results including:

- **Summary sheets or research briefs.** These documents are short and more likely to be read by stakeholders who are busy and do not have the time to wade through a longer technical report.
- **Findings tables.** Tables with the raw findings are a quick and easy way to present data. They should be accompanied by at least some text, since many people will need support to understand and interpret what the data mean.
- **Scorecards or dashboards.** These are used commonly for real-time monitoring. They summarize a lot of information at a high level.
- **Data visualization.** “Data viz” makes findings attractive and evocative, and is meant to communicate information efficiently and clearly.
- **Interactive web-pages** or web apps. Web-based content can let audiences go directly to the content they care about the most. If findings are likely to continuously change when new data become available, this approach can be a good way to ensure audiences have a place where they can go to for the most recent findings.
- **Photo/video stories** or other artistic media (e.g. community murals). These artistic approaches often get to the heart of the data in a way that written reports and numbers cannot. They bring to life the people and communities behind the numbers.

## Considerations About Cultural Responsiveness



### General

- Has the language, style, level of detail, and tone of the product been matched to the intended audience and purpose?
- Are the findings presented from an “assets” point of view rather than a “deficits” point of view (e.g., graduation rate instead of dropout rate)?
- Do the research findings reflect cultural biases or stereotypes? Does the presentation of research findings reflect cultural biases or stereotypes?
- When reporting on disparities among demographic subgroups, have we considered interpreting the findings in a way that discusses the cumulative effects of institutional racism?
- Is the content accessible for those who are colorblind, vision-impaired, or reliant on an audio reader?

### Written Components

- Is the content written clearly, concisely, and with minimum jargon?
- Has the language choice been reviewed with a social justice lens (e.g., using person-first language, avoiding idioms with offensive roots, etc.)?

### Visual Components

- Have any photos, graphics, and icons been reviewed to avoid imagery that perpetuates stereotypes?
- Are tables, charts, and graphics easy to understand by a wide range of audiences, including people who are not familiar with the material, or who have limited experience with the data presentation type?

### Online Components

- Will content posted online be accessible to all users?
- How will content be distributed to audiences with limited familiarity or access to online content?

## Step 9. Turn Learning into Action

The ultimate goal of engaging in research is to encourage learning and action. When the research includes a needs assessment, the action step is to address the need. When the research is the evaluation of an intervention, the next step is often to engage in intervention improvement. Both types of research should lead stakeholders to engage in new practices, make better decisions, or engage in placemaking that responds to the findings. So however you present your research findings, you should be sure to include **calls to action** that can exhort stakeholders to use your research for practice and strategy.

And although this step appears as the last one, it is important to remember that learning and action should be integrated all along the way. As much as you can, be on the lookout for opportunities to harness learning to support action throughout the process. For example, when you are identifying research stakeholders, you may learn that some community stakeholders are hesitant to engage in the process. Ask yourself: Why is that? What else do initiative leaders need to do to build community buy-in and trust? And here is a key question to consider as you are developing your communication

plan: What do you want the target audience to *do* with (act on) the information?

Wherever you are in the process, here are questions that will support you to turn learning into action:

- Where are we making the most/least progress?
- Why do we think our approach worked/didn't work?
- What are the implications of what we are finding out? What are our options to address challenges?
- How do we need to respond and adjust interventions in light of the findings? (Reference the Theory of Change or Logic Model as you consider this question)
- Where do we need additional data?
- What are our next steps? How will we track our progress on these next steps? Who is responsible for acting on our next steps? What resources are needed?



## How Research Informs the Design of Interventions: The Case of Opioid Use and Crime in Dayton, Ohio

Research plays a significant role in uncovering links between factors that affect crime and shapes the design of interventions. In 2013, the Department of Justice Byrne Criminal Justice Innovation grant (now the Bureau of Justice Assistance's Innovations in Community-Based Crime Reduction (CBCR) program) funded East End Community Services, a local neighborhood based community service agency, and a local researcher, Dr. Richard Stock of the University of Dayton, to analyze crime data in neighborhoods in Montgomery County, Ohio, and suggest potential interventions at a neighborhood level. Police were noticing that opioid (particularly heroin) use was increasing in particular neighborhoods in the County, and hypothesized that this was the cause behind increased breaking and entering cases. Although Montgomery County is comprised of approximately 535,000 residents, overdoses were accelerating at fast pace: from 127 in 2010 to 226 in 2013 and to 566 in 2017 (Poison Death Review, Montgomery County).

