SRAENE

Sexual Risk Avoidance Education
National Evaluation

Developing a plan for monitoring your program

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As you enter the room …

Share your name, organization, and a goal for the new year (personal or professional)

DCB Knowledge Building Series

- **Data capacity building focuses on how you collect, manage, and use data to improve your program**

- **This series will include bimonthly, interactive sessions on a range of topics**

Thank you!!!

Thank you to the SRAENE Capacity Building Steering Committee for sharing feedback on program monitoring practices.

This shaped today's session!

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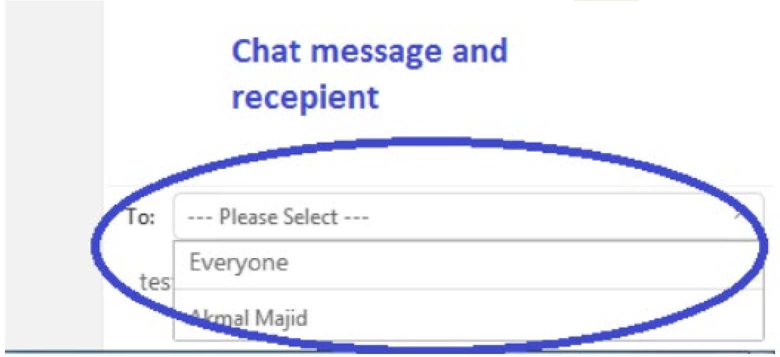
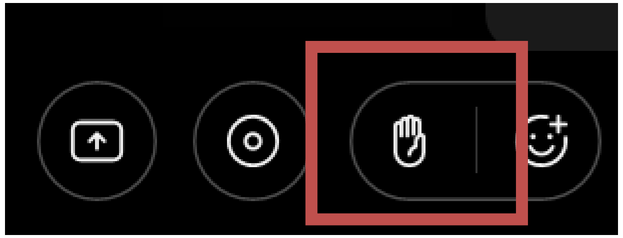
Asking questions

- **Ask questions any time using the chat by toggling the chat button at the bottom of your WebEx window**
  - If using the chat, please select “Everyone” in the dropdown menu

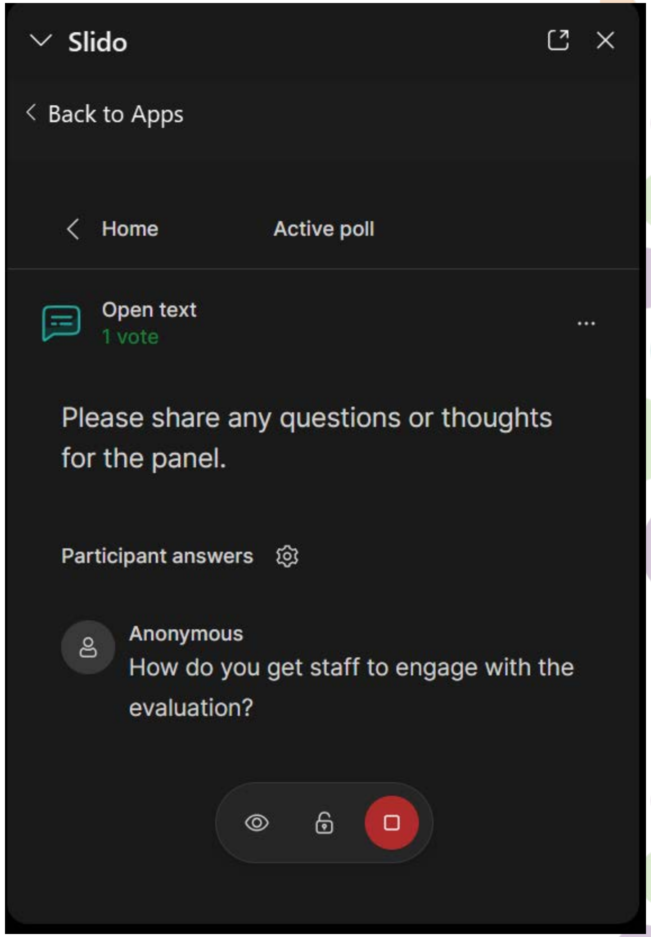


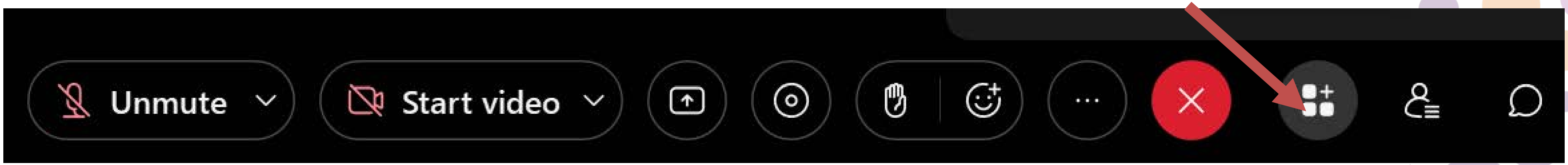
- **Indicate you want to share verbally using the hand raise feature**



