

Case Study Framework

Research Subquestions	Indicators	Data Sources	Methodology	Analysis
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?	<ul style="list-style-type: none"> • Core components of the cooperative agreement <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Expenditures ○ Staffing/personnel ○ Amount of time ○ Data management tools/information technology (IT) ○ Partnerships • Reporting <ul style="list-style-type: none"> ○ Performance measures • Community/YBCS input 	<ul style="list-style-type: none"> • Interim progress reports • Performance monitoring data • Annual reports • Grantee staff involved with cooperative agreement • Budget narrative 	<ul style="list-style-type: none"> • Document review • Secondary data analysis • In-depth interviews conducted via case study 	<ul style="list-style-type: none"> • Thematic analysis • Descriptive statistics
1B: What does CDC's implementation of DP11-1111 programmatic activities look like?	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Grantee staff involved with cooperative agreement implementation 	<ul style="list-style-type: none"> • In-depth interviews 	<ul style="list-style-type: none"> • Thematic analysis
1C: To what extent are grantees implementing DP11-1111 programmatic activities as intended?	<ul style="list-style-type: none"> • Core components of the cooperative agreement <ul style="list-style-type: none"> ○ Program readiness ○ Needs assessment ○ Priorities based on needs assessment ○ Partnerships ○ Development of program plan ○ Implementation of program plan ○ Evaluation and monitor progress ○ Sustainability plan 	<ul style="list-style-type: none"> • Performance monitoring data • Grantee staff involved with cooperative agreement implementation 	<ul style="list-style-type: none"> • Secondary data analysis • In-depth interviews conducted via case study 	<ul style="list-style-type: none"> • Thematic analysis • Descriptive statistics

Research Subquestions	Indicators	Data Sources	Methodology	Analysis
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?	<ul style="list-style-type: none"> • Contextual factors <ul style="list-style-type: none"> ○ Costs/funding ○ Staffing/personnel ○ Amount of time ○ Program maturity/infrastructure ○ Staff capacity ○ Access to those with subject matter expertise ○ Partnerships • Organizational factors <ul style="list-style-type: none"> ○ History ○ Mission ○ Leadership • Qualities inherent to the cooperative agreement <ul style="list-style-type: none"> ○ TA received ○ Tools/resources made available ○ Access to new partners • Community/YBCS input • Phase in intervention design and implementation <ul style="list-style-type: none"> ○ New intervention ○ Expansion of pre-existing intervention 	<ul style="list-style-type: none"> • Grantee staff involved with cooperative agreement implementation • Interim progress reports • Annual reports 	<ul style="list-style-type: none"> • In-depth interviews conducted via case study • Document review 	<ul style="list-style-type: none"> • Thematic analysis
2B: What are the barriers to grantees' implementation of programmatic activities related to the cooperative agreement?	<ul style="list-style-type: none"> • Contextual factors <ul style="list-style-type: none"> ○ Costs/funding ○ Overall fiscal management ○ Ability to allocate resources and liquidate resources appropriately ○ Time ○ Staffing/personnel ○ Partnerships • Organizational factors <ul style="list-style-type: none"> ○ Program maturity/infrastructure ○ Staff capacity ○ Leadership • Qualities inherent to the cooperative agreement <ul style="list-style-type: none"> ○ TA received 	<ul style="list-style-type: none"> • Grantee staff involved with cooperative agreement implementation • Interim progress reports • Annual reports 	<ul style="list-style-type: none"> • In-depth interviews conducted via case study • Document review 	<ul style="list-style-type: none"> • Thematic analysis

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	<ul style="list-style-type: none"> ○ Tools/resources made available ○ Access to new partners • Community/YBCS input 			
2C: How have grantees used strategies to mitigate barriers associated with implementation of programmatic activities related to the cooperative agreement?	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Grantee staff involved with cooperative agreement implementation • Interim progress reports • Annual reports 	<ul style="list-style-type: none"> • In-depth interviews conducted via case study • Document review 	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • Comprehensive description of interventions delivered related to educational resources: <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> • Interim progress reports • Performance monitoring data • Annual reports • Grantee staff involved with cooperative agreement implementation • Program documents provided by site • Program activities conducted 	<ul style="list-style-type: none"> • Systematic document review • In-depth interviews conducted via case study • Site visits to observe program activities via case study 	<ul style="list-style-type: none"> • Thematic analysis
3B: How have grantees developed or implemented the use of support services within their interventions?	<ul style="list-style-type: none"> • Comprehensive description of interventions delivered related to support services: <ul style="list-style-type: none"> ○ Background of intervention ○ Goals/intended program outcomes ○ Description of activities (i.e., types) ○ Theoretical framework (if applicable) 	<ul style="list-style-type: none"> • Interim progress reports • Performance monitoring data • Annual reports • Grantee staff 	<ul style="list-style-type: none"> • Systematic document review • In-depth interviews conducted via case study 	<ul style="list-style-type: none"> • Thematic analysis

