Data Mapping Appendix: Example Measurement Questions

What questions could we ask for each area and data type?

This document provides over 75 example measurement questions from across the seven programmatic areas particularly informative for improvement and scale-up: (1) practitioner recruitment and selection data, (2) practitioner training data, (3) practitioner coaching data, (4) program fidelity data, (5)program service delivery data, (6) short-term program outcomes for clients, and (7) long-term program outcomes for community populations. Within each area, there are examples for output, outcome, and quality data questions.

You are encouraged to think about what is feasible based on your staffing and what is actionable in your programmatic scale-up activities. That is to say, **collect only what you can and will use to inform decision-making.** Please confer with your state data specialist for details on data collection methods/tools, sources, and frequency required for state reporting. Your ICTP regional support team is another point of contact for questions and an [online module](https://impact.fpg.unc.edu/module-6-implementing-decision-support-data-system) is available to guide learners through this process.

Over a dozen measurement questions highlight opportunities to examine equity in your implementation and service outcomes. Note that inequity of outcomes and inequitable processes may be due to data collection policies and practices that disproportionally count minorities. For examples of state and local systems addressing disproportionality, disparity, and moving toward equity within child welfare systems, please visit the [Child Welfare Information Gateway](https://www.childwelfare.gov/topics/systemwide/cultural/disproportionality/reducing/statelocex/).

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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](https://www.dropbox.com/s/23layacrpryw2oi/NCIC-TP%20Local%20QOM%20Guidance%20Brief_FINAL.pdf?dl=0) or the [Triple P Data Resources for Needs Assessment](https://www.dropbox.com/s/zs2fk4ugjaoccx1/Triple%20P-Related%20Data%20Sources-April%202020.docx?dl=0) developed by the Children & Youth Branch at the NC Department of Health and Human Services. The [Triple P Implementation Framework](https://www.triplep.net/glo-en/getting-started-with-triple-p/implementing-triple-p/implementation-framework/) is another source for additional measurement questions, especially related to quality of your implementation process.

# Data Mapping Worksheet: Practitioner Recruitment and Selection Examples

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| **Recruitment & Selection** |
| Data Type | Measurement question | Data point | Collection Method/Tool | Source | Frequency | Data use and improvement |
| **SELECTION OUTPUTS** | 1. **How many** practitioners are we recruiting and selecting?
2. What **level of Triple** **P** will these practitioners plan to deliver?
3. **Where** are practitioners located across the region?
4. What are the **demographics** of recruited practitioners?
5. Do we have enough practitioners to meet community need?
6. Do we have enough practitioners for all levels of Triple P?
7. Is there equitable geographic access to practitioners?
8. Are we selecting a diverse group of practitioners?
 | 1. # Triple P practitioners selected
2. # Triple P practitioners selected **by levels**
3. zip code of practitioner location
4. demographics of recruited practitioners
5. Progress on practitioner recruitment goals
6. Progress on practitioners recruitment goals **by levels**
7. Location of practitioners relative to community need
8. Demographics of selected practitioners relative to community population
 | (1-4) Agency recruitment and selection records(5-6) APAP goals for number or practitioners, levels(7) population data by zip code(8) demographic data of practitioners, community | (1-4) Agency data, data (5-6) Agency data(7) 5-yr ACS census data by zip code(8) 5-yr ACS census data by race/ethnicity | Monthly | Monthly data meeting |
| **SELECTION OUTCOMES** | 1. Are we recruiting the right folks to be practitioners?
2. Do selected practitioners have what it takes to deliver Triple P effectively?
3. Are selected practitioners getting trained in Triple P?
 | 1. Practitioner turnover, retention
2. Practitioner experience, knowledge, skills, abilities working with children and families
3. Initiation of Triple P training
 | (9) exit interviews, staff records(10) Selection notes(11) Training registration | Agency data, practitioner data | Twice a year | Quarterly strategic planning session |
| **QUALITY OF PROCESSES** | 1. Do the people selecting and recruiting practitioners know what it takes to deliver Triple P effectively?
2. Is selection criteria aligned with Triple P goals and principles?
3. Does selection process include observational assessments?
 | 1. Self-report of knowledge

