

# *Introduction to SRAE Performance Measures*

**November 2, 2023  
3:30 – 5:00 p.m. EST**

**Jen Read,** Public Strategies

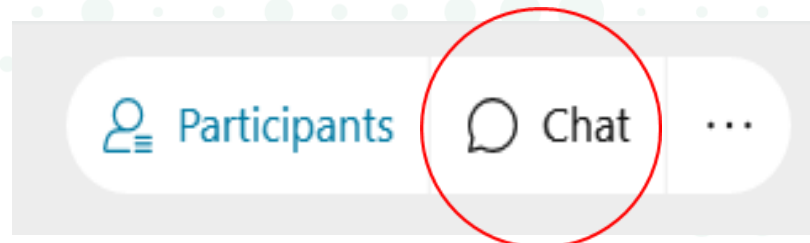
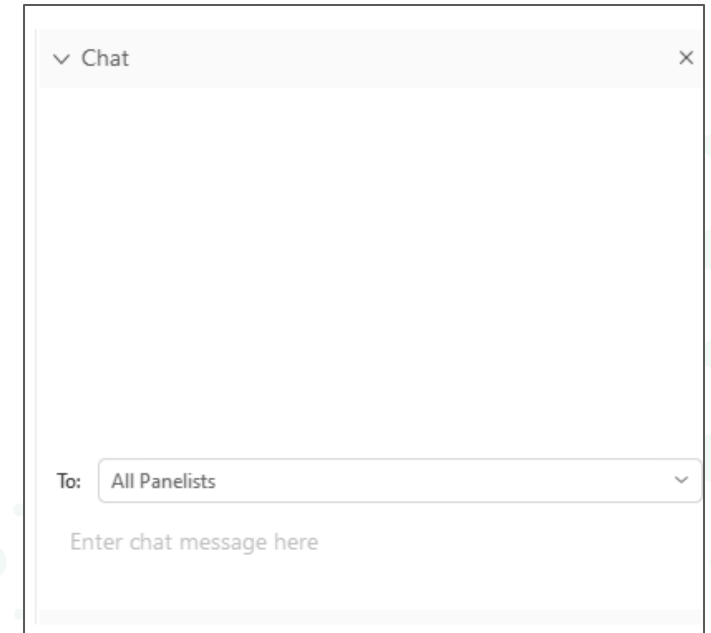
**Caryn Blitz,** Administration for Children and Families

**Lara Hulsey and Tressa Stapleton,** Mathematica

**Dakota Pitman,** Public Strategies

# QUESTIONS AND COMMENTS

- Use the **chat box** to submit a question or make a comment to the presenters
- Your questions and comments will only be visible to our team and not to other attendees
- If you do not see the chat box on your screen, click on the chat icon at the bottom of your Webex window



# CHANGING THE WEBINAR WINDOW

- To expand your view, click on the full-screen icon in the top right corner of your window
- To exit full-screen mode, hover your mouse at the top of your screen and select the return button from the drop-down menu that appears
- To change the size of the text on the screen, hover your mouse at the left of your screen and use the + and - buttons



# WEBINAR MATERIALS AND RECORDING



- The webinar materials and recording will be available on the [www.sraepas.com](http://www.sraepas.com) website about a week and a half after the webcast.
- Handouts for this presentation will be available for download at the end of this webinar.

# WEBINAR TECHNICAL ASSISTANCE



- If you experience technical difficulties, please call the Webex customer service number at 1-866-229-3239, Option 2
- You can also click on the chat box to submit technical questions

# AGENDA

- 3:30 to 3:35 Welcome and introductions
- 3:35 to 3:50 Overview of SRAE performance measures and timelines
- 3:50 to 4:00 Participant entry and exit surveys
- 4:00 to 4:10 Questions, answers, and comments
- 4:10 to 4:40 Grantee requirements and expectations
  - Local approval process
  - Institutional Review Board (IRB)
  - Data privacy and security protocols
- 4:40 to 4:45 Resources for additional information
- 4:45 to 5:00 Questions, answers, and comments



# WELCOME



# POLL

Did you receive a new SRAE grant in fall 2023?

