

Introduction to SRAE Performance Measures and Human Subjects and Privacy Protections for SRAE Performance Measures Data

November 10, 2021
3:00 – 5:00 p.m. EST

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AGENDA

3:00 – 3:10pm	Welcome and Introductions
3:10 – 3:15pm	Overview of New Performance Measures & Waiver Regulations
3:15 – 3:30pm	SRAE Participant Entry and Exit Survey Performance Measures and Overview of Timeline
3:30 – 4:20pm	Grantee Requirements <ul style="list-style-type: none">• Local approval process• Waiver Regulations• Institutional Review Board (IRB)• Data privacy and security protocols
4:20 – 4:25pm	Resources for Additional Information
4:25 – 5:00pm	Questions and Answers

WELCOME



PURPOSE OF PERFORMANCE MEASURES

- Monitor program implementation and progress
- Provide timely feedback to grantees for ongoing program improvement
- Report to FYSB, ACF, and HHS leadership



2022 PERFORMANCE MEASURES DATA COLLECTION AND SUBMISSION SCHEDULE

Measures to be Collected	Data Collection Period	Data Submission Period
Structure, cost, and support for program implementation	October 1, 2021 – September 30, 2022	July/August 2022
Attendance, reach, and dosage	January 1 – June 30, 2022	July/August 2022
Participant characteristics, perceptions of program effects, and program experiences (entry and exit surveys)	<ul style="list-style-type: none"> • Continuing grants:* January 1 – June 30, 2022 • New grants: February 1 – June 30, 2022 	July/August 2022

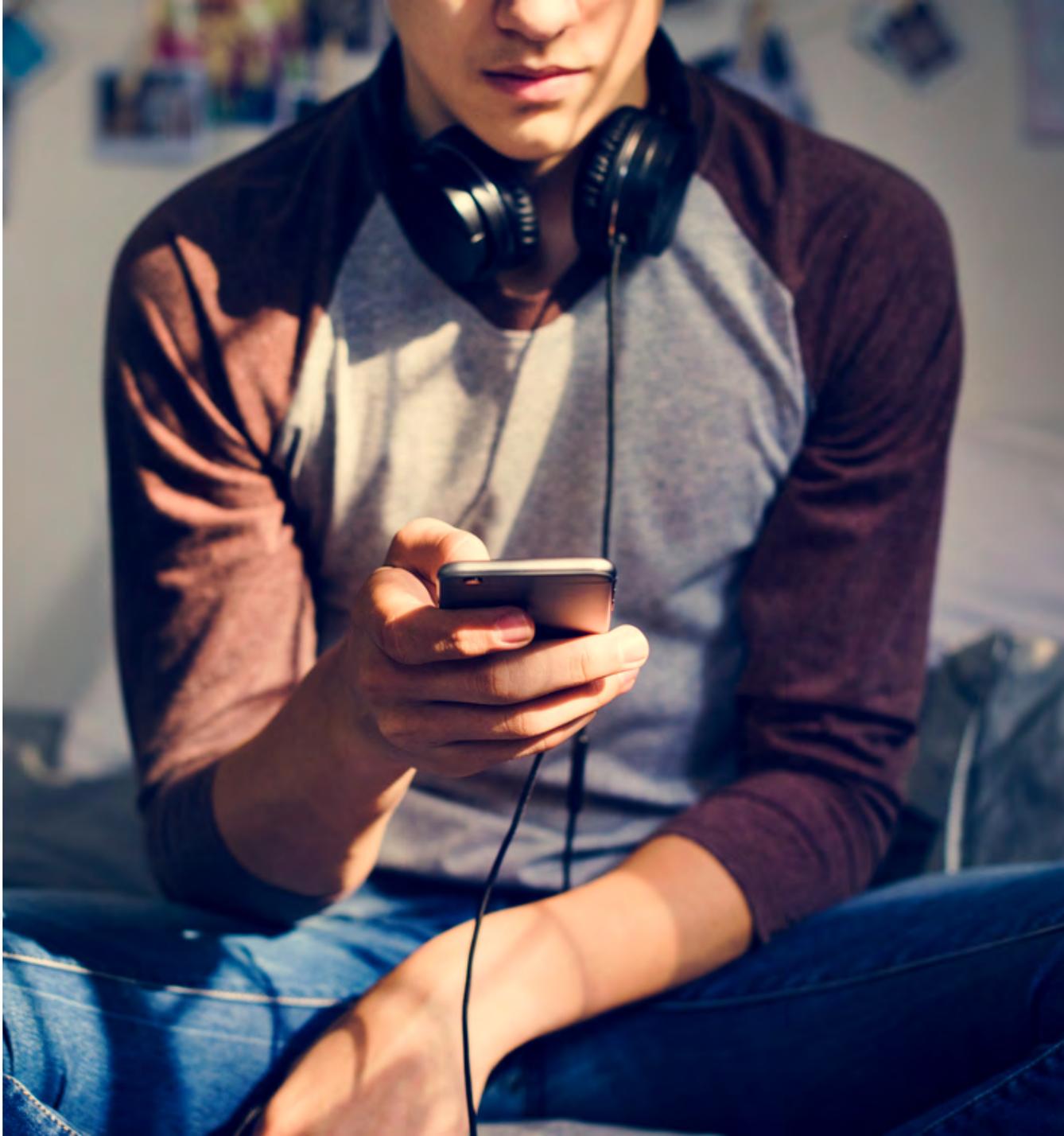
*Continuing grantees funded before fall 2021 should use the current version of the entry and exit surveys through January 31, 2022, and begin using the updated versions on February 1, 2022.

