

Survey Administration and Submitting Data to the SRAE Performance Measures Portal (Winter 2022)

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3:00–5:00 p.m. ET

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WELCOME



AGENDA

3:00 to 3:10 Welcome and introductions

3:10 to 3:40 Guidance on survey administration

3:40 to 3:50 Questions and answers

3:50 to 4:05 Review of SRAE performance measures

4:05 to 4:45 Demonstration of SRAE Performance Measures Portal

4:45 to 5:00 Questions and answers

WEBINAR OBJECTIVES

- Provide guidance on administering the participant entry and exit surveys
- Review SRAE performance measures to be submitted in Winter 2022 (February 1 through March 15):
 - Measures of attendance, reach, and dosage
 - Measures of participant characteristics, program experiences, and perceptions of program effects
- Demonstrate how to access and use the Portal
- Answer questions

UPDATED PERFORMANCE MEASURES FOR USE BEGINNING FEBRUARY 1, 2022

- Performance measures were recently updated in December 2021
 - An e-blast was sent to grantees on 01/5/2022 containing the updated measures and an explanation of the changes.
 - Most of the corrections are minor. The one major change is there will no longer be “impact” versions of the exit survey. SRAE programs participating in impact evaluations will use a shorter version of the entry survey (as planned) but will use the same version of the exit survey as other grantees.
 - The latest versions of the performance measures are available on the SRAE PAS website and are all dated 01/6/2022.

GUIDANCE ON SURVEY ADMINISTRATION

OVERVIEW OF SURVEY ADMINISTRATION

- Before, during, and after survey administration
- Mode of survey administration
 - We will focus on in-person administration but also provide brief guidance on remote administration.

BEFORE THE SURVEY ADMINISTRATION

WRITTEN DATA COLLECTION PLAN

- Benefits
 - Standardizes protocols and procedures
 - Assists with training of data collection staff
 - Ensures compliance with Institutional Review Board (IRB) requirements (if applicable)
- Describes specific details about data collection, including who will collect data and when, where, and how data collection will occur
- Example data collection plan (see *Handout 12: Example IRB Application*, from the November 10, 2021 webinar materials)

TRAINING STAFF

- Train staff on the following topics:
 - Administration procedures, including parental / guardian consent and/or youth assent procedures (if applicable), privacy, and responding to youth questions about the survey
 - Disclosure and distress protocols
 - Suspected child abuse or distress
 - Required data privacy and security protocols, including handling, storing, and protecting access to completed surveys

STAFFING & LOGISTICS

- Have at least two survey administrators in each room.
- Work with school or organization staff to determine where the survey administration will take place.
 - Determine whether any youth need to have the survey read aloud and make necessary accommodations.
 - Arrange to have a separate room for youth who will not be completing the survey. This includes:
 - Any student assent refusals
 - Those without parental / guardian consent
- Determine how you will collect completed surveys. For example:
 - Have youth raise their hands and administrator will collect surveys
 - Provide youth with blank envelopes to return the surveys

