Time, People and Money: Qualitative Research Design Considerations

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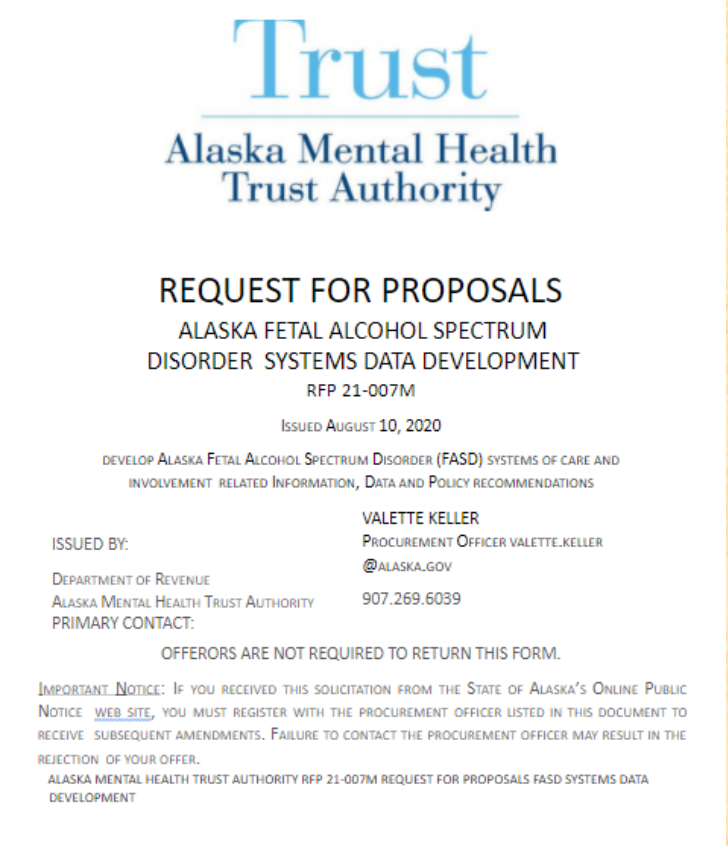
Project Purpose and Overview

- ➔ UAA contract with the Alaska Mental Health Trust Authority
- ➔ Component 3: FASD and the Educational System
- ➔ Primary Charge:
  - ◆ Map Alaska's education system
  - ◆ Conduct literature and policy review
  - ◆ Identify prevalence rates of FASD in education system
  - ◆ Contribute to recommendations for data system development



Trust

Alaska Mental Health Trust Authority

REQUEST FOR PROPOSALS

ALASKA FETAL ALCOHOL SPECTRUM DISORDER SYSTEMS DATA DEVELOPMENT

RFP 21-007M

ISSUED AUGUST 10, 2020

DEVELOP ALASKA FETAL ALCOHOL SPECTRUM DISORDER (FASD) SYSTEMS OF CARE AND INVOLVEMENT RELATED INFORMATION, DATA AND POLICY RECOMMENDATIONS

ISSUED BY:

DEPARTMENT OF REVENUE
ALASKA MENTAL HEALTH TRUST AUTHORITY

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ALASKA MENTAL HEALTH TRUST AUTHORITY RFP 21-007M REQUEST FOR PROPOSALS FASD SYSTEMS DATA DEVELOPMENT