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	<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> involved with cooperative agreement implementation • Program documents provided by site • Program activities conducted 	<ul style="list-style-type: none"> • Site visits to observe program activities via case study 	
3C: What support services and educational resources do grantees perceive to be most effective in supporting YBCS?	<ul style="list-style-type: none"> • Grantees' definition of effectiveness • Perceived effectiveness of intervention: <ul style="list-style-type: none"> ○ Reach ○ YBCS satisfaction with program ○ Increase in availability, awareness, and use of services 	<ul style="list-style-type: none"> • Grantee staff involved with cooperative agreement implementation 	<ul style="list-style-type: none"> • In-depth interviews conducted via case study 	<ul style="list-style-type: none"> • Thematic analysis
3D: How have nonfunded organizations developed or implemented the use educational resources within their intervention?	<ul style="list-style-type: none"> • Comprehensive description of interventions delivered related to educational resources: <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> • Staff involved with program implementation • Program documents provided by site • Program activities conducted 	<ul style="list-style-type: none"> • Systematic document review • In-depth interviews conducted via case study • Site visits to observe program activities via case study 	<ul style="list-style-type: none"> • Thematic analysis
3E: How have nonfunded	<ul style="list-style-type: none"> • Comprehensive description of interventions 	<ul style="list-style-type: none"> • Staff involved with 	<ul style="list-style-type: none"> • Systematic 	<ul style="list-style-type: none"> • Thematic

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organizations developed or implemented the use support services within their interventions?	<p>delivered related to support services:</p> <ul style="list-style-type: none"> ○ 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 	<p>program implementation</p> <ul style="list-style-type: none"> • Program documents provided by site • Program activities conducted 	<p>document review</p> <ul style="list-style-type: none"> • In-depth interviews conducted via case study • Site visits to observe program activities via case study 	<p>analysis</p>
3F: What support services and educational resources do nonfunded organizations perceive to be most effective in supporting YBCS?	<ul style="list-style-type: none"> • Non definition of effectiveness • Perceived effectiveness of intervention: <ul style="list-style-type: none"> ○ Reach ○ YBCS satisfaction with program ○ Increase in availability, awareness, and utilization of services 	<ul style="list-style-type: none"> • Staff involved with program implementation 	<ul style="list-style-type: none"> • In-depth interviews conducted via case study 	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • Organizational factors <ul style="list-style-type: none"> ○ Organizational culture ○ Organizational structure ○ Leadership ○ Systems/work processes • Staff and personnel • Resources • Communication • Partnerships/strategic relationships • Access to subject matter expertise • Capacity 	<ul style="list-style-type: none"> • Grantee staff involved with cooperative agreement implementation 	<ul style="list-style-type: none"> • In-depth interviews conducted via case study 	<ul style="list-style-type: none"> • Thematic analysis

Research Subquestions	Indicators	Data Sources	Methodology	Analysis
	<ul style="list-style-type: none"> ○ Implementation ○ Evaluation 			
4B: What are the facilitators to grantees' implementation of support services and educational resource interventions?	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Grantee staff involved with cooperative agreement implementation • Interim progress reports • Annual reports 	<ul style="list-style-type: none"> • In-depth interviews conducted via case study 	<ul style="list-style-type: none"> • Thematic analysis
4C: What are the barriers to grantees' implementation of support services and educational resource interventions?	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Grantee staff involved with cooperative agreement implementation • Interim progress reports • Annual reports 	<ul style="list-style-type: none"> • In-depth interviews conducted via case study 	<ul style="list-style-type: none"> • Thematic analysis
4D: How have grantees used strategies to mitigate barriers related to the implementation of support services and educational resource interventions?	<ul style="list-style-type: none"> • Development of strategic partnerships • Additional funding opportunities • Training/staff capacity building • Hiring new staff • Creation of standardized protocols/guidelines 	<ul style="list-style-type: none"> • Grantee staff involved with cooperative agreement implementation • Interim progress reports • Annual reports 	<ul style="list-style-type: none"> • In-depth interviews conducted via case study 	<ul style="list-style-type: none"> • Thematic analysis
4E: What organizational	<ul style="list-style-type: none"> • Organizational factors 	<ul style="list-style-type: none"> • Staff involved with 	<ul style="list-style-type: none"> • In-depth 	<ul style="list-style-type: none"> • Thematic

