Analysis Plan for Evaluating Program Impacts and Implementation

August 12, 2022

12:00pm-1:00pm ET

Webinar Transcript

Dan Finkelstein   I'm Dan Finkelstein, I'm a principal researcher at Mathematica and an evaluation TA liaison for two TPP22B, 202B grantees.

This is a role I played on two previous rounds of the TPP evaluation technical assistance contracts.

And I'm joined by my colleague Russell Cole, I'm sure all of you know him. Russ is a principal researcher at Mathematica, and the principal investigator for our current TPP eval contract with OPA.

I will be leading today's webinar presentation, and Russ will also be available throughout the webinar and at the end to help respond to questions from participants.

Just to give an overview of the agenda for today's presentation, first we'll briefly discuss why it's important to develop an analysis plan.
Then, we'll spend most of our time providing a detailed walk-through of the analysis plan template.

You should have received this template with the invitation to this webinar, along with detailed instructions on how to complete the template.

We'll pause halfway through this walk-through just to take questions.
After we finish the walk-through, we'll wrap up with a review of next steps and the analysis planning process.

And then we'll take more questions.

As I said, we encourage you to send questions via the chat box as you think of them, so you don't forget them during the webinar, rather than holding them until the end.

Let's start on the role and the importance of the analysis plan.
Why have an analysis plan?

An analysis plan serves to enhance objectivity and credibility by specifying research questions, outcomes, and analytic approaches in advance.

The reported findings are not influenced by any prior examination of the data.

Without an analysis plan, nothing is stopping researchers just from running analyses on tons of outcomes, which increase the odds of finding a statistically significant effect just by chance, and then reporting only the outcomes with statistically significant results.

And this can produce misleading findings for the field.

For this very reason, prespecifying analysis plans and registering study plans online somewhere like clinical trials.gov is becoming more and more common in the social sciences fields.

In addition to that rationale, developing an analysis plan has lots of practical advantages.

Analysis plans make efficient use of time by guiding the preparation and analysis of data and providing a template for reporting.

An analysis plan also promotes buy-in and information sharing with grantee staff and other stakeholders, including program staff and program developers.

A plan can serve as a roadmap for the evaluation that grantees and other stakeholders can review and agree on before the analyses begin.

In addition, an analysis plan can save time and ensure continuity in the event of staff turnover and make it easier for someone new to lead the analyses. That's another important efficiency.

Finally, an analysis plan helps with drafting the final evaluation deliverable, which is due to OPA toward the end of the grant period.

This way, when you submit the deliverable, everyone, including your eval TA liaisons, your project officer, and others, will know what to expect in terms of your research question and analyses.

And there shouldn't be any surprises in terms of how you analyze the data. Really, the process is designed to help you with that back and forth with the eval TA liaisons and your federal project officer and to discuss with everyone the pros and cons of analyzing your data a certain way, in order to speed up the process when it comes time for Mathematica and OPA to review the final deliverable.

Now, in terms of completing the template that you received, this document is designed really to help your eval TA liaison understand the key elements of your analytic plans.

We're asking that evaluators complete the template with input from grantee staff.

And we'll go over the timeline for completing this template at the end of the training.

The template really just focuses on the highest-priority information needed for understanding the analysis.

It may not capture every issue that you plan to address in your analysis, but it will address the most important ones.

We sent out the analysis plan template as well as the instructions for completing the template in an email prior to the webinar.

But you should please reach out to one of us or your eval TA liaison if you did not receive the template or the instructions.

Now, we're just going to walk through the template and the sections of the analysis plan.

If you've already had a chance to look at the analysis plan template instructions, that's great.

If not, this presentation will provide an overview for you.

The template is divided into five sections that we have listed here.

The first section asks you to specify the research questions for your impact study.

The next section focuses on the impact study design.

The third section focuses on the analysis of program implementation.
The fourth section focuses on the impact analyses.

And, finally, the fifth and final section asks you to describe any additional analyses of exploratory research questions that you plan to run.

Let's begin with Section 1, the impact study research questions.

The primary research questions of your impact study should really focus on the most important outcomes for gauging your program or programs' effect on adolescent reproductive health.

There should be a limited number of questions, and each question should be clearly connected to the logic model of the program.

