WEBVTT

1
00:00:00.330 --> 00:00:02.700
<v 0>Patrick, if you can share the results of the pool, that would be
great.</v>

2
00:00:02.820 --> 00:00:04.050
The poll, not the pool.

3
00:00:07.800 --> 00:00:08.520
Awesome.

4
00:00:08.520 --> 00:00:13.320
So it looks like most people think the US is either third or sixth in

5
00:00:13.321 --> 00:00:17.820
terms of our total fertility rate among females aged 10 to 24.

6
00:00:18.600 --> 00:00:20.370
The US is actually second.

7
00:00:20.880 --> 00:00:24.540
So the total fertility rate to females among 10 to 24 is

8
00:00:26.550 --> 00:00:30.000
0.37 The highest,

9
00:00:30.390 --> 00:00:34.440
or I guess the first is Greenland at 0.62,

10
00:00:34.441 --> 00:00:35.790
which was surprising to me.

11
00:00:37.200 --> 00:00:41.700
And the lowest total fertility rate among adolescents aged 10 to 24 is
the

12
00:00:41.701 --> 00:00:45.570

Republic of Korea at 0.03. So we have a,

13
00:00:47.190 --> 00:00:48.330
I am not a mathematician,

14
00:00:48.331 --> 00:00:53.250
but I think that's a tenfold increase over the Republic

15
00:00:53.251 --> 00:00:56.760
of South Korea. In terms of the states,

16
00:00:56.761 --> 00:00:59.910
it looks like we have a couple ideas coming in, keep them coming,

17
00:01:00.780 --> 00:01:03.510
the states with the highest,

18
00:01:05.040 --> 00:01:07.800
and I think Shireen, you're challenging us to think in a different way.

19
00:01:07.800 --> 00:01:10.890
I usually think about teen birth rates, not total fertility rates.

20
00:01:11.010 --> 00:01:15.900
So it's just a slightly different number there.

21
00:01:16.500 --> 00:01:17.130
The rates,

22
00:01:17.130 --> 00:01:20.610
the states with the highest total fertility rate among adolescents aged 10 to

23
00:01:20.611 --> 00:01:21.480
24.

24
00:01:22.260 --> 00:01:27.210

It's a tie between Mississippi and Arkansas at 0.61,

25
00:01:27.211 --> 00:01:30.870
so almost double the national total fertility rate for that age group.

26
00:01:31.650 --> 00:01:35.970
And then the lowest is Massachusetts. You're right,

27
00:01:35.971 --> 00:01:39.360
Brenna and Brenna is from the state of Massachusetts and is going to be talking

28
00:01:39.361 --> 00:01:41.610
to us about the great work that they're doing there. So

29
00:01:44.070 --> 00:01:46.530
with that, I think we can move forward, unless Patrick,

30
00:01:46.531 --> 00:01:47.910
you had other things you wanted to say.

31
00:01:49.410 --> 00:01:54.060
<v 1>Yeah, I just wanted to welcome everyone to today's meeting. My name is Patrick.</v>

32
00:01:54.061 --> 00:01:57.450
I'm helping out with the Zoom room this afternoon. So just a quick note.

33
00:01:57.900 --> 00:02:00.960
When you log in, your microphone is automatically muted,

34
00:02:00.961 --> 00:02:02.400
but if you have any questions,

35
00:02:02.790 --> 00:02:06.630
feel free to utilize the raise hand button and the chat window.

36

00:02:07.530 --> 00:02:10.770
If you run into any technical issues, let me know in the chat window
as well.

37
00:02:11.910 --> 00:02:13.920
Closed captions are available today.

38
00:02:14.250 --> 00:02:17.430
If you just click on the show captions button on your zoom toolbar,

39
00:02:17.431 --> 00:02:18.510
you can turn those on.

40
00:02:18.990 --> 00:02:22.920
And then as you exit today's session or when we get to the conclusion
feedback

41
00:02:22.921 --> 00:02:24.870
survey will open in a separate window.

42
00:02:25.560 --> 00:02:29.070
So if you wouldn't mind taking a moment to provide your responses,

43
00:02:29.580 --> 00:02:31.770
that would be great. But at this time, Katy,

44
00:02:31.771 --> 00:02:35.040
I'll just turn things back over to you to introduce today's session.
Thank you.

45
00:02:36.300 --> 00:02:38.130
<v 0>Awesome. Thank you so much Patrick.</v>

46
00:02:39.780 --> 00:02:42.690
We're really excited to welcome everyone today to our webinar.

47
00:02:42.691 --> 00:02:47.640
Let's Talk Data using prep performance measure data to share your
story.

48
00:02:47.910 --> 00:02:52.680
And so we're going to hear from several different wonderful speakers
today.

49
00:02:52.710 --> 00:02:56.550
We're delighted to be joined by Shireen Assaf from the Division of
Data

50
00:02:56.551 --> 00:03:01.240
Performance and Policy at the Family and Youth Services Bureau by

51
00:03:01.241 --> 00:03:02.080
Kati Derek,

52
00:03:02.081 --> 00:03:05.380
who's in the division of Positive Youth Development at Family and
Youth Services

53
00:03:05.381 --> 00:03:06.160
Bureau.

54
00:03:06.160 --> 00:03:09.940
And then we're going to also hear some spotlights from our colleagues
who are

55
00:03:10.660 --> 00:03:13.000
implementing prep projects across the country.

56
00:03:13.001 --> 00:03:16.810
We're going to hear from Lissete Gil-Sanchez, Tinischa Lahens,

57
00:03:16.811 --> 00:03:20.020
and Brenna McLaughlin from the Massachusetts Department of Health,

58
00:03:20.740 --> 00:03:25.630
and also from Kelsey Atkins at Healthy Futures -Texas. And so we
encourage you

59
00:03:27.310 --> 00:03:30.520
to put your questions in the chat. And thank you, Sarah,

60
00:03:30.521 --> 00:03:31.480
for your first question.

61
00:03:31.481 --> 00:03:35.860
We will record this webinar today and then we're going to put it up on the

62
00:03:35.861 --> 00:03:36.730
exchange.

63
00:03:37.090 --> 00:03:41.830
We will send out the non 5 0 8 compliance slides as a

64
00:03:42.130 --> 00:03:46.000
thank you with our thank you to this webinar to everyone who participated today.

65
00:03:46.001 --> 00:03:49.720
And then the 5 0 8 compliance slides will be available on the exchange as well.

66
00:03:51.250 --> 00:03:53.800
So just a few logistics here. If you're not talking,

67
00:03:54.160 --> 00:03:57.760
it's a better experience for all of us. If you mute yourself,

68
00:03:57.761 --> 00:04:02.140
that would be great. If you are having connection issues,

69
00:04:02.141 --> 00:04:04.930
you'll probably see me at 10 to in the afternoon.

70
00:04:05.230 --> 00:04:07.090
We have a little bit more wifi challenges,

71
00:04:07.390 --> 00:04:11.440
so sometimes going off video can help with that. Again,

72
00:04:11.530 --> 00:04:15.430
we will have time for questions after each of the presentations,

73
00:04:15.431 --> 00:04:16.690
but if questions pop up,

74
00:04:16.691 --> 00:04:19.000
feel free to pop them in the chat and we'll get to them.

75
00:04:19.720 --> 00:04:22.690
If you have logistics questions throughout, feel free to put those in.

76
00:04:23.740 --> 00:04:26.590
Feel free to directly message someone if you have a question specifically for

77
00:04:26.591 --> 00:04:27.341
them. And again,

78
00:04:27.341 --> 00:04:31.780
we'll make the transcript and recording available after the meeting. Alright,

79
00:04:31.781 --> 00:04:35.380
if you go to the next slide, by the end of this webinar,

80
00:04:36.100 --> 00:04:40.120
we hope that you'll be able to identify at least two ways that prep performance

81
00:04:40.121 --> 00:04:43.060
measure data can be used to support the project overall.

82
00:04:43.390 --> 00:04:48.310

So one of our goals was also to let you all know how these data are

83
00:04:48.311 --> 00:04:50.560
being used and how important they are.

84
00:04:51.580 --> 00:04:55.300
I know that sometimes is challenging to get the performance measure data in,

85
00:04:55.301 --> 00:04:58.270
so we want you to know that they're really well used data.

86
00:04:58.420 --> 00:04:59.740
So we're going to talk a little bit about that

87
00:05:02.140 --> 00:05:05.740
and you'll be able to describe how you can use some of the performance measure

88
00:05:05.741 --> 00:05:08.920
data to guide conversations about quality improvement for your project.

89
00:05:08.921 --> 00:05:10.030
Maybe you're already doing that,

90
00:05:10.031 --> 00:05:14.020
we'd love to hear more about that as well and then hear from other examples.

91
00:05:14.530 --> 00:05:16.990
And then we're hoping by the end you'll have two strategies,

92
00:05:17.410 --> 00:05:21.610
at least two for sharing your data from your own project with other folks in

93
00:05:21.611 --> 00:05:25.990
your community to continue to build support and sustainability for the

important

94
00:05:25.991 --> 00:05:30.580
work that you're doing. And now I will turn it over to Shireen.

95
00:05:33.460 --> 00:05:38.020
<v 2>Hello everyone. Thank you Katy, and thanks everyone for joining.</v>

96
00:05:38.890 --> 00:05:43.510
So I wanted to just give a brief outline of the agenda.

97
00:05:44.200 --> 00:05:45.940
So have an introduction.

98
00:05:47.740 --> 00:05:52.180
We'll discuss also with Kati Derek from the Division of Positive Youth

99
00:05:52.181 --> 00:05:56.080
Development about aggregate measures. So we'll explain what we mean by that,

100
00:05:56.081 --> 00:06:00.410
and then this aggregate measures. And then we'll look at, as you know,

101
00:06:00.560 --> 00:06:04.340
collect performance measures data at the program and provider and youth

102
00:06:05.450 --> 00:06:09.710
level. So we'll look at each level to see how you can get insight,

103
00:06:10.250 --> 00:06:14.090
insight about the performance of your programs.

104
00:06:14.690 --> 00:06:19.250
And then we will do the grantee spotlight and then a closing and

105

00:06:19.251 --> 00:06:23.360
evaluation. To get us started

106
00:06:25.430 --> 00:06:27.860
with the presentation, we'll start with some questions.

107
00:06:29.060 --> 00:06:33.260
Why do we collect a data on performance measures, do you think?

108
00:06:33.710 --> 00:06:36.590
Is it because it's just required by,

109
00:06:37.250 --> 00:06:38.720
or is there other uses?

110
00:06:39.710 --> 00:06:44.420
What can the data tell us about the quality and delivery of our
programs?

111
00:06:45.320 --> 00:06:49.640
Can we dive deeper to see how providers or programs are performing

112
00:06:50.390 --> 00:06:53.960
and how can we use the data we collect to answer these questions?

113
00:06:54.500 --> 00:06:58.280
So these are some questions we hope we'll get answers to today.

114
00:06:59.780 --> 00:07:01.820
For example, you may have an idea

115
00:07:03.320 --> 00:07:07.610
of why you're seeing specific outcomes or how your providers are
performing,

116
00:07:08.180 --> 00:07:11.000
but as this quote says,

117

00:07:12.470 --> 00:07:17.330
we need to dig deeper into the data to know the reasons and possibly how to

118
00:07:17.331 --> 00:07:18.290
provide support.

119
00:07:20.600 --> 00:07:23.630
That's just so as you all know,

120
00:07:23.750 --> 00:07:27.980
the goal of PEP is to educate adolescents on abstinence and

121
00:07:27.981 --> 00:07:32.840
contraception to prevent pregnancy and STDs to reach this

122
00:07:32.841 --> 00:07:33.081
goal.

123
00:07:33.081 --> 00:07:37.940
It's important to deliver our evidence-based programs that we know are

124
00:07:37.941 --> 00:07:40.970
effective with high quality and maximum reach.

125
00:07:41.960 --> 00:07:46.940
But it's also important to understand whether providers are having difficulty in

126
00:07:46.941 --> 00:07:51.470
delivering their programs to youth and where improvements can be made to reach

127
00:07:52.280 --> 00:07:53.113
our goals.

128
00:07:54.500 --> 00:07:58.970
And we can also see how these programs have effective youth

129
00:07:58.971 --> 00:08:03.290
intentions and exit surveys. You can check,

130
00:08:03.590 --> 00:08:05.360
for example, federal benchmarks,

131
00:08:05.361 --> 00:08:10.130
which is a good place to start and you can also set your own
benchmarks.

132
00:08:10.610 --> 00:08:12.650
But before we get started in the presentation,

133
00:08:12.651 --> 00:08:17.360
I wanted to ask another poll just to get an idea of how you're using

134
00:08:17.361 --> 00:08:22.310
performance measures data. And so poll should be launched now.

