



SRAENE

Sexual Risk Avoidance Education
National Evaluation

Developing a plan for monitoring your program – Part II

Sheila Cavallo

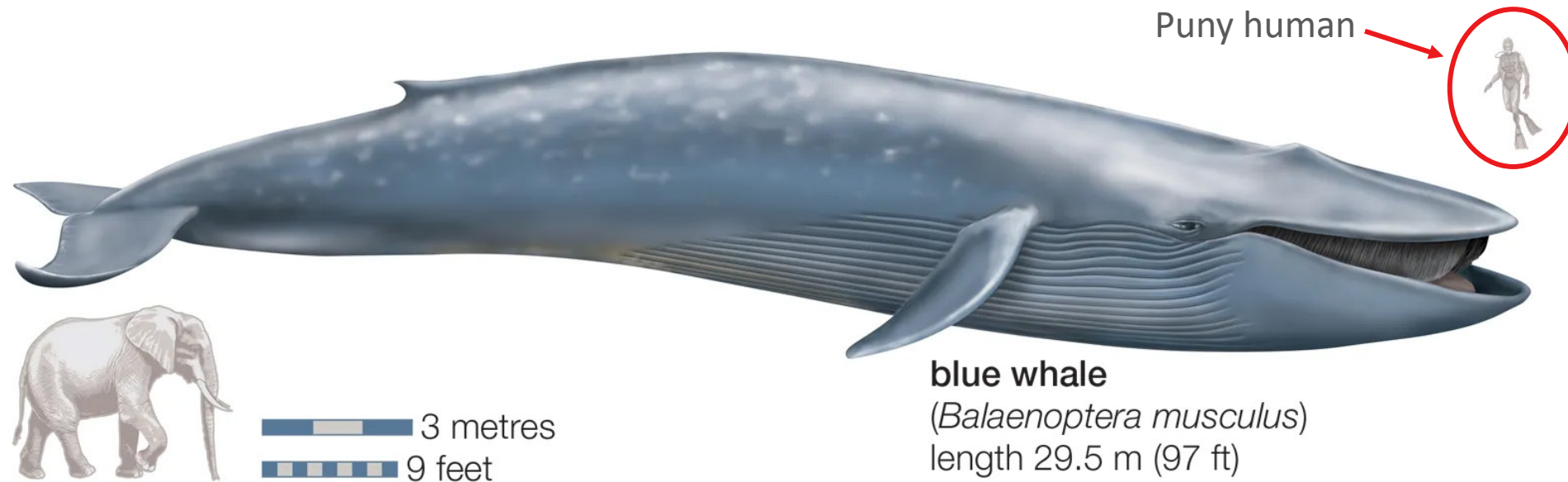
Heather Zaveri

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Welcome to today's session, we're glad you are here!

In the chat, share your name, organization, and whether you'd swim with a blue whale (if you had the chance!)



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We'll start in a few minutes

DCB Knowledge Building Series

- **Data capacity building - how you collect, manage, and use data to improve your program**
- **Series of interactive sessions on a range of topics**



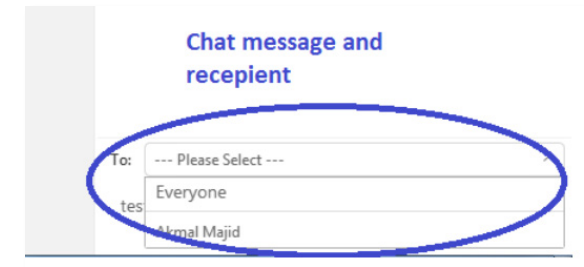
THANK YOU!

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

This shaped today's session!

