Warm up trivia question:

Among all high-income countries, what is the rank of the United States for the Total Fertility Rate (average number of children born to a woman over her lifetime) among females age 10-24 years?

a.   First

b.   Second

c.   Third

d.   Sixth

e.   Eight

Bonus (in chat):

Which two states are tied for the highest fertility in the United States?

Which state is the lowest?

WEBINAR

Personal Responsibility Education Program

RTI INTERNATIONAL

FYSB Family & Youth Services Bureau
Adolescent Pregnancy Prevention Program

ACF

Let's Talk Data - Using PREP Performance Measures Data to Share Your Story

December 10, 2024

Shireen Assaf, FYSB - Division of Data, Performance, and Policy
Kati Derrick, FYSB – Division of Positive Youth Development
Lissette Gil-Sanchez, Tinischa Lahens, and Brenna McLaughlin, Massachusetts Department of Health
Kelsey Atkins, Healthy Futures of Texas

Webinar Logistics

- Mute yourself when not talking.
- Turn off video if you experience any connection issues.
- Type questions in the chat.
- Wait until the time reserved for questions and answers at the end.
- Take off "everyone" if you want to directly message with someone in the webinar.
- Use the transcript and recording available after the webinar.

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Objectives

By the end of this this webinar, participants will be able to:

- Identify at least two ways that PREP Performance Measure data are used to support the project overall;
- Describe how they can use Performance Measure data to guide conversations about quality improvement for their PREP project;
- Describe an example of grantees have used PREP Performance Measures to share their story; and
- Identify at least two strategies for sharing the data from their own project with key stakeholders in their community.

Outline/Agenda

- Introduction
- Aggregate and disaggregated measures
- Exploring program data
- Exploring provider data
- Exploring youth data
  - Sexual activity behaviors
  - Protective behaviors
- Grantee Spotlight
- Closing

Introduction

- Why do we collect data on performance measures?
- What can the data tell us about the quality and delivery of our programs?
- Can we dive deeper to see how providers or programs are performing?
- How can we use the data we collect to answer these questions?

"It is a capital mistake to theorize before one has data." — Sherlock Holmes

Introduction

- The goal of **PREP** is to educate adolescents on abstinence and contraception to prevent pregnancy and sexually transmitted infections (STIs), including HIV/AIDS.
- To reach this goal, it's important to deliver **evidence-based programs** with **high quality** and **maximum reach**.
- It's also important to understand whether providers are having difficulty in delivering their programs to youth and **where improvements can be made** to reach our goals.
- We can also see how these programs have affected **youth intentions** in the exit surveys.
- Checking the federal **benchmarks** is a good place to start but you can also set your own benchmarks.

Poll question #1

How do you use performance measures data to inform your programming?

A. We look at the data annually and make adjustments to programming.

B. We use it to train facilitators.

C. We use it in our conversations with partners.

D. We use it to inform funders when applying for grants.

E. We don't currently use our PM data.

F. I don't know.

Different measures for different purposes

- We also use data from performance measures to compute aggregate indicators that are reported to Congress.
- These aggregate measures tell us whether we have reached specific thresholds (or benchmarks) for the PREP, as a whole.
  - For example: **the dosage benchmark of the percentage of youth who completed 75% of the program.**
  - For the aggregate measure, the number of youth who have completed 75% of the program across all the PREP projects and all the grantees are added and divided by the total number of youth served.

Calculating an aggregate measure for one example grantee

- For the remaining presentation, I selected one grantee that is not identified for demonstration purposes.
- The table shows data from one specific PREP grantee in 2023 that has 7 providers.
- There are three programs being used.
- We divided the total number of youth who completed 75% of the program by the total number of youth served for this grantee to get our aggregate measure which is **79%**
- This measure is useful for understanding overall performance of this grantee in terms of dosage, but it does not give insight on the performance of each program or provider separately.

Provider	Program name	Number of youth who completed 75% of program	Total number of youth served
1	Adult Identity Mentoring	34	45
2	Be Proud! Be Responsible!	101	136
3	Be Proud! Be Responsible!	383	389
4	Be Proud! Be Responsible!	171	180
4	Making Proud Choices!	100	105
5	Be Proud! Be Responsible!	349	400
5	Making Proud Choices!	8	15
6	Be Proud! Be Responsible!	511	842
7	Be Proud! Be Responsible!	279	331
7	Making Proud Choices!	37	45
Total		**1,973**	**2,488**

Disaggregating our measures

- Here we calculate the percentage for each program within each provider.
- We see a range from a low of **53%** to a high of **98%** of youth that have completed 75% of the program.

Provider	Program name	Number of youth who completed 75% of program	Total number of youth served	Percentage (dosage measure)
1	Adult Identity Mentoring	34	45	76
2	Be Proud! Be Responsible!	101	136	74
3	Be Proud! Be Responsible!	383	389	98
4	Be Proud! Be Responsible!	171	180	95
4	Making Proud Choices!	100	105	95
5	Be Proud! Be Responsible!	349	400	87
5	Making Proud Choices!	8	15	53
6	Be Proud! Be Responsible!	511	842	61
7	Be Proud! Be Responsible!	279	331	84
7	Making Proud Choices!	37	45	82