(13-14) Selection process review and checklist |  (12) Staff survey(13-14) Agency records review | Agency data, practitioner data | Annually | Agency quality improvement review |

# Data Mapping Worksheet: Practitioner Training Examples

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| **Training** |
| Data Type | Measurement question | Data point | Collection Method/Tool | Source | Frequency | Data use and improvement |
| **TRAINING OUTPUTS** | 1. **How many** practitioners are we training?
2. What level of Triple P are practitioners trained to deliver?
3. Is there equitable geographic access to trained practitioners?
4. Are we training a diverse group of practitioners?
5. How many training activities occurred?
6. Have we trained enough practitioners to **meet community need?**
7. Have we trained enough practitioners for **all levels of Triple P**?
 | 1. # Triple P practitioners accredited
2. # Triple P practitioners accredited **by levels**
3. Participation in training by practitioner zip code
4. Participation in training by practitioner demographics
5. # of training sessions, seminars and refresher course workshops hosted.
6. Progress on practitioner training goals
7. Progress on practitioners training goals **by levels**
 | (1-2) Agency training records(3-4) demographics, zip code of practitioners from training records(5) NC Triple P Monthly Staff Activity Report(6-7) APAP goals for number or practitioners, levels | Agency data, practitioner data | Quarterly | Quarterly strategic planning session |
| **TRAINING OUTCOMES** | 1. Did practitioners complete training accreditation?
2. Did training increase the knowledge, skills, and abilities of practitioners?
 | 1. Certification
2. KSAs of practitioners
 | Training data from Triple P | Triple P training data sent to agencies | Twice a year | Quarterly strategic planning session |
| **QUALITY OF PROCESSES** | 1. Is Triple P America providing all training to practitioners?
2. Are data from practitioner’s recruitment and selection used to inform training?
3. Is training complete before any Triple P delivery occurs?
4. Do practitioners participate in all training activities?
5. Are training outcomes the same for all practitioners?
 | 1. Training source
2. Training content
3. Triple P service delivery data
4. Training includes initial training days, practice delivering Triple P, and accreditation
5. Outcomes of training by practitioner demographics, zip code
 | Agency training records review(14) demographics, zip code of practitioners from training records | Agency data | Annually | Quarterly coalition meeting |

# Data Mapping Worksheet: Practitioner Coaching Examples

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| **Coaching** |
| Data Type | Measurement question | Data point | Collection Method/Tool | Source | Frequency | Data use and improvement |
| **COACHING OUTPUTS** | 1. How many coaching activities have occurred?
2. Do practitioners regularly participate?
3. Is coaching participation the same for all practitioners?
4. Have we coached enough practitioners?
 | 1. # of one-on-one coaching sessions, group coaching sessions and peer support sessions
2. Ongoing participation by practitioners
3. Participation by practitioner demographics, zip code
4. Progress on practitioner coaching, activity goals
 | 1. NC Triple P Monthly Staff Activity Report
2. Practitioner records
3. demographics, zip code of practitioners from records
4. APAP goals for coaching activities, participation
 | Agency data | Monthly | Monthly data meeting |
| **COACHING OUTCOMES** | 1. Is coaching helping to develop the knowledge, skills, and abilities needed to effectively deliver Triple P?
2. Are practitioners actively delivering Triple P?
3. Are practitioners delivering Triple P as intended?
4. Are practitioners flexibly delivering Triple P?
 | 1. Knowledge, skills, and abilities rating
2. # practitioners delivering Triple P at least once in last quarter
3. Fidelity data
4. Delivery is appropriate, acceptable, feasible to parents
 | 1. Self-report survey
2. NC Quarterly data report
3. Fidelity assessments
4. Parent survey
 | Agency data | Twice a year | Quarterly strategic planning session |
| **QUALITY OF PROCESSES** | 1. Are coaching outcomes the same for all practitioners?
2. Are data from practitioners’ recruitment and selection used to inform coaching?
3. Are data from practitioners’ training used to inform coaching?
4. Are other sources of information, like session checklist or parent outcomes, used to support coaching?
5. Are coaches following the coaching plan?
6. Are coaches trained in the key principles, skills, and abilities required to deliver Triple P effectively?
7. Are coaches getting feedback on their coaching?
 | 1. Coaching outcomes by practitioner demographics, zip code

