



# Synchronous virtual program delivery: considerations for implementation and evaluation

## Small Group Discussion with the TPP19 Grantees

Annie Buonaspina & Jane Choi

Adagio Health

Boys and Girls Clubs of Western Pennsylvania

UCSF Benioff Children's Hospital Oakland and Research Center

Project Vida Health Center

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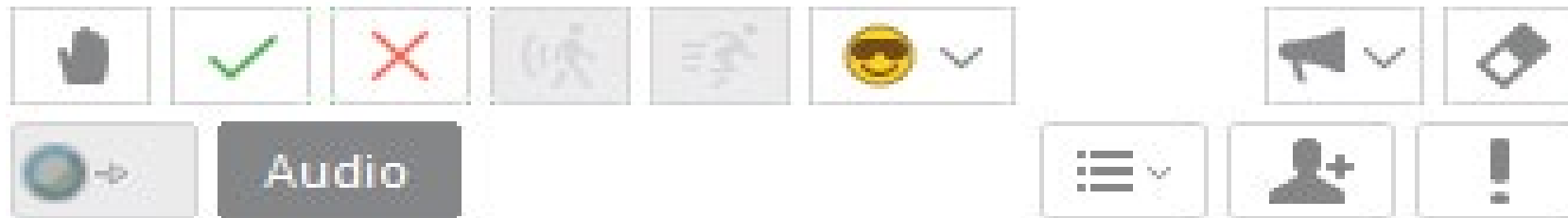
# Agenda

- **Introductions**
- **Grantee panel:** *Lessons learned about implementing virtually*
- **Evaluation considerations related to live virtual delivery**



# To join the discussion

- If you'd like to participate verbally during the call:
  - Click the small hand raise icon  in the bottom right-hand corner of the participants' panel

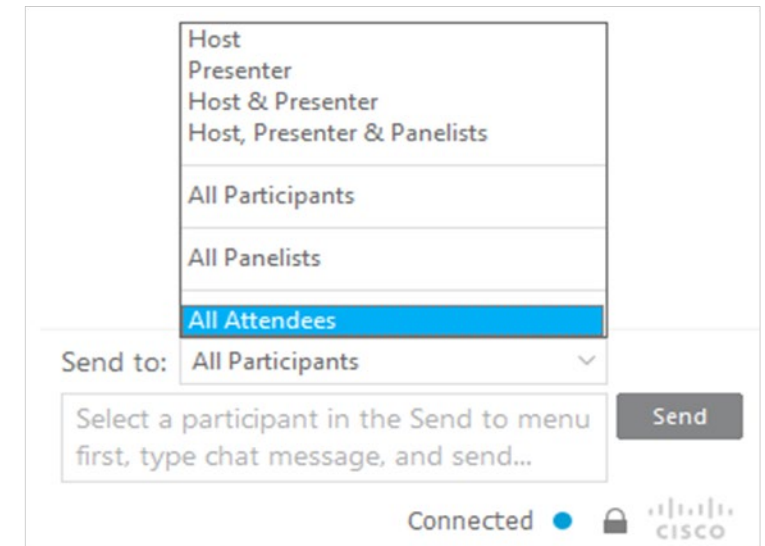
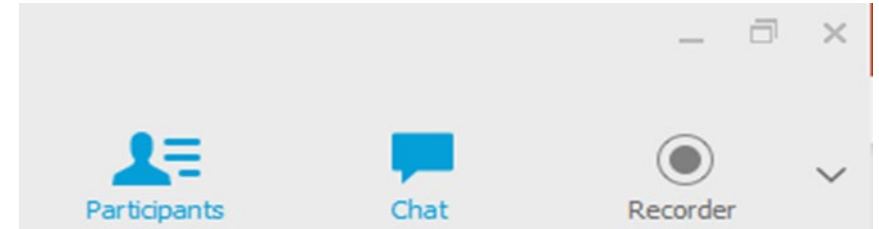


- The host will notify you that you are unmuted



# To join the discussion

- If you'd like to participate via the chat box:
  - Use the Chat bubble icon at the top of the screen
  - You may use the dropdown box to select recipients of your chat message. The current options to select from include: Host, Presenter, Host & Presenter, All Panelists, All Attendees and All Participants. We encourage you to use All Participants, which is the default.



# Poll question

What is your current status related to live virtual implementation?

1. Currently implementing synchronously
2. Will start implementing synchronously this fall
3. Considering synchronous implementation but do not have plans in place yet.
4. Other



# Introductions

- **Annie Buonaspina, Research Analyst, Mathematica**
- **Jane Choi, Researcher, Mathematica**
- **Grantee teams**
  - Adagio Health
    - Courtney Smalt, Ana Kay Yaghoubian and Maria Townsend
  - UCSF Benioff Children's Hospital Oakland and Research Center
    - Skye Timmons and Bajha Jordan
  - Project Vida Health Center
    - Carmen Zuniga and Sofia Macias
  - Boys & Girls Clubs of Western PA
    - Kara Petrosky, Kellen Hill, Janel McTaggart

# Grantee presenters

Team	Location	Curriculum	Setting	Target pop	Virtual delivery start	Platform/apps used
Adagio Health, Inc.	Pittsburgh, PA	Positive Prevention Plus (PPP)	Residential care; community	Foster youth/system-involved youth	April	Zoom
UCSF Benioff Children's Hospital Oakland and Research Center	Oakland, CA	PPP	In-school; community health clinics	Youth ages 14-24; focus on high school-age youth	June	Zoom, paired with PPP learning platform
Project Vida Health Center	El Paso, TX	PPP; Making Proud Choices	In-school	Middle and high school youth	June	Zoom, with PearDeck for Google Slides
Boys & Girls Clubs of Western PA	Pittsburgh, PA	Teen Outreach Program (TOP)	In-school and afterschool ( <i>B&amp;G Club sites and other community</i> )	Underserved students in middle and high school	June	Google Meet, with PearDeck, Flipgrid, and Kahoot!