Exploring other program characteristics to gain insight

Provd #	Program name	Percentage (dosage measure)	Number of APS topics covered	Total number of youth served	Number of middle school age participants	Number of youth who attended a session in a residential mental health facility	Number of youth who attending a virtual session
1	Adult Identity Mentoring	76	3	45	45	0	0
2	Be Proud! Be Responsible!	74	3	136	0	0	0
3	Be Proud! Be Responsible!	98	3	389	87	0	0
4	Be Proud! Be Responsible!	95	3	180	20	0	0
4	Making Proud Choices!	95	3	105	105	0	0
5	Be Proud! Be Responsible!	87	5	400	0	27	0
5	Making Proud Choices!	53	1	15	15	15	0
6	Be Proud! Be Responsible!	61	3	842	593	16	0
7	Be Proud! Be Responsible!	84	3	331	0	0	14
7	Making Proud Choices!	82	3	45	45	0	45

- The low performing program covered only one APS topic.
- We also see this program was mainly for MS age youth and in a residential mental health facility. Perhaps this indicates that this provider needs more support in this setting.
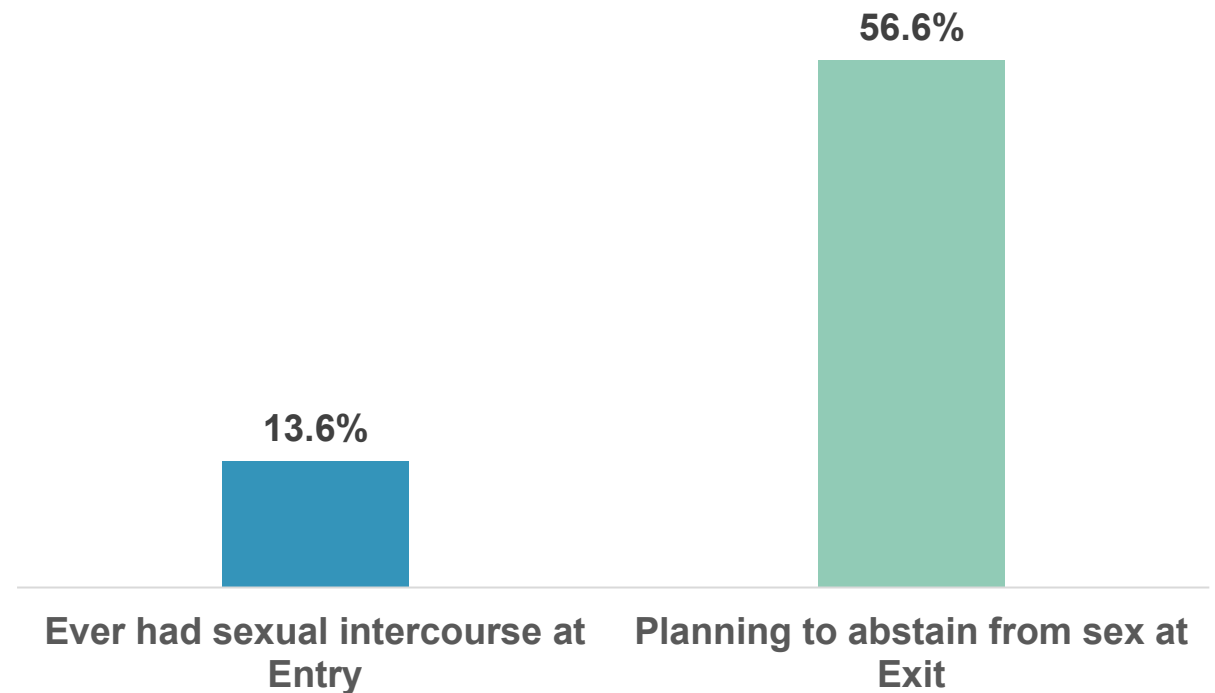
Exploring the provider data

- For the same grantee we can check the provider data, recall there are 7 providers.
- Here we are checking how many of the possible 12 implementing challenges were reported by the provider to be a problem.
- Providers 2, 5, and 6 all have a high number of challenges reported.
- We can also see information about the facilitators.
- Providers 2, 5, and 6 did not have all their facilitators observed at least once.

Provider	Programs used	Number of implementing challenges reported as a problem	Number of facilitators	Number of facilitators observed at least once
1	Adult Identity Mentoring	4	2	2
2	Be Proud! Be Responsible!	6	3	1
3	Be Proud! Be Responsible!	0	2	2
4	Be Proud! Be Responsible! & Making Proud Choices	3	2	2
5	Be Proud! Be Responsible! & Making Proud Choices	5	2	1
6	Be Proud! Be Responsible!	9	4	2
7	Be Proud! Be Responsible! & Making Proud Choices	2	3	3

Exploring the youth level data – sexual behaviors

- Using data from another grantee that has 17 providers that are administering five programs.
- This example examines sexual activity variables at entry and at exit.
- We cannot link youth data from the entry and exit surveys.
- We can explore these variables further to see if it varies by youth, program, or provider characteristics.

13.6%

56.6%

Ever had sexual intercourse at Entry

Planning to abstain from sex at Exit

Exploring the youth level data – sexual behaviors

- We can focus on the exit survey data to see how the providers and programs performed.
- Large range by provider. Provider 1 had the lowest value (41%) and provider 3 had the highest (99%).
- By program, Relationship Smarts Plus had the lowest value (41%) and Love Notes the highest (82%).
- The low levels may not only be due to the provider or program alone but also due to other factors, including the youth themselves.