Each question should focus on a single outcome at a single time point.

These are the outcomes that you're really hanging your hat on in your evaluation to determine whether the program worked as intended.

That being said, for most of you, these questions should actually already be identified in your original evaluation design plan, or a later revision to that plan.

They should also be listed in your project abstract.

The hard work of specifying these questions should actually be done at this point, and you'll just need to repeat them in your analysis plan.

However, we know that things have changed over time.

If you look back at your evaluation design plan or abstract and think that these are no longer the right primary outcomes to test the impact of your program, you should reach out to your liaison and to OPA to explain your rationale for changing your outcomes and to get OPA's approval.

In the analysis plan, you'll see that you're also asked to specify secondary research questions.

These are questions that are not as critical for evaluating an intervention's effectiveness but are still important and of interest to grantees, stakeholders, and researchers.

Secondary research questions may include additional outcomes not examined as part of the primary research questions, such as precursors to sexual risk behavior, or intermediate outcomes, such as knowledge or intentions.

It also may include outcomes of particular subgroups, such as female participants or youth who have not had sex before enrolling in the study.

And it also can include outcomes measured at other points in time, such as immediately after the end of the intervention.

As with the primary research questions, you should look back at your abstract and make sure the outcomes in your abstract align with your secondary research questions.

All of the outcomes listed in your abstract should appear in the analysis found either as primary or secondary research questions, or in Section 3 as implementation research questions.

Finally, exploratory research questions attempt to uncover possible relationships between variables rather than estimating the impact of the program.

Common types of exploratory research questions are descriptive or correlational analyses of such things as how can core components influence outcomes, the relationship between dosage and outcomes, and the role of mediators in participant outcomes.

The findings of the exploratory research questions are often presented as separate stand-alone reports or journal articles from the main impact study findings, which are generally based on the primary and secondary research questions.

Here are two examples of well-written primary research questions:

First, what is the impact of the intervention relative to a counterfactual on sexual initiation six months after the end of the intervention?

Second, what is the impact of the intervention relative to a counterfactual on recent risky sexual behavior one year after the end of the intervention? Note a couple of things about these two questions.

Note that the outcomes and the time points are specified in each question. The first one, what is the impact of the intervention on sexual initiation six months after the end of the intervention?

Sexual initiation is the outcome, and it's being measured six months post intervention.

The second question says, what's the impact of the intervention being tested in the evaluation on recent risky sexual behavior one year after the intervention?

In that case, the outcome is recent risky sex, and the time period is one-year post-intervention.

Now, we'll move into Section 2, the impact study design.

This section of the template asks you describe the impact of the study design and the process for creating the intervention and comparison groups.

For randomized control trials, or RCTs, it's important to articulate key aspects of how random assignment happened.

Your job here is really to convince your reader that your study was well executed and provides a valid test of your program.

In other words, is there any reason to suspect that random assignment was compromised or that the intervention and comparison groups may differ systematically from each other?

For starters, you'll need to describe the unit of randomization, which, for example, could be at the level of the school, the classroom, or individuals.

You also need to provide details on the process for creating the intervention and comparison groups.

What was this method of assignment?

For instance, a random number generator in Excel.

Did randomization occur all at once or at certain intervals over the course of the study, like each semester or on a rolling basis during the course of the study?

You'll also need to specify whether any stratification was used or whether blocking was used.

Finally, you'll need to specify what was the probability of assignment to the intervention group and did that differ in any systematic way.

If your evaluation is a quasi-experimental design, you'll also need to describe how the intervention and comparison groups were formed.

Here, the goal is really to convince the reader that even though your groups were not formed by means of random assignment, they're still similar and provide a valid test of the impact of your program.

To do this, you'll need to specify the criteria used to determine whether people or groups of people were assigned to the intervention or comparison group.

You'll also need to describe when the assignment occurred relative to the timing of obtaining consent and collecting baseline data.

Finally, you'll need to describe any factors that might differ across the two groups, because you used nonrandom assignment to form the groups in your two study conditions.

The third section of the template focuses on program implementation analysis.

This section asks you to describe the implementation research questions and data you'll review to understand and document program implementation.

In this section, you'll need to document the research questions you plan to address related to program implementation.

This includes information on the following elements that we have listed here:

Fidelity, dosage, quality, engagement, contrast, and context.

