DEPARTMENT OF HEALTH

PREP Performance Measures Guide

PROVIDER-LEVEL MEASURES OF STRUCTURE, COST, AND SUPPORT

Contents

Technical Assistance

For technical assistance in using this data recording tool or other evaluation tools, contact:

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Overview

- The PREP Provider-Level Measures of Structure, Cost, and Support workbook is a tool to be used to record and report Minnesota Department of Health (MDH) Personal Responsibility Education Program (PREP) performance measure data. The workbook is designed to calculate the data that will be reported to Family and Youth Services Bureau (FYSB) of Administration of Children and Family (ACF) for each program implemented. Some of the information collected includes:

  - Funding amount

  - PREP program facilitators

  - Implementation challenges

  - Needs for technical assistance

- These data will be used to:

  - Track program costs

  - Identify common implementation barriers

  - Inform future national and state training and technical assistance

- This information should be provided by the Minnesota PREP (MN PREP) grantee director or grantee director's designee.

- MN PREP agencies will use this guide and data tool to capture and organize information on the provider-level structure, cost, and support performance measures, which will be entered into the PREP Performance Measures Portal toward the end of the reporting period.

- This guide was created to show how to use the Excel workbook to record performance measure data. Minnesota PREP grantees should use this data tool to capture and organize information on structure, cost, and needed support to report to MDH. If grantees do not have access to Excel software, reach out for technical assistance.

Structure of Data Recording Tool

Each workbook includes:

- An Instructions tab

- A Provider-Level Measures tab

- A Program-Level Measures tab

How to Enter Data in the Workbook

Entering Provider Information

1. Navigate to the "Provider-Level Measures" tab. Make sure to use the workbook from the MDH MN PREP webpage, or contact MDH for technical assistance.

2. Enter grantee name, provider name and program name at the top of the page (Figure 1).

a. Grantee name: Enter Minnesota Department of Health or MDH. The "grantee" referred to here is the federal grantee, MDH.

b. Provider name: your organization name. All reference to "provider" throughout the rest of the workbook refers to the MN PREP grantee organization.

Figure 1. Entering Grantee Information

Provider-Level Data

Grantee: (enter grantee name here)

Provider: (enter program name here)

3. Enter the PREP funding amount your agency received from MDH during this federal grant year, October 1 to September 30 in the "Provider Information" table (Figure 2).

a. If you received additional funds from another agency, please report that amount as a non-PREP funding received to support PREP programming

Figure 2. Entering Award Information

Provider Information (for report period only)	
For each item below, include the specified funding amount	
Enter PREP award amount to provider	$ -
Enter amount of non-PREP funding received to support PREP programming	$ -

4. Enter number of provider staff involved in administering, managing, and/or overseeing PREP programming (Figure 3). Enter the number of FTEs (full-time equivalent) involved in administering PREP programming. These numbers may not be the same.

a. For example, a grantee has one full-time staff member who monitors PREP grant work 20 hours a week (0.5 FTE). The "provider staff" would be entered as 1 and "provider FTEs" would be entered as 0.5.

b. Do not include administrative staff, contractors, or budget support staff in provider staff or FTE calculations. Additionally, staff who only facilitate programming for participants but do not oversee PREP should not be counted in provider staff or FTEs. They will be included in the PREP program facilitator counts (Figure 5).

c. If staff were involved in both program oversight **and** facilitation, they should be included in both counts.

Figure 3. Entering PREP Staff Information

For each item below, enter the number of staff or FTEs specified in each field (enter 0 if none)	
Enter number of provider staff involved in administering PREP programs	0
Enter number of provider FTEs involved in administering PREP programs	0

5. Enter "Yes" or "No" for questions about the provider (Figure 4).

a. If the response to the question "Did the provider serve youth?" is "No", leave the rest of the "Provider Information" box blank. Skip to the "Indicating Implementation Challenges" section to continue filling out the workbook.

Figure 4. Entering Provider-Specific Information

For each item below, include a Yes/No response	
Is the provider new?	
Did the provider serve youth?	

6. Enter counts for the specified PREP program facilitator fields (Figure 5).

   a. Enter the total number of PREP facilitators who provided direct programming to youth during the current reporting period of the federal grant year. Include all facilitators (trained and not trained) working for your program or as subgrantees for your PREP programming.

   b. Enter the number of PREP facilitators trained to deliver the core program model(s) during the federal grant year. This number will most likely be a subset of the total number of PREP facilitators working for your program.

   c. Enter the number of PREP program facilitators observed **exactly** one time during this period. This number should be a subset of the total number of PREP facilitators working for your program.

   d. Enter the number of PREP program facilitators **observed twice or more** during this period. This number should be a subset of the total number of PREP facilitators working for your program.

      i. One facilitator cannot be counted in both lines.

      ii. Observations can be conducted by MN PREP grantee staff, subgrantee staff, MDH staff, the curriculum developer, or curriculum trainer. These observations are for fidelity and quality monitoring.

