Supplemental material

Example road test

This supplement is part of a series of guidance resources and tools on continuous quality improvement (CQI) developed as part of the Sexual Risk Avoidance Education National Evaluation (SRAENE). The series includes a template to guide CQI work, a set of modules providing detailed information on the steps included in CQI, a tool programs can use to assess their CQI practices and processes, and a brief describing the development process used for the series and lessons learned from a set of Sexual Risk Avoidance Education grant recipients that used the tools during a pilot. For all resources in this series, as well as other resources developed as part of SRAENE, please visit the SRAENE website.

For more products, visit the CQI page on the SRAENE website.

The following example presents a sample road test for a strategy to address low program retention.
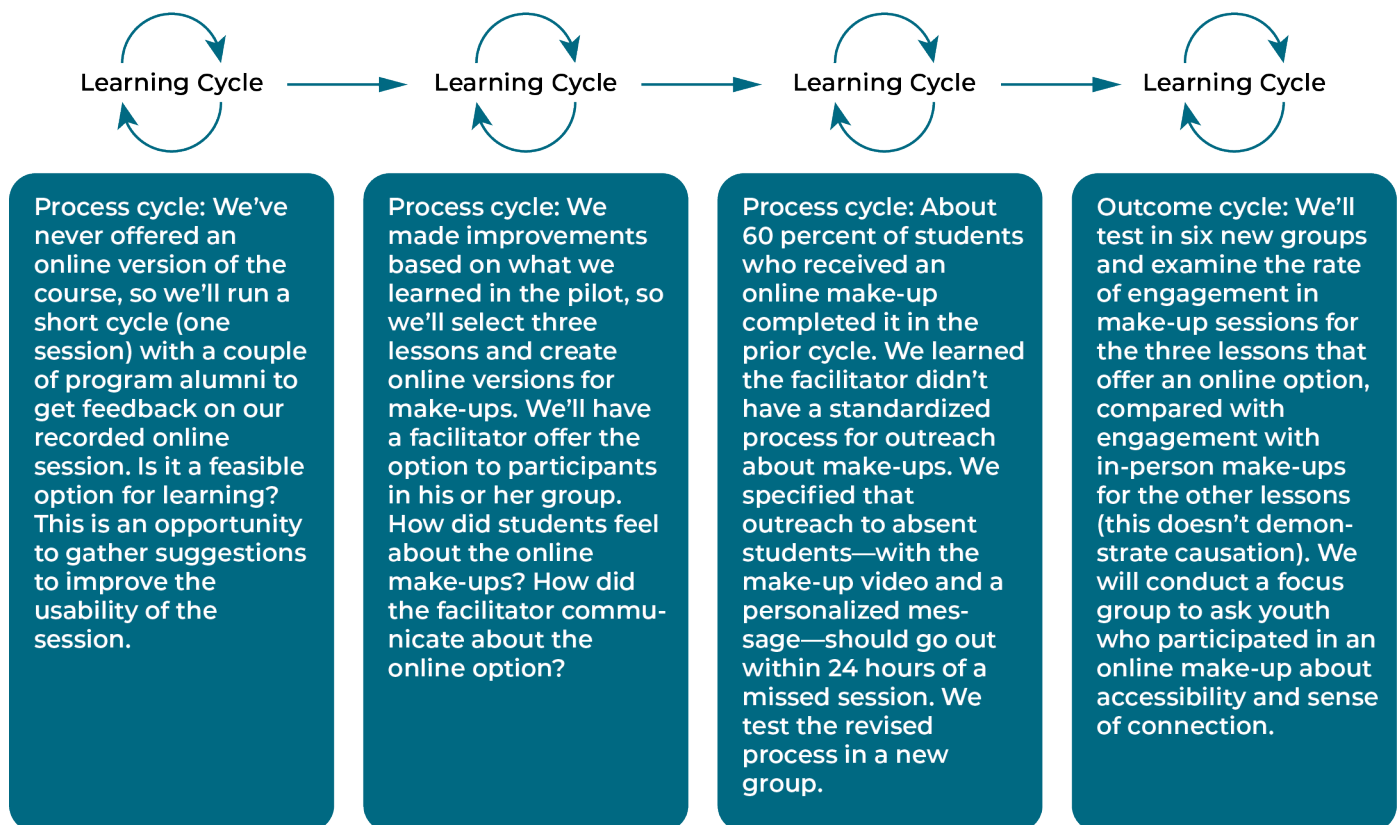
Table B.1. Sample road test components.

Challenge	Low rates of program retention
Root cause	One identified root cause is that youth who miss a session find it difficult to attend the in-person make-up sessions (which currently happen during one-on-one meetings with the facilitator), fall behind, and disengage with the program.
Strategies	Develop an online, recorded version of the program to lower the burden of participating in make-up sessions and keep absent students engaged.
Strategies	By making it easier to attend make-up sessions (by allowing students to watch recorded videos when they can), students who miss a session won't fall behind on content and will retain their sense of connection to the program.
Learning questions	• Did youth engage with online make-up sessions when they were offered? How did level of engagement compare to the in-person make-up sessions? (process question) • How did facilitators communicate with students about the online sessions? (process question) • Did engaging in an online session help absent students maintain their connection to the program? (outcome question) • Did students who took the online sessions seem to retain the content? (balancing question)

Our data collection plan for the road test follows:

Table B.2. Data collection plan

Learning question	Data collection activity	Plan for data collection
Did youth engage with online make-up sessions when they were offered?	Attendance log	For each session, the facilitator will track (1) the number of absent students, (2) the number of absent students who received outreach from a facilitator about make-up options, and (3) the number of youth who completed exit ticket at the end of the video (indicating completion).
How did facilitators communicate with students about the online sessions?	Staff interview	At the end of the road test, talk to facilitators to learn how they communicated about the availability of online sessions. What did they say in their outreach to absent youth? How did they communicate the importance of catching up through the make-up? How does communication differ for in-person versus recorded sessions?
Did engaging in an online session help absent students maintain connection to the program?	Youth focus group	We will recruit a group of students who took at least one online course. Did they enjoy receiving the content this way? Did they find the sessions accessible? Did they feel the online sessions helped them catch up? Maintain connection to the program?
Did students who took the online sessions seem to retain the content?	Exit ticket	After completing an online session, a student will receive a pop-up survey to (1) indicate he or she completed the course and (2) answer two core knowledge questions.