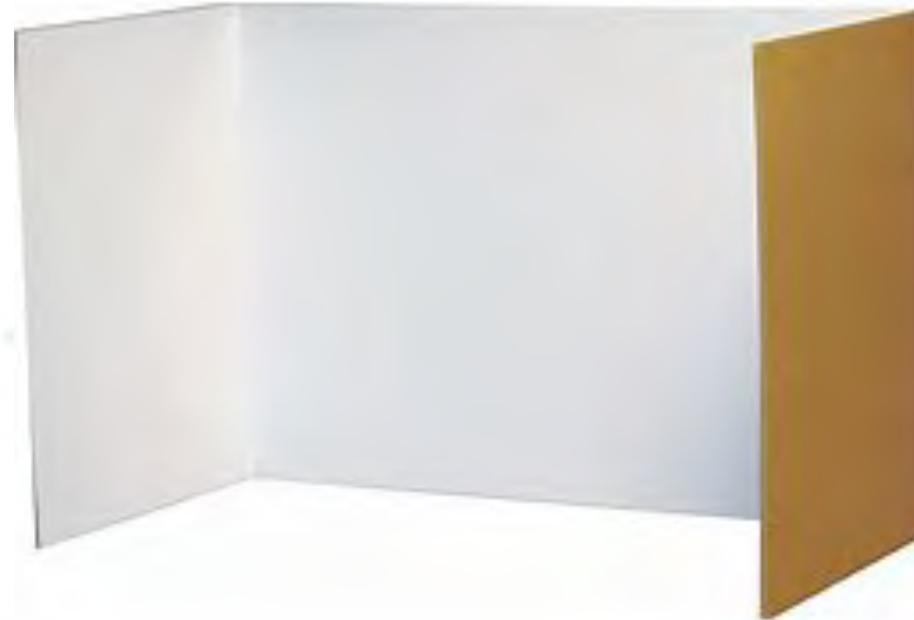
STAFFING & LOGISTICS

- Confirm you have all the materials needed for survey administration, including:
 - Checklist and sign-in sheet or roster
 - Survey materials, pencils, blank envelopes to return hard-copy surveys, cover sheets, and privacy screens (if needed)
 - If you are linking youth to a specific ID for your own evaluation purposes, you also will need a separate sheet with a list of IDs and corresponding youth names (which must remain separate from surveys to ensure privacy)
 - List of consented youth to ensure surveys are administered only to youth with parental / guardian consent
 - Youth assent forms
 - Extra copies of these materials

SPECIAL ACCOMMODATIONS FOR YOUTH

- Grantees will want to think through specific data collection strategies for any special accommodations for youth if necessary (e.g., cognitive impairments, developmental delays).
- Possible accommodations:
 - Environment
 - Materials
 - Support
- Grantees should refer to the “Performance Measures Data from Youth with Special Needs” webinar from June 14, 2021 (Adolescent Pregnancy Prevention Program Grantee Conference) on the Exchange website for detailed information about planning for accommodations for youth with special needs.

DESKTOP PRIVACY SCREEN



Source: Office Supply

PARENTAL / GUARDIAN CONSENT

- Before beginning the survey administration, collect any new consent forms and update your records or materials accordingly.
 - If using active consent, confirm the returned form indicates the parent or guardian has agreed for their child to participate.
 - If using passive consent, confirm the list of participants whose parent or guardians have opted their child out of participation
- Only youth with consent should remain in the room, if possible.
- Consent forms should clearly state that participating youth will be administered both an entry and exit survey.

ENSURING PRIVACY OF YOUTH SURVEY ANSWERS

- Youth should be seated with some space between them to allow for privacy. Consider:
 - Allowing at least one seat between them, if possible
 - Staggering seating if youth must sit across from one another
- Additional suggestions:
 - Provide a blank cover sheet
 - If administering survey using tablets or phones, consider obtaining privacy screens

PASSING OUT THE SURVEYS

- **If it is not possible to send youth without consent to a separate room**, ensure that only youth with consent receive a survey.
- Participant entry and exit surveys do not have to be labeled with identifiers. The only exception is if surveys are being used for evaluation purposes. Names should never be included on surveys!
 - If you are linking youth to an individual identifier for your own evaluation purposes, confirm that the appropriate survey is distributed to the correct person.

REMOTE SURVEY SETUP

- Surveys can be administered remotely by paper, telephone, or online.
- For online data collection, communicate with your Federal Project Officer to obtain Word Versions of the survey.
- Communicate with IRB about mode of survey administration (including any changes to mode).
- Parental / Guardian Consent and Youth Assent:
 - Ensure that only youth with consent receive the survey.
 - Consider other ways to collect consent (telephone, mail, online).
 - Make sure that assent language is provided to all youth.