These elements should be familiar to you, and they are defined for you in the instructions on the next slide and on the next slide.

For many of you, these questions should already be listed in your evaluation design plan.

However, it's possible that some of the questions you want to answer related to program implementation have changed since you submitted these plans.

For instance, you may be interested in examining how COVID impacted the amount of the program that students received or how the program was delivered.

These sorts of questions would go in this section.

And we often include a link here to an eval TA brief that provides more guidance on analytic strategies for collecting and analyzing data related to program implementation.

Now, if you look at the plan or the template, we're basically asking you to take the tables provided here to describe--or providing the template to describe your implementation research questions and the data you will review to answer the research question, and the measures you use to assess how well the program was implemented.

You should indicate which element each research question refers to.
And you can include multiple measures of the same element.

For example, in this table, we've measured dosage as the percentage of the intervention group that attended the recommended proportion of sessions.

In addition, you could measure dosage by describing how many sessions were attended on average.

Something like students attended 75 percent of sessions on average.

And each measure offers a slightly different look at program attendance and dosage.

Now, we just want to pause and see if anyone has any questions.

If you do, you can type your question in the chat box or unmute yourself to ask your question.

And I'm here, and Russ is here to try to answer them.

With that, Reilly, have we gotten any questions so far?

I'm trying to find it from my shared screen.

Russell Cole   There haven't been any questions yet, Dan.

Dan Finkelstein   Thanks, Russ.

Katie Henley   Dan?

Dan Finkelstein   Yeah?

Katie Henley   This is Katie Henley. I did have one question.

Dan Finkelstein   Oh, great.

Katie Henley   When looking through the analysis plan guidance, we were wondering where you would consider complier average causal case analyses and complier average causal effect analyses to fall?

Would it be considered secondary research questions because it's a method that aims to assess causal impact?

Or would it be considered more of an exploratory approach?

	Just getting guidance on where to kind of place that when we're developing our analysis plan.
Dan Finkelstein	That's a good question. Russ, I might let you field that one.
Russell Cole	Sounds good. It's a great question, I think in part because we are trying to think about the right way to handle this. I wouldn't characterize it as exploratory because I really feel like it can provide gold-standard evidence.
	And, you know, it's answering a different research question than the intent-to-treat impact estimate.
	Intent to treat is giving you the effect of the offer.
	Complier average causal effect is giving you the effect of actually receiving the program.
	So I would characterize it as a secondary research question. I'm sorry that I'm being long-winded.
	I'm just trying to get my head wrapped around the question.
	And I think just to say this, if you're looking for some guidance about best practices for doing complier average causal effect analyses, the What Works Clearinghouse has an articulation of what it's looking for in terms of standards.
	The current TPER handbook does not have that level of detail.
	But I can also say that previously, for OPA, we put together an Eval TA brief on the approaches that you might want to take for doing this type of analysis.
	And, as soon as Dan starts the next section, I will dig up that brief and put a link to it in the chat.
Katie Henley	That's great.
	You answered my question, and I appreciate it.
	Thank you.
Dan Finkelstein	That's great.
	Thanks for raising that, Katie.

Were there any other questions?

You can feel free to put in the chat box or feel free to unmute just like Katie did.

Russell Cole   There are no other questions in the chat, Dan, just FYI.

Dan Finkelstein   Okay, cool.

Why don't we move on to the next part of the presentation, then?

And, again, there'll be another chance to answer--or sorry, ask and receive answers to questions later in the presentation.

We'll move on now to section four, impact analyses.

The impact analysis section consists of five subsections, which we have listed here: conducting data cleaning, defining, and describing the analytic sample, discussing baseline equivalence, and describing analytic-- describing the analytic approach for estimating impacts.

In the next few slides, I'll highlight some of the key considerations for each of these subsections.

In the conducting data cleaning section, you're basically going to describe how you plan to prepare, clean, and store valid data for analysis.

You'll describe the systems or software that you'll use as well as any version of that software that you plan to use.

You also need to explain how you identify and what you plan to do about missing, inconsistent, or inaccurate data.

As you know, as we review data, we often find that some of the data are inconsistent.

For example, youth who said at baseline that they had engaged in sex report that they never had sex at follow-up.

