

Reflecting on Your PREP Evaluation Data



The interactive data visualization available through the [PREP Dynamic Data Summary](#) allows you to gain new and customized insights from your evaluation data. Try exploring these interactive features on your own, but always feel free to reach out to your ACT for Youth support team.

When you reflect on your evaluation data, considering the following questions:

- **Reach:** How many young people have we engaged? Are we reaching the youth population we want to reach?
- **Cycle Length:** Are the number of sessions and weeks to complete a cycle appropriate? What contextual factors might impact cycle length?
- **Attendance:** Are we meeting the performance standard for attendance? (All participants should attend at least 75% of the sessions.) How does attendance vary by evidence-based program (EBP), setting, educator, age group or gender? What contextual factors might impact attendance?
- **Fidelity:** What kinds of adaptations are we making most often? Which activities are adapted most frequently? Do adaptations vary by setting or educator?
- **Overall:**
 - How are things like EBP, setting, priority population, number of participants, and cycle length connected to attendance and adaptations?
 - What about the context in which we are implementing is important but not reflected here?
 - What data or questions should be discussed with our team of educators? Our larger organization? Our implementation site leaders? The larger community?

Want more detailed guidance?

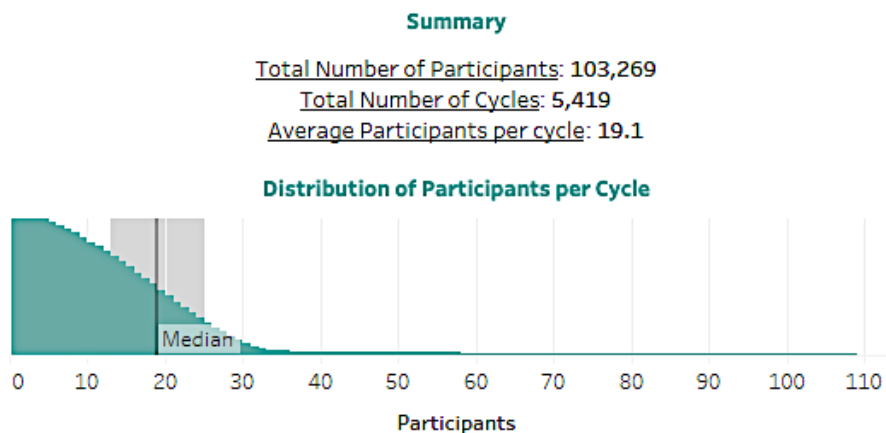
The sections below provided detailed guidance for interacting with the dynamic data summary and more detailed questions for reflection.

To start, first enter your Provider ID. Once the data have loaded, select the date range and EBP you would like to view by clicking in those fields and using the drop-down calendars and list to make your selections. To compare your data to the Initiative side of the Data Summary, limit the Initiative side to CAPP by selecting “CAPP” in the drop-down list (the Initiative side is preset to “All,” which includes the PREP initiative). You can further limit the Provider side of the Data Summary (your data) by selecting only specific cycles your organization has completed.

The questions below are a starting point for reflecting on and gaining insights from your data.

