QUO VADIS: USING ADMINISTRATIVE DATA TO ILLUMINATE PATHWAYS FOR TODAY'S YOUTH LEADERS

2024WARD: Building Brighter Futures for Today's Youth Leaders

U.S. Department of Health and Human Services, Administration for Children, Youth and Families (ACYF), Family and Youth Services Bureau (FYSB) Adolescent Pregnancy Prevention Program Grantee Conference

6/25/24
2:00 PM - 3:15 PM PT

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OUR GSU PREP EVAL TEAM

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WHO'S IN THE HOUSE?

Scan the QR code or use the link to tell us who is participating in the workshop today?

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Today's Agenda

- Discuss the use of longitudinal administrative data for identifying program improvements, innovations, and corrective actions

- Demonstrate how administrative data have been used to support continuous quality improvements and the achievement of the programs' specific goals and objectives

- Identify ways to derive meaningful outcomes that can demonstrate the effectiveness of a state Personal Responsibility Education Program using administrative program data

WHAT DO YOU WANT TO GET OUT OF THIS SESSION?

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Use the QR Code or the link to share your goals for this session.

What are Administrative data?

Discuss the use of longitudinal administrative data for identifying program improvements, innovations, and corrective actions.

DEFINITIONS OF ADMINISTRATIVE DATA

Using the material provided state how you define administrative data

WHAT ARE ADMINISTRATIVE DATA?

➤ "Administrative data refer to information created when people interact with public services, such as schools … the courts, or the benefits system. These data are collected and collated by government agencies or other organizations for non-statistical reasons" (Administrative Data Research UK, 2024)

➤ Administrative data in adolescent pregnancy prevention programs refer to information collected during the administration of these programs. These data are not primarily gathered for statistical purposes but serve various administrative and management functions and are the output of administering a program

WHAT ARE SOME TYPES OF ADMINISTRATIVE DATA YOU COLLECT FOR YOUR PROGRAM?

In small groups, share and discuss some of your examples of administrative data in your work.

HOW IS YOUR PROGRAM USING THE DATA COLLECTED?

EXAMPLES OF ADMINISTRATIVE DATA

Administrative Data In APPs

Grantee Information: Details about organizations implementing effective TPP programs.

Funding Allocations: Information on financial resources allocated to different programs.

Program Implementation Reports: Data related to program activities, outreach efforts, and community engagement.

Evaluation Activities: Records of program evaluations and outcomes.

Registration Records.: Participant enrollment, demographic, and contact information.

Cohort Meeting Schedules: Information about class meeting locations and dates and instructional times.

Training and Technical Assistance Data: Training records and logs of technical assistance requests.

Attendance Records: Data on participant attendance to program activities and events.

Overview of GA-PREP Program

Support personal responsibility education programs

Replicate effective evidence-based program models proven to change behavior

Promote sexual activity delay and other pregnancy methods among teens

Background of the GA PREP Statewide Evaluation

- Sustained since 2012

- Uses a mixed-method design With process and outcome components

- Assesses (1) how and to what extent to which Georgia PREP operates with fidelity and (2) the extent to which it achieves its goals as defined below:

  ➢ 80% of youth will report increased intention to abstain from sexual intercourse

  ➢ 80% of youth will report increased intention to use condoms/contraceptives

  ➢ 80% of sexually inactive youth will report increased intent to delay initiation of sex

  ➢ 80% of youth will report increase to form healthy, positive relationship

ADMINISTRATIVE DATA IN THE GA-PREP STATEWIDE EVALUATION

Participant Registration Forms

Session Logs

Monthly Programmatic Reports (MPR)

Vital Statistics

Subcontract Records

PURPOSE AND USES OF ADMINISTRATIVE DATA IN GA-PREP
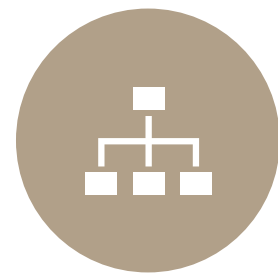
Monitor implementation progress

Document activities

Assess training and technical assistance needs

Track barriers and organizational issues

Describe program implementation context (e.g., organizational changes)

Identify achievements

Share lessons learned

GROUP ACTIVITY

IDENTIFY AND PLACE ON THE STICKY BOARD THE WAYS YOU HAVE USED THE ADMINISTRATIVE DATA THE MEMBERS OF YOUR TEAM HAVE COLLECTED

SPEAK TO THE WAYS YOU HAVE USED THE DATA

SPEAK TO HOW THEY WERE EITHER SUCCESSFUL AND OR CHALLENGING?

