Learning to Use the Web-Based PREP Performance Measures Reporting System: A Live Demonstration for Tribal PREP Grantees

December 5, 2013
Webinar
3:00 p.m.–4:30 p.m. EST

U.S. Department of Health and Human Services
Administration for Children, Youth and Families
Family and Youth Services Bureau
Personal Responsibility Education Program (PREP)

Suggested Citation

Presenters

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Webinar Agenda

- 3:00–3:05 Welcome and introductions
- 3:05–3:30 Background on performance measures
- 3:30–4:30 Live demonstration of PREP-PM Reporting System

Each segment includes time for questions
Webinar Description

To facilitate Tribal PREP grantees’ use of the Web-Based PREP Performance Measures (PREP-PM) Reporting System, the webinar will include:

- Background on performance measures
- Description of procedures for accessing credentials and requesting help
- A live demonstration of data entry for program structure and program delivery measures

Learning Objectives

At the end of the webinar, participants will be able to:

- Understand which performance measures will be reported in winter 2013
- Access the system
- Find the online User Guide
- Enter and save data
- Understand how performance measures data will be used
- Understand who has access to the data and how it will be analyzed
- Determine from whom to request help
- Recognize what error messages mean
Background on Performance Measures

Purpose of performance measures

- Collect information on the extent to which Tribal PREP objectives are being met
- Contribute to lessons learned from scaling up the replication of evidence-based programs
- Create a foundation for program improvement efforts
- Report information about PREP to Congress

How performance measures data will be analyzed

- Data will be reported by grantees and program providers in the PREP-PM Reporting System
- Final data will be provided to Mathematica for analysis
  - Mathematica will review data file and address issues related to incomplete or missing data
- Mathematica will clean and code data for analyses and will conduct analyses
- Aggregated results at the grantee, sub-awardee/provider, and program level will be presented to ACYF
  - Separate grantee profiles will also be developed
Background on Performance Measures

Three categories of performance measures

- Structure, cost, and support for program implementation
- Participant characteristics, perceptions of program experiences, and perceptions of program effects
- Attendance, reach, and dosage

Tribal PREP-PM Reporting Structure

Tribal PREP-PM data originate from multiple levels
Tribal PREP-PM Winter 2013 Reporting

Three Levels of Data for Winter 2013 Reporting

1. **Grantee** data on structure, cost, and support for programs

2. **Sub-awardee/Provider** data on
   a. structure, cost, and support for programs
   b. implementation challenges and needs for technical assistance

3. Data on program models implemented by each sub-awardee/provider

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Grantee Data

- **Structure, cost, and support for programs**
  - Tribal PREP funding
  - Grantee staffing
  - Training, technical assistance, and monitoring

- **ACYF will use these data to**
  - Understand where and how funding is used
  - Understand staffing to administer Tribal PREP programming
  - Understand the mix of activities undertaken across grantees
Provider Data

For each provider, grantees will report

- **Structure, cost, and support for program implementation**
  - Tribal PREP funding
  - Tribal PREP facilitators
- **Implementation challenges and needs for technical assistance**
- **ACYF will use these data to**
  - Understand funding sources for PREP programs
  - Understand number of new providers each federal grant year
  - Understand total number of facilitators used to deliver Tribal PREP programming
  - Understand the degree to which facilitators are trained and observed
  - Understand challenges faced across grantees
  - Understand areas of greatest need for technical assistance across grantees

If a provider did not provide programming to youth during the October 2012 through September 2013 grant period, limited information will be collected about that provider and its programs.

Program Model Data

For each program model being implemented by each provider, grantees will report

- **Structure**
  - Intended program delivery hours
  - Target populations
  - Adulthood preparation topics
- **ACYF will use these data to**
  - Understand the intended program dosage
  - Understand the primary target populations by program models
  - Understand adulthood preparation topics by program model
Overall Plan for Tribal PREP-PM Data Collection and Reporting

<table>
<thead>
<tr>
<th>What will be reported</th>
<th>Data collection period</th>
<th>Reporting period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014 reporting (and every fall thereafter)</td>
<td>Measures of structure, cost, and support for programs</td>
<td>Date TBD</td>
</tr>
<tr>
<td></td>
<td>Participant-level measures from entry and exit surveys</td>
<td>Date TBD</td>
</tr>
<tr>
<td></td>
<td>Program-level measures of attendance, reach, and dosage</td>
<td>Date TBD</td>
</tr>
</tbody>
</table>

Using the Performance Measure Reporting System

Live Demonstration

The following slides provide screenshots using sample data for reference
Accessing the System and Obtaining Credentials

- The Web-based PREP-PM Reporting System is located on the PREP Communities of Practice Website.
- Each grantee organization will have one contact person who will be responsible for authorizing other individuals’ access to the system.
- Grantee contacts will be able to log on using existing user name and password.
  - Once logged on, they can request access for others by providing name, e-mail, and provider status (see Slide 19).
- New users will receive an e-mail with instructions for accessing the system.

