



SRAENE

Sexual Risk Avoidance Education
National Evaluation

From Questioning to Answering: Developing Data Collection Plans

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August 2024

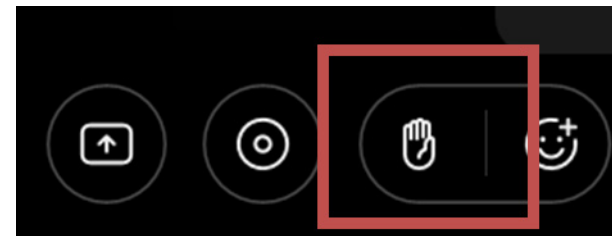
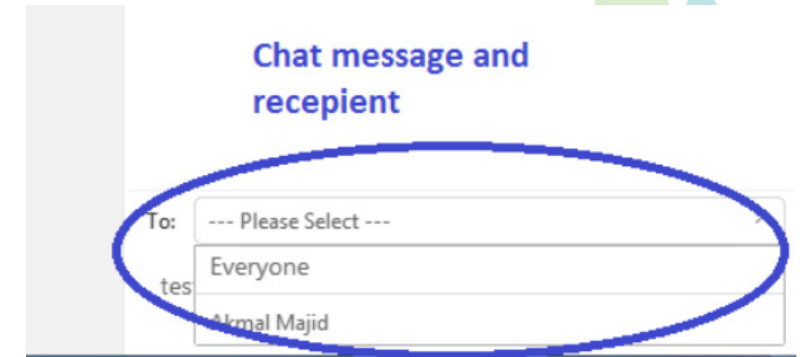
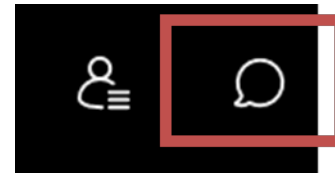


As you enter the room ...

Share your name, organization, what are you most looking forward to with regard to programming in the school year ahead

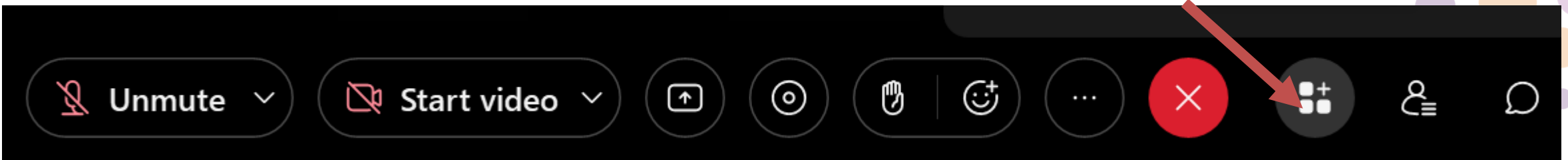
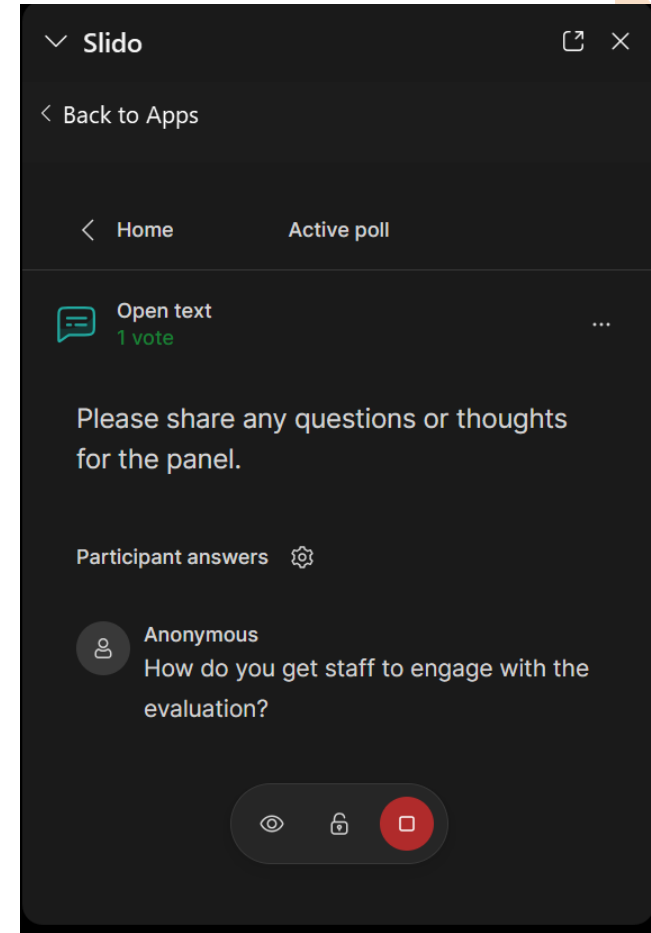
Asking questions

