



better together
HENNEPIN

healthy communities – healthy youth

A Collaborative Approach to Maintaining Program Fidelity and Building Evaluation Capacity

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Working with Programs to Develop Effective Systems for Collecting Implementation Data

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Context

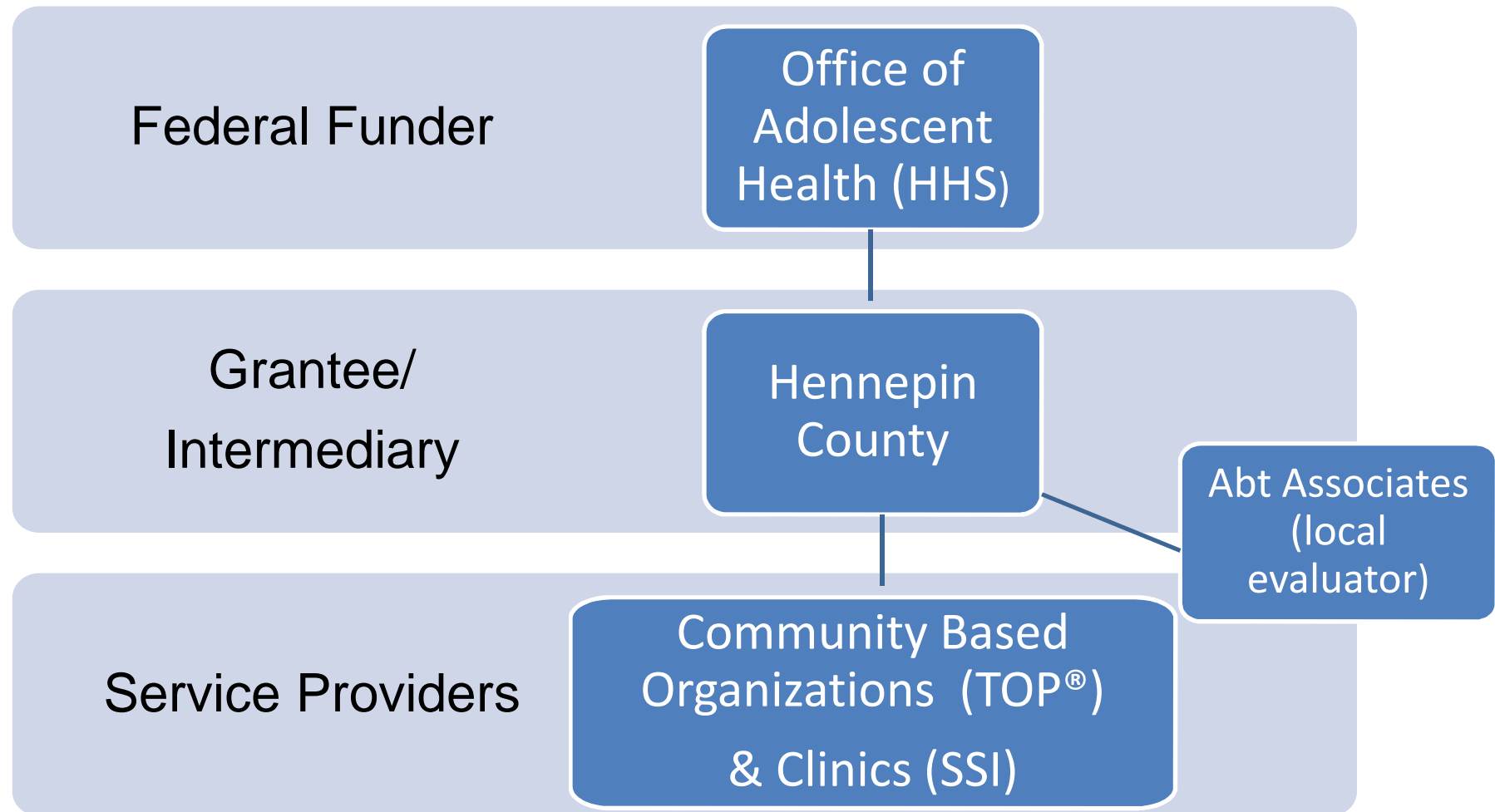
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graph TD; Context[Context] --> Arrow; subgraph Arrow; direction LR; SP[Starting Place] --> P[Process] --> G[Goal]; end; P --> KI[Key Insights];
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Starting
Place

Process

Goal

Key Insights



Conditions of Funding

- Conduct a randomized control trial and implementation study for each program.
- Maintain **fidelity** to the program model.
- Collect and report on a uniform set of performance measures, including measures on reach, dosage, fidelity.