135
00:08:22.760 --> 00:08:26.090
So how do you use your performance measure to inform your programming?

136
00:08:26.091 --> 00:08:30.380
Do you look at the data annually and make adjustments to your
programming?

137
00:08:30.381 --> 00:08:32.090
Do you use it to train facilitators?

138
00:08:32.091 --> 00:08:34.640
Do you use it in a conversation with partners?

139
00:08:35.150 --> 00:08:38.240
Do you use it to inform funders when you apply for grants?

140
00:08:38.660 --> 00:08:43.550
Maybe you don't use performance measures data or other than collecting
it or you

141
00:08:43.551 --> 00:08:44.060
don't know.

142
00:08:44.060 --> 00:08:48.890
So let's see answers to this to get an idea of how you

143
00:08:48.891 --> 00:08:51.890
are currently using performance measures data.

144
00:08:54.000 --> 00:08:54.950
<v 3>I'll give you a second. I.</v>

145
00:09:19.080 --> 00:09:23.850
<v 2>Okay, let's see the results. So most of you, that's good to
see.</v>

146
00:09:23.851 --> 00:09:25.410
Most of you are looking at it,

147
00:09:25.650 --> 00:09:28.470
the data annually and making adjustments to your programming.

148
00:09:29.670 --> 00:09:33.450
Some of you're using it also to train your facilitators and a lot, oh,

149
00:09:33.451 --> 00:09:36.330
actually the number one is to use it in conversation with partners.

150
00:09:36.331 --> 00:09:40.470
That's great to see and for grants. Okay,

151
00:09:41.670 --> 00:09:46.620
so now I'm going to hand it over to Katie to discuss how

152
00:09:47.640 --> 00:09:50.160
we use performance measure data for different purposes.

153
00:09:50.161 --> 00:09:53.850
And we actually use performance measure data here and sbe.

154
00:09:54.180 --> 00:09:58.260
And so Katie, can you take it from here?

155
00:09:58.650 --> 00:10:03.600
<v 3>Yeah, absolutely. So hi everybody. Thanks for coming to our
webinar and data.</v>

156
00:10:03.601 --> 00:10:05.610
I'm excited that this came to fruition.

157
00:10:05.611 --> 00:10:09.990
I think it's such an important topic that we continue to share with
our prep

158
00:10:09.991 --> 00:10:12.720
grantees. So on the federal level,

159
00:10:12.721 --> 00:10:17.130
we have three different primary uses of the performance measure data.

160
00:10:17.820 --> 00:10:22.230
The first and most regular is that we use it for our congressional
budget

161
00:10:23.100 --> 00:10:27.600
drafting process. So we get a request every year. And for those,

162
00:10:27.601 --> 00:10:30.810
we're sharing mostly about numbers.

163
00:10:31.200 --> 00:10:35.040
So how many students were served, how many were served in school,

164
00:10:35.041 --> 00:10:36.510
how many were served out of school.

165
00:10:37.320 --> 00:10:42.240
We're also asked about the number of youth that are completing 75% of

166
00:10:42.270 --> 00:10:42.811
coursework,

167
00:10:42.811 --> 00:10:46.830
which is an important data point that we hope that you all will continue to look

168
00:10:46.831 --> 00:10:47.700
at and improve.

169
00:10:48.540 --> 00:10:52.320
And then we're asked about how many are serving evidence-based programs.

170
00:10:52.920 --> 00:10:57.720
And then an important question about how many programs are serving the

171
00:10:57.721 --> 00:11:00.720
majority of youth from highly vulnerable populations.

172
00:11:01.140 --> 00:11:05.310
So that's an annual report that we're using our aggregate data on.

173
00:11:05.820 --> 00:11:09.270
The second way we use the data is more for ad hoc requests.

174
00:11:09.271 --> 00:11:11.550
We get a lot of requests from different divisions,

175
00:11:12.980 --> 00:11:14.850
from different people in Congress,

176
00:11:15.540 --> 00:11:18.960
or if we're drafting a request for an increased budget,

177
00:11:19.590 --> 00:11:22.680
we will use the data and we use a lot of different data points for
that.

178
00:11:23.070 --> 00:11:27.510
And so this is our primary place that we'll first go to if we're asked
by a

179
00:11:27.630 --> 00:11:31.500
senator from a state about how many youth across his state are being
served from

180
00:11:31.501 --> 00:11:35.610
our program will go to the performance measures to grab that data.

181
00:11:35.611 --> 00:11:37.950
So that's important that we have that at our fingertips,

182
00:11:38.280 --> 00:11:40.620
often coming from the same dashboard that you all use.

183
00:11:40.860 --> 00:11:43.860
But our dashboard shows all of the data across all grantees.

184
00:11:44.820 --> 00:11:47.940
And then the third way we use it is actually our project officers,

185
00:11:47.941 --> 00:11:52.890
our federal project officers that work with you all hopefully very
regularly

186
00:11:53.260 --> 00:11:55.690
are going to your data to review your data.

187
00:11:55.930 --> 00:11:58.240
Project officers can view data across all grantees.

188

00:11:58.870 --> 00:12:01.150
So if a project officer is picking up a new grantee,

189
00:12:01.420 --> 00:12:03.700
maybe handing it off from one PO to another,

190
00:12:03.701 --> 00:12:05.380
they will go to that data and review it.

191
00:12:05.410 --> 00:12:09.340
We hope that our project officers are reviewing your data after it's put on the

192
00:12:09.341 --> 00:12:13.780
dashboard for conversations with and just to help really have

193
00:12:13.781 --> 00:12:14.471
educated,

194
00:12:14.471 --> 00:12:18.940
data-driven conversations that support you all in the work that you do.

195
00:12:20.110 --> 00:12:23.230
So that's our three ways that federally we're using our data.

196
00:12:26.050 --> 00:12:27.730
<v 2>Great, thank you Kati.</v>

197
00:12:28.150 --> 00:12:32.530
So Kati mentioned that one of the benchmarks or thresholds

198
00:12:32.770 --> 00:12:37.720
that are reported are the dosage benchmark of percentage of youth who completed

199
00:12:37.721 --> 00:12:39.310
75% of the program.

200
00:12:40.090 --> 00:12:44.620
So this is an aggregate measure where basically you take the number of youth who

201
00:12:44.621 --> 00:12:49.390
have completed 75% of the program across all of prep projects and all the

202
00:12:49.391 --> 00:12:52.240
grantees and are divided by the total number of youth served.

203
00:12:52.241 --> 00:12:54.940
And you get that one number, that one aggregate number.

204
00:12:57.490 --> 00:12:59.800
So the same kind of aggregate measure

205
00:13:01.470 --> 00:13:03.640
can be calculated for one grantee.

206
00:13:04.600 --> 00:13:07.090
So for the remaining presentation,

207
00:13:07.540 --> 00:13:11.620
I selected one grantee that's not identified just for demonstration purposes.

208
00:13:12.430 --> 00:13:15.520
And so this is an actual prep grantee in 2023,

209
00:13:15.880 --> 00:13:19.150
this prep grantee has seven providers.

210
00:13:19.990 --> 00:13:21.310
This is at the program level.

211
00:13:22.180 --> 00:13:24.850
So there are three programs being used by seven providers.

212
00:13:24.851 --> 00:13:28.030
That's why you see some providers repeating here.

213
00:13:29.320 --> 00:13:33.610
And if you wanted to measure the dosage measure for this grantee,

214
00:13:34.120 --> 00:13:37.750
what you would do is that you would take the number of youth who
completed 75%

215
00:13:37.751 --> 00:13:42.100
of the program for this grantee is 1,973.

216
00:13:42.580 --> 00:13:45.790
And you divide by the total number of youth served for this grantee,

217
00:13:45.791 --> 00:13:49.990
which is 2,488, and you get the 79% measure.

218
00:13:50.140 --> 00:13:51.370
So that's an aggregate measure.

219
00:13:52.270 --> 00:13:56.710
So this measure is useful for understanding the overall

220
00:13:56.711 --> 00:14:00.190
performance of this specific grantee in terms of dosage,

221
00:14:00.580 --> 00:14:04.720
but it doesn't give insight on the performance of each program or
provider

222
00:14:04.721 --> 00:14:09.040
separately. And so if you wanted to understand how to increase this
number,

223
00:14:09.550 --> 00:14:11.110

because ideally you want it to be a hundred percent,

224
00:14:12.670 --> 00:14:16.360
you wouldn't know where to go, so you need to dig deeper.

225
00:14:18.310 --> 00:14:21.910
So that's where disaggregating the measures is useful.

226
00:14:22.210 --> 00:14:24.070
So here I have

227
00:14:26.060 --> 00:14:29.740
the same table with the same grantee,

228
00:14:30.640 --> 00:14:33.430
but I'm going to here you would calculate the percentage,

229
00:14:33.431 --> 00:14:37.570
the dosage measure for each program within each provider.

230
00:14:37.810 --> 00:14:42.310
So basically taking the 34 divided by the 45, and this is the percentage.

231
00:14:42.460 --> 00:14:46.600
So you take each one divided by that. So you're getting the percentages here,

232
00:14:47.470 --> 00:14:48.670
all these percentages.

233
00:14:50.650 --> 00:14:53.120
What you see is that there's a range from a low of

234
00:14:53.121 --> 00:14:57.350
53% to a high of

235
00:14:57.351 --> 00:15:01.010

98%, which it's a pretty big range.

236
00:15:02.450 --> 00:15:07.220
There's one specific case here we see that's not performing very well
with only

237
00:15:07.610 --> 00:15:10.910
half of the youth that are completing 75% of the program,

238
00:15:10.911 --> 00:15:14.780
this one right here. So

239
00:15:17.090 --> 00:15:19.250
we'd like to understand what's going on. We could say, oh,

240
00:15:19.251 --> 00:15:20.510
maybe it's the provider,

241
00:15:20.900 --> 00:15:25.550
but we see that the same provider performed pretty well in another

242
00:15:25.551 --> 00:15:30.440
program, 87%. That's pretty good. We could say, oh, maybe it's the
program.

243
00:15:30.620 --> 00:15:33.410
But this program also performed pretty well with other providers.

244
00:15:33.411 --> 00:15:38.390
So there's something else going on and we need to take a

245
00:15:38.391 --> 00:15:39.224
closer look.

246
00:15:42.680 --> 00:15:47.390
So what we could do is we could explore other program characteristics
to get

247

00:15:47.930 --> 00:15:52.550
insights. So here we're talking about this one right here where it's

248
00:15:52.551 --> 00:15:53.540
53%.

249
00:15:54.440 --> 00:15:58.640
And what you find is when you add more information here about the program,

250
00:15:59.060 --> 00:16:01.700
you see that this low performing program had,

251
00:16:01.910 --> 00:16:05.510
or they reported at least that they covered only one a PS topic.

252
00:16:06.080 --> 00:16:06.920
The minimum is three,

253
00:16:06.921 --> 00:16:11.300
but for some reason either they reported it as one or they actually did only

254
00:16:11.301 --> 00:16:12.134
one.

255
00:16:13.250 --> 00:16:17.870
And we also see that this program was mainly for middle

256
00:16:18.410 --> 00:16:22.280
school age. Actually all of the youth,

257
00:16:22.910 --> 00:16:26.840
all of they had 15 and all 15 were middle age youth.

258
00:16:27.980 --> 00:16:30.770
And the sessions were all in a residential mental health facility.

259

00:16:32.120 --> 00:16:37.070
So it's perhaps this can give you an idea that perhaps this provider

260
00:16:37.250 --> 00:16:41.180
needs more support in this specific setting for this age group.

261
00:16:43.370 --> 00:16:47.780
But now we also see that there's another

262
00:16:48.080 --> 00:16:53.030
provider or program that has a relatively low dosage,

263
00:16:53.210 --> 00:16:54.200
this 61%,

264
00:16:55.910 --> 00:16:58.790
but in this case it's not the a PS and it's not

265
00:17:01.220 --> 00:17:06.110
the setting. So what could it be? So what could the issue be here?

266
00:17:06.740 --> 00:17:07.573
So let's see.

267
00:17:08.990 --> 00:17:13.130
So we could also explore the provider data in this case.

268
00:17:13.370 --> 00:17:18.020
So here is the same grantee, the same grantee with the seven
providers.

269
00:17:21.080 --> 00:17:24.860
And in this case we're looking at data at the provider level

270
00:17:26.600 --> 00:17:28.190
and we can look at

271
00:17:30.110 --> 00:17:32.390

some other characteristics at the provider level.