Figure 5. Entering PREP Facilitator Information

For each item below, enter the number of PREP facilitators specified in each field	
Enter number of PREP program facilitators working for provider	0
Enter number of PREP facilitators trained in delivering core program model	0
Enter number of PREP facilitators observed exactly once for quality monitoring	0
Enter number of PREP facilitators observed twice or more for quality monitoring	0

Indicating Implementation Challenges

1. Navigate to the "Provider-Level Measures" tab.

2. Record staff perceptions of implementation challenges in the "Implementation Challenges" table (Figure 6). For each item listed, mark with an "X" if each item was:

   a. Not an implementation problem

   b. Somewhat of an implementation problem

   c. A serious implementation problem

Figure 6. Entering Implementation Challenges Information

Implementation Challenges	Not a problem	Somewhat a problem	A serious problem
For each item below, mark (x) in the appropriate box at right to indicate how the provider assessed the specified implementation challenges. (MARK ONLY ONE RESPONSE FOR EACH ITEM)			
Recruiting youth			
Keeping youth engaged in program sessions			
Getting youth to attend regularly			
Recruiting qualified staff			
Ensuring facilitators understand content			
Covering program content			
Staff turnover			
Negative peer interactions			
Youth behavioral problems			
Natural disasters			
Program facilities			
Obtaining buy-in or support from key stakeholders			

Indicating Types of Technical Assistance Needed

1. Navigate to the "Provider-Level Measures" tab.

2. Record needed areas of technical assistance in the "Types of Technical Assistance Needed" table (Figure 7). For each item listed, mark with an "X" if each item was:

   a. Not interested in receiving technical assistance on that topic

   b. Somewhat interested in receiving technical assistance on that topic

   c. Very interested in receiving technical assistance on that topic

3. If interested in receiving technical assistance other than the types listed, specify the type(s) of technical assistance desired in the cells below the "Other" option. For each type specified, mark with an "X" the level of interest.

Figure 7. Entering Technical Assistance Information

Types of Technical Assistance Needed	Not interested because already received	Not interested	Somewhat interested	Very interested
For each item below, mark (x) in the appropriate box at right to indicate if the provider is interested in receiving technical assistance for the specified implementation factors. (MARK ONLY ONE RESPONSE FOR EACH ITEM)				
Recruiting youth				
Keeping youth engaged in program sessions				
Getting youth to attend regularly				
Recruiting qualified staff				
Training facilitators				
Retaining staff				
Minimizing negative peer reactions				
Addressing youth behavioral issues				
Obtaining buy-in or support from key stakeholders				
Evaluation (e.g., how to select or manage an evaluator, data collection, data analysis and report writing)				
Parent support and engagement				
Other (specify below and indicate level of interest)				

Program-Level Measures Overview

1. Navigate the to the "Program-Level Measures" tab.

   a. Note, if a program did not serve youth, there is no need to fill out this tab.

2. Ensure that the "Grantee" and "Provider" information is filled out correctly at the top.

   a. Remember, the "grantee" here is MDH. Your organization is the "provider".

3. Enter information about the PREP curricula used during programming in the reporting period.

   a. Curriculum names can be found in alphabetical order on the left in Column B. Scroll to find the curricula your organization used. Please make sure to select ALL the curricula used for PREP programming.

   b. Mark each curricula used with an "X".

      i. When a curriculum is marked with an "X", the row will turn green, indicating further information is needed. See Figure 8.

   c. Enter the number of intended hours of programming for each curricula used.

Figure 8. Entering Program Model Information

d. Mark with an "X" the populations **actively recruited and targeted** with each curricula, even if those youth were not served. See Figure 8.

   i. For example, if a grantee intended to target youth in foster care through programming with a local partner, but no youth in foster care participated in the program at this location, youth in foster care **should** still be indicated as a target population.

   ii. As another example, if a grantee did not intend to target pregnant or parenting youth through programming with a local partner, but had two parenting youth participate, pregnant and parenting youth should **not** be indicated as a target population.

   iii. This measure is intended to capture the populations being **targeted** by grantees, not record the youth who actually participated as that is recorded elsewhere.

e. Mark with an "X" the "Adulthood Preparation Subjects" covered in each curricula.

  i. Be sure to scroll to the right in the workbook. The final question is asked in Column AR.

4. If a PREP curriculum was used that is not listed under Program Models, scroll to the bottom of the table. Enter the curriculum name under the "Other" category, replacing the "Enter other program here" text. Then fill out the information as outlined above. See Figure 9.

  a. For example, the Live It! curriculum is not included in the Program Models list.

Figure 9. Entering Curricula Not Included in Program Model List

Program Model	Mark (x) or enter number		Mark (x) to indicate populations targeted												
We R Native															
WISE Guys															
Other															
Live It!	X														
Enter other program here															
Enter other program here															
Enter other program here															
Enter other program here															
Enter other program here															

Final Steps

Double-check the data you have entered for accuracy. This can be easier to do if you complete the workbook as you are completing each cohort. Only one workbook is required for annual reporting. Send completed workbooks to MDH by the requested date. Reach out for technical assistance with any questions.

> MDH thanks you for your contribution to this mandatory PREP reporting. We appreciate the time and effort you have contributed to ensuring healthier futures for adolescents throughout Minnesota. Sending complete and accurate data is part of recording the important work you are doing and MDH wants to make sure your hard work is counted!