

# Virtual Data Collection for Local Evaluations

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February 19, 2021

# Information About the WebEx Platform

# To join the discussion (1)

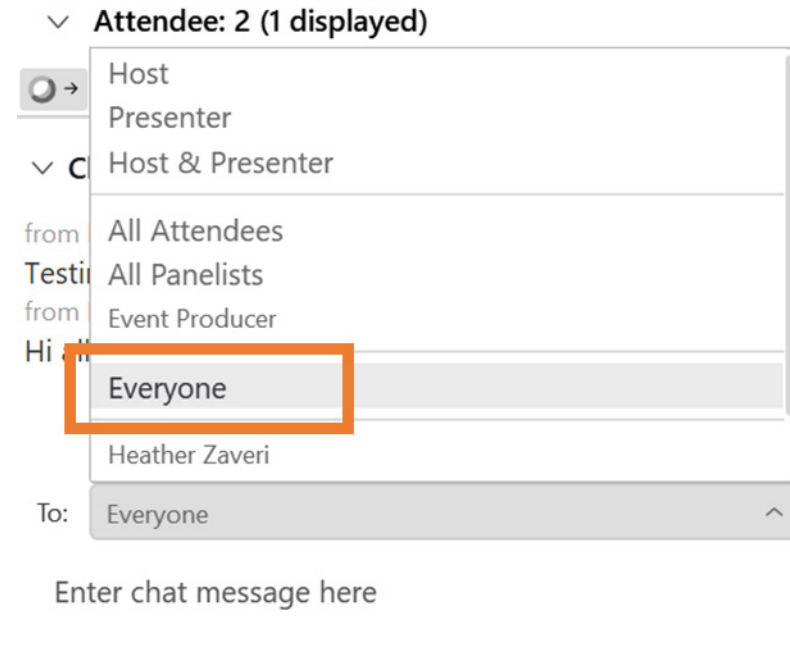
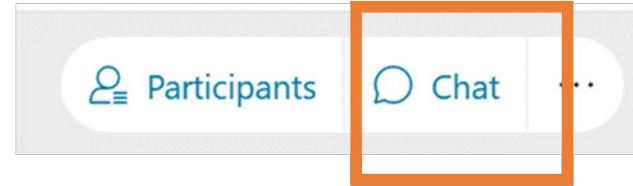
If you'd like to participate via the chat box:

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.

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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

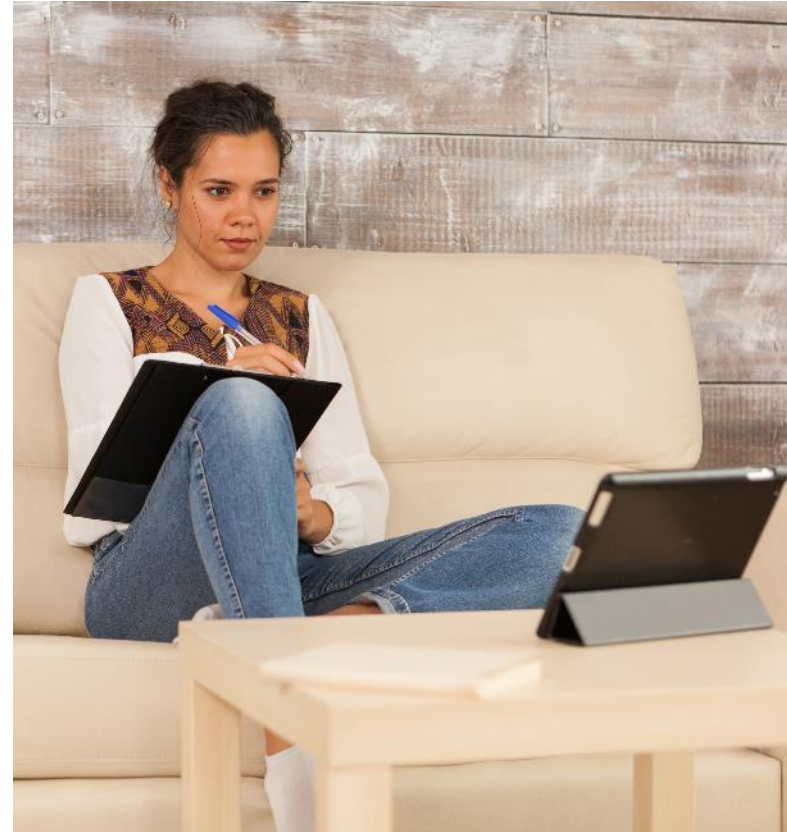


If so, what changes have you made?



# 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](mailto:SRAETA@mathematica-mpr.com)