THREE CATEGORIES OF PERFORMANCE MEASURES

1. Attendance, reach, and dosage
2. Structure, cost, and support for program implementation
3. Participant characteristics, behaviors, perceptions of program effects, and program experiences

Performance management	Evaluation
<p><u>Inputs</u>: Resources that make the program possible (e.g., funding, staffing, curricula)</p>	<p><u>Impacts</u>: Difference in status of participants from what it would have been <i>in the absence of services</i> (can establish causal relationship)</p>
<p><u>Outputs</u>: Direct, tangible results of program activities (e.g., number of participants, number of hours of programming provided)</p>	
<p><u>Outcomes</u>: Status of participants after services (e.g., perceptions of the program's influence on whether to abstain from sex)</p>	

SRAE PARTICIPANT ENTRY AND EXIT SURVEYS



PERFORMANCE MEASURES COLLECTED THROUGH ENTRY AND EXIT SURVEYS

Measures	Survey
Participant characteristics	Entry and exit surveys
Participant behaviors	Entry survey
Participant perceptions of program effects	Exit survey
Participant program experiences	Exit survey

MIDDLE SCHOOL AND HIGH SCHOOL OR OLDER PARTICIPANT ENTRY AND EXIT SURVEYS

The middle school version of each survey is a subset of the questions in the high school and older version

- All SRAE program participants who are middle school age or older should complete performance measures participant surveys
- This includes participants who receive programming at non-school sites
- Survey question responses are voluntary and anonymous

PARTICIPANT CHARACTERISTICS (QUESTIONS 1-7)

- Entry and exit survey
- Middle school and high school and older

Purpose: To obtain data on the characteristics of the youth who receive SRAE programming

- Age
- Grade
- Language(s) spoken at home or with family
- Hispanic/Latino ethnicity
- Race
- Sex
- Living situation

AGE (QUESTION 1)

- Entry and exit survey
- Middle school and high school and older

Version	Response categories
Middle school	age 10 - 16
High school and older	age 10 - 20

GRADE (QUESTION 2)

- Entry and exit survey
- Middle school and high school and older

What grade are you in? (If you are currently on vacation or in summer school, indicate the grade you will be in when you go back to school.)

MARK ONLY ONE ANSWER

MIDDLE SCHOOL:

- 5th, 6th, 7th, 8th, 9th
- My school does not assign grade levels
- I am not currently enrolled in school

HIGH SCHOOL:

- 9th, 10th, 11th, 12th
- My school does not assign grade levels
- I dropped out of school, and I am not working on getting a high school diploma or GED
- I am working toward a GED
- I have a high school diploma or GED but I am not currently enrolled in college or technical school
- I have a high school diploma or GED and I am currently enrolled in college or technical school

LIVING SITUATION (QUESTION 7)

- Entry and exit survey
- Middle school and high school and older

Are you currently ...?