- Yes, and it was our first SRAE grant
- Yes, but we've received other SRAE grants in past years
- No
- Not sure



## 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



Performance management	Evaluation
<u>Inputs</u> : Resources that make the program possible (e.g., funding, staffing, curricula)	<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)
<u>Outputs</u> : Direct, tangible results of program activities (e.g., number of participants, number of hours of programming provided)	
<u>Outcomes</u> : Status of participants after services (e.g., perceptions of the program's influence on whether to abstain from sex)	

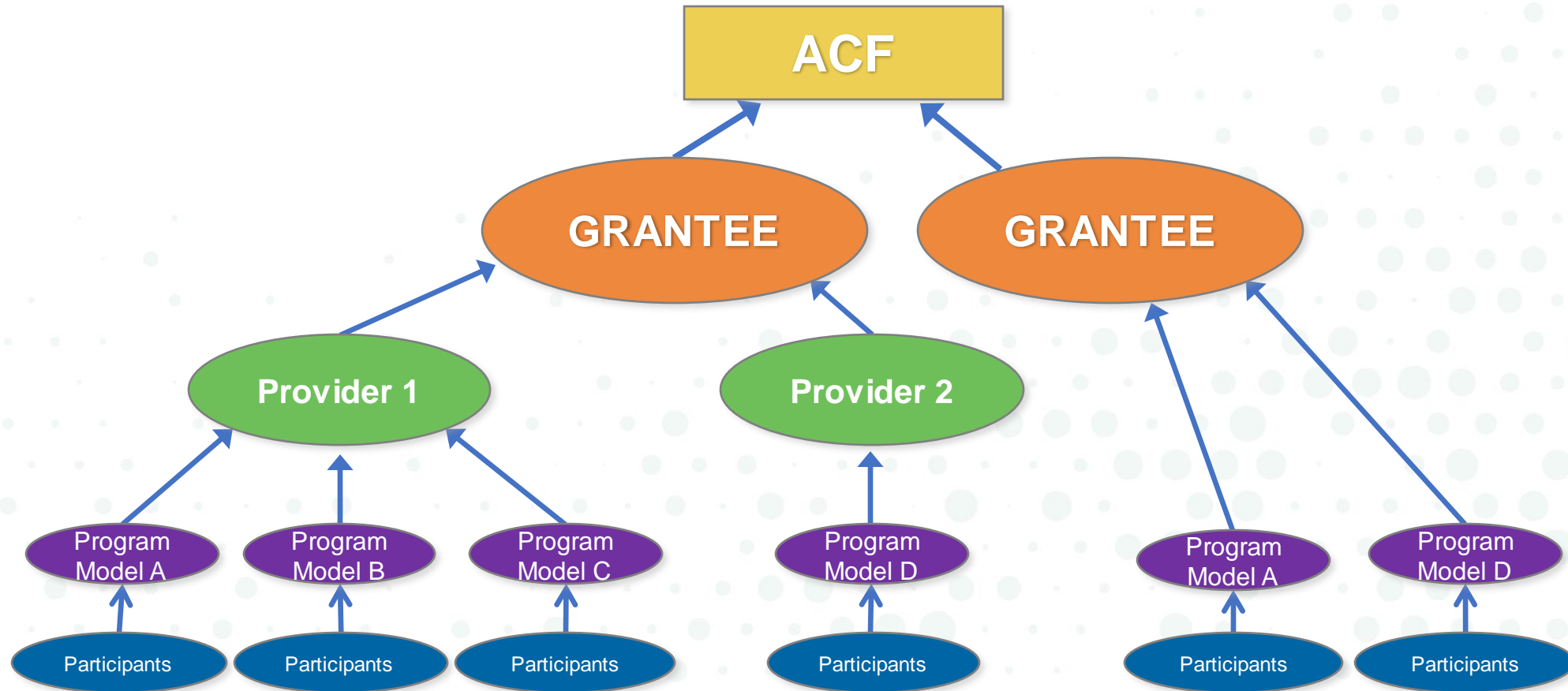
# OVERVIEW OF SRAE PERFORMANCE MEASURES



# THREE CATEGORIES OF SRAE PERFORMANCE MEASURES

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

# LEVELS OF SRAE PERFORMANCE MEASURES





## KEY DEFINITIONS

- **Grantees** receive SRAE funding directly from FYSB
- **Providers** implement SRAE programming directly with 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



# MEASURES OF STRUCTURE, COST, AND SUPPORT

## GRANTEE

- Operational status related to COVID-19
- SRAE funding
- Grantee staffing
- Training, technical assistance, and observation
- Numbers of providers and youth

## PROVIDER

- Provider funding
- Provider staffing, training, and observations
- Implementation challenges and needs for technical assistance

## PROGRAM MODEL

- Core curriculum
- Supplemental program elements
- SRAE topics addressed
- Intended delivery hours
- Target populations

## MEASURES OF ATTENDANCE, REACH, AND 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 percent of youth were in specified highly vulnerable populations
- Number of youth completing at least 75 percent of intended program hours
- Number of program hours delivered for each cohort

