

# Data Mapping Worksheet: Grand County DSDS Case Study

What might this look like?

*Grand County has been implementing Triple P for two years and recently started providing quarterly coaching sessions for newly accredited practitioners. In addition to data required for state monitoring, they will build additional collection and reporting of (1) fidelity and (2) coaching data. They will also be collecting (3) additional long-term outcomes data that aligns with other community population-health goals. This will help monitor and improve how Grand County supports Triple P practitioners.*

*Note that each measurement question is identified, a measurement plan outlined, and use for improvement planned.*

## Data Mapping Worksheet: Recruitment and Selection

Grand County set goals to recruit practitioners for all levels of Triple P. They will be counting the number of practitioners recruited for each level of Triple P and tracking turnover and retention to understand selection outcomes. To understand the quality of recruitment and selection processes, they will also assess selection criteria.

## Data Mapping Worksheet: Training

Grand County set goals to train those recruited to deliver all levels of Triple P and are required to report training numbers to the state. They will be counting the number of practitioners trained, the level they are trained to deliver, and will request training data from Triple P America to understand training outcomes of accreditation. To understand the quality of training, they will review data about whether practitioners fully participate in all training activities.

## Data Mapping Worksheet: Coaching

Grand County recently started providing quarterly coaching sessions (for example, peer support and/or PASS) for newly accredited practitioners. They will be counting the number of coaching activities and practitioners' ongoing participation. Grand County will be using the Triple P assessment of practitioner skills and abilities to understand this outcome. To assess the quality of coaching, Grand County will be monitoring if information like recruitment and selection data, training data, session checklists, and fidelity assessments, or parent outcomes are used to support coaching.

## Data Mapping Worksheet: Fidelity

Grand County will be counting the number of fidelity assessments completed and looking to see if practitioners are delivering Triple P as intended. To understand the quality of this process, they will also determine whether observation data are included in fidelity assessments. As part of their enhanced coaching activities, Grand County will be analyzing fidelity assessments collected by individual practitioners and bringing that information into coaching sessions to improve practitioner skills and abilities to deliver Triple P as intended (listed under coaching outcomes).

## Data Mapping Worksheet: Triple P Service Delivery

Grand County will be counting the number of caregivers served by level of Triple P, the number of children in caregivers' families, use of Triple P Online, and caregiver satisfaction; all data required by the state.

## Data Mapping Worksheet: Triple P Short-term Outcomes

To understand the difference Triple P is making for families, Grand County is monitoring data collected from Triple P's client satisfaction questionnaire (CSQ) and the parenting experience survey (PES). The state requires reporting of these data, but Grand County is also warehousing these data internally for assessment and data-driven decision making at the local level, as the state does not share back county-specific data reports.

## Data Mapping Worksheet: Triple P Long-term Outcomes

To better understand community needs, Grand County is monitoring data collected by the state on child maltreatment investigations, out-of-home foster care placements, and child maltreatment injuries. Additionally, school suspensions for children under 12 were identified as a community priority that aligned with Triple P. Therefore, Grand County is also monitoring this data from the Department of Public Instruction.

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For additional ideas on measurement questions, data collection methods, tools, and sources, see the [NCIC-TP Local QOM Guidance Brief 2017](#) or the [Triple P Data Resources for Needs Assessment](#) developed by the Children & Youth Branch at the NC Department of Health and Human Services. The [Triple P Implementation Framework](#) is another source for additional measurement questions, especially related to quality of your implementation process. The Data Mapping Worksheet appendix has over 75 measurement questions including opportunities to examine equity in your implementation and service outcomes.

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Recruitment & Selection						
Data Type	Measurement question	Data point	Collection Method/Tool	Source	Frequency	Data use and improvement
OUTPUTS	(1) <b>How many</b> practitioners are we recruiting and selecting?	(1) # Triple P practitioners selected	Agency recruitment and selection records	Agency data, data	Monthly	Monthly data meeting
	(2) What <b>level of Triple P</b> will these practitioners plan to deliver?	(2) # Triple P practitioners selected <b>by levels</b>				
OUTCOMES	(3) Are we recruiting the right folks to be practitioners?	Practitioner turnover, retention	exit interviews, staff records	Agency data	Twice a year	Quarterly strategic planning session
QUALITY	(4) Is selection criteria aligned with Triple P goals and principles?	Selection process review and checklist	Agency records review	Agency data	Annually	Agency quality improvement review
	(5) Does selection process include observational assessments?					
Training						
OUTPUT	(1) <b>How many</b> practitioners are we training?	(1) # Triple P practitioners accredited	Agency training records	Agency data, practitioner data	Quarterly	Quarterly strategic planning session
	(2) What level of Triple P are practitioners trained to deliver?	(2) # Triple P practitioners accredited <b>by levels</b>				
OUTCOMES	(3) Did practitioners complete training accreditation?	(3) Certification from Triple P America	Training data from Triple P	Triple P training data sent to agencies	Twice a year	Quarterly strategic planning session
QUALITY	Do practitioners participate in all training activities?	(4) Training includes initial training days, practice delivering Triple P, and accreditation	Agency training records review	Agency data	Annually	Quarterly coalition meeting
Coaching						
OUTPUTS	(1) How many coaching activities have occurred?	(1) # one on one coaching sessions, group coaching sessions and peer support sessions. (2) Ongoing participation	(1) NC Triple P Monthly Staff Activity Report (2) Practitioner records	Agency data	Monthly	Monthly data meeting
	(2) Do practitioners <b>regularly</b> participate?					
OUTCOMES	(3) Is coaching helping to develop the knowledge, skills, and abilities needed to effectively deliver Triple P?	(3) Knowledge, skills, and abilities rating	(3) Self-report survey (4) Fidelity assessments	Agency data	Twice a year	Quarterly strategic planning session
	(4) Are practitioners delivering Triple P as intended?	(4) Fidelity data				