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<p>elements among nonfunded organizations affect implementation of support services and educational resource interventions?</p>	<ul style="list-style-type: none"> ○ Organizational culture ○ Organizational structure ○ Leadership ○ Systems/work processes • Staff and personnel • Resources • Communication • Partnerships/strategic relationships • Access to subject matter expertise • Capacity <ul style="list-style-type: none"> ○ Implementation ○ Evaluation 	<p>program implementation</p>	<p>interviews conducted via case study</p>	<p>analysis</p>
<p>4F: What are the facilitators to nonfunded organizations' implementation of support services and educational resource interventions?</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Staff involved with program implementation 	<ul style="list-style-type: none"> • In-depth interviews conducted via case study 	<ul style="list-style-type: none"> • Thematic analysis
<p>4G: What are the barriers to nonfunded organizations' implementation of support services and educational resource interventions?</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Staff involved with program implementation 	<ul style="list-style-type: none"> • In-depth interviews conducted via case study 	<ul style="list-style-type: none"> • Thematic analysis

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4H: How have nonfunded organizations used strategies to mitigate barriers related to the implementation of support services and educational resource interventions?	<ul style="list-style-type: none"> • Development of strategic partnerships • Additional funding opportunities • Training/staff capacity building • Hiring of new staff • Creation of standardized protocols/guidelines 	<ul style="list-style-type: none"> • Staff involved with program implementation 	<ul style="list-style-type: none"> • In-depth interviews conducted via case study 	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • Staff perceptions about how the CA has contributed to organizational capacity: <ul style="list-style-type: none"> ○ Financial resources ○ Human resources ○ Management ○ Program delivery ○ Leadership ○ Partnerships/strategic relationships ○ Cooperative agreement management and administration ○ Evaluation and program monitoring ○ Measuring outcomes 	<ul style="list-style-type: none"> • Grantee staff involved with cooperative agreement implementation 	<ul style="list-style-type: none"> • In-depth interviews conducted via case study 	<ul style="list-style-type: none"> • Thematic analysis
5B: How has CDC's TA and support activities increased sustainability of grantees' support services and educational resource interventions targeting YBCS?	<ul style="list-style-type: none"> • Staff perceptions about how the Cooperative agreement has contributed to sustainability of services delivered: <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> • Grantee staff involved with cooperative agreement implementation 	<ul style="list-style-type: none"> • In-depth interviews conducted via case study 	<ul style="list-style-type: none"> • Thematic analysis
Primary Research Question 6: How have organizations' interventions affected awareness for and access to				

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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?	<ul style="list-style-type: none"> • Staff perceptions about their YBCS interventions' impact on increasing awareness for the availability of support services and/or educational resources. <p>Other potential indicators:</p> <ul style="list-style-type: none"> • Communication channels used: <ul style="list-style-type: none"> ○ Mass media ○ Social media ○ Print media ○ Interpersonal • Communication-related activities implemented: <ul style="list-style-type: none"> ○ Facebook and Twitter accounts ○ Program Web page/partner Web page ○ Training conducted ○ Brochures produced/disseminated 	<ul style="list-style-type: none"> • Grantee staff involved with cooperative agreement implementation • Interim progress reports • Annual reports 	<ul style="list-style-type: none"> • In-depth interviews conducted via case study • Document review 	<ul style="list-style-type: none"> • Thematic analysis
6B: How have DP11-1111 grantees worked toward increasing access to support services and educational resources?	<ul style="list-style-type: none"> • Staff perceptions about their YBCS interventions' impact on increasing access to support services and/or educational resources. <p>Other potential indicators:</p> <ul style="list-style-type: none"> • Educational resources created and/or promoted: <ul style="list-style-type: none"> ○ Workshops/trainings ○ Conferences ○ Educational materials ○ Online resources ○ E-mails/electronic mailing lists • Support services used and/or promoted: <ul style="list-style-type: none"> ○ Patient navigation ○ Patient coaching ○ Support groups 	<ul style="list-style-type: none"> • Grantee staff involved with cooperative agreement implementation • Interim progress reports • Annual reports 	<ul style="list-style-type: none"> • In-depth interviews conducted via case study • Document review 	<ul style="list-style-type: none"> • Thematic analysis
6C: How have DP11-1111 grantees worked toward increasing the utilization of support services and educational resources?	<ul style="list-style-type: none"> • Staff perceptions about their YBCS interventions' impact on increasing utilization of support services and/or educational resources. <p>Other potential indicators:</p> <ul style="list-style-type: none"> • Attendance at events • Use of services (e.g., patient navigation) • Web traffic/hits on Web sites • Web behavior (e.g., items downloaded from site) 	<ul style="list-style-type: none"> • Grantee staff involved with cooperative agreement implementation • Interim progress reports • Annual reports 	<ul style="list-style-type: none"> • In-depth interviews conducted via case study • Document review 	<ul style="list-style-type: none"> • Thematic analysis

