Asynchronous virtual program delivery: Considerations for implementation and evaluation

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1:00–2:00 p.m. ET

Webinar transcript

Jane Choi:	We are being recorded, and today we're going to talk about asynchronous virtual program delivery, and we'll be talking about implementation issues and then some evaluation issues … Derek, would you mind going to the next slide?

We'll start today with introductions of me and Annie, and then our grantee panelists, and then I will go over what asynchronous delivery is and why grantees might use it in [their] approach, and then we will have our grantee panelists discuss their experiences. So, PATH and San Diego Youth Services are joining us, and Annie will talk about building and informing your asynchronous approach, and about challenges and opportunities. Next slide, Derek.

We have a few options to participate in the discussion, which we hope that you all will do. If you want to participate verbally, you can click the small hand-raise icon. It should be in the bottom right-hand corner, or in the middle, if you have the chat open. And if you raise your hand, then either Derek or I will unmute you, depending on who is host at the moment. And then we will say verbally that you're unmuted so you know that you can start speaking. Next slide, Derek.

If you want to participate through the chat box, you can click on the chat button at the top right, and once you do that, the chat will open up, and then there's a drop-down menu that allows you to send your message to groups of people, so you could send it to the host, presenter, the panelists. We recommend you select "All participants," and that way you know everybody who is on the call will see your message. I kick this off just to say welcome, join our discussion, so I hope you all will chat or raise your hand if you want to chime in or if you have any questions. Next slide, Derek.

We wanted to kick things off with a poll, and so we want to hear from you all about what your status is related to asynchronous delivery. Asynchronous delivery is the opposite of live delivery, so, you know, there's a couple of options that we give you. The first is that you're using a full asynchronous approach. The second is that you're incorporating elements of live and asynchronous elements into your virtual delivery. The third is that you're currently using a live delivery method but you want to learn more about incorporating asynchronous elements. The fourth is that you haven't yet started offering programming virtually, but you're here to learn about different approaches. And then five is other, so it's the catchall. So, Derek, do you mind opening up the poll? You all should see this poll on your screen, and you can click one of the buttons to indicate what your status is, and you have 45 seconds.

Okay, so, thank you all for participating in the poll, and it looks like a lot of you are currently implementing both synchronous and asynchronous elements into your

	delivery. There's a good number of you all who are wanting to learn more about asynchronous elements or implementing asynchronous elements, but you're currently implementing live. And then my poll results closed, but it's nice to see where you all are, and thank you so much for participating. I'm hoping you all will get something out of this conversation, and that you'll learn something about asynchronous delivery. I'm the host, so I will move forward in our slide deck. Sorry, Derek, it's not letting me click that.
Derek Mitchell:	Hey, Jane, so you just want to hit the arrow key in the middle of the screen to go forward.
Jane Choi:	Okay. And if I don't see an arrow key in the middle of screen? Oh, I see it now. Thank you. There we go.
Derek Mitchell:	You're welcome.
Jane Choi:	All right, so I'll kick this off with introductions. I'm Jane, and I'm a researcher at Mathematica, and I am one of the TA [technical assistance] liaisons for TPP19 [Teen Pregnancy Prevention 19] grantees. Annie?
Annie Buonaspina:	Yeah, and I'm Annie, a research analyst at Mathematica, and I'm also a TPP19 TA liaison.
Jane Choi: Great.	And then, Donna, do you want to introduce yourself and PATH?
Donna Golob:	Hi. I'm Donna Golob. I'm the executive director at PATH. We are currently a TPP19 grantee doing the Remix program, using positive potential curricula in urban communities of northwest Indiana.
Jane Choi:	Thank you, Donna. And, Jessica, do you want to introduce yourself and San Diego?
Jessica Chapman:	Sure. Good morning, everybody. My name is Jessica. I am the TPP program manager at San Diego Youth Services, and we currently implement [the] new policy plus curriculum in San Diego.
Jane Choi: Great.	And then, Nicole, do you want to introduce yourself?
Nicole Villa:	Yes, I can. My name is Nicole Villa and I work under Jessica Chapman at San Diego Youth Services as a prevention specialist, implementing the curriculum into our schools.
Jane Choi:	Great. Thanks, everyone. All right, now I will give us an overview of what an asynchronous approach looks like and why grantees might choose to use this approach. Asynchronous delivery is a program that's implemented without real-time interaction, so it's not implemented live. Delivery modes might include previously recorded videos that you post on YouTube, for example, [and] worksheets, interactive activities that participants do independently, or participating in discussion forums—again, this is something participants would do on their own time.
	There's a lot of different ways participants can access the program if you're using an asynchronous approach, so you could have online platforms like Google Classroom. You could provide them materials that are electronic using a flash drive, or you can

provide hard copies, like a paper packet that has worksheets in it or, you know, a book that has the content.