Research about community-based overdose and violence prevention efforts suggested that motivational interviewing, a counseling method that helps participants to resolve ambivalent feelings and find internal motivation for behavior change, could have an impact on opioid addiction. Amanda Arrington and Emily Surico at East End Community Services, a nonprofit organization serving the community living in east Dayton, Ohio, Michelle Zaremba at the Dayton Mediation Center, a public agency serving residents of Dayton, and Major Brian Johns of the Dayton Police Department, led an effort to recruit participants, train facilitators and bring motivational interviewing events, "Conversation for Change," to the neighborhoods in Dayton. Partnering with the Dayton Police Department, health and social service professionals, former addicts, and evaluators, over 30 community partners supported (and continue to support)

motivational interviewing events occurring four to six times a year.

*"In 2016, we were crying out to city and county leaders to say that we have a crisis. [...] People were waiting too long for treatment, reusing drugs, and committing crimes. [...] The research we were able to collect with Dr. Stock and evaluators at Wright State University made a powerful argument that crimes are increasing because of this addiction. It showed the power of data."*

*- Emily Surico  
East End Community Services*

"Conversation for Change" events typically engage 30-50 community members experiencing or affected by opioid addiction and provide: training on the administration of Naloxone/Narcan (a drug used to prevent overdose) and distribution of free kits; optional Fentanyl strip testing; peer support speakers; one-on-one or group motivational interviews; connection to resources (mental and behavioral health, recovery, public safety, employment, housing, and early childhood education/child care services); and privately-funded incentives (food and gift cards).

The success of the intervention depended on the level of community support. Research data about the link between opioid use and crime, along with increased deaths due to overdose, contributed to getting community partners, including law enforcement, city leaders, and public health professionals, on board.

### Participatory research is not easy, but the rewards are great.

Participatory research can feel like a long journey with a steep learning curve. Unlike research carried out by a research team alone, participatory research operates on a less predictable timeline, and it is therefore crucial to set realistic allowances for time required in research efforts. Participatory research also requires a greater awareness of individual and group dynamics. These include culture, social identity, and historical relationships among groups. Moreover, group participation always requires more planning, training, and coordination – while shared decision-making requires additional meeting time, planning, and skill. There are often many starts and stops, and a lot of trial and error. There can be skepticism about the approach, and the benefits from the approach are not always readily apparent.

Because of these challenges, it can be tempting to opt for less inclusive research processes that prioritize efficiency over relevance. At these moments, it will be important for partners to re-ground themselves in the goals and purpose of using a participatory approach: engaging those who have most at stake, in order to cultivate

community buy-in and credibility. To help partnerships to stay the course, it is often helpful to identify a champion tasked with keeping the group accountable to these goals – a champion who can facilitate dialogue when the research deviates from an inclusive, collaborative process.

Participatory research requires great amounts of time, effort, planning, and a willingness to learn and refine approaches. While the process can be challenging and high stakes, the rewards are great. The ultimate goal of research is to inform action. And it has the best chance of informing action when it has broad stakeholder buy-in *and* when the community members most affected have a role in the research process. Participatory research can get you there: multiple stakeholders are present all along the way and so will become champions of the calls to action. The expertise of community members – those who are closest to the issues and interventions studied – is baked into the process. When deep collaboration informs research, the calls to action coming out of it are much more likely to truly inform strategy, and resulting changes are much more likely to endure long after the research process is over.

# Appendices

## Appendix A: Glossary

**Action Research** A systematic process of inquiry conducted by and for those taking action. The purpose of action research is to inform action planning or taking action on an issue or set of issues.

**Administrative Data** Data collected for the purpose of administration, including registration, transaction and record keeping, and other activities associated with the delivery of a program, service, or intervention. This type of data may include government (city, county, state, and federal) data.

**Crime Analyst** A crime analyst is someone who may (or may not) have received formal training in quantitative analysis techniques and statistical methods and applies those skills in support of operational organizations, most frequently police departments. In general, crime analysts have little or no academic training in criminological theory but are frequently deeply rooted in practice.

**Cultural Competence** A deep understanding of the population being studied and engaging in processes that honors the populations' cultural background.