(10-12) Coaching process(13) Adherence to frequency, and the format, methods, and expected outcomes of coaching(14-15) Training, feedback for coaches | (9) demographics, zip code of practitioners from records(10-13) Coaching review(14-15) Agency data on coaches | Agency data | Annually | Quarterly coalition meeting |

# Data Mapping Worksheet: Program Fidelity Examples

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| **Fidelity to Triple P Model** |
| Data Type | Measurement question | Data point | Collection Method/Tool | Source | Frequency | Data use and improvement |
| **FIDELITY OUTPUTS** | 1. How many fidelity assessments are completed?
2. Are fidelity assessments **regularly** administered to each practitioner?
3. Is fidelity assessment completion the same for all practitioners?
4. Have enough fidelity assessments been completed?
 | 1. # fidelity assessments completed
2. Ongoing practitioner assessment
3. # assessments by practitioner demographics, zip code
4. Progress on # fidelity assessments needed to measure if practitioners are delivering core components of Triple P as intended.
 | (1-2) Agency records(3) demographics, zip code of practitioners from records(4) APAP goals for # fidelity assessments | Agency data | Monthly | Monthly data meeting |
| **FIDELITY OUTCOMES** | 1. Are practitioners delivering Triple P as intended?
2. Is there equitable fidelity for all caregivers?
 | 1. Fidelity data (dose, adherence, quality, participant engagement)
2. Fidelity data by caregiver demographics
 | 1. Fidelity assessments
2. Caregiver demographics
 | Agency data | Twice a year | Quarterly strategic planning session |
| **QUALITY OF PROCESSES** | 1. Are fidelity assessments being used to improve Triple P delivery?
2. Do fidelity assessments include observation of practitioners’ abilities and other sources of information to assess Triple P delivery?
3. Do agencies have practical and efficient ways to use fidelity assessments?
4. Do practitioners understand how fidelity assessments are administered and used?
5. Are practitioners recognized for participating in fidelity assessments?
 | 1. Agency records
2. Fidelity assessment process

 (9-11) Feedback from agencies | 1. Agency record review
2. Fidelity assessment review

(9-11) Semi-structured interviews, survey | Agency data | Annually | Quarterly coalition meeting |

# Data Mapping Worksheet: Program Service Delivery Examples

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| **Triple P Service Delivery** |
| Data Type | Measurement question | Data point | Collection Method/Tool | Source | Frequency | Data use and improvement |
| **SERVICE DELIVERY DATA** | 1. How many caregivers have received Triple P?
2. How many children have been served by Triple P?
3. How many caregivers have received each level of Triple P?
4. **Where** are these caregivers located across the region?
5. What are the **demographics** of caregivers receiving Triple P?
6. How many caregivers are using Triple P Online (TPOL)?
7. Are enough Triple P services being delivered?
8. Is there equitable access to Triple P services?
9. Is there equitable delivery for all caregivers?
10. Are participants satisfied with Triple P interventions?
11. Are caregivers satisfied with TPOL?
 | (1) # of caregivers served(2) # of children served(3) # caregivers served **by levels**(4) zip code of caregiver location(5) demographics of caregivers(6) TPOL users(7) APAP goals for saturation of Triple P (8) zip code of deliveries relative to population(9) # deliveries by demographics relative to population(10-11) CSQ1: Rating of quality, CSQ4: Come back to Triple P; Seminar, discussion survey; TPOL satisfaction data | Caregiver contact recordsFamily background Questionnaire(7) Agency data(8) 5-yr ACS census data by zip code(9) 5-yr ACS census data by race/ethnicity(10-11) Client satisfaction questionnaire (CSQ) | Agency data, practitioner data, ACS census data(10-11) CSQ: L2 Brief Primary Care, L3 Primary Care, L4, L5 ; Group CSQ: L2 Seminar, L3 Discussion; TPOL | QuarterlyTwice a year | Quarterly strategic planning session |