Your analysis plan should lay out your approach for handling such data inconsistencies.

In other words, you need to come up with a rule that you can then systematically apply to inconsistent data.

Finally, there's the issue of missing data and your plans for addressing missing data.

We often find that youth do not respond to all survey items that were asked, resulting in missing data on an item that you need for your plan's analysis.

So your analysis plan needs to lay out your approach for handling missing data and any issues or challenges that you will consider as you implement your preferred approach.

If you do have missing data but the levels of missingness are low, the simplest approach is to conduct a complete case analysis.

In some cases, however, you may prefer to use other approaches such as waiting or amputation.

If you have any questions about your strategy for addressing missing data, please reach out to us, your eval TA liaison, so that we can help you think about the pros and cons of the various approaches and some of the issues that you need to consider as you implement your preferred approach.

In addition, we include a link here at the bottom of the slide that provides guidance through the form of another technical assistance brief.

It just provides a little bit more guidance on various analytic strategies for dealing with missing data.

In the define outcome measures subsection, you'll need to define each outcome.

In particular, you'll describe, as we went over before, the time period and the specific outcome measure that you will use to answer each primary question, research question.

Let's consider an example.

Let's say that your primary outcome is whether youth ever had sexual intercourse.

You will say that the outcome name is ever had sexual intercourse.
The outcome measure will be created as a yes/no response taken from a survey item, "Have you ever had sex?"

And the outcome will be credited one if the respondent answered "yes" on this item and zero if the respondent answered "no."

Finally, the outcome will be created by using responses from the six-month follow-up survey.

So that describes the timing.

You would do this for primary outcomes, and you'll do the same kind of thing for each of your secondary research questions as well.

Some of you may be interested in more complex outcome measures.
For outcome measures created from two or more survey items, you will need to specify the survey questions or items that you will use and how these questions will be coded to create the outcome measure.

For example, if you're interested in the outcome, had risky sex in the last three months, you may need to use two items, which are, "Have you had sex in the last few months?"

And "Did you use a condom or other contraception in the last few months?"

You'll code your outcome as one if you've responded "no" to "Did you use a condom or contraception in the last three months?" and zero if youth respond "yes" to this question.

You also code the outcome as zero if the youth answered "no" to "Have you had sex in the last few months?" and therefore skip the question on contraception.

We ask that you include your survey instruments and appendix to your analysis plan.

This will make sure that we have the final wording for your survey item and response options as we review the analysis plans, as well as any skip patterns that your survey has.

We ask that you use the table shell provided in your plan's template to describe the outcome measures.

Please use table shell two to describe the outcome measures for the primary research questions and a similar table shell, table shell three, to provide descriptions of the outcome measures used to address your secondary research question.

The table shells will help you to systematically document the information that we're requesting, including the outcome name, the survey items or items that will be used to create these measures, how you plan to construct

or code the outcomes, and, finally, the timing of when the outcome was measured.

In this section on describing the analytic sample, you will define each analytic sample and what data are required for someone to be included in the analysis.

For example, if you're planning to conduct complete case analysis at the long-term follow-up, your analytic sample will include all individuals with complete baseline and outcome data for all variables of interest at the long-term follow-up.

If you plan to impute missing baseline data, your sample will consist of all individuals with complete outcome data, but they may have some missing baseline data.

And there are a lot of good reasons for keeping the analytic samples the same or making them different depending on the details of a specific setting.

Let's talk about a few tips for defining the analytic sample.

First, for each outcome and time point, think about how many participants dropped from the sample or haven't responded to a particular survey item.

In other words, what is the overall level of attrition?

And what is the item nonresponse?

You can use the most recent contract and baseline equivalents to guide the thinking.

Here, we provide two examples of analytic samples.

In the first, we define the analytic sample as all individuals with complete baseline and outcome data for all variables of interest at the long-term follow-up.

That's what we call the complete case sample.

In the second, we define the analytics on individuals with complete outcome data but some missing baseline data, which will be imputed.

As always, if you have any questions or specific instances that you want to discuss related to your study, please contact us to help you think through some of the analytic decisions here.

Your analysis plan for evaluating impacts should be laid out in advance and is called your benchmark analysis.

This is your analytic approach to answering your primary research questions.

