

#### 4a.TS2 How Will We Know What Information We Should Collect?

The questions the group wants to answer — for descriptive, monitoring or evaluation purposes — will determine what information should be collected. It is often helpful to develop a table with the information needed to answer each question. This will help you make sure that you have a plan to collect each piece of data you need, and do not collect a lot of data that you won't use.

Below are two examples of such a table. You could add extra columns for other important information about data, such as where you will get that information (its source), when it should be collected (timing) and how it will be collected (method). See additional tip sheets for more about these issues.

The first table identifies needed data for a public awareness/education strategy around racial differences in school success among a community's youth. The community group wants to know if the activities of the strategy were carried out well and if they stimulated the kinds of short-term results they hoped for — increased knowledge and discussion about these differences. The second table identifies needed data about a strategy that includes workshops on business plan development for prospective small business owners in an economically isolated, predominantly Hispanic neighborhood.



4a.TS2 - Table 1

QUESTION	NEEDED INFORMATION
<p>Was a “report card” prepared on disparities by race/ ethnicity in test scores, graduation rates, and plans to attend college among high school students in the community’s schools?</p> <p>Was the report card prepared in a timely and efficient way?</p> <p>Was it accurate and clear?</p> <p>Did it reflect the issues and data that mattered to the people whose data it represents?</p>	<p>The date the report card was completed and the resources used to complete the report card</p> <p>A comparison of the date it was completed to the expected or planned date of completion</p> <p>A comparison of the resources used to complete the report card and the expected or planned resources.</p> <p>Assessment of the completeness and currency of data presented from representatives of the groups whose data is described (students, parents of students from various racial/ethnic groups)</p> <p>Assessment of accuracy and clarity of the explanations/ analysis from representatives of the groups whose data is described (students, parents of students from various racial/ethnic groups)</p>
<p>Was the report broadly disseminated in the community?</p>	<p>Ways in which the report was distributed and estimated number of persons reached by each</p> <p>Estimated percent of specific target audiences reached by each</p> <p>Groups that were not reached for various reasons (such as language)</p>
<p>Did the report stimulate interest in and discussion about the issues?</p>	<p>Inquiries or comments made at public meetings of groups such as the school board or city/county council by race/ethnicity and other locally important demographics of speaker</p> <p>Discussion at meetings of civic groups, parent organizations, teachers’ union, etc. by race/ethnicity and other locally important demographics of speaker</p> <p>Private discussions among neighbors, friends, co-workers, fellow congregants, etc. by race/ethnicity and other locally important demographics of speaker</p> <p>Attendance and participation at special meetings convened to discuss the report by race/ethnicity and other locally important demographics of participants</p>

	Requests for additional copies of the report by individuals and groups within the community tracked by key constituencies of those groups by race/ethnicity and other locally important demographics
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4a.TS2 - Table 2

QUESTION	NEEDED INFORMATION
<p>Were workshops on business plan development organized and conducted?</p>	<p>Dates, time and location of workshops</p> <p>Subjects covered and materials provided</p> <p>Availability of materials in languages of participants (English, Spanish, other)</p> <p>Cultural competence of workshop presenters, as assessed by representatives of target audience</p>
<p>How were potential participants recruited?</p>	<p>Methods by which workshops were publicized and timing vis-a-vis the workshop dates</p> <p>AND/OR</p> <p>Ways in which potential members of the target audience were identified and notified</p> <p>Costs of different publicity and/or recruitment efforts</p> <p>Reports from those inquiring about or enrolling in the workshop about how they learned about it</p> <p>Demographic and business information about those inquiring or enrolling in the workshop compared to targets for various groups within the Hispanic community, if relevant (e.g. gender, country of origin if other than USA and relevant, previous or first time business owner, etc.)</p>
<p>What was the enrollment? How many enrollees attended each session of the workshop? How many attended enough sessions to be considered completers?</p>	<p>Background information on registrants (such as employment and business history, current income and assets, type of business to be developed, etc.)</p> <p>Attendance for each workshop, identifying each individual attending</p> <p>Demographic information for each individual attending to track enrollment and participation for groups within the Hispanic community who are the intended beneficiaries of the workshops</p>
<p>How well did the workshop meet the participants' needs and expectations?</p>	<p>Participant assessment of quality of workshop presentations and materials and effectiveness of its format and delivery</p>

	<p>Participant-identified needs and expectations at the beginning of the workshop</p> <p>Degree to which these needs and expectations were met by the workshop</p> <p>Data to assess levels of satisfaction for different groups within the whole</p>
Did attending the workshop increase the participants' knowledge? By how much? How was this related to attendance?	Pre-workshop and post-workshop assessment of participants' knowledge in the specific subject matter covered
Did workshop participants make use of other supports and services offered to prospective business owners?	<p>Inquiries and enrollment in other programs, particularly those offered in conjunction with or recommended at the workshops</p> <p>Membership in business groups and organizations</p>
How many participants prepared a business plan within 6 months of the workshop?	<p>Participant submission of copy of completed plan to sponsoring organization</p> <p>Independent rating of completeness and quality of business plan</p>
How many participants submitted the plan as part of a request for funding or other support?	Evidence of participant submission of plan for funding
Within a year of the workshop, how many participants received funding or other support from a source to which the plan was submitted?	Grants or loans made by various funding sources
Within two years of the workshop, how many participants had opened and were still operating a small business?	Business history