	Planning to abstain from sex at Exit
Provider	
1	40.7
2	57.8
3	98.9
4	57.3
5	55.9
6	61.5
7	82.4
8	51.5
9	60.4
10	57.6
11	44.4
12	44.9
13	62.5
14	42.6
15	54.5
Program	
Choosing the Best	56.8
Love Notes	82.4
Making A Difference!	54.5
REAL Essentials	59.1
Relationship Smarts Plus (SRA)	40.7
Total	**56.6**

Exploring the youth level data – sexual behaviors

- We can also explore the variables by youth characteristics to see who may need more attention and focus.
- For instance, in this table we can see that at entry youth who are male, Black or African American, AIAN, or NHPI had higher percentage of reporting ever having sex compared to their counterparts.
- These same youth groups also had lower percentages of planning to abstain at exit.
- What other variables do you think would have been interesting to explore to help inform you on how to improve the programs?

	Entry	Exit
	Ever had sex	Planning to abstain from sex
Total	**13.6**	**56.6**
Sex		
Female	10.9	61.5
Male	16.3	51.5
Hispanic		
Yes	11.3	51.1
No	14.2	57.7
Race		
White		
Yes	11.2	60.8
No	14.9	53.7
Black or African American		
Yes	16.0	54.3
No	11.3	58.3
Asian		
Yes	6.7	59.6
No	13.7	56.5
American Indian or Alaska Native		
Yes	18.7	46.4
No	13.4	56.9
Native Hawaiian or Other Pacific Islander		
Yes	18.2	48.8
No	13.6	56.6
Other		
Yes	11.6	49.4
No	14.5	59.3

Exploring the youth level data – protective behaviors

- Using the same grantee with 17 providers that are administering five programs
- In this example we examine two protective behaviors in the entry and exit youth surveys, as shown in the figure.
- In the same way as the previous example, we explore these variables further to see if they vary by youth, program, or provider characteristics.

■ Entry All or most of the time   ■ Exit More likely

68.3%   71.9%

54.3%

19.2%

Think about consequences before making a decision   Talk with parent/ caregiver about sex
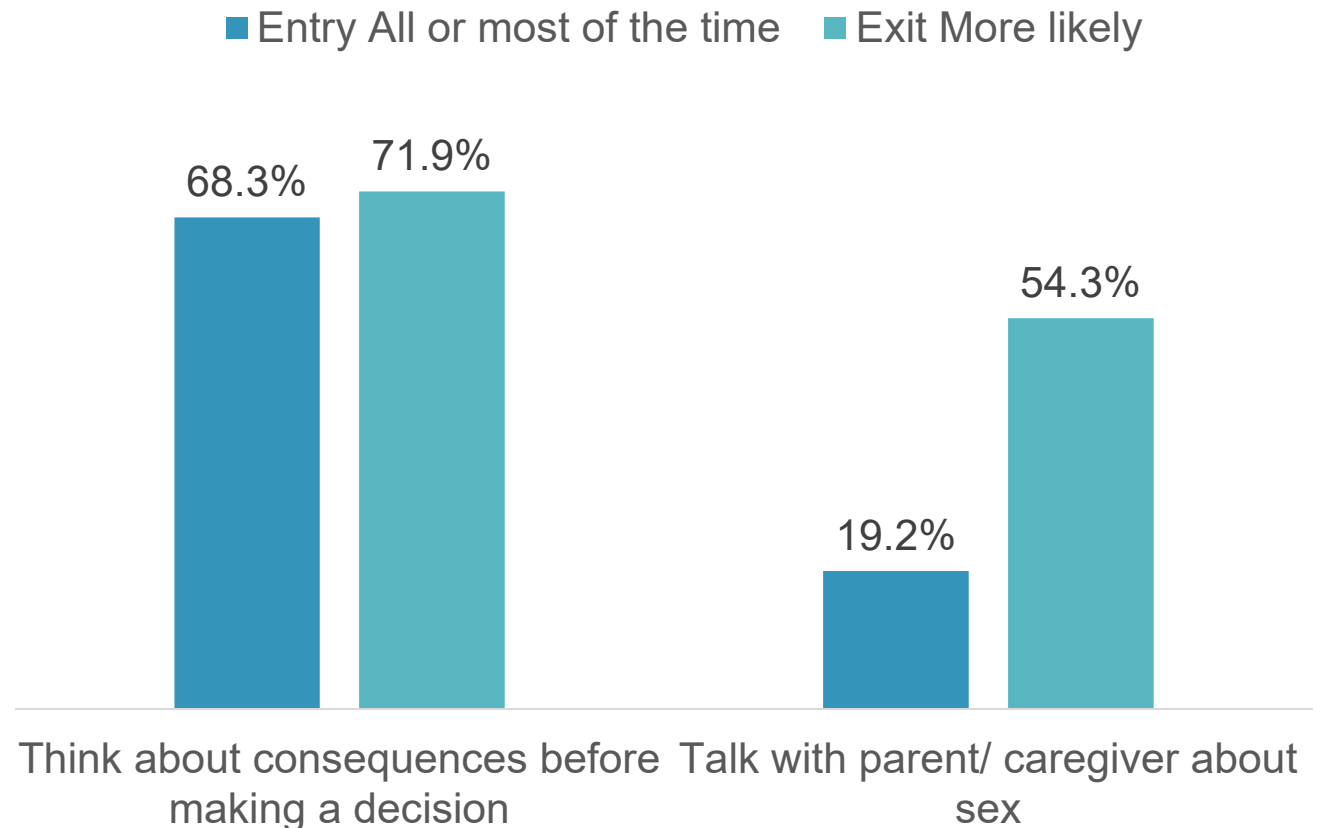
Exploring the youth level data – protective behaviors

- We focus on the exit survey data and see the range by provider and by program
- Large range by provider. Provider 1 had the lowest values for both questions.
- For the first question, two programs (Making a difference and Relationshop Smarts Plus) had the lowest values. For the second question it was those two programs and Choosing the Best.