272
00:17:32.780 --> 00:17:37.250
And here we're checking how many of the possible 12 implementing

273
00:17:37.251 --> 00:17:41.780
challenges were reported by this provider to be some level of a

274
00:17:41.781 --> 00:17:45.950
problem. You can say you have some problem, a big problem.

275
00:17:47.810 --> 00:17:50.340
And what we see is that providers two, five,

276
00:17:50.341 --> 00:17:55.230
and six all have a relatively high number of challenges reported.

277
00:17:55.230 --> 00:18:00.150
Actually provider six had not reported nine implementing challenges out

278
00:18:00.240 --> 00:18:01.860
of 12. So that's pretty high.

279
00:18:03.090 --> 00:18:05.700
So that provider that would tell you that this provider needs some sort of

280
00:18:05.701 --> 00:18:07.560
support in the challenges they're facing

281
00:18:09.420 --> 00:18:11.430
and maybe that's why they're getting the low dosage.

282
00:18:12.930 --> 00:18:15.360
And we can also see information about the facilitators.

283
00:18:15.870 --> 00:18:18.270

So we also see here that providers two,

284
00:18:18.271 --> 00:18:22.770
five and six did not have all the facilitators observed at least once.

285
00:18:23.220 --> 00:18:25.080
So provider six for example,

286
00:18:25.650 --> 00:18:30.360
has a total of four facilitators and two and only two were

287
00:18:30.361 --> 00:18:31.590
absorbed at least once.

288
00:18:33.240 --> 00:18:38.100
This is the kind of information you can gather and maybe take back

289
00:18:38.101 --> 00:18:42.990
to the providers to maybe discuss with them how that you can support them

290
00:18:43.350 --> 00:18:47.880
further so that they can improve the benchmarks and

291
00:18:48.240 --> 00:18:50.970
reach the goals better outcomes.

292
00:18:52.920 --> 00:18:56.940
The other thing you can explore is the youth level data.

293
00:18:57.720 --> 00:19:02.580
So I'm going to be talking two about sexual behaviors and also

294
00:19:03.030 --> 00:19:03.960
protective behaviors.

295
00:19:03.961 --> 00:19:08.280
So beginning with sexual behaviors here I'm using data from a

different

296
00:19:08.490 --> 00:19:12.870
grantee that has 17 providers that's administrating five

297
00:19:12.871 --> 00:19:13.704
programs.

298
00:19:16.260 --> 00:19:21.180
So in this example we're looking at sexual activity variables at entry

299
00:19:21.181 --> 00:19:26.130
and exit. So for this grantee, this specific grantee,

300
00:19:26.910 --> 00:19:31.470
there were 14% of the youth reported that they've ever had sexual intercourse at

301
00:19:31.530 --> 00:19:36.240
entry and 57% that they said that they plan to abstain at exit.

302
00:19:38.460 --> 00:19:40.980
So a reminder, we can't link,

303
00:19:41.220 --> 00:19:44.070
we cannot link youth data from entry and exit surveys,

304
00:19:44.071 --> 00:19:48.780
but we can explore these variables separately to see if they

305
00:19:48.781 --> 00:19:52.410
vary by youth program or provider characteristics.

306
00:19:57.660 --> 00:20:02.160
So we can first focus on the exit survey data to see how the

307
00:20:02.161 --> 00:20:06.450
providers and programs performed. So in this example, again,

308
00:20:06.451 --> 00:20:09.150
I'm looking here only at exit right now,

309
00:20:09.810 --> 00:20:14.580
and this is planning to abstain from sex at exit by provider and
program,

310
00:20:14.581 --> 00:20:19.050
we see a large range from 41% of the youth that said they would

311
00:20:19.590 --> 00:20:24.300
abstain to 99%. That's a pretty big range.

312
00:20:24.301 --> 00:20:28.800
And there's also somewhat of a large range by program as well.

313
00:20:29.250 --> 00:20:33.540
Now of course we know that the low levels may not only be to the
provider or

314
00:20:33.541 --> 00:20:38.250
program alone, but also due to other factors including the youth
themselves.

315
00:20:38.580 --> 00:20:42.540
But this can give you some idea of what's going on with the programs
and the

316
00:20:42.541 --> 00:20:43.374
providers.

317
00:20:45.930 --> 00:20:50.290
What you can also is look at these variables by youth

318
00:20:50.291 --> 00:20:52.360
characteristics to see

319

00:20:54.310 --> 00:20:58.420
what groups may need more attention and focus. So for example,

320
00:20:58.600 --> 00:21:00.190
these two variables.

321
00:21:00.430 --> 00:21:05.050
So ever had sex at entry again and then exit planning to abstain.

322
00:21:05.320 --> 00:21:09.880
And here it's broken down by some background variables, sex and
ethnicity,

323
00:21:09.881 --> 00:21:12.130
Hispanic or not, and race.

324
00:21:14.440 --> 00:21:16.210
So if you look at this table,

325
00:21:16.211 --> 00:21:20.350
we can see that at entry youth who are male

326
00:21:21.160 --> 00:21:23.050
black or African-American,

327
00:21:23.410 --> 00:21:28.300
American Indian or Alaskan native and native Hawaiian or other Pacific
Islander

328
00:21:28.600 --> 00:21:33.220
all had higher percentage of reporting ever having sex

329
00:21:33.221 --> 00:21:34.690
compared to their counterparts.

330
00:21:36.130 --> 00:21:38.860
So that is informative.

331

00:21:39.460 --> 00:21:44.110
And then these same youth groups also had lower percentage of planning to

332
00:21:44.111 --> 00:21:45.610
abstain at ed exit.

333
00:21:49.960 --> 00:21:51.790
A question I have for you all,

334
00:21:51.791 --> 00:21:55.180
and you can come off the mic or put it in the chat,

335
00:21:55.600 --> 00:22:00.580
what other variables do you think would have been interesting to explore to

336
00:22:00.850 --> 00:22:02.020
help you inform about,

337
00:22:04.000 --> 00:22:08.860
help inform you on how to improve the programs with respect to these

338
00:22:08.861 --> 00:22:10.120
two variables?

339
00:22:10.870 --> 00:22:14.440
What other maybe use characteristics or even other

340
00:22:15.670 --> 00:22:20.230
program or provider characteristics you think would've been useful to look at as

341
00:22:20.231 --> 00:22:21.064
well?

342
00:22:27.400 --> 00:22:31.600
I have to open the chat to see what you're, if you're saying anything.

343
00:22:33.820 --> 00:22:38.590
Okay, so I see sexual orientation and gender identity if that's
collected.

344
00:22:38.591 --> 00:22:40.870
Age. Yeah. Yes. Age is another

345
00:22:47.800 --> 00:22:49.420
age. Again, yes. So yeah,

346
00:22:49.421 --> 00:22:53.370
age is another big factor where you'll see a lot of differences.
Usually,

347
00:22:53.371 --> 00:22:58.120
of course older ages are more likely to

348
00:22:58.450 --> 00:23:03.280
have ever had sex and I think also less likely to plan to abstain from
sex.

349
00:23:04.900 --> 00:23:07.300
Okay, thank you for that.

350
00:23:09.970 --> 00:23:13.690
So now I'll do the same with protective behaviors.

351
00:23:13.840 --> 00:23:17.020
So I'm using the same grantee with the 17 providers,

352
00:23:18.100 --> 00:23:22.420
but in this example we're going to look at two protective behaviors in
the entry

353
00:23:22.421 --> 00:23:24.670
and exit youth surveys as shown in this figure.

354
00:23:25.330 --> 00:23:29.520

So here we're looking at thinking about consequences before making a decision

355
00:23:29.521 --> 00:23:33.490
and talking with a parent or caregiver about sex and entry.

356
00:23:33.491 --> 00:23:37.090
I combine all or if they said all or most of the time,

357
00:23:37.600 --> 00:23:41.590
so if they think about consequences before making a decision all or most of the

358
00:23:41.591 --> 00:23:43.270
time and at exit,

359
00:23:43.271 --> 00:23:47.120
if they're more likely to think about before making a decision

360
00:23:49.980 --> 00:23:53.750
after taking the program. And the same with this variable.

361
00:23:53.930 --> 00:23:58.610
So these are the two variables. In the same way as a previous example,

362
00:23:58.611 --> 00:24:02.450
we can explore these variables by youth program and provider

363
00:24:03.230 --> 00:24:05.630
characteristics. So again,

364
00:24:05.631 --> 00:24:09.650
in the same way here I have a bigger table looking at two indicators.

365
00:24:09.890 --> 00:24:11.840
So this is at exit again,

366
00:24:12.470 --> 00:24:16.310

we can look at the exit survey and see

367
00:24:18.050 --> 00:24:21.620
the range by provider and port program. And for example,

368
00:24:21.621 --> 00:24:24.980
in this case for this grantee,

369
00:24:24.981 --> 00:24:28.940
we see that provider one had the lowest values for both questions.

370
00:24:28.941 --> 00:24:32.090
So that maybe can give you some information.

371
00:24:32.450 --> 00:24:37.250
And then you can also see differences by program. So again,

372
00:24:37.251 --> 00:24:40.040
we know of course that it's not the only factor,

373
00:24:40.041 --> 00:24:44.000
but it still gives you some insight about your program and providers.

374
00:24:46.160 --> 00:24:49.010
So in the same way we can look at the use characteristics.

375
00:24:49.280 --> 00:24:54.200
So here again we have the entry and exit. If they said that they

376
00:24:55.700 --> 00:24:59.450
do the protective behavior all or most of the time and exit if they're more

377
00:24:59.451 --> 00:25:03.980
likely to do the behavior. So I mean this is a big table,

378
00:25:03.981 --> 00:25:06.980
but if you look at it for a little bit, you'll see

379
00:25:09.080 --> 00:25:10.490
that entry for example,

380
00:25:10.491 --> 00:25:15.200
there's a much lower percentage of Asian youth who talk to their
partners about

381
00:25:15.201 --> 00:25:18.740
sex compared to non-Asian youth. So this right here,

382
00:25:21.830 --> 00:25:25.760
that's just an example. And then at exit, if you look at the exit,

383
00:25:25.970 --> 00:25:29.780
there doesn't seem to be many large differences by these
characteristics.

384
00:25:30.140 --> 00:25:34.940
So I mean the differences are maybe between less than 1%

385
00:25:34.941 --> 00:25:36.380
and 4% or so.

386
00:25:37.100 --> 00:25:41.870
And of course we don't know if these are statistically different or
not because

387
00:25:41.871 --> 00:25:45.260
that would require statistical tests that I'm not going to cover
today.

388
00:25:46.010 --> 00:25:48.830
But in general, it looks like the differences are very small.

389
00:25:49.370 --> 00:25:54.350
What this implies is that the delivered programs were received equally
by

390
00:25:54.380 --> 00:25:55.400
sex, ethnicity,

391
00:25:55.730 --> 00:25:59.240
and race when you see little differences and that's a good thing.

392
00:26:03.260 --> 00:26:08.210
So now I want to hear from you,

393
00:26:08.630 --> 00:26:13.160
and we're going to have the first whiteboard question

394
00:26:13.790 --> 00:26:17.990
and in this question we're going to ask you to enter,

395
00:26:18.860 --> 00:26:20.720
so Patrick is going to launch

396
00:26:24.920 --> 00:26:28.250
this question that you can, I'm trying to copy it. Sorry,

397
00:26:31.130 --> 00:26:35.180
that you can answer on this whiteboard.

398
00:26:35.570 --> 00:26:38.720
I think I'm supposed to also stop sharing. Sorry about this.

399
00:26:39.380 --> 00:26:40.213
<v 1>That's okay. Shireen.</v>

400
00:26:40.340 --> 00:26:41.173
<v 2>We're good.</v>

401
00:26:41.480 --> 00:26:44.640
<v 1>Yeah. So we're going to be using poll everywhere for this.</v>

402
00:26:44.850 --> 00:26:48.240

So you have three options to join. I've dropped a link in the chat.

403
00:26:48.720 --> 00:26:51.750
So you can click on that link to enter the poll everywhere.

404
00:26:52.140 --> 00:26:56.850
You can use your phone to send a text message if you just type prep 2024 and

405
00:26:56.851 --> 00:27:01.140
then your response and then send that to 2 3 3 3.

406
00:27:02.040 --> 00:27:06.750
Or you can also just use your camera phone and take a

407
00:27:06.751 --> 00:27:11.340
picture of the QR code and join that way. So yeah,

408
00:27:11.640 --> 00:27:15.750
the question is on the board, on the poll everywhere slide there.

409
00:27:17.070 --> 00:27:20.850
Pick one of those ways to join and then we'll start to see the responses as

410
00:27:20.851 --> 00:27:24.930
those come in and we'll give everyone a minute or so to do that.

