SRAENE
Sexual Risk Avoidance Education
National Evaluation

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Training Module 8

Continuous Quality Improvement Series

Road test - Testing plan

This module aligns with CQI Step 3: Road testing—Try a strategy and learn how to improve it

This module 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**.

After you have detailed your strategy implementation plan and developed learning questions, your team is ready to plan the test. This includes specifying logistics related to testing and a data collection plan to respond to your learning questions.

Logistics

Be clear about how long the test will run. Road tests are often short, though they could be as short as a day or as long as a few months, depending on the nature of your strategy. For example, if your strategy is to conduct monthly trainings to support recruitment staff, you would need to allow the road test to extend for a few months to be able offer and learn from more than one training. If you want to test a new intake form, you might ask intake staff to use it over the course of a day as they enroll new participants and provide feedback at the end of the day.

In addition to length of the test, you should also be clear on overarching roles and responsibilities. Consider designating someone from program leadership to oversee the test and ensure staff are clear on expectations, and another staff person to manage day-to-day tasks, such as printing feedback forms and delivering them to the correct sites; answering questions staff implementing the strategy may have; and monitoring the schedule.

Data collection plan

A strong data collection plan will list activities to answer your learning questions and specify the details for carrying them out, including who will conduct each activity, when, and how often. Consider what data you need to collect to respond to the learning questions and understand how the strategy is working. This usually involves collecting feedback from those involved with implementing or receiving a strategy. When

developing a data collection plan, keep in mind that you want to collect just enough information to respond to the learning questions, while attempting to limit burden on staff and participants.

Common data collection activities and sources to support road testing include the following:

• **Questionnaire or survey.** Surveys are useful when you need to gather opinions or perspectives from a large number of people (for example, an entire workshop or class) and/or you want to understand implementation or early promise by asking about changes in attitudes, behaviors, or knowledge.

   • When using for road testing, keep the survey short by limiting questions to those you need to ask to understand how a strategy is working

   • Ensure questions are primarily close-ended rather than open response

• **Focus group or interview.** Focus groups and interviews are good when you need nuance or detail that can't be provided via close-ended questions. For example, to understand the *why* (*why did you enjoy the class?).*

   • Determine if a focus group or one-on-one interview will allow you to understand the range of experiences from those who experienced the strategy. Both data collection activities are typically done with just a subset of staff or participants, so can be less representative than well-executed surveys

> **Interview types.**
>
> Two main types of interviews are structured and unstructured. Structured interviews consist of standardized, predetermined questions; unstructured interviews are not guided by questions developed in advance. If your goal is to learn about a range of thoughts, feelings, or experiences with a process (for instance, as part of a road test), you should ask the same, predetermined questions of all staff or participants (a structured interview). If your inquiry is more exploratory—for example, to investigate root causes of a challenge—then you might leave the interview unstructured to allow information to emerge organically.

• **Observations.** Observations can be useful when you would prefer to see behaviors directly rather than relying on self-report data from participants or staff. For example, if you are implementing new energizers into a class and want to understand their influence on engagement, rather than conducting a survey to query students' reactions, you would observe the energizers directly to assess whether student engagement meets your expectations.

   • If using road testing, keep in mind that observations are point-in-time. Assessing student engagement for energizers used in Lesson 2 won't provide any information about level of engagement in prior or subsequent classes. Consider picking a sample of classes to observe, if your team has the capacity.

• **Administrative data.** Existing data is good when you need to understand outputs or efforts; for example, how many individual service contacts did staff have with clients last week? Using existing data is also preferable when it can answer a learning question, because it doesn't require any additional effort. However, because it is not collected to assess your strategy, it may have limitations in the extent to which you can use it to respond to your road test learning questions.

   • For road testing, administrative data may be particularly useful for understanding implementation. For example, you might examine the number of case management meetings staff inputted into your internal data system to determine whether all staff met a new expectation to have one case management meeting with each participant each week.

For tips and considerations about designing and administering data collection tools to support learning cycles, or periods of feedback during a road test, see **Appendix A** in this set of modules.

Completing the CQI Plan Template

Use the open text box under **Step 3: Road testing** to detail your logistical plan for the road test. In the data collection table that follows, map out how your team plans to respond to each learning question. In each row, specify the data collection activity you will use to answer one or more of your learning questions. Be specific about the plan and purpose (*see example in the table below*). It's also useful to think ahead about how you will analyze the data collected as part of a road test to ensure someone has the time and capacity to generate insights from it. For example, data gathered from focus groups and interviews can be very valuable but also potentially time consuming to analyze. If conducting a survey, ideally, you can administer with an online program, such as Google Forms or Survey Monkey. But if you must use paper, it is important to ensure someone on staff will be able to input the data so that it can be analyzed in a timely fashion.

> **Specify your implementation plan. Be clear on start/end dates for your road test and where and with whom you will pilot the strategy.**
>
> We will start by recruiting and training three program champions. The test will run from January 1 to Jan. 31. At the conclusion of the test, we will gather feedback from youth champions to understand how the strategy worked and gather suggestions for improvement.

Learning question	Data collection activity (method/tool, respondents, point person)	Analysis plan (when and how will you analyze?)
What are the characteristics of youth who are a good fit to be program champions? How did the program prepare youth program champions to support recruitment efforts and was it sufficient? What strategies do youth program champions use to connect with their peers? What is the value add of using youth to support recruitment?	• Interviews with youth program champions at the end of the road test (after 2 months of testing). • Focus group with newly recruited youth to understand their experiences interacting with youth program champions. • Administrative data tracking of the referral source for all new enrollees to understand promise of the youth strategy.	Data analyst will record the interviews/focus group and take notes. She will review the notes and highlight key themes related to challenges, successes, and opportunities for refining the strategy. She will also analyze the referral source data to understand whether the number of referrals coming from youth champions meets expectations.

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