

Setting your Tier 2 Rigorous Impact and Implementation Evaluation Up for Success

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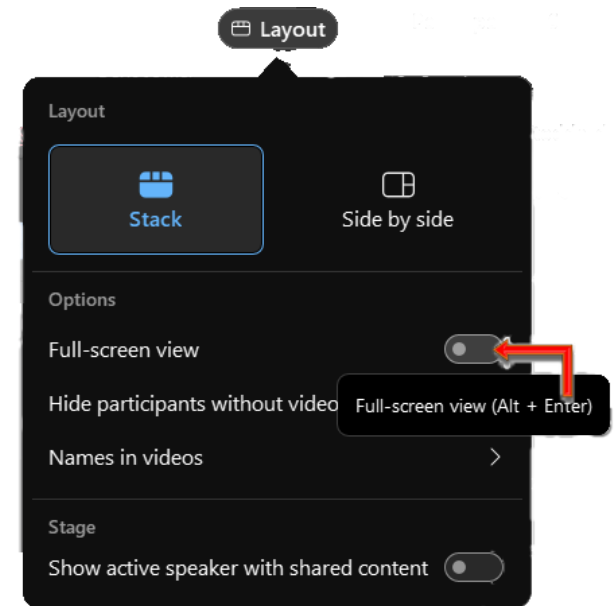
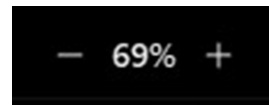


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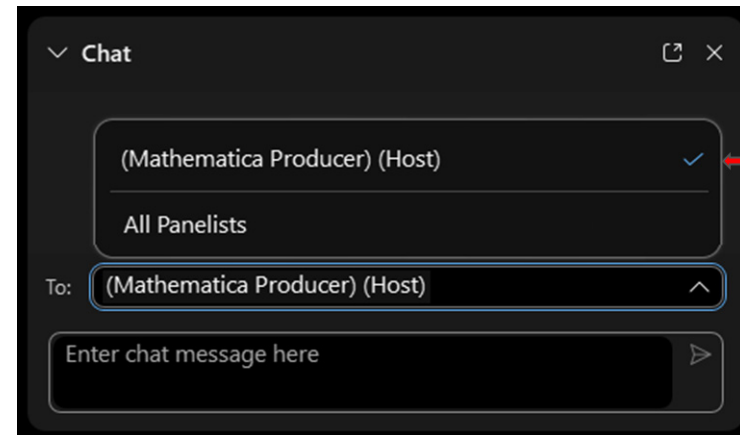
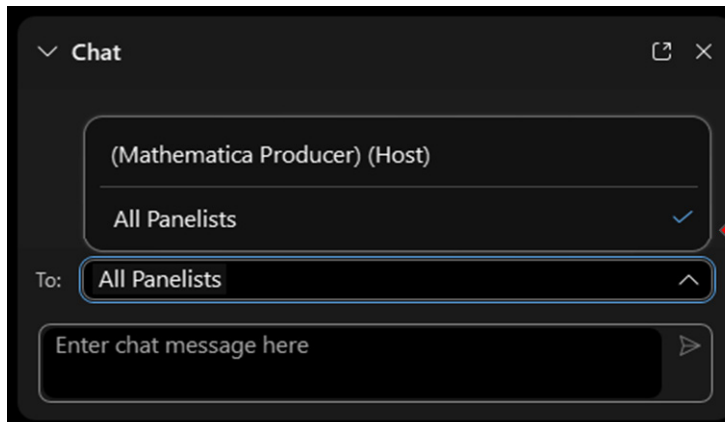
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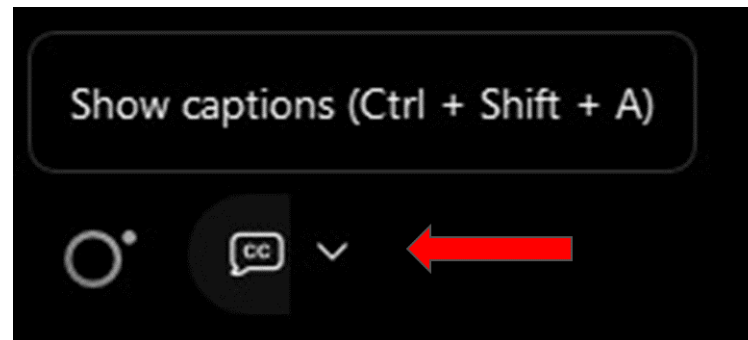
Event materials

- Slides are available in the Webinar materials section of the meeting information page.



