

Appendix A. Additional Resources

Evaluation Design and Planning

Ahonen, P., Geary, E., & Keene, K. (2019). *Tribal TANF-Child Welfare coordination: Theory of change and logic models* (OPRE Report No. 2019-55). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/tribal-tanf-child-welfare-coordination-theory-change-and-logic-models>

This tool provides an overview of key concepts and strategies for creating a theory of change as well as a logic model. It also includes a discussion of strategies for ensuring that programs' outputs and outcomes, two key components of a logic model, are measurable.

Ahonen, P., Keene, K., & Geary, E. (2020). *Communication guide for TTCW grantees: What to consider when sharing program accomplishments* (OPRE Report No. 2021-14). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/communication-guide-ttcw-grantees-what-consider-when-sharing-program-accomplishments>

This resource discusses communicating grant-funded Tribal social service programs to desired audiences.

Atukpawu-Tipton, G., Higman, S., & Morrison, C. (2020). *Qualitative evaluation* (OPRE Report No. 2020-136). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/qualitative-evaluation>

This report describes how to implement strong qualitative evaluations and minimize bias throughout each stage of evaluation.

Atukpawu-Tipton, G., & Poes, M. (2020). *Rapid cycle evaluation at a glance* (OPRE Report No. 2020-152). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/rapid-cycle-evaluation-glance?msclkid=120cc94dd07111ec9faf5902fd75b3ad>

The purpose of this brief is to introduce rapid cycle evaluation and its potential use in Maternal, Infant, and Early Childhood Home Visiting programs.

Bartko, T., Higman, S., & Thomson, A. (2021). *Linking process indicators to outcomes in evaluations of home visiting programs* (OPRE Report No. 2021-54). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/linking-process-indicators-outcomes-evaluations-home-visiting-programs>

This evaluation brief defines measures of home visiting services called process indicators, describes how process indicators link to short- and long-term outcomes in home visiting evaluations, and provides an example illustrating the role of process indicators in evaluations.

Bell, S., Harvill, E., Moulton, S., & Peck, L. (2017). *Using within-site experimental evidence to reduce cross-site attributional bias in connecting program components to program impacts* (OPRE Report No. 2017-13). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/using-within-site-experimental-evidence-reduce-cross-site-attributional-bias-connecting>

This report uses a Cross-Site Attributional Model by Calibration to test the impact of a program.

Breck, A., & Wakar, B. (2021). *Methods, challenges, and best practices for conducting subgroup analysis* (OPRE Report No. 2021-17). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/methods-challenges-and-best-practices-conducting-subgroup-analysis>

This brief aims to describe the feature of subgroup analysis that uses a multiple regression framework and provide an overview of methodological developments and alternative approaches to conducting subgroup analysis.

Center for Supporting Research on CCDBG Implementation. (2019). *A dozen policy questions you can answer with your agency's administrative data: A webinar for Child Care Development Fund lead agencies* [Webinar]. U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/dozen-policy-questions-you-can-answer-your-agencys-administrative-data-webinar-child>

This webinar is designed to support Child Care Development Fund lead agency staff and their partners in using existing administrative data to address policy questions posed by state legislators, agency heads, local childcare providers, and others.

Child Care Research and Evaluation Capacity Building Center. (2020). *Using child care provider surveys to inform policy responses to COVID-19* [Webinar]. U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/training-technical-assistance/webinar-using-child-care-provider-surveys-inform-policy?msclkid=158da7c4d07311eca19893746725da17>

This webinar provides tips on developing good survey questions and collecting meaningful data for childcare providers.

Clary, E., & Bradley, M. C. (2018). *Strengthening grantee capacity through technical assistance* (OPRE Report No. 2018-99). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/strengthening-grantee-capacity-through-evaluation-technical-assistance>

This report provides a description of evaluation technical assistance for capacity building.

Cody, S., & Arbour, M. (2019). *Rapid learning: Methods to examine and improve social programs* (OPRE Report No. 2019-86). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/rapid-learning-methods-examine-and-improve-social-programs>

This brief and the accompanying presentation provide an orientation to rapid learning methods, including (1) a definition of rapid learning methods, (2) a guiding framework of questions to design an optimal rapid learning approach, and (3) suggested steps federal agencies can take to promote the effective use of rapid learning methods.