**Acronyms**

APAP: Agency Triple P Action Plan

ACS: American Community Survey

CSQ: Client satisfaction questionnaire

TPOL: Triple P Online

# Data Mapping Worksheet: Short-term Program Outcomes Examples

**Acronyms**

CSQ: Client satisfaction questionnaire

CBCL: Child Behavior Checklist

DBC:  Developmental Behavior Checklist

ECBI: Eyberg Child Behavior Inventory

PES: Parenting Experience Survey

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| **Triple P Short-Term Outcomes** |
| Data Type | Measurement question | Data point | Collection Method/Tool | Source | Frequency | Data use and improvement |
| **CAREGIVERS & CHILDREN OUTCOMES** | 1. Is Triple P helping caregivers? *increased parenting skills and confidence*
2. Is Triple P helping families? *increased adjustment/partner relationships.*
3. Is Triple P helping children? *Improved child behavior, parent-child relationships and appropriate autonomy; decreased adverse childhood experiences; increased confidence and self-control*
 | (1) CSQ2: Helped parents deal with child behavior; PES2a-e: Ratings of parenting experience, PES3: Parent confidence, PES4: Parenting support(2) CSQ3: Helped parents deal with problems in family(3) CSQ5: How is child’s behavior at this point; PES1: Rate difficulty of child’s behavior over last 6 weeks; Child Behavior pre/post measurement options | Client satisfaction questionnaire (CSQ)Parenting Experience Survey (PES), the Parent Satisfaction Survey and Parenting Scale Child Behavior: SDQ, ECBI, CBCL-Preschool, CBCL-16, or DBC | CSQ: L2 Brief Primary Care, L2 Seminar, L3 Primary Care PES: L3 Primary Care, L4, L5Child Behavior: Level 4/5 | Monthly | Annual meeting |
| **EQUITY** | 1. Are short-term outcomes equitable for all caregivers?
2. Are short-term outcomes equitable for all children?
 | 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 |

SDQ: Strengths and Difficulties Questionnaire

# Data Mapping Worksheet: Long-term Program Outcomes Examples

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| **Triple P Long-term Outcomes** |
| Data Type | Measurement question | Data point | Collection Method/Tool | Source | Frequency | Data use and improvement |
| **COMMUNITY OUTCOMES** | 1. What is the scope of substantiated child maltreatment in our region?
2. What is the scope of child out-of-home placements in our region?
3. What is the scope of child maltreatment injuries in our region?
4. Are child behavioral disruptions negatively affecting school outcomes?
5. What is the scope of pro-social behavioral outcomes for teens?
6. What is the scope of child mental, emotional, or behavioral disorder diagnoses in our region?
 | 1. Investigative reports of abuse and neglect
2. Number of children in custody
3. ICD-9/10/11 codes for child maltreatment injuries
4. School reported disruptions, suspensions
5. Graduation rates, drop-out rates for grades 7-13, delinquency rates for ages 6-15
6. Conduct disorder diagnoses in children under 18
 | (1) Archival data of substantiated child maltreatment reports(2) Archival data of out of home foster care placements(3) Archival data of emergency room visits indicating child injury(4-5) Archival data from schools (Dept. of Public Instruction, Dept. of Public Safety)(6) Archival community mental health data | (1-2) Publicly available data from NC FAST county-level data <http://ssw.unc.edu/ma/>1. Data request North Carolina Disease Event Tracking and Epidemiologic Collection Tool <http://ncdetect.org>

(4-5) Regional school data(6) Community mental health services | Annually | Annual meeting |