Data and Evaluation Resources for Sexual Risk Avoidance Education Grantees

This document provides data and evaluation resources for Sexual Risk Avoidance Education (SRAE) grantees to review while considering program improvement and evaluation plans. The resources include briefs, tip sheets, recorded webinars, e-learning modules, and interactive tools. Although some of the resources are drawn from topic areas that are not related to SRAE, the content concerning data and evaluation remains relevant. The resources are organized into the following categories:

- Logic model development
- Continuous quality improvement
- General program and evaluation planning, implementation, analysis, and reporting
- Communicating research to partners
- Data manager and evaluator skill sets
- Data management plans
- Data sharing agreements and memoranda of understanding
- Participant recruitment and retention
- Strengthening program implementation

LOGIC MODEL DEVELOPMENT

A logic model, which is a graphical representation of a program, provides a framework to help improve your work. Through logic models, you can understand the logical relationship between a program's goals, assumptions, resources, activities, and outcomes. You can use logic models to identify what data to collect for program improvement or evaluation activities, or both. Below are several resources that can assist you in developing or refining your logic models.

Using your logic model to guide your project

The Family and Youth Services Bureau presents a tip sheet and webinar on *The Exchange*, its training and technical assistance website. These resources demonstrate the benefits of using a logic model for planning and implementation and show you how to make midcourse corrections to a logic model and how to use your logic model to inform evaluation efforts. https://teenpregnancy.acf.hhs.gov/resources/using-your-logic-model-guide-your-project

Logic model development guide

This guide provides practical information about logic models to help you enhance program planning, implementation, and dissemination activities. http://www.wkkf.org/knowledge-center/resources/2006/02/WK-Kellogg-Foundation-Logic-Model-Development-Guide.aspx

Logic model builder

The Logic Model Builder is an interactive tool to help you develop your logic model.
https://www.childwelfare.gov/management/effectiveness/logic_model.cfm

Education logic model

The Education Logic Model is a tool that guides users through a series of questions, resulting in a printable logic model. https://ies.ed.gov/ncee/edlabs/regions/pacific/elm.asp

Enhancing program performance with logic models

This online course from the University of Wisconsin–Extension, also available in PDF format, describes how to develop a logic model and use it to plan, implement, evaluate, and communicate your program. https://lmcourse.ces.uwex.edu/#

CONTINUOUS QUALITY IMPROVEMENT

Continuous quality improvement (CQI) is defined as identifying, describing, and analyzing strengths and problems and then testing, implementing, learning from, and revising solutions. Below are several resources that can assist you in implementing CQI activities within your programs.

Continuous quality improvement overview

The Exchange website offers a tip sheet that clarifies how continuous quality improvement differs from process evaluation, describes different types of CQI, and explains why CQI is important. https://teenpregnancy.acf.hhs.gov/resources/continuous-quality-improvement

Continuous quality improvement toolkit

This CQI Toolkit contains nine modules, which may be delivered individually by CQI staff or as part of a multiday training activity. https://www.acf.hhs.gov/opre/resource/cqi-toolkit-a-resource-for-miechv-awardees

Continuous quality improvement training academy

Available on CapLEARN, the Children's Bureau's learning management system, this course provides foundational training in CQI. The course consists of e-learning modules that address the function and process of the CQI cycle. https://learn.childwelfare.gov/

Data use for continuous quality improvement

This literature review summarizes research on the processes, facilitators, and impediments of data use for continuous quality improvement. https://www.acf.hhs.gov/sites/default/files/opre/hsleadslitreview_final_12_8_14_rv2_0.pdf

Using a "road test" to improve human services programs

This brief explains the road test process, provides practical guidance for using this approach, and gives concrete examples of road tests in human services programs. https://www.acf.hhs.gov/sites/default/files/opre/road_test_brief_final_b508.pdf

