



SRAENE

Sexual Risk Avoidance Education
National Evaluation

Using Continuous Quality Improvement to Refine Programming During the Pandemic

Annie Buonaspina

December 16, 2020



Information About the WebEx Platform



To join the discussion

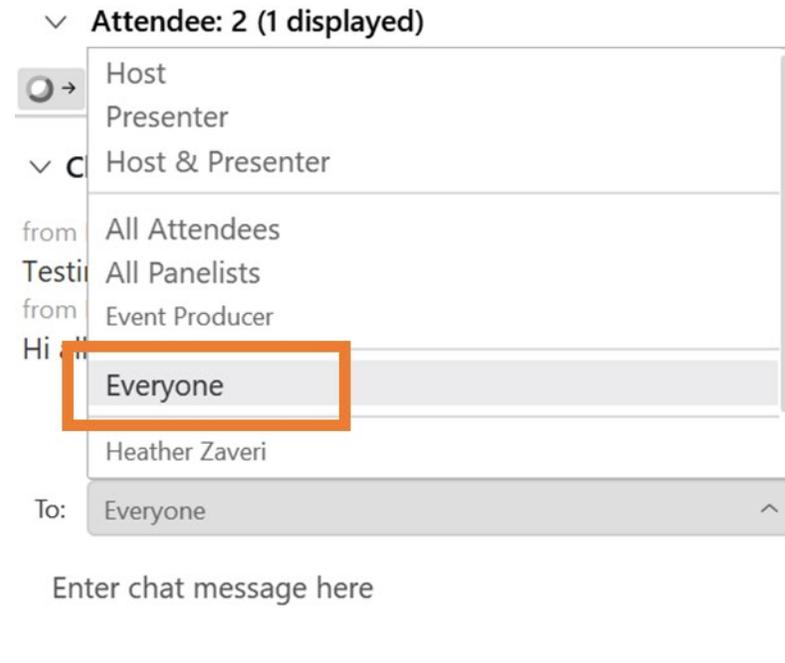
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Use the dropdown box to select message recipients.

You have many options. We recommend:

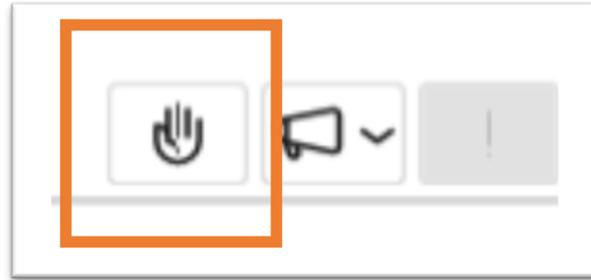
- For technical issues, use Host.
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To join the discussion

If you'd like to participate verbally during the call:

Click the small hand raise icon in the bottom right-hand corner of the participants' panel



The host will notify you that you are unmuted

Survey

- At the end of the webinar you will be asked to respond to a short survey to provide feedback on the webinar.
- We appreciate your honest feedback, your responses help us to shape our training and technical assistance!

Event materials and recording

- The event recording will be available approximately one day after the webcast and can be accessed using the same audience link used for the live webcast.
- The recording and related materials will also be available at <http://sraene.com/resources>.



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Disclaimer

The views expressed in written training materials, publications, or presentations by speakers and moderators do not necessarily reflect the official policies of the U.S. Department of Health & Human Services (HHS); nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

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Interactive Webinar

Participant interaction planned throughout the webinar in two ways:

1. Incorporating poll questions
2. Asking for your thoughts in the group chat feature

Webinar Objectives

1. Understand ways to use a CQI approach to learn about and strengthen program implementation in what may be an ever-changing context.
2. Learn how to compare outputs and outcomes between pre-pandemic and post-pandemic programming to strengthen your program.

Note: Content provided during this webinar is not required for SRAE grantees.

Thinking Time

Poll Question 1

How are you currently delivering SRAE programming?

Response options:

- A. Programming is all virtual (e.g., via live Zoom or pre-recorded videos)
- B. Programming is hybrid (e.g., some groups are virtual, some are in person)
- C. Participants are in person, but facilitation occurs via live stream/pre-recorded video.
- D. Programming is entirely in person, but in-person facilitation requires adaptation (e.g., social distancing guidelines in place)
- E. Programming is entirely in person with no adaptations to accommodate current guidance related to COVID-19
- F. Not currently delivering programming.
- G. Other

Thinking Time

Poll Question 2

How confident do you feel using CQI to adapt programming in light of the pandemic?

Response options:

- A. Very confident. We've been refining since last spring!
- B. Confident.
- C. Somewhat confident.
- D. Not confident. I want to improve our approach but don't know how.

