

PREP Performance Measures Guide

PARTICIPANT ATTENDANCE BY SESSION

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Technical Assistance

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

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Overview

- The PREP Participant Attendance by Session workbook is a tool to be used to record and report Minnesota Department of Health (MDH) Personal Responsibility Education Program (PREP) participant attendance, reach, and dosage including:
 - Participant attendance
 - Intended program hours and program hours actually delivered
 - Program delivery settings
 - Populations of youth reached with programming
 - Dosage, or the amount of programming, youth receive with PREP funds
- These data will be used to:
 - Describe the number of youth ever served
 - Understand participants' attendance
 - Understand how many youth are served in various settings
 - Identify programs that primarily serve highly vulnerable populations
 - Compare intended dosage to actual dosage
- 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
- 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 participant attendance and the performance measures of reach and dosage to report to MDH. If grantees do not have access to Excel software, reach out for technical assistance.

Using the Participant Attendance by Session workbook is best for programs that deliver sessions of equal length.

Structure of Data Recording Tool

Each workbook includes:

- An Instructions tab
- A Cohort Information tab
- A Participant Attendance tab
- A Summary Data tab that displays the auto-populated aggregated counts to be submitted to FYSB and ACF

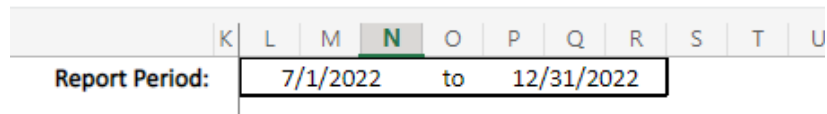
Note: any columns that are dark grey cannot be edited-they are auto-populated and linked with calculations embedded in the workbook.

How to Enter Data in the Workbook

Entering Cohort Information

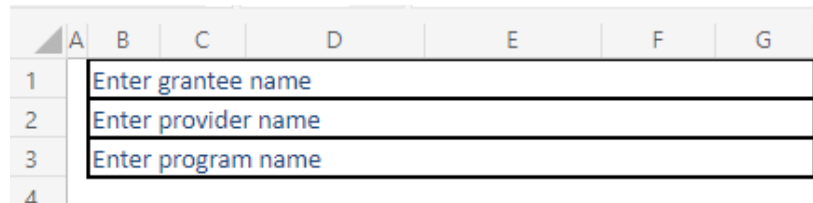
1. Navigate to the “Cohort Information Tab”. Ensure the reporting period is correct. If the dates displayed are not correct, download a new copy of the workbook from the [MDH MN PREP webpage](#), or contact MDH for technical assistance.

Figure 1. Verifying Reporting Period



2. Enter grantee name, provider name and program name at the top of the page.
 - 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.
 - c. Program name: curriculum name. If multiple curricula are used by the same organization with PREP funding, multiple workbooks need to be filled out. If you have a different name for your program, please enter the name of the curriculum used, not your program name.

Figure 2. Entering Grantee and Program Information



3. Enter Cohort Data. See Figure 3 for an example of completed cohort data.
 - a. Pay attention to the cohort number in the first column (Column B). You will need this number for each participant on the “Participant Attendance” tab.
 - i. A cohort is a group of youth receiving PREP-funded programming together. Programming includes completing specific curriculum hours and any additional hours of programming added to meet PREP goals. An example of additional hours would be lessons addressing adult preparation topics.
 1. If a participant only comes to one session, they are still considered part of the cohort. They should be included in reporting.
 2. Cohorts can gain or lose members throughout programming. Participants can join or leave at any point during intended programming. They should be included in reporting.

3. Some curricula are set up in a way that a cohort is made up of only one participant. Safer Sex Intervention (SSI) is an example of this.
 4. A new line should be filled out for each new cohort of programming completed during the reporting period.
- b. Enter the setting in which the program was conducted.
- i. Use the codes provided in the box to the right (Column J).
- c. Enter the cohort start and end date.
- i. The day programming started in “Cohort Start Date” (Column D)
 - ii. Enter the last date of programming in “Cohort End Date” (Column E).
 1. Cohorts started but not completed during the reporting period do not need to be included. These cohorts will be reported in the next reporting period.
 2. You will receive an error message if the end date entered is before the start of the reporting period.