In a fully asynchronous program, everybody is engaging independently with the material, and they might submit assignments to the educators or facilitators who are implementing the program. Some examples include, like, Khan Academy where people are watching the videos on their own time and completing the full program on their own. There are hybrid approaches that incorporate both live and asynchronous components. So these might be if the facilitator prerecords videos of help content, uploads them to YouTube, and then asks participants to watch them on their own time, and then the facilitators and participants can meet on Zoom once a week or so, summarize what they learned, and have discussions, and then engage in any activities together on that Zoom call.

There are lot of different reasons that you might take an asynchronous approach. One of them could be that your site partner is implementing things asynchronously and wants you to do the same. For example, you might be working with a network of schools, and they are doing everything asynchronously and they think it might be kind of harder for you to get participants on board to you use a different platform or a different method, so you might just follow suit with what they are doing. Another reason is you might be working with a population who doesn't have regular or, you know, consistent Internet access, and so they might not be able to livestream. This we've heard from some grantees who are working in rural settings.

You also might use an asynchronous approach if you're serving a population that wants the material but they don't really have a flexible schedule. For example, you might be working with team parents or people who have an intensive work schedule, and they can kind of fit in the asynchronous program into their schedule as they have free time. You could also take an asynchronous approach because your program team needs flexibility. You might have facilitators who are working with a lot of different groups, and they can actually record the lecture portion and have all of the participants stream or watch that on their own time, and then do more in terms of the live discussion; so it kind of frees up whoever is implementing the program to not have to deliver the content multiple times to a lot of different groups. And then it's also an approach you can take if you want to serve a really large number of students: you can just kind of send them out the materials, and they can do the programming on their own.

I'm going to now turn this over and open it up for some discussion with our panelists. We want to hear from PATH and San Diego Youth Services about their experiences implementing asynchronously in the spring, and then also to hear about, you know, how their approach has evolved and why their approach has evolved, and then we'll have some time for questions. I want to give a plug that you are welcome to raise your hand using the small hand icon or to type into the chat window if you have any questions or you want to participate in the discussion as people are speaking. I'm first going to turn it over to Donna with PATH. So, if you can describe your asynchronous approach from the spring and how this approach evolved, that would be really great.

Donna Golob: Sure, I'd be happy to share. We started out in March, like many people did, wondering what we were going to do when all of our schools closed. We serve almost completely in-school programming, so when the schools all closed on March 13, we had to go to the drawing board very quickly, and to coin a phrase, we learned while the plane was still flying. We had some schools that were like, "Get us what you can. Anything you have to offer, we want to continue programming, we're happy to do it." We had other schools that were like, "We're still trying to figure this out, so we're not going to be able to continue what we're doing." So we had a lot of stuff going on.

And what we decided was the best thing to do was exactly what Jane had talked about—we created a YouTube channel. We took to Zoom and we had educators in their home with split screen, because most of our programming we do teaching, so we had split screen with Zoom, and we just recorded that, talking through the pieces. It was not the most engaging, but it got the content there, and we knew pretty quickly that we were going to have to figure something else out for exactly how to do it, so we added some Google Docs and some information that they could download, because it was simply talking heads and we knew that that was not going to be engaging.

The other thing that we found out fairly quickly was that students were not staying connected. They would connect and they would listen for 8 to 12 minutes, and then they would go to their Facebook page or their Instagram or they were checking emails and they were not really engaging. They may still be on the screen in the background—and I know we've all probably been guilty of this in this new world that we're trying, right? You can hear them talking in the background, but we're still checking our emails and still doing other things. We've become great at multitasking, and we found that our youth were doing the exact same thing, so we knew that we needed to do something to really be more engaging. And so over the summer, we spent a lot more time really doing adaptations of programming, and now we have kind of a hybrid program that we'll offer this school year that includes both virtually live and virtually recorded information. I don't know how far you want me to go, so I don't want to run into the slides that are next.

Jane Choi: I had myself on mute, but, yeah, that's really great. I did want to ask, how did you know that youth were multitasking?

Donna Golob: Every time we'd go to some behind-the-scenes work, and our teachers who were using the Google Classroom primarily . . . were letting us know that students were not staying connected. They could see logoff times. They would bring out the PDF files that we had shared and different things like that, so there's some behind- the- scenes work, which was] kind of embarrassing. Well, there's some behind-the-scenes analytics that the classroom teacher could see to know how engaged their students were when they were supposed to be on the lessons.