Coffey, A., & Isaacs, J. (2019). *Evaluating training and professional development for home-based providers: A brief for CCDF lead agencies and researchers* (OPRE Report No. 2019-11). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/evaluating-training-and-professional-development-home-based-providers>

This summary of past research approaches and tips from research experts aims to provide information on engaging home-based childcare providers.

Deke, J. (2018). *Causal validity considerations for including high quality non-experimental evidence in systematic reviews* (OPRE Report No. 2018-63). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/causal-validity-considerations-including-high-quality-non-experimental-evidence>

This brief describes the need for nonexperimental study designs when a randomized control trial is not appropriate.

Derrick-Mills, T., Reginal, T., & Isaacs, J. (2020). *Procuring research and evaluation services: A guide for CCDF lead agencies and researchers* (OPRE Report No. 2020-89). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/procuring-research-and-evaluation-services-guide-ccdf-lead-agencies-and-researchers>

This is a guide to procuring specialized research or evaluation services.

Gutuskey, L. (2022). *Centering equity in program evaluation* (OPRE Report No. 2022-211). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation.

This resource aims to help evaluators, program managers, and technical assistance (TA) providers apply an equity lens when designing, conducting, and managing evaluations.

Hansen, D., & Holzwart, R. (2020). *OPRE 2019 methods meeting resource list* (OPRE Report No. 2020-131). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/opre-2019-methods-meeting-resources-list>

This document provides a list of resources for readers who wish to learn more about open science methods.

Haydon, A., & Kendall-Taylor, N. (2015). *Communicating scientific findings about adolescence and self-regulation: Challenges and opportunities* (OPRE Report No. 2015-78). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. https://www.acf.hhs.gov/sites/default/files/documents/frameworks_adolescent_self_regulation_strategic_brief_opre_final_0.pdf

This report discusses challenges associated with communicating scientific findings about adolescence and self-regulation.

Holman, D., Pennington, A., Schaberg, K., & Rock, A. (2020). *Compendium of administrative data sources for self-sufficiency research* (OPRE Report No. 2020-42). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/compendium-administrative-data-sources-self-sufficiency-research>

This report describes promising administrative data sources for evaluations of economic and social interventions.

Holzwart, R., Sama, H., & Wright, D. (2018). *Understanding Bayesian statistics: Frequently asked questions and recommended resources* (OPRE Report No. 2018-54). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/understanding-bayesian-statistics-frequently-asked-questions-and-recommended-resources>

This brief offers researchers short answers to four common questions about Bayesian methods, along with a curated list of resources (including journal articles, book chapters, online courses, and blogs) for further reading.

Holzward, R., Skinner, R., & Wright, D. (2019). *Understanding rapid learning methods: Frequently asked questions and recommended resources* (OPRE Report No. 2019-89). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/understanding-rapid-learning-methods-frequently-asked-questions-and-recommended?msclkid=384aa3a3d07111ecb807e922b228d6cc>

This document is a guide for readers who wish to understand, employ, or encourage use of rapid learning methods in social service settings.

Holzward, R., & Wagner, H. (2019). *Rapid learning: Methods for testing and evaluating change in social service programs* (OPRE Report No. 2019-57). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/rapid-learning-methods-testing-and-evaluating-change-social-service-programs>

This resource discusses topics related to rapid learning methods.

Holzward, R., & Wright, D. (2018). *Bayesian methods for social policy research and evaluation* (OPRE Report No. 2018-38). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/bayesian-methods-social-policy-research-and-evaluation?msclkid=87e75bbad07211eca0aaf56e1218caa1>

This report provides information on the underlying assumptions, tradeoffs, validity, and generalizability of results in a Bayesian framework.

Hyra, A. (2022). *Engaging community representation in program evaluation research* (OPRE Report No. 2022-169). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation.

This resource discusses engaging representatives of the community in a program evaluation, including why, the benefits, guiding principles, and recommended additional readings.

Jacob, R. (2016). *Using aggregate administrative data in social policy research* (OPRE Report No. 2016-91). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/using-aggregate-administrative-data-social-policy-research>

This brief provides an overview of how aggregate administrative data can be used in social policy research.

Keene, K., Keating, K., & Ahonen, P. (2016). *The power of stories: Enriching program research & reporting*. U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/power-stories-enriching-program-research-reporting>

This report explores opportunities, considerations, and methods for using storytelling to understand and communicate information about social service programs in tribal communities.