REPORT BACK TO THE BIG GROUP WHAT YOU HAVE FOUND TO BE EITHER SUCCESSFUL AND OR CHALLENGING

APPLIED USES OF ADMINISTRATIVE DATA IN THE EVALUATION OF GA-PREP

Demonstrate how administrative data have been used to support continuous quality improvements and the achievement of the programs' specific goals and objectives

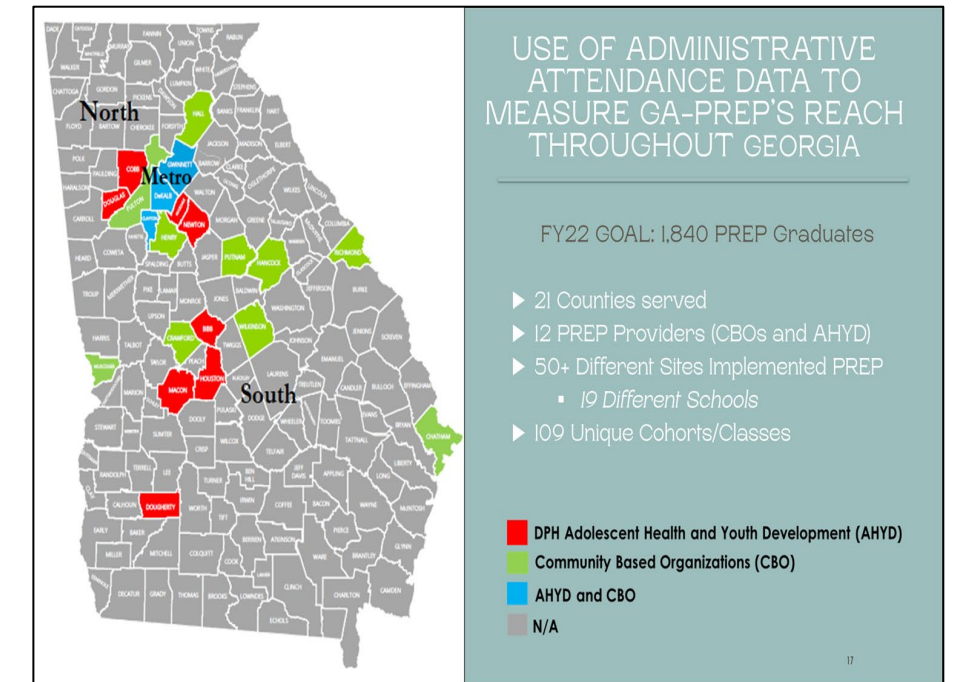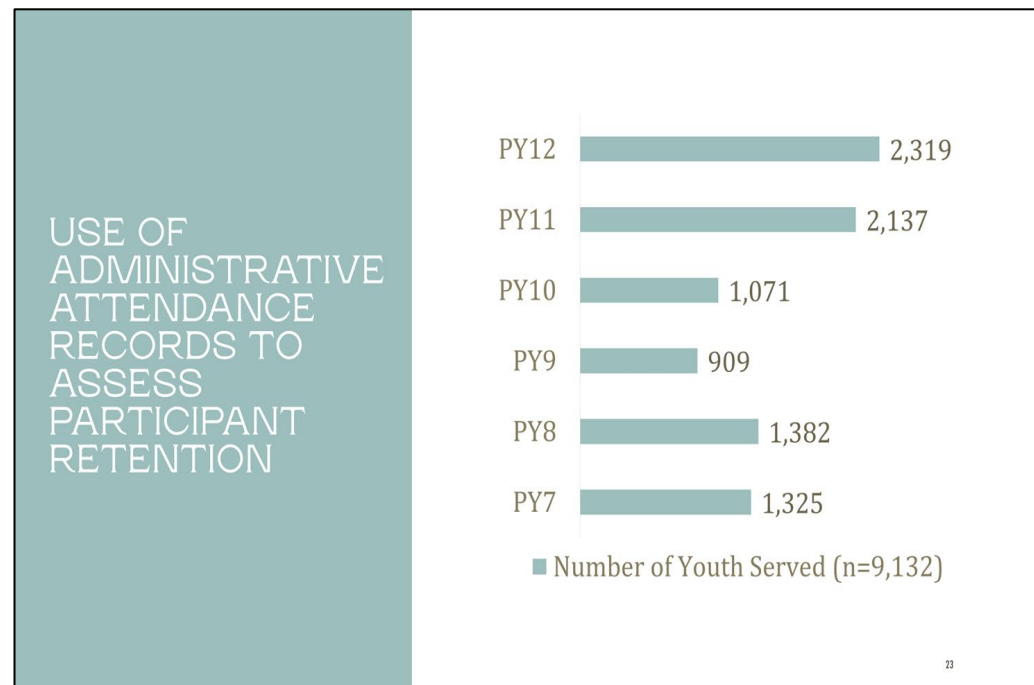# APPLIED USES OF ADMINISTRATIVE DATA IN THE EVALUATION OF GA-PREP