411
00:27:31.710 --> 00:27:36.510
<v 2>Yeah, so the question is how can you use your performance measure and your work?</v>

412
00:27:37.200 --> 00:27:40.080
And if you can provide any examples that weren't discussed today.

413
00:27:51.120 --> 00:27:55.230
Share with, I'm seeing some responses, Benefits Of the program

414

00:27:56.730 --> 00:27:58.320
also with community members,

415
00:28:00.960 --> 00:28:02.010
infographics

416
00:28:08.370 --> 00:28:12.960
use to Identify topics that need emphasizing how to

417
00:28:13.170 --> 00:28:17.790
decide how to allocate renewal funding levels to motivate educators,

418
00:28:18.990 --> 00:28:23.490
identify gaps, evaluate the plan,

419
00:28:24.720 --> 00:28:28.770
what is intended to do, or are there other areas that need
improvement? Yes,

420
00:28:29.010 --> 00:28:33.570
that's What recruitment tools

421
00:28:36.210 --> 00:28:39.240
Support provider with their own data needs allows them to

422
00:28:41.130 --> 00:28:42.390
pursue additional funding,

423
00:28:42.990 --> 00:28:47.040
additional population that have a greater need of services and
programming.

424
00:28:48.660 --> 00:28:50.490
Okay. This is great.

425
00:28:56.730 --> 00:28:58.650
<v 1>Sharine, would you like me to move to the next question?</v>

426

00:29:00.240 --> 00:29:02.910
<v 2>Sure. I think they're still typing, but Okay. Yeah, we.</v>

427
00:29:03.000 --> 00:29:04.140
<v 1>Can give 'em a few more seconds.</v>

428
00:29:04.590 --> 00:29:09.210
<v 2>Yeah, it looks like there's some people are still maybe just 10
more seconds.</v>

429
00:29:12.510 --> 00:29:17.070
Yeah, I think they can go to the next. Okay,

430
00:29:17.071 --> 00:29:18.480
thank you all. That's great.

431
00:29:22.040 --> 00:29:24.030
So the second question is

432
00:29:25.590 --> 00:29:30.570
how has this presentation made you consider using your performance

433
00:29:30.870 --> 00:29:33.960
measure data to inform your program differently? And if so,

434
00:29:33.961 --> 00:29:37.860
this is what we really want to know is what support would you need?

435
00:30:39.220 --> 00:30:43.630
Hopefully you're still thinking spreadsheet support to compile data in
a

436
00:30:43.631 --> 00:30:45.010
usable format,

437
00:30:46.930 --> 00:30:51.250
updated material to be sent to us as It is available.

438

00:31:00.480 --> 00:31:04.240
Okay. Some of you're not sure what support they need.

439
00:31:19.310 --> 00:31:23.230
Okay. Some of you are saying There's too many questions in the
surveys. Yeah,

440
00:31:25.660 --> 00:31:28.600
some are Not being used. Yeah, you've heard this

441
00:31:34.720 --> 00:31:38.530
In the past, the dashboard didn't have very recent data, so haven't
used it.

442
00:31:39.850 --> 00:31:42.610
So using the data that you have Collected

443
00:31:46.090 --> 00:31:46.923
yourselves,

444
00:31:53.710 --> 00:31:57.340
a spreadsheet would be nice to show. Also, statistical testing,

445
00:32:01.690 --> 00:32:05.050
Material Support. Okay, thank you.

446
00:32:08.260 --> 00:32:10.900
So yeah, we were trying to see what kind of,

447
00:32:11.710 --> 00:32:16.510
if you wanted to use your performance measures data in an analytical
way,

448
00:32:16.511 --> 00:32:20.920
what kind of support you needed as well. So yeah,

449
00:32:20.921 --> 00:32:24.550
this is helpful. And then I think

450
00:32:28.480 --> 00:32:30.430
there's a last poll question

451
00:32:34.030 --> 00:32:38.320
and then if there's any questions for me,

452
00:32:39.080 --> 00:32:42.950
and then we can go to the next presentation. So Patrick, you can show
the

453
00:32:44.720 --> 00:32:46.010
last poll question

454
00:32:47.810 --> 00:32:49.760
and thank you everyone for your input.

455
00:32:54.950 --> 00:32:57.650
So yeah, this is just to get an idea.

456
00:32:57.680 --> 00:33:02.480
If you do analyze data on your own,

457
00:33:04.160 --> 00:33:08.120
we're curious what software you use, if any.

458
00:33:40.370 --> 00:33:44.450
This would help us see that if we were to provide more specific

459
00:33:45.260 --> 00:33:50.120
support using software, what format it should be in.

460
00:34:01.190 --> 00:34:05.270
Okay. Okay. So most of you are using Excel. Okay.

461
00:34:05.271 --> 00:34:10.100
Some using SPSS and other. I'm curious what the other is,

462

00:34:10.101 --> 00:34:13.880
if you can put it in the chat, whoever said other, a third of you said
other

463
00:34:17.150 --> 00:34:21.640
if it's Oh, SaaS. Okay. SaaS. Okay. Okay.

464
00:34:26.420 --> 00:34:29.300
Okay, Great. Thank you so much for that. Thank you.

465
00:34:30.830 --> 00:34:33.050
And I think we can go to the next slide.

466
00:34:38.720 --> 00:34:40.640
<v 1>Share re if you'd like to reshare the slides. Yeah.</v>

467
00:34:41.000 --> 00:34:42.410
<v 0>Oh, I think I'm sharing this slide. Oh.</v>

468
00:34:42.780 --> 00:34:42.860
<v 1>Okay.</v>

469
00:34:42.860 --> 00:34:43.700
<v 2>I think it's Katie.</v>

470
00:34:43.910 --> 00:34:48.560
<v 0>Yeah, perfect. I did want to pause and see if there are any
questions for sure.</v>

471
00:34:49.670 --> 00:34:52.940
<v 2>Yeah, there's a slide with my email in case they have
questions.</v>

472
00:34:53.360 --> 00:34:55.040
<v 0>Yep. Give me just a.</v>

473
00:34:55.040 --> 00:34:59.150
Second. Yeah,

474
00:34:59.390 --> 00:35:01.970
so thank you everyone. So if you have any questions,

475
00:35:02.120 --> 00:35:06.800
please ask now if there's any questions on the presentation or you can also

476
00:35:06.801 --> 00:35:07.634
email me.

477
00:35:22.010 --> 00:35:25.520
<v 0>Awesome. Well feel free to pop your questions in the chat if they come up.</v>

478
00:35:26.120 --> 00:35:30.680
With that, I'm going to turn it over to Kelsey Olson,

479
00:35:30.681 --> 00:35:34.340
Atkins from Healthy Futures of Texas. So go ahead and take it away. Kelsey.

480
00:35:37.140 --> 00:35:41.070
<v 6>Thanks so much, Katie, for the intro. Good afternoon everyone.</v>

481
00:35:41.071 --> 00:35:45.690
My name is Kelsey Olson Atkins and I am the program director of

482
00:35:45.750 --> 00:35:50.220
higher education for talk about it Texas's Campus Conversations program,

483
00:35:50.460 --> 00:35:53.370
which is powered by Healthy Features of Texas.

484
00:35:53.670 --> 00:35:57.900
So today I've kind of been asked to think about and share how our

485

00:35:57.901 --> 00:36:02.190
organization and program utilizes data and share stories to show

486
00:36:02.191 --> 00:36:03.024
impact

487
00:36:04.560 --> 00:36:07.620
beyond just our internal programming.

488
00:36:11.580 --> 00:36:13.110
So just quick recap,

489
00:36:13.140 --> 00:36:17.520
some of you may have met me before in person or virtually,

490
00:36:18.150 --> 00:36:21.540
but to share a little bit more about our campus conversations work,

491
00:36:22.290 --> 00:36:26.850
we are a competitive prep grantee that focuses on work with older
teens at

492
00:36:26.851 --> 00:36:30.450
community colleges and universities across Texas.

493
00:36:30.510 --> 00:36:35.010
So we really aim to support student success by preparing and
connecting those

494
00:36:35.011 --> 00:36:39.750
young adults on those campuses and especially in the Rio Grande Valley
for this

495
00:36:39.751 --> 00:36:44.610
project with the information and resources they need to be empowered
about

496
00:36:44.611 --> 00:36:47.400
their sexual and reproductive health. So with that,

497
00:36:47.401 --> 00:36:51.300
we provide the evidence-based sexual health education programs,

498
00:36:51.930 --> 00:36:56.340
referrals to teen friendly healthcare services for low or no cost,

499
00:36:56.700 --> 00:37:01.260
and really connect or find those connections to support services

500
00:37:02.640 --> 00:37:04.230
and resources in the community.

501
00:37:08.430 --> 00:37:12.840
So again, when asked to share about how we use that data to show impact,

502
00:37:12.841 --> 00:37:16.260
the top three things kind of came to mind and some of the things that were

503
00:37:16.261 --> 00:37:20.520
shared before this were really resonating with me as like, wow,

504
00:37:20.521 --> 00:37:24.870
we really are doing this to engage our stakeholders,

505
00:37:24.871 --> 00:37:29.760
whether that be campus leadership or faculty and staff on campus

506
00:37:29.790 --> 00:37:32.250
or board members internally.

507
00:37:32.880 --> 00:37:37.470
And we'll kind of dive in a little bit deeper into that on the next few slides.

508
00:37:37.980 --> 00:37:38.431

But again,

509
00:37:38.431 --> 00:37:43.020
trying to demonstrate outcomes and impact through the data in a
variety of

510
00:37:43.021 --> 00:37:46.920
ways. We do this also to help build trust.

511
00:37:47.520 --> 00:37:51.900
So providing that transparency builds credibility with the

512
00:37:51.901 --> 00:37:54.600
funders, clients, partners,

513
00:37:55.680 --> 00:37:58.110
and again at a variety of levels.

514
00:37:58.470 --> 00:38:03.300
And then the data or the numbers have also

515
00:38:03.301 --> 00:38:06.270
helped in guiding decisions along the way.

516
00:38:07.920 --> 00:38:11.400
So it helps us pinpoint successes and areas for improvement.

517
00:38:12.240 --> 00:38:17.220
So some more of that continuous quality improvement that we can kind

518
00:38:17.280 --> 00:38:22.020
of take internally as a team and with our campus partners who are
coming

519
00:38:22.021 --> 00:38:24.300
along the journey with this work with us.

520
00:38:28.140 --> 00:38:30.000

So before I dive in a little deeper,

521
00:38:30.630 --> 00:38:34.110
just sharing a little bit more about our current data collection strategies.

522
00:38:35.470 --> 00:38:37.990
So as many of you all probably are doing,

523
00:38:39.340 --> 00:38:44.170
all program participants are encouraged to complete a entry survey or pre-survey

524
00:38:44.410 --> 00:38:48.550
prior to receiving education and post-survey immediately after.

525
00:38:48.820 --> 00:38:53.260
And those surveys collect both quantitative and qualitative data,

526
00:38:54.160 --> 00:38:59.020
the required questions that we are asked by the funder and then

527
00:38:59.021 --> 00:39:03.880
also some additional but separate questions that we want to know as an

528
00:39:03.881 --> 00:39:06.370
organization that kind of helps speak to

529
00:39:07.930 --> 00:39:10.480
the effectiveness of the program and the impact that it has.

530
00:39:11.320 --> 00:39:15.610
We also host focus groups inviting previous participants

531
00:39:15.611 --> 00:39:20.590
to come talk about the impact and tell us a little bit more

532
00:39:20.591 --> 00:39:25.540

about their experiences. We held those typically once a semester.

533
00:39:25.780 --> 00:39:30.640
We also host one at least annually for faculty and

534
00:39:30.641 --> 00:39:35.050
staff that we have engaged with and that could look like

535
00:39:35.350 --> 00:39:39.640
faculty that we've partnered with or who have come to our professional

536
00:39:39.641 --> 00:39:44.110
development learning series that we offer. But it could also be like, hey,

537
00:39:44.111 --> 00:39:48.730
we've really partnered with student life on campus or the student

538
00:39:48.731 --> 00:39:52.420
advocacy center and we really want to bring in

539
00:39:53.110 --> 00:39:55.510
representatives that we work with to tell us

540
00:39:57.130 --> 00:40:00.580
a little bit more about the value and the impact of the program.

541
00:40:01.720 --> 00:40:04.300
We also feedback forms,

542
00:40:04.301 --> 00:40:07.330
we do supplemental health education in addition to

543
00:40:09.130 --> 00:40:10.990
the evidence-based program as

544
00:40:12.790 --> 00:40:14.530
an additional form of recruitment.

