

INSTRUMENT 2: ADMINISTRATOR, STAFF, AND PARTNER TOPIC GUIDE

THE PAPERWORK REDUCTION ACT OF 1995

This collection of information is voluntary and will be used to provide the Administration for Children and Families with information to help refine and guide SRAE program development. Public reporting burden for the collection of information is estimated to average 50 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number and expiration date for this collection are **OMB #: XXXX-XXXX, Exp: XX/XX/20XX**. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Jennifer Walzer at jwalzer@mathematica-mpr.com.

MODERATOR NOTE: Based on the specific study and its research questions, use this topic guide to identify relevant topics that then will be tailored for the study. To do this, first, identify topics where we have not already collected information. Then, use the identified topics to develop study-specific questions for interviews.

This guide includes topics that may be relevant for a range of staff and partner roles, including:

- *Program leaders and administrators: Individuals responsible for the overall direction and management of the program with a high-level understanding of the program's mission.*
- *Facilitators or other frontline staff: Staff responsible for serving youth and families enrolled in the program. Often these staff are responsible for delivering the SRAE program.*
- *Partners: Staff at organizations that work with the grant recipient to facilitate implementation of the SRAE program through youth recruitment or program delivery.*

Before beginning the protocol, confirm that the respondent has completed the separate consent form.

INTRODUCTION

Moderator and co-moderator introductions

Thank you for taking the time to speak with us today. We are from Mathematica, an independent research firm, and we are here to learn about your experience with the project that took place at the [name of site] where the [program name] was implemented. My name is [name].

Explanation of project and purpose of discussion

We are speaking today on behalf of the Sexual Risk Avoidance Education National Evaluation, which we refer to as "SRAENE". SRAENE is a study sponsored by the Administration for Children and Families within the U.S. Department of Health and Human Services.

The goal of this project is to learn more about the SRAE programming providers deliver to youth. [Program name] is a sexual risk avoidance program.

Grant recipient program staff only: We will be speaking today about your experiences delivering [program name], including whether the program was implemented as planned, the extent to which you think the program meets the needs of youth, and the process for recruiting and enrolling youth into the program and evaluation.

Partner staff only: We will be speaking today about your experiences hosting the project at the [insert name of site], what went well, what was challenging, and what you would change if [program name] were to be implemented moving forward.

Do you have any questions before we get started?

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A. Topics to cover in interviews

Construct	Topic
What are the characteristics of youth who receive the SRAE programming?	
Youth characteristics	- Description of youth who participate in the SRAE program. - Description of the needs and protective factors of youth who participate in the SRAE program.
Eligibility requirements	Criteria for youth to be selected for and invited to participate in SRAE program.
What are the components of the planned SRAE programming? Are the program components implemented consistently and with fidelity?	
SRAE program description	- Description of SRAE program, including any named curriculum and other services, resources, or experiences the program includes. - Frequency, format, length, location, and timing of SRAE program. - How and why provider selected the curriculum and other program offerings.
Curriculum and activity adaptations	- Whether provider adapts curriculum content, activities, or facilitation strategies for the SRAE program. - How and why provider adapts curriculum content, activities, or facilitation strategies, if they do so. - Adaptations or improvements staff would recommend to further improve the SRAE program (for example, changes to make it more relevant, helpful, or engaging for youth).
Communication around goals, expectations, and implementation plans	Staff responsible for ensuring SRAE program is implemented as planned.
Fidelity to implementation plans and curriculum as written	- Plan for providing content, activities, or facilitation strategies specified in SRAE program (for the entire program or specific components or strategies). - Process for tracking whether facilitator delivers content, activities, or program components and uses intended strategies. - Extent to which actual SRAE program implementation aligns with planned program implementation.
To what extent are youth engaged in the SRAE programming? How do youth experience the program content and activities?	
Relevance of SRAE content, lessons,	- Whether the SRAE program is relevant for youth. - Description of content and activities that are the most and least relevant.

Construct	Topic
activities, or program components	Whether the SRAE program meets the needs of youth.
Program attendance and completion	- Attendance requirements, and whether attendance varies across SRAE program sessions and potential contributors to variation. - Challenges youth experience with attending the SRAE program.
Youth engagement	- Whether youth are engaged in the SRAE program, and whether youth vary in their engagement by content or activities. - Topics or activities youth find most/least helpful or interesting. - Strategies facilitators use to engage youth in the SRAE program and build rapport with youth.
Facilitator – youth relationship	- Extent to which facilitators feel connected to the youth. - Strategies facilitators use to establish a relationship with youth.
SRAE program satisfaction	- Extent to which facilitators think youth enjoyed the program. - Program components or activities facilitators think youth seem to respond to the most - Program components or activities facilitators think youth seem to respond to the least - Suggestions of how to improve the program or make it better.
What successes and challenges do program staff experience delivering the SRAE program and its specific components?	
Challenges and barriers for program delivery and strategies to address them	Challenges and barriers to implementing SRAE programming as planned and how staff have addressed them.
Successes and promising practices for program delivery	- Successes or things that have gone particularly well with program. implementation, including specific program components. - Successes related to ensuring program meets the needs of youth. - Promising practices that would be helpful to share with other staff or organizations working with youth who might experience similar challenges or barriers. - Lessons learned from program implementation that could inform future implementation.
What partnerships do providers rely upon to deliver SRAE programming? What successes and challenges do programs experience when working with partners?	
Partnership types and roles and responsibilities	- Types of organizations program providers form partnerships with, and rationale for partnerships. - Roles and responsibilities of each partner.
How are staff responsible for SRAE program delivery identified and trained? What ongoing support do they receive?	
Staff background	Staff roles and responsibilities related to SRAE program delivery.

Construct	Topic
and experience	• Length of time in position. • Prior experience implementing sexual risk avoidance education and adolescent pregnancy prevention programming and working with youth. • Other experience relevant to the SRAE program.
Staff training and support	• Types of training and support staff receive. • Extent to which staff are satisfied with training.
Successes and challenges related to staffing	• Successes or things that have gone well for staff involved in programming, and contributors to these successes. • Challenges and barriers staff face implementing programming with youth in different settings, and how staff have addressed them.