Continuous quality improvement briefs

This series of briefs from the Office of Adolescent Health provides an overview of CQI, describes how to gather data tied to your logic model for your CQI process, and explains how to use data to make improvements. https://www.hhs.gov/ash/oah/sites/default/files/cqi-intro.pdf https://www.hhs.gov/ash/oah/sites/default/files/cqi2-data-updated-13117.pdf https://www.hhs.gov/ash/oah/sites/default/files/cqi3-action-v4-final-508-compliant-3.pdf

Ten reasons not to measure impact and what to do instead

Decision makers often want to conduct impact evaluations to understand the effectiveness of their programs, but many programs are not ready for an impact evaluation. This article describes other activities program leaders can undertake to collect, analyze, and use data to manage implementation and improve programs. https://ssir.org/articles/entry/ten_reasons_not_to_measure_impact_and_what_to_do_instead

Promoting science-based approaches to teen pregnancy prevention using Getting to Outcomes

This guide helps with planning and setting goals, developing and conducting process and outcome evaluations, and improving and sustaining programs aimed at preventing teenage pregnancy. https://www.cdc.gov/teenpregnancy/practitioner-tools-resources/psba-gto-guide/index.html

Developing a health department quality improvement plan

This template for creating a quality improvement plan can assist with your planning to align CQI activities with your logic model. www.phf.org/resourcestools/documents/developing_a_quality_improvement_plan.pdf.

Plan, do, study, act (PDSA) cycles and the model for improvement

This brief provides a framework for developing, testing, and implementing changes leading to improvement. https://improvement.nhs.uk/documents/2142/plan-do-study-act.pdf

GENERAL PROGRAM AND EVALUATION PLANNING, IMPLEMENTATION, ANALYSIS, AND REPORTING: WEBSITES AND TARGETED RESOURCES

The resources listed below include websites and links to targeted resources. The websites listed below have an array of resources that can assist you in articulating your research questions, designing different types of evaluations to answer those questions, and determining how to collect data to answer your research questions. The websites also contain program-related resources on topics such as sustainability, partnerships, and communication. The targeted resources in the links below can help you understand types of evaluation and when each type may be appropriate, design different types of evaluations, determine how to collect data to answer your research questions, and disseminate your evaluation results.

Family and Youth Services Bureau

The Family and Youth Services Bureau has several resources to assist grantees in their planning for evaluations, including implementation and outcome evaluations, as well as considerations for conducting evaluations with tribal communities and conducting needs assessments. https://www.acf.hhs.gov/fysb/programs/adolescent-pregnancy-prevention/evaluation/design-evaluation-resources

Corporation for National and Community Service

The Corporation for National and Community Service has multiple resources and training that follow the evaluation cycle—planning, implementation, analysis, and reporting—and explain how to use evaluation results for action and improvement. https://www.nationalservice.gov/resources/evaluation

Office of Adolescent Health

The Office of Adolescent Health (OAH) includes several training and technical assistance resources to assist grantees with designing and implementing their evaluations, analyzing the data, and disseminating their results. https://www.hhs.gov/ash/oah/evaluation-and-research/training-and-technical-assistance/index.html

The OAH also has resources related to program and quality improvement; communication, partnerships, and sustainability; performance measurement; and recruitment and retention. https://www.hhs.gov/ash/oah/resources-and-training/index.html

University of Wisconsin-Extension: Program development and evaluation

The University of Wisconsin-Extension includes several resources to assist program leaders in their program planning and design, evaluation planning, and use of data. https://fyi.uwex.edu/programdevelopment/

Understanding evidence: A guide to the continuum of evidence of effectiveness

This document explains the Continuum of Evidence of Effectiveness, a tool that provides a common language about types of evaluations and the extent to which each type addresses program effectiveness. https://www.cdc.gov/violenceprevention/pdf/understanding_evidence-a.pdf

Evaluation plan guidance

This document provides planning guidance to implement evaluations of program effectiveness. https://www.nationalservice.gov/sites/default/files/documents/SIF%20Evaluation%20guidance%208%205%202014.pdf

Evaluation handbook

This detailed handbook provides information about planning and implementing evaluations to assess and strengthen programs. https://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook

Designing and conducting strong quasi-experiments in education

This brief discusses best practices and objectives in designing and implementing strong quasi-experimental designs. https://files.eric.ed.gov/fulltext/ED561293.pdf

Descriptive analysis in education: A guide for researchers

This document provides guidance about planning, conducting, and reporting quantitative descriptive analysis. https://ies.ed.gov/ncee/pubs/20174023/pdf/20174023.pdf

Evaluation and measurement for TAACCCT Grant Programs: Recommendations and resources for getting started

This document provides recommendations and resources to structure and implement sound measurement and evaluation procedures to understand and improve programs. https://www.mathematica-mpr.com/our-publications-and-findings/publications/evaluation-and-measurement-for-taaccct-grant-programs-recommendations-and-resources-for-getting-started

Disseminating evaluation results

This tip sheet, available on The Exchange, is designed to help you disseminate the results of your evaluation activities. It guides projects through the various decisions that need to be made, including the information to disseminate, the audience and format for these communications, and the partners and processes that will support success. https://teenpregnancy.acf.hhs.gov/resources/disseminating-evaluation-results

Analysis and reporting evaluation results

This course helps program leaders with communicating evaluation results to stakeholders. https://www.nationalservice.gov/resources/evaluation/analysis-and-reporting-evaluation-results

COMMUNICATING RESEARCH TO PARTNERS

Helping your stakeholders and other partners understand the planned research effort is critical to the implementation and sustainability of your programs. The resources below can assist with planning communications with these groups.

Collaboration toolkit

This toolkit from OAH provides strategies and tools for engaging partners in the initiative. https://www.hhs.gov/ash/oah/resources-and-training/online-learning-modules/collaboration-toolkit/index.html

Getting your message heard: Simple and successful dissemination

This presentation provides tools and strategies for communication with different stakeholder groups or for different purposes. https://www.hhs.gov/ash/oah/sites/default/files/ash/oah/oah-initiatives/assets/tawebinar-dissemination.pdf

Communicating research and engaging stakeholders

This website has several resources for communicating with partners. http://rpp.wtgrantfoundation.org/communicating-and-using-research-findings#topic-overview

Talking the walk: A communication manual for partnership practitioners

This document includes guidance for the different types of discussions that should be held with stakeholders and partners to support your program implementation and evaluation. http://rpp.wtgrantfoundation.org/library/uploads/2016/01/TalkingTheWalk-a-communications-manual-for-partnership-practitioners.pdf

DATA MANAGER AND EVALUATOR SKILL SETS

Having capable data and evaluation staff is critical to your CQI and evaluation efforts. The resources below describe the skill sets needed to help determine whether you have the capacity on staff or whether you will need to hire others to meet this need.

Essential competencies for program evaluators

This slide deck provides items for consideration as you identify an evaluator to support your work. http://www.cehd.umn.edu/OLPD/MESI/spring/2015/KingStevahn-EssentialCompetencies.pdf

Finding the right people for your program evaluation team: Evaluator and planning team job descriptions

This document includes job descriptions and other information to help you create an evaluation team. https://www.cdc.gov/asthma/pdfs/Finding_the_Right_People_for_Your_Program_Evaluation_Team.pdf

Hiring a data manager: A resource for SRAE grantees

This document, included in the appendix to this guide, includes a position description and other information to assist in your planning to create a program improvement team.

DATA MANAGEMENT PLANS

A data management plan describes how you will ensure the safety and security of data during a project and what happens with the data after the project ends. The resources below can assist you with developing these plans.