Participating in polls and activities

- **We will use Slido during today's session for polls and activities**
- **Slido should automatically appear in your righthand panel on WebEx when the poll is launched**
- **If it does not, toggle it by clicking the "apps" button at the bottom of the screen and select Slido**





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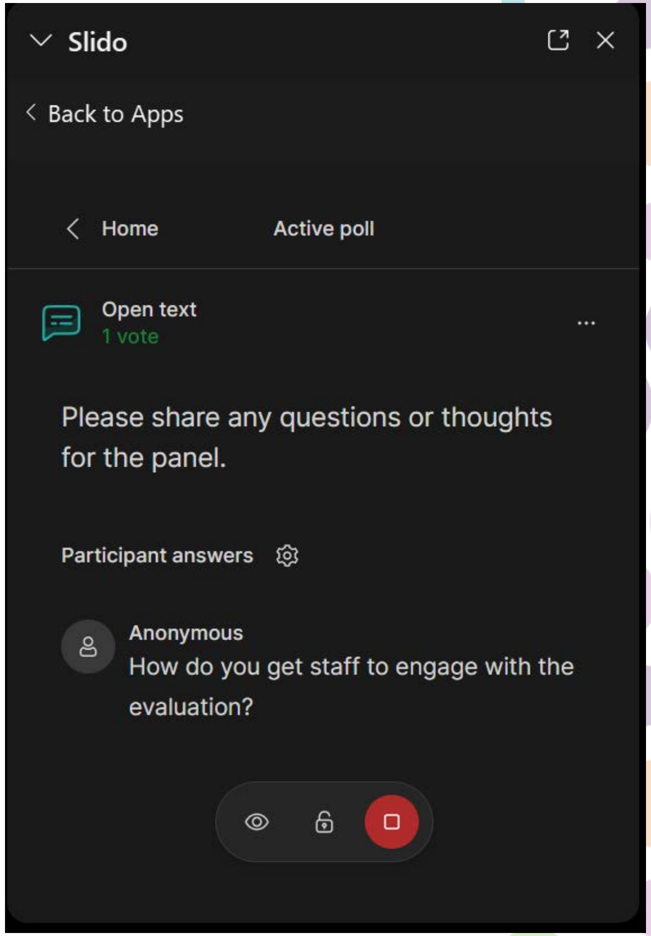
Give us feedback!

- **We will stop 5 minutes before the end of the session and will ask attendees to provide feedback on today's session**
  - These surveys help us to learn and improve on how we use this time!
- **Slido should automatically appear in your right-hand panel on WebEx when the poll is launched**
- **Your feedback is anonymous, please be honest**



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This project is supported by the Family and Youth Services Bureau in the Administration for Children and Families at HHS under contract number 47QRAA18D00BQ.

Today's learning objectives

By the end of the presentation, participants will be familiar with:

- **What goes into a comprehensive program monitoring plan, and how to think about the components**

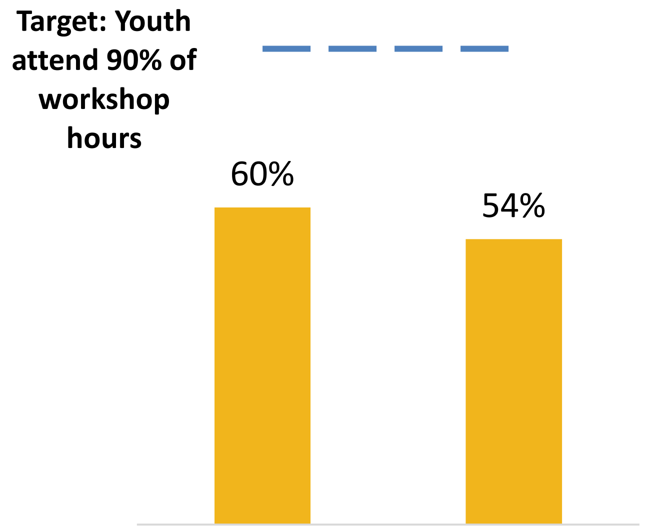
Activities associated with today's presentation are optional to implement

Performance management includes program monitoring and continuous quality improvement

Program monitoring documents what is happening

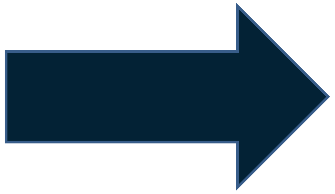
CQI is a way to use that information for improvement

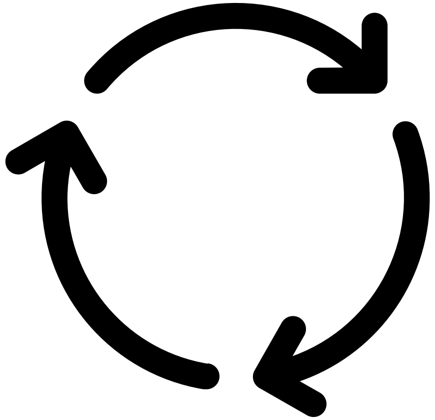
Program monitoring: *Identify the challenge*



CQI: *Develop and test the solution*

How do we improve?