APPENDING ITEMS

- Additional survey items can be *added to the end* of the entry or exit survey, after all the Office of Management and Budget (OMB)-approved items.
- The following language must be placed after the OMB-approved survey items and before any added items:
 - *The questions above are part of a national effort to measure whether programs meet their goals. It is sponsored by the U.S. Department of Health and Human Services. The next questions are not part of this national effort.*
- OMB-approved items on the entry and exit surveys should not be edited, reordered, or modified in any way.

HANDLING REFUSALS

- Youth should never feel pressured to complete the survey.
 - Remind youth they can skip any questions they do not want to answer, and no one outside of the study team will see their responses.
 - If youth do not wish to take the survey, they can refuse.
- Youth who refuse to take the survey after they have started should (discretely) be moved to the location with other youth who are not taking the survey.
 - We recommend that only youth responding to the survey are in the room during the survey administration.

DURING THE SURVEY ADMINISTRATION

BEGINNING THE ADMINISTRATION



- **If required**, collect youth assent.
 - Read assent form aloud and collect completed forms.
 - We recommend that only youth with assent are in the room during survey administration.
- Explain why the entry and exit surveys are important.
 - They help improve the programs.
 - They give youth a chance to share their experiences.
- Read the instructions aloud (including the example questions).
 - Reassure youth that no one outside of the study team will see their answers, the survey is brief, and they do not have to answer any questions they do not wish to.
 - Instruct youth how they are to return their completed surveys.

BEGINNING THE ADMINISTRATION (CONT.)

- Remind youth to move slowly and carefully through the survey. Encourage them to:
 - Read the instructions for each question.
 - Read every response option before answering.
 - If none of the response categories apply, it's okay to leave the question blank.
 - Pay special attention to grid questions, where response options are in the column headings.
 - These column headings can change from question to question.

GRID QUESTION EXAMPLES

9. In the past three months, how often would you say you...

MARK ONLY ONE ANSWER PER ROW

	All of the time	Most of the time	Some of the time	None of the time
a. resisted or said no to peer pressure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. managed your emotions in healthy ways (for example, ways that are not hurtful to you or others)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. thought about the consequences before making a decision?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. talked with my parent, guardian, or caregiver about sex?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. For each of the items below, please mark how true each statement is of you.



MARK ONLY ONE ANSWER PER ROW

	Not true at all	Somewhat true of me	Very true of me
a. I make plans to reach my goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I care about doing well in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I save money to get things I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I would speak up or ask for help if I am being bullied in person or online, via text, while gaming, or through other social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I would speak up or ask for help if others are being bullied in person or online, via text, while gaming, or through other social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GRID QUESTION EXAMPLES (CONT.)

For questions 8 – 12, please think about how the program you just completed has affected you, even if your program did not cover the topic.

8. **Has being in the program made you more likely, about the same, or less likely to...**
(Note: If the program has not affected your likelihood to do any of the following, choose "About the same.")



MARK ONLY ONE ANSWER PER ROW

	Much more likely	Somewhat more likely	About the same	Somewhat less likely	Much less likely
a. make decisions to not drink alcohol?	<input type="checkbox"/>				
b. make decisions to not smoke cigarettes or cigar products (cigars, cigarillos, or little cigars)?	<input type="checkbox"/>				
c. make decisions to not use other tobacco products (such as chewing tobacco, snuff, dip, or snus)?	<input type="checkbox"/>				
d. make decisions to not use electronic vapor products (such as JUUL, Vuse, MarkTen, and blu)? (electronic vapor products include e-cigarettes, vapes, vape pens, e-cigars, hookahs, hookah pens, and mods).....	<input type="checkbox"/>				
e. make decisions to not use marijuana (also called pot, weed, or cannabis)?	<input type="checkbox"/>				
f. make decisions to not take prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it?...	<input type="checkbox"/>				

HANDLING LATE ARRIVERS

- Do not delay starting the survey administration if some youth arrive late.
- As one survey administrator continues to lead the group through the survey, another survey administrator should work with the late arrivers.
- If someone does not complete the entry survey, they can still complete the exit survey.