MARK ALL THAT APPLY

- Living with family [parent(s), guardian, grandparents, or other relatives]
- In foster care, living with a family
- In foster care, living in a group home
- Couch surfing or moving from home to home
- Living outside, in a tent city or homeless camp, in a car, in an abandoned vehicle or in an abandoned building
- Staying in an emergency shelter or transitional living program
- Staying in a hotel or motel
- In juvenile detention center, juvenile group home, and/or under the supervision of a probation officer
- None of the above

PARTICIPANT BEHAVIORS (QUESTIONS 8-12)

- Entry survey
- Middle school and high school and older

Purpose: To obtain data on participant behaviors related to topics in the legislative definition of SRAE, before SRAE programming

Question Numbers	Constructs
8	Alcohol, tobacco, or other substance use
9	Healthy decision-making, self-regulation, healthy relationships
10	Goal setting, focus on the future, self-sufficiency, healthy relationships
11	Healthy relationships; how to resist and avoid, and receive help regarding, dating violence and sexual coercion
12	Success sequence

PARTICIPANT BEHAVIORS (QUESTIONS 13-15)

- Entry survey
- High school and older

Purpose: To obtain data on participant behaviors related to topics in the legislative definition of SRAE, before SRAE programming

Question Numbers	Constructs
13	Sexual intercourse
14	Pregnancy
15	Sexually transmitted infection

SRAE PARTICIPANT ENTRY AND EXIT SURVEYS:

NOTING THE DIFFERENCES



PARTICIPANT PERCEPTIONS OF PROGRAM EFFECTS (QUESTIONS 8-12)

- Exit survey
- Middle school and high school and older

Purpose: To obtain data on participant perceptions of program effects on behaviors related to topics in the legislative definition of SRAE

Question Numbers	Constructs
8-12	Topics similar to Entry Survey “Has being in the program made you more likely, about the same, or less likely to ...”

PARTICIPANT PERCEPTIONS OF PROGRAM EFFECTS (QUESTIONS 13-14)

- Exit survey
- High school and older

Purpose: To obtain data on participant perceptions of program effects on behaviors related to topics in the legislative definition of SRAE

Question Numbers	Constructs
13-14	Participant plan and reasons to abstain

PARTICIPANT PROGRAM EXPERIENCES (QUESTION 13 OR 15)

- Exit survey
- Middle school and high school and older

Purpose: To obtain data on participant program experiences

Even if you didn't attend all of the sessions or classes in this program, how often *in this program...*

MARK ONLY ONE ANSWER PER ROW

	All of the Time	Most of the Time	Some of the Time	None of the Time
a. did you feel interested in program sessions and classes?				
b. did you feel the material presented was clear?				
c. did discussions or activities help you to learn program lessons?				
d. did you have a chance to ask questions about topics or issues that came up in the program?				
e. did you feel respected as a person?				

SRAE PARTICIPANT ENTRY AND EXIT SURVEYS:

Grantees Conducting IMPACT STUDIES



IMPACT STUDIES

- All evaluation is optional
- This section is only for grantees who have chosen to conduct impact studies
- Impact study surveys only ask about a subset of the performance measures

Personal Behavior Questions (MS QUESTION 8)

- IMPACT Exit Survey
- Middle school

Has being in the program made you more likely, about the same, or less likely to...

MARK ONLY ONE ANSWER PER ROW

	Much more likely	Somewhat more likely	About the same	Somewhat less likely	Much less likely
a. plan to delay having sexual intercourse until you graduate high school or receive your GED.....	<input type="checkbox"/>				
b. plan to delay having sexual intercourse until you graduate college or complete another education or training program ...	<input type="checkbox"/>				
c. plan to delay having sexual intercourse until you are married	<input type="checkbox"/>				
d. plan to be married before you have a child	<input type="checkbox"/>				
e. plan to have a steady full-time job before you get married.....	<input type="checkbox"/>				
f. plan to have a steady full-time job before you have a child.....	<input type="checkbox"/>				

Personal Behavior Questions (MS QUESTION 9)

- IMPACT Exit Survey
- Middle school

The next questions ask you about your experiences in the program that you just completed. Think about all of the sessions or classes of the program that you attended.