While we had provided a link for our YouTube channel, this was a time taught by the teachers that the students supposed to be participating. The classroom teacher was

observing who was there, who wasn't there, taking attendance, and doing all of their normal virtual classroom series.

Jane Choi: Great. Thanks so much. And I want to just open it up and hear if there are any questions from anybody or any comments that they want to share. Okay, well, we will have more time for questions and comments. So, Jessica and your team, do you want to share what your asynchronous approach was in the spring and if there were any evolutions to your approach?

Jessica Chapman: Sure. I'll be as brief as possible, and, Nicole, if you want to fill in any bits that I missed, just let me know. We went into lockdown in California, in particular. It was March 15, 2020, and we were set to implement at one of our school sites, and we're already implementing in the other one when California went into the stay-at-home order.

We had the huge challenge of having to implement at two different sites with two very different needs. At our school site, Stone Canyon, they had already had an initiative where all their students had Chromebooks and access to technology, so we were able to do a fully asynchronous implementation of our curriculum from the end of April through to June. And I'll share with you a little bit of our results.

But the other school site was in our rural part of east San Diego—and everybody always laughs, no way, San Diego's not rural. Yes, it is. Trust me. And this school site in particular has a lot of needs; to provide some context, the school site actually doesn't even have any stoplights, and I think there is only one or two stop signs in the whole community, so it's very rural, it's very out there. So, the school did not have an initiative at this time to provide the students with technology. What we wound up doing is the asynchronous model, where we provided the entire remainder of the curriculum in an asynchronous platform through Google Classroom, and then we made packets that we sent home with the kids who did not have access to the technology. We just really wanted to finish up the semester with them, and we were about halfway through. The overall findings were not great. But we also understand that the kids, as well as everybody else out there, is dealing with a myriad of different challenges right now.

We used YouTube to record our entire lesson, and we have a private YouTube account. And then what we did was we embedded that into our Google Classroom, which we shared with Stone Canyon and Mountain Empire High Schools and not the entire school [system]. So, it was really great, because we just made do. My partner is British, and the saying they had back in the second World War was "Make Do and Mend." And that's what we did.

We didn't have a lot of engagement, similar to what Donna was sharing. Because we're watching the videos, you have to use the analytics' abilities to see how long a user is watching the video. The videos were roughly 35 to 40 minutes, and students were engaging in it for no longer than 5 to 7 minutes. At Steel Canyon, our site where we worked completely virtual with no packets, we had enrolled roughly 250 kids and 187 competed; that means that they watched at least some of the videos and they turned in their lesson wrap-ups at the end of each week. Not a lot of engagement, but

definitely a good iteration to understand where the next iteration would go, and I think the big takeaway that we realized from that is that you cannot record a 45-minute video and expect young people to sit at their computer to watch. We went back to the drawing board in the summer and we came up with something totally different; we'll share that in a little bit.

Jane Choi: Thanks so much for sharing. It's really interesting to hear how you and Donna both had some of the same takeaways that long videos may not be the best tactic. I want to open it up and see if there are any questions from our audience or any comments.

Kim Hunt: I did want to add. This is Kim, and I'm the evaluator for the program, with Jessica out here in San Diego, and we did evaluations with the kids, focus groups with the kids virtually. For the most part, that worked out really well in places, as Jessica mentioned, [like] Steel Canyon, that had already sort of been a part of the virtual environment. It worked out extremely well: the teachers were on, the facilitators were on, and the students were pretty engaged in those. The rural community did not have their technology up and running soon enough, but we're going to try it now in a few weeks and see how it works with them now that they have technology. But there was a way to actually get to the kids for the evaluation piece and focus groups.

Jane Choi: Great. That's really helpful information, and we do have a question in our chat, so this could be for either Donna, Jessica, or anyone else in the panel. Jelaine asks, "Can you repeat how you checked to see how long participants were watching the videos?"

Jessica Chapman: Yeah, so we had a YouTube channel, or we do have a YouTube channel, and it's a private YouTube channel. There's different ways of accessing. You can have your YouTube be created. We wanted to share ours as private because the curriculum is trademarked and, obviously, shouldn't be shared. And so, when you create a YouTube account, you're able to go into your account on YouTube and look at each of your videos and see how long the user engaged with that video. And they do ping it based on each individual user. It's really convenient and that's free—we didn't need to pay for that. And that's how we gathered our information.

Donna Golob: Yeah, so I'll just add to that. In some of ours, we had the YouTube channel, like I had mentioned, and in others we had Google Classroom. Evidently, there's a similar usage and analysis on both of them.