USE OF SESSION LOGS TO TRACK IMPLEMENTATION FIDELITY

Types of Instructional Modifications
- Exclusion of select portions of curricula due to a lack of time
- Exclusion of select portions of curricula due to bans on content related to minority sexual identifies

Session Logs (n=1,135)	#	%	#	%	#	%
Time of session was sufficient	Not enough time		Almost enough		Enough time	
	43	4%	25	2%	1,065	94%
All items for session were taught	No Data		Didn't teach everything		Taught everything	
	2	0%	83	7%	1,050	93%
Instructional adaptations were made	No Data		Made adaptations		No adaptations	
	2	0%	6	1%	1,127	99%

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USE OF ADMINISTRATIVE ATTENDANCE RECORDS TO ASSESS PARTICIPANT RETENTION

Period	Value
PY12	2,319
PY11	2,137
PY10	1,071
PY9	909
PY8	1,382
PY7	1,325

■ Number of Youth Served (n=9,132)

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USE OF ADMINISTRATIVE ATTENDANCE DATA TO MEASURE GA-PREP'S REACH THROUGHOUT GEORGIA

North
Metro
South

FY22 GOAL: 1,840 PREP Graduates

- 21 Counties served
- 12 PREP Providers (CBOs and AHYD)
- 50+ Different Sites Implemented PREP
  - 19 Different Schools
- 109 Unique Cohorts/Classes

■ DPH Adolescent Health and Youth Development (AHYD)
■ Community Based Organizations (CBO)
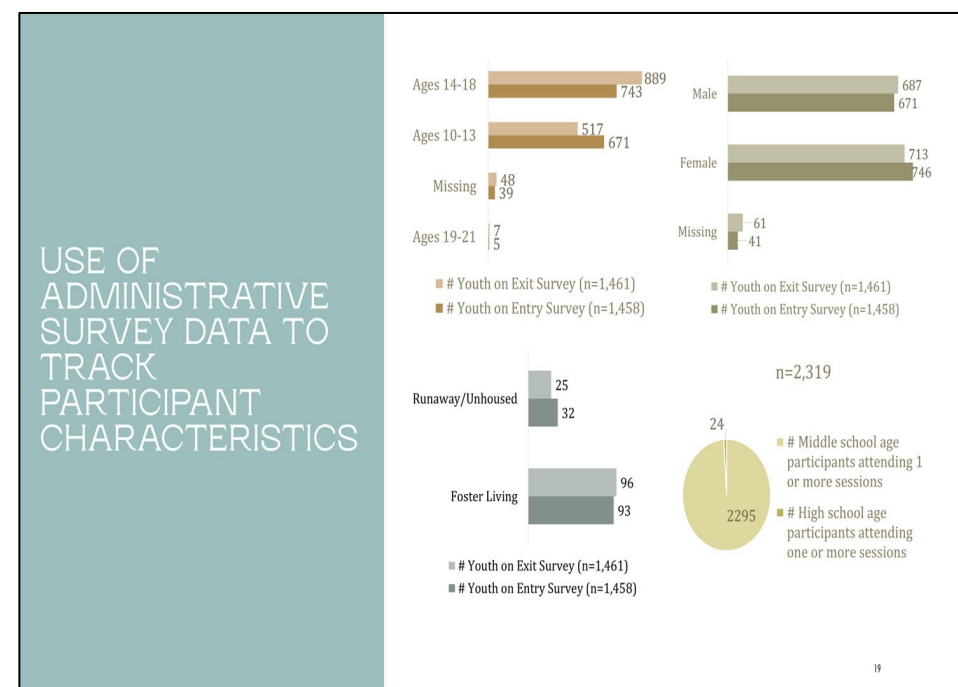■ AHYD and CBO
■ N/A

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USE OF SESSION LOGS TO TRACK IMPLEMENTATION PROGRESS

- 2,319 youth participants received Georgia PREP programming
- 124 distinct cohorts were implemented
- 1,241 instructional sessions/lessons taught
- 2 to 24 instructional sessions taught per cohort
- 40-300 minutes of instruction provided per session
- On average, 10 sessions lasting 84 minute-long per cohort

