**Case Study Framework**

| Research Subquestions | Indicators | Data Sources | Methodology | Analysis |
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| Primary Research Question 1: What are the core components of the DP11-1111 cooperative agreement? | | | | |
| 1A: What does grantees’ implementation of DP11-1111 programmatic activities look like? | Core components of the cooperative agreement   * Program readiness * Needs assessment * Priorities based on needs assessment * Partnerships * Development of program plan * Implementation of program plan * Evaluation and monitor progress * Sustainability plan   Resources   * Expenditures * Staffing/personnel * Amount of time * Data management tools/information technology (IT) * Partnerships   Reporting   * Performance measures   Community/YBCS input | Interim progress reports  Performance monitoring data  Annual reports  Grantee staff involved with cooperative agreement  Budget narrative | Document review  Secondary data analysis  In-depth interviews conducted via case study | Thematic analysis  Descriptive statistics |
| 1B: What does CDC’s implementation of DP11-1111 programmatic activities look like? | Staffing/personnel  Amount of time  Protocols for offering TA/training  Organization of support offered  Engagement of staff in providing TA to grantees  Data management tools/IT created for grantees  Use of existing partnerships | Grantee staff involved with cooperative agreement implementation | In-depth interviews | Thematic analysis |
| 1C: To what extent are grantees implementing DP11-1111 programmatic activities as intended? | Core components of the cooperative agreement   * Program readiness * Needs assessment * Priorities based on needs assessment * Partnerships * Development of program plan * Implementation of program plan * Evaluation and monitor progress * Sustainability plan | Performance monitoring data  Grantee staff involved with cooperative agreement implementation | Secondary data analysis  In-depth interviews conducted via case study | Thematic analysis  Descriptive statistics |
| Primary Research Question 2: What are the factors that affect the implementation of DP11-1111 programmatic activities? | | | | |
| 2A: What are the facilitators to grantees’ implementation of programmatic activities related to the cooperative agreement? | Contextual factors   * Costs/funding * Staffing/personnel * Amount of time * Program maturity/infrastructure * Staff capacity * Access to those with subject matter expertise * Partnerships   Organizational factors   * History * Mission * Leadership   Qualities inherent to the cooperative agreement   * TA received * Tools/resources made available * Access to new partners   Community/YBCS input  Phase in intervention design and implementation   * New intervention * Expansion of pre-existing intervention | Grantee staff involved with cooperative agreement implementation  Interim progress reports  Annual reports | In-depth interviews conducted via case study  Document review | Thematic analysis |
| 2B: What are the barriers to grantees’ implementation of programmatic activities related to the cooperative agreement? | Contextual factors   * Costs/funding * Overall fiscal management * Ability to allocate resources and liquidate resources appropriately * Time * Staffing/personnel * Partnerships   Organizational factors   * Program maturity/infrastructure * Staff capacity * Leadership   Qualities inherent to the cooperative agreement   * TA received * Tools/resources made available * Access to new partners   Community/YBCS input | Grantee staff involved with cooperative agreement implementation  Interim progress reports  Annual reports | In-depth interviews conducted via case study  Document review | Thematic analysis |
| 2C: How have grantees used strategies to mitigate barriers associated with implementation of programmatic activities related to the cooperative agreement? | Strategic partnerships  Hire new staff/build capacity of existing staff  Offer internal training and TA  Engage leadership  Seek additional funding  Development of new partnerships  Expansion of existing partnerships  Seek CDC TA assistance | Grantee staff involved with cooperative agreement implementation  Interim progress reports  Annual reports | In-depth interviews conducted via case study  Document review | Thematic analysis |
| Primary Research Question 3: What support services and educational resources have organizations developed and/or implemented as a part of their intervention targeting YBCS? | | | | |
| 3A: How have grantees developed or implemented the use of educational resources within their interventions? | Comprehensive description of interventions delivered related to educational resources:   * Background of intervention * Goals/intended program outcomes * Description of activities (i.e., types) * Theoretical framework (if applicable) * Description of target audience * Methods of delivery/staff roles * Promotion strategies * Intensity of activities conducted (dose delivered and received) * Duration of activities conducted * Program delivered as intended * Evaluation capacity/measurement of program * Use of performance monitoring to inform program delivery * Partner involvement | Interim progress reports  Performance monitoring data  Annual reports  Grantee staff involved with cooperative agreement implementation  Program documents provided by site  Program activities conducted | Systematic document review  In-depth interviews conducted via case study  Site visits to observe program activities via case study | Thematic analysis |