**Cultural Humility** A commitment to self-evaluation and self-critique, a desire to redress power imbalances, and an aspiration to developing mutually beneficial with communities. It is based on the idea that no one is the expert on everything and that each stakeholder brings their own unique lived experiences and assumptions that affect their beliefs and behaviors.

**Data Coding** An analytical process in which qualitative or quantitative data are categorized to facilitate analysis.

**Descriptive Statistics** Measures that summarize a given data set, which can be representative of the entire population or a sample of the population. Descriptive statistics include measures of central tendency (mean, median, and mode) and measures of variability (range, standard deviation, and variance).

**Formative Research** A type of research that identified ways to improve or refine a program model and/or its implementation.

**Frequency** How often a number is present in a set.

**Impact Research** A type of research that seeks to estimate the effect of a program or service on clients.

**Inferential Statistics** Used to infer conclusions that extend beyond the immediate data, including making judgements of the probability that the observed difference between groups is due to chance or is a reliable observed difference.

**Logic Model** A tool used by funders, managers, evaluators of interventions or services to demonstrate the rationale behind the design of an individual intervention or service and its intended outcomes.

**Manipulated Data** The process of changing data so

that it is more organized. Data may be re-sorted or re-arranged as a means of exploring the data.

**Min/Max** The smallest and largest value in a set of numbers.

**Mean** The sum of a set of numbers, divided by the number of entries in a set (average).

**Median** The "middle" value in a set of numbers.

**Mode** The most common or frequent number in a set.

**Multivariate Regression/Regression** A statistical measure used to determine the strength of the relationship between one dependent variable and a series of other changing variables (independent variables). Multivariate regression assesses the extent to which multiple factors (independent variables) affect a certain outcome (dependent variable).

**Outcomes** The end goal(s) of a program, service, or intervention.

**Outputs** The immediate results of the activities of a program, service, or intervention that contribute to, but are different from, outcomes.

**Process** A series of actions or steps taken in order to achieve a particular end goal (outcomes).

**Range** The difference between the largest and smallest values in a data set.

**Raw Data** Data that is collected from a source that has not been processed.

**Research Partner** In the case of CBCR, a research partner is someone from higher education institutions, state and local agencies, or private research or consulting firms who has training in advanced qualitative and quantitative methods and criminological theory.

**Restorative Justice Circles** An alternative approach to disciplinary systems based on relationship-building and relationship-repairing rather than punishment. Restorative justice circles are a primary method used in the restorative justice approach, whereby all stakeholders involved in a conflict have a chance to voice their thoughts, feelings, and concerns regarding an issue.

**Stakeholder** Every person who has a stake in the research or evaluation effort.

**Summative Research** A type of research that assess to the extent to which an intervention has met its stated goals.

**Theory of Change** A tool used to clarify what an organization or initiative does, whom it targets, why and how it is done, and what outcomes the organizations or initiative expects to achieve. While the term "Theory of Change" is sometimes used in the same way as the term "Logic Model," it is often at a higher level of abstraction (e.g. at an organizational level, or at the level of an overarching initiative).

# Appendices

## Appendix B: Additional Learning Resources

### Equity and Research

- Considerations for Conducting Evaluation Using a Culturally Responsive and Racial Equity Lens. Public Policy Associates, Inc. <http://publicpolicy.com/wp-content/uploads/2017/04/PPA-Culturally-Responsive-Lens.pdf>
- [Tools for Integrating an Equity Lens: Equity Glossary](#). Spark Policy Institute.
- Lee, Kyien. The Importance of Culture in Evaluation: A Practical Guide for Evaluators. The Colorado Trust. Association for the Study and Development of Community. <http://www.communityscience.com/pdfs/CrossCulturalGuide.r3.pdf>

### Research Frameworks: Theory of Change and Logic Models

- Environmental Education Better Results Toolkit: Phase 1 – Articulating Your Theory of Change. Learning for Action. <http://learningforaction.com/phase-1-articulating-your-program-model-and-theory-of-change>
- W.K. Kellogg Foundation Logic Model Development Guide. <https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>

### Tools for Participatory Research

#### Data Placemats

- Pankaj, Veena and Emery, Ann K. Data Placemats: A Facilitative Technique Designed to Enhance Stakeholder Understanding of Data. <https://onlinelibrary.wiley.com/doi/pdf/10.1002/e.v.20181>