I will say this, it was not for our TPP program but for one of the programs we have, we had a team that is a little more technically creative and savvy, and they did a green-screen, full-person presentation. They were able to act out some of the demonstrations and stuff, so rather than just talking heads, you were able to see full people totally engaging, and students did stay on those videos longer than where it was just from the shoulders up and talking heads.

As we're getting into this new school year and we're using the hybrid method, we really are working pretty diligently to be more animated in the way we do this, and to do as much full-body presentation as we can so that we're not just talking heads. The kids are used to watching other people play video games. It's kind of this new YouTube thing that kids do, and so they're used to seeing someone with headphones

talking on the side of the screen while activity is happening on the screen. In those cases what we've done is have our presenters presenting, but our PowerPoints are animated so there is motion to them and there is movement to them, and it's just not words on a screen. We're anxious to see if that formula gives us better outcomes. We don't know that just yet, but we think that it will.

Jane Choi: Thanks, Donna, that's really helpful information. We have another question in our chat. This one is from Christopher. "So, what was your process to obtain student assent and parent consent?" I'll let either Jessica or Donna [answer]—and he has a second question, which I'll pause on until we hear about the assent and consent.

Jessica Chapman: So, for us, for last semester, we had already done the process of letting parents a know that we were implementing the TPP curriculum at Mountain Empire High School. We were lucky enough to have that done. At Steel Canyon, on the other hand, we didn't, obviously, have that sort of implementation yet.

So we're different from a lot of states—I apologize to other states, I'm bragging right now, but that's what I'm going to do. We have a law in California that's called the California Healthy Youth Act, which essentially says that every young person in California needs to increase comprehensive science-based sexual health education, once in middle school and once in high school. And part of that stipulation is that parents have to passively consent. In other words, if a parent wants to opt their child out or a guardian wants to opt their child out, they have to submit in writing to the teacher or the principal prior to implementation.

The way that we let them know at Steel Canyon, for most of this year, is we have a letter that we send out to the parents via email in English and Spanish that says this is what we'll be doing and this is how we'll be doing it. And then we also have a link to the California Healthy Youth Act law, and then we have an outline of each of the lessons and how that is going to play out. And this semester we've actually created a Google site, which we'll talk about a little bit later. For our second iteration of our second asynchronous model, where we actually have a parent info site and the parents can click through it. It has all the information that I had already talked about, plus resources for parents if they need it.

For example, we have links to Amaze.org, and its videos are really targeted for young people like preteen and middle-school age, as well as elementary age; it's short, succinct fun videos that are talking about sex-ed topics, and there's a parent page, too. So we link it to the parent page. We also link to the school district website and a detailed outline of what we would be talking about. That's how we're currently doing it and how we did it last semester.

Jane Choi: Thanks so much.

Donna Golob: In Indiana, [it] is actually the opposite of what they [do] in California. In Indiana, they require that all parents receive a 30-day notification of any sex education that's happening in in the classroom at all, and then the consent form and then a ten-day prior-to instruction notification reminder that this is happening in your classroom today unless they have opted them out. We're still using PATH's opt out, so we have

a pretty good rate of return. Not many students are opting out. But parents need to have a very thorough overview of what the curriculum is and a copy of the curriculum has to be maintained in the school office for parents' review. Any parent at any time can go into the school office and browse through our curriculum, take a look, and see exactly what they're getting. They can look at the survey that we give to the students, and so on.

Much like Jessica, in March, we were already midway through programming, so we just finished that program and then we started one additional school. But because of having to do the 30-day notifications, parents had already received that notification, so it was pretty easy.

As far as what we did this year, we actually utilized the school email resources. We created an email that was sent through the school email to all parents that would be participating in the program, that had a link to several different opportunities for them to review curriculum or review the survey or all the things that they would need. It was emailed directly to them along with the passive consent. Basically, if they did nothing, they were consenting. If they did not want the students to participate, there was a place there to fill out that request and then send it back to the school. So that was all done, and we're using Survey Monkey to be able to do our surveys this year, so everything is being done electronically.

Jane Choi: Great. Thank you so much, Donna. All right, we had a question in this chat about lessons learned. It's like you're reading our minds, because we have a section at the end of lessons learned. So I will pass the ball over to Annie, who is going to discuss our remaining sections and make sure I do that correctly. All right, there you go, Annie.

Annie Buonaspina: Thanks. And thanks, Jessica and Donna, for sharing. They'll be sharing throughout this section as well. But I'm just going to speak a bit more about how you would learn about and inform your asynchronous approach, as it can be very different from a live approach, where you're meeting with young people and you're engaging with them directly. And we have a few group chats in this section, because we know that some of your teams—and especially [if] you shared on the poll—have already shared some asynchronous elements, and we're interested in some of those strategies and practices that you've discovered as well, doing that.