HANDLING QUESTIONS

- Clarifying instructions or skip patterns is permitted, but data collectors should not clarify words or phrases or define any of the terms used in the survey.
- Your response to questions about the content should be: “Answer the question the best you can.”
- Avoid providing definitions:
 - This is to ensure consistency and standardization across all survey administrations.
 - If youth do not already know what something means, survey administration is not the appropriate environment to explain it to them.

HANDLING QUESTIONS (CONT.)

- For some questions, youth might not feel there is an appropriate response for them (for example, questions about race and sex).
 - Remind youth they can skip the question.

MONITORING YOUTH

- Walk around the perimeter of the room.
 - Try not to walk between rows, if possible.
- Keep an eye out for youth who have questions.
- As youth begin completing the survey, remind them to please be courteous and quiet and wait until everyone is finished.
- Some youth might react as they read the questions (for example, laugh or make comments aloud).
 - Do not react to minor incidents, as these are not likely to interfere with the survey administration.
 - If necessary, remind youth to be quiet and focus on completing the survey.

HANDLING SENSITIVE SITUATIONS

- Some questions might upset some youth.
 - If someone does not want to answer a question, remind them they do not have to respond
- If someone appears to be upset, follow the trauma-informed procedures established by your organization.
- If someone needs to leave the room because they are upset, make sure you take them to the appropriate person.
 - Follow appropriate policies and procedures for the schools or organizations where implementation occurs.

REMOTE SURVEY ADMINISTRATION

- Identify and communicate when youth should take the survey. Options include:
 - Single session approach
 - Leaving the survey open for a set period of time
- Encourage youth to take the survey in a private place that is safe and away from the view of others.
- Determine how to answer youth questions remotely.
- Determine the process for receiving and tracking completed surveys and reminding youth to complete.

AFTER THE SURVEY ADMINISTRATION

COLLECTING COMPLETED SURVEYS

- Mark completes on the sign-in sheet and checklist.
 - Record incompletes with the reason (absent, refused, etc.).
- Batch materials with a cover sheet, making sure to:
 - Include the number of completes and incompletes, date, location, time, and any other important information
 - Keep any documents with names or other identifying information separate from documents that contain data (the surveys)
 - Document and batch completes as soon as possible
 - Secure identifying information
- Grantees might want to develop a protocol for how providers should send in completed materials.
 - Completed materials should be submitted securely and as soon as possible.

SAFEGUARDING YOUR MATERIALS

- Grantees should adhere to all required data privacy and security requirements for SRAE performance measures (*Handout 8* with the November 10, 2021 webinar materials on SRAE PAS website).
- Never leave materials out or unattended for anyone to view.
 - If you must step away—even for a moment—put away your materials.
- Do not leave survey materials (completed or not) in the administration room.
 - Thoroughly search before leaving and do not discard any materials on-site.
- If you are unable to secure the materials immediately following administration and must take them in your car to another location, lock the materials in your trunk, or take them into the building with you.
- When you are not working with the surveys, keep the materials in a locked closet or file cabinet. Lists that include names and unique identifiers should be kept separate from completed surveys to ensure youth privacy.
- For online surveys, use data encryption.