9. Even if you didn't attend all of the sessions or classes in this program, how often *in this program...*

MARK ONLY ONE ANSWER PER ROW

	All of the time	Most of the time	Some of the time	None of the time
a. did you feel interested in program sessions and classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. did you feel the material presented was clear?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. did discussions or activities help you to learn program lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. did you have a chance to ask questions about topics or issues that came up in the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. did you feel respected as a person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal Behavior Questions (HS QUESTION 8 & 9)

- IMPACT Exit Survey
- High school and older

The next questions ask about some personal behaviors, including sex and pregnancy. Remember, all of your responses will be kept private.

8. As a result of being in the program, are you planning to abstain from sexual intercourse (choose to not have sexual intercourse)?

- ? Yes ⇒ **GO TO QUESTION 9**
- ? No ⇒ **GO TO QUESTION 10, NEXT PAGE**
- ? Not sure ⇒ **GO TO QUESTION 10, NEXT PAGE**

9. How important are each of these reasons in your decision to not have sexual intercourse? (Note: Do not answer this question if you responded “No” or “Not sure” to question 8.)

Personal Behavior Questions (HS QUESTION 9 cont.)

- IMPACT Exit Survey
- High school and older

MARK ONLY ONE ANSWER PER ROW

	Not at all important	Not too important	Somewhat important	Very important
a. how it might affect your plans for the future ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. the possible emotional and social consequences (for example, feeling sadness or regret, disappointing your parent(s) or guardian(s), and/or negative reactions from your peers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. the risk of getting a sexually transmitted infection (STI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. the risk of getting pregnant or getting someone pregnant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal Behavior Questions (HS QUESTION 10)

- IMPACT Exit Survey
- High school and older

Even if you didn't attend all of the sessions or classes in this program, how often *in this program...*

MARK ONLY ONE ANSWER PER ROW

	All of the time	Most of the time	Some of the time	None of the time
a. did you feel interested in program sessions and classes?.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. did you feel the material presented was clear?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. did discussions or activities help you to learn program lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. did you have a chance to ask questions about topics or issues that came up in the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. did you feel respected as a person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SRAE New Performance Measures:

Cross-walking the changes



SRAE Participant Entry and Exit Surveys Change Guide

Updated 11-2021

This document provides information on the updates to performance measures included in the Sexual Risk Avoidance Education (SRAE) participant entry and exit surveys. ***This Change Guide only covers the items that have been changed; for a complete listing of the Measures please refer to the Entry and Exit Survey documents.*** All survey items are based on the Title V SRAE and/or General Departmental (GD) SRAE legislation. The text of the Title V SRAE, Section 510 legislation and GD SRAE is included at the end of this document for your reference.

The survey-based performance measures focus on data about participant characteristics, behaviors, perception of program effects, and program experiences.

There are four separate tables in the guide: 1) middle school entry survey items, 2) middle school exit survey items, 3) high school entry survey items, and 4) high school exit survey items. The tables include only those items in the SRAE participant entry and exit surveys that have been updated.



GRANTEE REQUIREMENTS

PARTICIPANT ENTRY AND EXIT SURVEY ITEMS CANNOT BE CHANGED

- Items must be consistently collected across all grantees and their subrecipients with no variation. It is an Office of Management and Budget (OMB) requirement that grantees may not make changes to:
 - Items included
 - Item wording
 - Order of items
 - Response categories
 - Skip logic
- Grantees can add their own survey items, but entry and exit survey instructions and items must come first.

ADDING ITEMS TO THE SURVEY

- Grantees may choose to add other items to the entry or exit survey
 - All OMB-approved items must be administered first before any additional items are presented
 - Grantees should not submit additional measures to ACF
 - Grantees must insert the following phrase between the last federal performance measure item and the first item of any additional measures:
 - *The questions above are part of a national effort to measure whether programs meet their goals. The effort is sponsored by the U.S. Department of Health and Human Services. The next questions are not part of this national effort.*

WAIVERS

Performance measures waivers may only be requested for specific exceptions, as specified by FYSB below:

- Requests that are supported by approved and written state or school board policies that explicitly prohibit specific questions that are on the participant entry and exit surveys
- Requests that are supported by IRB decisions that are related to the protection of human subjects

WAIVERS

Performance measures waivers may only be requested for specific exceptions as specified by FYSB below:

- Requests to waive items that are not accessible and/or appropriate for youth with cognitive development or intellectual and developmental disabilities
- Requests to waive items for grade levels lower than the middle school survey (6th-8th), such as 4th or 5th grade
- Requests to waive items that do not apply to the following populations:
 - youth who have graduated high school; and
 - pregnant or parenting youth

WAIVERS

Performance measures waiver requests:

- May only be requested for specific items that are in line with the exceptions identified above. Waiver requests for entire entry and/or exit surveys are not permitted
- May only be requested for entry and exit surveys. Waiver requests for structure, cost support or attendance, reach, and dosage are not permitted

WAIVERS

- Grantees with waiver requests that meet the parameters outlined above should contact their Project Officer for further instructions.
- Grantees will be required to gather and submit supporting documentation, which includes letters from bodies of authority and copies of written policies and/or regulations.

CONTACTING AN IRB

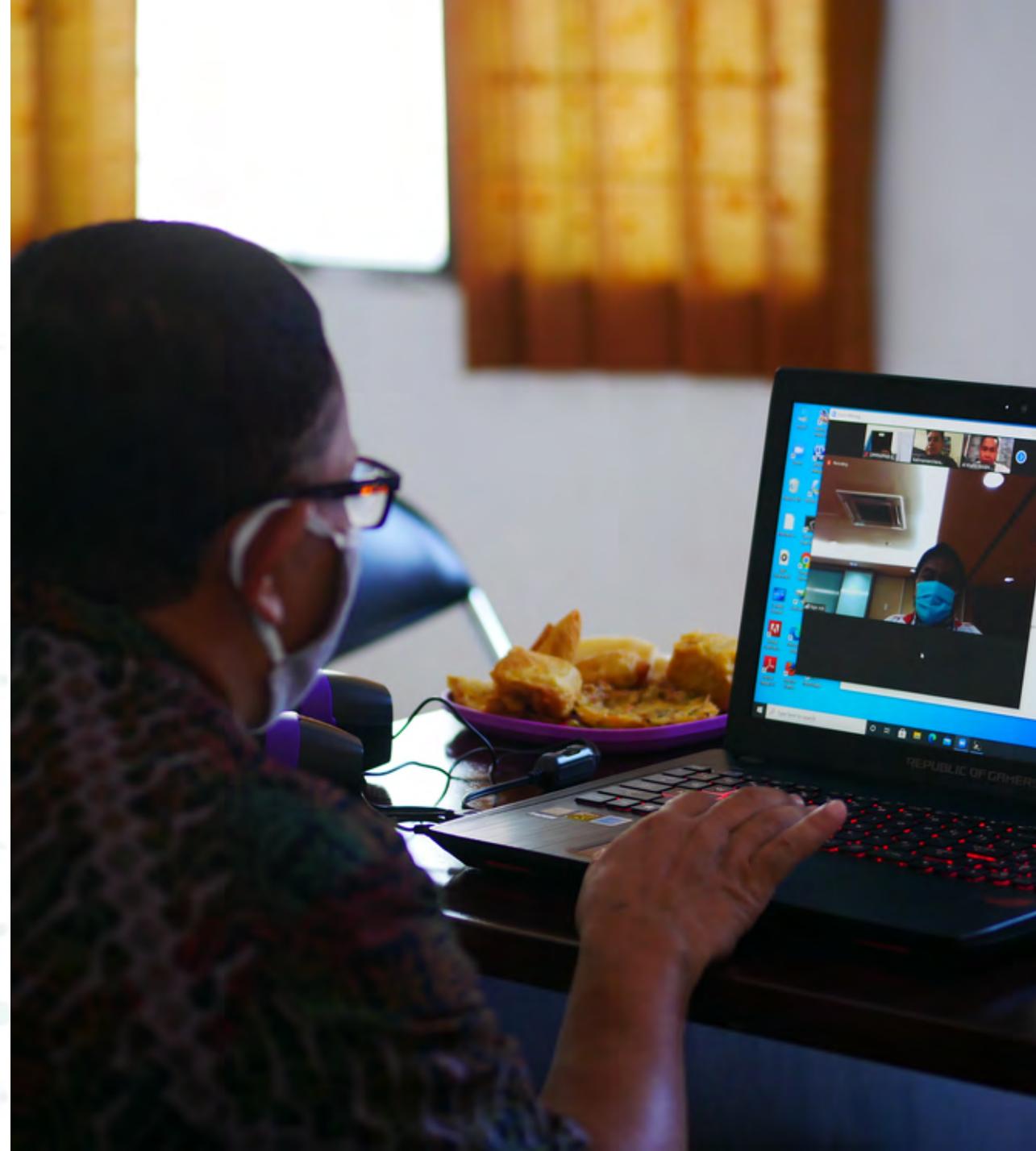
Grantees must seek a ***Letter of Determination*** from an Institutional Review Board (IRB) about:

- Whether the performance measures must be reviewed and
- If so, what type of review will be needed

WHAT IS AN INSTITUTIONAL REVIEW BOARD (IRB)?

An administrative group that:

- Protects the rights and welfare of human subjects recruited to participate in research studies or activities
- Ensures that risks to research participants are minimal and are offset by potential gains in knowledge for the benefit of communities



RESEARCH VS. PERFORMANCE MANAGEMENT

- Performance measures data are used for performance management—rather than research—and therefore may be considered exempt by some IRBs
- IRBs are established and governed by different institutions
- Each IRB sets its own standards for review and decisions
- Your local IRB will determine whether or not performance measures are exempt or not

QUIZ

To learn whether IRB approval is needed for performance measures data collection, grantees should ask their Federal Project Officer.

- True
- False
- Not sure

ANSWER

False.

Grantees should contact an IRB to obtain a letter of determination about whether the IRB will require review and approval of the performance measures.

HOW DO YOU KNOW WHETHER YOU NEED IRB APPROVAL?

- Grantees should contact an IRB now to request a Letter of Determination about whether review/approvals will be needed for data collection
- Individual-level participant data will now be submitted to ACF, so past approval decisions may no longer be relevant
- It is important to also learn and document the school/partner organization's requirements
 - Mutual understanding of requirements
 - Continuation of approval should there be a school administration change

WHEN IS IRB REVIEW NEEDED?

Typically, IRB review is required if at least one of the following is true:

- The data are collected through intervention or interaction with people
- Personally identifiable information (PII) is collected from people (e.g., full name, date of birth)
- Sensitive personal questions are asked
- Primary or secondary data will be analyzed for research reports.
 - Primary data are data grantees collect, such as surveys or focus group
 - Secondary data are existing data, such as administrative or medical records
- The results will be disseminated to a broader audience

FYSB REQUIRES THAT GRANTEES OBTAIN A DETERMINATION LETTER FROM A LOCAL IRB

- Some IRBs have a short, easy application that grantees can submit to learn whether a data collection requires IRB review
- These IRBs will issue a determination letter that states whether the data collection requires IRB review

FOUR ACTIONS IRBs MAY TAKE

1. Determine performance measures are not in their purview because the measures focus on program improvement and not research
2. Determine that performance measures data collection is research but that it is exempt from review (e.g., if youth responses are anonymous)
3. Require an expedited review (by a subset of the IRB committee)
4. Require a full review

HOW LONG DOES THE IRB PROCESS TAKE?

- The IRB review process varies depending on the IRB and the type of approval required
- Full reviews take longer than exempt and expedited reviews
- Contact your IRB to ask about
 - How frequently the IRB meets to review studies
 - When materials need to be submitted prior to a meeting
 - How much time to allow for approval

WHAT INFORMATION DO I NEED TO PREPARE AN IRB APPLICATION?

Examples of the types of information typically required include the following:

- Rationale and purpose of the data collection
- Number of participants to be recruited and their characteristics
- How prospective participants will be contacted and selected for participation
- What will be expected of participants
- Procedures for obtaining informed consent
- How data will be collected and maintained
- Risks and benefits of data collection
- Safeguards to minimize risks
- Organizations and individuals involved in the project

HANDOUT 12

- **Example IRB application**

WHAT DOCUMENTS DO I NEED TO PREPARE FOR THE IRB PACKAGE?

Examples of the types of documents typically required include the following:

- Recruitment materials for partner organizations
- MOUs for partner organizations
- Recruitment or notification letters to parents
- Consent and assent forms
- Data collection instruments
- Protocol for identifying and responding to distress and disclosures
- Referral list
- Survey administration script
- Staff confidentiality agreement
- Any IRB-specific submission forms

WHAT CAN I EXPECT FROM AN IRB?

