REPORTING SUCCESSES AND CHALLENGES

It is important to provide periodic progress reports on the evidence-based program being implemented in your district and/or school. These reports are useful for maintaining local support for the evidence-based program. Providing reports to different stakeholders demonstrates transparency in the process and builds trust among stakeholders. Highlighting successes also fosters confidence in the teachers and administrators responsible for its implementation. Finally, describing the challenges in implementation creates a dialogue that might solve any problems that arise.

This tool will help you accomplish the following goals:

1. Identify successes and challenges in the implementation of your district's/school's sexual health education program; and
2. Compose and disseminate reports of those successes and challenges to various stakeholders.

TIPS FOR IDENTIFYING SUCCESSES AND CHALLENGES

The implementation of any program generates information about the implementation process and the outcomes or results of program activities. As part of the CHAMPSS implementation step, your district might be collecting information about processes and/or outcomes using the different tools from the iCHAMPSS website. **Process evaluation** examines how the curriculum is delivered to the students, and helps assess the degree of **fidelity** and quality of instruction. Results from a process evaluation can help identify barriers to implementation of the curriculum. Tools for conducting a process evaluation include:

- **Curriculum Fidelity Logs**
- **Attendance Logs**
- **Classroom Observation Forms**
- **Teacher Survey**
- **Student Satisfaction Questions** (part of post-test)

Outcome evaluation examines whether the program produced the expected results; for sexual health curricula results include changes in knowledge, intentions, and, behaviors. These evaluations compare conditions before implementation with conditions after implementation, and/or compare students who participated in the program with students who did not participate. Results from an outcome evaluation can be used to assess whether the program in question is effective in achieving the desired

UTHealth | School of Public Health
The University of Texas
Health Science Center at Houston

changes in student knowledge, intentions, and/or behaviors. Tools for conducting an outcome evaluation include:

- **Pre-test/post-test** of student knowledge, beliefs, intentions, and behaviors
- **Outcome Evaluation Report**
- If the implementation of the selected program is part of a study conducted by a university or government health department, you should request any reports or publications they produce as part of their studies on the student outcomes after delivery of the program

TIPS FOR COMPOSING EVALUATION REPORT(S)

The **Process Evaluation Report** provides a useful format for compiling information from these various sources. It is also a good format for a written report because it includes all of the relevant process data in one document. The optional **Outcome Evaluation Report** is also available should you choose to collect outcome data as well. As written reports, these could be posted on the SHAC website or distributed to interested stakeholders such as local district administrators or Board trustees.

In composing an evaluation report about process or outcome results, you need to consider several questions:

- **What is the purpose of reporting?** Identifying the purpose of the report will determine what type and amount of information to include. For example, SHACs compose annual reports to present to the local School Board, but these only include the most basic information about SHAC activities, such as the deliberative process and selection of a sexual health education program. You may want to prepare a separate report for the Board or other stakeholders to present more detailed evaluation data about specific processes and outcomes related to the implementation of the program. Periodic reports to the SHAC or parent-teacher organizations are also useful for dispelling any potential concerns associated with the evidence-based program.
- **Who is the audience?** The audience for the report will also influence what you include in your report and how you present the information. Board members and district administrators are generally interested in accountability measures, so they are used to seeing tables and graphs in reports. Parents and community members might be more responsive to narrative information, so personal accounts from students or those implementing the program might be of greater

UTHealth | School of Public Health
The University of Texas
Health Science Center at Houston

interest than the numerical data. If possible, talk to the audience ahead of time and find out what they are interested in knowing.

- **How will you disseminate?** The means of dissemination also will influence what information you include in your report. Written reports that are intended to serve as a comprehensive reference for wide dissemination, either in conjunction with a formal presentation or on a website, can include a wide range of data, personal quotes, and analyses in narrative form. What to include for oral presentations will depend on the purpose and audience (see above) and the time you are given to make your presentation.

Understanding these different dimensions of reporting will help you compose the right report for your purpose, audience, and means of dissemination. Some examples of reports include:

1) **Formal report to School Board:** For a formal report, you will want to prepare a written version. It is also advantageous to deliver an oral presentation at a public Board meeting. The written report can include all relevant process and outcome information along with interpretations and recommendations; for the presentation, you will want to focus on the most salient findings and recommendations. These reports help build support among Board members and district administrators, and acknowledge the successes and difficulties of implementation.

2) **Informal report to SHAC or parent group:** For reports to parents and SHAC members, you will want to prepare an oral presentation that includes the main findings along with recommendations for maintenance of the program (or selection of a new program). You can use PowerPoint for your presentation, but also prepare handouts that audience members can take for further review and to share with others. These reports help build popular support within the community.

3) **'Celebratory' report for teachers and departments:** These are short acknowledgments of positive achievements, and are often disseminated through departmental newsletters and/or meetings. These reports are primarily short narratives about the successes of the program and the work of implementation, and help build morale and maintain enthusiasm among those who implement the curriculum.

For additional information on analyzing data and preparing reports, see:

- **Process Evaluation Report Template**
- **Outcome Evaluation Report Template**
- **Helpful Links tool on Process Data Tutorials**
- **Interpret Findings for Success Facts & Tips sheet**

UTHealth | School of Public Health
The University of Texas
Health Science Center at Houston