Primary Research Questions

1. What is the existing research on education-focused FASD interventions and supports? What are the gaps in research?

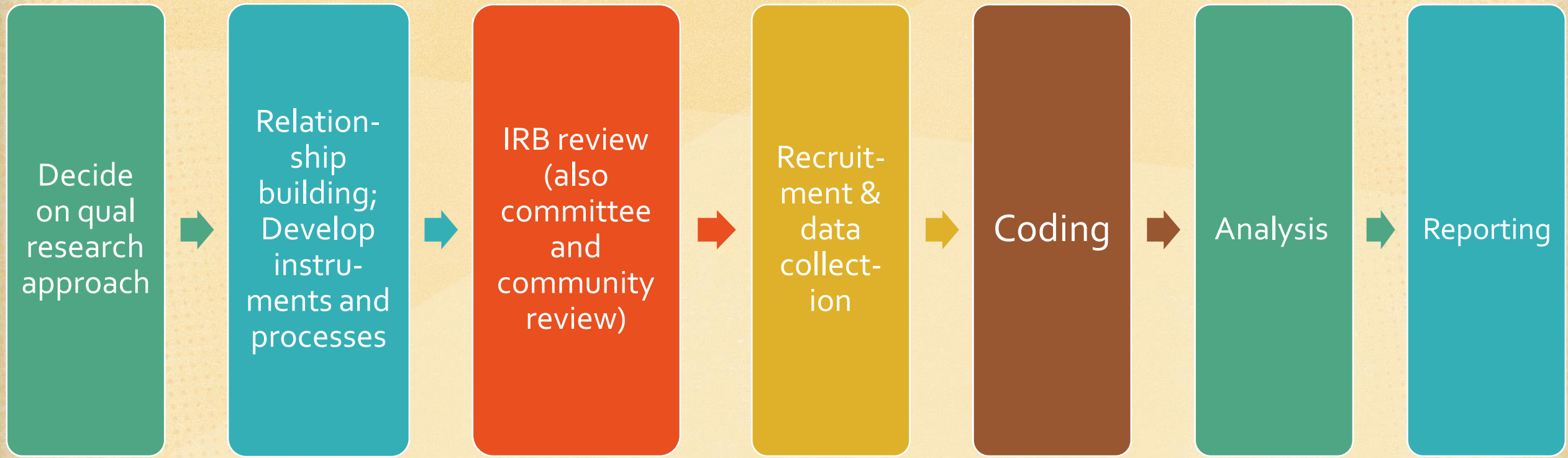
2. For educators in a public school system, (a) what is their knowledge about FASD, (b) what is their knowledge and use of evidence-based practices and external supports, and (c) what are their perceived barriers to providing services for those with FASDs, and in particular during key transition points?

3. What are families' perspectives on the lived experience of children with FASD in Alaska's education system?

Methods - Overview

- R1: Scoping Review
- R2: Educator survey
- R3: Focus Groups
- Process guided by Community Advisory Board & stakeholders

Overall Process



People

- Who needs to be involved?
- What are the qualitative research skills of the research team members?
  - Who has experience in the methodology that will be used?
- What is the level of comfort of the team members in conducting team based qualitative research?
- What are the expectations of team members?

Time

- What is the overall project timeline?
- What are the need to do and nice to do project milestones?
- Are there external deadlines/activities that will impact the project?
- How much time can team members devote at different steps of the project's lifespan?

Money

- What is the overall budget?
- What are the nice to do and the need to do activities that have a cost?
- What are the administrative processes and timelines for purchases, contracts, invoices, etc.?
- When do expenditures need to be completed?
- How often and who is monitoring the budget and expenditures?

People, Time, Money: Case Study

- Research question:

What are families' perspectives on the lived experience of children with fetal alcohol spectrum disorders (FASDs) in Alaska's education system?

- Data format: virtual focus groups

- Sample: rural and urban representation; individuals w/ FASDs who were/are students in AK schools & family members of AK students w/ FASDs; multiple groups (2-3)

People, Time, Money: Case Study (continued)

- Conceptual model: semi-structured facilitation guide
  - What were the most important things in education for you/your child and your family?
  - Can you share what educational placements and supports you/your child experienced as they moved up through the school system?
  - Was there ever a time you disagreed with those in the school system on what was appropriate? How did you handle the situation?
  - What helped with academic success for your child?
- Project roles: project administrator, recruitment coordinator, cross training for data collection, team analysis and team dissemination

People, Time, Money: Case Study (continued)