Kline, N. (2022). *Using administrative data in social policy research* (OPRE Report No. 2022-163). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation.

This brief provides a definition and examples of administrative data, basics of administrative data (i.e., access and capacity), exploration of individual and aggregate administrative data, using administrative data in visualizations, and principles of equity in administrative data.

Lin, V., Maxwell, K., King, C., Martinchek, K., & Isaacs, J. (2021). *Working with administrative data in early childhood or related fields: A list of resources* (OPRE Report No. 2021-21). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/working-administrative-data-early-childhood-and-related-fields>

The resource list catalogs materials that explain how to acquire, use, manage, link, and analyze administrative data in early childhood or related fields.

Lyskawa, J., Kirby, G., Caronongan, P., Kelly, A., & Burwick, A. (2020). *Challenges and solutions to conducting intensive studies in early care and education settings* (OPRE Brief No. 2020-96). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/challenges-and-solutions-conducting-intensive-studies-early-care-and-education-settings>

The brief discusses the challenges of recruiting childcare centers and conducting qualitative research, cost analysis, and self-reported data collection with staff in center-based settings and offers potential solutions to those challenges.

Maxwell, K. (2017). *Issues in accessing and using administrative data* (OPRE Report No. 2017-24). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/issues-accessing-and-using-administrative-data>

This brief provides an overview of use and access issues to consider when using administrative data for social policy research.

McCay, J., Meckstroth, A., Akers, L., Resch, A., Derr, M., & Berk, J. (2015). *Learning what works: A guide to opportunistic experiments for human services agencies* (OPRE Report No. 2015-98). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/learning-what-works-guide-opportunistic-experiments-human-services-agencies>

This report introduces human services program operators to randomized controlled trials (RCTs) and provides guidance on how to conduct them.

Morgan-Lopez, A., & Bir, A. (2017). *Unpacking the “black box” of programs and policies: A conceptual overview of mediation analysis* (OPRE Report No. 2017-01). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/unpacking-black-box-programs-and-policies-conceptual-overview-mediation-analysis>

This brief describes mediation analysis and the analytic tools available for conducting mediation analysis.

OPRE (Office of Planning, Research, and Evaluation). (2016). *The Administration for Children and Families. common framework for research and evaluation*. U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.acf.hhs.gov/opre/report/administration-children-families-common-framework-research-and-evaluation>

This framework outlines the roles of various types of research and evaluation in generating information and answering empirical questions related to the human services provided by the ACF.

OPRE. (2016). *The promises and challenges of administrative data in social policy research: Roundtable discussion* [Video]. U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.acf.hhs.gov/opre/training-technical-assistance/promises-and-challenges-administrative-data-social-policy>

In this video roundtable, government experts and experienced researchers discuss the opportunities and challenges presented when using administrative data for social policy research.

OPRE. (2016). *Using administrative data in social policy research* (OPRE Report No. 2016-62). U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.acf.hhs.gov/opre/report/using-administrative-data-social-policy-research>

This brief summarizes OPRE's 2015 Innovative Methods Meeting, which considered the potential benefits and pitfalls of using administrative data for research purposes.

OPRE. (2021). *Administrative data on federal policies and programs that support young children with disabilities: Resource guide for researchers*. U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.acf.hhs.gov/opre/report/administrative-data-federal-policies-and-programs-support-young-children-disabilities>

This resource guide provides information for researchers about administrative data collected on federal policies and programs that (in whole or part) support young children with disabilities.

OPRE. (2021). *Designing and conducting home visiting evaluations in tribal communities: Takeaways from the HomVEE review of research with tribal populations—2020*. U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.acf.hhs.gov/opre/report/designing-and-conducting-home-visiting-evaluations-tribal-communities-takeaways-homvee>

This brief summarizes findings on designing and conducting early childhood home visiting evaluations in tribal communities and the effectiveness of the models examined for the HomVEE review.

Rohacek, M. (2017). *Research and evaluation capacity: Self-assessment tool and discussion guide for CCDF lead agencies* (OPRE Report No. 2017-63). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/research-and-evaluation-capacity-self-assessment-tool-and-discussion-guide-ccdf-lead>

This tool supports CCDF lead agencies in strengthening their capacity to carry out and use research in decision-making.