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What is program monitoring?

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What is program monitoring?

- **Program monitoring involves tracking and reviewing outputs and outcomes to determine whether your program is moving in the right direction**
- **How it's distinct from continuous quality improvement (CQI)**
  - Program monitoring identifies areas for improvement; CQI approaches address these areas
- **How it's distinct from performance measures**
  - Performance measures are collected often for external accountability; program monitoring guides internal tracking and improvement
- **How it's distinct from an implementation evaluation**
  - The purpose of an implementation evaluation is to systematically collect data to understand how the program works

Start program monitoring with your logic model

Inputs → Activities → Outputs → Outcomes

Assumptions

Resources:

- Elements of a logic model
- Using logic models to guide program implementation and ongoing program improvements

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Activity:

Are you currently using your logic model as a tool to monitor your program?

- ❑ Yes, we monitor outcomes on the program logic model
- ❑ No, we don't yet use our logic model in this way
- ❑ I don't know

If yes, which part of the logic model do you monitor? (Check all that apply)

- ❑ Outcomes
- ❑ Outputs
- ❑ Activities and inputs
- ❑ We don't use our logic model this way

To participate in the poll:

- Respond using the widget that opens on your right-hand panel
- Or click the link in the chat

Using your phone?

- Go to Slido.com and type code 3857948
- Or scan the QR code below

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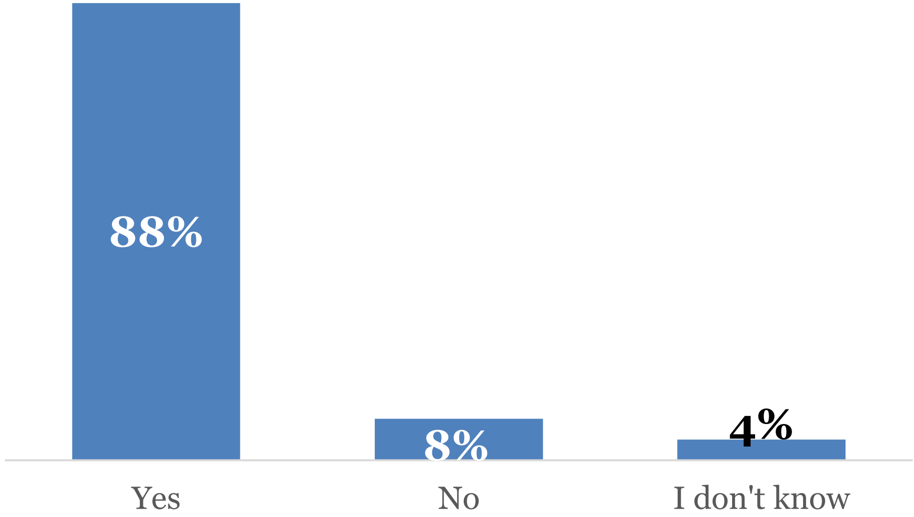
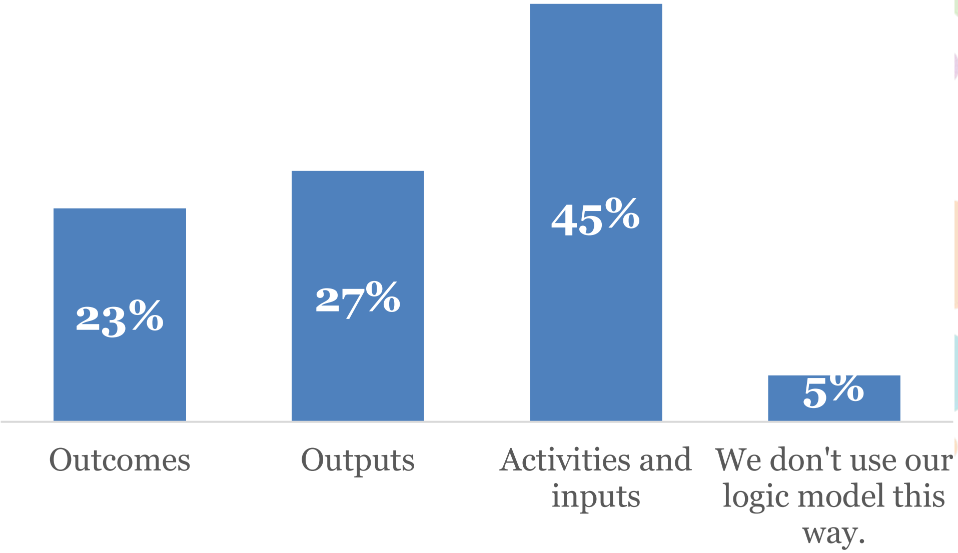
Are you currently using your logic model for program monitoring? If so, which parts do you monitor?