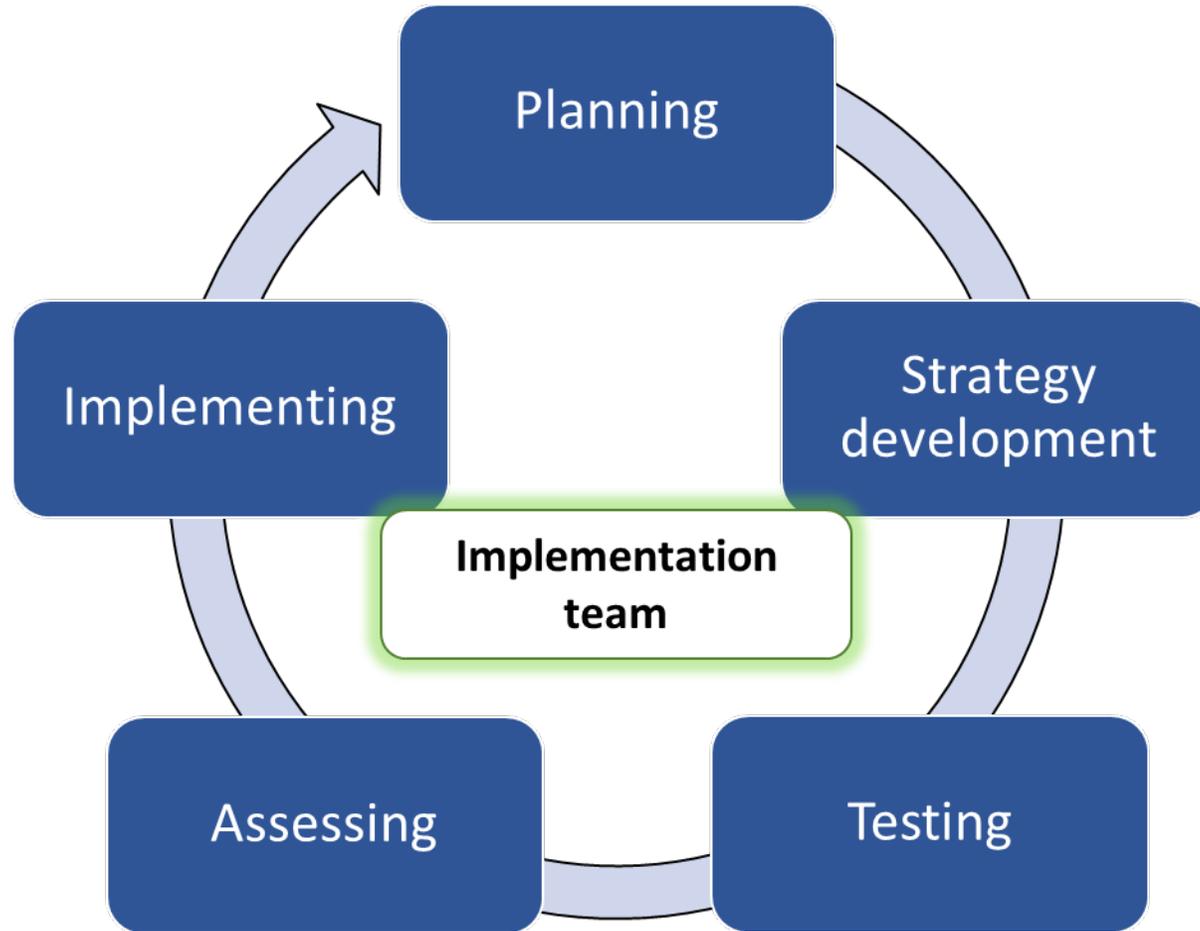
Adapting without a road map

Curriculum was likely designed for normal, in-person delivery.

Without a clear road map, a continuous quality improvement (CQI) approach is a way to learn and refine as you make changes to accommodate new learning environments.



What is CQI?