- After the IRB reviews your application, it might ask questions to clarify procedures, request changes to your data collection forms, or request additional information.
- If no additional clarification or changes are required, the IRB will grant approval.
- The IRB will send you an approval form, which you should keep for your records.
- The IRB typically requires approval to be updated annually.

FINDING AN IRB

- Many organizations and academic institutions have internal or affiliated IRBs, so check first with:
 - Universities
 - State agencies
 - Hospitals
 - Research institutions
- External and commercial IRBs are also available
- You can search the HHS Office of Human Research Protections database to learn whether the IRB you have in mind is registered:
<http://ohrp.cit.nih.gov/search>

WHY IS INFORMED CONSENT AND YOUTH ASSENT NEEDED?

- Informed consent provides research participants with sufficiently detailed information on the study so that they can make an informed, voluntary, and rational decision to participate
 - Informed consent applies to research participants 18 and older
- Youth assent is a term used to express willingness to participate in research when individuals are too young to give informed consent but old enough to understand the proposed research
- Youth assent applies to research participants younger than 18

WHAT INFORMATION SHOULD BE PROVIDED TO PARTICIPANTS ABOUT THE INFORMED CONSENT PROCESS & IN THE CONSENT FORM?

- Purpose of the study
- Expected duration
- Data collection procedures
- Information on their right to decline or withdraw
- Foreseeable consequences of withdrawing or declining
- Potential risk, discomfort or adverse effects
- Prospective research benefits
- Incentives, such as payment or rewards
- Whom to contact with questions

HANDOUTS 10 AND 11

- **Template for parent / guardian consent form**
- **Template for youth assent form**

QUIZ

To learn whether IRB approval is needed for performance measures data collection, grantees only need to ask schools and other partner organizations.

- True
- False
- Not sure

ANSWER

False.

FYSB requires that grantees contact a local IRB to obtain a determination letter to learn whether IRB review/approval is required. Grantees also need to contact schools and other partner organizations to learn what additional approvals may be needed for performance measures data collection. Grantees should discuss with schools and other partner organizations that individual-level data will be submitted to ACF. In the past, an IRB might have ruled that a grantee's data collection was exempt from IRB review or did not need approval. However, those previous rulings may no longer be relevant to the new performance measures data collection.

QUIZ

Only staff who need to know the content of data should have access to the data after they sign a staff confidentiality agreement.

- True**
- False**
- Not sure**

ANSWER

True.

This means that only certain staff should have access to the data. Staff who need access to SRAE performance measures data must sign a staff confidentiality agreement.

DATA PROTECTION



Required Data Privacy and Security Protocols

GOAL

Secure all data

- Personally identifiable information
- Participant data
- Sensitive organizational performance measures data



PERSONALLY IDENTIFIABLE INFORMATION (PII)

- Any data that could potentially be used to identify a particular person, such as
 - Full name
 - Date of birth
 - E-mail address
 - Driver's license number
- Any unauthorized access or release of such information could result in severe consequences for the individuals whose data have been compromised.

ACCESS TO DATA

- Identify who will have access to the data, based on their need to know
 - For example, facilitators may collect attendance data but may not need access to entry and exit survey response data
 - Staff responsible for data collection, data entry or scanning, and submission through the portal will need access to the data
 - Evaluators who are helping with program evaluation
- Require signed staff confidentiality agreements

HARD COPY DATA STORAGE

- Use a locked filing cabinet
- Separate survey responses from any PII. This can be done by:
 - Not collecting PII on surveys
 - Collecting and recording PII separately (e.g., a roster) and use identification numbers on surveys
 - Keeping completed surveys in a separate filing cabinet from rosters, consent/assent forms, and attendance sheets



ELECTRONIC DATA STORAGE

- Use password-protected shared drives
- Grant access only to authorized staff with signed confidentiality agreements
- Store in the cloud as long as data are encrypted, password-protected, and accessed only on authorized computers with password protection
- Keep survey response data separate from any PII. For example, this can be done by
 - Storing PII in a separate dataset from survey responses, in a different folder that can be accessed only by staff who need access to the PII
 - Locking hard copy consent/assent forms, rosters, and attendance sheets in a filing cabinet and using identification numbers in the electronic survey dataset