Note: Grant recipients did not have the option to select all that apply for this question, which affected the results.

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How to develop a program monitoring plan?

Step 1. What to monitor

- Determine what you need to track to understand how the program is working

Step 2. How to monitor it

- 2a: Make outputs/outcomes SMART
- 2b: Set targets

Step 3. Who will monitor

- Decide who will take part in regular program monitoring

Step 4. When to monitor

- Decide at what points the team will compile metrics and review them

Step 1. What to monitor

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Determine what to monitor

- **Start with your logic model**
  - What did you say was important to keep an eye on?
- **What are your key questions from the logic model:**
  - What assumptions do you need to test?
- **How much of what you need to know can already be answered using data tracked as part of performance measures?**

Identify your questions

- **You might be interested if the program is working as intended**
  - Who is enrolling into your program? Who are we reaching?
- **Or you might be curious about a key assumption**
  - Do skill-based parent workshops increase parents' confidence to have conversations with their children?
- **What are your tracking already? What can't you answer with existing data collection?**
  - Who is attending our parent workshops? Are parent satisfied with what they learn in these workshops?
- **Gather all of your outstanding questions**

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Talk to staff and partners

- **Share questions with staff and partners, considering if answering questions could guide improvement**
- **Ensure information is shared in ways that resonate with staff and partners**
  - For example, partners may want to know if they met a target

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Set an expectation that the program will be data-driven

- **Staff and partner buy-in to your program monitoring plans is critical**
  - Frontline staff are often the ones tracking the data; without their buy-in, data quality may not be poor
  - Also, they will be less likely to use it
- **Getting input into what the program will track also sets an expectation early on that the program intends to track and discuss data and want staff/partners to be part of that**
- **To get their buy-in, involve staff in planning what to monitor early and share data back with them**

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Understand the data needs of different collaborators

Audience	Key question	What to monitor	Breaking it down to make it actionable	Purpose
Facilitators	Am I delivering the curriculum well?	% of workshops implemented with fidelity	Lessons with lowest fidelity ratings	Flag where facilitators can improve
Supervisors	How are we doing at developing partners?	# partnerships developed	# of partnerships, by type, compared to target	Allow supervisors to be strategic in outreach to new partners
Partners	Am I meeting my enrollment expectations?	# enrolled	# enrolled by partner	Help partners understand whether they are meeting targets
Participants	How are workshops going? Can they be improved?	Satisfaction with workshops	Ratings broken down by key groups (grade, gender)	Gather perspectives to interpret ratings and inform improvement

Understand the data needs of different collaborators (cont.)

Audience	Key question		Purpose
Agency Board of Directors	Is the program performing well?	Outcomes at program exit	Accountability – keep tabs on the program
Community leaders	What difference is the program making in my community?	Long-term outcomes	Generate support from the community for the program to support sustainability

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Activity:

Who do you share data with regularly?

- ❑ Staff
- ❑ Partners
- ❑ Participants
- ❑ Community members
- ❑ Families
- ❑ Other

How do you share data with them (e.g. regular data meetings, reports, via a data system)?