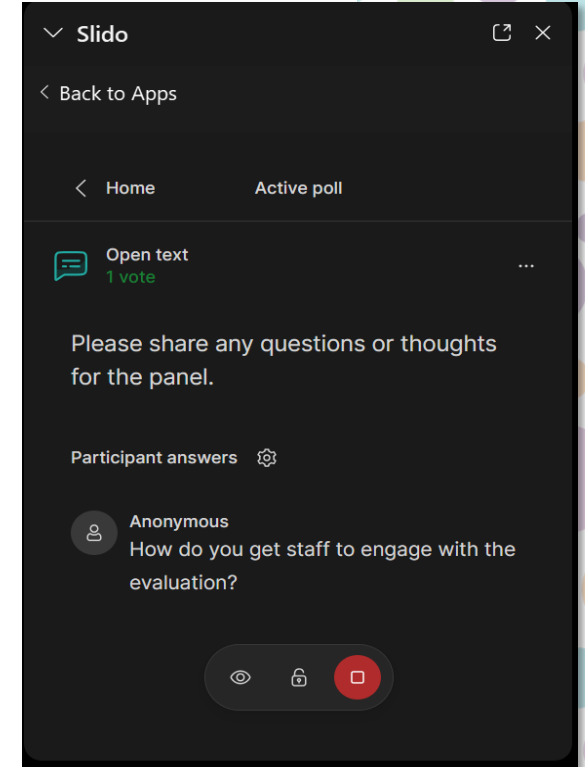
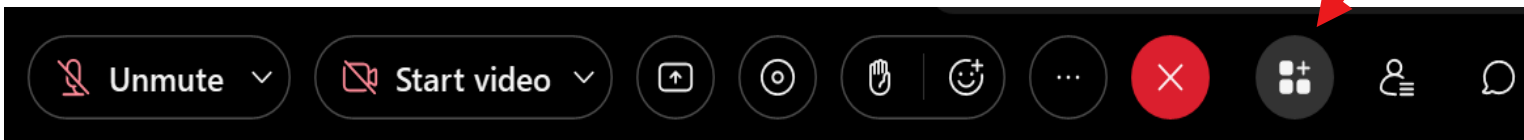
Asking questions

- 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



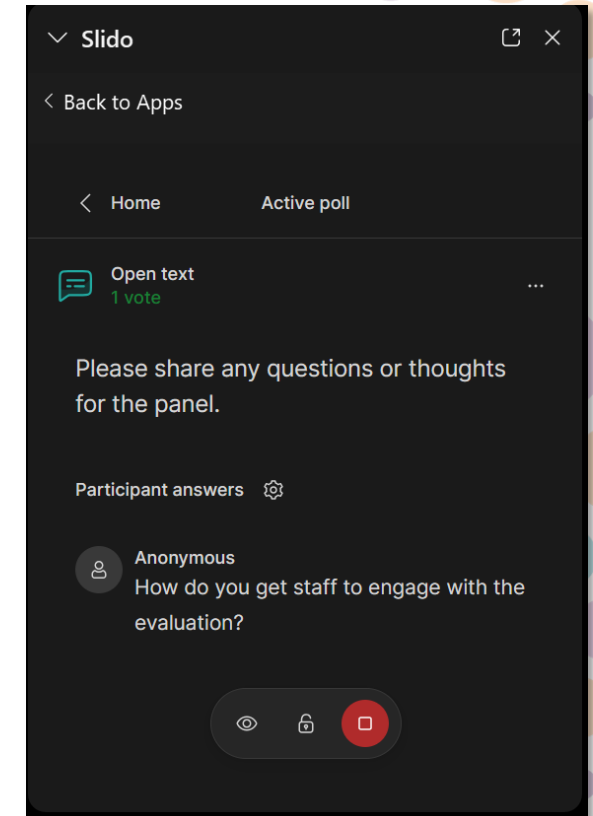
Participating in polls and activities

- 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





- **We'll stop early to provide time for you to provide feedback on today's session using Slido**
 - This helps us to improve how we use this time!
- **Feedback is anonymous, please be honest**



Disclaimer

The views expressed in written training materials, publications, or presentations by speakers and moderators do not necessarily reflect the official policies of the U.S. Department of Health & Human Services (HHS); nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

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Today's learning objectives

By the end of the session, participants will:

- **Understand how to operationalize a program monitoring plan**
- **Understand information sources to support your monitoring**
- **Be able to apply the process to inputs, outputs, and outcomes**



Activities associated with today's presentation are optional to implement

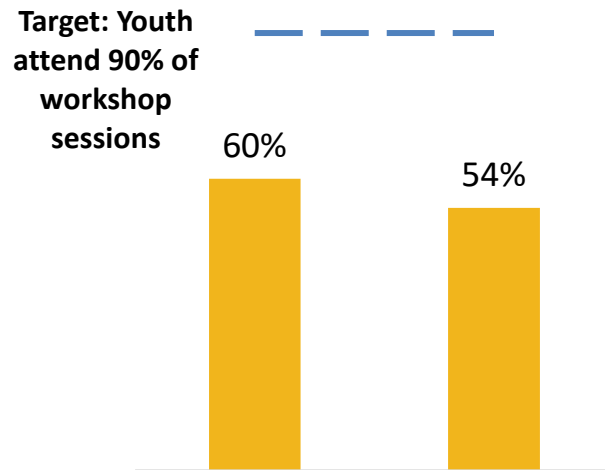
What do we mean by program monitoring?