Currently, there are 3 Health Educators in total implemented across nine cohorts. – PY12 MPR

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USE OF ADMINISTRATIVE SURVEY DATA TO TRACK PARTICIPANT CHARACTERISTICS

Ages 14-18: 889 / 743
Ages 10-13: 517 / 671
Missing: 48 / 39
Ages 19-21: 7 / 5

Male: 687 / 671
Female: 713 / 746
Missing: 61 / 41

■ # Youth on Exit Survey (n=1,461)
■ # Youth on Entry Survey (n=1,458)

Runaway/Unhoused: 25 / 32
Foster Living: 96 / 93

■ # Youth on Exit Survey (n=1,461)
■ # Youth on Entry Survey (n=1,458)

n=2,319
24 ■ # Middle school age participants attending 1 or more sessions
2295 ■ # High school age participants attending one or more sessions

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USE OF MONTHLY PROGRESS REPORTS TO UNDERSTAND NON-INSTRUCTIONAL ACTIVITIES TO SUPPORT DEVELOP OF YOUTH PROTECTIVE FACTORS

This month was very busy with mental health referrals. Six female and six male students, a total of 12, received supportive services to identify and cope with anger, depression, anxiety, and poor concentration. These students will continue receiving supportive services via school counselor recommendations and voluntary parental consent. Additionally, [the facilitator] continues to introduce these students to the teen center as their safe space to come as an additional support and resource. – PY12 MPR
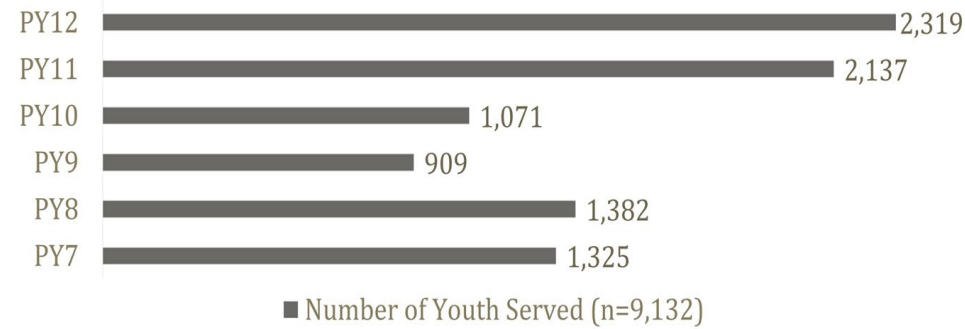
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USE OF MONTHLY PROGRESS REPORTS TO UNDERSTAND NON-INSTRUCTIONAL ACTIVITIES TO SUPPORT DEVELOP OF YOUTH PROTECTIVE FACTORS

This month's referrals were from students whose present concerns were mostly suicidal ideations, grief due to loss, lack of motivation, and fighting. This # of referrals continues to increase as AHYD has noticed an influx in fighting outbreaks and school threats. AHYD and Apex/Viewpoint health continue to team up to identify students who are receiving risk reduction curriculum, youth development opportunities, and case management services via the teen center staff. – PY12 MPR
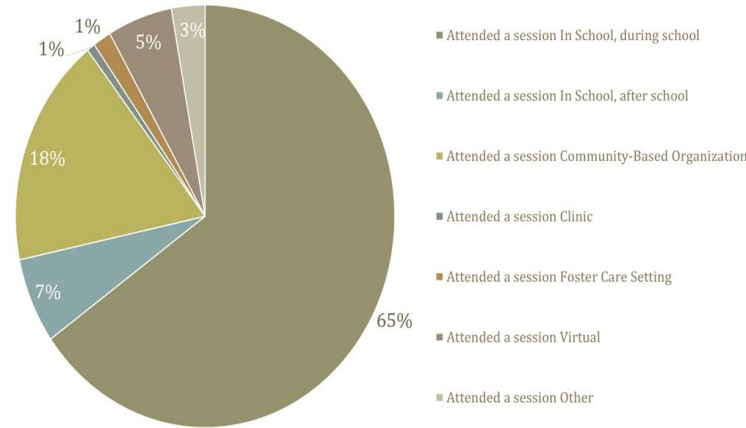
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APPLIED USES OF ADMINISTRATIVE DATA IN THE EVALUATION OF GA-PREP

Chart 1

PY12 — 2,319
PY11 — 2,137
PY10 — 1,071
PY9 — 909
PY8 — 1,382
PY7 — 1,325

■ Number of Youth Served (n=9,132)