	More likely to think about consequences before making a decision	More likely to talk with parent/ caregiver about sex
Provider		
1	52.0	42.2
2	73.0	54.8
3	100.0	87.6
4	71.9	49.8
5	58.6	48.3
6	69.8	49.8
7	87.5	75.0
8	70.8	53.7
9	66.2	51.8
10	72.3	52.9
11	85.7	42.9
12	69.7	55.1
13	75.0	62.5
14	75.0	57.8
15	53.3	51.7
Program		
Choosing the Best	72.0	53.9
Love Notes	87.5	75.0
Making A Difference!	53.3	51.7
REAL Essentials	77.5	61.5
Relationship Smarts Plus (SRA)	52.0	42.2
Total	**71.9**	**54.3**

Exploring the youth level data – protective behaviors

- We can explore the variables by youth characteristics to see who may need more attention and focus.

- For instance, in this table we can see that at entry a much lower percentage of Asian youth talked to their parents about sex compared to non-Asian youth.

- At exit, there does not seem to be large differences by these characteristics. This implies that the delivered programs were received equally by sex, ethnicity, and race.

	Think about consequences before making a decision		Talk with parent/ caregiver about sex	
	Entry	Exit	Entry	Exit
	All or most of the time	More likely	All or most of the time	More likely
Total	**68.3**	**71.9**	**19.2**	**54.3**
Sex				
Female	68.5	73.7	19.2	55.1
Male	68.1	70.0	19.1	53.4
Hispanic				
Yes	66.6	72.1	18.3	54.6
No	68.7	72.0	19.3	54.1
Race				
White				
Yes	71.3	69.8	17.9	51.3
No	66.8	73.3	19.8	56.4
Black or African American				
Yes	67.1	74.1	21.2	57.2
No	69.4	70.2	17.3	52.1
Asian				
Yes	71.3	70.5	7.3	43.8
No	68.3	71.9	19.4	54.5
American Indian or Alaska Native				
Yes	64.3	66.7	20.6	47.4
No	68.4	72.0	19.1	54.5
Native Hawaiian or Other Pacific Islander				
Yes	71.1	76.2	13.4	50.0
No	68.3	71.9	19.2	54.3
Other				
Yes	66.0	72.4	16.2	54.1
No	69.2	73.6	19.4	56.2

Whiteboard question

How can you use performance measures in your work? Provide other examples that were not discussed today.

Whiteboard question

Has this presentation made you consider using your performance measure data to inform your program differently, if so, what support would you need?

Poll question #2

What software do you use for analysis of your data?

A. Excel,

B. Stata,

C. SPSS,

D. Tableau

E. R,

F. Other,

G. I don't use any software for data analyses

Questions?

shireen.assaf@acf.hhs.gov

Grantee Spotlight: Healthy Futures of Texas

Family & Youth Services Bureau

Showing Impact - Using Data & Sharing Stories

Talk About it Campus Conversations Partnered with

The University Of Texas Rio Grande Valley (UTRGV)

Campus Conversations- Program Goals

Support student success by preparing & connecting young adults on community colleges and universities in the Rio Grande Valley with information and resources needed to be empowered about their sexual and reproductive health; by providing:

- Evidence-based sexual health **education** programs
- **Referrals** to teen-friendly healthcare services for low/no cost
- Connections to supportive services **resources** in the community

Turning Numbers into Impact

- **Engaging Stakeholders:** Demonstrate outcomes and impact through data

- **Building Trust:**
Transparent data-sharing builds credibility with funders, clients, and partners

- **Guiding Decisions:**
Data helps pinpoint successes and areas for improvement

Current Data Collection Strategies

- Pre and Post Surveys
  - Quantitative & Qualitative data

- Focus Groups

- Feedback Forms

- Peer Ambassadors

it

Current Data Collection Strategies

Key Points:

- **Sources**: Include methods like surveys, digital tracking, feedback forms, and focus groups

- **Frequency**: Data is collected daily, weekly, quarterly, etc.

- **Tools**: Participant Tracker Dashboard, Google Forms, Qualtrics, and CNM to support data collection and management

- **Engagement**: Emphasize collaboration with staff, providers, and youth in collecting data

Current Use of Performance Measure Data

Communication with Stakeholders

- PM data are highlighted through Findings Reports to demonstrate the impact of programming with campus partners
- Impact is greater since we can tie responses/needs directly to students at their campus

Supporting Continuous Quality Improvement (CQI)

- Identifying training needs for facilitator Professional Development

Open-ended feedback

- Has informed development of new supplemental learning opportunities
- Humanizes data and adds depth and context to the quantitative

Amplifying Your Story with Insights

- **Telling the Story:**
  - Highlight Key successes (participant impact)
  - Share meaningful visuals for engagement

- **Driving Action:**
  - Inform strategic planning and program improvements
  - Advocate for resources or funding

- **Future opportunities:**
  - Exploring analytics and deeper insights

it

Highlights

"I don't think men get the same messages as women do. Women are more prone to get shamed for being sexually active while men don't, and they're more likely encouraged to be" - Focus Group Participant

"I think that providing the queer community resources, regarding you know, these types of programs are really important as well." - Faculty member on future improvements to the program

"I'm for sure more informed and sure about what decisions I'm making and I know more options about contraception than I did before taking the program." - Participant Focus Group

Highlights

Even if you didn't attend all of the sessions or classes in this program, how often in this program...