545
00:40:14.531 --> 00:40:19.240
So we have a little bit more fun with the students,

546
00:40:19.241 --> 00:40:23.920
we get to speak on certain topics that maybe we don't get to capture or go into

547
00:40:23.921 --> 00:40:26.770
depth with our evidence-based programs.

548
00:40:26.771 --> 00:40:29.650
I can tell you a little bit more about that and how we've used that.

549
00:40:30.400 --> 00:40:34.870
But at the end of every event we have a feedback form that goes out that allows

550
00:40:34.871 --> 00:40:39.850
us to collect whether there was knowledge gain before or after

551
00:40:40.060 --> 00:40:44.890
attending those activities with us and providing some qualitative data there

552
00:40:44.891 --> 00:40:47.260
too about that impact.

553
00:40:47.470 --> 00:40:52.270
How did you feel attending today's activity helped you learn

554
00:40:52.271 --> 00:40:56.800
about, let me back up before the session,

555
00:40:56.801 --> 00:40:59.710
how would you rate your knowledge around

556
00:41:01.210 --> 00:41:05.800

things like sexually transmitted infections or different contraceptive
methods

557
00:41:05.830 --> 00:41:09.250
versus after? And so we can kind of see that there as well.

558
00:41:09.970 --> 00:41:11.500
We also have a peer Ambassador

559
00:41:16.180 --> 00:41:16.960
program and we

560
00:41:16.960 --> 00:41:21.160
Do everything we can to kind of get their feedback throughout the
year,

561
00:41:21.161 --> 00:41:25.480
but also at the end of the year when they've kind of wrapped up
activities for

562
00:41:25.481 --> 00:41:28.840
the year, we do a debrief with them and ask them, what did you,

563
00:41:29.140 --> 00:41:31.870
what worked really well? What should we change for next year?

564
00:41:32.530 --> 00:41:37.250
What are you kind seeing as things that are important that your

565
00:41:37.251 --> 00:41:39.470
peers are interested in learning more about?

566
00:41:40.820 --> 00:41:45.530
And how did you feel like our evidence-based programs were going? What
did that

567
00:41:47.270 --> 00:41:49.040
the way that we facilitated,

568
00:41:49.041 --> 00:41:53.390
how do you see that impacting the students and did it reach them in
the best way

569
00:41:53.391 --> 00:41:58.310
that it possibly could have? Again,

570
00:41:58.640 --> 00:42:03.080
to go back to some of the current data collection strategies.

571
00:42:03.710 --> 00:42:08.540
So one thing that my former director who helped

572
00:42:08.900 --> 00:42:13.610
start this project she really drilled in when we first

573
00:42:13.611 --> 00:42:18.530
started back in 2016 with this funding was we all need to keep

574
00:42:18.531 --> 00:42:23.150
a data mindset at every point and every activity we should be

575
00:42:23.151 --> 00:42:25.970
thinking ahead of what should I be writing down?

576
00:42:26.480 --> 00:42:29.630
Does everybody have that ingrained in their brain of like, Hey,

577
00:42:29.631 --> 00:42:33.530
this activity was planned this way, it didn't happen that way,

578
00:42:33.531 --> 00:42:38.330
or what do we need to learn to help us grow through? But again,

579
00:42:38.331 --> 00:42:42.710
some of those sources that I'm talking about are the methods,

580

00:42:42.711 --> 00:42:47.360
like those surveys, the digital tracking feedback forms, the focus
groups,

581
00:42:48.200 --> 00:42:49.340
that frequency.

582
00:42:50.060 --> 00:42:53.330
I know that on the previous slide it was talking about and analyzing
things

583
00:42:53.390 --> 00:42:54.223
annually.

584
00:42:54.290 --> 00:42:59.090
We do that and we try to keep up on a more regular basis

585
00:42:59.091 --> 00:43:02.900
for tracking data internally on our systems,

586
00:43:03.230 --> 00:43:05.180
which I'll talk about in the next bullet point.

587
00:43:06.530 --> 00:43:11.510
And then weekly, quarterly to just kind of say, Hey team,

588
00:43:11.511 --> 00:43:15.140
let's come together quarterly and talk about what worked really well.

589
00:43:15.380 --> 00:43:20.360
What do we want to make sure that we capture and share back to either

590
00:43:20.361 --> 00:43:24.920
new faculty that we want to partner with Because that's our way in to

591
00:43:25.820 --> 00:43:30.740
seeing more students on the community colleges. We don't have

592

00:43:32.270 --> 00:43:36.200
a set class that lets us in for a certain amount of weeks.

593
00:43:36.380 --> 00:43:41.000
We have to do what we can to build that relationship with that faculty
member so

594
00:43:41.001 --> 00:43:45.800
that they can build us into their syllabus each semester and they
carve out time

595
00:43:45.801 --> 00:43:48.410
for us to maybe be in front of their

596
00:43:50.720 --> 00:43:55.070
several courses or sections of their classes,

597
00:43:56.570 --> 00:43:58.370
some tools that we use.

598
00:43:59.090 --> 00:44:03.140
We have our internal participant tracker dashboard

599
00:44:04.310 --> 00:44:08.510
that our team members use and live and breathe by

600
00:44:10.040 --> 00:44:14.390
this to track completion notes for people who are

601
00:44:14.450 --> 00:44:18.650
completing programs, engagement activities,

602
00:44:18.651 --> 00:44:21.680
the number of people that came to activities,

603
00:44:22.280 --> 00:44:25.700
the number of people who received sexual health or supplemental sexual
health

604
00:44:25.701 --> 00:44:26.540
education.

605
00:44:26.780 --> 00:44:31.710
Maybe we did an activity that still highlighted some sexual and
reproductive

606
00:44:31.711 --> 00:44:35.340
health and then we were able to kind of recruit them to complete one
of our

607
00:44:35.341 --> 00:44:36.420
longer sessions.

608
00:44:36.930 --> 00:44:41.370
And then that tracker also helps us collect referrals.

609
00:44:41.371 --> 00:44:43.140
And that is completely,

610
00:44:45.240 --> 00:44:46.650
anonymous isn't the right word,

611
00:44:47.790 --> 00:44:50.730
but say somebody is coming to our table and says, Hey,

612
00:44:51.120 --> 00:44:55.740
I really need to know where to go to get tested. Well,

613
00:44:55.741 --> 00:44:58.980
on our tracker we would come in and say, on this date,

614
00:44:59.040 --> 00:45:03.900
a student came in to request where they could go to get tested

615
00:45:05.640 --> 00:45:09.000
and we would say referred to blah, blah, blah. And that's about it.

616
00:45:09.480 --> 00:45:13.260
No identifying information. So that's the participant tracker.

617
00:45:13.261 --> 00:45:18.120
We use Google forms. Qualtrics is the system that our

618
00:45:18.960 --> 00:45:23.160
contract evaluation partners have used.

619
00:45:23.161 --> 00:45:25.500
We're looking at switching evaluation partners,

620
00:45:25.501 --> 00:45:27.570
which is shifting us into REDCap.

621
00:45:28.500 --> 00:45:32.490
But just to share this is a huge effort that we couldn't do without our

622
00:45:32.491 --> 00:45:33.750
evaluation partners.

623
00:45:35.130 --> 00:45:37.650
It's super challenging like many of y'all know,

624
00:45:37.651 --> 00:45:40.350
to manage all aspects of the programs,

625
00:45:40.351 --> 00:45:43.890
the teams and be an expert on reading the data.

626
00:45:44.160 --> 00:45:48.450
So having those strategic partnerships is so important to actually bringing that

627
00:45:48.451 --> 00:45:53.310
data to life. Then we have a partnership with a

628
00:45:54.420 --> 00:45:59.340
contractor called CNM that helps us with that management and

629
00:45:59.341 --> 00:46:02.970
also bringing that to the same, I was just kind of sharing

630
00:46:04.950 --> 00:46:05.521
and engagement,

631
00:46:05.521 --> 00:46:10.290
emphasizing collaboration with staff and providers in collecting data.

632
00:46:10.860 --> 00:46:12.690
So quotes, testimonials,

633
00:46:12.691 --> 00:46:17.340
including real world quotes that connects the numbers to a story can be really

634
00:46:17.530 --> 00:46:18.363
powerful

635
00:46:23.910 --> 00:46:25.380
communication with stakeholders.

636
00:46:25.381 --> 00:46:28.950
So those performance measures are highlighted through findings reports to

637
00:46:28.951 --> 00:46:32.190
demonstrate the impact of programming with campus partners.

638
00:46:32.460 --> 00:46:37.200
That can be campus leadership up to the deans and to the

639
00:46:37.201 --> 00:46:40.470
director of the health center that we partner with.

640
00:46:40.500 --> 00:46:44.070
That could be faculty and staff or staff that oversee

641
00:46:45.480 --> 00:46:49.110
other departments like student life or the student advocacy center.

642
00:46:50.130 --> 00:46:54.480
And that impact is greater since we can tie the responses and needs directly to

643
00:46:54.481 --> 00:46:56.460
students at their campuses.

644
00:46:58.350 --> 00:47:00.720
I'm hoping that I have time to share this,

645
00:47:01.230 --> 00:47:06.210
but one powerful example that I can share from our initial

646
00:47:06.211 --> 00:47:10.890
programming was going to a campus and talking to them about the

647
00:47:11.250 --> 00:47:16.050
importance and the prioritization of ensuring our programs were

648
00:47:16.051 --> 00:47:20.430
inclusive and providing a training for faculty and staff,

649
00:47:20.910 --> 00:47:24.120
staff that talked about the importance of inclusivity.

650
00:47:25.290 --> 00:47:29.500
And we got stopped and they were like, that doesn't, here,

651
00:47:29.501 --> 00:47:30.370
we don't need that.

652

00:47:30.460 --> 00:47:34.330
We don't have students on our campus that need that information or we
don't need

653
00:47:34.331 --> 00:47:37.360
to worry about it. And I said, oh really?

654
00:47:38.530 --> 00:47:42.550
And we were able to look at that data that we collected over a good
amount of

655
00:47:42.551 --> 00:47:47.170
time and got to take it back to the campus and say, Hey,

656
00:47:48.490 --> 00:47:51.430
we hear you, but we want to show you something.

657
00:47:51.490 --> 00:47:55.810
And we were able to identify of the number of people who completed our
programs.

658
00:47:56.140 --> 00:48:00.580
This number of students really showed the need

659
00:48:00.640 --> 00:48:05.440
to ensure that our programs were inclusive and keeping that

660
00:48:05.441 --> 00:48:09.190
top of mind. And I have many, many examples of that,

661
00:48:09.191 --> 00:48:11.350
but that one's the one that always stands out for me,

662
00:48:12.970 --> 00:48:15.340
the supporting continuous quality improvement.

663
00:48:15.520 --> 00:48:19.000
So this allows us to identify training needs for facilitator,

664
00:48:19.001 --> 00:48:20.500
professional development.

665
00:48:21.250 --> 00:48:26.200
And so same kind of conversation as

666
00:48:26.440 --> 00:48:30.130
what was spoken about with the previous speaker.

667
00:48:32.650 --> 00:48:35.020
Trying to think of, there was something else I wanted to add there,

668
00:48:35.021 --> 00:48:38.620
but I can come back to it. And then that open-ended feedback.

669
00:48:38.650 --> 00:48:43.150
So that open-ended feedback has informed the development of new
supplemental

670
00:48:43.151 --> 00:48:45.430
health education learning opportunities.

671
00:48:45.790 --> 00:48:50.560
It humanizes the data and adds depth and context to the quantitative

672
00:48:50.561 --> 00:48:51.820
data that we're collecting.

673
00:48:53.350 --> 00:48:58.180
So the open-ended feedback in that information. At the end of the
survey,

674
00:48:59.620 --> 00:49:04.180
one of our programs does not go into a lot of depth about sexually

675
00:49:04.181 --> 00:49:05.470
transmitted infections,

676
00:49:06.040 --> 00:49:10.510
but it covers in depth HIV while we've seen that request

677
00:49:10.511 --> 00:49:14.530
for more on sexually transmitted infections.

678
00:49:14.531 --> 00:49:19.390
So we were able to develop a Jenga and a Jeopardy game that

679
00:49:19.391 --> 00:49:23.830
we could use while tabling and interacting with students to kind of
highlight

680
00:49:23.831 --> 00:49:26.500
and bring in those topics more.

681
00:49:26.800 --> 00:49:31.600
We could also host a separate larger event that was also a recruitment

682
00:49:31.601 --> 00:49:34.690
event that said, let's do a round table,

683
00:49:34.750 --> 00:49:36.640
a speed dating round table activity.

684
00:49:36.970 --> 00:49:41.890
And at one of those tables we want to talk about sexually transmitted
infections

685
00:49:41.891 --> 00:49:45.100
in addition to some of the other topics.