USE OF ADMINISTRATIVE REGISTRATION DATA TO ASSESS TRENDS IN GA-PREP REACH ACROSS PROGRAM YEARS

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Chart 2

Percentage of Youth Attending 1 or More Georgia PREP Sessions (n=2,319)

65%
18%
7%
1%
1%
5%
3%

- Attended a session In School, during school
- Attended a session In School, after school
- Attended a session Community-Based Organization
- Attended a session Clinic
- Attended a session Foster Care Setting
- Attended a session Virtual
- Attended a session Other

USE OF ADMINISTRATIVE ATTENDANCE DATA TO TRACK PARTICIPANT ENGAGEMENT

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Table 1

Exit Survey (n=1,458)	All of the time		Most of the time	
	#	%	#	%
Interested in program sessions/classes	573	41%	431	31%
Felt material was clear	760	56%	380	28%
Discussions/activities helped learn lessons	767	56%	364	27%
Chance to ask questions about topics/issues	768	56%	292	21%
Felt respected as a person	898	65%	271	20%

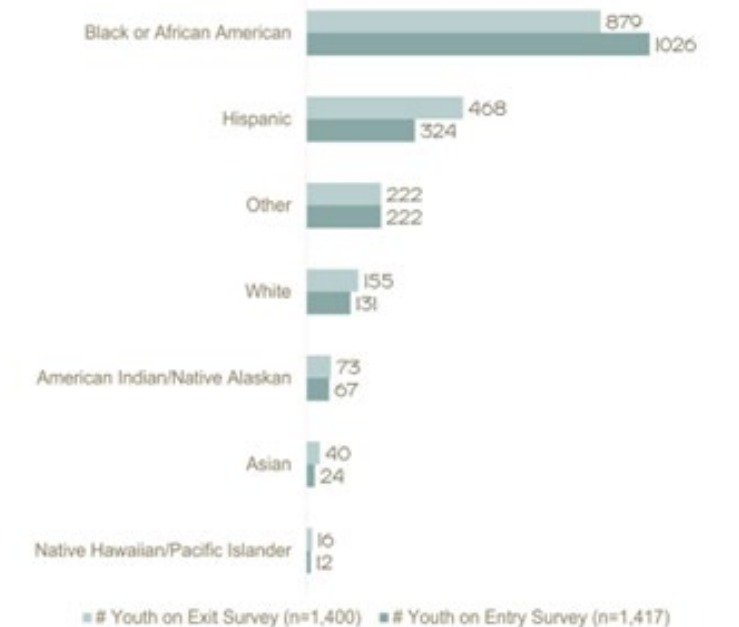**USE OF ADMINISTRATIVE SURVEY DATA TO MONITOR PARTICIPANT SATISFACTION**

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Chart 3

(n=12,004)

PY2 PY3 PY4 PY5 PY6 PY7 PY8 PY9 PY10 PY11 PY12
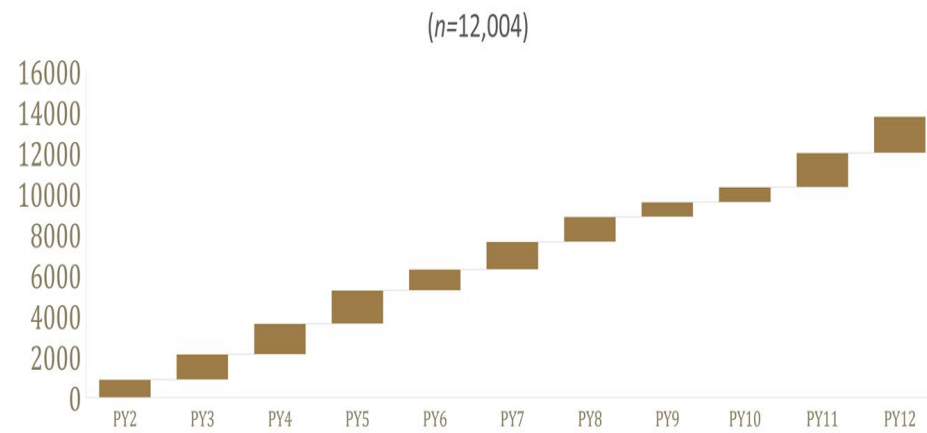
USE OF ADMINISTRATIVE ATTENDANCE RECORDS TO MONITOR GRADUATION RATES ACROSS PROGRAM YEARS