Rohacek, M., Coffey, A., Isaacs, J., & Stephens, K. (2019). *Research and evaluation capacity building: A resource guide for Child Care and Development Fund lead agencies* (Rev. 2019) (OPRE Report No. 2019-74). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/research-and-evaluation-capacity-building-resource-guide-child-care-and-development>

This guide provides an annotated list of selected written and online resources to support CCDF lead agencies seeking to build research and evaluation capacity.

Sandstrom, H., & Isaacs, J. (2020). *Tips on developing surveys of child care providers* (OPRE Report No. 2020-114). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/tips-developing-surveys-child-care-providers>

This brief describes best practices for developing and testing surveys of childcare providers.

Steigelman, C. & Gutuskey, L. (2022). *Equity annotated bibliography* (OPRE Report No. 2022-178). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation.

This resource provides materials on the growing body of literature on applying equity principles to program design, research, and evaluation.

Till, L., & Zaid, S. (2019). *Developing a state learning agenda: The Maternal, Infant, and Early Childhood Home Visiting Program* (OPRE Report No. 2019-14). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/developing-state-learning-agenda-maternal-infant-and-early-childhood-home-visiting>

This brief explains what a learning agenda is, how to develop one, and how to integrate it with programmatic and research and evaluation activities.

Tribal Evaluation Institute. (2020). *Rigorous evaluation in tribal MIECHV: A series of briefs*. U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/rigorous-evaluation-tribal-miechv-series-briefs>

Five evaluation briefs share the story of grantees' rigorous evaluations and provide recommendations for those who oversee evaluations with tribal communities or are seeking to support evaluations with tribal populations.

Wood, R., Goesling, B., & Paulsell, D. (2018). *Design for an impact study of five healthy marriage and relationship education programs and strategies* (OPRE Report No. 2018-32). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/design-impact-study-five-healthy-marriage-and-relationship-education-programs-and->

This report presents the design of five impact evaluations of healthy marriage and relationship education services.

Evaluation Reports

Dworsky, A. (2020). *Supporting college students transitioning out of foster care: A formative evaluation report on the Seita Scholars program* (OPRE Report No. 2020-102). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/supporting-college-students-transitioning-out-foster-care-formative-evaluation-report>

This report describes lessons learned about the Seita Scholars program from formative evaluation activities and shares assessments of whether this program and others like it could be rigorously evaluated.

Hamadyk, J., & Gardiner, K. (2018). *"We get a chance to show impact": Program staff reflect on participating in a rigorous, multi-site evaluation* (OPRE Report No. 2018-123). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/we-get-chance-show-impact-program-staff-reflect-participating-rigorous-multi-site>

This brief summarizes findings from interviews conducted with leadership and staff from eight programs that participated in the Pathways for Advancing Careers and Education Evaluation, a rigorous, multi-site evaluation of "career pathways" programs.

Lee, H., Warren, A., & Gill, L. (2015). *Cheaper, faster, better: Are state administrative data the answer? The Mother and Infant Home Visiting Program Evaluation-Strong Start second annual report* (OPRE Report No. 2015-09). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/cheaper-faster-better-are-state-administrative-data-answer-mother-and-infant-home>

This report details the Mother and Infant Home Visiting Program Evaluation-Strong Start (MIHOPE-Strong Start) process of acquiring administrative vital records and Medicaid data from 20 states and more than 40 state agencies.

Michalopoulos, C., Lee, H., Snell, E., Crowne, S., Filene, J., Fox, M., Kranker, K., Mijanovich, T., Gill, I., & Duggan, A. (2015). *Design for the Mother and Infant Home Visiting Program Evaluation-Strong Start* (OPRE Report No. 2015-63). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/design-mother-and-infant-home-visiting-program-evaluation-strong-start>

This report describes the design of the Mother and Infant Home Visiting Program Evaluation-Strong Start.

Mills, G., McKernan, S., Ratcliffe, C., Edelstein, S., Pergamit, M., Braga, B., Hahn, H., & Elkin, S. (2016). *Building savings for success: Early impacts from the assets for independence program randomized evaluation* (OPRE Report No. 2016-59). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/building-savings-success-early-impacts-assets-independence-program-randomized>

This report describes the findings from a randomized control trial.