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Today's webinar

- Introduction
- Reminder of Year 1 OPA evaluation-related expectations
- Quick update on evaluation design summary approvals
- Pressing evaluation-related concerns (with breakouts)
 - ✓ Sharing survey measures
 - ✓ Recruiting and retaining partners, program sites, and youth
 - ✓ Piloting data collection instruments and procedures

OPA's evaluation-related goals and expectations



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OPA's Tier 2 RI evaluation-related hopes and goals

- ✓ Generate credible findings that meet Teen Pregnancy Prevention Evidence Review (TPPER) standards
- ✓ Present favorable, and statistically significant effects on sexual behaviors and related outcomes
- ✓ Document and share important implementation findings to support replication and expansion
- ✓ Fill an important gap in the evidence base

Reminder: Year 1 planning period evaluation-related requirements

- ✓ Evaluation design approval
- ✓ Piloting, testing, and revising data collection instruments
- ✓ Submit evidence of IRB approval or exemption
- ✓ Submit evidence of online study registration
- ✓ Completing and uploading Core Components Checklist
- ✓ Submitting evaluation abstract

Evaluation-related items from planning period checklist:

<https://flow.connect.gov/plugins/servlet/ifforms?formId=OAH%20Planning%20Period%20Checklist>

Update on evaluation design approval process

- Mathematica shares draft summaries with grant recipients
- Grant recipients and evaluators iterate with Mathematica to refine and fill gaps
- Mathematica submits memo to OPA with recommendations
- OPA provides final approval to begin evaluation activities
- After design approval– any noteworthy design changes would need to be discussed with Mathematica and OPA, submitted in writing and eventually approved by OPA

Focus of design reviews

- Study focuses on appropriate research questions & outcomes
- Strong study design able to produce credible impact estimates that will meet TPPER standards
- Sufficient sample size to demonstrate effectiveness (a favorable, statistically significant impact on a sexual behavior outcome)
- Feasibility to implement the program and study with fidelity

Focus of design reviews: Study focuses on appropriate research questions & outcomes

- Aligned with logic model
- Focus on outcomes likely to yield favorable effects
 - Understand population – e.g., might not make sense to focus on sexual initiation for a primarily sexually active population
 - Consider prioritizing different short vs. long-term outcomes – e.g., consider prioritizing precursor behaviors or attitudes in the immediate follow-up and sexual behaviors in the longer-term for young youth who have very low rates of sexual activity
- Include at least one relevant behavioral outcome that aligns with TPPER requirements
- Appropriate outcome(s) to examine within the relevant timeframe

Focus of design reviews: Strong study design aligned to produce credible impact estimates that will meet TPPER standards

- No confounding factors (e.g., 1 Treatment & 1 Control facilitator)
- Appropriate mechanism to assign to treatment
- Plans for measuring and ensuring baseline equivalence

For more on TPPER standards:

<https://youth.gov/evidence-innovation/tpper>

Focus of design reviews: Sufficient sample size to demonstrate effectiveness (a favorable, statistically significant impact on a sexual behavior outcome)

- Realistic and sufficient enrollment and retention expectations
- Realistic minimum detectable effect size given prior evidence and expected treatment contrast
 - Realistic youth sample size given setting and eligibility requirements
- Clear contrast between treatment and control

Focus of design reviews: Feasibility to implement the program and study with fidelity

- Comprehensive plans for program and study implementation
 - Appropriate plans for obtaining consent; protecting privacy
 - Partners are fully on board (MOUs/MOAs)
 - Clear plans for recruiting and training facilitators
 - Solid data collection plans
- Robust plans for measuring implementation
 - Plans to measure fidelity, dosage, adherence, quality/satisfaction
 - Plans to document and measure implementation of core components of the intervention and potentially set the stage for analyses that link variation in component exposure to variation in outcomes

Useful resources for design reviews

Impact evaluation toolkit

- Provides resources organized into four categories: planning, implementation and data collection, analysis, and reporting

Formative evaluation toolkit

- Offers great resources related to measuring and collecting implementation

Logic model example template

- Template the prompts users to consider inputs, outputs, activities, in conjunction with short-, intermediate, and longer-term outcomes.