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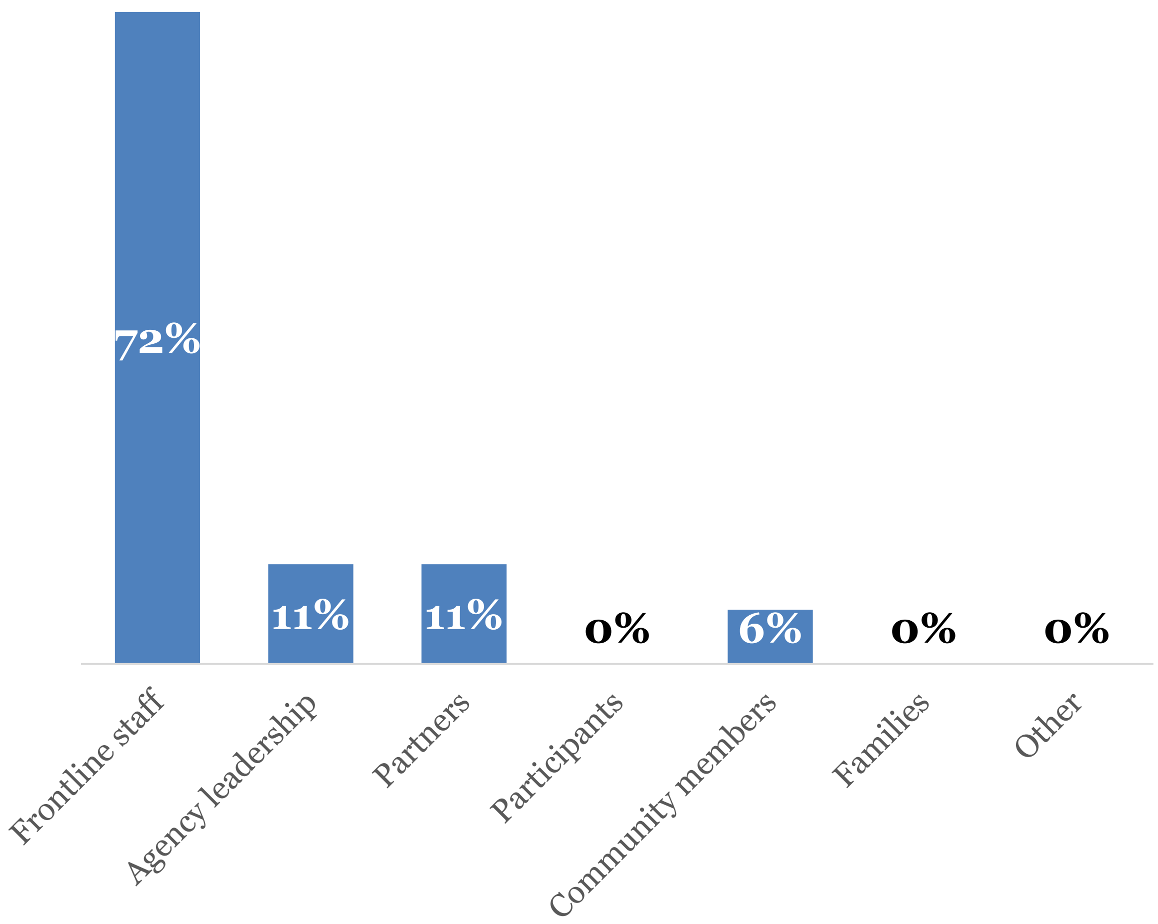
Who do you share data with regularly?



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Step 2. How to monitor it

Make outputs and outcomes SMART

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Turn questions into SMART objectives

- **SMART is an acronym for:**
  - S – Specific
  - M – Measurable
  - A – Attainable
  - R – Relevant
  - T – Time-bound
- **Making your key questions SMART allows you to measure them and flag where the program is underperforming**

Turn questions into SMART objectives (cont.)

- **Example: Youth engage in increased discussions about healthy relationships**
  - Specific – Should discussion increase in workshops or outside of them? What is meant by increased?
  - Measurable – How will we assess this outcome? A survey? Administrative data?
  - Attainable – Have we set a goal that we can reach during the grant period?
  - Relevant – How does this goal contribute to the overall program?
  - Time-bound – By when will change be seen?

Select indicators

- **To make something <u>measurable</u>, you need to be clear about what it looks like to achieve the outcome**
- **Indicators are observable behaviors that can be used to determine whether an output or outcome was met**
  - Outcome: Youth are engaged
  - Options:
    - Satisfaction. Youth self-report of engagement levels (feedback surveys)
    - Perceived engagement, Outside perceptions of engagement levels (observations)
    - Participation. Behaviors that indicate engagement (documenting participation in class)

Select indicators (cont.)

- **Implementation indicators address whether the program implemented as intended**
  - % of classes implemented with at least 80% fidelity
  - # of referrals provided to community services
- **Outcome indicators address whether participants have achieved an outcome**
  - % of participants attending at least 80% of workshop hours
  - % of participants who obtained a goal set with their case manager
- **If needed, brainstorm potential indicators with staff:**
  - What would they need to see to determine the program was meeting the outcome?
  - This can make the output/outcome more meaningful to staff

Select measures

- **When you've selected indicators, determine how you are going to assess them**
  - A measure is the item used to assess an indicator
  - Example: Questions or scales on a survey or observation form; an administrative data point (e.g., attendance)
- **In general, quantitative measures are more useful for tracking purposes; but if you have an outcome on your logic model that is not quantitative, you might use a qualitative measure (e.g., key themes from interviews with partners)**
  - Outcome: Partners feel our program adds value to their community

Let's Slido!

- **What is one output or outcome on your logic model you think should be more SMART?**
- **Why is it not SMART?**
- **What is one action you can take in the next 10 working days to set a SMART goal?**

What is one output or outcome on your logic model you think should be more SMART?

65%+ of parents/caring adults report knowledge of the positive importance and benefits of open communication to talk to their child about avoiding sex and other youth risk behaviors

We strive to present logic models in SMART format.