686
00:49:45.101 --> 00:49:50.050
So we could dive deeper and help them learn outside of

687
00:49:50.051 --> 00:49:54.670
the evidence-based program or recruit them because they haven't

688
00:49:54.671 --> 00:49:58.090
completed one of our programs to come learn a little bit more.

689
00:49:59.980 --> 00:50:04.030
You can go to the next one. So again, telling that story,

690
00:50:04.031 --> 00:50:07.870
highlighting key successes, participant impact,

691
00:50:07.871 --> 00:50:11.950
so sharing meaningful visuals for engagement, driving action.

692
00:50:11.980 --> 00:50:14.840
So informing strategic planning and program improvements,

693
00:50:16.490 --> 00:50:18.850
advocating for resources and funding,

694
00:50:19.270 --> 00:50:23.290
and then exploring future opportunities,

695
00:50:23.890 --> 00:50:25.810
exploring analytics and deeper insights.

696
00:50:26.290 --> 00:50:30.590
So it may an area for growth or strategic partnership.

697
00:50:30.890 --> 00:50:31.760
For example,

698
00:50:31.880 --> 00:50:36.590
the tracking of referrals that we've done because of the nature of

699
00:50:36.591 --> 00:50:37.550
our topic,

700
00:50:39.260 --> 00:50:43.760

students and participants build rapport and trust quickly with

701
00:50:43.761 --> 00:50:47.090
students and they feel safe and comfortable enough to share that they may have

702
00:50:47.091 --> 00:50:50.930
other needs that we may not be able to directly help them with,

703
00:50:51.200 --> 00:50:55.130
but we know of other wraparound services that are available on campus or in the

704
00:50:55.131 --> 00:50:57.620
community where we can support that warm handoff.

705
00:50:58.070 --> 00:51:02.450
This helps us speak with those partners and say, Hey,

706
00:51:02.810 --> 00:51:07.490
we really want you to come to our event or can we bring you in to

707
00:51:08.000 --> 00:51:11.030
share that information? How do we help students get to you?

708
00:51:11.300 --> 00:51:15.710
And that cross collaboration is much stronger because they see the tie

709
00:51:15.980 --> 00:51:20.630
between our topics and why it's important and what matters to those

710
00:51:20.631 --> 00:51:25.370
students. And then quickly, I want to show you a few things.

711
00:51:26.300 --> 00:51:28.400
I know I'm running out of time, Katie, I'm so sorry.

712
00:51:29.870 --> 00:51:31.370

They tell us their needs.

713
00:51:32.030 --> 00:51:36.470
So in those focus groups and in our surveys we see things like this.

714
00:51:36.950 --> 00:51:38.720
For example, I'll read one of them.

715
00:51:39.110 --> 00:51:44.060
I don't think men, wait, let me go back to a different one.

716
00:51:44.840 --> 00:51:45.673
Middle one.

717
00:51:45.920 --> 00:51:49.730
I think that providing the queer community resources regarding these
types of

718
00:51:49.731 --> 00:51:53.330
programs are really important as well. This was from a faculty member,

719
00:51:54.080 --> 00:51:58.850
I'm for sure more informed and I'm sure about what decisions I'm
making and I

720
00:51:58.851 --> 00:52:02.180
know more options about contraception than I did before taking the
program.

721
00:52:02.930 --> 00:52:06.650
So these are really impactful when we're talking back to the campuses,

722
00:52:06.651 --> 00:52:09.650
when we're talking with future funders, when we're talking to our
board,

723
00:52:09.651 --> 00:52:14.480
when we're talking to our leadership about potentially expanding
programming

724
00:52:14.870 --> 00:52:18.860
and so on. And then Katie, quickly, next slide.

725
00:52:21.350 --> 00:52:25.100
This is an example of some of the feedback surrounding program
delivery and

726
00:52:25.101 --> 00:52:29.210
experiences completing evidence-based programs that we can really dive
into more

727
00:52:29.211 --> 00:52:32.450
deeply. And I'm sorry,

728
00:52:32.990 --> 00:52:35.960
I'm not trying to zip through these, but I'm over time

729
00:52:38.480 --> 00:52:39.500
that also this kind of data,

730
00:52:39.501 --> 00:52:42.950
we have this kind of data and more that can measure change in
knowledge.

731
00:52:43.820 --> 00:52:48.230
So in the past we've been able to look at the data and come data
coming in to

732
00:52:48.231 --> 00:52:52.280
really help understand if we need to revisit facilitation of specific
types of

733
00:52:52.281 --> 00:52:53.114
material,

734
00:52:53.240 --> 00:52:58.190
maybe things weren't facilitated as well as we thought and

735
00:52:58.191 --> 00:52:58.671
so on.

736
00:52:58.671 --> 00:53:03.320
So you can go to the next slide and I will hopefully tie this in a
nice little

737
00:53:03.321 --> 00:53:04.310
bow shortly.

738
00:53:07.040 --> 00:53:10.970
So by regularly or by consistently monitoring that progress with data,

739
00:53:10.971 --> 00:53:15.320
we can make evidence-based decisions stay aligned with our objectives
and

740
00:53:15.321 --> 00:53:18.800
maximize the impact. So tracking key metrics,

741
00:53:18.801 --> 00:53:22.730
those completion rates and demographics, evaluating program outcomes.

742
00:53:23.120 --> 00:53:26.730
So using data to measure whether the desired outcomes of the programs
are being

743
00:53:26.731 --> 00:53:31.650
achieved, tracking the number of people educated in target area like
the

744
00:53:31.651 --> 00:53:35.370
campus, identifying strengths and weaknesses,

745
00:53:37.350 --> 00:53:39.270
ensuring accountability.

746
00:53:39.300 --> 00:53:43.290

So this provides evidence that the program is using resources effectively and

747
00:53:43.291 --> 00:53:47.730
achieving its intended goals. And as a nonprofit organization with this funding,

748
00:53:47.910 --> 00:53:52.440
we can report progress metrics like the number of people served to demonstrate

749
00:53:52.441 --> 00:53:57.030
accountability, informed decision making, sorry,

750
00:53:57.210 --> 00:53:59.970
using progress to make informed changes,

751
00:54:00.330 --> 00:54:03.510
decisions about the program and adjusting goals and strategies.

752
00:54:03.511 --> 00:54:06.750
So using that data to reassess goals and refine strategies,

753
00:54:07.110 --> 00:54:11.940
especially if we have new incoming students who are just not loving a specific

754
00:54:11.941 --> 00:54:12.774
curriculum,

755
00:54:12.810 --> 00:54:17.100
we might revise our priorities research and communicate with our project officer

756
00:54:17.640 --> 00:54:21.690
to ask what other evidence-based programs or informed curriculum could support

757
00:54:21.691 --> 00:54:25.950

our population. So this was a super quick nutshell. I'm so sorry.

758
00:54:25.951 --> 00:54:30.900
I'm definitely willing to share as much or as much more as needed from

759
00:54:30.901 --> 00:54:35.520
me, but here is my information that you can reach out to me at
directly.

760
00:54:36.540 --> 00:54:37.890
Thank you, Katie, sorry for going over.

761
00:54:37.890 --> 00:54:39.960
<v 0>Awesome. You're fine. Thank you so much.</v>

762
00:54:40.470 --> 00:54:43.680
And I encourage you all to put questions in the chat if you have
questions.

763
00:54:43.681 --> 00:54:47.580
It was really helpful to hear how you're using the data. And I think
Brenna,

764
00:54:47.581 --> 00:54:50.340
we'll turn it over to you to share your screen

765
00:54:54.090 --> 00:54:58.290
and we're excited to have a state prep sharing their examples as well.

766
00:54:58.830 --> 00:55:01.350
So take it away, Massachusetts.

767
00:55:02.250 --> 00:55:03.300
<v 7>Thank you. Just give me one moment.</v>

768
00:55:03.301 --> 00:55:08.250
I'm on two screens and sometimes when I share it

769

00:55:08.251 --> 00:55:09.930
splits it. So just one moment.

770
00:55:26.640 --> 00:55:27.473
Okay.

771
00:55:33.550 --> 00:55:35.880
Okay. Can you see the presentation view.

772
00:55:37.590 --> 00:55:39.810
<v 1>Click share first in zoom. Brenna?</v>

773
00:55:40.590 --> 00:55:45.360
<v 7>I did. One moment. We don't see anything. Lemme do it again.</v>

774
00:55:45.480 --> 00:55:48.330
Okay, try this again.

775
00:55:51.120 --> 00:55:54.990
Okay. Can you see it now?

776
00:55:55.470 --> 00:55:56.303
<v 8>Yes, looks good. Yeah, looks good.</v>

777
00:55:56.760 --> 00:56:00.240
<v 7>Okay, great. Awesome. Thank you.</v>

778
00:56:00.750 --> 00:56:02.280
My name is Brenna McLaughlin.

779
00:56:02.281 --> 00:56:06.380
I'm an epidemiologist here at the Massachusetts Department of Public
Health.

780
00:56:06.381 --> 00:56:09.600
I support the Office of Sexual Health and Youth Development.

781
00:56:10.470 --> 00:56:13.680

I'll just note that on the call is also our director of the Office of Sexual

782
00:56:13.681 --> 00:56:17.760
Health and Youth Development, Lissette Gil-Sanchez and our contract manager

783
00:56:17.790 --> 00:56:22.710
Tinischa Lahens And as I think think it was Katy

784
00:56:22.711 --> 00:56:23.200
who mentioned,

785
00:56:23.200 --> 00:56:27.940
we are a state prep grantee and my presentation is about using

786
00:56:27.941 --> 00:56:29.950
REDCap to improve data quality,

787
00:56:29.951 --> 00:56:33.040
accessibility and performance measure analysis.

788
00:56:35.800 --> 00:56:39.100
So the Office of Sexual Health and Youth Development, or as we call it OSHA,

789
00:56:40.090 --> 00:56:44.950
we currently fund five community-based organizations to implement prep in nine

790
00:56:44.951 --> 00:56:46.630
Massachusetts municipalities.

791
00:56:47.530 --> 00:56:50.950
OSHA also partners with the Massachusetts Department of Elementary and Secondary

792
00:56:50.951 --> 00:56:53.980
Education to implement prep in school districts.

793
00:56:55.090 --> 00:56:59.890
And the goals of OSHA prep program are to decrease the teen birth rate among

794
00:56:59.891 --> 00:57:03.670
key target populations in priority Massachusetts communities through increased

795
00:57:03.671 --> 00:57:08.230
access to evidence-based education and decrease STI incidents among target

796
00:57:08.231 --> 00:57:11.680
populations in priority communities across the state as well.

797
00:57:14.980 --> 00:57:19.870
To evaluate our PREP program and the performance of our funded

798
00:57:19.871 --> 00:57:20.860
organizations,

799
00:57:21.220 --> 00:57:25.300
we analyze data from the fidelity and attendance logs that we require

800
00:57:25.301 --> 00:57:29.500
facilitators to submit and the youth pre and post surveys.

801
00:57:30.520 --> 00:57:32.680
So the fidelity and attendance logs,

802
00:57:33.220 --> 00:57:37.960
this collects data on the number of youth served annually with

803
00:57:37.961 --> 00:57:40.480
evidence-based teen pregnancy prevention programming.

804
00:57:41.050 --> 00:57:45.610

It also collects data on the fidelity to the curricula as well as

805
00:57:45.880 --> 00:57:48.130
participant attendance and some other data points

806
00:57:49.780 --> 00:57:51.520
and the youth pre and post surveys. As you know,

807
00:57:51.521 --> 00:57:56.350
we are able to analyze the participant program experiences as well as

808
00:57:56.351 --> 00:57:58.240
various behavioral outcomes.

809
00:58:01.240 --> 00:58:06.160
So prior to switching our data collection methods to REDCap the fidelity and

810
00:58:06.161 --> 00:58:09.880
attendance logs were done in Excel.

811
00:58:09.940 --> 00:58:12.700
So they were Excel templates that captured curriculum fidelity,

812
00:58:12.701 --> 00:58:14.260
participant attendance, referrals,

813
00:58:14.261 --> 00:58:19.030
made program outreach efforts and feedback on cohort implementation.

814
00:58:19.870 --> 00:58:24.520
It was required or it is required to submit one log per cohort via email,

815
00:58:25.000 --> 00:58:29.290
and there was a template for each

816
00:58:29.320 --> 00:58:33.220

curricula type or unique lesson implementation plan.

817
00:58:33.221 --> 00:58:38.110
So even if for example, one agency was using get real,

818
00:58:38.111 --> 00:58:41.200
it might vary depending on certain substitutions or things.

819
00:58:41.290 --> 00:58:45.970
So there could be various templates even for just one curricular
sequence.