- Ask questions any time using the chat by toggling the chat button at the bottom of your WebEx window
 - If using the chat, please select “Everyone” in the dropdown menu
- Indicate you want to share verbally using the hand raise feature



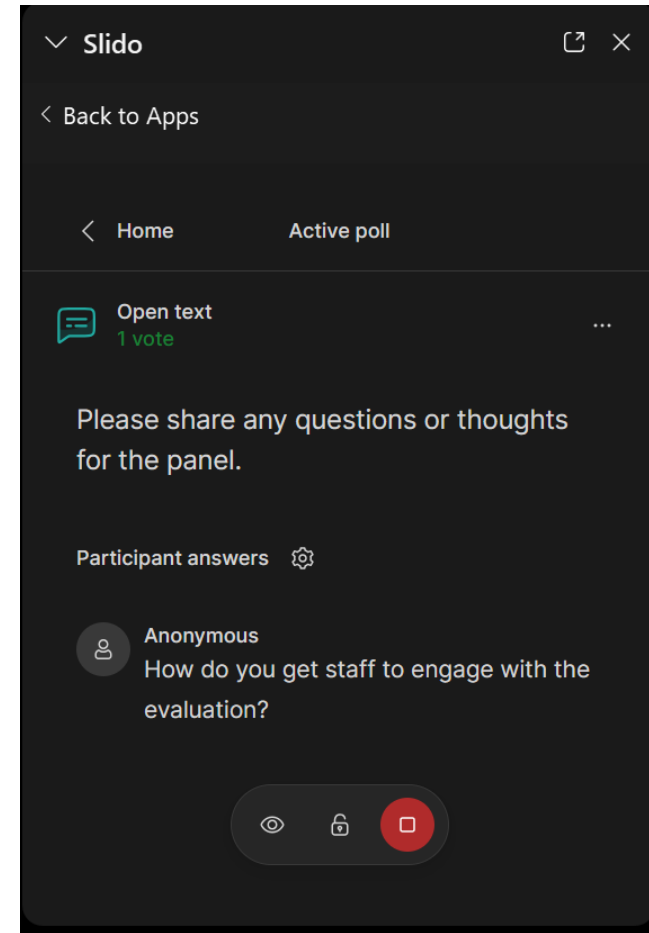
Participating in polls and activities

- We will use Slido during today's session for polls and activities
- Slido should automatically appear in your righthand panel on WebEx when the poll is launched
- If it does not, toggle it by clicking the "apps" button at the bottom of the screen and select Slido



Give us feedback!

- **We will stop 5 minutes before the end of the session to give all attendees time to complete a feedback survey for today's session**
 - These surveys help us to learn and improve on how we use this time!
- **Again, Slido should automatically appear in your righthand panel on WebEx when the poll is launched**
- **Your feedback to us is anonymous, so please be honest**



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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Session 1 recap

- **Session 1 covered aligning research questions with your logic model**
- **Once you are confident with your research questions, the next step is developing a data collection plan**



Descriptive studies describe and document what happened in your program



Research questions for descriptive studies can focus on implementation and/or outputs or outcomes



Your study design should be guided by your research questions

Today's learning objectives

By the end of the presentation, participants will be familiar with:

- **Developing data collection plans aligned with research questions**

All activities associated with today's presentation are optional



How do you develop a data collection plan?

Guiding questions for developing a data collection plan

- Can your research questions be more specific?
- Do you need to collect qualitative data, quantitative data, or both types to answer each question?
- Do your research questions request sensitive information from respondents?
- Whose perspective(s) do you need to answer each question?
- When and how often will you collect the data for each question?
- What data collection method(s) will you use to answer each question?