Framework for creating a data management plan

This framework provides an outline for a data management plan.
https://www.icpsr.umich.edu/icpsrweb/content/datamanagement/dmp/framework.html

Ten simple rules for creating a good data management plan

This article lists ten steps for developing a data management plan.
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4619636/

DATA SHARING AGREEMENTS AND MEMORANDA OF UNDERSTANDING

Data sharing agreements and memoranda of understanding (MOUs) may be necessary as you work with partners to implement your program. These agreements and MOUs are beneficial in their specification of roles and responsibilities; how data are to be shared, used, and disposed; financial and in-kind resources that will be exchanged; and decision-making authority. The links below are to sample documents.

https://www.cdc.gov/cancer/ncccp/doc/SampleDataSharingUsageAgreement.doc

https://www.cdc.gov/cancer/ncccp/doc/SampleMOATemplate.doc

https://www.justice.gov/sites/default/files/ovw/legacy/2008/10/21/sample-mou.pdf

PARTICIPANT RECRUITMENT AND RETENTION

A basic component of any program is the recruitment and retention of program participants. If youth do not attend, they cannot benefit from the program. In addition, if you are conducting an evaluation of your program, you will need to recruit and retain youth in the study. The following resources suggest how to recruit and retain participants successfully.

Recruitment and retention of teens for pregnancy prevention programs: A social marketing approach

This webinar demonstrates how to use social marketing concepts for recruitment and retention in teen pregnancy prevention programs. https://www.acf.hhs.gov/archive/fysb/resource/recruitment-tpp-20120619

Recommendations for successfully recruiting and retaining district participation in a teen pregnancy prevention impact evaluation

This brief offers guidance on obtaining school district approval to participate in an evaluation of a teen pregnancy prevention program implemented in a school setting. https://www.hhs.gov/ash/oah/sites/default/files/ash/oah/oah-initiatives/assets/tppeval-tabrief9.pdf

Developing and implementing systems for tracking recruitment and retention for programs participating in effectiveness evaluations

This brief provides guidance on how programs conducting effectiveness evaluations can use tools to systematically track recruitment and retention to ensure that enough youth are enrolled in and participating throughout the study. https://www.hhs.gov/ash/oah/sites/default/files/ash/oah/oah-initiatives/assets/ta-tppevalbrief-11.pdf

Strategies for recruiting and retaining participants in prevention programs

This brief discusses obstacles to program participation and identifies recommended strategies for recruitment and retention from the research literature. https://wilenet.org/html/justice-programs/programs/juvenile-justice/library/what-works/what-works-practice-briefs-2007-02-strategies-for-recruiting-and-retaining-participants.pdf

Tools for your recruitment toolbox: Guidance for developing an effective recruitment strategy

This webinar provides guidance on recruiting participants for a program, including revisiting and refining your target population, recruitment tools, establishing partnerships, and developing a recruitment strategy. https://www.youtube.com/watch?v=KGQ8fitqwo8&feature=youtu.be

Moving beyond the barriers: Attracting and sustaining youth participation in out-of-school time programs

This brief describes a set of promising strategies for attracting and sustaining youth participation in out-of-school time programs, drawn from several implementation and impact evaluations. https://files.eric.ed.gov/fulltext/ED483274.pdf

Improving attendance and retention in out-of-school time programs

This brief discusses strategies to help improve children's attendance. It also presents an action plan that you can use to measure attendance and retention. https://childtrends-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2007/06/child_trends-2007_06_19_RB_AttendandReten.pdf

Recruitment and retention in youth programs

This article discusses the challenges of recruiting and retaining youth for out-of-school time programs, describing factors that influence youth attendance. The article suggests specific methods and recommendations to boost recruitment and retention success. http://faculty.wiu.edu/P-Schlag/articles/Recruitment_and_Retention_in_Youth_Programs.pdf

STRENGTHENING PROGRAM IMPLEMENTATION

Even if you are not conducting an evaluation of your program, effective implementation of your program is a key component in improving outcomes for your target population. The following resources will help strengthen the implementation of your program, including resources to assist with fidelity monitoring and collecting and using data for quality improvement.