This is the approach that you believe is the most defensible and credible, and it should be based on an intent-to-treat framework.
That is, you should plan to include all of the study participants who are assigned, randomly if the study is an RCT, to the study conditions in the impact analysis.

You should define a treatment variable based on the groups to which individuals were originally assigned.

And, if you had crossover or contamination, you could still conduct treatment on the treated or TOT analyses.

However, we ask that you conduct these as secondary analyses, not as benchmark analyses.

Like with other topics, we provide a link here for additional guidance on this particular topic and estimating program effects.

When you're describing your analytic approach, we ask that you clearly specify the estimation model.

We recommend that you use linear regression models or OLS for all outcomes, including dichotomous or binary measures, as these models are easier to interpret and understand.

We have a brief that we provided here that explains why we recommended these models for dichotomous outcome.

When you describe the analytic model, please specify the statistical software that you will be using to analyze your data and the version of that software.

And we ask for the criteria that you will use to assess the statistical significance of the estimate.

You'll need to document how your account for design elements.
Some of your studies have clustering or grouping of study participants within groups, where youth in the same group are more similar than those in different groups.

For example, if you have a study where youth are within classrooms or within sites.

We include a link to a brief here that provides guidance on dealing with clustering in the context of random assignment studies.

But that's one important design effect that you'll need to address.

Some of your studies also might have used blocking or stratification, which divides study participants into groups or strata based on one or more characteristics and then randomly selects from each group so that each group is represented in the sample.

If you do have these features in your site design, please make sure your analytic approach describes how you plan to handle these features in your analysis.

What analytic decisions will you need to make to adjust for those design features?

A lot of your typical models will also include covariates, or, in other words, they'll control for some observed baseline characteristics in their regression analyses.

In your analysis plan, you'll need to describe each covariant that you'll include in the analysis.

Typically, these will include baseline measures of the outcome and demographic characteristics such as age, gender, race, ethnicity.
But these may include different characteristics as well.

We ask that you use table shell four to specify all of the covariates that you plan to include in the impact analysis.

You should also plan to conduct sensitivity analyses that explore the impact of including different covariance in your impact analyses.

We discuss sensitivity analyses a little more in a couple of slides.

To explain the analytic approach for addressing your secondary research questions, you'll need to describe your model specification, adjustment for baseline differences, any additional covariates, and any sensitivity analyses you plan to conduct.

But you should note that the approach for primary and secondary research questions is similar or could be similar.

And if that's the case with your study, you can just state that you'll be using the same approach.

And if it's not the same, you can just describe how it differs from your approach with your primary research questions.

But you don't need to repeat the same information.
You may also decide to conduct sensitivity analyses to test the robustness of the results or the appropriateness of the analytic model for the observed data.

Sensitivity analyses are variations on your benchmark analysis that will tell your readers how your results would differ if you had made different analytic decisions or choices.

One type of sensitivity analysis you might want to look at is procedures used to prepare and handle missing and/or inconsistent data. You might want to look at differences in doing it by using multiple methods for that decision.

You might also look at sensitivity analysis that looks at the choice of baseline covariates that are included to adjust for stratification or blocking. You also might do them to test the impact of different modeling approaches.

We provide a link to a TA brief that specifically goes into this issue of both benchmark and sensitivity analyses.

Finally, you may recall that we did an introductory webinar about Bayesian interpretation last year.

And we're working on scheduling a follow-up webinar on this topic to provide more guidance and tools on doing this work to complement your frequentist impact evaluations.

I think, at this point, we anticipate holding the webinar in late September, and we'll provide more details when they're firmed up.

But, with that in mind, you may want to include some Bayesian interpretation of your findings as part of your final report.

And, in your analysis plan, you should indicate whether you'll supplement a traditional frequentists presentation of p values of impact estimates with a Bayesian interpretation based on posterior probabilities of effectiveness.

If that's something that you're considering, you should describe your approach for calculating posterior probabilities and the approaches for using those probabilities for interpreting whether the program was effective or not.

You should also include a description that indicates which contrasts will include a Bayesian interpretation, such as all primary research questions, all full-sample analyses, or some other variation.

In Section 5, we ask you to talk about additional planned analyses.
Some of you are interested in conducting additional analyses that are not part of your primary or secondary analysis.