Resources:

- [Developing data collection plans for descriptive evaluations](#)
- [Developing an effective evaluation plan](#)

Can your research questions be more specific?

- **Review your research questions to see if they can be broken into more specific sub-research questions to clarify what you want to know**
- **For example:**
 - To what extent are staff implementing the curriculum with fidelity?
 - Did staff deliver all of the intended lessons? If not, why?
 - Did staff use specified curriculum materials? If not, why?
 - How much dosage of the curriculum did youth receive?

Activity: Breaking down research questions

What are specific sub-research questions within the question below? How could you break this question down to be clear about what you want to learn?

Did participants change their attitudes about and intentions to engage in healthy relationships by program completion?

To participate in the poll:



- Respond using the widget that opens on your right-hand panel
- Or click the link in the chat

Using your phone?

- Go to Slido.com and type code 3957175
- Or scan the QR code below



Q1 Attendee responses

Did participants change their intentions in romantic relationships?

What specific changes in attitude did you discover?

Are participants more likely to XYZ

What types of curricula impacted intentions to engage in healthy relationships?

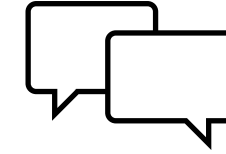
Did students in grades 6-8 improve their attitudes about engaging in family relationships?

After attending the program, are they more likely to...wait to have sex...

Do you need to collect qualitative data, quantitative data, or both types, to answer each question?

Qualitative data

- Deals with words and non-quantifiable information
- Helps us understand what happened and why or how. Often describes characteristics or experiences and can provide context to quantitative data
- Can be gathered through focus groups, interviews, or open-ended survey items



Quantitative data

- Deals with numbers or measurable concepts
- Tells how many, how much, or how often, and if measurable change occurred
- Can be gathered through close-ended survey items, fidelity logs, or attendance records



Resources:

- [Collecting high-quality data](#)
- [Collecting implementation data](#)

Do your research questions request sensitive information from respondents?

- **Questions about sexual behavior, attitudes, or beliefs can be sensitive**
 - For example, “Do you intend to have sex in the next three months?”
- **If you need to gather sensitive information, consider how to maximize privacy**
 - ✓ Self-administered survey
 - ✓ One-on-one interview
 - x Focus group

Whose perspective(s) do you need to answer each question?

- **Determine the level and unit(s) of analysis**
 - Individual: Youth, facilitators, supervisors, partner staff, parents/caregivers, etc.
 - Group: Classrooms, locations, partner organizations, etc
 - Program
- **Consider who and how many people you will need to collect data from**
 - Will likely vary by research question, data collection method, and program context
 - Define the specific intended respondents, the anticipated number of respondents, and a plan for recruiting and retaining respondents

Slido poll

Who do you plan to collect data from for your descriptive study?

- a. Youth**
- b. Facilitators**
- c. Supervisors**
- d. Other staff**
- e. Program partners**
- f. Parents/guardians**
- g. Not applicable-not conducting a descriptive study**

To participate in the poll:



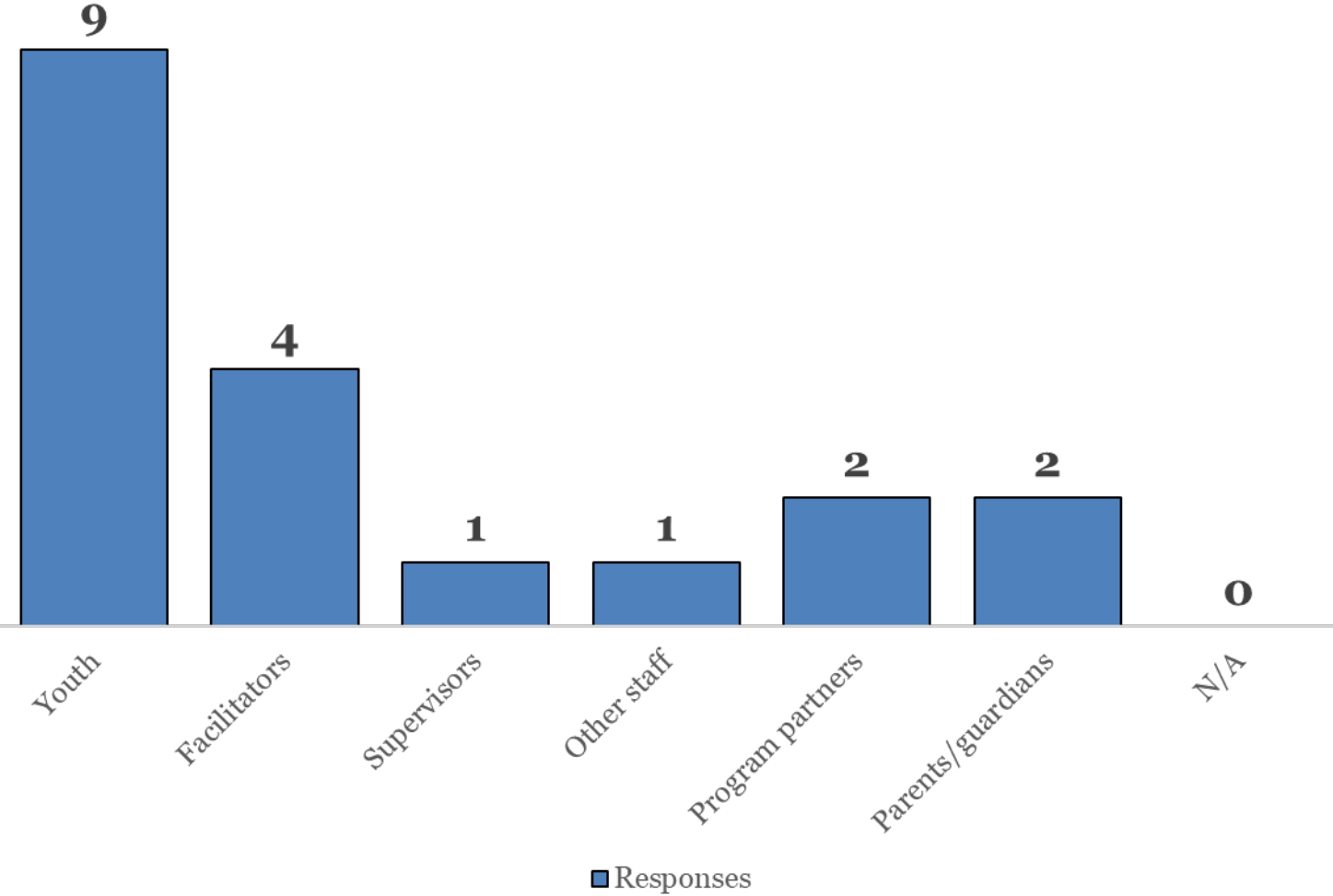
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Q2 Attendee Responses



When and how often will you collect the data for each question?

- **Data collection can be one-time or repeated**
 - A question about program satisfaction could be answered once at the end of programming
 - A question about attendance likely requires information from each day of programming
 - A question about how youth change over time needs data at baseline (or pre-programming) and at least one follow up (post-programming)

What data collection method(s) will you use to answer each question?

- Use the guiding questions to determine the most appropriate data collection method(s) to answer each research question
- See *Developing data collection plans for descriptive evaluations* for descriptions of common data collection methods and how they relate to the guiding questions
 - Surveys
 - Interviews
 - Focus groups
 - Observations
 - Fidelity logs
 - Administrative data

Activity: Develop your data collection plan

For the research question below

- What data collection method(s) would you use?
- What would your unit(s) of analysis be?
- When would you collect the data?

What changes did participants experience in their attitudes about healthy peer relationships by program completion?

To participate in the poll:



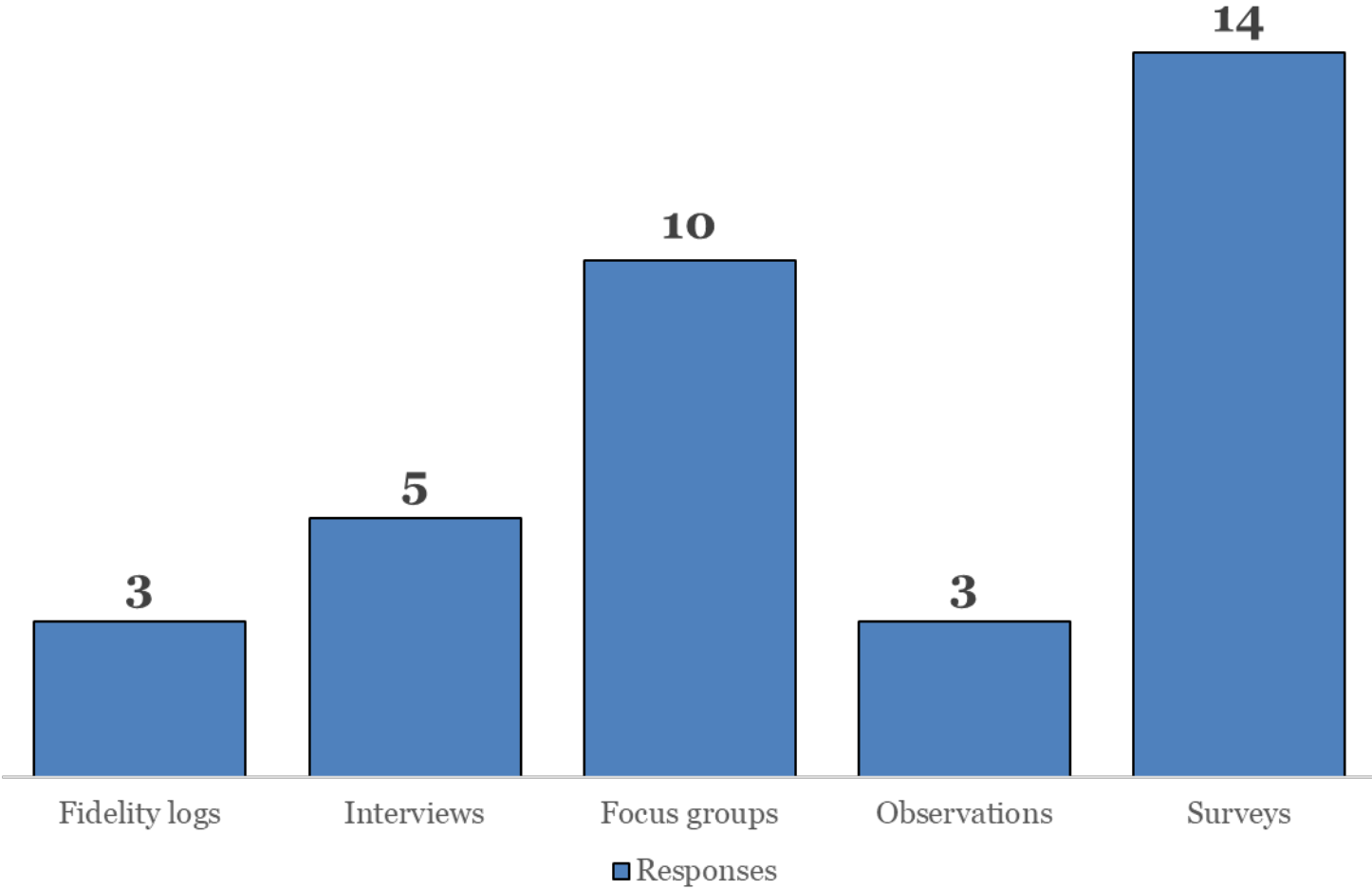
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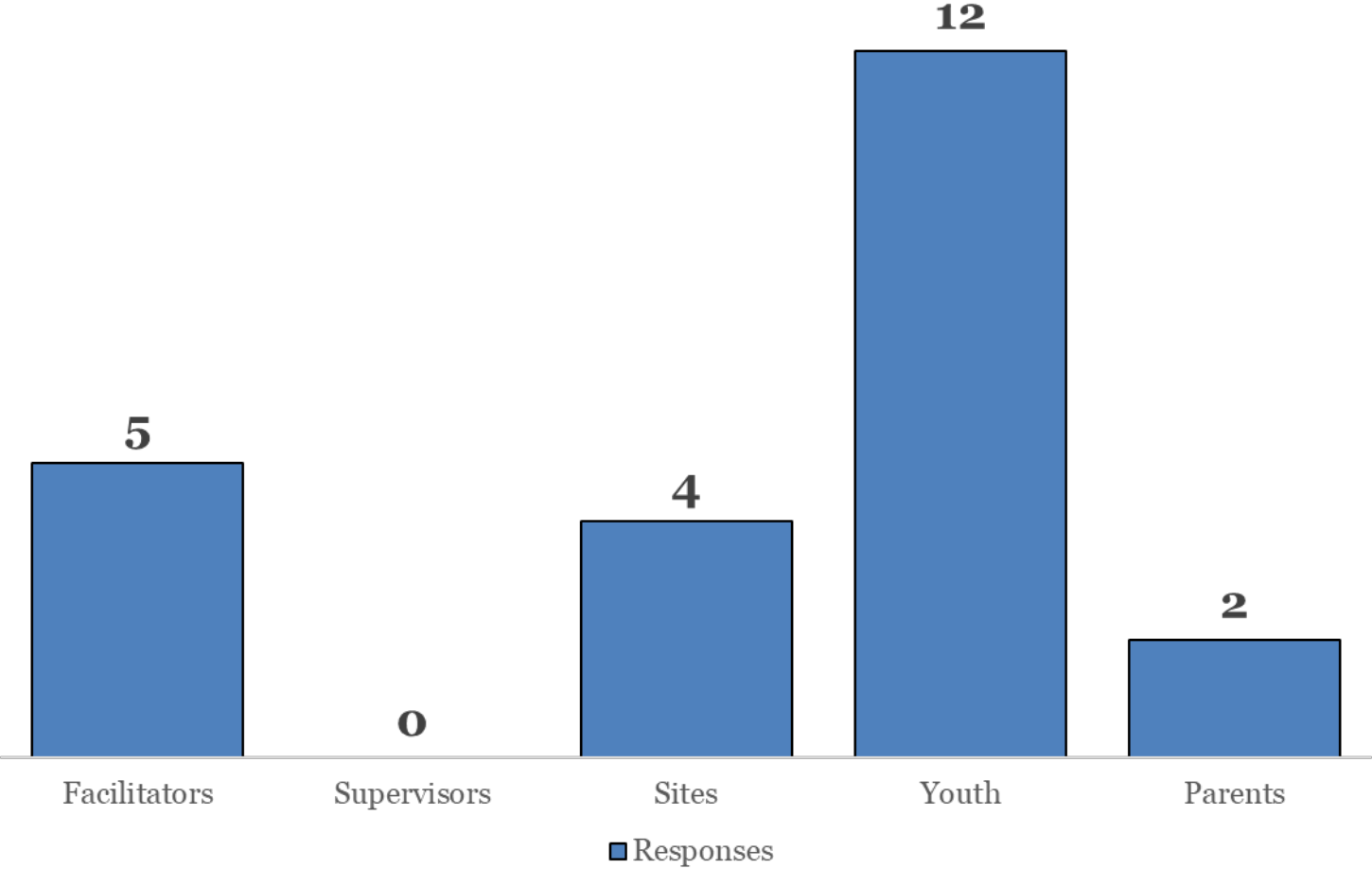