Reach

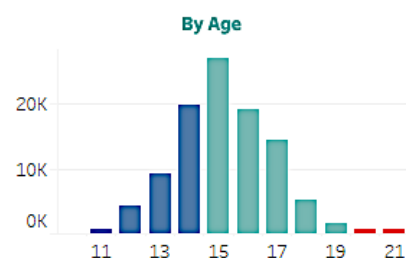
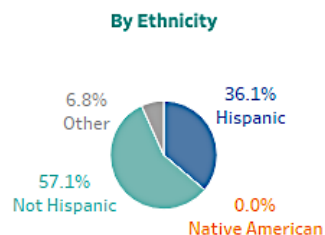
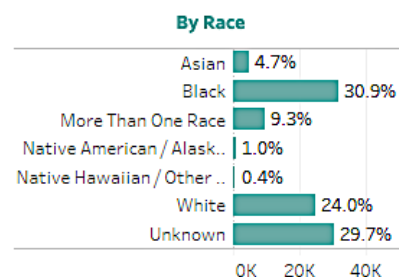
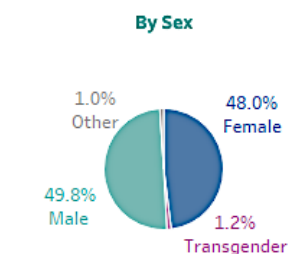
- How many cycles did we complete and with how many youth did we reach? Are we on track to meet our yearly objectives?
- How many young people are in each cycle? Consider both the *average* number of participants in each cycle and the *range* of the number of participants in each cycle. (The range of number of participants in each cycle is apparent from the bar chart in this section.)
- Is the number of participants per cycle a good fit with this EBP? Does this align with the developer’s implementation guidelines? Guidelines are available on the ACT for Youth website (check the page for the EBP you are using or the [PREP Tools and Resources Index](#)).



Participant Demographics

Consider the following questions:

- Are we reaching the youth we want to reach?
- Do the participant demographics align with our planned reach?
- How do our participant demographics compare with those of all youth participating in this EBP across PREP?



Cycle Length

Consider the following questions:

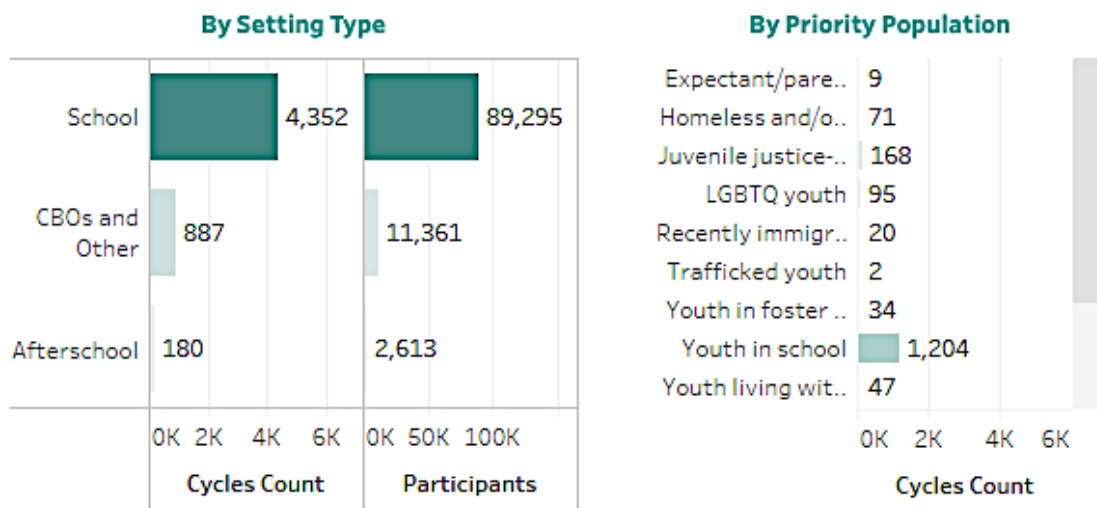
- Are the number of sessions and number of weeks it takes for us to complete a cycle appropriate? Does this align with the developer’s implementation guidelines? Find the guidelines in the [PREP Tools and Resources Index](#).
- What are the factors that influence the length of delivery?
- If we should make improvements, how can we do this?

