INSTRUMENT #7

MASTER LIST OF TOPICS FOR STAFF INTERVIEWS

**PREP IN-DEPTH IMPLEMENTATION STUDY
MASTER LIST OF TOPICS FOR STAFF INTERVIEWS**

The PREP In-Depth Implementation Study will include two site visits where we interview: (1) state staff, (2) subawardee staff,[1] (3) partners and stakeholders, and (4) program facilitators and front-line staff. Interviews will be conducted either one-on-one or in small groups, depending on staffing structure, roles, and the number of individuals in a role.

Below is a list of topics we will cover. The list of topics is divided into seven sub-topics. The first five subtopics focus on implementation inputs; the last two subtopics focus on implementation outputs. The topics that we expect to address only in the first visit are followed by an asterisk (*); topics that we expect to address only in the second visit are followed by a plus sign (+). We will address all other topics during the first visit and update them during the second visit.

Introductory Script

Thank you for agreeing to meet with us. As you know, we are from Mathematica Policy Research. We are part of an independent research team, funded by the U.S. Department of Health and Human Services' Administration for Children and Families (ACF), to study the Personal Responsibility Education Program, also known as PREP. Your organization was selected for the study because it receives funding from the PREP program to administer [NAME OF PROGRAM], through a grant received by [NAME OF STATE DEPT ADMINISTERING PREP FUNDS] from the Administration for Children and Families.

The purpose of our discussion today is to learn more about your experiences working with [NAME OF PROGRAM]. Your point of view as a [EXECUTIVE DIRECTOR/DIRECTOR/ SUPERVISOR/KEY STAFF] is extremely valuable. The interview should last about 60 minutes.

The notes from this discussion will not be shared with anyone beyond the research team. Your responses will be kept private and used only for research purposes. Information from this conversation will be combined with information from other discussions with similar individuals to help provide a general portrait of your PREP-funded program.

Information based on these discussions will be reported in aggregate to help document how your PREP-funded program is designed and implemented; to understand the context in which key teen pregnancy prevention and adulthood preparation outcomes are supported through your program; and

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[1] Subawardee refers to organizations receiving state PREP grants to implement a PREP program locally.

to explore associations between the implementation of your program and program outcomes and impacts.

Please keep in mind:

- There are no right or wrong answers to these questions. Our questions are designed to collect information about and gain an understanding of your organization, [NAME OF PREP PROGRAM], and PREP.

- Your participation in this conversation is completely voluntary.

- You do not need to answer any questions you do not wish to answer during our discussion today.

I. PROGRAM CONTEXT

- Problem addressed by the program being implemented

Community Attitudes

- Attitudes toward teen pregnancy prevention in the larger community
- Previous initiatives to reduce teen pregnancy in the community*
    - o Approaches used
    - o Success
    - o Reasons why/why not

Counterfactual

- Other programming targeting same/similar subjects or youth population(s)
    - o Name, topics, similarities and differences, types and numbers of youth served, outreach and enrollment methods
- School-based comprehensive sex education and similar programs/classes
- Number and participation of youth in both PREP and other community/school-based programs
- Number and participation of control group youth in programs similar to PREP

II. PLANNED INTERVENTION

Core Components

- Name of evidence-based program and how chosen*
- Core components/activities targeting youth*
    - o Elements added, timeline, session number/frequency/duration, staffing, content, abstinence, contraception, materials*
- Program components/services/activities targeting adults/parents*
    - o Timeline, session number/frequency/duration, staffing, content, materials*

- Program components/services/activities targeting larger community*
    - o Timeline, session number/frequency/duration, staffing, content, materials*

Core Components of Planned Adulthood Preparation Subjects

- Name of primary/supplemental adulthood preparation subjects and how chosen*
- Adulthood preparation-related activities*
    - o Timeline, session number/frequency/duration, staffing, content*

Mandatory or Voluntary

- Mandatory/voluntary program*
    - o Consequences of non-attendance, opt-out by youth/parent*

Planned Adaptations

- Planned curricular changes and reasons for changes*

Unplanned Adaptations

- Unplanned program changes early in implementation and reasons for changes*

Target Outcomes/Theory of Change

- Primary goals*
    - o Program activities contribution to goals/Links between program activities/services and goals*
- Primary program message to youth, adults, community*
- Expected outcomes*
    - o Key program features contributing to outcomes*

Planned Staffing

- Number of facilitators*
    - o Types of facilitators*
    - o Facilitator qualifications*
- Existing staff program roles*
- Role of volunteers*
- Staff recruitment strategies*
- Hiring challenges*
- Staff retention challenges+