Guide to developing, implementing, and assessing an innovation: Volume 3

This third volume of the *Guide to Developing, Implementing, and Assessing an Innovation* provides instructions, quizzes, real-world examples, and tools for successfully implementing a program, including guidance for developing fidelity monitoring protocols. https://www.acf.hhs.gov/sites/default/files/cb/guide_vol3_installation.pdf

Development, implementation, and assessment toolkit

This online tool, available on CapLEARN, guides users through each step in the implementation process. It includes e-learning modules, templates, automated and downloadable tools, literature reviews, and animations. https://learn.childwelfare.gov/

Technical assistance materials from the California Evidence-Based Clearinghouse for Child Welfare implementation guide

Several technical assistance materials and tools are available for use at each phase of implementation. http://www.cebc4cw.org/implementing-programs/tools/technical-assistance-materials/

APPENDIX: HIRING A DATA MANAGER: A RESOURCE FOR SRAE GRANTEES

Having and using accurate data to understand your program and inform your decisions is critical to your program's success. A data-driven approach to program management and improvement needs reliable information for analysis that will allow you to ask the right questions, find solutions to problem areas, and make informed decisions. Having a competent data manager[1] is critical to that goal.

You have to rely on your data manager, whether this person is internal or external to your organization, to track everything from recruitment and enrollment to initial participation and program completion. Collecting and analyzing these types of data will provide you with consistent and complete program flow data for continuous quality improvement (CQI). You need to be confident in your data manager's ability to provide accurate data about your participants and your program. Just as critical, your data manager, staff, and others who have access to your data must always be vigilant about protecting the privacy of your program participants'.

Because the data manager activities are so crucial to your success, we are providing the following generic position description for data managers. We know that, as leaders, program directors do not have time to collect data. It is the role of the data manager and other staff to do that. We share this position description with you as an example of what program directors should focus on when hiring a data manager, particularly if you are hiring the person internally. Familiarity with some of the essential functions, minimum qualifications, knowledge, skills, and abilities will allow program directors to write a job summary specific to their program yet focus on some of the most sought-after qualities for hiring a competent data manager.

DATA MANAGER POSITION DESCRIPTION

The data manager will monitor and analyze data on SRAE program operations and participants to support required reporting to the funder, the federal Administration for Children and Families (ACF), and to promote CQI activities. The data manager will be responsible for monitoring data collection and entry into [INSERT DATA SYSTEM(S) USED]. The data manager will assess data quality and address quality issues, as needed. He or she will regularly analyze data to assess program operations and areas for improvement. The data manager will also be responsible for communicating the results in an accessible way and participating in strategic planning to identify, implement, and track solutions.

ESSENTIAL FUNCTIONS

• Develop and maintain [GRANTEE'S] data collection, monitoring, reporting and security plans and procedures, and ensure that these plans and procedures align with applicable requirements for data security and protection of human subjects.

• Train and supervise others to ensure procedures are implemented as intended by grantee staff.

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[1] We use the term data manager, but you may have a different title for the position(s) that conducts these activities.

• Regularly assess data quality, including timeliness, completeness, and accuracy.

• Analyze data for reporting to ACF and for CQI efforts to identify areas for improvement and test solutions.

MINIMUM QUALIFICATIONS

• Minimum bachelor's degree, master's preferred, in appropriate field such as math, statistics, operations research, business administration, public administration, public policy, government, economics, accounting, or other field relevant to data analysis.

• At least two years of academic, internship, or work-related experience related to data analysis and statistical software packages, project management, business analysis, or evaluation of operations of government projects or programs.

• A combination of equivalent education and work experience may be substituted for the above requirements.

KNOWLEDGE, SKILLS, AND ABILITIES

• Strong organizational and decision-making skills, accuracy, and attention to detail.

• Strong communications skills (written and verbal), and ability to share findings with technical and nontechnical audiences and respond to inquiries.

• Advanced understanding of mathematics and descriptive statistics, with experience in the manipulation and quantitative analysis of data.

• Knowledge of data requirements, documentation, and analysis methods.

• Knowledge of federal, state, and organizational data security requirements and procedures for safeguarding personally identifiable information.

• Ability to comprehend technical materials in tabular or statistical form.

• Ability to work effectively in Excel, Word, Adobe Acrobat, and other software packages, including statistical packages such as SPSS, SAS, and/or Stata, to extract, analyze, and present data.

• Ability to train and supervise others on data collection and data security, as well as data extraction, analysis, and presentation.