LOCAL DATA TRANSMISSION

HARD COPY DATA

- When data collectors send completed surveys to the grantee organization and/or local evaluator:
 - Ship PII separately from survey responses
 - Send in packages marked confidential via U.S. Postal Service or Federal Express
 - Require an authorized signature and show of picture identification before receipt
 - Obtain tracking number to follow up if data are not received
- Data submission to FYSB will not involve hard copies

ELECTRONIC DATA

- When data collectors send completed surveys to the grantee organization and/or local evaluator:
 - Use encrypted e-mail, CDs, or flash drives
 - Follow same protocols for shipping hard copy data when shipping CDs or flash drives
 - Transmit passwords separately from data
- Data submission to FYSB will be through the SRAE Performance Measures Portal

SUBMISSION OF DE-IDENTIFIED DATA TO THE SRAE PERFORMANCE MEASURES PORTAL

Detailed guidance for submitting entry and exit survey data to the Portal will be provided in June 2022, prior to the July-August 2022 data submission window

Note: Destroy PII after three years

QUIZ

Completed hard copy entry questionnaires must be stored in a separate locked filing cabinet from completed hard copy exit questionnaires.

- True**
- False**
- Not sure**

ANSWER

False.

Completed hard copy entry and exit questionnaires must be stored in a locked filing cabinet separate from any identifying information, such as participant names.

RESOURCES



- Martin, S. L., Ashley, O. S., White, L., Axelson, S., Clark, M., & Burrus, B. (2017). Incorporating trauma-informed care into school-based programs. *Journal of School Health, 87*(12), 958-967.
- Office of the Secretary. (1979). *The Belmont Report*. Available at: https://www.hhs.gov/ohrp/sites/default/files/the-belmont-report-508c_FINAL.pdf
- Public Strategies and Mathematica. (2019). *Institutional review boards (IRBs): Frequently asked questions*. Available at: [https://sraene.com/sites/default/files/pdfs/Frequently asked questions about working with IRBs.pdf](https://sraene.com/sites/default/files/pdfs/Frequently_asked_questions_about_working_with_IRBs.pdf)
- U.S. Department of Health and Human Services. (n.d.). *Office for Human Research Protections (OHRP) database for registered IORGs & IRBs, approved FWAs, and documents received in last 60 days*. Available at: <http://ohrp.cit.nih.gov/search>

FOR QUESTIONS AND ADDITIONAL INFORMATION ABOUT SRAE PERFORMANCE MEASURES

- Additional information about the SRAE performance measures is available at www.sraepas.com.
- For further support, contact Public Strategies at www.sraepas.com/contact or call toll-free (833) 797-0166.

QUESTIONS AND ANSWERS



UPCOMING TECHNICAL ASSISTANCE EVENTS

Event	Date	Content
<p>Required Webinar Viewing: Online Survey Data Collection for SRAE Performance Measures Data</p>	<p>Grantees are to view prior to December 9 Office Hours</p>	<ul style="list-style-type: none"> • Factors to consider in deciding if to shift to online data collection • Guidance for shifting to online data collection, including working with partners, notifying parents, seeking approvals from Institutional Review Boards (if needed), programming, and testing
<p>Required Webinar Viewing: Guidance for Obtaining Partnership Buy-In and Approval for the Participant Entry and Exit Performance Measures Surveys</p>	<p>Grantees are to view prior to December 9 Office Hours</p>	<ul style="list-style-type: none"> • Guidance related to coordinating the approval process for the performance measures surveys, requesting waivers, and obtaining Institutional Review Board (IRB) approval
<p>Office Hours: Implementation Measures and January 2022 Reporting Requirements</p>	<p>December 9, 2021 3:00 – 4:00 p.m. ET</p>	<ul style="list-style-type: none"> • Online Survey Data Collection, • Obtaining Partnership Buy-In, and • January 2022 Reporting Requirements
<p>Webinar: Submitting Data to the SRAE Performance Measures Portal</p>	<p>January 13, 2022 3:30 – 5:00 p.m. ET</p>	<ul style="list-style-type: none"> • Reviewing and cleaning participant entry and exit survey data • Preparing individual-level data files for uploading into the Portal

Additional questions or comments?

Thanks for participating!

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