QUESTIONS & COMMENTS

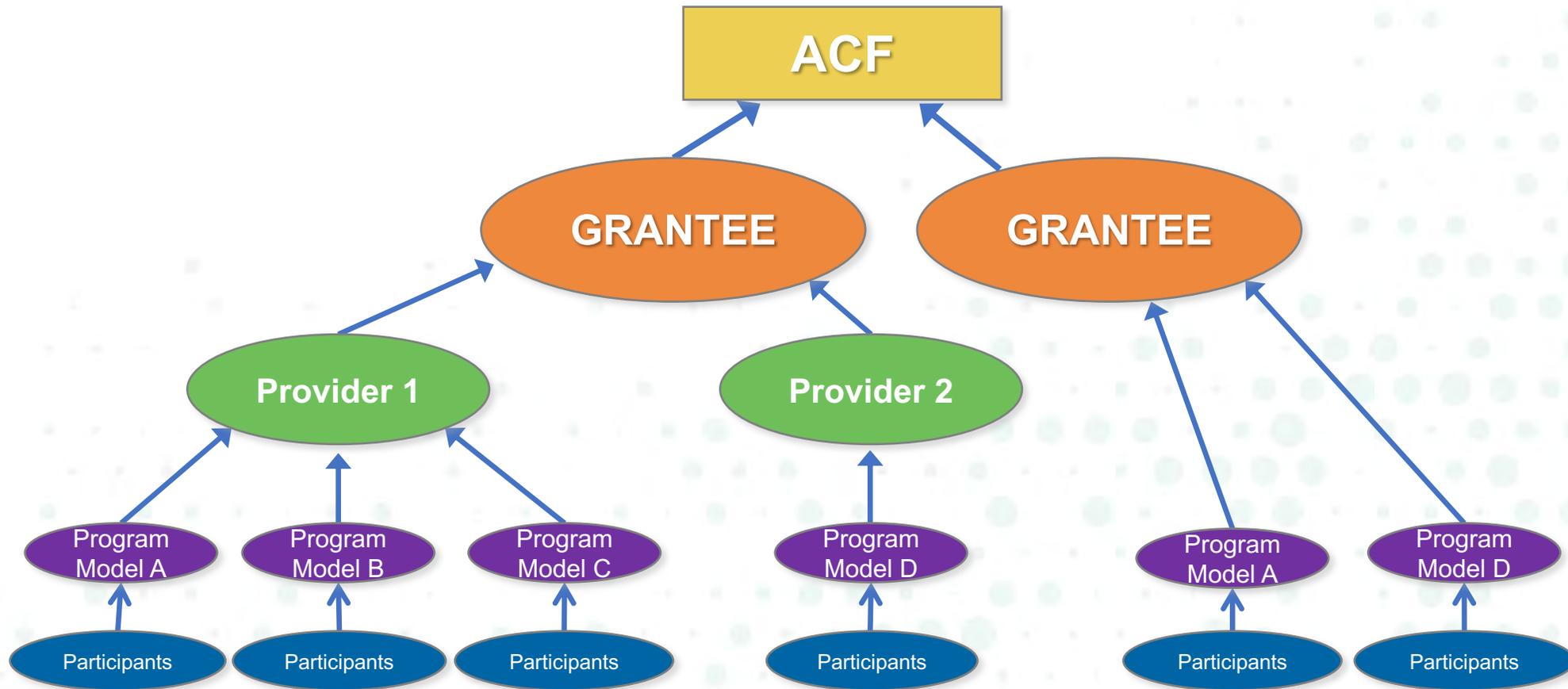


SRAE PERFORMANCE MEASURES

THREE CATEGORIES OF SRAE PERFORMANCE MEASURES

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

LEVELS OF SRAE PERFORMANCE MEASURES DATA



KEY DEFINITIONS

- **Grantees** receive SRAE funding directly from FYSB.
- **Providers** implement SRAE programming directly to youth.
 - Some providers are SRAE grantees.
 - Others are subrecipients that receive funding from an SRAE grantee.
- **Program models** consist of core curriculum plus other lessons or activities integrated to meet SRAE objectives.
- **Cohorts** are groups of youth jointly receiving a defined SRAE program.
 - A cohort could consist of an individual, if programming is delivered one-on-one.