Figure B.1. Example of learning cycles in a road test

Learning Cycle → Learning Cycle → Learning Cycle → Learning Cycle

Process cycle: We've never offered an online version of the course, so we'll run a short cycle (one session) with a couple of program alumni to get feedback on our recorded online session. Is it a feasible option for learning? This is an opportunity to gather suggestions to improve the usability of the session.

Process cycle: We made improvements based on what we learned in the pilot, so we'll select three lessons and create online versions for make-ups. We'll have a facilitator offer the option to participants in his or her group. How did students feel about the online make-ups? How did the facilitator communicate about the online option?

Process cycle: About 60 percent of students who received an online make-up completed it in the prior cycle. We learned the facilitator didn't have a standardized process for outreach about make-ups. We specified that outreach to absent students—with the make-up video and a personalized message—should go out within 24 hours of a missed session. We test the revised process in a new group.

Outcome cycle: We'll test in six new groups and examine the rate of engagement in make-up sessions for the three lessons that offer an online option, compared with engagement with in-person make-ups for the other lessons (this doesn't demonstrate causation). We will conduct a focus group to ask youth who participated in an online make-up about accessibility and sense of connection.

Analysis plans for each cycle would differ slightly. In the early process cycles, when the focus is on staff implementation, we might collect data only from staff. An analysis plan follows for the *outcome cycle* to respond to all the learning questions in Table B.2.

Table B.3. Analysis plan

Data collection tool	Relevant learning questions	Analysis plan
Attendance log	Do youth engage with online make-up sessions when they are offered?	Across all six sessions, we will calculate the percentage of absent students who received outreach about the online session within 24 hours, and the percentage of absent students who completed the online session (measured via exit tickets). We will also track outreach to absent students for sessions that don't have an online make-up option (10 lessons) and the percentage of students who attended an in-person make-up.
Staff interview	How did facilitators communicate with students about the online sessions?	As we have run prior process cycles to develop a standardized process, for the outcome cycle we will reflect on how easy it was to adhere to that process. We will code for themes such as challenges, lessons learned, and adaptations.
Youth focus group	Does engaging in an online session help absent students maintain connection to the program?	We will code the focus group notes, looking for predetermined themes, such as accessibility, connection, and satisfaction, as well as general themes such as positive feedback and critiques.
Exit ticket	Do students who take the online sessions seem to retain the content?	We will use the exit tickets primarily to track completion of the online sessions but also added a few knowledge questions to understand whether students seem to learn via the recorded videos, which is not directly related to our outcome of interest but an important question to understand unintended consequences. To analyze, we'll calculate the average score on the test for absent students in the 3 online make-up sessions and the 10 in-person make-up sessions.

Because you might use multiple data collection methods for a road test, consider how you'll synthesize the data. One option is to use a matrix, listing the data collection tools in the rows, key themes or questions of interest in the columns, and summaries of takeaways in the cells (*see table B.4).*

Table B.4. Findings synthesis matrix

	Youth engagement	Staff implementation	Sense of connection	Lessons learned
Attendance log or exit ticket	85 percent of absent students who had the online option completed the session. 50 percent who missed a session with in-person make-up only attended.	98 percent of absent students received outreach within 24 hours, as specified in the updated outreach process.		75 percent of students taking an online make-up session correctly answered all knowledge questions on the exit ticket. Thus, most students seem to retain key takeaways from the lesson.
Staff interview	Staff heard positive feedback from youth about the accessibility of online options.	Staff shared that online make-up sessions were lower burden for them, but still required outreach to ensure youth watch the video and respond to questions. They noted it helped to have a standardized process (reach out within 24 hours), but also said it was helpful to be able to customize or personalize outreach to youth. Some youth prefer texting and others social media or email outreach, so it is important to allow adaptations.	Staff felt youth who attended a make-up session (online or in-person) returned to the group more prepared to engage in discussion than those who missed a session.	Staff noted some students with poor Internet access couldn't participate in online make-ups, so it's important to retain in-person make-ups as an option.
Youth focus group	Youth shared in the focus group that they appreciated the flexibility of watching the make-up lessons when it was convenient for them.		Youth noted it was helpful to receive the missed content, so they didn't feel like they were falling too far behind.	Youth shared it was hard to watch a 20-minute video and suggested breaking content in multiple shorter videos.

A final step is to develop "We learned that …" statements:

We learned that …

- Students were more likely to engage with the online make-up sessions compared to in-person make-up sessions.

- Students and staff felt attending make-up sessions (in-person or online) was helpful for catching up and staying connected.

- The program could benefit from offering online make-up sessions but should retain in-person make-up options for students with access barriers.

Action, communication, and monitoring plan. Online make-up sessions are a feasible way to offer students more flexibility in making up missed content, which helps absent students remain connected to the program. The program will build recorded online sessions for all 13 lessons and train facilitators across all sites on the standardized outreach process for reaching out to and sharing videos with absent students. Staff will monitor program retention numbers over time.

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