**PROGRAM  
MODEL**

## INFORMATION ON PARTICIPANT SURVEY ADMINISTRATION

For entry survey and, separately, for exit survey:

- Mode(s) of data collection program used
- Whether program received an approved waiver letter from 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

**PROGRAM  
MODEL**

# MEASURES OF PARTICIPANT CHARACTERISTICS, PROGRAM EXPERIENCES, AND PERCEPTIONS OF PROGRAM EFFECTS

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

**PARTICIPANTS**

## DATA COLLECTION AND SUBMISSION SCHEDULE

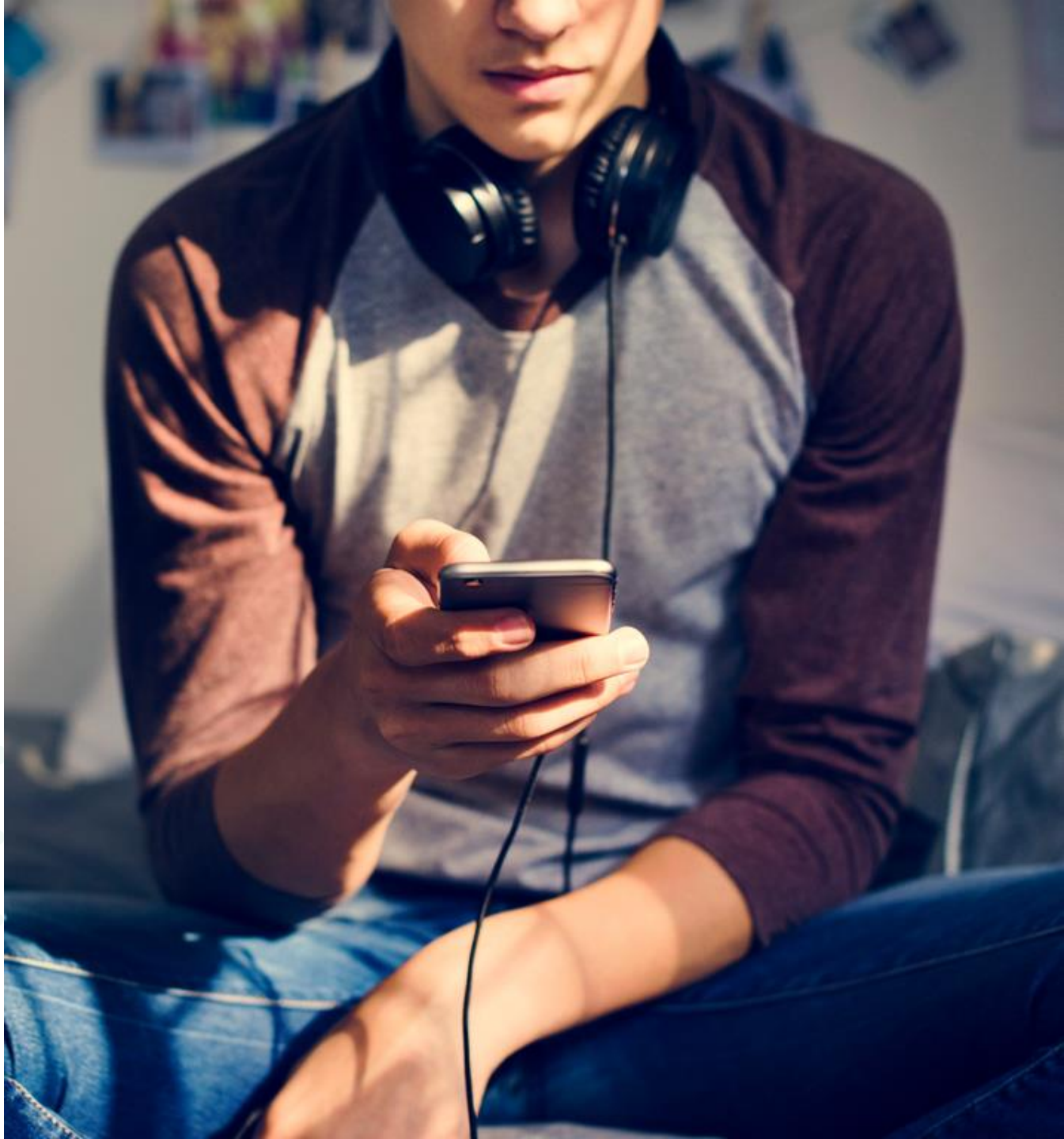
Measures to be Collected	Frequency of Submission	Data Collection Period	Data Submission Period
Structure, cost, and support for program implementation	Annually	<ul style="list-style-type: none"> <li>October 1– September 30</li> </ul>	<ul style="list-style-type: none"> <li>July/August</li> </ul>
Attendance, reach, and dosage	Biannually	<ul style="list-style-type: none"> <li>January 1 – June 30</li> <li>July 1 – December 31</li> </ul>	<ul style="list-style-type: none"> <li>July/August</li> <li>January/February</li> </ul>
Participant characteristics, perceptions of program effects, and program experiences (entry and exit surveys)	Biannually	<ul style="list-style-type: none"> <li>January 1 – June 30</li> <li>July 1 – December 31</li> </ul>	<ul style="list-style-type: none"> <li>July/August</li> <li>January/February</li> </ul>

