



SRAENE

Sexual Risk Avoidance Education
National Evaluation

Virtual Data Collection for Local Evaluations

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Missy Thomas

February 19, 2021



Information About the WebEx Platform



To join the discussion (1)

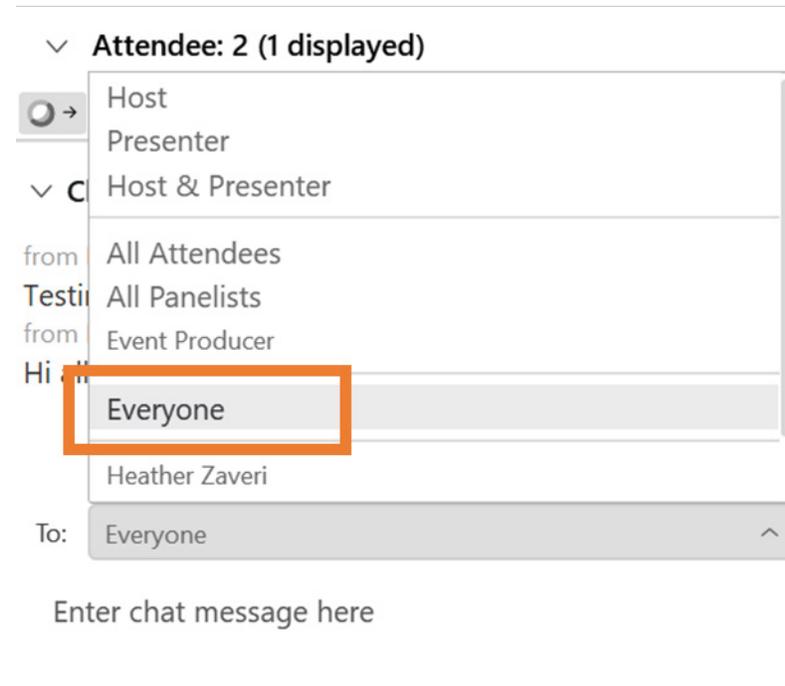
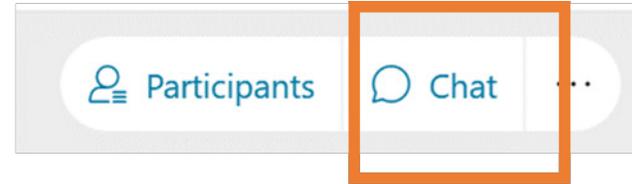
If you'd like to participate via the chat box:

Use the Chat bubble icon at the top of the screen to access the chat window

Use the drop-down box to select message recipients

You have many options. We recommend:

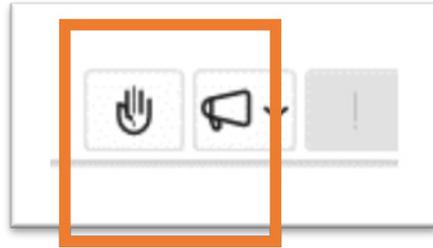
- For technical issues, use Host
- For other questions, use Everyone (the default)



To join the discussion (2)

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

Event materials and recording

- The event recording will be available about 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>

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.

This project is supported by the Family and Youth Services Bureau in the Administration for Children and Families at HHS under contract number HHSP233201500035I/HHSP23337031T.



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Interactive webinar

Participant interaction planned throughout the webinar in two ways:

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

Objectives

1. Discuss alternatives to in-person data collection from youth
2. Describe options beyond in-person data collection for monitoring and observing program delivery
3. Discuss considerations when changing modes for collecting parent/guardian consent and youth assent
4. Address your questions about changing data collection modes for your local evaluations

Note: Content provided during this webinar is not required to be used by SRAE grantees.



Have you stopped collecting data for your local evaluation due to the pandemic?

- A. Yes
- B. No
- C. To be determined
- D. We are not conducting a local evaluation or never started local evaluation data collection



Have you had to change data collection modes for your local evaluation due to the pandemic?

- A. Yes
- B. No
- C. To be determined
- D. We are not conducting a local evaluation



Topics to be addressed

Changing how data are collected from youth

- Surveys
- Focus groups

Changing monitoring and observation plans

Changing consent and assent practices

Q & A

- Review of previously submitted questions
- Open discussion

Changing How Data are Collected From Youth



Online data collection for youth surveys

Web survey platforms

- REDCap, Qualtrics, SurveyMonkey

Google Docs

- Youth familiarity

Considerations for selection

- Cost
- Easy for youth to use
- Evaluator access to data
- Availability of support
- IRB, school board, research review board requirements



Synchronous survey administration

Survey a group of youth at the same time

- Administered by trained staff who can ensure that only youth with consent receive the survey
- Surveys can be read out loud
- Administrator can respond to questions in real time and assess issues
- Promote privacy by asking youth to turn on their video to make sure no one else is in the room
- May require use of break-out rooms, additional staff, or additional survey administration times



Asynchronous survey administration

Self-administered by youth

- Youth complete the survey on their own time
- Ensure the link only goes to youth who have consent
- Provide clear directions for completing the survey
- Give them an opportunity to ask questions even if they aren't answered right away
- Provide a time frame for completion
- Advise youth on how to ensure their privacy and confidentiality



Aim for consistency in survey methods

Try to be consistent in how data are collected across and within sites

- Administration setting
- Administration procedures and instructions
- Staff training
- Important for data analysis



Prepare to ensure a smooth administration (1)

Develop a testing plan

- Test survey layout, flow, logic, and timing
- Test on different devices and browsers
- Track any issues, resolve, and re-test