This section should include other planned analyses outside of the impact analyses if the effect of the program has primary or secondary questions.
These analyses might include exploring how the program's core components influence adolescent outcomes.

How implementation features of the program as a whole, such as dosage and quality, influence participant outcomes.

And how precursors to sexual risk taking, such as knowledge, attitudes, intentions, may influence sexual risk behavior.

You should also plan to include at least one research question to examine how COVID-19 may have influenced program implementation and participant outcomes.

For example, how did implementation experiences differ for you if participants received in-person program delivery relative to virtual or online delivery, if that's applicable to your design or program.

Or to what extent do differences in implementation experience, in-person versus online, relate to participant outcomes?

That covers the instructions for developing your analysis plan and the template.

Now we'll talk about next steps with this process.

The next steps for the analysis plan are laid out in the beginning of the instruction document that was shared with you.

First, you'll draft the analysis plan by using the template and the naming conventions that we displayed here.

That just includes your grantee name, with the words impact analysis plan, the document title.

In addition, if you've made substantial changes to your evaluation since your last abstract submission that was approved by your federal project officer, you should submit an updated abstract with tracked changes.

The latest version of your abstract is available in your docket folder in the abstract subfolder.

And you can send the draft analysis in along with an updated draft abstract if necessary to your TA liaison, and you should copy your federal project officer.

This can be done by January 31, 2023, the beginning of next year.
You should plan to receive comments and suggestions back within four weeks.

However, OPA would like your federal budget sooner to be able to approve your analysis plan updated abstract as soon as possible so you can be begin.

It would like that to be done so you can begin work on the final deliverable, which is a journal article focused on presenting the effectiveness findings from your impact evaluation.

If you're able to get it in before that date, January 31, then you can get feedback and approval, I believe, before then and begin that work as soon as possible.

This shows the timeline for your evaluation deliverable in winter 2023.
So, next winter, you'll be working on your analysis plan and submitting it to OPA and your eval TA liaison for the review.

This process may actually precede winter 2023, but that's when it needs to be completed.

And then you should plan to submit a draft of your evaluation deliverable by April 2023 and the grant in July 2023.

That is basically the end of the content piece of the webinar.

And I guess with that, we'll open up to any additional questions that you have.

Russell Cole   Dan, just so you know, there are no questions waiting in the chat.

	Folks, feel free to unmute yourselves and chime in with any questions that you have.
	Or if you'd prefer to submit anything via the chat, that's also great.
Dan Finkelstein	Yeah, I would say we have a pretty small group for a webinar. There's not hundreds and hundreds of people.
	So feel free to just hop right in with any questions you have. All right.
Katie Henley	This is Katie, I can ask one more.
Dan Finkelstein	Sure.
Katie Henley	I was wondering, for the other planned analyses, the template indicates that we should identify what our analytic approach is, but it seems a bit less rigorous than the other sections.
	And would it be appropriate--for some of our exploratory analyses; we won't really know how we're defining the measure until we have the data. And I just want to know if that's appropriate for that particular section to be not as specific in what we include there.
Dan Finkelstein	Yeah.
	Can you give an example of the kind of variables that you'll be…?
Katie Henley	I'm trying to think.
	I think dual methods of protection might be a good example. I know I'm going to get this mixed up with another study that we have ongoing right now, too.
	But I do know that I believe, in our questionnaire, we have included two different sets of questions that might provide us with an ability to assess dual methods of protection.
	One is a continuous measure, and one would be a measure that we constructed in a binary way.
	And in the past--the reason for us doing this is because in the past, when we've tried to measure this in a continuous way, it's resulted in a lot of inconsistencies.
	We wanted to try it in a different way for this particular evaluation.

That would be one where we'd want to look in the data to see what kind of inconsistencies might have popped up to determine the best way to construct the measure.

I don't know if that's helpful.

Dan Finkelstein   Yeah, I think even just specifying those kinds of decisions that you'll be making and the method that you'll be using to construct two outcomes and sort of like that kind of decision tree laid out is valuable.

Russ, do you have any additional thoughts on how the additional analyses compare to primary and secondary in terms of level of specificity?

Russell Cole   Sure.

I think that the intent for those additional analyses is really to just try to take advantage of the fact that we're helpful colleagues.