820
00:58:46.750 --> 00:58:48.460
Then as an evaluator,

821
00:58:48.461 --> 00:58:52.660
I would then export cohort data from each Excel log or Excel

822
00:58:52.990 --> 00:58:57.220
into another Excel where we track aggregate data

823
00:58:58.900 --> 00:59:00.670
and the youth pre and post surveys.

824
00:59:00.671 --> 00:59:03.370
Those were done on paper and then mailed to our office.

825
00:59:03.610 --> 00:59:08.170
And then members of our team or interns would enter the paper

826
00:59:08.171 --> 00:59:09.400
surveys into REDCap.

827
00:59:10.780 --> 00:59:13.990
And then as an evaluator I would go in then and download the data for
our

828
00:59:13.991 --> 00:59:15.760

performance measure analysis from REDCap.

829
00:59:19.030 --> 00:59:21.410
So the challenges with these types of data collection,

830
00:59:21.411 --> 00:59:25.910
with the fidelity and attendance logs, it was extremely time consuming
process.

831
00:59:25.911 --> 00:59:29.930
It was very manual of process of extracting data from the logs,

832
00:59:29.960 --> 00:59:33.860
fixing and updating the templates delays with data analysis.

833
00:59:34.700 --> 00:59:38.390
In terms of the data quality, there were many data entry errors,

834
00:59:39.290 --> 00:59:41.150
corrupt formulas within the templates.

835
00:59:41.420 --> 00:59:45.890
Misuse of the template would affect the overall data quality and the
only way to

836
00:59:45.891 --> 00:59:49.400
ensure that the data was accurate within the log was to individually
go through

837
00:59:49.401 --> 00:59:51.020
the log and all of the formulas

838
00:59:52.850 --> 00:59:56.810
and it was very time consuming. And then in terms of data
transparency,

839
00:59:56.900 --> 01:00:01.190
it was very inefficient process of sharing and confirming aggregate
cohort data

840
01:00:01.191 --> 01:00:04.130
with an agency, there's a lot of data chasing,

841
01:00:04.131 --> 01:00:06.620
especially around data federal reporting periods,

842
01:00:06.621 --> 01:00:08.390
which a lot of us know as can be stressful.

843
01:00:10.040 --> 01:00:12.650
And for the youth pre and post surveys, again,

844
01:00:12.651 --> 01:00:17.150
it was really a time consuming process across all of our programs,

845
01:00:17.270 --> 01:00:20.780
you would have thousands and thousands of surveys that would need to be entered

846
01:00:20.781 --> 01:00:21.980
into REDCap.

847
01:00:23.450 --> 01:00:27.470
And then sometimes in terms of the data quality on the paper surveys,

848
01:00:27.770 --> 01:00:30.800
if sometimes they would be missing the youth ID numbers,

849
01:00:30.830 --> 01:00:35.510
the legibility of the IDs or the responses on the paper surveys

850
01:00:36.140 --> 01:00:39.080
would affect our data or we would have a lot of missing data.

851
01:00:40.340 --> 01:00:44.510
So those were just some of the challenges with the data collection.

852
01:00:45.590 --> 01:00:49.910
So we shifted from, so then we shift from Excel and paper to Red Cap.

853
01:00:50.660 --> 01:00:53.690
So years ago we added the surveys,

854
01:00:53.691 --> 01:00:57.230
the pre and post surveys into onto REDCap in fiscal year 2021.

855
01:00:57.860 --> 01:01:00.290
While paper surveys are still an option,

856
01:01:01.010 --> 01:01:05.030
most facilitators prefer online surveys and we're actually moving
towards just

857
01:01:05.031 --> 01:01:09.350
simply implementing that all agencies are required to do them online
unless

858
01:01:09.590 --> 01:01:11.990
there are certain restrictions with their program setting.

859
01:01:12.980 --> 01:01:14.780
For the attendance infidelity log,

860
01:01:14.810 --> 01:01:19.490
I built out the template into REDCap last year,

861
01:01:20.360 --> 01:01:24.740
and then in the spring of 2024 with one program,

862
01:01:25.370 --> 01:01:29.120
we piloted this data collection process.

863
01:01:29.570 --> 01:01:33.290
And then starting this fiscal year or so July one,

864
01:01:34.340 --> 01:01:39.010
we switched all of our process logs across all of our programs into

865
01:01:39.030 --> 01:01:41.690
REDCap. So we no longer accept Excel.

866
01:01:45.950 --> 01:01:47.330
I've been talking a lot about REDCap,

867
01:01:47.360 --> 01:01:49.280
I'm not sure if everyone's familiar about it with it.

868
01:01:50.030 --> 01:01:54.080
REDCap is a secure web application for building and managing online surveys and

869
01:01:54.081 --> 01:01:58.670
databases for data collection. It's free for nonprofit organizations.

870
01:01:58.671 --> 01:02:00.680
It requires an online license agreement.

871
01:02:01.820 --> 01:02:05.030
And some of the key features include survey and project data entry,

872
01:02:05.360 --> 01:02:10.100
data validation data, export and import functions, dashboards,

873
01:02:11.060 --> 01:02:11.893
customizable reports,

874
01:02:12.140 --> 01:02:16.250
and multilevel user access and designated access groups.

875
01:02:19.920 --> 01:02:22.770
The goals of switching data collection from Excel to REDCap,

876

01:02:22.800 --> 01:02:25.980
one was centralizing data collection and submission efforts.

877
01:02:26.310 --> 01:02:30.060
Providers already use REDCap for administering youth pre and post
surveys,

878
01:02:30.420 --> 01:02:34.200
and they also utilize REDCap for some other reports that we require
them to

879
01:02:34.201 --> 01:02:35.970
submit with another programs.

880
01:02:36.600 --> 01:02:41.130
Two is reduced time agencies spend entering submitting and editing
data.

881
01:02:41.520 --> 01:02:46.200
And likewise my time and some of our other EPI's time spent editing
updating the

882
01:02:46.201 --> 01:02:49.550
process logs. Now that it's in REDCap,

883
01:02:49.590 --> 01:02:54.240
it's one process log per OSHA program in REDCap versus one process log

884
01:02:54.330 --> 01:02:58.080
template per agency per program in Excel.

885
01:02:58.290 --> 01:03:02.310
I can't tell you how many Excel templates I had last year.

886
01:03:02.730 --> 01:03:07.680
I couldn't honestly field to count. And then four is improved data
transparency,

887
01:03:07.681 --> 01:03:10.830

program monitoring and data quality. And lastly,

888
01:03:11.250 --> 01:03:14.550
decreased turnaround time for data analysis and creating agency level

889
01:03:14.551 --> 01:03:16.860
performance measure reports at the end of the fiscal year.

890
01:03:20.580 --> 01:03:24.360
Ocean staff and agency experiences with REDCap so far

891
01:03:25.650 --> 01:03:29.100
among the agencies facilitators report that the data entry and
submission

892
01:03:29.101 --> 01:03:31.680
process is quicker, easier,

893
01:03:32.670 --> 01:03:36.480
and better overall in REDCap than in Excel.

894
01:03:37.440 --> 01:03:42.240
They enjoy that they can collaborate with colleagues on data entry and
managers

895
01:03:42.241 --> 01:03:44.370
can monitor their staff's cohort data,

896
01:03:44.400 --> 01:03:48.750
pull reports and use the dashboard in real time to track their
agency's

897
01:03:49.110 --> 01:03:52.380
progress. On the OSHA side of things,

898
01:03:53.460 --> 01:03:57.540
the report and dashboard features, streamlined program monitoring
data,

899
01:03:57.541 --> 01:04:00.570
QC processes, and federal reporting efforts.

900
01:04:01.110 --> 01:04:04.980
All data is essentially located and easily accessible for all of our
staff,

901
01:04:04.981 --> 01:04:09.960
regardless of your role and updates or edits to the logs.

902
01:04:09.961 --> 01:04:14.910
So if a organization is changing which sequence they're

903
01:04:14.911 --> 01:04:19.800
using or if there's anything that they're doing differently,

904
01:04:20.130 --> 01:04:24.750
I just go into one project to update it rather than having to go into
maybe

905
01:04:24.751 --> 01:04:29.670
different Excels and do it multiple times. So it saves,

906
01:04:29.880 --> 01:04:33.780
it was a lot of effort to get lifted, but once it's in red cap,

907
01:04:33.781 --> 01:04:36.240
it's a lot easier now to manage the updates.

908
01:04:39.330 --> 01:04:43.710
So I am not going to go into REDCap and share what is in there,

909
01:04:43.711 --> 01:04:46.890
but I took a bunch of screenshots just to show what it's like.

910
01:04:48.510 --> 01:04:53.280
So each facilitator or agency staff member

911
01:04:53.281 --> 01:04:57.300
who's responsible for submitting cohort data has a REDCap account.

912
01:04:57.660 --> 01:05:02.610
So in REDCap with the youth pre and post surveys, usually it's just a link.

913
01:05:02.611 --> 01:05:03.241
They click it,

914
01:05:03.241 --> 01:05:06.510
the survey pops up and they submit it and you can't go back and edit it.

915
01:05:06.900 --> 01:05:08.010
When you have an account,

916
01:05:08.100 --> 01:05:11.580
you can go into certain projects and you can enter records,

917
01:05:11.581 --> 01:05:14.100
you can pull reports, look at the dashboard.

918
01:05:15.330 --> 01:05:17.320
So our facilitators will log into REDCap,

919
01:05:18.100 --> 01:05:20.590
click on the project and click create a new record.

920
01:05:20.680 --> 01:05:23.680
And so each record is a cohort log for us.

921
01:05:23.980 --> 01:05:27.340
So it represents one class or one cohort that they're implementing.

922
01:05:29.350 --> 01:05:33.700
And one thing that's great about REDCap is that by grouping facilitators or

923
01:05:34.330 --> 01:05:38.800
organizations and two data access groups. So for example, if Matt,

924
01:05:39.490 --> 01:05:44.140
my office, we are one agency, everyone I work with would be in one group,

925
01:05:44.320 --> 01:05:48.280
and that means we can only view our organization's data.

926
01:05:48.490 --> 01:05:51.730
So it's really secure in that it limits

927
01:05:53.230 --> 01:05:55.660
confidentiality or anything like that.

928
01:05:57.160 --> 01:06:00.460
So when they log in to click create a record, this will appear,

929
01:06:01.930 --> 01:06:04.150
here's some instructions, it's just about how to save it.

930
01:06:04.151 --> 01:06:08.020
But lunch with their name, their organization, their site,

931
01:06:08.290 --> 01:06:12.070
their program setting, curricula and lesson dates

932
01:06:13.720 --> 01:06:18.400
underneath that box in red cap is, this table is a lot larger,

933
01:06:18.401 --> 01:06:22.180
but this is the attendance table. I think it goes down about like 40 rows.

934
01:06:23.200 --> 01:06:25.660
But there's a place to enter the total number of participants,

935
01:06:25.870 --> 01:06:30.490
whether or not participants have an IEP, the age,

936
01:06:30.610 --> 01:06:35.290
gender, whether or not a participant was present for all sessions,

937
01:06:36.220 --> 01:06:39.040
the dates of the sessions, the hours.

938
01:06:41.350 --> 01:06:43.480
And then again that expands.

939
01:06:43.481 --> 01:06:47.260
And there's a final column if someone dropped out to know whether or not why

940
01:06:47.261 --> 01:06:51.460
they dropped out or not. This is the fidelity table.

941
01:06:51.461 --> 01:06:55.720
So depending on which curricula they select, in the first box that I showed,

942
01:06:56.050 --> 01:06:58.630
this will populate with that curricula sequence.

943
01:07:00.790 --> 01:07:05.170
And I tried to make it so that there were least amount of clicks as possible.

944
01:07:05.171 --> 01:07:09.130
So instead of indicating whether or not you completed activity one's,

945
01:07:09.370 --> 01:07:13.990
if you changed or skipped this activity, select it and then explain why.

946

01:07:14.110 --> 01:07:17.110
And trying to save providers time with data entry.

947
01:07:18.250 --> 01:07:22.360
Then on the backend, each time one of these boxes is selected,

948
01:07:24.340 --> 01:07:27.220
that is pulled into the fidelity calculation,

949
01:07:27.221 --> 01:07:31.510
which appears under the fidelity table like this. So again,

950
01:07:31.511 --> 01:07:32.800
this follows a branching logic.

951
01:07:32.801 --> 01:07:36.220
If they selected making proud choices as a curricula,

952
01:07:36.221 --> 01:07:38.740
making proud choices will appear in the fidelity table.

953
01:07:39.040 --> 01:07:42.400
And then that fidelity calculation will show.