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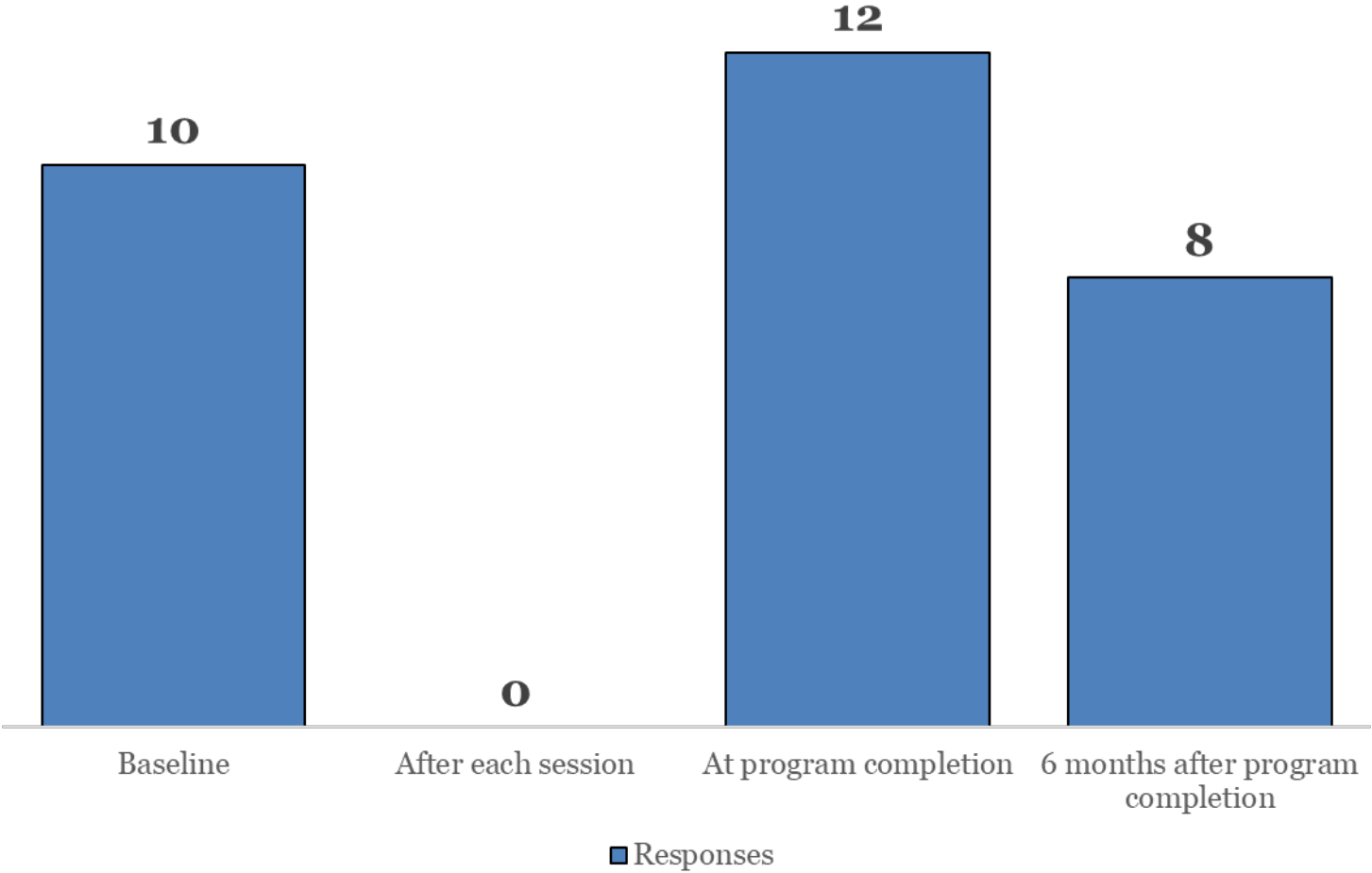
Q3 Attendee Responses: What data collection method(s) would you use?