For those of you who might be just starting or, as some of you said, you are exploring this option, a key first step in exploring and kind of developing an asynchronous approach is usability testing, especially as some of you may be doing this for the first time. This is a process to gather some formative feedback from young people as you're developing content and you're developing a site that you would use to house the materials.

You can do this whether you're using your own site, like Google sites, as I think San Diego is going to speak to, or working with a partner site where you would be providing content to partners, which they would then upload. You may have a little bit less influence over the layout of the site if you're using the platform that your partner is using. But it's still good to give feedback so you can pass it along to your

partner, or you could just focus on giving feedback on the material—that is, you create and use that to shape the materials that you develop.

You can do user testing, for example, on video so you can gather things from young people about the videos that you're creating: "Did they find them engaging? Were they too long? Did they have any suggestions for how to make the videos better?" Getting that feedback before you invest in recording a whole series of videos is a good approach, because you can get some of that initial feedback on your first video and adapt your approach early on in the process. So, if you have a youth advisory group, they would be good to involve in this work, or just recruiting program alumni, really anybody who is kind of familiar with your program and could speak to that.

In terms of what that process would look like, one approach you could use, if you're putting materials up on the site, is just to provide your volunteers a list of items to find, like worksheets or videos, and then ask them to note issues they encounter [in] accessing [and] finding those materials, and then you can follow up with a focus group, where you have some questions. We actually have some sample questions that we'll share. But before we get into that, we were interested in hearing from the group, and this could also include our grantee co-presenters. But definitely in the attendees as well, has anyone used a process like this to inform your approach or gotten feedback in these early developmental phases from youth on your videos or your material or any of your content? Anyone have thoughts to share about maybe what you've learned? Okay.

Donna Golob: I can share. I know that when we were first getting started, we were asked specifically by our schools to do things in a certain way, and so we took their lead on how they wanted us to move forward. We didn't really have an opportunity to bring in any students or get student feedback. We did get some student feedback after we finished our first round with asynchronous, and asked a few questions on the post-survey: "What did you enjoy about your experience with virtual learning? Is there anything that you would suggest that we do differently? Did you find it to be engaging?" And we had all of the survey links for the post-survey sent out via email to the students or put into their Google Classroom agenda by the teacher. We had a really great return of students who participated. I should have been more careful to have the exact information in front of me when I went to respond to this question. But we had a very high response rate, and we were really pleased. The students did say that they preferred in-person, of course, over the virtual, but they also did mention—a few different comments—that they found it to be engaging, but they wished that the educators could be more responsive. I'm not sure exactly how you do that when you're asynchronous. But I think by having some of the documents ahead of time [is useful], and I know Jessica had mentioned that they were not able to have access to the electronic PDF files or whatever they had taken packets to their schools for distribution, and that's exactly what we're doing this time to start this school year. We did packet pickup, so we had purchased a little drawstring backpack. We put our workbooks in there, a pen, a little set of ear buds, all that kind of stuff so that the students are really ready to be engaged and could really participate as we go, at least having something in front of them besides just their screen.

Annie Buonaspina: Great, thanks, Donna. I see in the chat, Jessica also mentioned that they did some focus groups at the end of implementation. We're going to talk a little bit about ongoing feedback in a bit. I know both of you started asynchronous implementation so quickly in the spring that there was probably less of an opportunity to do some of this early-user testing. But also, I definitely want to emphasize the ongoing feedback. We'll get to that in a little bit, too.

If you do have some time as you're developing materials to do some of this testing, just some of the good questions to ask if you have your volunteers test out [the] material, are: "How easy or hard was it to locate the materials? Does the technology work well? Does the platform seem trustworthy? If you're showing them videos, did they find them engaging? Is there any content that was included [that] might have been different?" So that is all helpful information to get in advance as you're developing content.

But, as Donna and Jessica both spoke to as well, doing focus groups during the course of delivery is a really strong approach too, so we also wanted to touch on that. You can do this either through focus groups, feedback surveys, which I think Donna was mentioning. In some cases, you might be able to look at comments on videos to understand how youth are engaging with materials. Also, it's good to get feedback from partners, which I think a lot of you are probably doing already, just to see if the asynchronous approach is working for them and whether they feel like this was good for the students' understanding of the content as well.

Some of the things they could ask about if you do a focus group or a survey with youth who are actually participating in your program, [concern] technological issues as well as learning issues. Related to technology, did they have any discomfort using the technology? Was it working well for them during the course? Were they clear on how to access the materials in terms of which applications they were expected to use? Were they consistently able to access the materials, or did they have things like Internet connection issues or device issues?