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Table 2

Exit Surveys (n=1,458)	Very satisfied		Somewhat satisfied	
	#	%	#	%
Information received about abstaining from sex	857	62%	299	22%
Information about condoms and birth control	869	63%	332	24%

| Session Logs (n=1,135)	Some		Most	
	#	%	#	%
Extent to which participants were interested in session	100	8%	992	79%
Extent to which participants were engaged in session	138	11%	971	78%

USE OF ADMINISTRATIVE SURVEY DATA TO MONITOR PARTICIPANT SATISFACTION

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Chart 4

USE OF ADMINISTRATIVE SURVEY DATA TO TRACK PARTICIPANT CHARACTERISTICS

Black or African American — 870 / 1026
Hispanic — 468 / 324
Other — 222 / 222
White — 155 / 131
American Indian/Native Alaskan — 73 / 67
Asian — 40 / 24
Native Hawaiian/Pacific Islander — 16 / 12

■ # Youth on Exit Survey (n=1,400)   ■ # Youth on Entry Survey (n=1,417)

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DERIVING MEANINGFUL OUTCOMES FROM ADMINISTRATIVE PROGRAM DATA

Identify ways to derive meaningful outcomes that can demonstrate the effectiveness of a state Personal Responsibility Education Program using administrative program data
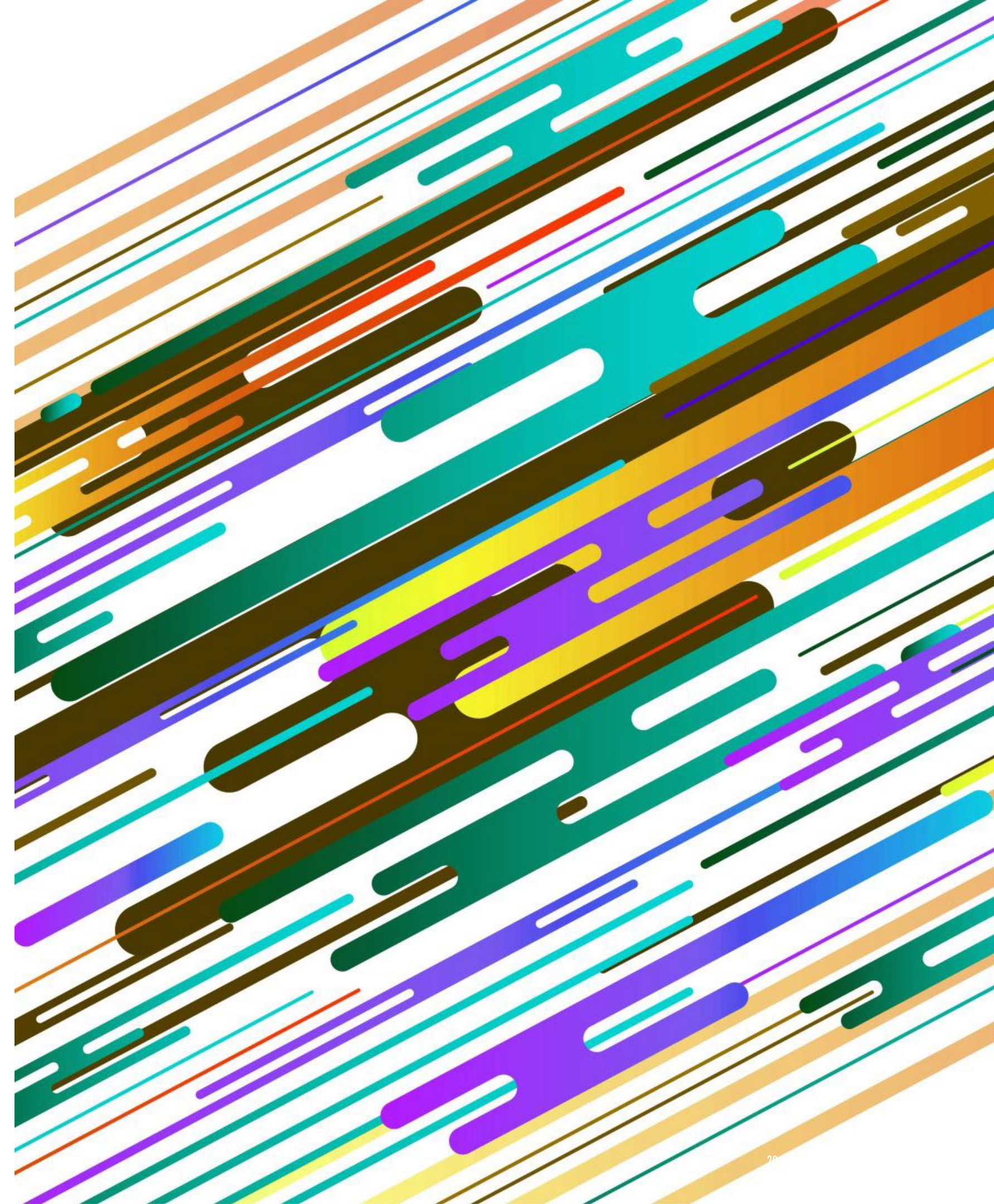
WRAP-UP