954
01:07:42.820 --> 01:07:45.700
So once they start the record,

955
01:07:46.120 --> 01:07:47.950
I didn't actually go through and enter any data,

956
01:07:47.951 --> 01:07:49.480
which is why it's showing up as blank.

957
01:07:49.810 --> 01:07:53.650
But this will always appear or be 100 unless they select

958
01:07:55.090 --> 01:07:56.110
any of the missing,

959
01:07:56.560 --> 01:07:59.320
unless they selected any of these activities that they skipped.

960
01:08:03.430 --> 01:08:04.263
It's, sorry, go ahead.

961
01:08:04.270 --> 01:08:04.930
<v 0>Just quick question,</v>

962
01:08:04.930 --> 01:08:09.760
did they do this at the end of a cohort or is it possible for them to save it

963
01:08:09.761 --> 01:08:10.900
as they're going? Right, if I do.

964
01:08:13.450 --> 01:08:16.040
<v 7>Yeah, some people, depending on the programming,</v>

965
01:08:16.070 --> 01:08:19.130
they'll either go in and enter the data when they're done.

966
01:08:19.280 --> 01:08:20.930
It's whatever works for the provider.

967
01:08:21.830 --> 01:08:24.200
So some people do it contemporaneously with programming.

968
01:08:24.470 --> 01:08:27.980
And what's great again is if you work in an organization and say there's two

969
01:08:27.981 --> 01:08:32.060
facilitators working on in the same class, they can both access that.

970
01:08:32.360 --> 01:08:36.050
So they can definitely start and go back later, which we do see a lot

of.

971
01:08:38.000 --> 01:08:41.480
And it's great because some providers, they have many going on at the
same time.

972
01:08:42.500 --> 01:08:46.340
So I think that helps. And then lastly here,

973
01:08:46.700 --> 01:08:49.460
if they select yes, I didn't have space for it on the screenshot,

974
01:08:49.461 --> 01:08:52.400
but this would drop down to the different referral types.

975
01:08:52.401 --> 01:08:57.230
So like family planning insurance, school activities,

976
01:08:57.231 --> 01:08:58.940
higher education, things like that.

977
01:08:59.330 --> 01:09:01.910
And then a place for them to provide some feedback.

978
01:09:05.030 --> 01:09:08.450
Next, I took screenshots from the dashboard. So again,

979
01:09:09.080 --> 01:09:11.600
I see all data because I'm the admin,

980
01:09:12.200 --> 01:09:14.420
but if an organization were to log in,

981
01:09:14.421 --> 01:09:19.310
they would only see their data points and I filtered,

982
01:09:19.311 --> 01:09:23.120
or I set this so that only their completed cohorts are showing,

983
01:09:24.290 --> 01:09:27.020
which I just named up here. It's for this fiscal year.

984
01:09:27.380 --> 01:09:32.120
And so this just shows the number of completed cohorts they have.

985
01:09:32.960 --> 01:09:37.550
This is by curricula. When I am in the system, if I click on this bar
graph,

986
01:09:37.551 --> 01:09:41.930
it'll enlarge. And if you hover over it, you'll see the total,

987
01:09:42.080 --> 01:09:46.370
the total number of participants served the number of

988
01:09:46.371 --> 01:09:48.530
lesson hours completed.

989
01:09:50.090 --> 01:09:53.300
And then it breaks down participants served by gender,

990
01:09:53.301 --> 01:09:57.320
by age number with IEP, the program setting.

991
01:09:58.490 --> 01:10:00.890
And then these stats tables are for the curricula.

992
01:10:00.891 --> 01:10:03.560
So the count is how many are completed.

993
01:10:04.610 --> 01:10:06.500
So there's two here.

994
01:10:06.560 --> 01:10:11.240
The minimum fidelity score is an 88.2. The max is a hundred.

995
01:10:11.570 --> 01:10:15.830
This has been so awesome for me on one end because I can go in and
immediately

996
01:10:15.831 --> 01:10:18.320
see if someone is doing the login correctly.

997
01:10:18.560 --> 01:10:21.260
So a couple of times I saw that there were zeros or very,

998
01:10:21.261 --> 01:10:25.550
very low fidelity number and I automatically knew that they're likely
selecting

999
01:10:25.551 --> 01:10:27.260
all of those check boxes.

1000
01:10:29.180 --> 01:10:31.850
So I can just go and identify that record in a report.

1001
01:10:31.851 --> 01:10:34.940
I don't have to go through and click through every single one.

1002
01:10:34.970 --> 01:10:37.610
And then I just email that facilitator and say, Hey,

1003
01:10:37.611 --> 01:10:40.880
I noticed that you selected all of the boxes.

1004
01:10:40.881 --> 01:10:45.500
That's only if you skipped or changed something. And then again,

1005
01:10:45.501 --> 01:10:47.780
just the aggregate referrals down here.

1006
01:10:50.810 --> 01:10:55.130
So yeah, that is the dashboard. Honestly, that's my presentation,

1007
01:10:55.131 --> 01:10:58.010
so I'm happy to answer any questions people may have. Go ahead.

1008
01:10:59.390 --> 01:11:01.700
<v 2>Yeah, sorry, I was just wanting to ask about the dashboard.</v>

1009
01:11:02.300 --> 01:11:06.980
Are you able to see some of the things I was presenting,

1010
01:11:06.981 --> 01:11:11.420
like the dosage or the number of implementing

1011
01:11:11.421 --> 01:11:13.980
challenges by provider or things like that?

1012
01:11:16.860 --> 01:11:20.400
<v 7>I can, if there is a variable for it in the project, so</v>

1013
01:11:22.270 --> 01:11:25.050
I can only do so much. It depends on what data,

1014
01:11:25.051 --> 01:11:27.210
the types of data I'm collecting. So

1015
01:11:30.090 --> 01:11:31.410
I likely could,

1016
01:11:31.411 --> 01:11:36.000
I mean we do the fidelity and since one of our performance

1017
01:11:36.001 --> 01:11:40.980
measures is the percent of evidence-based

1018
01:11:40.981 --> 01:11:44.250
or informed curricula implemented in line with fidelity.

1019
01:11:44.880 --> 01:11:48.990

I tried to just point out data points that I think a facilitator and

1020
01:11:48.991 --> 01:11:50.460
organization would like to track.

1021
01:11:51.120 --> 01:11:54.210
And this also creates less surprises at the end of the year when I do

1022
01:11:55.050 --> 01:11:56.370
performance measures.

1023
01:11:56.700 --> 01:12:00.060
If their performance measures come back a little low and they realize, oh,

1024
01:12:00.061 --> 01:12:02.160
maybe someone was entering data incorrectly,

1025
01:12:02.161 --> 01:12:06.720
that they can go in real time and they see what I see. And again,

1026
01:12:06.721 --> 01:12:07.620
with the Excel,

1027
01:12:07.621 --> 01:12:12.270
I can't emphasize how much of a nightmare it was to go through even this

1028
01:12:12.271 --> 01:12:13.860
past year since we just started this year.

1029
01:12:13.861 --> 01:12:16.320
I did the performance measures countless times.

1030
01:12:16.321 --> 01:12:18.990
I still had to go back and open all of these Excels because the formulas were

1031

01:12:18.991 --> 01:12:23.490
incorrect or data was wrong and it just took so much

1032
01:12:23.491 --> 01:12:28.290
time. So it's been better. Go ahead.

1033
01:12:31.890 --> 01:12:33.750
Awesome. Are there any other questions?

1034
01:12:34.650 --> 01:12:37.860
Anybody else you'd use REDCap for things besides surveys?

1035
01:12:38.580 --> 01:12:40.620
I'd be curious to know that.

1036
01:12:41.400 --> 01:12:45.060
<v 8>It was one program that posted it on the chat that they used.
Chat. Oh,</v>

1037
01:12:45.061 --> 01:12:48.120
I didn't even see. I think it was Kara Anderson from Michigan.

1038
01:12:49.410 --> 01:12:51.900
<v 0>Oh, and Michelle says they use it in Kentucky as well.</v>

1039
01:12:52.260 --> 01:12:53.093
<v 8>Oh, nice.</v>

1040
01:12:55.500 --> 01:13:00.150
<v 7>Awesome. I'll stop sharing.</v>

1041
01:13:00.570 --> 01:13:03.720
<v 0>And in South Dakota for the surveys for right now.</v>

1042
01:13:05.910 --> 01:13:08.700
Great. Well thank you both so much.

1043
01:13:10.320 --> 01:13:13.050

This was incredibly, or all three of you, four of you,

1044
01:13:13.410 --> 01:13:16.560
for sharing all of this wonderful information.

1045
01:13:19.320 --> 01:13:23.010
Brenna and team have also shared their different social media.

1046
01:13:23.011 --> 01:13:26.130
You can get ahold of them and their email addresses. So I know

1047
01:13:28.650 --> 01:13:32.310
that the different prep grantees have different needs.

1048
01:13:32.311 --> 01:13:33.570
So if you're a state prep,

1049
01:13:33.571 --> 01:13:37.740
you might be managing a lot of sub-recipients like they are in Massachusetts.

1050
01:13:37.830 --> 01:13:40.710
Oh, that was my question for your team,

1051
01:13:40.711 --> 01:13:45.300
how many sub-recipients do you all have implementing prep and how many different

1052
01:13:45.301 --> 01:13:47.430
programs can they be selecting from?

1053
01:13:49.020 --> 01:13:53.250
<v 8>Are you asking us in Mass Katy? Yes. Yes. So right now we currently have,</v>

1054
01:13:53.251 --> 01:13:55.860
we have two different ways that we do it.

1055

01:13:55.861 --> 01:14:00.450
We have five different prep community-based agencies through that
receive

1056
01:14:00.451 --> 01:14:02.730
funding directly from our state.

1057
01:14:02.731 --> 01:14:07.530
And then we have a collaboration with the Department of Early and

1058
01:14:07.531 --> 01:14:11.190
Secondary Education, DESI within the state of Massachusetts.

1059
01:14:11.530 --> 01:14:15.250
And they support about seven different districts across the state.

1060
01:14:16.000 --> 01:14:20.050
<v 0>With prep. And this really allows you to gather that data much
more efficiently.</v>

1061
01:14:20.860 --> 01:14:21.693
<v 8>Yes.</v>

1062
01:14:22.870 --> 01:14:25.300
<v 0>And then others of you might not have any sub recipients at
all,</v>

1063
01:14:25.301 --> 01:14:30.190
but I hope that you all learn different strategies for using data. We
have,

1064
01:14:30.520 --> 01:14:33.880
there are some fact sheets on the performance measures on our website.

1065
01:14:33.910 --> 01:14:37.660
There's the performance measure website as well.

1066
01:14:37.810 --> 01:14:41.770
And I just wanted to give a shout out if something came up for you on

this

1067
01:14:41.771 --> 01:14:46.060
webinar and you would like more individualized support with the
technical

1068
01:14:46.061 --> 01:14:49.030
assistance, please do not hesitate to reach out.

1069
01:14:49.031 --> 01:14:53.020
You can reach out through both your project officer or you can email
us directly

1070
01:14:53.021 --> 01:14:55.000
and we will contact your project officer.

1071
01:14:55.900 --> 01:15:00.610
We would be happy to help you think through how to make your
performance measure

1072
01:15:00.611 --> 01:15:04.000
data collection work better for you and then also how to use it.

1073
01:15:04.270 --> 01:15:08.680
One of the TA requests I did many years ago was partnering with a
grantee to

1074
01:15:08.681 --> 01:15:13.180
help them develop site specific reports that then they could use to

1075
01:15:13.480 --> 01:15:18.190
increase support within their schools for their support, their
programming.

1076
01:15:18.850 --> 01:15:20.830
We have another training next week,

1077
01:15:21.370 --> 01:15:25.600
it's a share and learn session on staff onboarding and training.

1078
01:15:25.660 --> 01:15:28.750
And then stay tuned for our webinar in January.

1079
01:15:28.751 --> 01:15:33.670
We're hoping to kick off 2025 with an inspiration hour with the

1080
01:15:33.671 --> 01:15:36.280
success stories from other prep grantees.

1081
01:15:37.030 --> 01:15:41.980
And please help us complete the webinar evaluation when you leave the
call.

1082
01:15:42.280 --> 01:15:45.130
And I don't know, Shireen, did you have anything else you wanted to
add?

1083
01:15:46.450 --> 01:15:50.740
<v 2>No, thank you everybody. Great, thanks.</v>

1084
01:15:51.220 --> 01:15:55.090
<v 0>Thank you everyone for your time today and we look forward to
connecting with</v>

1085
01:15:55.091 --> 01:15:55.924
you soon.

1086
01:15:56.560 --> 01:15:57.950
Thank you all for having us. Bye.