Related to learning, were there concerns about finding time to engage with the materials, or did the lessons translate well for this mode of delivery, and then also, especially for this approach, did they feel like there was the right level of interaction to effectively learn the material? Those are all good questions to ask to help learn about how things are working and potentially shape your approach as you go.

We have another group question. This is really open to anybody. Donna spoke to us a bit already about what PATH did, and Donna and Jessica mentioned they did focus groups. Have other teams done focus groups for surveys to gather feedback about your materials, and if so, have you gained any insights about feedback from you about what you've learned? Or, Jessica, you can speak to this satisfaction survey that you mentioned as well.

Jessica Chapman: Sure, I can sort of kick it off, and maybe folks can put their responses in the chat. We did a satisfaction survey, but, you know, what's interesting is that we didn't actually do a satisfaction survey to ask them about how they did with the asynchronous lesson. It was more in general. The questions created were on how they were doing

about the curriculum itself. And so, what's great is that we kind of had that data and then we also had a bunch of other really great data—the pre-post surveys, the focus group data, and the satisfaction survey—to get a bigger picture of what the user experience was. From the satisfaction survey, we found that even if we were doing in-person implementation, they found that the content was really dry and not very interactive. And we were like, "Oh, yeah, okay, that would make sense." We really, like I mentioned before, went back to the drawing board and came up with ways to make our content, whether we deliver it in person or asynchronously or [use a] hybrid model, that would make it more engaging and interactive for the kids. We're going to share a little bit about what we did.

Annie Buonaspina: Great. Thanks. That helps. That's interesting insight. That was more about the content than mode of delivery. Anyone else have thoughts? Anything you did or things you've learned about your program?

Okay. Well, feel free to chime in at any time. I'm going to continue to the next slide. You can always chime in.

Donna Golob: I'm going to adjust one thing. Our curriculum as a whole is very demonstrative in nature, meaning that we have a lot of student involvement. We need three volunteers to come to the front of the room. Let's break into small groups and talk about this. So trying to take this very interactive and conversational curriculum to a screen, we found to be a little bit difficult. But what we were able to do by doing asynchronous was we had five or six team members who are frontline staff who would video different pieces of it, and then we were able to edit those pieces together. So they were acting out the pieces that the students would normally do. Again, I think it was to keep movement on the screen and not just someone talking through PowerPoint. So we tried to bring the engagement as if there were students in front of the room helping with the content. And I think the more that you can do that, the more engaging it is for the students, because they're not just listening to you talk while you're looking at that PowerPoint. So whether you bring animation to your PowerPoints or whether you could bring short video clips of people actually doing things, I think that increases the engagement for sure.

Annie Buonaspina: And, Donna, that was an insight that you got through your focus groups, right?

Donna Golob: Yeah. The students and the instructors in the classroom both really wanted us to be more engaging. Some of the very first pieces that we did, we just left all those demonstrations out and focused on the content, and it was just kind of falling flat, like the students weren't interested. They weren't really participating. But once we added the animation to our slides and more of the short video clips, once we started adding those pieces, then it became much more engaging and students were connecting better.

Annie Buonaspina: Great. Thanks. I wish we had some of those to share. I didn't think about that ahead of time. Okay, let's move along, because I wanted to check on analytics too, and I know Jessica and Donna had spoken about this too. But this is a great source of information, especially for asynchronous programming, because it can give you some insights into how youth are engaging that you otherwise wouldn't have. For videos,

and you're heard a bit about this already, you get things like watch time or audience attention, so if the youth aren't watching the whole video, when are you losing them? When are they doing the videos after you post? Those are some aggregate-level stats that you can get some information on to your approach. If you're using slides, there are often a number of analytics related to actual individual engagement with the slides, beyond some of the aggregate analytics.

For something like YouTube, you could look at things like when users are logging in and out, what pages they visit. And those types of analytics can be useful for evaluation purposes—for example, if you're trying to assess engagement with your program as part of your evaluation. But also, for CQI [continuous quality improvement] for informing your approach and trying to think about how you can deliver more effectively. I think one of the insights that the teachers shared, if you're looking at your YouTube stats and you're seeing students are dropping off at seven minutes of watching a video, that's going to be feedback about how long your videos should be in the future.

But it's also working out the limitations of those analytics, so sometimes they might raise questions that you need to explore more. If you're seeing the students are dropping off at a certain point and that's all the information you have, you can follow up with them to get their feedback, either through a focus group or a survey to get some of that more contextual information about what's not working for them. Analytics are also really helpful for guiding your feedback to collect efforts, in terms of, like, what you need to ask more, what you need to follow up on.