QUALITY	(5) Are data from practitioners' recruitment and selection used to inform coaching?	Coaching process	Coaching review	Agency data	Annually	Quarterly coalition meeting
	(6) Are data from practitioners' training used to inform coaching?					
	(7) Are other sources of information, like session checklist or parent outcomes, used to support coaching?					

### Fidelity

OUTPUTS	(1) How many fidelity assessments are completed?	# fidelity assessments completed	Agency records	Agency data	Monthly	Monthly data meeting
OUTCOMES	(2) Have enough fidelity assessments been completed?	Progress on # fidelity assessments needed to measure if practitioners are delivering core components of Triple P as intended	Goals for # fidelity assessments	Agency data	Twice a year	Quarterly strategic planning session
QUALITY	(3) Do fidelity assessments include observation of practitioners' abilities and other sources of information to assess Triple P delivery?	Fidelity assessment process	Fidelity assessment review	Agency data	Annually	Quarterly coalition meeting

### Triple P Service Delivery

SERVICE DELIVERY DATA	(1) How many caregivers have received Triple P?	(1) # of caregivers served (2) # of children served (3) # caregivers served <b>by levels</b> (4) zip code of caregiver location (5) demographics of caregivers (6) TPOL users (7) CSQ1: Rating of quality, CSQ4: Come back to Triple P (8) Seminar, discussion survey (9) TPOL satisfaction survey	Caregiver contact records  Family background Questionnaire  Client satisfaction questionnaire (CSQ)	Agency data, practitioner data  CSQ: L2 Brief Primary Care, L3 Primary Care, L4, L5 Group CSQ: L2 Seminar, L3 Discussion TPOL data	Quarterly  Twice a year	Quarterly coalition meeting
	(2) How many children have been served by Triple P?					
	(3) How many caregivers have received each level of Triple P?					
	(4) <b>Where</b> are these caregivers located across the region?					
	(5) What are the <b>demographics</b> of caregivers receiving Triple P?					
	(6) How many caregivers are using Triple P Online?					
	(7) Are caregivers satisfied with Triple P interventions?					
	(8) Are discussion and seminar participants satisfied with Triple P interventions?					

	(9) Are caregivers satisfied by TPOL?					
EQUITY	(10) Is there equitable access to Triple P services?	(10) zip code of deliveries relative to population	(9) 5-yr ACS census data by zip code	(9-11) ACS census data	Annually	Annual meeting
	(11) Is there equitable delivery for all caregivers?	(11) # deliveries by demographics relative to population	(10-11) 5-yr ACS census data by race/ethnicity	CSQ		
	(12) Is there equitable quality for all caregivers?	(12) CSQ data by demographics	Client satisfaction questionnaire (CSQ)			
<b>Short-term Outcomes</b>						
OUTCOMES	(1) Is Triple P helping caregivers?	(1) CSQ2: Helped parents deal with child behavior;	Client satisfaction questionnaire (CSQ)	CSQ: L2 Brief Primary Care,	Monthly	Annual meeting
	(2) Is Triple P helping families?	PES2a-e: Ratings of parenting experience, PES3:		L2 Seminar, L3 Primary Care		
	(3) Is Triple P helping children?	Parent confidence, PES4: Parenting support	Parenting Experience Survey (PES), the Parent Satisfaction Survey and Parenting Scale	PES: L3 Primary Care , L4, L5		
		(2) CSQ3: Helped parents deal with problems in family	Child Behavior: SDQ, ECBI, CBCL-Preschool, CBCL-16, or DBC	Child Behavior: Level 4/5		
EQUITY	(4) Are short-term outcomes equitable for all caregivers?	Same as above, by demographics and zip code of caregivers, children (inc. age of child)	Family background questionnaire	Same as above	Twice a year	Annual meeting
	(5) Are short-term outcomes equitable for all children?					
<b>Long-term Outcomes</b>						
OUTCOMES	(1) What is the scope of substantiated child maltreatment in our region?	(1) Investigative reports of abuse and neglect	(1) Archival data of substantiated child maltreatment reports	(1-2) Publicly available data from NC FAST county-level data	Annually	Annual meeting
	(2) What is the scope of child out-of-home placements in our region?	(2) Number of children in custody	(2) Archival data of out of home foster care placements	<a href="http://ssw.un.c.edu/ma/">http://ssw.un.c.edu/ma/</a>		
	(3) What is the scope of child maltreatment injuries in our region?	(3) ICD-9/10 codes for child maltreatment injuries	(3) Archival data emergency room visits indicating child injury	(3) Data request North Carolina Disease Event Tracking and Epidemiologic Collection Tool <a href="http://ncdetect.org">http://ncdetect.org</a>		