OPRE (Office of Planning, Research, and Evaluation). (2015). *Designing an impact study of four selected programs to reduce teen pregnancy*. U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.acf.hhs.gov/opre/report/designing-impact-study-four-selected-programs-reduce-teen-pregnancy>

This brief summarizes key highlights from the report Design for an Impact Study of Four PREP Programs.

OPRE, Permanency Innovations Initiative Evaluation Team. (2016). *Using child welfare administrative data in the Permanency Innovations Initiative evaluation* (OPRE Report No. 2016-47). U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.acf.hhs.gov/opre/report/using-child-welfare-administrative-data-permanency-innovations-initiative-evaluation>

This brief discusses the use of administrative data in the Permanency Innovations Initiative evaluation.

Werner, A., Loprest, P., Schwartz, D., Koralek, R., & Sick, N. (2018). *Final report: National implementation evaluation of the first round Health Profession Opportunity Grants (HPOG 1.0)* (OPRE Report No. 2018-09). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/final-report-national-implementation-evaluation-first-round-health-profession>

This report provides a summary of findings from the National Implementation Evaluation Descriptive Implementation and Outcome Studies and Systems Change Analysis.

Wood, R., Goesling, B., Zief, S., & Knab, J. (2015). *Design for an impact study of four PREP Programs* (OPRE Report No. 2015-01). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/design-impact-study-four-prep-programs>

This report summarizes the overall design of a random assignment evaluation of four PREP-funded programs.

Performance Measurements and Indicators

Bailey, R., Barnes, S. P., Park, C., Sokolovic, N., & Jones, S. M. (2018). *Executive function mapping project measures compendium: A resource for selecting measures related to executive function and other regulation-related skills in early childhood* (OPRE Report No. 2018-59). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. Health and Human Services. <https://www.acf.hhs.gov/opre/report/executive-function-mapping-project-measures-compendium-resource-selecting-measures>

This resource provides information about the range of measures available to assess executive function and other regulation-related skills.

Brennan, E., Manno, M., & Steimle, S. (2019). *Using data to understand your program* (OPRE Report No. 2019-90). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/using-data-understand-your-program>

This infographic provides a framework to help organizations think about how the data they may already be collecting or could collect to help answer questions about their program or identify areas for improvement.

Burke, J. G., O'Malley, T. L., Hagen, C. A., Rabinovich, B. A., & Harmon, M. A. (2019). *A theoretical and stakeholder-informed assessment framework for the National Domestic Violence Hotline*. U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/theoretical-and-stakeholder-informed-assessment-framework-national-domestic-violence>

This brief describes the effort of a project to develop a theoretical framework to explain how the National Domestic Violence Hotline empowers and supports contactors.

Davis, L., & Tucker, L. P. (2020). *Using continuous quality improvement to refine interventions for youth at risk of homelessness* (OPRE Report Number 2020-03). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/lessons-field-using-continuous-quality-improvement-refine-interventions-youth-risk>

In this brief, local evaluators working with two agencies, Alameda County, California, and the Colorado Department of Human Services, describe how their teams used CQI to learn from the initial implementation of model interventions designed to prevent homelessness among youth and young adults who have been involved in the child welfare system.

Derrick-Mills, T., Winkler, M., Healy, O., & Greenberg, E. (2015). *A resource guide for Head Start programs: Moving beyond a culture of compliance to a culture of continuous improvement* (OPRE Report No. 2015-02). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/resource-guide-head-start-programs-moving-beyond-culture-compliance-culture-continuous>

This resource guide helps those in Head Start and Early Head Start programs understand how data can help them achieve their goals, learn techniques for fostering a culture of learning in their organization, and continuously improve their programs.

Friend, D., Kleinman, R., Hague Angus, M., McInerney, H., Pranschke, L., & Avellar, S. (2020). *Building data capacity in Healthy Marriage and Responsible Fatherhood grantees: Challenges and recommended support* (OPRE Report No. 2020-95). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/building-data-capacity-healthy-marriage-and-responsible-fatherhood-grantees-challenges>

This report seeks to understand data capacity by looking at challenges faced by the 2015 cohort of Healthy Marriage and Responsible Fatherhood (HMRF) grantees.