PREP Initiative Be Proud! Be Responsible!	Cycle Length
<p>Number of Weeks: 3.98 week period, on average (range of 0.42 to 14.2 weeks)</p>	<p>Developer Guidelines: Developers recommend that sessions be presented over 1 – 6 days.</p>
<p>Number of Sessions: 6.89 sessions (range of 4 to 17 sessions)</p>	

Setting and Priority Population

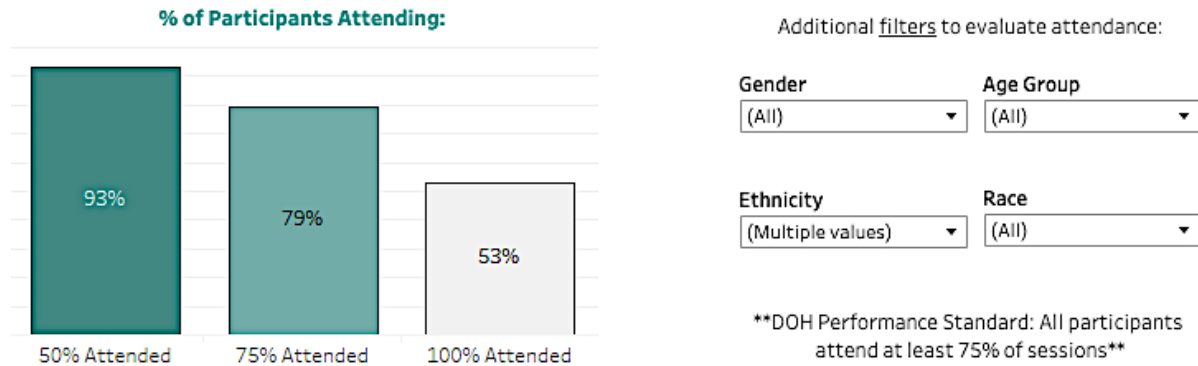
Consider the following questions:

- In which settings are we implementing most often?
- Is this setting the best fit for this EBP and our intended programming?
- What are the benefits and challenges to the different settings in which we are implementing?
- Which priority youth populations are we reaching most? How does this align with our yearly objectives?
- Should we consider changes to our implementation settings or priority populations?



Attendance

Begin with the bar chart “% of Participants Attending.”



The bar in the middle (“75% of Sessions”) indicates your progress toward the Department of Health-set performance standard: *All participants will complete at least 75% of sessions*. To demonstrate that you are meeting this performance standard, this middle bar should equal 100%. The other bars in this chart (“50% of Sessions” and “100% of Sessions”) can help you identify where attendance is dropping in your programming (if it is). For example, do nearly all participants attend at least 50% of sessions, but then drop before completing 75% of sessions?

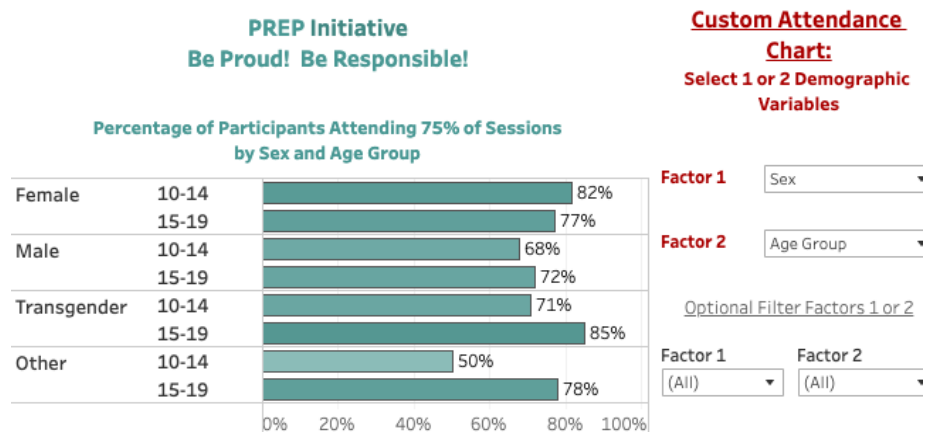
If you are making good progress towards meeting this performance standard, consider what proportion of participants are attending 100% of sessions. Could you aim for further boosts to attendance?