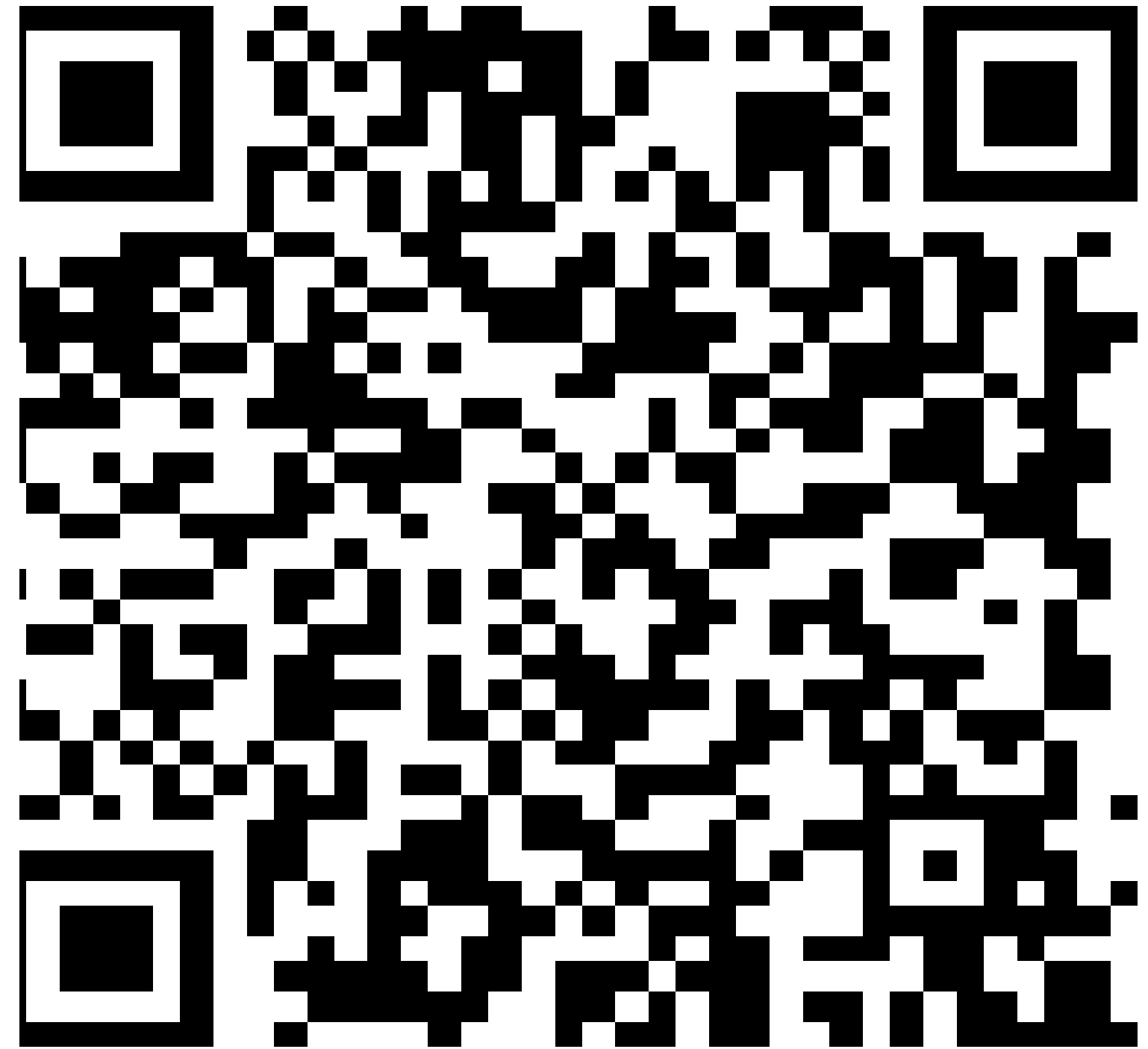Key messages, Future Actions

SHARE YOUR THOUGHTS

How will you use administrative data to support your program?

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What are some things that you learned about administrative data during today's session?