#### Appreciative Inquiry

- [Introduction to Appreciative Inquiry](#). The David L. Cooperrider Center for Appreciative Inquiry at Champlain College and Case Western Reserve University's Weatherhead School of Management. <https://bit.ly/2zA3PU6>
- [Appreciative Inquiry](#). Knowledge Sharing Toolkit. <https://bit.ly/2ldllRh>

#### PhotoVoice

- [Implementing Photovoice in Your Community](#). Community Tool Box, Center for Community Health and Development at the University of Kansas. <https://bit.ly/1q5a27F>
- [Facilitator's Toolkit for a Photovoice Project](#). United for Prevention in Passaic County and Department of Human Services. <https://bit.ly/2pLCmLA>
- [PhotoVoice Facilitator's Guide](#). Rutgers and Youth Empowerment Alliance. <https://bit.ly/2selv7B>

#### Ripple Effects Mapping

- [Ripple Effects Mapping](#). Center for Community Vitality, University of Minnesota Extension. <https://bit.ly/1FY66VP>
- [Ripple Effects Mapping for Evaluation](#). Washington State University Extension. <https://bit.ly/2pLCN8G>

#### Research Partnerships

- LISC's [webinar](#) on research partnerships in CBCR
- [Byrne Criminal Justice Innovation Program's primer on the research-practitioner partnership](#)
- [Project Safe Neighborhoods: Working with a Research Partner FAQ](#).

#### Group Activities for Data Analysis and Communication of Finding

[Dabbling in the Data: A Hands on Guide to Participatory Data Analysis](#). Public Profit.

## Appendices

### Appendix C: Tips for Instrument Development

#### Survey Development Tips

- **Provide clear instructions** about how to take the survey and answer questions
- Make sure you **ask questions your respondents can answer**
- Surveys should use primarily **closed-ended questions**
- Response categories should be **mutually exclusive**
- For variables such as age, gender, or income, leave the response category **open-ended**
- **Avoid asking two questions in one:** don't use "and" or "or" in your questions
- **Leave plenty of white space** between questions
- **Use appropriate language** and cultural references
- Consider providing privately-funded **incentives** as a way of encouraging participation
- If you conduct a mail survey, remember to **provide return postage**
- **Always pilot-test** any survey developed

#### Tips for Creating Survey Scales

- **Generally, use survey scales that have 7 or fewer points.** Scales with more than 7 points tend to lose precision and are more difficult for respondents to understand and for you to analyze.
- **The most negative rating option should always be your lowest numeric option.** That means that ratings like "large decrease," or "very bad" should equal 1, while ratings like "large increase," or "excellent" should equal 7.
- **Make sure there is equal distance from one point to the next on your scale.** If you are using words (rather than numbers) to describe each point on the scale, this conceptual distance should be thoughtfully considered. (Does everyone agree there is equal distance between "few, some, and many?" Probably not.)
- **If you have a mid-point in your survey scale, make sure it is neutral.** "Neither agree nor disagree" or "Neither positive nor negative" are examples of this. You may choose *not* to have a mid-point option if you want to force your participants to choose between positive and negative.

- **Make your question type and scale consistent as much as possible throughout your survey.** This will make it easier for people to answer questions and easier for you to analyze the responses later.
- **Add a "not applicable" or "I don't know" option at the end of your scale.** These are responses that will not be included in the percentages or averages you report, but it's important to give respondents this option.

## Appendices

### Appendix D: Tips for Data Collection and Analysis

#### Focus Groups

- **Bring an audio recorder** with you to the focus group and ask permission to record the conversation at the start. You may consider passing the recorder around and ask people to hold the recorder when they speak.
- In advance, **ask one person to volunteer as note-taker**. Request that they write down exactly what people say (instead of summarizing), ideally using a laptop. You can later fill in any gaps using the recording.
- **Ask if you don't understand** what a participant says.
- **Keep time for the focus group leader**. Note-takers should let the leader know when they have 15 and 5 minutes remaining.
- **Write down notes related to the “feel” of the group**, such as any outside factors affecting the group (such as big news events), facial expressions, body language, and moments when people were quiet or more animated.
- **Clean your notes and write down your reflections** as soon as possible after the focus group.
- If you are conducting a focus group in another language, **ensure that you have a qualified person to do oral and written translation**.