# FIRST DATA SUBMISSION FOR NEW GRANTS: SUMMER 2024

Measures	Data will cover	Data Submission Period
Structure, cost, and support for program implementation	October 2023–September 2024	July/August, 2024
Attendance, reach, and dosage	Youth who ended programming January–June 2024	July/August, 2024
Participant characteristics, perceptions of program effects, and program experiences (entry and exit surveys)	<ul style="list-style-type: none"><li>• Entry survey: youth who began programming January–June 2024</li><li>• Exit survey: youth who ended programming January–June 2024</li></ul>	July/August, 2024



# SRAE PARTICIPANT ENTRY AND EXIT SURVEYS



# PARTICIPANT ENTRY AND EXIT SURVEYS



- Survey question responses are voluntary and anonymous
- There are separate versions of the entry and exit survey for middle school age youth and for high school age or older youth
  - 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

# PARTICIPANT CHARACTERISTICS (ENTRY AND EXIT SURVEY QUESTIONS 1-7)

**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

**NOTE:** The response categories for the age and grade items differ in the middle school version and high school and older version

# PARTICIPANT BEHAVIORS (ENTRY SURVEY QUESTIONS 8-15)

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

Question Numbers	Constructs	Version
8	Alcohol, tobacco, or other substance use	MS and HS+
9	Healthy decision-making, self-regulation, healthy relationships	MS and HS+
10	Goal setting, focus on the future, self-sufficiency, healthy relationships	MS and HS+
11	Healthy relationships; how to resist and avoid, and receive help regarding, dating violence and sexual coercion	MS and HS+
12	Success sequence	HS+ only
13	Sexual intercourse	HS+ only
14	Pregnancy	HS+ only
15	Sexually transmitted infection	HS+ only

# PARTICIPANT PERCEPTIONS OF PROGRAM EFFECTS (EXIT SURVEY QUESTIONS 8-14)

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

Question Numbers	Constructs	Version
8-12	Topics similar to Entry Survey “Has being in the program made you more likely, about the same, or less likely to ...”	MS and HS+
13-14	Participant plan and reasons to abstain	HS+ only

# PARTICIPANT PROGRAM EXPERIENCES (EXIT SURVEY QUESTION 13 OR 15 )

**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?				

**NOTE:** The questions number for this item differs in the middle school version and high school and older version



# ENTRY SURVEY VERSION FOR ANY GRANTEES CONDUCTING IMPACT STUDIES

- Impact evaluations are optional (unlike the performance measures)
- This version of the entry survey is only for grantees who have chosen to conduct impact studies
- The impact version includes a subset of the questions in the main version: Questions 1-7
- There is no impact version of the exit survey

# **SRAE Participant Entry and Exit Surveys**

## **Measures Guide**

**Updated January 2022**

This document provides information on the performance measures included in the Sexual Risk Avoidance Education (SRAE) participant entry and exit surveys, including the category, source, and purpose of items. 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 all items in the SRAE participant entry and exit surveys that grantees will administer. **There are also shorter versions of the entry surveys for programs participating in impact evaluations. Items excluded from the impact entry survey versions are indicated by a note in the table title. Programs participating in impact evaluations will use the same version of the exit survey as other grantees.**

# QUESTIONS, ANSWERS, AND COMMENTS





## GRANTEE REQUIREMENTS AND EXPECTATIONS

# PERFORMANCE MEASURES REQUIREMENTS

- Each grantee is required to gather and submit performance measures data as part of their grant responsibilities

# PARTICIPANT ENTRY AND EXIT SURVEY ITEMS CANNOT BE CHANGED

- Items must be consistently collected across all grantees and their subrecipients with no variation
- The Office of Management and Budget (OMB) requires that grantees not make changes to:
  - Items included
  - Item wording
  - Order of items
  - Response categories
  - Skip logic