And if you have questions and you want some reactions to some thoughts and questions that you're having, we can offer some thoughts about that.

And it sounds, Katie, like you're potentially interested in doing some sort of measurement analysis to figure out what's the optimal way to capture these types of data or report these types of information.

So I think you should provide information, and then we can offer some reactions to it, and we can also talk about it in our monthly TA calls with you.

I think that that's the intent here.

We're really--you're right that there's a lot more structure and emphasis around like the primary and secondary research questions about estimating the effectiveness of these programs because, not surprisingly, those are I think the high-stakes types of questions.

And the ones that people are going to be most worried about, like the phishing things that Dan was talking about earlier.

Forgive me for being long-winded about this.

But I think the general idea here is to share as much as you can; the benefit is that it gives your TA liaison and the broader team that the TA liaison is able to tap more information to share with you and offer guidance and hopefully help you get something satisfactory out of those analyses.

Katie Henley	Okay, that's great.
	Thank you very much.
Russell Cole	And, Dan, I don't know if you saw this, but a question did come up in the chat.
	Thanks, Archana.
	Here's the question.
	Is there any place in the analysis plan to incorporate qualitative data we are planning to collect in addition to our quantitative data?
Dan Finkelstein	Yeah, that's a great question.
	I think that a lot of it--I'm guessing the qualitative data that you'll be collecting is probably related to participants' experience with the program or how the program was implemented.
	And so that would sort of--we would expect that some of those questions might go in the implementation search question if you're exploring taking the quality of data and transforming it into something more quantitative.
	But it sounds like you're maybe--if you don't mind just unmuting--is it that you'd be just looking at doing more qualitative analysis than thematic analyses?
Archana	In the original proposed plan, that was the primary focus, and it remains the primary focus of our qualitative data collection, primarily collecting that data from intervention, those who are randomized to the intervention condition.
	I've been also thinking about potentially expanding that scope a little bit to ask some questions that may relate to our primary research questions that may help to explain some of our quantitative findings.
	So that's still TBD.
	But, like you said, the primary purpose of it was to talk about implementation and participants' experience in the program.
	I hope that explains a little bit better what our scope is.
Dan Finkelstein	Yeah.

	I guess the question is still, if we do some analyses of the qualitative data, which provides some important context for impact?
Archana	Yeah, that's something that we should include in our thinking about some mixed methods.
	If that's something that we should include, or the impact analysis plan should just focus on quantitative findings or research questions?
Dan Finkelstein	Yeah.
	Russ, what is the stance on that?
	Because I'd have to look back.
Russell Cole	Yeah, I think that it's totally reasonable, Archana, to talk about those things.
	It does sound like these are implementation data sources.
	I would just describe them appropriately, say that we've got these qualitative data about youth experiences, we're going to incorporate them as some sort of an explanatory.
	Let me walk that back.
	We're going to use those data to help explain the effective contrast and try to unpack some of the impact findings.
	But I think that, again, this is in the spirit of we're here to help.
	And if it helps you to get our reaction to how you're presenting that information for how you might ultimately report it in a journal article, I think that it can only help you to talk about that information in the plan.
Archana	Great, thank you so much.
Russell Cole	Great.
Dan Finkelstein	That's a great question.
	Thanks, Archana.
	Are there any other questions?

All right, I'll give a speech now or forever hold your peace, which is not true, because you can reach out to us at any point in time with any of your questions that you have, including immediately after this call.

But are there any questions? If there aren't any other questions folks have during the webinar today, I'll just give one last call out.

Any other burning questions folks have?

All right.

Well, if not, I guess we'll just wrap up for today.

Along that same theme, if you do have any other questions, yeah, please do reach out to us.

I'm a TA liaison for two of the teams on the call.

You will benefit both from our experience and expertise as well as the collective team because we talk about some of these issues and really come up with some of the best solutions collectively.

Reach out to us or to your OPA federal program officer with any other further questions you have related to the analysis plan.

With that, I'll just say thanks for attending today's webinar and spending your Friday lunchtime with us.

We really appreciate it and look forward to hearing any other questions or engaging in further discussions about your analysis plan with you going forward.

All right.

Thanks, everyone.

Russell Cole   Thanks, all.