#### Interviews

- **Collect information from individuals** on complex experiences, behaviors, and opinions
- **Create a personal atmosphere** with opportunities to discuss important topics in depth.
- **Ideal for avoiding group influences or peer pressure** (which can happen with focus groups).
- Generally, **ask open-ended questions** (though some close-ended questions can be asked too).\*
- **Invite participants who represent a range of perspectives**. For example, some who have been very engaged with your project and others who are less engaged, a range of demographic characteristics, etc.
- **At the beginning, introduce yourself**, explain what you are trying to learn, and assure confidentiality.
- **Ask clarifying questions** and probe as needed.
- If you want to record the conversation, be sure

to **ask permission**.

- Consider the **location of the interview** – select a private location for sensitive topics.

#### Preparing Qualitative Data for Analysis

- Ensure transcripts from your interviews and focus groups are **clear and readable**.
- **Add comments and gut reactions** at the end of an interview or focus group.
- **Capture emerging themes** and notes.
- **Combine data across participants into a single file**, such as a Word document color-coded by respondent, or an Excel file with one question per tab and one response per row.

#### Analyzing Qualitative Data

- **Assign data to code**. Individuals may be assigned different content to analyze, or a pair may be assigned the same content to ensure consistency in coding.
- **Identify broad coding categories**. Stakeholders will need guidelines for identifying themes. This may include the level of detail needed for considering themes and sub-themes.
- **Regroup after initial coding**. Once the group does initial coding/theming of the data, the group should discuss other categories that may be added or refined and challenges they encountered when analyzing the data.
- **Resume coding**. Individuals should then recode the data based on the discussion with the group. The group may need to meet several times to discuss categories and recode.
- **Analyze data as a group**. Once the data has been coded for the final time, the analysis group should meet to discuss overarching themes from the data and begin to prioritize the most salient themes to report on.
- **Acknowledge limitations in the data**. During the analysis meeting, the group should discuss limitations of the data and what data is not being analyzed.

\*For surveys, the opposite is true. You want to ask mostly close-ended questions, with a few open-ended questions.

## Appendices

### Appendix E: Considerations for Engaging Stakeholders Effectively

#### Culturally Competent Research: Questions to Ask

##### Culture

- Who can help us understand this cultural group and some of its basic norms?
- Who can introduce us and help us gain entry into the group?
- What non-verbal communication and rules of conduct did we observe in this group?
- What have others learned about what it takes to work with this group? What are some of their mistakes that should we be careful not to repeat?
- What does this term or concept mean for this cultural group? How can we find out more about its meaning?
- Where can we pilot-test questions and instruments?

##### Social Identities and Group Membership

- Are there enough resources and time for us to build relationships and trust?
- How might our own social identity inform the lens from which we view the world? How might others perceive this identity?
- Who can help us understand the current social, political, and economic factors contributing to people's lived experiences in the research effort?

##### Privilege and Power

- How might our own privilege and power inform our role and approach to the research?
- What are we assuming about each group of stakeholders in the research? Who has relatively more privilege and power and who has less?
- Is the language we use accessible to people who may not be familiar with evaluation or research terminology?
- What should we put in place to ensure that everyone feels comfortable and safe at all stages of the research?
- How will the research findings be used for each stakeholder group?

#### Cultural Humility Checklists

- [Evaluation Plan and Timeline Development](#)
- [Instrument Development and Data Collection](#)
- [Data Interpretation and Analysis](#)
- [Reporting and Presenting Findings](#)

#### Considerations for Meeting Planning

Considerations for bringing a group together to analyze and make meaning of data include:

- **Meeting times:** Schedule meetings at times when most people can attend, including afterschool hours, evenings, and weekends. Take care not to schedule all meetings at the same time to ensure that people with different schedules can attend.
- **Location and transportation:** Participants should be able to get to the location via public transit or have access to free parking or the option to carpool with other participants. The meeting location should be accessible for participants living with disabilities and should be a comfortable space. For example, holding initial meetings at a police station or place of religious worship may not be an ideal location because participants may feel uncomfortable there or feel that the location sets up the meeting to bias some voices over others. If meeting in-person is difficult for stakeholders, consider virtual meetings or teleconferences if access to technology is not a barrier.
- **Language:** Consider whether interpreters may be needed for non-English speakers or for participants with visual or hearing disabilities.
- **Child care:** Consider if offering child care on-site will encourage the participation of parents and families.
- **Meeting food:** Sharing food is a way to build community and share an appreciation for participants' time. Consider food that is culturally appropriate and healthy food options.