Friese, S., Lin, V., Forry, N., & Tout, K. (2017). *Defining and measuring access to high quality early care and education: A guidebook for policymakers and researchers* (OPRE Report No. 2017-08). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/defining-and-measuring-access-high-quality-early-care-and-education-ece-guidebook>

This guidebook addresses the development of a common understanding and approach to measuring access to early care and education.

Hagen, C. A., Burke, J. G., O'Malley, T. L., Greene, A. D., Rabinovich, B. A., Kali, J., & Bravo Bueno, J. N. (2020). *Theoretical framework and performance measures for the National Domestic Violence Hotline: Report from the National Domestic Violence Hotline services assessment framework based on theory project* (OPRE Report No. 2020-109). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/theoretical-framework-and-performance-measures-national-domestic-violence-hotline>

This report helps a broad audience (e.g., practitioners, policymakers, academics, researchers, the public) understand the process of developing a theoretical framework for a brief crisis intervention and associated performance measures to inform program performance monitoring and evaluation.

Hagen, C. A., Green, A. D., Burke, J. G., O'Malley, T. L., Kali, J., Rabinovich, B. A., Bravo Bueno, J. N., & Crandall, J. P. (2020). *Theoretically-informed performance measures for the National Domestic Violence Hotline: Summary brief from the National Domestic Violence Hotline services assessment framework based on theory project* (OPRE Report No. 2020-110). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/theoretically-informed-performance-measures-national-domestic-violence-hotline-summary>

This brief provides a summary description of efforts to develop a survivor-centered theoretical framework.

Halle, T., Partika, A., & Nagle, K. (2019). *Measuring readiness for change in early care and education* (OPRE Report No. 2019-63). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/measuring-readiness-change-early-care-and-education>

This brief provides a framework for understanding readiness within the early childcare and education (ECE) field and to share examples of how ECE researchers are currently attempting to capture the dimensions of readiness—and factors that support readiness—using different data collection methods and standardized measurement tools.

Kautz, T., & Moore, Q. (2020). *Selecting and testing measures of self-regulation skills among low-income populations* (OPRE Report No. 2020-138). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/selecting-and-testing-measures-self-regulation-skills-among-low-income-populations>

This report discusses issues related to selecting and testing measures of self-regulation skills in evaluations of employment programs for low-income populations.

Keene, K., Geary, E., & Ahonen, P. (2020). *Tribal TANF-Child Welfare Coordination: Collaboration assessment tool* (OPRE Report No. 2020-40). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/tribal-tanf-child-welfare-coordination-collaboration-assessment-tool>

This tool helps current and future Tribal TANF-Child Welfare Coordination grantees assess their initiatives' partnership performance in a concrete and measurable way.

Klerman, J., Judkins, D., & Locke, G. (2019). *Impact evaluation design plan for the HPOG 2.0 national evaluation* (OPRE Report No. 2019-82). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/national-and-tribal-evaluation-2nd-generation-health-profession-opportunity-grants-1>

This design report presents detailed plans for the Impact Evaluation of HPOG 2.0, to understand what difference the program made.

Malone, L., Knas, E., Cavanaugh, M., & West, J. (2016). *Early care, education, and home visiting in American Indian and Alaska Native communities: Design options for assessing early childhood needs* (OPRE Report No. 2016-49). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/early-care-early-education-and-home-visiting-american-indian-and-alaska-native>

This report describes three potential designs for studies to assess the needs for early care and education and home visiting among American Indian and Alaska Native children and families.

McCay, J., Derr, M., & Person, A. (2017). *Using a "road test" to improve human services programs*. U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/using-road-test-improve-human-services-programs>

This brief explains the road test process within the context of a larger systematic and evidence-informed framework for program improvement, provides practical guidance for using this approach in human services programs, and describes concrete examples of road tests.

McCay, J., Derr, M., & Person, A. (2019). *The Learn phase: Creating sustainable change in human services programs* (OPRE Report No. 2019-15). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/learn-phase-creating-sustainable-change-human-services-programs>

This practice brief provides an overview of the first phase of Learn, Innovate, Improve (LI2)—the Learn phase—which is intended to lay the foundation for successful and sustainable program changes.

McCay, J., France, M., Lujan, L., Maestas, V., & Whittaker, A. (2019). *Mobile coaching: Innovation and small-scale experimentation to better engage program participants in rural Colorado* (OPRE Report No. 2019-45). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/mobile-coaching-innovation-and-small-scale-experimentation-better-engage-program>

The brief describes the team's design process and road map for change (the logic model underpinning this creative strategy) as well as their approach to prototyping and testing on a small scale.