Web-based performance measure reporting system

Two Evidence-Based Programs

- Teen Outreach Program (TOP®)
 - Classroom-based youth development program
 - Classes meet once per week for 9 months
 - Community service learning (CSL) component
- Safer Sex Intervention (SSI)
 - Clinic-based, individualized intervention for sexually active young women 13-19
 - Initial session + 3 booster sessions (1,3,6 months)

The Goal: to collect implementation data for multiple audiences & purposes in the least burdensome way, within resource constraints.

- Session data
- Attendance data
- Fidelity data
- Observation data: content & quality

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The Goal: to collect implementation data for **multiple audiences & purposes** in the least burdensome way, within resource constraints.

- Federal funders
- Program managers and staff
- Evaluators

Where Did We Start?

- Programs gaining clarity about what needed to be collected and why.
- Stop-gap measure: needed to get systems in place quickly.
- Evaluation resources focused on executing RCT, longitudinal data collection, and analysis.
- Programs had little capacity to track on their own/no existing MIS or data mgmt. capacity.
- Federal web-based performance measure reporting system was still being rolled out.

Process: So What Did We Do?

- Worked **collaboratively** with Hennepin County to develop systems for collecting the implementation data.
 - Shared responsibility
 - Remain flexible
 - Came up with a plan, developed instructions, and communicated these instructions to program staff

Ongoing Conversation

Many program staff believed the collection of implementation data was ***strictly for the evaluation...***

***Explain all the ways
in which the data
would be used & by
whom...***

Build trust

Get buy-in

What We Communicated

- Evaluating the **impact of the program**, not judging individual performance.
- Data are not only for the evaluation...
 - frontline staff
 - Hennepin County
 - federal funder (required)
- Data are a necessary part of everyday work of implementing an evidence-based program.

Importance of Intermediary Role

Hennepin County helped to:

- Translate
- Clarify roles, responsibilities & relationships
- Identify the most effective methods for communicating with program staff
- Reinforce the messages

Systems Developed for TOP®

1st year, used customized Excel spreadsheets, online survey software.

2nd year, transitioned to federal web-based performance measure reporting system.

- Benefits

- Collected data all in one place
- Data were automatically linked
- Program managers, evaluation staff, and funder had real-time access to data

Responding to Challenges

1. Train staff on using new system.
2. Less control over data; difficult to provide TA because we do not oversee the online system.
3. Performance measure reporting system not tailored for TOP® program.

System Developed for Safer Sex Intervention

Part of a federal study

Developed a customized online Participant Tracking System (PTS) that records:

- Sessions
- Attendance
- Fidelity

Benefits of PTS

- Tailored to program model
- Collected data in one place
- Program managers, staff and evaluators had real-time access to the data & reports
- Easy to download data, summarize in SAS and report to federal funder
- Able to provide technical assistance

Responding to Challenges

1. Program staff already had paper system for collecting data.
2. Fostering capacity to build and use reports takes time and resources.

Key Insights

- Sometimes a temporary solution is necessary.
- Use what's available when resources are limited.
 - Federal performance measure system built to collect implementation data
 - Cost-effective & efficient
- Never too late to build relationships with program staff, even if it's not possible to involve them in initial development of systems.
- The role of Hennepin County as the intermediary & our partnership is crucial.

The Use of Implementation and Fidelity Data in a School-Based Youth Development Program

Lorie Alveshere, Better Together Hennepin

Using Evaluation Data to Monitor Implementation, Maintain Fidelity, and Strengthen a Clinic-Based Sexual Health Intervention

Emily Scribner-O'Pray, Better Together Hennepin

Hennepin County Human Services and Public Health Department

Outline

1. Overview of Hennepin County's implementation of 2 evidenced-based, teen pregnancy prevention programs.
2. TOP® use of data to inform training and technical assistance and build capacity among project health educators.
3. SSI use of study data to monitor fidelity, provide training and technical assistance and build capacity among program staff.
4. A look at the effect of building relationships and involving program staff in evaluation activities.

Hennepin County TOP®

Implementation Overview

- Implementing the Wyman Teen Outreach Program® in 31 schools across the county.
- Classroom based intervention with 6th – 12th graders.
- 3 community partners & 19 health educators.
- Program Manager provides technical assistance, training and oversight.
- Teenwise MN provides training and program observation.
- Abt Associates provides impact and implementation evaluation.