Sample attrition fact sheet

- Offers guidance on how non-response can lead to bias and strategies to limit sample attrition

Baseline equivalence fact sheet

- Discusses why baseline equivalence is important and offers strategies to improve equivalence

Calculating minimum detectable impacts (MDI) fact sheet

- Offers guidance and excel tool on calculating MDIs

Three pressing preparation and planning activities



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Three pressing preparation and planning activities

- Selecting and sharing survey measures
- Recruiting and retaining partners, program sites, and youth
- Piloting data collection instruments and procedures

****Think about which breakout group you'd like to join*

Selecting and sharing measures



Measurement: What we heard during the orientation meeting

- Gaps in measures (e.g., sexual agency)
- Common scales across studies can support consistency in reporting and a better understanding of the predictive value and quality of measures
- Need more information on variables that are effective predictors of subsequent risky sexual behaviors and teen pregnancy/STIs
- Many intimate partner violence (IPV) measures are outdated or inappropriate for specific populations; proximal measures are needed for when unable to collect direct IPV measures
- Desire for the field to move away from risk-based language toward more positive framing

Selecting survey measures

- The challenge – how to select measures that are:
 - Aligned strongly with the logic model
 - Appropriate for the focal population in my study (e.g., reading level, culturally appropriate)
 - Reliable and valid
 - Concise enough so that they don't take up a lot of time
 - Are sensitive to showing change over time

Using existing versus creating or adapting new measures

Measure	Pros	Cons
Existing measures	<ul style="list-style-type: none">• Comparability across studies• Known reliability/validity properties	<ul style="list-style-type: none">• Can be outdated• May be misaligned with population
New or adapted measures	<ul style="list-style-type: none">• Tailored to study and population• Fills a gap	<ul style="list-style-type: none">• Unknown reliability – would need to spend time and resources developing and piloting• May be hard to compare findings to other studies

Useful resources: Selecting survey measures

Designing Surveys Tip Sheet

- Walks through basic steps of survey development, offers specific tips, and provides links to additional resources

Online Survey Data Collection Brief

- Discusses considerations when fielding online surveys

Repository of TPP Survey Outcomes

- Compiles and organizes previously fielded survey questions related to healthy relationships, sexual behaviors, caregivers, maternal/child health, attitudes and beliefs, and other related factors

Developing Survey Items and Outcome Measures for TPP

- Resource developed by Child Trends that provides guidance on survey development

Sharing measures – breakout group discussion

- Build on the great conversations we had at the orientation meeting
- Near term – share existing measures and measures you are looking for on Mural board
 - Instructions are included on the board for those who don't attend the breakout
 - Mathematica will periodically email summary of updates to Mural board so that you can review/respond, but not have to check constantly for updates
- Longer-term
 - Share measures you've had success with/read about on the listserv
 - Mathematica will incorporate measures from Mural, listserv emails, and TPPER systematic review in updates of the survey repository
- Break out session:
 - Refine Mural board – additional types of measures, formatting or guidance needed?
 - Discuss measures you recommend to others
 - Discuss measures you are looking for

Recruiting and retaining partners, program sites, and youth



Recruitment and retainment: What we heard during the orientation meeting

- Critical to find and build relationships with decision-makers
- Be very clear about expectations
- Find the decision-makers and champions
- Understand site requirements for research and programming (esp. when recruiting across states or localities)
- Consider trade-offs between in-person and virtual recruitment
- Need to listen and be flexible

Examples of considerations during recruitment phase

Recruiting sites that provide a clean & informative test of the intervention

- Understand alternative programming being offered to control group
- Determine whether control programming will vary across sites
- Minimize the degree to which control group youth or facilitators have access to treatment content

Ensuring all key players are on board

- Consider the hierarchy of decision-makers
- Develop plans to ensure buy-in from all interested parties

Determining what procedures are flexible

- Offer flexibility when possible (e.g., multiple shorter sessions to accommodate schedule)
- Communicate what procedures are not flexible (e.g., consent procedures or data collection requirements)

Useful resources: Recruitment and retainment

Successfully Recruiting and Retaining School Participation

- Best practice guide on recruiting schools for TPP impact evaluation
- Analogous guide for recruiting districts for TPP impact evaluations

Improving TPP Program Reach Toolkit (RHNTC resource)

- Toolkit includes ideas about gathering input from community, developing engaging messaging, providing meaningful support

Practical Strategies for Recruiting Districts and Schools for Education Impact Studies

- Offers tips to address ongoing challenges with school-based recruitment for RCTs.