# Virtual implementation discussion

## Re-imagining in-person activities in a virtual environment

- Adagio Health
- Questions or experiences to share from the group?





- [Raise the Baby Themselves](#)

Destiny is 15 and just came back from a doctor's appointment where the doctor told her she is 10 weeks pregnant. Shawn who is the father is 19, has graduated high school and is currently working full-time.

- [Adoption](#)

# Virtual implementation discussion

## Piloting to refine format and approach

- UCSF Benioff Children's Hospital Oakland and Research Center
- Questions or experiences to share from the group?



# Virtual implementation discussion

## Supporting successful delivery

- Project Vida Health Center
- Questions or experiences to share from the group?



# Virtual implementation discussion

## Enhancing engagement online

- Boys & Girls Clubs of Western PA
- Questions or experiences to share from the group?



# Evaluation considerations: Fidelity and quality monitoring and CQI



# Adapting tools: Observations

- You'll want to keep existing items that are still applicable (e.g., facilitator time management, knowledge of program, enthusiasm)
- **New items for a virtual format could include:**
  - Facilitator ease with the technology
  - Facilitator use of add-on features/additional methods to promote engagement
  - Youth engagement with add-on features

# Adapting tools: Fidelity logs

- **Add fields to note whether a session was delivered in a virtual or in-person setting, because you may switch back and forth and want tools that work across settings**
- **Add field to note disruptions (e.g., tech issues)**
- **If you don't already have a field on your fidelity log that allow facilitators to document changes/adaptations, consider adding one**
  - In a virtual setting, this field can be a key source for learning about promising practices
  - When facilitators note promising adaptations, try testing them in other sessions and collecting data on how it worked

# Documenting adaptations and strategies

- **Refining a virtual approach may involve both pre-planned adaptations and in-program delivery enhancements or strategies**
  - **Planned adaptations:** You may not be able to implement all in-person activities in the same way in a virtual setting, so would need to reshape activities to fit the virtual format while still delivering the key points.
  - **In-program:** A facilitator may decide to add breaks to keep the energy up during a session or a virtual icebreaker to help students feel comfortable participating.
- **Ensure your team is documenting planned and emerging adaptations to:**
  - Support CQI (e.g., testing promising adaptations)
  - Support fidelity monitoring
  - Keep of record of what worked well to help codify your approach for the future and inform others



# Conducting virtual observations

- **Group chat: From your experience so far, what have been some of the challenges with conducting virtual observations?**
- **Some of the well-documented key challenges include:**
  - Don't have the benefit of observing body language in the same way as in-person
  - Can't always determine whether young people are engaged or looking at other things on their screen
  - Not all youth are able to use their video, due to streaming limitations, which can add to the challenge of assessing engagement

# Conducting virtual observations

- Do you approach observations in the same way, or have you adapted your approach? What is different?
- One solution is to use multiple data points to form a complete assessment of online quality and engagement
- Additional data points include:
  - Engagement with add-on features, like chat box, polls, or outside apps (e.g. Kahoot!)
  - Video conferencing platform analytics reports (e.g., [Google Meet](#), [Zoom](#), etc., provide reports with analytics including attendance, retention, engagement with polls, and, sometimes, attention)
  - Surveys or focus groups with youth to gather more information about engagement with lessons

# Observing virtual vs. in-person

- **Engagement in a virtual setting may look different, as people can be more hesitant to speak**
- **Low engagement online could also be driven by alternative explanations, such as tech issues or distractions at home**
- **Consider additional data collection to help you to probe more on what you see in observations**
  - A one-time survey or a focus group about the online experience may shed light on barriers/obstacles students face to engaging
  - A low-burden option is to embed polls/questions into a session that ask for participant satisfaction with components of the online program (e.g., use Menti to ask a simple question like, “How easy or difficult was it for you to participate today?”)

Additional questions?



# For more information about presentations:

- **Adagio Health**
  - Courtney Smalt, [csmalt@adagiohealth.org](mailto:csmalt@adagiohealth.org)
- **Boys & Girls Clubs of Western Pennsylvania**
  - Kara Petrosky, [kpetrosky@bgcwpa.org](mailto:kpetrosky@bgcwpa.org)
  - Janel McTarggart, [jmctaggart@bgcwpa.org](mailto:jmctaggart@bgcwpa.org)
- **Project Vida**
  - Carmen Zuniga, [c.zuniga@pvida.net](mailto:c.zuniga@pvida.net)
- **UCSF Benioff Children's Hospital Oakland and Research Center**
  - Skye Timmons, [skye.timmons@ucsf.edu](mailto:skye.timmons@ucsf.edu)
- **Mathematica**
  - Annie Buonaspina, [abuonaspina@mathematica-mpr.com](mailto:abuonaspina@mathematica-mpr.com)
  - Jane Choi, [jchoi@mathematica-mpr.com](mailto:jchoi@mathematica-mpr.com)

# Resources

- **Observation templates to support learning and improvement**
  - [Learning Experience Observation Capture](#)
  - [Learning Experience Journey Map](#)
  - [Reflection Grid](#)
- **Additional data collection about student circumstances**
  - [Sample survey](#) to understand students' context (*source: Gary Garmon*)
- **Useful tip sheets**
  - OPA evaluation TA tip sheet on [documenting adaptations](#)
  - OPA evaluation TA tip sheet on [fidelity monitoring](#)
- **Online facilitation**
  - Global Learning Partners' [Connecting Virtually toolkit](#)