McCombs-Thornton, K., & Poes, M. (2021). *Measuring program effects in home visiting evaluation: Improving estimates with propensity score matching* (OPRE Report No. 2021-55). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/measuring-program-effects-home-visiting-evaluation-improving-estimates-propensity-score>

This brief provides an overview of propensity score matching.

National Survey of Early Care and Education Project Team. (2015). *Measuring predictors of quality in early care and education settings in the National Survey of Early Care and Education* (OPRE Report No. 2015-93). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/measuring-predictors-quality-early-care-and-education-settings-national-survey-early>

This methodological report describes how selected predictors of quality can be measured using data from the National Survey of Early Care and Education.

OPRE (Office of Planning, Research, and Evaluation). (2018). *Continuous quality improvement (CQI) toolkit: A resource for Maternal, Infant, and Early Childhood Home Visiting Program awardees*. U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.acf.hhs.gov/opre/report/continuous-quality-improvement-toolkit-resource-maternal-infant-and-early-childhood>

The toolkit contains nine modules that cover continuous quality improvement (CQI).

OPRE. (2018). *Measuring self-regulation skills in evaluations of employment programs for low-income populations: Challenges and recommendations* (OPRE Report No. 2018-83). U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.acf.hhs.gov/opre/report/measuring-self-regulation-skills-evaluations-employment-programs-low-income-populations>

This report discusses issues related to measuring self-regulation skills in evaluations of employment programs for low-income populations.

Roberts, E., Iannone-Walker, M., Callis, A., Porter, R., Geary, E., & Park, C. (2021). *Supporting data systems improvement in tribal home visiting: Capacity built and lessons learned* (OPRE Report No. 2021-05). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/supporting-data-systems-improvement-tribal-home-visiting-capacity-built-and-lessons>

This brief describes the capacity-building approach of ACF, which helps Tribal Home Visiting grantees strengthen their data systems through technical assistance.

Sarna, M., & Werner, A. (2018). *Targeting higher skills and healthcare jobs: How HPOG grantees set and use performance goals* (OPRE Report No. 2018-122). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/targeting-higher-skills-and-healthcare-jobs-how-hpog-grantees-set-and-use-performance>

This report explores how grantees develop performance projections for the Health Profession Opportunity Grants.

Strong, D., Stange, M., Roemer, G., Avellar, S., & Noonan, B. (2020). *Supporting program progress: Performance measures, data system, and technical assistance for the 2020 Healthy Marriage and Responsible Fatherhood grantees* (OPRE Report No. 2020-64). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/supporting-program-progress-performance-measures-data-system-and-technical-assistance>

This resource is a review to identify potential changes to the performance measures, management information system functionality, and activities that support data collection among HMRF grantees.

Thomson, D., Cantrell, E., Guerra, G., Gooze, R., & Tout, K. (2020). *Conceptualizing and measuring access to early care and education* (OPRE Report No. 2020-106). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/conceptualizing-and-measuring-access-early-care-and-education>

This report crosswalks recent definitions of access in the literature with the multidimensional definition as presented in the Access Guidebook, providing a launching point for future discussion around ongoing and planned efforts to document and improve access.

Xue, Y., Bandel, E., Vogel, C. A., & Boller, K. (2015). *Measuring infant/toddler language development: Lessons learned about assessment and screening tools* (OPRE Brief 2015-52). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/measuring-infant/toddler-language-development-lessons-learned-about-assessment-and>

The brief provides suggestions for factors programs should consider when selecting measures of children's development.

Zeribi, K., Mackrain, M., Arbour, M., & O'Carroll, K. (2017). *Partnering with families in continuous quality improvement: The Maternal, Infant, and Early Childhood Home Visiting Program* (OPRE Report No. 2017-47). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/partnering-families-continuous-quality-improvement-maternal-infant-and-early-childhood>

This tip sheet discusses the potential benefits of partnering with participants and their families in CQI efforts and discusses considerations and strategies that programs can use to do so effectively.