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6D: How have nonfunded organizations worked toward increasing awareness for the availability of support services and educational resources?	<ul style="list-style-type: none"> • Staff perceptions about their YBCS interventions' impact on increasing awareness for the availability of support services and/or educational resources. <p>Other potential indicators:</p> <ul style="list-style-type: none"> • Communication channels used: <ul style="list-style-type: none"> ○ Mass media ○ Social media ○ Print media ○ Interpersonal • Communication-related activities implemented: <ul style="list-style-type: none"> ○ Facebook and Twitter accounts ○ Program Web page/partner Web page ○ Training conducted ○ Brochures produced/disseminated 	<ul style="list-style-type: none"> • Staff involved with program implementation 	<ul style="list-style-type: none"> • In-depth interviews conducted via case study 	<ul style="list-style-type: none"> • Thematic analysis
6E: How have nonfunded organizations worked toward increasing access to support services and educational resources?	<ul style="list-style-type: none"> • Staff perceptions about their YBCS interventions' impact on increasing access to support services and/or educational resources. <p>Other potential indicators:</p> <ul style="list-style-type: none"> • Educational resources created and/or promoted: <ul style="list-style-type: none"> ○ Workshops/trainings ○ Conferences ○ Educational materials ○ Online resources ○ E-mails/electronic mailing lists • Support services used and/or promoted: <ul style="list-style-type: none"> ○ Patient navigation ○ Patient coaching ○ Support groups 	<ul style="list-style-type: none"> • Staff involved with program implementation 	<ul style="list-style-type: none"> • In-depth interviews conducted via case study 	<ul style="list-style-type: none"> • Thematic analysis
6F: How have nonfunded organizations worked toward increasing the utilization of support services and educational resources?	<ul style="list-style-type: none"> • Staff perceptions about their YBCS interventions' impact on increasing utilization of support services and/or educational resources. <p>Other potential indicators:</p> <ul style="list-style-type: none"> • Attendance at events • Use of services (e.g., patient navigation) • Web traffic/hits on Web sites • Web behavior (e.g., items downloaded from site) 	<ul style="list-style-type: none"> • Staff involved with program implementation 	<ul style="list-style-type: none"> • In-depth interviews conducted via case study 	<ul style="list-style-type: none"> • Thematic analysis

Primary Research Question 7: How have organizations' interventions affected knowledge, attitudes and

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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?	<ul style="list-style-type: none"> Staff perceptions about their YBCS interventions' impact on knowledge among YBCS, health care providers, and caregivers 	<ul style="list-style-type: none"> Staff involved with program implementation 	<ul style="list-style-type: none"> In-depth interviews conducted via case study 	<ul style="list-style-type: none"> Thematic analysis
7B: How have DP11-1111 grantees' interventions worked toward improving attitudes among YBCS, health care providers, and caregivers?	<ul style="list-style-type: none"> Staff perceptions about their YBCS interventions' impact on attitudes among YBCS, health care providers, and caregivers 	<ul style="list-style-type: none"> Staff involved with program implementation 	<ul style="list-style-type: none"> In-depth interviews conducted via case study 	<ul style="list-style-type: none"> Thematic analysis
7C: How have DP11-1111 grantees' interventions worked toward improving behaviors among YBCS, health care providers, and caregivers?	<ul style="list-style-type: none"> Staff perceptions about their YBCS interventions' impact on behaviors among YBCS, health care providers, and caregivers 	<ul style="list-style-type: none"> Staff involved with program implementation 	<ul style="list-style-type: none"> In-depth interviews conducted via case study 	<ul style="list-style-type: none"> Thematic analysis
7D: How have nonfunded organizations' interventions worked toward improving knowledge among YBCS, health care providers, and caregivers?	<ul style="list-style-type: none"> Staff perceptions about their YBCS interventions' impact on knowledge among YBCS, health care providers, and caregivers 	<ul style="list-style-type: none"> Staff involved with program implementation 	<ul style="list-style-type: none"> In-depth interviews conducted via case study 	<ul style="list-style-type: none"> Thematic analysis
7E: How have nonfunded organizations' interventions worked toward improving attitudes among YBCS,	<ul style="list-style-type: none"> Staff perceptions about their YBCS interventions' impact on attitudes among YBCS, health care providers, and caregivers 	<ul style="list-style-type: none"> Staff involved with program implementation 	<ul style="list-style-type: none"> In-depth interviews conducted via case study 	<ul style="list-style-type: none"> Thematic analysis

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providers, and caregivers?				
7F: How have nonfunded organizations' interventions worked toward improving behaviors among YBCS, providers, and caregivers?	<ul style="list-style-type: none"> Staff perceptions about their YBCS interventions' impact on behaviors among YBCS, health care providers, and caregivers 	<ul style="list-style-type: none"> Staff involved with program implementation 	<ul style="list-style-type: none"> In-depth interviews conducted via case study 	<ul style="list-style-type: none"> Thematic analysis