Test the planned administration procedures

- Confirm web links are working as expected
- Synchronous: Plan a practice session
- Identify and practice options for youth with special needs

Prepare to ensure a smooth administration (2)

Plan for potential technical issues

- Make sure technical support is available during administration
- Include contact information for technical support in the survey

Make a plan for handling youth discomfort

- Tell them who they should contact if they are upset or need to talk to someone, and give them the contact information
- Make sure you have trained staff who can be available to receive those calls

Best practices during virtual survey administration

Ensuring privacy

- Address in facilitator script and/or in written materials

Reducing distractions

- Address in your script and/or in written materials
- For synchronous, train staff on how to engage youth who seem restless or bored

Handling unplanned disruptions

- Prepare a backup plan



Conducting virtual focus groups with youth

Zoom or other synchronous group options (WebEx, Microsoft Teams, Google Meet)

- Use chat box or other polling options
- Ask participants to turn on their video
- Make groups smaller than you would in person

QualBoard – asynchronous and can be anonymous

- More expensive option
- Youth respond to prompts on their own time

Consider other online tools that support feedback and collaboration

- For example, Mural, Menti, or PollEverywhere

Be transparent about mode(s) and obtain approval

- Parent/guardian consent
- IRB, school board, research review board

Changing Monitoring and Observation Plans



Have you changed your approach to monitoring and observations for fidelity and quality due to the pandemic?

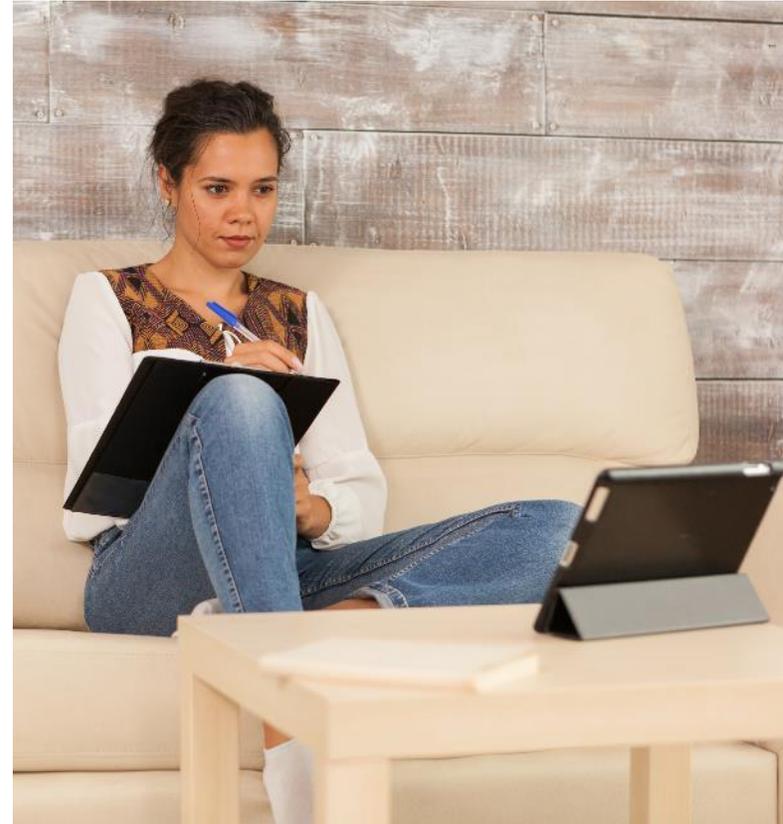
- A. Yes
- B. No
- C. To be determined
- D. We are not monitoring or observing for fidelity and quality



If so, what changes have you made?

Adapt an in-person observation form for virtual programming

- **Include items related to technology:**
 - Technology connection issues
 - Facilitator ease with technology
 - Facilitator use of interactive features (e.g., chat box)
 - Youth engagement with interactive features



Data collection modes for virtual programming

- Observe in person when facilitator is virtual and group is in person
- Video recording of the group
- Synchronous observation online
- Online recording
- Audio recording
- Facilitator log



Changing Consent and Assent Practices



If you need parent/guardian consent for youth surveys or focus groups, how are you collecting it?

- A. Electronic parent/guardian consent
- B. Verbal/phone parent/guardian consent
- C. Hard copy parent/guardian consent
- D. A combination of two or three of these
- E. We are not collecting parent/guardian consent

Alternatives to collecting hard copy parent/guardian consent forms in person from youth



Electronic consent

- Email a PDF
- Email or text links to programmed forms

Verbal/phone consent

- Calling from school or same area code recommended

Mixed modes

- Help to reach a greater number of and more diverse respondents



Considerations when changing consent mode

Population

Availability of contact information

Institutional Review Board (IRB) requirements

- Consider privacy and security measures for electronic signatures and transmission of completed forms
- Consider whether you need to include specific information on changes to program implementation and data collection

School boards and research review boards

- Similar considerations as for IRBs

Collecting youth assent virtually

Online survey

- Add the assent statement at the beginning

Remote facilitator administration

- Read the assent statement aloud





What are some successes or challenges with obtaining consent and assent during the pandemic?

Questions and Answers

Resources

McGuire, D. (2020). *Is it really wrong to make students turn on their video camera during virtual class?* Indianapolis: Indy K12. Available at:
<https://indy.education/2020/08/10/is-it-really-wrong-to-make-students-turn-on-their-video-camera-during-virtual-class/>

Materials from May 2020 webinar on Online Survey Data Collection for SRAE Performance Measures are on the SRAE PAS website:
<https://www.sraepas.com/webinars>

Additional support

- We are available for additional support!
 - To request individual support, email SRAETA@mathematica-mpr.com