# ADDING ITEMS TO THE SURVEYS

- Grantees may add other items to the entry or exit survey, with the following conditions:
  - All OMB-approved items must be administered first before any additional items
  - Grantees must insert the following phrase between the last OMB-approved item and the additional item(s):
    - *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.*
  - Grantees should not submit additional measures to ACF

## OBTAINING LOCAL PARTNERS' APPROVAL

- FYSB recommends that grantees:
  - Immediately share the surveys with their subrecipients
  - Ask partners about any local approvals they need to collect data

### Examples of questions to ask local partners and implementation sites (see Questions to Guide Discussions with Partners handout)

#### *Policies & Practices*

- What are your policies and practices related to data collection?
- What types of data collection are allowed?

#### *Processes*

- Is there a review process for approval to collect data? If so, what is it?
- If there isn't a review process, whose approval is needed?

# INSTITUTIONAL REVIEW BOARD (IRB)



## THE IRB'S ROLE

- An IRB is 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
- FYSB strongly encourages grantees to seek a ***Letter of Determination*** from an Institutional Review Board (IRB) about:
  - Whether the performance measures must be reviewed by the IRB, and
  - If yes, what type of review will be needed

# FOUR ACTIONS IRBs MIGHT TAKE

1. Determine that 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

# FACTORS IN DETERMINING IF IRB REVIEW IS NEEDED

Typically, IRB review is required for research projects for which:

- Data are collected through intervention or interaction with people
- Personally identifiable information (PII) is collected from people (e.g., full name, date of birth) or sensitive personal questions are asked
- Data will be analyzed for research reports that contribute to generalizable knowledge



# FACTORS IN DETERMINING IF IRB REVIEW IS NEEDED, continued

- Performance measures data collected by SRAE grantees are used for performance management—rather than for research purposes—and therefore may be considered exempt by some IRBs
- Your local IRB will determine whether or not performance measures are exempt from IRB review/approval
  - Some IRBs have a short application that grantees can submit to learn whether a data collection requires IRB review
  - The IRB will issue a determination letter that states whether the data collection requires IRB review

# IRB PROCESS TIMELINES

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

## INFORMATION TYPICALLY INCLUDED IN IRB APPLICATIONS

- Rationale and purpose of the data collection
- Number of participants to be recruited and their characteristics
- How prospective participants will be contacted and selected
- 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

## DOCUMENTS THAT MIGHT BE REQUIRED AS ATTACHMENTS TO THE IRB PACKAGE

- Data collection instruments
- Recruitment materials
- MOUs for partner organizations
- Consent and assent forms
- Protocol for identifying and responding to distress and disclosures
- List of resources to refer youth who may experience distress
- Survey administration script
- Staff confidentiality agreement
- Any IRB-specific submission forms

# WHAT TO EXPECT AFTER SUBMITTING AN IRB APPLICATION

- After the IRB reviews your application:
  - It might ask for more information or request changes to your data collection forms
  - If no additional clarification or changes are required, the IRB will grant approval
    - Keep the IRB approval form for your records
- IRBs typically requires approval to be updated annually

## FINDING AN IRB

- Identify local IRB
- Check with your partner organizations
- Search the HHS Office of Human Research Protections database: <http://ohrp.cit.nih.gov/search>



# WHY INFORMED CONSENT AND YOUTH ASSENT IS 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

# INFORMATION TO PROVIDE TO PARTICIPANTS ABOUT THE INFORMED CONSENT PROCESS AND 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

# REQUIRED DATA PRIVACY AND SECURITY PROTOCOLS



# GOAL OF THESE GUIDELINES

Secure all data, including:

- 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
- Destroy PII after five years

# 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:
  - Store 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
  - Lock hard copy consent/assent forms, rosters, and attendance sheets in a filing cabinet and use identification numbers in the electronic survey dataset

# LOCAL DATA TRANSMISSION

## HARD COPY DATA

- When data collectors send completed surveys to the grantee 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 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

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## 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.



## FOR QUESTIONS AND ADDITIONAL INFORMATION ABOUT SRAE PERFORMANCE MEASURES

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



# QUESTIONS, ANSWERS, AND COMMENTS





## UPCOMING TECHNICAL ASSISTANCE EVENTS

Event	Date
Submitting data to the SRAE Performance Measures Portal (winter 2024)	January 11, 2024 3:00 pm–4:30 pm ET
Using the SRAE Performance Measures Dashboard	March 14, 2024 3:00 pm–4:30 pm ET

PRESENTED BY