Response
- No Response
- None Of The Time
- Some Of The Time
- Most Of The Time
- All Of The Time

... did you feel interested in the pro...	16.52%	19.47%	54.57%
... did you feel the material present...	16.67%		69.62%
... did discussions or activities help...	16.67%		64.75%
... did you have a chance to ask que...	16.52%		61.80%
... did you feel respected as a person?	17.26%		70.80%

0%   20%   40%   60%   80%   100%
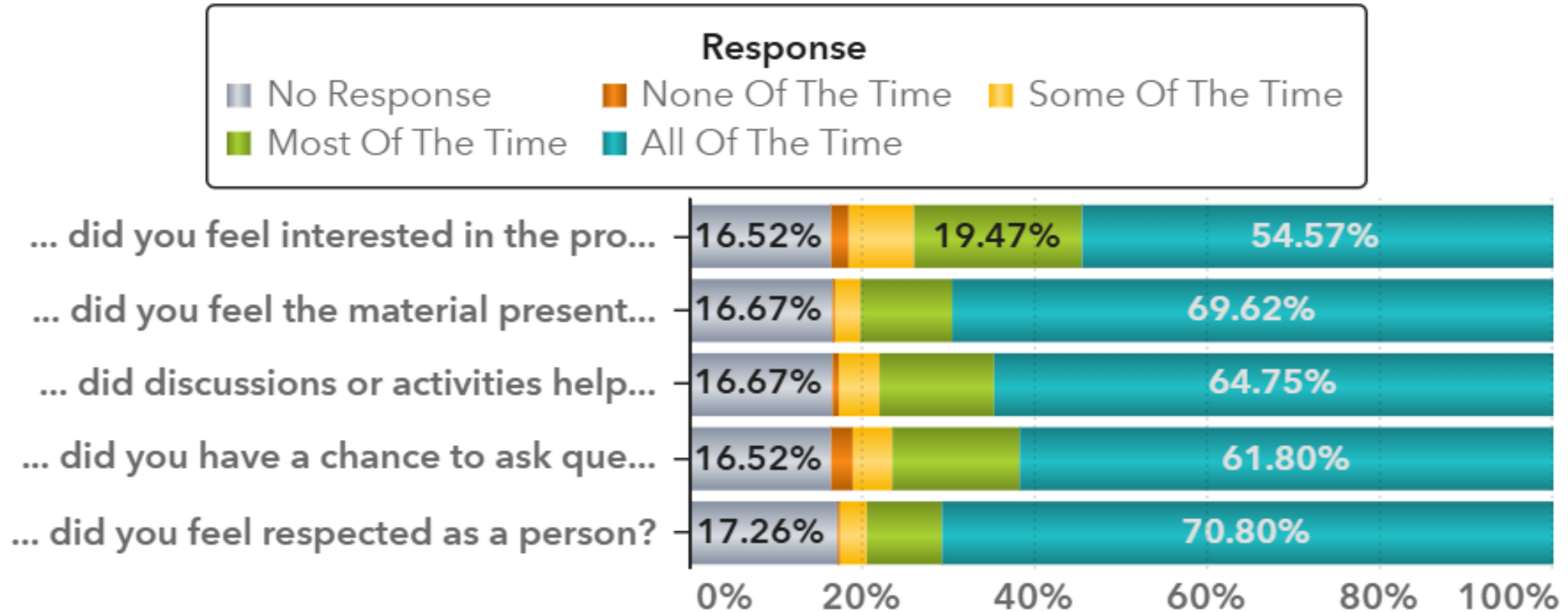
Highlights

Please mark how strongly you agree or disagree with the followng statements about how familiar you are with health care.
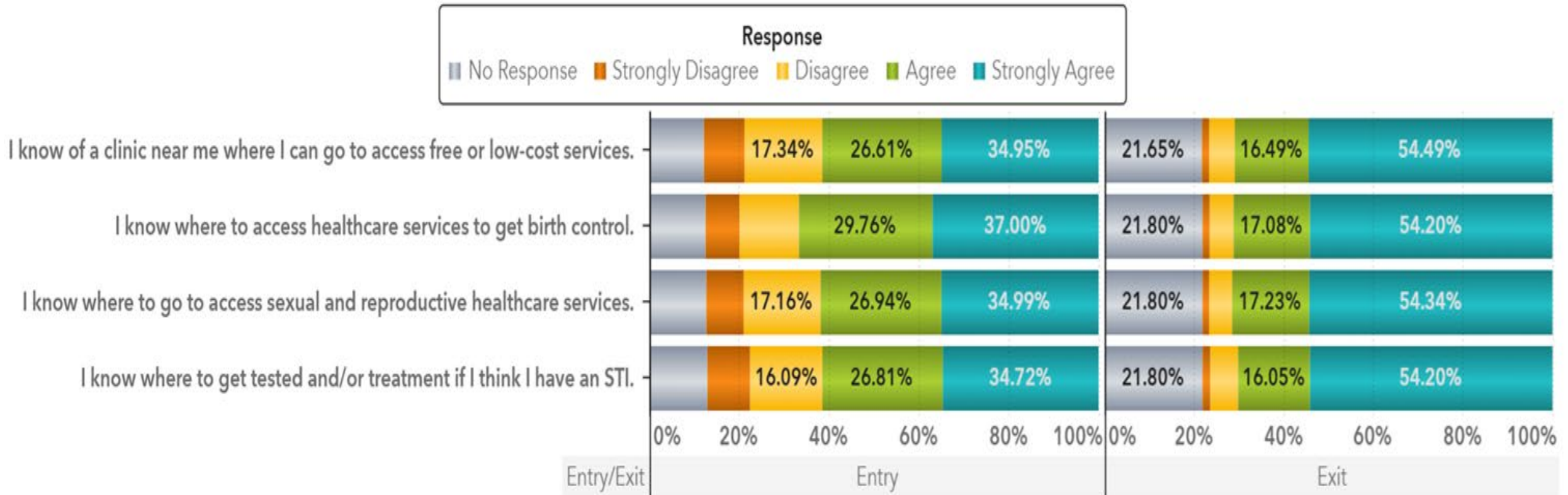
Bringing The Numbers To Life