| 3B: How have grantees developed or implemented the use of support services within their interventions? | Comprehensive description of interventions delivered related to support services:   * Background of intervention * Goals/intended program outcomes * Description of activities (i.e., types) * Theoretical framework (if applicable) * Description of target audience * Methods of delivery/staff roles * Promotion strategies * Intensity of activities conducted (dose delivered and received) * Duration of activities conducted * Program delivered as intended * Evaluation capacity/measurement of program   Use of performance monitoring to inform program delivery   * Partner involvement | Interim progress reports  Performance monitoring data  Annual reports  Grantee staff involved with cooperative agreement implementation  Program documents provided by site  Program activities conducted | Systematic document review  In-depth interviews conducted via case study  Site visits to observe program activities via case study | Thematic analysis |
| 3C: What support services and educational resources do grantees perceive to be most effective in supporting YBCS? | Grantees’ definition of effectiveness  Perceived effectiveness of intervention:   * Reach * YBCS satisfaction with program * Increase in availability, awareness, and use of services | Grantee staff involved with cooperative agreement implementation | In-depth interviews conducted via case study | Thematic analysis |
| 3D: How have nonfunded organizations developed or implemented the use educational resources within their intervention? | Comprehensive description of interventions delivered related to educational resources:   * Background of intervention * Goals/intended program outcomes * Description of activities (i.e., types) * Theoretical framework (if applicable) * Description of target audience * Methods of delivery/staff roles * Promotion strategies * Intensity of activities conducted (dose delivered and received) * Duration of activities conducted * Program delivered as intended * Evaluation capacity/measurement of program * Use of performance monitoring to inform program delivery * Partner involvement | Staff involved with program implementation  Program documents provided by site  Program activities conducted | Systematic document review  In-depth interviews conducted via case study  Site visits to observe program activities via case study | Thematic analysis |
| 3E: How have nonfunded organizations developed or implemented the use support services within their interventions? | Comprehensive description of interventions delivered related to support services:   * Background of intervention * Goals/intended program outcomes * Description of activities (i.e., types) * Theoretical framework (if applicable) * Description of target audience * Methods of delivery/staff roles * Promotion strategies * Intensity of activities conducted (dose delivered and received) * Duration of activities conducted * Program delivered as intended * Evaluation capacity/measurement of program * Use of performance monitoring to inform program delivery * Partner involvement | Staff involved with program implementation  Program documents provided by site  Program activities conducted | Systematic document review  In-depth interviews conducted via case study  Site visits to observe program activities via case study | Thematic analysis |
| 3F: What support services and educational resources do nonfunded organizations perceive to be most effective in supporting YBCS? | Non definition of effectiveness  Perceived effectiveness of intervention:   * Reach * YBCS satisfaction with program * Increase in availability, awareness, and utilization of services | Staff involved with program implementation | In-depth interviews conducted via case study | Thematic analysis |
| Primary Research Question 4: What are the factors that affect the implementation of support services and educational resources? | | | | |
| 4A: What organizational elements among grantees affect implementation of support services and educational resource interventions? | Organizational factors   * Organizational culture * Organizational structure * Leadership * Systems/work processes   Staff and personnel  Resources  Communication  Partnerships/strategic relationships  Access to subject matter expertise  Capacity   * Implementation * Evaluation | Grantee staff involved with cooperative agreement implementation | In-depth interviews conducted via case study | Thematic analysis |
| 4B: What are the facilitators to grantees’ implementation of support services and educational resource interventions? | Costs/funding  Staffing/personnel  Amount of time  Program maturity/infrastructure  Staff capacity  Training/TA  Leadership  Organizational factors  Community context  Sustainability  Expertise in implementation/evaluation  Relationships and support from strategic partnerships  Relationships with advocates and/or population served | Grantee staff involved with cooperative agreement implementation  Interim progress reports  Annual reports | In-depth interviews conducted via case study | Thematic analysis |