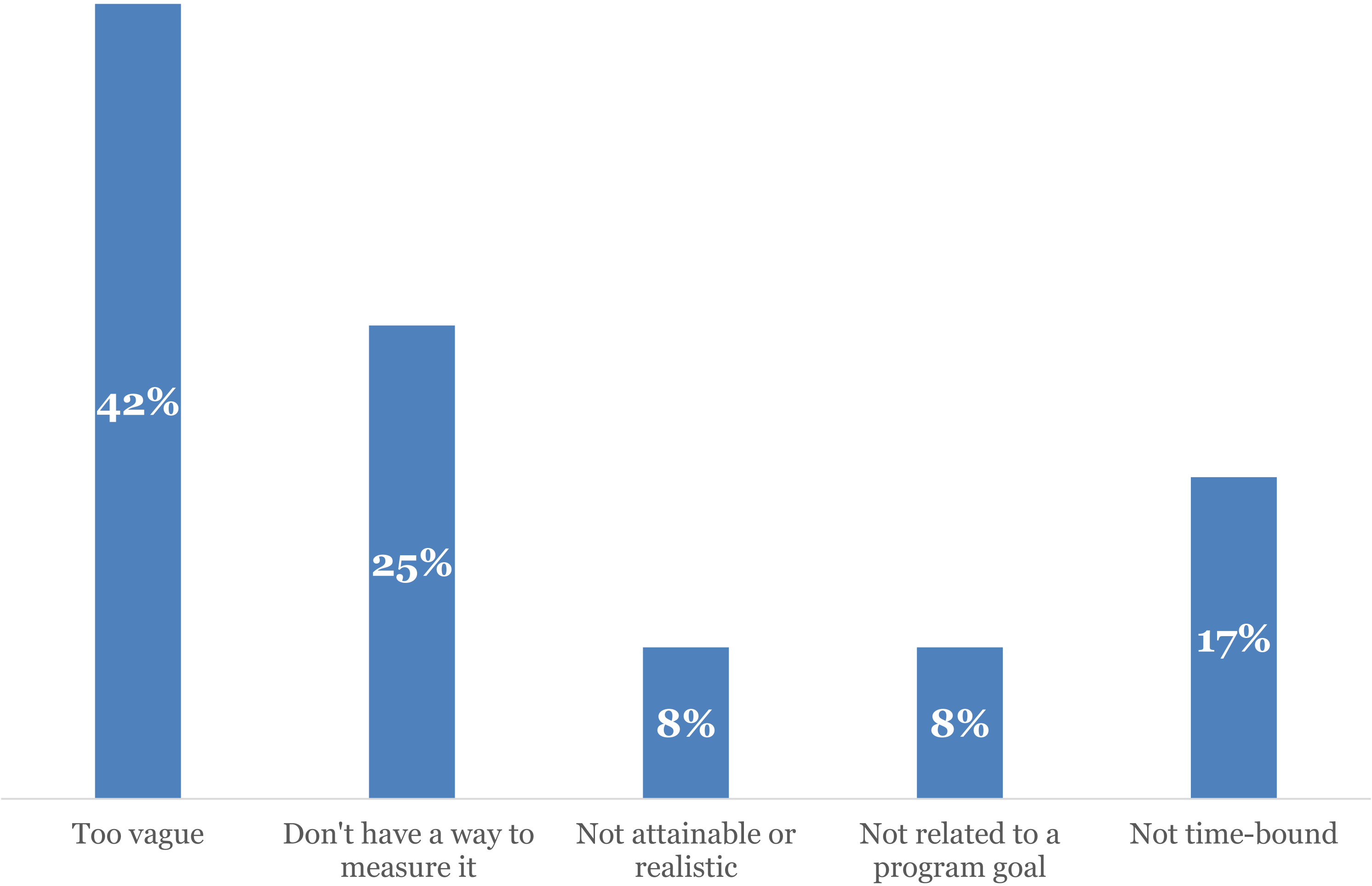
Participants and/or their families will be informed of and/or referred to local health and/or social services

"Reach at least 850 youth 10-14 years old in counties that are among the top 10 counties with the highest rates of birth, chlamydia, and gonorrhea among youth to decrease risk factors and increase protective factors." - realizing we did not specify a timeframe for this outcome

Output- Exploration call note logs

Our referrals are hard to measure and track b/c we implement in schools.

Why is it not SMART?



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What is one action you can take in the next 10 working days to set a SMART goal?

Remind leadership that the logic model needs updating and that there are still items we don't have a mechanism to measure and may not be within the scope of parent activities.