Performance management includes program monitoring and continuous quality improvement

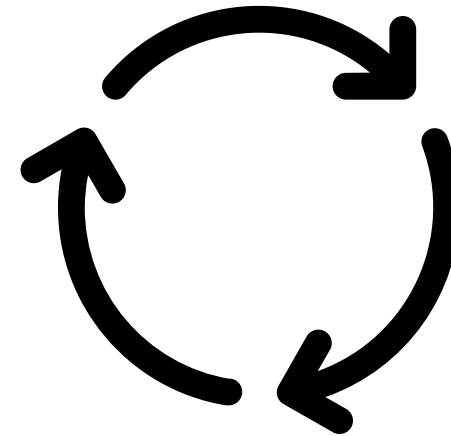
Performance management: systematic approach to improving how the program operates

Program monitoring: *Know what's happening*

CQI: *Develop and test the solution*



How do we improve?



Recap:

What is program monitoring?

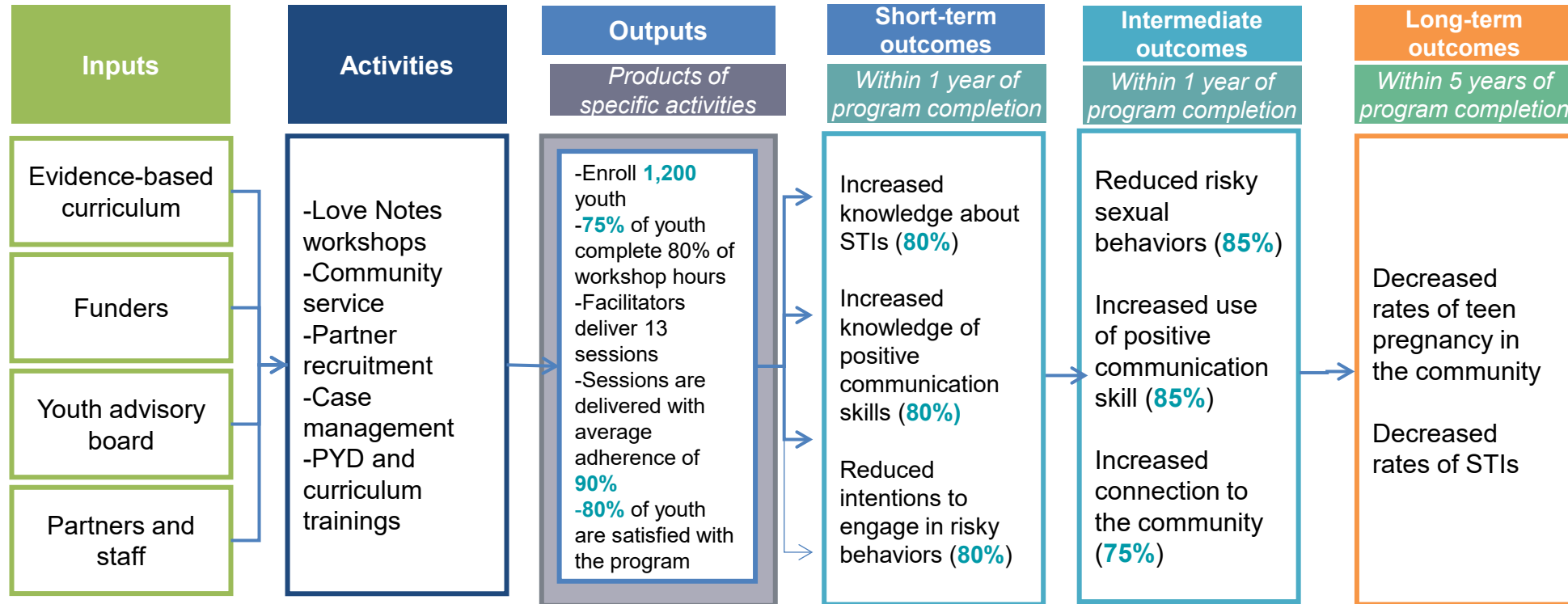
- **Program monitoring involves tracking and reviewing inputs, outputs, and outcomes to know if the program is on track**
- **Use your logic model and get input from staff and partners to develop your plan**