By consistently monitoring progress with data, we can make evidence-based decisions, stay aligned with objectives, and maximize impact:

- Tracking key metrics (program completion rates, demographics)
- Evaluating program outcomes
- Identifying strengths and weaknesses
- Ensuring accountability
- Informing decision-making
- Adjusting goals and strategies

Thank You

Kelsey Atkins, Program Director
kolson@healthyfutures-tx.org
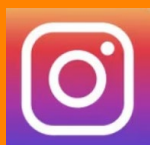
@talkaboutit.cc   www.hfttx.org

Grantee Spotlight: Massachusetts Department of Public Health

Family & Youth Services Bureau

Using REDCap to Improve Data Quality, Accessibility, and Performance Measure Analysis

Office of Sexual Health and Youth Development
Massachusetts Department of Public Health

Family & Youth Services Bureau

Office of Sexual Health & Youth Development (OSHYD) PREP Background

- OSHYD currently funds five community-based organizations to implement PREP in nine MA municipalities
- OSHYD also partners with the Massachusetts Department of Elementary and Secondary Education to implement PREP in school districts

The goals of the OSHYD PREP program are to:
1. Decrease the teen birth rate among key target populations in priority MA communities through increased access to evidence-based education; and
2. Decrease STI incidence among target populations in priority communities through increased access to medically accurate, age-appropriate programming.

PREP Evaluation Measures & Data Collection Methods

Fidelity & Attendance Logs

- Number of youth served annually with evidence-based teen pregnancy prevention programming

- Percent of curricula implemented to fidelity

- Percent of youth that complete at least 75% of program sessions

Youth Pre and Post Surveys

- Participant program experience

- Behavioral outcomes

Prior Performance Measure Data Collection Methods

Fidelity & Attendance Logs

Excel template that captured curriculum fidelity, participant attendance, referrals made, program outreach efforts, and feedback on cohort implementation
- Required to submit one log per cohort via email
- Log template for each curriculum or unique lesson implementation plan
- MDPH evaluator exported cohort data from each log to another Excel data tracker to store aggregate data

Youth Pre & Post Surveys

- Paper surveys mailed to MDPH
- MDPH inputs paper survey responses to the online survey database REDCap
- MDPH evaluator downloads data for performance measure analysis

Challenges with Data Collection

Fidelity & Attendance Logs

Time-consuming process: very manual process of extracting data from logs, fixing and updating templates, delays with data analyses

Data Quality: many data entry errors, corrupt formulas within templates, and misuse of template affected overall data quality—the only way to ensure data was accurate was to review each log individually

Data Transparency: inefficient process of sharing/confirming aggregate cohort data with an agency; lots of data chasing around federal reporting periods

Youth Pre- & Post-Surveys

Time-consuming process: thousands of paper surveys to enter

Data quality: legibility of IDs/survey responses/multiple responses selected on single response items, unclear responses due to crossing out and re-selecting responses

Shift from Excel and Paper to REDCap

Youth Pre & Post Surveys:
- Added surveys to REDCap in fiscal year 2021
- Paper surveys are still an option, but most facilitators prefer online surveys

Attendance & Fidelity Logs:
- Built out Fidelity & Attendance Log templates in REDCap in 2023/2024
- Piloted REDCap logs with one OSHYD program in Spring 2024
- Switched all log data collection to REDCap at the start of this fiscal year

FYSB Family & Youth Services Bureau

What's REDCap?

- REDCap (Research Electronic Data Capture) is a secure web application for building and managing online surveys and databases for data collection

- Free for non-profit organizations (requires an online license agreement)

- Features include:
  - Survey and project data entry
  - Data validation
  - Data export and import functions
  - Dashboards
  - Customizable reports
  - Multi-level user access and Designated Access Groups (DAGs)

Goals of Switching Data Collection from Excel to REDCap

1. Centralize data collection and submission efforts: providers already use REDCap for administering youth pre- and post-surveys and other reports
2. Reduce time agencies spend entering, submitting, and editing data
3. Reduce time spent editing/updating process logs: one process log template per OSHYD program in REDCap vs one process log template per agency per program in Excel
4. Improve data transparency, program monitoring, and data quality
5. Decrease turnaround time for data analyses and creating agency-level performance measure reports at the end of the fiscal year

OSHYD Staff & Agency Experiences with REDCap

Agency Staff Experience
- Facilitators report that the data entry and submission process is quicker and easier in REDCap than the Excel templates
- Facilitators can collaborate with colleagues on data entry
- Managers can monitor their staff's cohort data, pull reports, and use the dashboard in real-time to track their agency's progress

OSHYD Staff Experience
- The report and dashboard features streamline program monitoring, data QC processes, and federal reporting efforts
- All data is centrally located and easily accessible for all OSHYD staff
- Updates or edits to the logs can be done in the background of REDCap while users enter data—only one project to update versus numerous templates per agency

Screenshots of the Attendance & Fidelity Log and PREP Dashboard

PREP Fidelity Log

Please complete all fields below: all data should reflect **one** cohort only.