2022 DATA SUBMISSION SUMMARY

Measures to be Collected	Data Collection Period	Data Submission Period	Grantees Submitting Data
Attendance, reach, and dosage	July 1, 2021 – January 31, 2022	February 1 – March 15, 2022	Continuing grantees
Participant characteristics, program experiences, and perceptions of program effects (current version of entry and exit surveys)			
Structure, cost, and support for program implementation	October 1, 2021 – September 30, 2022	July/August 2022	All grantees
Attendance, reach, and dosage	February 1 – June 30, 2022		
Participant characteristics, program experiences, and perceptions of program effects (updated version of entry and exit surveys)			

Note: New grantees funded in Fall 2021 will not submit data until the July/August 2022 submission period.

WINTER 2022 DATA SUBMISSION

Measures	Data will cover
Attendance, reach, and dosage	Youth <i>ending</i> programming July 2021 – January 2022
Participant characteristics, program experiences, and perceptions of program effects: <ul style="list-style-type: none">• Entry survey data• Exit survey data	<ul style="list-style-type: none">• Entry: youth <i>beginning</i> programming July 2021 – January 2022• Exit: youth <i>ending</i> programming July 2021 – January 2022

MEASURES OF ATTENDANCE, REACH & DOSAGE

- Number of youth who attended at least one program session during the reporting period: overall, by grade grouping, and by implementation setting
- Number of parents/guardians and other adults who attended at least one program session
- Whether more than 50% of youth were in specified highly vulnerable populations
- Number of youth completing at least 75% of intended program hours
- Number of program hours delivered for each cohort

**PROGRAM
MODEL**

INFORMATION ON PARTICIPANT SURVEY ADMINISTRATION

PROGRAM
MODEL

For entry survey and, separately, for exit survey:

- Whether program received an approved waiver letter from its Federal Project Officer for any survey items
- Whether program was unable to collect survey data due to COVID-19 at any point during the reporting period
- Mode(s) of data collection used for participant surveys

MEASURES OF PARTICIPANT CHARACTERISTICS, PROGRAM EXPERIENCES, & PERCEPTIONS OF PROGRAM EFFECTS

- Entry survey
 - Demographics
 - Behaviors
- Exit survey
 - Demographics
 - Program experiences
 - Perceptions of program effects

PARTICIPANTS

OPTIONAL DATA RECORDING TOOLS

- For measures of attendance, reach, and dosage:
 - Sessions version **or** hours version
 - Grantees using these tools enter aggregated information from the Summary Data tab into the Portal
- For measures of participant characteristics, program experiences, and perceptions of program effects:
 - Entry survey tool **and** exit survey tool
 - Grantees using these tools upload them into the Portal

PREPARING SURVEY DATA FILES FOR UPLOAD

- Grantees can choose between:
 1. Using the optional Excel data recording tools
 2. Creating an extract file from grantee's data system containing:
 - Grantee, provider, and program name
 - Indicator of survey version (MS or HS)
 - Responses to survey questions
- Use .csv format for larger files (e.g., more than 10,000 respondents).
- Upload one file containing all entry survey data and a separate file containing all exit survey data.

SRAE PERFORMANCE MEASURES PORTAL



PORTAL DEMONSTRATION



WELCOME TO SRAE PAS

Sexual Risk Avoidance Education (SRAE) programs seek to prevent negative outcomes that could have lasting effects on a young person's health, future career prospects, and economic stability.

The Performance Analysis Study (PAS) collects program data from SRAE grantees on performance measures. These measures allow for an assessment of whether grant objectives are being met. This site provides a platform for SRAE grantees to access tools and training resources related to the study.



[Training & Technical Assistance \(T&TA\) Resources](#)



[Previous Webinars](#)

QUESTIONS & COMMENTS



RESOURCES & ADDITIONAL INFORMATION

- Additional information about the SRAE performance measures is available at www.sraepas.com.
- For further support, contact the SRAE Performance Measures Help Desk at www.sraepas.com/contact or call toll-free 833-797-0166.

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