Program Design and Implementation

Baumgartner, S., Overcash, A., Holcomb, P., & Zaveri, H. (2020). *Pathways-to-outcomes snapshots: Tools for building evidence for responsible fatherhood (RF) programs* (OPRE Brief No. 2020-116). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/pathways-outcomes-snapshots-tools-building-evidence-responsible-fatherhood-programs>

These snapshots provide information for practitioners and researchers involved in designing, improving, or evaluating RF programs.

Behrmann, R., & Brennan, E. (2020). *Inside, outside, round and round: Sustaining engagement in responsible fatherhood programs* (OPRE Report No. 2020-34). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/inside-outside-round-and-round-sustaining-engagement-responsible-fatherhood-programs>

This resource discusses a study that implemented a variety of practices to keep participants engaged.

Center for Supporting Research on CCDBG Implementation. (2020). *Answering more child care policy questions: Pairing stakeholder perspectives with your data* [Webinar]. U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/training-technical-assistance/webinar-answering-more-child-care-policy-questions-pairing>

This webinar is designed to support CCDF lead agency staff and partners in understanding how various perspectives can be paired with agency data to help answer more policy questions.

Derr, M., McCay, J., & Person, A. (2019). *The innovate phase: Co-creating evidence-informed solutions to improve human services programs*. U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. https://www.acf.hhs.gov/sites/default/files/documents/opre/li2_innovate_co_creating_evidence_informed_solutions_final_508.pdf

This brief provides an overview of the Learn, Innovate, Improve (LI2) process.

Higman, S., Miller, K., Till, L., Atukpawu-Tipton, G., Zaid, S., & Clark, M. (2020). *Community readiness: A toolkit to support Maternal, Infant, and Early Childhood Home Visiting Program awardees in assessing community capacity* (OPRE Report No. 2020-05). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. https://www.acf.hhs.gov/sites/default/files/documents/opre/community_readiness_toolkit_jan_2020.pdf

This toolkit helps Maternal, Infant, and Early Childhood Home Visiting Program awardees complete their community readiness assessment as part of their requirement to conduct a state- or territory-wide needs assessment.

Meckstroth, A., Resch, A., McCay, J., Derr, M., Berk, J., & Akers, L. (2015). *Advancing evidence-based decision making: A toolkit on recognizing and conducting opportunistic experiments in the family self-sufficiency and stability policy area* (OPRE Report No. 2015-97). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/advancing-evidence-based-decision-making-toolkit-recognizing-and-conducting>

This report describes in detail how researchers, policymakers, and program administrators can recognize opportunities for experiments and carry them out.

OPRE (Office of Planning, Research, and Evaluation). (2016). *What works, under what circumstances, and how? Methods for unpacking the "black box" of programs and policies* (OPRE Report No. 2016-54). U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.acf.hhs.gov/opre/report/what-works-under-what-circumstances-and-how>

The brief considers methods and designs that move beyond questions about whether programs and policies work but also address questions about which particular parts work, under what circumstances, and how.

Whitesell, N. (2017). *Evidence and equity: Challenges in research design* (OPRE Report No. 2017-76). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. <https://www.acf.hhs.gov/opre/report/evidence-and-equity-challenges-research-design>

This brief discusses research disparities between distinct groups and present strategies to address research disparities.

Professional Associations

Table A.1. Professional Associations and Descriptions

| Professional Association | Website | Description |
|---|---|---|
| American Evaluation Association (AEA) | http://www.eval.org/ | AEA is a professional association of evaluators devoted to the application and exploration of evaluation as a profession. AEA has a listing of association members who are available for evaluation consulting. |
| American Sociological Association (ASA) | http://www.asanet.org/ | ASA is the national professional membership association for sociologists and others interested in sociology. ASA members include students, faculty working in a full range of institutions, and people working in government agencies and nonprofit and private sector organizations. |
| Association for Public Policy Analysis and Management (APPAM) | http://www.asanet.org/ | APPAM is dedicated to improving public policy and management by fostering excellence in research, analysis, and education. |
| National Legislative Program Evaluation Society (NLPES) | https://www.ncsl.org/legislators-staff/legislative-staff/program-evaluation.aspx | One of nine professional staff associations connected with the National Conference of State Legislatures. NLPES includes employees and state legislative agencies engaged in program evaluation or performance auditing. |
| Society for Research in Child Development (SRCD) | https://www.srkd.org/ | SRCD advances the developmental sciences and promotes the use of developmental research to improve human lives. |