Goals for adapting your new approach

- Determine how to continue delivering your program well under a new context, using a new delivery format
- Document insights about what parts of the new delivery format work well and identify aspects you could retain post-pandemic
- Share your learning so that other SRAE grantees can benefit

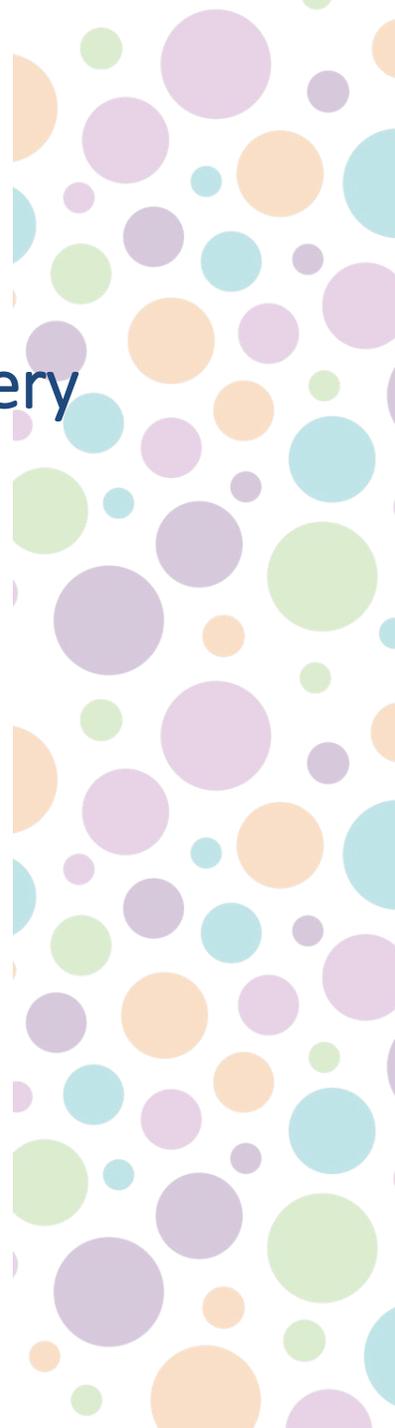
Applying a continuous quality improvement approach to refine programming during the pandemic

Applying a CQI approach to aspects of your modified program

CQI can be used to assess various elements of a modified service delivery model.

This presentation includes examples for three aspects:

- Implementation
- Participant experience
- Outcomes



Applying a CQI approach to aspects of your modified program

- **Implementation:** How are facilitators or other frontline staff adapting delivery?
- **Participant experience:** Do youth and families find the new format engaging?
- **Outcomes:** How does fidelity, quality, and youth engagement differ between pre-pandemic and adapted delivery?



Implementation:

How are facilitators adapting to delivery in the new format?

Assessing the new model on the frontline

When delivering your modified model, facilitators are a great source for assessing what's working and identifying areas for refinement

- Delivery modifications can be pre-planned or could occur in-session as facilitators shift to enhance delivery in their new format
- Encourage facilitators to experiment with minor modifications
 - Note: only make delivery modifications that don't alter the curriculum's core components; or consult with the developer for larger adaptations
- Ask facilitators to note lessons learned and minor delivery modifications; could use the fidelity log form or a tracker to document modifications
- Having a record allows your CQI team to review and identify promising strategies to test in other sessions, and with other facilitators

What should facilitators document?

On a fidelity log or tracker, have facilitators note details about in-session modification, including:

- Reason for modification
 - What issue did you notice? What challenge did you encounter?
- Description of modification
 - What did you do?
- Assessment of the modification:
 - What happened? Did it help? How do you know?

Sample log of delivery modifications

What I noticed/challenge:	What I did; adaptation:	What happened; assessment:
Students were losing energy after the first 30 minutes; not participating	I had everyone get up after 30 minutes and do jumping jacks before returning to the lesson.	Students appreciated having a moment to recharge and were more energetic.
Students kept talking over each other during the discussion portion.	I asked students to use the hand raise feature instead of just speaking up	Helped to avoid talking over each other but stifled the conversation. Wouldn't do this again.



Participant experience:

Do youth and families find the new format engaging?

Assessing participant experience via observations

Consider how to adapt your observation template to account for the new format:

- If the class is all virtual, you may look for:
 - To what extent did participants engage with features designed to encourage communication?
 - Did participants seem to be comfortable with using the platform?
 - Did technology disruptions occur?
- If the group is in-person group, but facilitator is delivering via livestream OR group is in-person but socially-distanced:
 - Thinking about what you adapted, what worked well and what needs to be changed?
 - Were participants paying attention throughout the session?
 - (For live stream), did technology disruptions occur?
- As formats may vary across settings and time, note the delivery mode on your template (e.g., all virtual, hybrid).

Assessing the participant experience

For each negative note from your observations related to participant experience, note questions or ideas:

Format	Challenge	Questions	Ideas
Virtual	Participation was generally good, but a few students didn't participate at all	Why weren't they participating? Tech troubles? Distractions at home? Lack of interest?	Need to understand the cause of disengagement before developing ideas
Virtual	A few of the students have poor Internet connection and kept freezing during the session		If students miss content due to tech, we will send them the full recorded session.
In-person, socially distanced	Energy of the group was low, likely due to elimination of interactive games		Bring in technology to recreate interactivity without interaction

Following up on your questions

When you have questions about challenges observed, gather additional information to supplement your understanding.