Use the additional filters (gender, age group, ethnicity, race) to see how participant characteristics may be influencing attendance. For example, are more males or more females reaching the benchmark? How does attendance vary by age group?

Custom Attendance Chart

In the Custom Attendance Chart, you can further explore factors affecting attendance.

This chart focuses on the performance standard by displaying only the percent of participants attending at least 75% of sessions. By using the filters in the center of this section, you can explore how attendance varies by participant and cycle characteristics. For example, you might ask:



- In which settings are more participants attending at least 75% of sessions? In which settings are fewer participants meeting this threshold? What might explain this difference?
- Which age groups have better attendance? Why might this be?
- When and why are youth “dropping off”?
- What contributing factors that are **not** captured with our evaluation data might explain trends we see in our attendance data?
- How can we improve attendance?

Fidelity and Adaptations

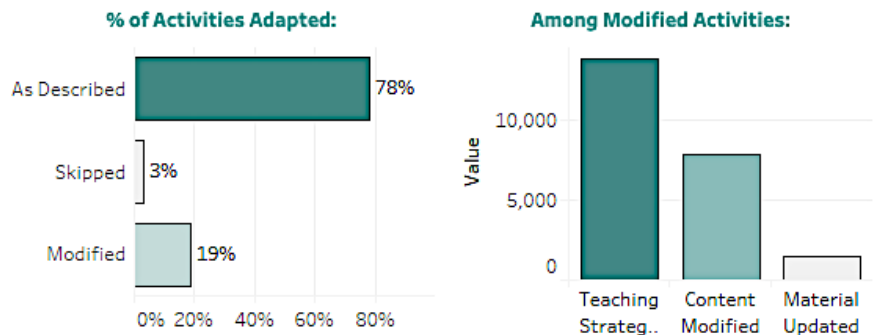
Consider the proportion of cycles with no adaptations made: Does this accurately reflect your implementation? Are all modifications being reported?

Consider the following questions:

- What proportion of activities are implemented exactly as described?
- How much of the curriculum are we adapting? What proportion of activities are skipped? Modified? Does this reflect our intended implementation? Do we implement pre-approved adaptations?

Summary

Total Number of Cycles: 6,008
Cycles with No Adaptations: 1,739 (28.9%)



See [EBP Fidelity and Adaptation](#) for more information about EBP adaptations.

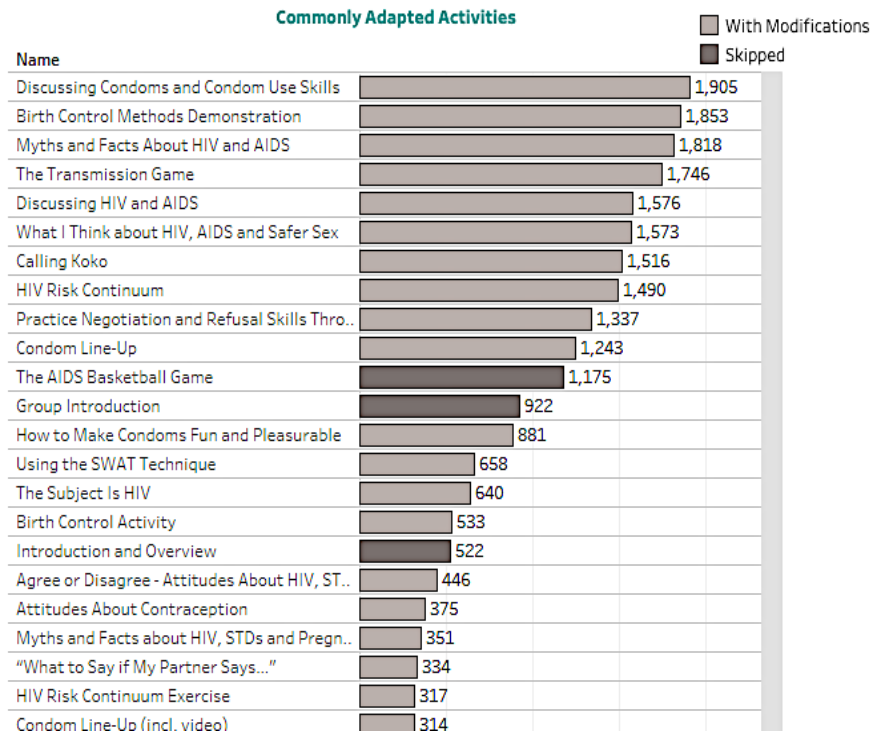
- Among modified activities, how are we changing things? That is, which is most often modified: the teaching strategy, the content, or material updates?