- Data collection and management: recordings, notes, no transcription

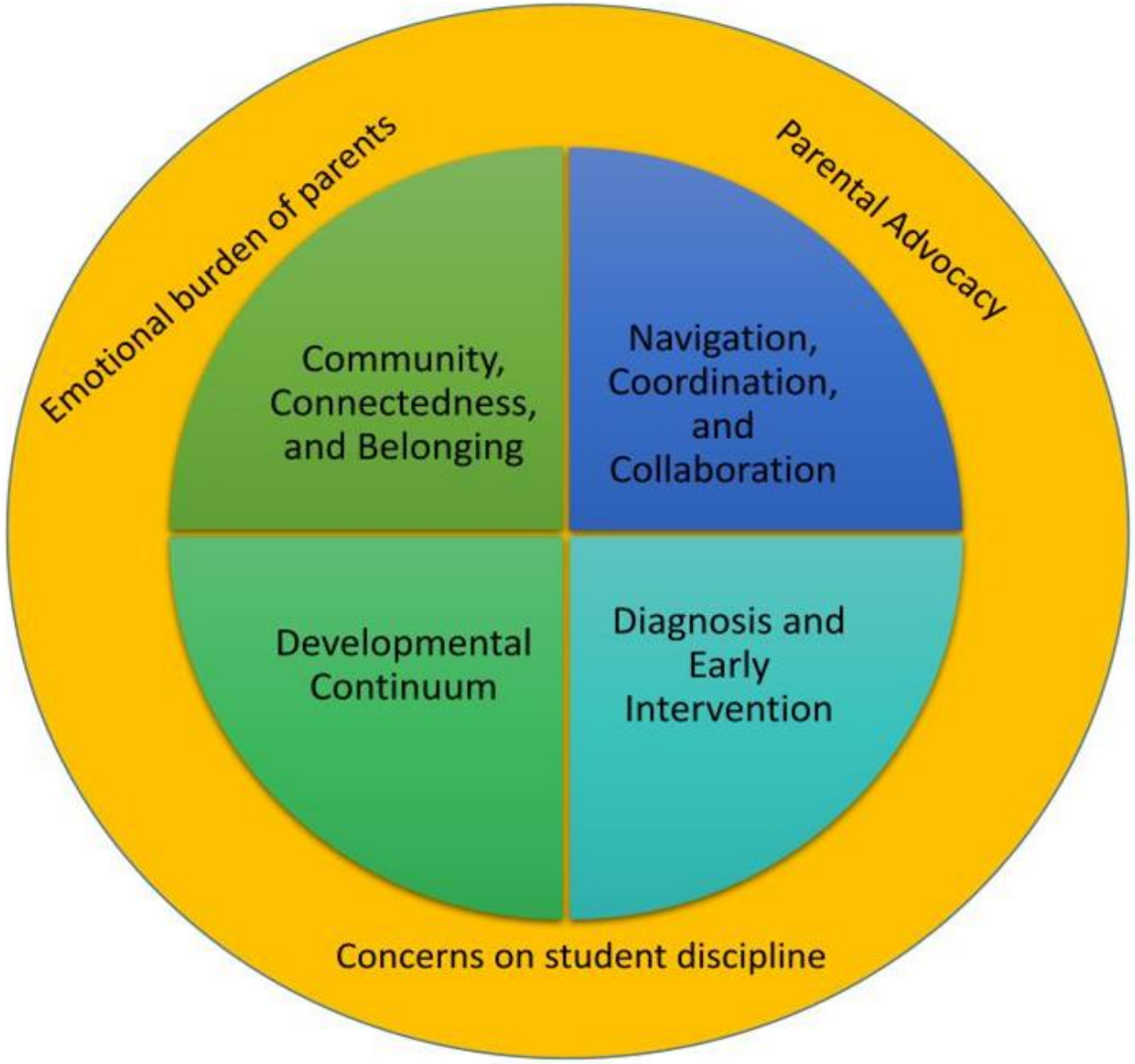
- Reliability, Validity, Rigor, Credibility, Transferability: semi-structured facilitator guide, multiple trained facilitators, triangulation of multiple data sources, member checking, results with detail and context

Focus Group Findings – Key Highlights

Consistency across participants

Member checking

Advisory Committee Role



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