Hennepin County Safer Sex Implementation Overview

- Implementing the Safer Sex Intervention in 18 clinics across the county.
- 1:1 intervention with sexually active girls ages 13-19.
- 12 health educators.
- Program Manager provides technical assistance, training and oversight.
- Abt Associates provides impact and implementation evaluation as part of the federal replication study of TPPI (Office of Adolescent Health).

Using Implementation Data to Support Program Fidelity and Quality: TOP®

Preparing for Fidelity and Performance Measure Reporting - TOP®

- Trained staff to use new/evolving database.
- Developed tools for regular feedback to program staff (related to data quality and fidelity).
 - Increased frequency/specificity of data accuracy (session and attendance) monitoring & feedback
 - Communicate with supervisor

Data Quality Monitoring Form

Date: [Click here to enter a date.](#)

Week: [Choose an item.](#)

Facilitator: [Choose an item.](#)

<u>Accuracy:</u> <input type="checkbox"/> 0 errors (EXCELLENT!) <input type="checkbox"/> 1-3 errors (GOOD) <input type="checkbox"/> 4 or more errors (NEEDS IMPROVEMENT)

Attendance:

☐ Attendance not recorded [Click here to enter text.](#)

☐ Data partially entered/not complete [Click here to enter text.](#)

CSL Data:

☐ Participant(s) marked PRESENT but no units recorded [Click here to enter text.](#)

☐ Participant(s) marked ABSENT but units have been recorded [Click here to enter text.](#)

☐ More than 1 entry for the reporting period (week) [Click here to enter text.](#)

☐ Entry not dated correctly (Friday-end of reporting period) [Click here to enter text.](#)

☐ Units/hours are missing [Click here to enter text.](#)

Fidelity Log:

☐ Naming convention not followed [Click here to enter text.](#)

☐ Activities planned/completed missing or inaccurate (1 for CSL) [Click here to enter text.](#)

Other details/trends:

[Click here to enter text.](#)

Fidelity Monitoring - Program Observations

- Funder requirement
- Curriculum developer requirement
- Trained observers
- Each club observed once
- Facilitators observed multiple times

Fidelity Monitoring (Observation) Form

Approach	5 – Excellent	4	3 - Average	2	1 - Poor	Observations to support indicator
1. In general, how clear were the program implementer's explanations of activities?	The teens heard the instructions and were able to complete the task based on the instructions provided OR teens had opportunities to ask clarifying questions about instructions, and responses to questions were clear.	The teens had to be given instructions more than once. They needed ongoing instructions to complete the activity.	About half of the group understands, while the other half asks questions for clarification.	The teens had to be given instructions several times. Questions were only partially answered. Teens struggled to complete even part of the activity, but appeared to try.	Teens were not clear on what they were to be doing. Teen's questions about the lesson, activity or discussion were not answered. Activity was not completed.	
2. To what extent did the implementer keep track of time during the session and activities?	Facilitator able to gain group's attention for almost all of the session. Comments, questions, and side conversations related to subject matter. Distractions were minimal. Completes all content of the session and in a timely manner.	Facilitator was able to gain the group's attention for more than half of the session. Some teen comments, questions, and side conversations related to the subject matter and some did not. Distractions were managed.	Facilitator was able to gain the group's attention about half the time. Misses a few points; sometimes allows discussions to drag on.	Facilitator was unable to gain the group's attention for most of the session. Teen comments, questions, and side conversations were unrelated to the subject matter. Distractions were frequent and not managed.	Facilitator was unable to gain group's attention at all. Teen comments, questions, side conversations were unrelated to the subject matter. Distractions continual and not managed. Implementer does not have time to complete lesson.	
3. To what extent did the presentation of materials seem rushed or hurried?	Does not rush participants or speech but still completes all the materials; appears relaxed.		Some deletion of discussion/activities; sometimes states but does not explain material.		Implementer doesn't allow time for discussion; doesn't have time for examples; body language suggests stress or hurry.	

Supporting Program (TOP®) Fidelity

- Observation data
- Data quality training
- Data quality monitoring

What's Next - TOP®

Learning how to extract and share key fidelity data points (e.g., CSL hours/club/facilitator) from database

- Program **staff supervisors.**
- Program **staff** by each TOP® club.
- Teenwise MN – **certified TOP® replication partner.**
- **Partner schools.**
 - Objective data to illustrate the magnitude & quality of the partnership (as it relates to sustainability)

Looking to the Future - Lessons Learned About Providing TA

- Long term dedication of resources – need is ongoing (system changes, staff turnover, etc.).
- Use all TA opportunities to reinforce fidelity.
- Identify “expert users” amongst program staff.
- Identify low performers early to target support.
- Develop objective contract measures.
- Acknowledge program staff expertise & experience.