In the “Among Modified Activities” chart (on the provider side of the report only), you can use your mouse to hover over the bars to see in which cycles each kind of modification was made and how many times. This information will appear in a pop-up box.

Commonly Adapted Activities

Please note that the shade of gray in this chart is meaningful: Dark gray indicates the activity was skipped and light gray indicates it was modified.

- Which activities are we modifying most often? How does this compare to most frequently adapted activities within this EBP across all of CAPP and PREP?
- Which (if any) activities are we skipping most often? Why?
- How can we reduce the proportion of omissions?



As above, in the “Commonly Adapted Activities” chart (on the provider side of the report only), you can use your mouse to hover over the bars to see in which cycles the specific activity was modified. This information will appear in a pop-up box.

Consider pulling up the more detailed record of these cycles (through the “View or Correct Submitted Cycles” button on the home screen of the Online Reporting System). Here you can review the exact descriptions of adaptations.

Consider the following questions:

- Why and how are we adapting these activities?
- What can we do to increase the proportion of pre-approved adaptations?
- Are we using and implementing our master list of adaptations? Do we need to revise our master list? (See [EBP Fidelity and Adaptation](#) for more details on planning adaptations and getting them pre-approved.)

Overall

Consider the following questions:

- How are things like EBP, setting, priority population, number of participants, and cycle length connected to attendance and adaptations?
- How does our work align with what others using this EBP are doing?
- How does our work align with developer implementation guidelines?
- How can we improve attendance and fidelity?
- What about the context in which we are implementing is important but not reflected here?
- What questions should be discussed with our team of educators?
- What should be shared with our larger organization? Our implementation site leaders? The larger community?

Keep in mind...

Keep in mind you can create different subsets of your data based on the filters at the top of the PREP Dynamic Data Summary. Consider reviewing the above questions again with each of the EPBs you are implementing. Or consider these questions across ALL of your cycles by selecting “(All)” from the EBP drop down-list. You can also select custom groups of cycles through the “Cycle Names” drop-down list. (This can help you focus on cycles in a particular site or those implemented by a particular person.)

Consider other ways this information might be helpful. These summaries may help provide useful information for your other reporting needs, such as a tally of youth participants reached.

You can always download a summary you have created by clicking the download icon at the bottom of this page.

Comparing Summaries

Consider comparing summaries across different periods of time (e.g., How does attendance this year compare to attendance at the same time last year?), different EPBs, or different specific sites (such as School A and School B).

You can open more than one browser window to the PREP Dynamic Data Summary page and create the reports you would like to compare. You can then view them together on your computer screen. Or you can create and download different reports and compare the images or PDFs you have created. Consider the following questions:

Across EPBs

- Do we use one EBP more than others?
- Should we focus efforts on use of another EBP?

Over time

- Did we implement a similar number of cycles, reaching a similar number of youth over time? What explains any differences over time?
- Has attendance improved, remained the same, or decreased over time? What explains this?

Across settings

- What are the advantages/disadvantages to different settings?

Across educators

- Are there differences in implementation between educators?

Overall

- How can we improve implementation conditions?
- What efforts have we made recently that may explain differences we see over time?
- What external factors explain differences we see between summaries?
- How can we make positive changes during the next 6 months?