Q3 Attendee Responses: What would your unit(s) of analysis be?



Q3 Attendee Responses: When would you collect the data?



Putting it all together: Example data collection plan

Research question	Data collection method	Sensitivity, privacy, and data collector	Level and unit(s) of analysis	Sampling plan	Schedule
How many youth thought the lesson structure helped them retain the content from each lesson?	Survey questions about youth overall opinions on lesson structure (closed-ended question) and thoughts on lecture, activities, and discussions (open-ended question). Will add questions to the SRAE exit survey.	Some sensitivity—participants may be hesitant to share constructive or negative perspectives with facilitators. To promote honest responses, youth will complete self-administered surveys and will not be asked to enter their names or any identifying information on the survey. The survey will include randomly assigned unique identifiers that can be used to analyze data by classroom and facilitator. Facilitators will administer surveys for classes in a neighboring school district, and not for their own classes.	Individual youth	Survey full population of youth. Anticipate 80% response rate. Youth who respond to the survey will be eligible to receive an incentive.	One time, at the last lesson of the program (or within two weeks for those who did not attend last lesson)

Resource:

- [Developing data collection plans for descriptive evaluations](#)

Q&A

Feedback survey

We want your feedback!

- Using Slido, let us know what you thought of the session and how we can improve
- The survey should take less than 5 minutes to complete
- Your responses are anonymous



To participate in the poll:



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Contact information

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

SRAETA@mathematica-mpr.com