| 4C: What are the barriers to grantees’ implementation of support services and educational resource interventions? | Costs/funding  Staffing/personnel  Amount of time  Program maturity/infrastructure  Limited staff capacity  Lack of training/TA  Leadership  Lack of evaluation capacity  Inability to conduct program monitoring  Organizational factors  Identification of target population/recruitment  Lack of expertise | Grantee staff involved with cooperative agreement implementation  Interim progress reports  Annual reports | In-depth interviews conducted via case study | Thematic analysis |
| 4D: How have grantees used strategies to mitigate barriers related to the implementation of support services and educational resource interventions? | Development of strategic partnerships  Additional funding opportunities  Training/staff capacity building  Hiring new staff  Creation of standardized protocols/guidelines | Grantee staff involved with cooperative agreement implementation  Interim progress reports  Annual reports | In-depth interviews conducted via case study | Thematic analysis |
| 4E: What organizational elements among nonfunded organizations affect implementation of support services and educational resource interventions? | Organizational factors   * Organizational culture * Organizational structure * Leadership * Systems/work processes   Staff and personnel  Resources  Communication  Partnerships/strategic relationships  Access to subject matter expertise  Capacity   * Implementation * Evaluation | Staff involved with program implementation | In-depth interviews conducted via case study | Thematic analysis |
| 4F: What are the facilitators to nonfunded organizations’ implementation of support services and educational resource interventions? | Costs/funding  Staffing/personnel  Amount of time  Program maturity/infrastructure  Staff capacity  Training/TA  Leadership  Organizational factors  Community context  Sustainability  Expertise in implementation/evaluation  Relationships and support from strategic partnerships  Relationships with advocates and/or population served | Staff involved with program implementation | In-depth interviews conducted via case study | Thematic analysis |
| 4G: What are the barriers to nonfunded organizations’ implementation of support services and educational resource interventions? | Costs/funding  Staffing/personnel  Amount of time  Program maturity/infrastructure  Limited staff capacity  Lack of training/TA  Leadership  Lack of evaluation capacity  Inability to conduct program monitoring  Organizational factors  Identification of target population/ recruitment  Lack of expertise | Staff involved with program implementation | In-depth interviews conducted via case study | Thematic analysis |
| 4H: How have nonfunded organizations used strategies to mitigate barriers related to the implementation of support services and educational resource interventions? | Development of strategic partnerships  Additional funding opportunities  Training/staff capacity building  Hiring of new staff  Creation of standardized protocols/guidelines | Staff involved with program implementation | In-depth interviews conducted via case study | Thematic analysis |
| Primary Research Question 5: How have CDC’s TA and support activities contributed to grantees’ capacity and sustainability efforts? | | | | |
| 5A: How have CDC’s TA and support activities increased grantee capacity? | Staff perceptions about how the CA has contributed to organizational capacity:   * Financial resources * Human resources * Management * Program delivery * Leadership * Partnerships/strategic relationships * Cooperative agreement management and administration * Evaluation and program monitoring * Measuring outcomes | Grantee staff involved with cooperative agreement implementation | In-depth interviews conducted via case study | Thematic analysis |
| 5B: How has CDC’s TA and support activities increased sustainability of grantees’ support services and educational resource interventions targeting YBCS? | Staff perceptions about how the Cooperative agreement has contributed to sustainability of services delivered:   * Level of integration into existing programs/services * Level of integration into networks/partnerships * Ability to continue implementing interventions using support services and educational resources in the absence of funding * Ability to achieve goals/outcomes over time in the absence of continued funding | Grantee staff involved with cooperative agreement implementation | In-depth interviews conducted via case study | Thematic analysis |
| Primary Resesach Question 6: How have organizations’ interventions affected awareness for and access to support services and educational resources among YBCS, health care providers, and caregivers? | | | | |
| 6A: How have DP11-1111 grantees worked toward increasing awareness for the availability of support services and educational resources? | Staff perceptions about their YBCS interventions’ impact on increasing awareness for the availability of support services and/or educational resources.  Other potential indicators:  Communication channels used:   * Mass media * Social media * Print media * Interpersonal   Communication-related activities implemented:   * Facebook and Twitter accounts * Program Web page/partner Web page * Training conducted * Brochures produced/disseminated | Grantee staff involved with cooperative agreement implementation  Interim progress reports  Annual reports | In-depth interviews conducted via case study  Document review | Thematic analysis |