How We Did It – Safer Sex Intervention (SSI)

Preparing for the Evaluation– SSI

- Evaluators took time to understand the unique setting (clinics) for the intervention before developing the Participant Tracking System (PTS).
- Health educators served as baseline data collectors out of necessity.

Evaluation Training and Technical Assistance – SSI

- Evaluators held local trainings to teach health educators how to use the PTS and held training on consenting and survey administration.
- Evaluators set up email and phone “hot line” to trouble shoot evaluation snafus and confusion in real time.

Educators Trained on PTS

- Fidelity reporting
- Collecting demographic data
- Collecting and prioritizing contact information
- Booster session scheduling
- Booster session tracking
- Duplicate checking
- Survey administration
- Randomization
- Documenting consent for evaluation participation

Fidelity Monitoring - Adherence

- Ensuring that every component is implemented and following up when there is a pattern of missed topics.
- 30 session components are reported on checklist.
- Examples: Confidentiality; video segment; elicit examples of consequences of unprotected sex; distribution of 6 different brochures; male and female condom demonstration; use of Motivational Interviewing.

Fidelity Checklist in the PTS

It's Your Future: Safer Sex Intervention

Page Safety Tools

Hide Initial Session

Hide Introduction to Safer Sex Intervention

Introduce self and talk about Goals of SSI ☐

Talk about confidentiality ☐

Show first segment of "Breaking Out" Video ☐

Hide Stage of Change Determination

Wheel of Change Explanation ☐

Wheel of Change Stage Chosen

Hide Consequences of Unprotected Sex

Elicit examples of consequences of unprotected sex ☐

Give STD Facts Brochure ☐

Use female anatomical model to discuss STI risk to females and demonstrate the ascension of infection ☐

Hide Risk Perception

Discuss participant's personal risk of STI infection ☐

Discuss symptoms of STIs and importance of protection every time ☐

Elicit change talk around STI risk ☐

Hide Preventing the Consequences

Fidelity Monitoring - Dosage

PTS also allows generation of other measures important to fidelity and program quality:

- Booster session attendance
- Contact attempts

Fidelity Monitoring - Effect

- Being required to enter the fidelity data encourages compliance – program staff are more likely to do what gets measured.
- Fidelity data and booster session data was reported back to health educators to help them assess their own performance.

Additional Fidelity Monitoring - Program Observations

- The PTS allows the collection of self-reported data; observation data are collected by expert observers.
- Due to 1:1 nature of sessions, observation is not an option on a regular basis.
- Mock observation with adolescent actors to ensure quality and fidelity.

Lessons Learned - SSI

- Putting in time to build capacity of program staff pays off in program staff investment in the evaluation.
- Relationships matter!
- Educators really liked the idea that they were involved in something “bigger” and adding to knowledge in the field.
- Providing data related to fidelity was meaningful and improved performance.
- Self reported data aren't enough – offer feedback on skills that aren't captured by self-report.

What did front-line program staff think of
evaluation and data collection
before the evaluations?

CONFUSING
OVERWHELMING
TENSION

MADE-ME-NERVOUS

SERIOUS

WORK
CONSUMING

DAUNTING
INTENSE

TIME
DIFFICULT

STATISTICS-FOCUSED

INTIMIDATED

OFFICIAL

SCIENTIFIC

NOT-POSSIBLE

Getting Buy-in From Program Staff

- Build relationships and trust.
- Provide training and technical assistance.
- Provide useable data and make it meaningful.
- Make the data collection part of their everyday work – once they have invested effort, they care about it more.
- Provide tools that are helpful to the service-delivery work and not just the evaluation.

What do front-line program staff
think of evaluation and data collection
now?

A word cloud centered around the word "Understanding". The words are arranged in a circular pattern around the central term. The words include: "doable", "positive", "Fun", "Not-difficult", "part-of-the-job", "Respect", "Responsible", "Continuity", "Integrity", "Thorough", "Interested", "a-lot-of-work", "Easy", and "Importance". The words are in various colors (green, orange, red, purple) and sizes, with "Understanding" being the largest and most prominent.

Understanding

doable positive Fun
Not-difficult part-of-the-job Respect
Responsible
Continuity
Integrity
Thorough
Interested
a-lot-of-work
Easy Importance



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