Tier 2 RI Evaluation Monitoring Spreadsheet

- Excel template to keep track of recruitment and response rates

Breakout discussion: recruitment

- What recruitment challenges are top of mind?
- What has worked for me in the past?
- What other resources can you recommend or share?
- How can grant recipients and evaluators support each other in this work moving forward?

Piloting data collection instruments and procedures



Piloting instruments and procedures: What we heard during the orientation and during calls

- Evaluators considering multiple modes of delivery (online vs. paper, virtual vs. in-person, different strategies for different time periods)
- Concerns about reading level, length of surveys
- Concerns about consent forms requesting both program and study participation at the same time
- Debates about optimal financial incentives for participation
- Deciding what contact information to obtain and regularly update
- Translating materials into other languages

Considerations for survey instrument development and piloting

- Content of baseline, immediate follow-up, long-term
- Length
- Mode(s) of administration
- Financial incentives
- Translation into Spanish (or other languages)

Consider piloting other data collection tools

- Consent forms
- Observation tools
- Focus group protocols for facilitators, parents, youth or community members
- Interview protocols for facilitators or program leaders
- Contact information sheets

Methods for piloting and refining data collection procedures

Method	Examples of use & considerations
Meetings with partners/youth advisory boards/community members	<ul style="list-style-type: none">• Meetings, interviews or focus groups to discuss financial incentives, consent process, contact information• Helps you understand what is relevant for your study population, for example—types of incentives and amounts• Do early in process, allowing time to test recommendations
Cognitive interviews	<ul style="list-style-type: none">• Great for testing new measures or established measures with new populations• Takes more time, often conducted in stages and you may still want to do a pretest/pilot for timing & procedures testing• Might not be feasible or necessary in all situations
Pretest: Survey administration with debrief	<ul style="list-style-type: none">• Allows you to test timing, mode, administration procedures, translations and some content/wording issues• Debriefs can be in small groups, but consider splitting by age/gender
Pilot survey and procedures	<ul style="list-style-type: none">• After you do some initial pretesting and feel confident in your instrument and procedures, pilot your data collection process from start to finish• Allows you to test if your data collection plan fits with your study sample• Trained data collectors can help identify issues

Useful resources: piloting

Survey administration guidelines

- Resource developed for the Personal Responsibility Education Program (PREP) that offers guidance on administering surveys

Designing and conducting research with online interviews

- Guidance on designing and conducting online interviews

Engaging an Institutional Review Board tip sheet

- Provides general information about engaging IRBs

Cognitive interviewing for justice-involved youth & Adapting cognitive interviewing for early adolescent Hispanic girls & sensitive topics

- Two resources that provide practical guidance for conducting cognitive interviews with adolescents

Question and cognitive appraisal tools

- A free, online question appraisal tool developed by researchers at the U. of Memphis that focuses on the language of questions (wording, syntax, semantics) and helps identify problems respondents might have understanding the meaning of question.

Breakout discussion: piloting instruments & data collection procedures

- What strategies have worked well when pretesting & piloting data collection procedures?
- What hasn't worked so well?
- What structures for pretests have you found effective?
- How can grant recipients and evaluators support each other in this work moving forward?



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PROCEED TO BREAK OUTS

1. Selecting and sharing survey measures
2. Recruiting and retaining partners, program sites, and youth
3. Piloting data collection instruments and procedures



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Wrap Up

Thank you!!!

- Lauren Scher: lscher@mathematica-mpr.com
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- Jean Knab: jknab@mathematica-mpr.com
- Jen Walzer: jwalzer@mathematica-mpr.com

And feel free to reach out to your **Eval TA liaisons** for specific questions about your project.