| 6B: How have DP11-1111 grantees worked toward increasing access to support services and educational resources? | Staff perceptions about their YBCS interventions’ impact on increasing access to support services and/or educational resources.  Other potential indicators:  Educational resources created and/or promoted:   * Workshops/trainings * Conferences * Educational materials * Online resources * E-mails/electronic mailing lists   Support services used and/or promoted:   * Patient navigation * Patient coaching * Support groups | Grantee staff involved with cooperative agreement implementation  Interim progress reports  Annual reports | In-depth interviews conducted via case study  Document review | Thematic analysis |
| 6C: How have DP11-1111 grantees worked toward increasing the utilization of support services and educational resources? | Staff perceptions about their YBCS interventions’ impact on increasing utilization of support services and/or educational resources.  Other potential indicators:  Attendance at events  Use of services (e.g., patient navigation)  Web traffic/hits on Web sites  Web behavior (e.g., items downloaded from site) | Grantee staff involved with cooperative agreement implementation  Interim progress reports  Annual reports | In-depth interviews conducted via case study  Document review | Thematic analysis |
| 6D: How have nonfunded organizations worked toward increasing awareness for the availability of support services and educational resources? | Staff perceptions about their YBCS interventions’ impact on increasing awareness for the availability of support services and/or educational resources.  Other potential indicators:  Communication channels used:   * Mass media * Social media * Print media * Interpersonal   Communication-related activities implemented:   * Facebook and Twitter accounts * Program Web page/partner Web page * Training conducted * Brochures produced/disseminated | Staff involved with program implementation | In-depth interviews conducted via case study | Thematic analysis |
| 6E: How have nonfunded organizations worked toward increasing access to support services and educational resources? | Staff perceptions about their YBCS interventions’ impact on increasing access to support services and/or educational resources.  Other potential indicators:  Educational resources created and/or promoted:   * Workshops/trainings * Conferences * Educational materials * Online resources * E-mails/electronic mailing lists   Support services used and/or promoted:   * Patient navigation * Patient coaching * Support groups | Staff involved with program implementation | In-depth interviews conducted via case study | Thematic analysis |
| 6F: How have nonfunded organizations worked toward increasing the utilization of support services and educational resources? | Staff perceptions about their YBCS interventions’ impact on increasing utilization of support services and/or educational resources.  Other potential indicators:  Attendance at events  Use of services (e.g., patient navigation)  Web traffic/hits on Web sites  Web behavior (e.g., items downloaded from site) | Staff involved with program implementation | In-depth interviews conducted via case study | Thematic analysis |
| Primary Research Question 7: How have organizations’ interventions affected knowledge, attitudes and behaviors among YBCS, health care providers, and caregivers related to the risks of breast cancer in young women? | | | | |
| 7A: How have DP11-1111 grantees’ interventions worked toward increasing knowledge among YBCS, health care providers, and caregivers? | Staff perceptions about their YBCS interventions’ impact on knowledge among YBCS, health care providers, and caregivers | Staff involved with program implementation | In-depth interviews conducted via case study | Thematic analysis |
| 7B: How have DP11-1111 grantees’ interventions worked toward improving attitudes among YBCS, health care providers, and caregivers? | Staff perceptions about their YBCS interventions’ impact on attitudes among YBCS, health care providers, and caregivers | Staff involved with program implementation | In-depth interviews conducted via case study | Thematic analysis |
| 7C: How have DP11-1111 grantees’ interventions worked toward improving behaviors among YBCS, health care providers, and caregivers? | Staff perceptions about their YBCS interventions’ impact on behaviors among YBCS, health care providers, and caregivers | Staff involved with program implementation | In-depth interviews conducted via case study | Thematic analysis |
| 7D: How have nonfunded organizations’ interventions worked toward improving knowledge among YBCS, health care providers, and caregivers? | Staff perceptions about their YBCS interventions’ impact on knowledge among YBCS, health care providers, and caregivers | Staff involved with program implementation | In-depth interviews conducted via case study | Thematic analysis |
| 7E: How have nonfunded organizations’ interventions worked toward improving attitudes among YBCS, providers, and caregivers? | Staff perceptions about their YBCS interventions’ impact on attitudes among YBCS, health care providers, and caregivers | Staff involved with program implementation | In-depth interviews conducted via case study | Thematic analysis |
| 7F: How have nonfunded organizations’ interventions worked toward improving behaviors among YBCS, providers, and caregivers? | Staff perceptions about their YBCS interventions’ impact on behaviors among YBCS, health care providers, and caregivers | Staff involved with program implementation | In-depth interviews conducted via case study | Thematic analysis |