# Appendices

## Appendix F: Types of Participatory Methods

DATA SOURCE	WHAT IT IS & WHY ITS USED	HOW TO COLLECT DATA
<b>Appreciative Inquiry (AI)</b>	<ul style="list-style-type: none"> <li>Used for identifying factors contributing to success through individual or group discovery.</li> <li>The goal of AI is to uncover the ways people should work together to increase the chances of success in the future.</li> </ul>	<ul style="list-style-type: none"> <li>Gather a group with a facilitator to focus on a particular aspect of their work together, which may include topics such as sound practices for research partnerships, law enforcement/community relations, or identifying hot spot crime areas.</li> <li>In a pair, participants share an aspect of the work that went extremely well and why.</li> <li>Participants come back together in a larger group to share back their experiences and ask deeper questions about the factors that led to the success.</li> <li>The group then brainstorms how to apply those success factors into their future work.</li> </ul>
<b>Circles</b>	<ul style="list-style-type: none"> <li>Simple tool used to engage stakeholders in the data collection process.</li> <li>Adapted from restorative justice circles, circles are an informal way to discuss questions within a small group.</li> </ul>	<ul style="list-style-type: none"> <li>A group of 8 -12 sits in a circle and an object is passed around.</li> <li>Anyone holding the object gets to speak, and everyone speaks for several rounds, answering 3-5 questions.</li> <li>An audio recorder can be the object, allowing for an easy way to document the conversation.</li> </ul>
<b>Journey Scrolls</b>	<ul style="list-style-type: none"> <li>Uses images and words on a long piece of butcher paper (the “scroll”) to share the history and rough timeline of how participants’ efforts unfolded.</li> <li>This can be helpful in supporting a group to put together a story retrospectively (telling the story of the past leading up to the present).</li> </ul>	<ul style="list-style-type: none"> <li>Gather a group of people who have been involved at different stages of your project.</li> <li>Lay out materials: butcher paper (which serves as a long “scroll”), markers, post-it notes, ribbon/string, painter’s tape, and stickers.</li> <li>Introduce the activity: explain why you want to explore and document their story, share instructions, and ask people if they would like to move backwards or forwards in time (i.e. starting from the beginning or end of the journey).</li> <li>Invite participants to plot the journey, placing milestones on the scroll paper (and marking each milestone with the visual symbols).</li> <li>Reflect and wrap up as a group.</li> </ul>
<b>PhotoVoice</b>	<ul style="list-style-type: none"> <li>A flexible participatory method whereby community members take photos that relate to learning topics and are accompanied by narrative written by community members.</li> <li>The data is often used to discuss challenges and arrive at joint solutions.</li> <li>This is an especially useful approach when there are language and/or literacy barriers in the community.</li> </ul>	<ul style="list-style-type: none"> <li>An individual or group identifies topics that will be the focus of participatory learning.</li> <li>Community members, using their own or borrowed camera or cell phone, take pictures of the scenes that express their points of view about what is happening in their community.</li> <li>Community members write captions for the photos, or the photos can be interpreted in group discussions.</li> </ul>
<b>Ripple Effects Mapping (REM)</b>	<ul style="list-style-type: none"> <li>A collaborative exercise in which people come together to uncover intended and unintended effects that “ripple out” from an intervention or initiative.</li> <li>It includes creating a visual map and can also include follow-up interviews.</li> </ul>	<ul style="list-style-type: none"> <li>Convene a group of 12-20 participants, those directly affected by the intervention as well as those who are in a position to have perceived some ripple effects.</li> <li>Participants pair off and conduct appreciative inquiry interviews.</li> <li>The group comes back together and begins to map (using markers on a paper on a wall, big sticky notes, or blank pieces of paper).</li> <li>The intervention is put at the center of a big blank space on the wall (or floor), and people link results to the intervention itself, or to another result that shows up in the map.</li> <li>Participants should discuss the results they are adding – what are other perceptions of how something happened? Does this link seem right? Did this result link to anything else?</li> <li>After the initial REM activity, the leader may want to follow up with interviews to explore some of the ripple effects identified.</li> </ul>