I did want to hear a little bit [more]. Jessica, especially, you had mentioned that your team uses analytics with a Google Site, and has used that to shape your approach a little bit. I don't know if you can share a little more about how you have done that or what types of stats you can get?

Jessica Chapman: Yeah, and I'd love Nicole to hop in on this as well. Nicole played a real role in getting our Google Site up and running, and so I want you to hop in if you can.

So, for the Google Site, you can embed a worksheet, Google forms, and any other, slides or anything that Google has on the Google Site. Then on the back end, as the owner of that Google site, you're able to analyze who has responded, what they've responded to, and that stuff. So that was sort of how, with the Google Site, how we were able to decipher who was completing which assignments, which assignments were even touched, and the frequency at which people were finishing things. I don't know, Nicole, if you wanted to add anything else to that Google Site.

Nicole Villa: Yeah, I can. So we track a lot of what the students did through the Google Forms, which is how we switched over from doing in-class activities to doing them, basically, doing them through an asynchronous model. We were able to track with students. They would input their student ID number, and then with that Google creates a list of all of the data—what the students put, when they responded to it, and anything that they responded to. And then we would take that data and put it into another sheet where we could track their (what we call) attendance. But basically, we could see how many students are completing the activities and when they were

completing them, as well. And then all of that data was shared with the teachers, and the teachers also had access to all of those documents as well so they could look at all the activities for their own grading purposes.

Jessica Chapman: Thank you. We did that this semester as well.

Annie Buonaspina: Yeah, thank you. That's really helpful to actually hear some of the examples of what you can get, a broad range of analytics. And I saw in the chat, Jelaine mentioned something about Powtoon. I don't know if you'd be willing to share with the group what that is? If you are, I can unmute you. And if you're comfortable sharing, that would be great, because we're all eager to learn about some of the different tools.

Jelaine Harlow: Okay. Can you hear me?

Annie Buonaspina: Yeah.

Jelaine Harlow: Okay. So, it's just like some people say they had used Mentimeter. If you Google Powtoon you can find it; it allows you to create in cartoon things, and you can create your characters and dress them, and you do the voice yourself. So you can pick furniture, just different things. You know, different settings, outside, inside, and make them your own to fit the program. So we tried that. We haven't done [this] in classes yet, but we've got RTR [Reducing the Risk], we've got decision videos and we timed some of those videos with some different things we embedded; and I'm glad to hear this, because our longest session is 29 minutes . . . and our shortest one was 9, so hopefully we'll get enough content so we won't lose them completely. But for the role plays what do we do, because we didn't want to just struggling with what to do, because we didn't want to do them ourselves. So, that's how we did it. It's neat, but it is cartoon. But it's free. You can purchase a package or you can just use the free one, and we just used the free one.

Annie Buonaspina: Got it. Thank you for sharing. That sounds interesting.

Jelaine Harlow: You're welcome.

Annie Buonaspina: Okay, we can move on to our last slide, which is about measuring learning. We've spoken a lot about getting feedback on what you think about your offerings, but we also want to understand what they're learning of the content via this approach. One way I do that is just to build in quizzes after videos to assess learning to make sure you're effectively delivering the content. There's probably an engaging way to do this with pop-up surveys, but one simple option is just to use a program like Google Form to gather the responses and the feedback in a way that was really easy to compile to ensure that students are learning the content.

So, I would love to hear from you, PATH or San Diego, about your experiences doing this, whether you had any specific methods for understanding how the students are learning and retaining content, or anyone else in the group.

Donna Golob: I can just share that in a couple of our schools, like I said, we are an assigned program and so we're part of their weekly agenda. We are using Google Forms, and we were asked specifically by our classroom teachers to create quizzes that went with

it. They are using the quizzes as part of their grade, and it's in a health class, so it seems to be working really well. We just started our first class. We did a midway-through quiz. We did 10 sessions with our programs. We're doing a short quiz after 5 sessions, and then we'll do a quiz at the end. I think one of our classroom teacher kind of reviews the quiz that we came up with and our test, and it gave us some insight on what they would like to see. I think just working, you know, classroom teachers, just like us, are working to figure this all out. It's new for them and for us.

So the more closely you can work with them [the better]. The schools that we're serving right now, they have invited us to be part of their Google classroom, so they've given us access to all of the tools, and at the end of the week, they send us the attendance sheets and kind of an overview of the analytics. We don't have access to that ourselves, but we're being shared that from our classroom teachers.

But, yeah, quizzes and tests especially now, depending on how you're bringing your program in. For us, we aligned our curriculum fairly well to meet Indiana state standards, so they're plugging us right in as part of their health class and as part of their grades, so it's worked really well for us so far, using Google+.