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Future Actions

It's time to take action based on our discussions. Let's use the valuable input gathered during the workshop to implement real changes and drive progress. Together, we can make a meaningful impact by putting our ideas into action. Let's move forward with purpose and enthusiasm to achieve our shared goals

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SESSION EVALUATION

Please complete a brief evaluation form for all workshop, forum and networking sessions by scanning the following QR code or visiting the following link:

https://bit.ly/2024Evaluations
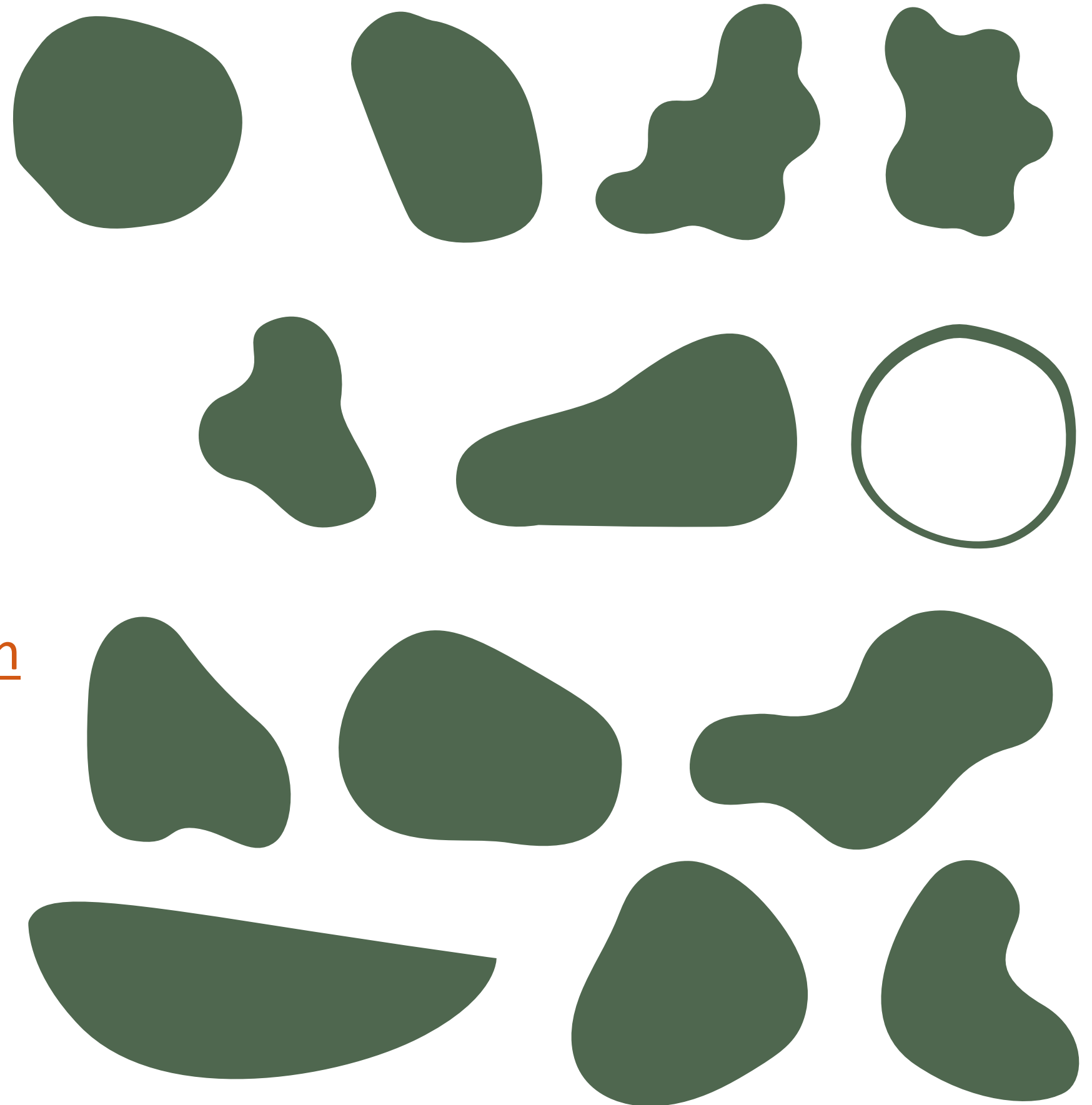
Acknowledgements

Contact Us

Email prepeval@gsu.edu

Visit
https://dfcs.georgia.gov/services/prevention
-and-community-support-section/personal-
responsibility-and-education-program

Resources

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