Figure 3. Entering Cohort Information

| 5 | Cohort Data | | | | | | | Codes for Program Setting |
|----|--|--------------------------------------|-------------------|-----------------|-------------------------------|--|--|--|
| 6 | Cohort number | Program setting (use codes at right) | Cohort start date | Cohort end date | Total program hours DELIVERED | Cohort completed during report period? | Total participants attended at least 1 session | 1 = In School, during school 2 = In School, after school 3 = Community-Based Organization 4 = Clinic 5 = Foster Care Setting 6 = Juvenile Detention Setting 7 = Residential Mental Health Treatment Facility 8 = Virtual 9 = Other |
| 7 | For each cohort, enter program setting, start date, and end date below | | | | | | | |
| 8 | 1 | 3 | 6/23/2022 | 8/25/2022 | 9.00 | Y | 4 | |
| 9 | 2 | 6 | 9/1/2022 | 11/3/2022 | 10.00 | Y | 5 | |
| 10 | 3 | 2 | 11/24/2022 | 12/22/2022 | 10.00 | Y | 10 | |

- iii. The grey column “Cohort completed during report period” (Column G) will automatically populate with a “Y” (Yes) or “N” (No).
 1. When there is a “Y”, further data should be entered for this cohort as it will be included in the performance measure data.
 2. If the cohort end date is after the reporting period, the “N” will indicate no further information needs to be filled out. Cohorts that have not been completed at the time of reporting will not be included in the performance

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measure data for this specific reporting period. This cohort will be included in the next reporting period.

4. Enter actual total program hours delivered.
 - i. After a cohort has completed programming, enter the total number of hours delivered. For example, if the program had 12 sessions that were each an hour long, enter 12.00 in the column (Column F).
 1. This number may be different than the *intended* hours of programming, which is acceptable. Sessions get canceled, cut short, or may go long. Cohort 1 in Figure 3 shows an example of this.
5. Enter the total number of participants who attended at least one session.
 - i. This should be the total number of unique participants who attended at least one session of programming.
6. Enter the intended number of program sessions (Column W).
7. Enter the intended number of hours per session (Column X).
 - a. The intended number of hours per session should be the same throughout the program. If the intended number of hours per session varies, stop recording in this workbook and use the PREP Participant Attendance by Hours workbook.
8. Summaries will auto-populate on the far right of this tab. These numbers are used in calculating the aggregate data displayed in the “Summary Data” tab.

Figure 4. Entering Intended Session Number, Length, and Summary Data

| Number of program sessions | INTENDED | INTENDED hours per session | Total program hours INTENDED | Total middle school age participants attended at least 1 session | Total high school age or older participants attended at least 1 session | Total Participants (completed cohorts only) | # of youth who completing 75% of the scheduled program hours |
|---|----------|----------------------------|------------------------------|--|---|---|--|
| Enter # of program sessions and hours per session below | | | | | | | |
| 10 | 1.00 | 10 | 0 | 0 | 0 | 0 | 0 |
| 10 | 1.00 | 10 | 0 | 0 | 0 | 0 | 0 |
| 5 | 2.00 | 10 | 0 | 0 | 0 | 0 | 0 |

Participant Attendance

1. Navigate to the “Participant Attendance” tab
2. Enter each participant for cohorts who completed programming during the reporting period.
 - a. Use a separate row for each participant. Enter the ID you have created for each participant-*do not submit names to MDH*.
 - i. For example, for a cohort that takes place during an after school program, you could identify each participant using the abbreviation ASP and a number, such as “ASP1”. This is used for all the examples provided in Figure 5.
 - b. Include the cohort number each participant belongs to. This number can be found under the “Cohort Information” tab in Column B.
 - i. It helps to add participants as a cohort all at once. Enter all the IDs for participants in a cohort and immediately add the cohort number.
 - ii. Before submitting, it is a good idea to add up the number of participants listed for each cohort and check with the number or participants accounted for in the “Cohort Information” tab.