Annie Buonaspina: Okay, thanks, Donna.

Jessica Chapman: In terms of assessment, something that we do—and I really do encourage you all to do as well—is to hold at least one synchronous check-in with the students to see where their learning is at. We found that not being able to connect with the students at least once didn't help with engagement and building trust.

So, for all of our school sites this semester, we either do a weekly check-in or, what Donna mentioned, a beginning, middle, and end check-in, but we do ours live through the Zoom classroom or the Zoom time that is already set aside for the kids to meet with their teachers. And we'll do this for about half an hour. It's really just for us to explain what the Google Site is the first day of implementation, walk them through staff, getting to know us, getting to know the learner

And then the mid check-in or the following check-in would be, again, to go over whatever the lessons are going to be for that week, talking about what to expect, what assignments are due, and that kind of stuff—and, again, an opportunity for them to fill out or ask any confidential questions.

And then similar to Donna's group, we have Google Forms and other Google things that folks fill out to answer questions, and the pre-post surveys is [in] our organization's private business account where we can collect our Survey Monkey part, where we collect the demographic information, and then our external evaluators use the Survey Monkey as well to collect the pre-post survey.

And there was a question in the chat box about whether we developed our own questions or are the questions provided by the developer. So, Nicole, I definitely encourage you to answer that, because I wasn't involved in the nitty-gritty of that. But what we did try to do was we adapted our reflection questions that I believe we created based on the wrap-up questions from the workbooks the curriculum had provided for us.

Nicole Villa: Yeah, typically in, like, the classroom setting, we'd end with each lesson with wrap-up questions that are provided with the curriculum. And then at the end of class, the kids would get a half sheet of paper, so two short-answer questions about what they learned about. Those we developed, but the wrap-up questions were given to us, and so to transition those to asynchronous model, what we do at the end of each lesson, we have put those into a Google Form, show the kids the same wrap up questions.

And for the school that I'm implementing at, we have also included those questions that we created, with little short-answer questions about whatever the topic is for that week. So for the kids answering those, we can go back and see if they're answering them correctly or not, to see if they're actually understanding what we're going over.

We also have it set to where the kids can see what the answers are, so after they submit a form where it has right or wrong answers, they can see how they're answering and how their classmates are answering and see what the right answers were, to know if they're doing well or if they're not doing well. So not only can we see it, but the students can see how they're doing compared to their peers.

Annie Buonaspina: Thanks so much, Nicole. Appreciate that! I realize we're running short on time, so we're going to have this final slide about lessons learned, which I think have been peppered throughout this presentation anyway. But if teams want to quickly share one overarching lesson learned about how to do this well, especially if there are other teams on here thinking about maybe trying this approach, is there anything that you would share as sort of a parting thought?

Donna Golob: I think I said it a couple times. I would really encourage you to be more than just talking heads if you want your kids to listen. Whether it's animated slides or opportunities to go live here and there, you know, and mix it up a little bit. If you have the opportunity, do full-body video rather than just from the shoulders up. If there are any about the things that you like to watch, it's usually not just talking heads, so that would be probably my biggest takeaway.

And make sure you're having fun with it. I don't think it has to be perfect. It needs to be engaging, and it needs to be fun to keep their attention. We know that their attention spans are short, so don't try to lecture them for 20 minutes and then go to another subject. You need to keep your things moving, you know, every three to four minutes, a little bit.

Annie Buonaspina: Great. Thanks. And Jessica or Nicole?

Jessica Chapman: Yeah, I mean, I think it's the same kind of idea. You've got to be creative. You've got to think on your feet, see what's trending with the kids right now. That really helps engage the kids and, like I had mentioned, having an opportunity to live check in with them the first day of implementation is super important so they can see you, they can build some trust with you, and then in addition to that, they can reach out to you if they have any confidential questions. But, yeah, have fun with it and use social media. I think that's something that we don't think about, but my team up here is really great at using TikTok as a way to supplement our interactive pieces or some of the stuff that you would do in person. I think those are the two takeaways.

Annie Buonaspina: Okay. Well, thank you so much—thanks so much to Jessica and Donna and Nicole. Really appreciate your agreeing to share, and thanks, everyone, for joining. We'll be sending out these slides like we did last week. So if you have any follow-up questions, if Donna and Jessica are okay sharing their e-mails, [send them an email]. And, of course, ask Jane or me if you have any specific questions about any of our slides.

We also have some resources that you can explore more, some that are focused on analytics, and also some tip sheets about interviews and focus groups to support some of the feedback that we were talking about.

Thank you to everybody for coming. We really appreciate your attendance. Have a great afternoon.