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## Tier 2 Innovation and Impact Network grantee technical assistance needs assessment survey

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Tier 2 Innovation and Impact Network grantee technical assistance needs assessment survey

## **INTRODUCTION AND INSTRUCTIONS**

Your input is needed to understand the types of technical assistance you and your team (including network partners) desire. This survey asks questions about your needs related to (1) the Explore and Develop phase, (2) the Test and Refine Phase, (3) the Evaluate phase, (4) Dissemination, and (5) general issues related to study design, data collection and analytic methods. **The survey should take about 10 minutes to complete. We would ask that the program lead and evaluation lead each respond separately – therefore, each grantee should have a total of two individuals separately complete the survey. Please submit your completed survey by {DATE}.**

## **PRIVACY**

The information you provide will only be seen by your project officer and the evaluation technical assistance team.

Please give your most honest and complete answers so that the evaluation technical assistance team can tailor the technical assistance you will receive to the extent possible.

If you have a comment or a question about the survey or would like to clarify or amend an answer in any way, we have included a space at the end of the survey where you can record your additional thoughts or comments.

Thank you for your participation!

## GENERAL INSTRUCTIONS

Please mark all answers within the white boxes provided. Please read each question carefully.

We are interested in providing or facilitating technical assistance on topics of interest related to evaluation activities that you will be engaging in as part of your grant and as you look to the future. For each topic, please let us know the degree to which you are interested or feel you might need evaluation technical assistance. Evaluation technical assistance is intended to encompass measurement, data collection, analysis, and reporting of research findings around a given topic. We've organized the TA topics into their potential phases, but we recognize that some of these activities may occur in different phases for different grantees or interventions, or occur in multiple phases.

Name:

Email address:

Grantee Name: [Note: this will be a drop down box with the thirteen grantees]

Role: Program lead  or Evaluation lead

Topic	No interest or need	Limited interest or need	Some interest or need	Strong interest or need
<b>I. EXPLORE AND DEVELOP</b>				
a. <b>Determining need and demand for a program, component, strategy or policy</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <b>Assessing the acceptability and feasibility of implementing a particular program, component, strategy or policy</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <b>Creating an initial logic model that links intervention to outcomes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. <b>Understanding the role of human-centered design in supporting improvement and refinement</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. <b>Measuring program costs</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. Documenting readiness for “test and refine” stage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Disseminating information learned when developing and selecting interventions and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II. TEST AND REFINE</b>				
a. Performing continuous quality improvement (i.e., identifying problems with implementation, implementing solutions, reviewing progress) using methods such as Learn, Innovate, Improve (LI <sup>2</sup> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. More in-depth presentation of the Learn, Innovate, Improve (LI <sup>2</sup> ) process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Detailed example of how LI <sup>2</sup> was used to develop and refine a curriculum as part of a formative evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Using data to identify a problem with the implementation process (LEARN stage of LI <sup>2</sup> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Creating a roadmap for change around the problem identified in the LEARN stage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Innovating and consulting extant literature to identify solutions to problems (INNOVATE stage of LI <sup>2</sup> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Creating measures of process,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

collecting data, and analyzing those data to identify promising innovative solutions (IMPROVE stage of LI <sup>2</sup> )				
h. Disseminating lessons learned from improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Documenting readiness for "Evaluate" stage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>III. EVALUATE</b>				
<i>Planning and implementing a pilot study</i>				
a. Measuring aspects of implementation and outcomes in logic model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Developing and piloting surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Developing tracking systems to monitor enrollment and participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Developing qualitative data collection tools such as observational tools, focus group or interview protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Navigating the Institutional Review Board (IRB) approval process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Obtaining parental consent and youth assent for data collection associated with the evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Analyzing program implementation, outputs, and/or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>outcomes data</b>				
h. <b>Comparing program implementation across settings</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. <b>Conducting and disseminating findings from pre-post analyses</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><i>Planning an impact evaluation</i></b>				
j. <b>Assessing feasibility of an impact evaluation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. <b>Designing an impact evaluation (randomized controlled trial or quasi-experimental design)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. <b>Selecting an evaluator for an impact evaluation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. <b>Developing clear and realistic research questions for an impact evaluation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. <b>Incorporating stakeholder voice in the design of an impact evaluation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV. ADDITIONAL TOPICS</b>				
a. <b>Developing an ongoing communication and dissemination plan to raise awareness among youth, families, and key stakeholders</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <b>Conducting a network analysis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <b>Conducting a systems level</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>evaluation</b>				
d. <b>Conducting a components analysis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. <b>Conducting an economic analysis</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other topics of interest

Please let us know of any data or evaluation-related topics of interest not covered above or expand upon the topics above to be more specific about what you would like help with.

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