Figure 5. Entering Participant Attendance Information

| | | Enter Cohort # below | M = Middle School / Age H = High School / Age or Older | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 | Session 7 | Session 8 | Session 9 | Session 10 | Session 11 |
|----|---------------------------------|----------------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|--------------------------------|
| 6 | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | |
| 8 | Enter participants below | | | | | | | | | | | | | Mark (x) as appropriate |
| 9 | CB1 | 1 | M | X | X | X | X | | X | X | | | | |
| 10 | CB2 | 1 | M | X | X | X | X | | X | X | X | X | X | |
| 11 | CB3 | 1 | M | X | X | X | X | | X | X | X | X | X | |
| 12 | CB4 | 1 | H | | X | X | X | | X | X | X | X | X | |
| 13 | DC1 | 2 | H | X | X | X | X | X | X | X | X | X | X | |
| 14 | DC2 | 2 | H | X | X | X | X | X | X | X | | X | X | |
| 15 | DC3 | 2 | H | X | X | X | X | X | | X | X | X | X | |
| 16 | DC4 | 2 | H | X | X | | X | X | X | X | X | X | X | |
| 17 | DC5 | 2 | H | | X | X | X | X | X | X | X | X | X | |
| 18 | ASP1 | 3 | H | X | X | X | X | X | | | | | | |
| 19 | ASP2 | 3 | H | X | X | X | X | | | | | | | |
| 20 | ASP3 | 3 | H | X | X | | X | X | | | | | | |
| 21 | ASP4 | 3 | H | X | X | X | X | X | | | | | | |
| 22 | ASP5 | 3 | H | X | X | X | X | X | | | | | | |
| 23 | ASP6 | 3 | H | X | | | X | X | | | | | | |
| 24 | ASP7 | 3 | H | X | X | X | X | X | | | | | | |
| 25 | ASP8 | 3 | H | X | X | X | X | X | | | | | | |
| 26 | ASP9 | 3 | H | | X | X | X | X | | | | | | |
| 27 | ASP10 | 3 | H | | X | X | X | X | | | | | | |
| 28 | FC1 | 4 | M | X | X | X | | | | | | | | |
| 29 | FC2 | 4 | H | X | X | X | | | | | | | | |
| 30 | FC3 | 4 | H | | X | X | | | | | | | | |

- c. Include if each participant was middle school or high school aged. The workbook will only allow you to enter “M” for middle school and “H” for high school.
- d. Using an “X”, mark each session a participant was present.
 - i. Leave blank if the individual did not attend a session-there is no need to enter a zero.
 - ii. If an intended session was cancelled, leave that blank for participants in the affected cohort. The workbook will aggregate total hours for participants correctly. Cohort 1 in Figure 5 shows an example of this.

Summary Data

1. Navigate to the “Summary Data” tab.
2. Most of this tab will be auto-populated using the information entered in the previous two tabs as indicated by the grey cells. These aggregated numbers are part of the reporting to FYSB and ACF.

Figure 6. Auto-Populated Summary Data

| Participant Counts | |
|--|----|
| Attended at least one program session | 19 |
| Number of middle school age | 3 |
| Number of high school age or older | 16 |
| Attended a session in school during school | 0 |
| Attended a session in school after school | 10 |
| Attended a session in a community-based organization | 4 |
| Attended a session in a clinic | 0 |
| Attended a session in a foster care setting | 0 |
| Attended a session in a juvenile detention setting | 5 |
| Attended a session in a residential mental health treatment center | 0 |
| Attended a session in a virtual setting | 0 |
| Attended a session in another setting | 0 |

| Cohort Summary Data | | |
|---------------------|--------------------------------|-------------------------|
| | Completed during report period | Program hours delivered |
| Cohort 1 | Y | 9 |
| Cohort 2 | Y | 10 |
| Cohort 3 | Y | 10 |
| Cohort 4 | N | N/A |
| Cohort 5 | N | N/A |
| Cohort 6 | N | N/A |
| Cohort 7 | N | N/A |
| Cohort 8 | N | N/A |
| Cohort 9 | N | N/A |
| Cohort 10 | N | N/A |
| Cohort 11 | N | N/A |
| Cohort 12 | N | N/A |

3. Fill out the “Program Reach” section as you are able. If more than 50% of youth reached in a program were part of a target population (see Figure 7), mark with an “X”.
 - a. Do not make assumptions about youth participants. Typically, these populations have been specifically targeted in your programming. There is no need to collect this information from participants.
 - b. For example, if a program was taught in a juvenile detention center, mark “in adjudication systems” with an “X”.
 - c. Generally, programming completed in a school-based setting are not going to be reaching populations with 50% of the youth being part of these specific target population.

Figure 7. Entering Program Reach Data

| <u>Program Reach</u> | |
|--|-------------------------------------|
| Mark (x) if more than 50% of youth in program were | |
| In foster care | <input type="checkbox"/> |
| Homeless or runaway | <input type="checkbox"/> |
| Pregnant or parenting | <input type="checkbox"/> |
| In adjudication systems | <input checked="" type="checkbox"/> |
| LGBTQ youth | <input type="checkbox"/> |

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. Make sure to complete a new workbook for **each** curriculum your organization uses with PREP funding. 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!

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4/6/2023

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