Logging In

1. Navigate to: https://prep.rti.org
2. Click on LOGIN.
Learning to Use the PREP-PM Reporting System

Requesting Additional Accounts

- The grantee is the state, Tribal, or territorial agency that receives PREP funding and has fiduciary and administrative responsibility for the grant.
- The Grantee Data page is the page you will be taken to when you click on the Performance Measures tab at the top of the Home page.
- You can always go back to the page by clicking on the Grantee Data tab on the side of every page.
- You must respond to all questions and counts on the Grantee Data page before adding data concerning sub-awardees.
- To save input, click on the save button.
Learning to Use the PREP-PM Reporting System

Sub-Awardee/Provider Data

- A sub-awardee includes organizations and state, Tribal, or territorial agencies/entities that are providing PREP programming directly to youth. A sub-awardee may also be a provider.
- Grantees are responsible for ensuring that all data are entered for sub-awardees/providers associated with their grants.
- Grantees may enter data or request a user account for the sub-awardee/provider to provide input directly.
- You will need to enter some sub-awardee/provider information before entering data (or having the sub-awardee/provider enter the data):
  - Sub-awardee/provider name
  - Sub-awardee/provider annual award amount
  - Whether sub-awardee/provider is new
- Once this is entered, you can enter the data for structure, cost, and support for program implementation as well as program models.

Sub-Awardee/Provider Data (Main Page)
Sub-Awardee/Provider Data (Part 1)

Sub-Awardee/Provider Data (Part 2)
Sub-Awardee/Provider Data (Part 2)

### Implementation Challenges

Use the scale to indicate how the sub-awardee/provider assessed the implementation challenges below:

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Not a problem</th>
<th>Somewhat a problem</th>
<th>A serious problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting youth</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Keeping youth engaged</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Getting youth to attend regularly</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Recruiting qualified staff</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Ensuring facilitators understand content</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Covering program content</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Staff turnover</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Negative peer interactions</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Youth behavioral problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Natural disasters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Program facilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

### Needs for Technical Assistance

Use the scale to indicate if the sub-awardee/provider has expressed interest in receiving technical assistance for the implementation factors below:

<table>
<thead>
<tr>
<th>Need</th>
<th>Not interested</th>
<th>Somewhat interested</th>
<th>Very interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting youth</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Keeping youth engaged in program sessions</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Getting youth to attend regularly</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Recruiting qualified staff</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Training facilitators</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Retaining staff</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Minimizing negative peer interactions</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Addressing youth behavioral issues</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
### Measures of Structure, Cost, and Support for Program Implementation

**Sub-awardee/Provider Data - Program Models**

<table>
<thead>
<tr>
<th>Grantee Name: Montana - SPREP</th>
<th><strong>Program Model</strong></th>
<th><strong>Extended Delivery Hours</strong></th>
<th><strong>Cost</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-awardee/Provider Name: Native American Teen Resources</td>
<td>1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Report Period: October 2012 - September 2013 Federal Grant Year</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add programs administered to the sub-awardee/provider by clicking on the 'Add Program Model' button in the lower left hand corner of the table below. Click on the 'Edit Information' button if you would like to edit a program model that the sub-awardee/provider provided.

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**Personal Responsibility Education Program (PREP) Performance Measures Reporting**

**Measures of Structure, Cost, and Support for Program Implementation**

<table>
<thead>
<tr>
<th>Grantee Name: Montana - SPREP</th>
<th><strong>Program Model</strong></th>
<th><strong>Number of Delivered Hours</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-awardee/Provider Name: Native American Teen Resources</td>
<td>1</td>
<td>X</td>
</tr>
<tr>
<td>Report Period: October 2012 - September 2013 Federal Grant Year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enter the number of delivered hours for the program model below.
## Sub-Awardee/Provider Data (Part 3)

### Target Population

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth in foster care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeless or runaway youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth living with HIV/AIDS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pregnant or Parenting youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesbian, gay, bisexual, transgender, or questioning (LGBTQ) youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth in adjudication systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth in high-need/geographic areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out of school dropout youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In residential treatment for mental health issues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Adult Preparation

<table>
<thead>
<tr>
<th>Subject</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy Relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adolescent Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Child Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational and Career Success</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Life Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sex and Sexual Health</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Use the Validation Report to check whether your data are complete

Website Help

You can find more information by clicking on the Help tab. Doing so will take you to the online User Guide.

You may also download a PDF file of the User Guide for your own reference.

You can move your cursor over on the info icon to receive guidance on the related input.
Learning to Use the PREP-PM Reporting System

Help (User Guide)

Website Technical Assistance
For Website-related questions, please contact prepta@rti.org or call toll-free 1-800-334-8571, extension 28979 for Stacie White (credentials issues) or extension 28081 for Neelima Kunta (for other issues).