Clarify when we will disseminate reports to collaborative partners (schools)

Add a specific fidelity target

Add specific amount of calls

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Step 2. How to monitor it

Create targets

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Create targets

- **Once your outputs and outcomes are SMART, you can assess them**
- **But what are you trying to get to? What is considered a success?**
- **Targets give your team a way to assess success**
  - Example: 80% of youth who were not engaging in discussions about healthy behaviors will demonstrate they are having these conversations with peers or family by the end of the cohort.
  - Example: Facilitators will implement 80% or more of their lessons with 100% fidelity, as measured by self-report fidelity logs
- **They help to create goals that are Attainable – facilitators aren't going to implement 100% of lessons with 100% fidelity**

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Inform targets – prior experience

500 youth complete the program

Target set in the grant application

60% of enrolled youth complete the program

Outcome achieved last grant round

Enrollment target should be 833

Or you could improve upon your 60% completion rate

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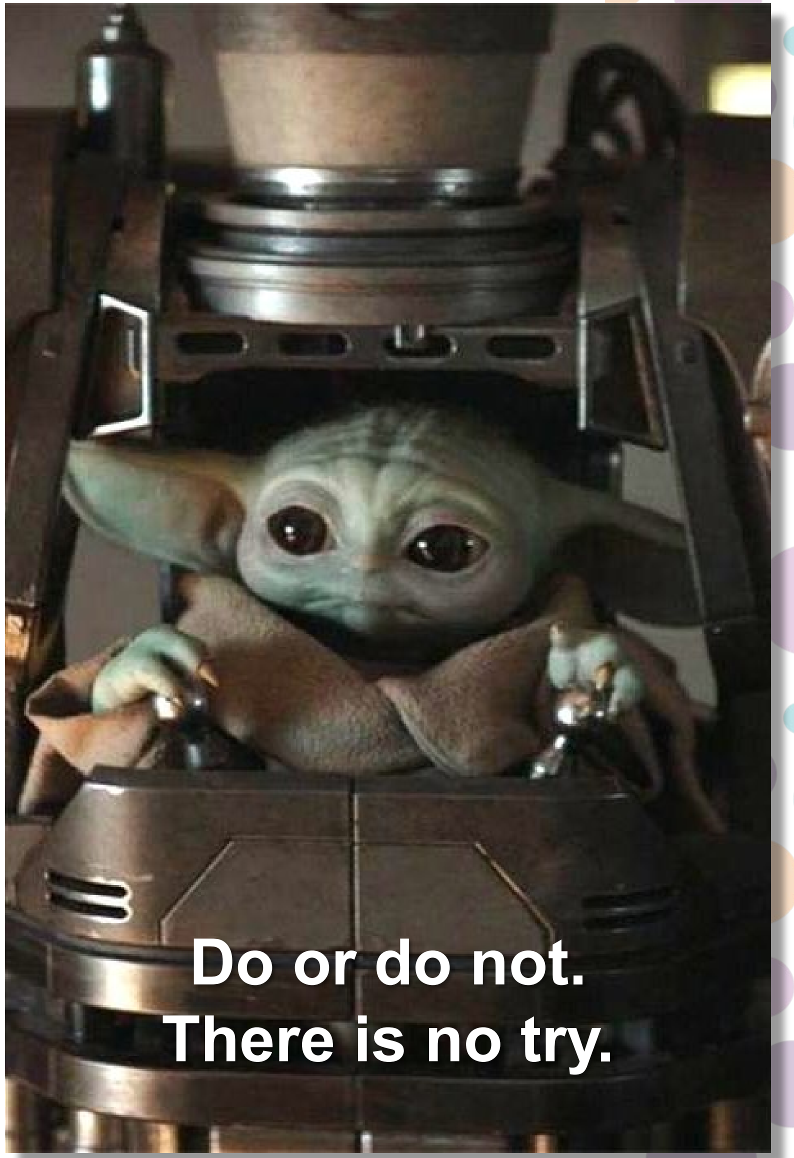
Inform targets – no prior experience

- **Collect data for a few months before setting targets**
  - For example, what is your completion rate after you've finished a few cohorts
- **Reference prior studies**
  - Look for information about the percentage that achieved a similar output (enrollment) or outcome (% of youth achieving XX outcome)
  - If you draw from an outside study, check that the context is similar (e.g., population served, urbanicity, goals of program, staffing)

More Slido!

- Do you have targets for priority outputs and outcomes?
- If yes, how did you set them? What did you consider?
- If no, what is one step you can take toward setting a target?