Target Population*

- Target population*
    - o Prevalent risk factors/risk behaviors related to teen pregnancy *
    - o Prevalent strengths/protective factors*
    - o Youth needs that must be addressed to meet program goals*
    - o Challenges to addressing youth needs*

  o Parental involvement*
  o Differences between target youth and those in larger community*

Participant Eligibility and Recruitment

- Recruitment strategies and challenges*
- Eligibility determination and challenges*
- Target groups with specific characteristics or in specific circumstances*
- Numbers of youth in the communities served and in target population(s)*

III. IMPLEMENTING ORGANIZATION

Staff Attitudes toward PREP Program

- Program topics staff like/dislike
- Program activities staff like/dislike
- Staff receptiveness to innovation/change

Experience

- Experience working with youth*
- Experience working with teen pregnancy prevention/youth sexual and reproductive health*
- Experience working with adulthood preparation subjects*
- New staff experience+

Program Champions*

- Leaders focused on innovation and improvement*
- Types and roles of leaders advocating for PREP program*

Distal Program Advocates

- Management and staff collaboration, communication, shared decision-making

Decision-Making

- Type/level of decision-makers
- Joint decision-making processes
- Role of advisory/oversight committees/boards

Organizational Climate

- Staff level of effort behind PREP program
  o Management, administrators, supervisors, facilitators, others

Policies that Affect Program Implementation

- State/county/agency policies that support/hinder PREP implementation

Structural Barriers

- Staff workload/pressure
- Supports for staff to address workload/pressure

Adequacy and Sources of Resources

- Adequacy   of financial/supervisory/data/training/facilities/staff/qualifications resources

IV. OTHER ORGANIZATIONS

- Existence/role of national/state/regional sponsoring/oversight organizations*

Community Coordination and Partners

- Community partners implementing/providing services*
- Schools/districts implementing/providing services*
- Resources from other agencies*
- Referrals*
- Agreements and MOUs with community partners*
- Challenges with partners*
- New implementing and service provision partners/referrals/MOUs+

V. IMPLEMENTATION SYSTEM

Administrative and Supervisory Supports and Feedback

- Ongoing supervisory implementation support/feedback
- Supervisory/coaching feedback on facilitator skills
- External support/observation/feedback

Program Training and Technical Assistance

- Approaches to staff training*
- Required pre-service/in-service training*
    - o Training provider*
    - o Training content/frequency/duration*
    - o Follow up training
    - o New facilitator training
- Available voluntary training(s)*
- Format/topics/frequency of technical assistance
- Views of training quality
- Certification requirements*

State PREP Agency Support

- Role of state agency responsible for PREP*

Communications Systems

- Communication protocols/pathways
- Format and frequency of communication between program/state agency/local agency/provider organization/stakeholders

Plans for Evaluation and Monitoring

- Monitoring/evaluation procedures and methods*
    - o Outcome measurement
    - o Staff satisfaction
    - o Participant satisfaction
    - o Performance measurement/measurement of implementation fidelity
    - o Quality assessments
- State/federal-required performance measurement*
- Data collection on program implementation, service receipt/dosage, or service quality*
    - o Attendance
    - o Referrals
    - o Length and frequency of program sessions
- Changes to monitoring/evaluation/data collection procedures+
- Data uses

Data Systems and Monitoring

- Program performance assessment system*
    - o Data collection and reporting system
    - o Internal assessment
    - o Process/outcomes data collection
    - o Analysis and use of data
    - o Data reporting to practitioners/supervisors/coaches
    - o Data uses (staff coaching/program improvement/external systems)
- Changes to performance assessment systems+

Referrals

- Types of referrals to other programs or services
- Referral process and uptake
- Referral follow up

VI. PROGRAM PARTICIPANTS+

- Enrolled/participating youth+
    - o Cultural or ethnic backgrounds+
    - o LGBT+
    - o Target groups with specific characteristics or in specific circumstances]+
- Risk factors and strengths/protective factors of youth participants+
- Challenges to reducing youth risk behaviors+
- Youth involved in program implementation+

VII. IMPLEMENTATION OUTPUTS+

Program Implementation/Activities+

- Implemented program elements/activities+
- Implementation fidelity of activities for youth/adults/community+
    - o Deviations from planned timeline, session number/frequency/duration, staffing, activities, content, program materials+
- Strengths/weaknesses of program, components, and materials+
- Implementation successes, challenges, corrective actions+

Adulthood Preparation Subjects+

- Implemented adulthood preparation subjects and activities+
    - o Deviations from planned timeline, session number/frequency/duration, staffing, activities, content, program materials+

Other Topics/Activities+

- Additional activities/services referrals implemented+
    - o Timeline, session number/frequency/duration, staffing, activities, content, program materials+