If you are completing data entry over time, make sure to set the status to "**incomplete**" and **click save** at the bottom of the screen before exiting. You may return to this record and update data as needed. Once all your data for the cohort is entered, mark the status as "**complete**" and then save and exit the form.

Some data sections are required (ex. agency name, cohort number). You will receive an error message if you try to save and exit the form without entering values in these fields (the message will tell you which fields require data). All required fields must be complete upon cohort completion.

Please email oshydepi@mass.gov ASAP with any technical difficulties, questions or concerns.

Thank you!

Facilitator's Name(s)	Test
Organization Name	CFC ▾
Site Name	MDPH Office
Program Setting/Location	In school after school hours ▾
Curriculum	Making Proud Choices! ▾
Cohort Number	1 ▾
First Lesson Date	11-04-2024 🗓 Today M-D-Y
Last Lesson Date	11-29-2024 🗓 Today M-D-Y
Total Duration Of This Cohort (days)	25 View equation

TOTAL # PARTICIPANTS:			Attendance	Session 1	Session 2
Number of participants with an IEP in cohort: ▾			Was participant present for all sessions? Yes/No	Date: 📅 Today M-D-Y	Date: 📅 Today M-D-Y
Participants In Cohort	Age	Gender		Length: # hours	Length: # hours
1. Participant 1 4 characters remaining	▾	▽	○ Yes ○ No reset	☐ Absent	☐ Absent
2. Participant 2 4 characters remaining	▾	▽	○ Yes ○ No reset	☐ Absent	☐ Absent
3. Participant 3 4 characters remaining	▾	▽	○ Yes ○ No reset	☐ Absent	☐ Absent

FIDELITY TABLE		
Lessons & Activities	**Activity Changes/Adaptations** Select the check-box(es) if you skipped, changed, or adapted any activities within each lesson	**Briefly describe any changes/adaptations. If more than one activity was changed, specify activity numbers and reasons for their changes:**
1 Lesson 1: Activity 1: Welcome and Program Overview Activity 2: Talking Circle Activity 3: Creating Group Rules Activity 4: Making Proud Choices: "Be Proud! Be Responsible!" Brainstorm Activity 5: Brainstorming about Teens and Sex Activity 6: Goals and Dreams Timeline Activity 7: Brainstorming Obstacles to Your Goals and Dreams	☐ Activity #1 ☐ Activity #2 ☐ Activity #3 ☐ Activity #4 ☐ Activity #5 ☐ Activity #6 ☐ Activity #7	Explain any activity changes/omissions/adaptations Expand
2 Lesson 2: Activity 1: Myths and Facts About Pregnancy Activity 2: "Tanisha and Shay" DVD Activity 3: Birth Control Methods Demonstration Activity 4: Agree/Disagree - Attitudes About Contraception	☐ Activity #1 ☐ Activity #2 ☐ Activity #3 ☐ Activity #4	Explain any activity changes/omissions/adaptations Expand

Percent of Making Proud Choices! Lessons Completed (includes 3 APS lessons in calculation):

[   ]   View equation

REFERRALS

Did you make any referrals this month? ○ No   ○ Yes   ○ Unable to make referrals

reset

We'd love to hear your feedback!

Please use this section to highlight any cohort successes, challenges, lesson and/or technical assistance needs, etc.
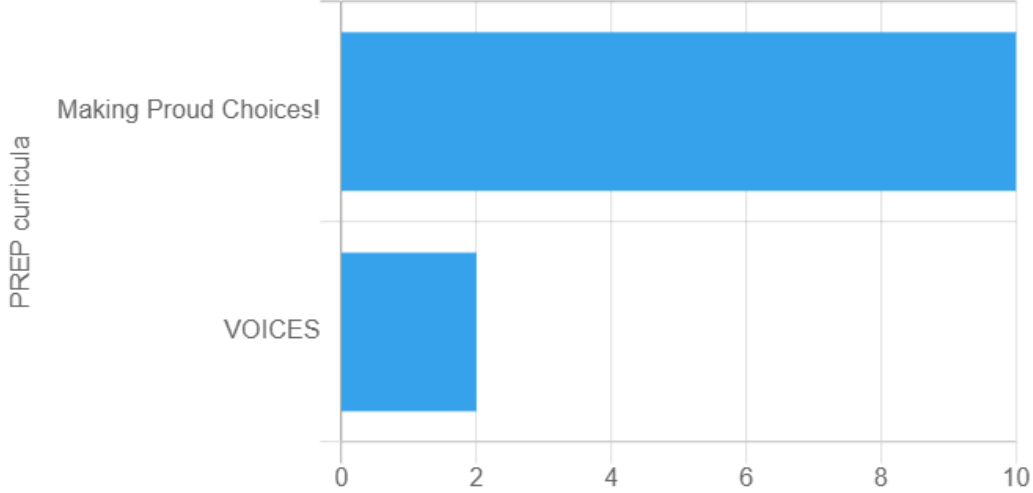
Notes/Cohort Summary:

[   ]
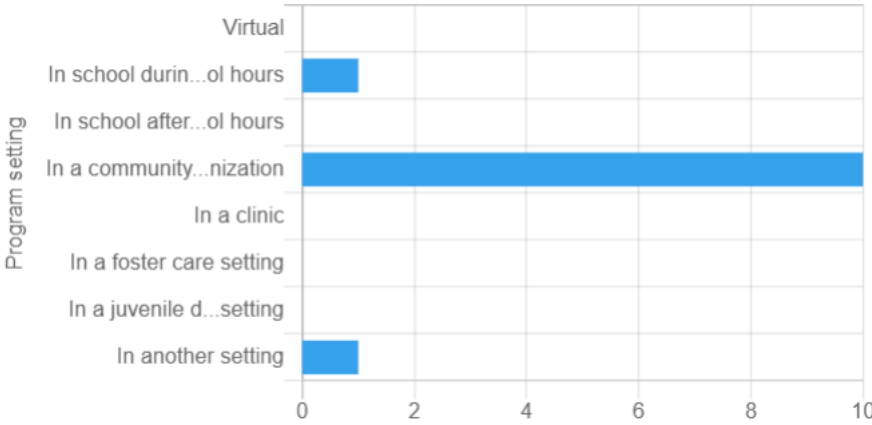
PREP Process Log Dashoard

The data in this dashboard is sourced from your organization's **completed** records (cohorts) within fiscal year 2025 (July 1, 2024, through June 30, 2025). You will only be able to view your organization's data.

If the numbers appear inaccurate, double-check that data is entered and saved successfully within your records and that the record status is 'complete'. A **green** circle on the Record Status Dashboard indicates a 'complete' status.

Please email OSHYDEpi@mass.gov with any questions.

Number of Completed Cohorts	Number of Completed Cohorts by Curricula
12	*you may click on the bar-chart to enlarge it; hover over each bar to view the number
Total Number of Participants Served	**Total Number of Lesson Hours Completed**
127	129.25

Participants by Gender	Participants by Age Group
Total number of *male; man; boy* participants: **55** Total number of *female; woman; girl* participants: **47** Total number of *transgender* participants: **8** Total number of *non-binary; genderqueer* participants: **4** Total number of *unknown* gendered participants: **3**	**Number of youth aged <15:** 59 **Number of youth aged 15-18:** 39 **Number of youth aged >18:** 16 **Number of youth with unknown age:** 3

Total Number of Participants with IEPs	Program Setting
5	

VOICE Fidelity Data

	Count	Min	Max	Mean
Percent of VOICES Lessons Completed:	2	88.20	100	94.10

⬇ Export table (CSV)

Making Proud Choices! Fidelity Data

	Count	Min	Max	Mean
Percent of Making Proud Choices! Les...	10	73	100	94.33

⬇ Export table (CSV)

Total Number of Referrals

Family Planning/Clinical Reproductive Health Services:	**46**
Primary Care:	**0**
Behavioral Health:	**12**
Health insurance counseling:	**0**
Youth programs - education (HiSET, high school supports):	**0**
Youth programs - employment / job training:	**24**
Youth programs - education (postsecondary, financial aid):	**0**
Youth programs - community activities, sports:	**5**
Food Assistance Programs: WIC, SNAP, Food Pantry:	**0**

Questions?

THANK YOU!!

Brenna McLaughlin - Brenna.McLaughlin@mass.gov - Epidemiologist
Tinischa Lahens – Tinischa.Lahens@mass.gov - PREP Coordinator
Lissette Gil-Sanchez – Lissette.Gil-Sanchez@mass.gov - OSHYD Director

FYSB Family & Youth Services Bureau

Connect with DPH

@MassDPH

Massachusetts Department of Public Health

DPH blog
https://blog.mass.gov/publichealth

www.mass.gov/dph

Resources on *The Exchange*

2013-2017 PREP Performance Measures Interactive Brief: https://teenpregnancy.acf.hhs.gov/resources/2013-2017-prep-performance-measures-interactive-brief

PREP Performance Measures: 2017 – 2021 https://teenpregnancy.acf.hhs.gov/resources/prep-performance-measures-2017-2021

PREP Fact Sheet: 2020-2021 https://teenpregnancy.acf.hhs.gov/resources/prep-fact-sheet-2020-2021

Technical Assistance

RTI International (in partnership with Child Trends, ETR and MEES) provides Technical Assistance (TA) for PREP grantees.

TA is the process of providing **targeted support** to an organization with a grant related need over an extended period.

Our experienced team of TA providers offer complimentary TA to all PREP grantees in the following areas:

- Program Management
- Program Implementation
- Staff Recruitment and Retention
- Virtual implementation, including, curriculum adaptations
- Sub-awardee Monitoring
- Participant Recruitment and Retention
- Adulthood Preparation Subjects
- Working with Specific Youth Populations

Collaborative

Results-driven

Systematic

Technical Assistance

Customized

Targeted

Adaptive

Request TA

If you are interested in working with a TA provider to support program implementation needs, contact your FYSB Project Officer or email us at APPTTA@rti.org

FYSB Family & Youth Services Bureau

Upcoming TA and Events

We also offer:

- Opportunities to connect with other grantees with the same funding (liaison groups)
- TA Office Hours
- Drop in on these sessions to connect with other grantees and TA providers.

Next week:

- Staff Onboarding and Training: Share and Learn Session
  - December 17; 3-4 pm ET
  - Email registration

Next month:

- Inspiration Hour – PREP Grantee Success Stories
  - January 23; 3-4 pm ET
  - Email registration
  - **Submit a success story – deadline extended**

Need more information about these offerings? Email us at APPTTA@rti.org

Thank you!

We want to hear from you!

Help us improve our webinars—Please complete the evaluation!