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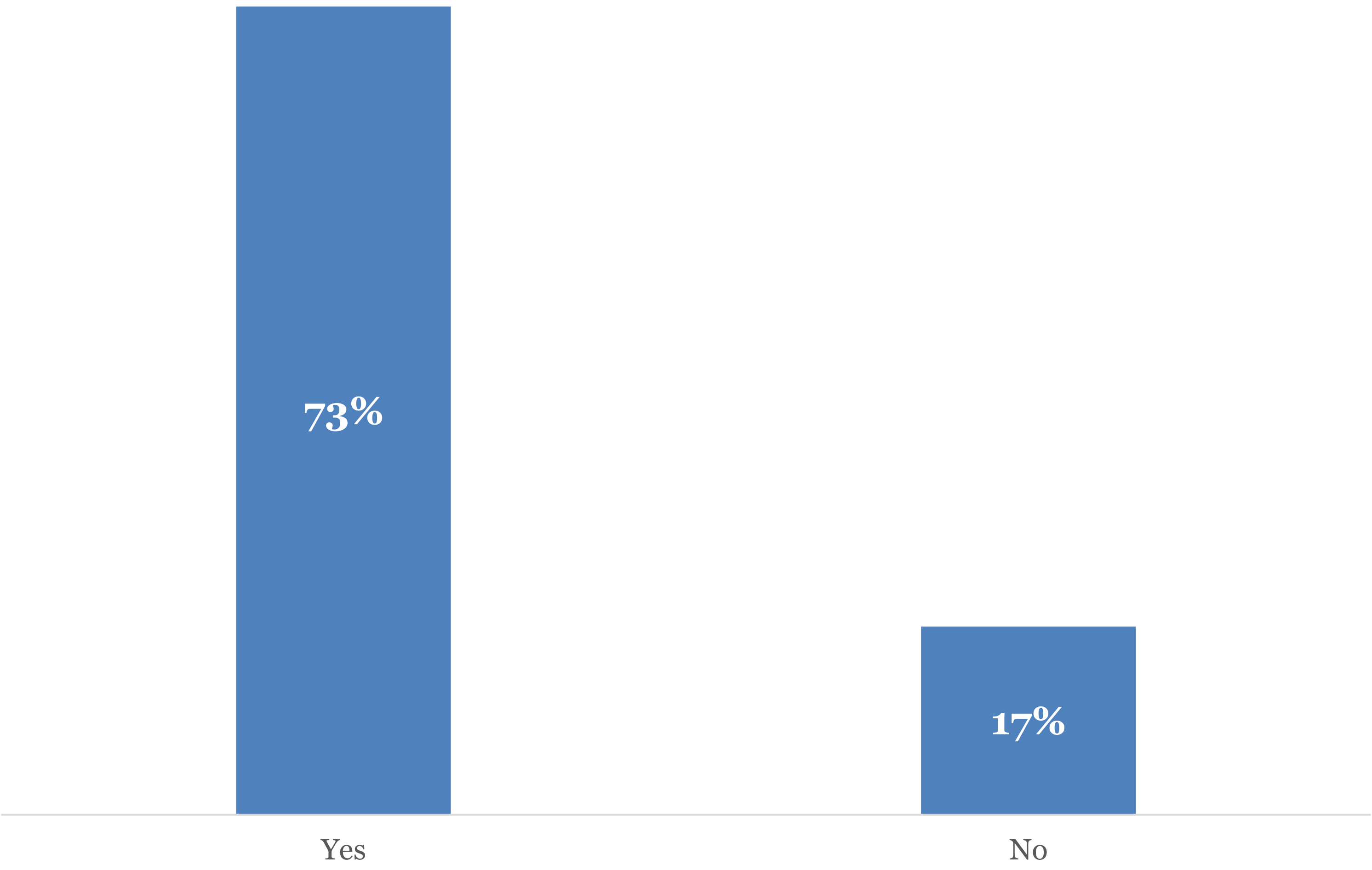
Do you have targets for priority outputs and outcomes



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What is one output or outcome on your logic model you think should be more SMART?

We set our target by aligning them with program core objective to educate students on SRAE. Specifically clear lesson goals, measuring students survey and teachers report, making sure teachers have all the necessary resources, setting time to complete sessions by end of academic year, culture

Many of the targets were selected by the person who wrote the grant. Over time I have tried to move them toward targets for which being data is being collected.

historical program data - local data for potential reach - capacity

Based on past performance and data.

Past program reach and performance
Staff capacity
Time constraints

Used past data and used current program set-up to inform outcome and output targets.

Past programming experience and striving to stay competitive for funding

What is one action you can take in the next 10 working days to set a SMART goal?

Set up brainstorming session with team to identify measurements outcome, such as number of students completing the program and their understanding of program

Figure out why we don't have targets set up yet

Figure out why we don't have targets set up yet

Discuss with staff

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Next time: Creating a monitoring system part II

- **Will cover measurement, including data collection methods, and setting a frequency for reviewing data**
- **Now you have a plan; in session 3, we will talk more about reviewing it (who is involved; how often)**
- **Keep in mind, when developing a monitoring plan, you set an internal plan that can evolve as you learn more and decide something is not working**

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Q&A

Feedback Survey

Contact information

- **Send questions, comments, concerns to the SRAE mailbox:**

  SRAETA@mathematica-mpr.com

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