- If you notice students aren't engaging and you're not sure if it's related to content or logistics, consider a survey to assess needs. You might ask:
 - Did you experience any obstacles to participating in the virtual program?
 - Do you have consistent access to a computer or smartphone and/or an Internet connection?
 - Do you have a quiet and private space to engage with the program?

Low-burden sources to understand experiences

Additional data points to learn about participant experiences

- Existing youth satisfaction surveys or focus groups
 - Was the virtual experience engaging? Which lessons or engagement strategies worked for you? Which didn't?
 - If you're using a hybrid approach that includes virtual and in-person, add questions to your existing tools to understand their format preferences. What did they like or dislike about the formats?
- For virtual programs, feedback polls during sessions using the platform's built-in functionality or an add-on program like Menti or Poll Everywhere
 - Built-in functionality is simple to use
 - Add-on programs may be more flexibility in question type, such as open-ended
- For in-person programs, exit tickets are a tool for immediate feedback

Low-burden sources to understand experiences

Web analytics are another source for virtual programming

- Synchronous “live” delivery
 - Most platforms (e.g., Zoom) track attendance and retention in session and engagement with add-ons
 - For example, Zoom has a poll engagement report
- Asynchronous through prerecorded videos or downloadable documents
 - Videos (YouTube, Vimeo): Amount watched, when watched after posted
 - Documents/worksheets: Number of downloads
 - Aggregate statistics not on specific students, but help to shape approach or flag issues for more investigation

Group chat

What types of feedback have you collected to inform modifications to the delivery of adapted program? How have you used this information?



Outcomes:

How does program quality and youth engagement differ between pre-pandemic and adapted delivery?

Assessing outcomes across delivery modes

Data sources to examine outcomes pre-pandemic and in your adapted model:

- Performance measures:
 - Session attendance and participant engagement
 - Youth behaviors through entry and exit surveys
- Participant ratings on satisfaction surveys
- Observation ratings, where applicable by delivery format (such as, facilitator time management, knowledge of material)
- Fidelity logs

Questions to assess differences across formats

What seemed to have worked well in your adapted format?

Was anything consistently lower or higher in your next context?

Are any of the outcomes surprising?

How might you strengthen your adapted format to address lower outcomes? For ideas:

- Talk to facilitators and participants to inform causes of the problem and generate ideas for improvement
- Facilitate a brainstorm with open-ended probes like “How might we ...” or “How to ..”
- What have other providers (SRAE grantees or other regional nonprofits/agencies) tried?

What if you identify differences in outcomes?

Example: Analysis shows participant survey ratings related to engagement for virtual sessions were consistently lower than in-person sessions.

1. Brainstorm causes.

- Does the curriculum not translate well online? Do activities need to be adapted more to fit the platform? Are technical troubles or at-home distractions preventing engagement?
- Talk to past participants to learn more.

2. Generate ideas.

- We learned students didn't think the activities worked in a virtual environment.
- Use Kahoot! to make the material more engaging.

3. Pilot idea in one session.

- Plan with one facilitator how to use Kahoot! for a few lessons.

What if you identify differences in outcomes?

Example (continued): Analysis shows participant survey ratings related to engagement for virtual sessions were consistently lower than in-person sessions.

4. Develop a plan to collect student and facilitator feedback about how it worked to use Kahoot!
5. Feedback was good!
 - Could test with another group or decide to implement in all sessions by training all facilitators on how to use Kahoot!
6. Continue to monitor engagement outcomes for our virtual program.
 - Have they improved?

Group chat

What virtual, hybrid or altered in-person strategy has worked well?

Questions, Comments, Other Thoughts

Resources and Next Steps



Resources

Background on CQI

- [A guide](#) to road testing

Observation [journey map](#) and [reflection grid](#)

[Sample survey questions](#) to understand participants' virtual context

More on web analytics to supplement learning

- Google Meet [attendance](#); [poll report](#); [questions report](#)
- [Zoom analytics](#)
- [YouTube analytics](#)

Options for getting feedback via polling

- [Zoom polling](#)
- [Google Meet polling](#)
- [Menti](#) or [Poll Everywhere](#) (** free up to a limited number*)

Tips on [brainstorming new ideas](#).

Next steps

- We are available for additional support!
 - To request individual support, email SRAETA@mathematica-mpr.com
 - Attend forthcoming office hours to discuss CQI with SRAENE team and other grantees

Contact information

- Send questions, comments, concerns to the SRAE mailbox:

SRAETA@mathematica-mpr.com