Recap:

Developing a monitoring plan

- **Step 1: Identify program inputs, outputs, and outcomes to monitor**
 - Talk to staff and partners about what they are interested in monitoring and note additional questions beyond the logic model
 - Don't monitor everything – prioritize based on what information would most support the program with its efforts to improve
- **Step 2: Define success; set targets to clarify expectations**
 - Examples:
 - Enroll 200 youth per semester
 - Students will attend at least 90% of workshop sessions

Your logic model as a monitoring tool



Implementing a monitoring plan

- **Step 3: Identify information sources to answer questions**
 - Start with your existing information
- **Step 4: Determine logistics**
 - When will you collect the information and how often?
 - Who will be responsible?

Deciding on information sources for program monitoring

Step 3: Identify information sources

- **Determine whether an existing information source is available**
 - Consider information collected for required performance measures
 - Also, look to information collected for program operations
 - Tracked referrals, needs assessment data, fidelity logs
- **Assess if existing information approximates what you need to know**
 - Would it be a useful source for your questions?

Step 3: Identify information sources

If you need new information, identify what sources will support monitoring

- Surveys
- Observations
- Interviews and focus groups
- Implementation logs
- Structured activities for feedback from staff and partners

Selecting additional information sources

- **Be selective in which additional sources you use**
 - Pick the information source that best answers your questions but is not overly burdensome to collect
 - Program monitoring is ongoing, select information collection activities that can occur throughout program's lifecycle
- **Determine whether a single source is sufficient**
 - Sometimes more than one source is needed

Selecting information sources: Example 1

- **Focal input/output/outcome:** Youth attendance
- **Question:** Are youth attending the program?
- **Target/goal:** Youth will attend 90% of workshop sessions offered
- **Information source:** Attendance information

	Do you collect this already?	Is this source sufficient?
Attendance information	Yes	Yes

Selecting information sources: Example 2

- **Focal input/output/outcome:** Youth engagement
- **Question:** Are youth engaged in the content offered by the program?
- **Target/goal:** Youth will attend 90% of sessions and participate in activities
- **Information source:** Attendance information, observations to assess participation

	Do you collect this already?	Is this source sufficient?
Attendance information	Yes	No
Observations	No	Yes

Step 4: Determine logistics

- **If you use existing sources of information, decide how often your team will pull and review the information**
 - If using performance measures data, you already review it twice a year, but you may decide there is value to reviewing it more often
- **For new information sources, identify frequency, collector, and respondents**

Do I need IRB approval?

- **Often, information collected for program improvement is exempt from IRB approval**
 - As long as the information is not used for other purposes
- **Any time your program decides to collect new information, reach out to the IRB to be sure**

Grantee spotlight

Mike Baldwin
Program Director



- Using the plus/delta as part of program monitoring

Crafting your plan

Crafting a plan

- Focal input/output/outcome:
- Question:
- Target/goal:
- Information source:

	Do you have this already?	Is this source sufficient?

- Logistics:

Crafting a plan

- **Focal input/output/outcome:** Youth advisory board recruitment
- **Question:** Were we able to recruit engaged youth?
- **Target/goal:** We will recruit 8 engaged youth to the board
- **Information source:** Interview/focus groups, meeting attendance

	Do you have this already?	Is this source sufficient?
Interview/focus groups	No	No
Meeting attendance	Yes	Yes

- **Logistics:**
 - Monitor attendance at board meetings
 - Conduct one focus group a year with youth to understand continued motivation for participating, what is going well, and what can be improved

Poll: Crafting a plan

- **Focal input/output/outcome:** Youth will be engaged in the workshops
- **Question:** Are youth engaged with the curriculum and delivery of the workshops?
- **Target/goal:** 75%
- **Information source:**

	Do you have this already?	Is this source sufficient?
Observations	yes	No
surveys	yes	No

- **Logistics:**

Poll: Crafting a plan

- **Focal input/output/outcome:** Youth will demonstrate improved communication skills
- **Question:** Do youth build communication skills from the start of the program to the end?
- **Target/goal:**
- **Information source:**

	Do you have this already?	Is this source sufficient?

- **Logistics:**

Q&A

Feedback Survey

Contact information

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

SRAETA@mathematica-mpr.com