

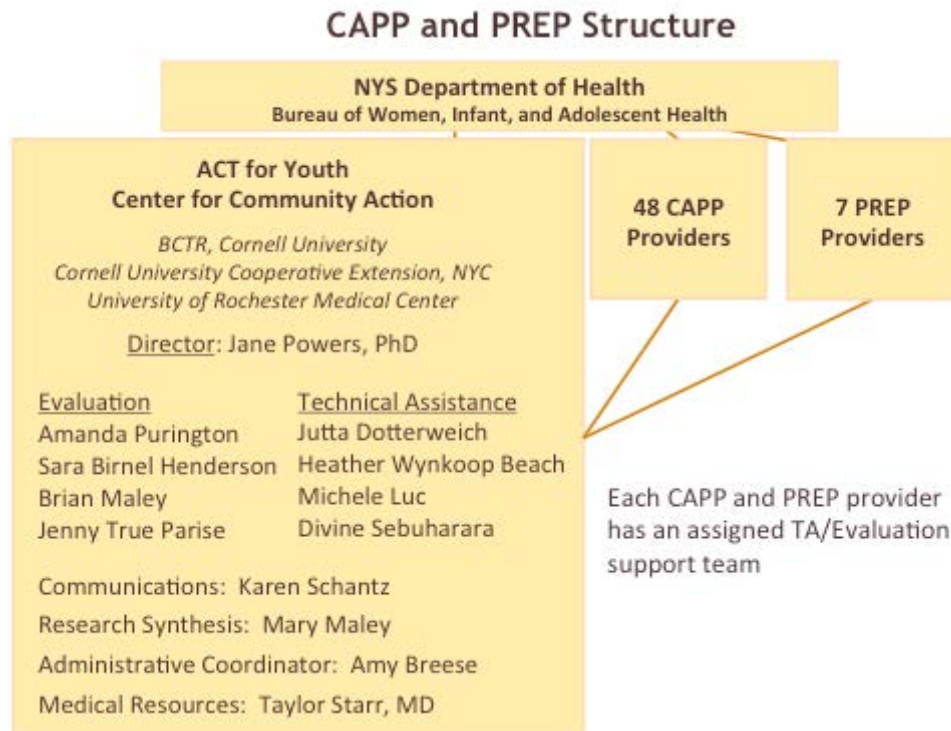
WORKING WITH ACT FOR YOUTH

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The Assets Coming Together (ACT) for Youth Center for Community Action (formerly the ACT for Youth Center of Excellence or ACT COE) is funded by the New York State Health Department to provide technical assistance (TA) and evaluation to CAPP and PREP providers in New York State. Based at Cornell University within the Bronfenbrenner Center for Translational Research (BCTR), ACT for Youth partners also include Cornell University Cooperative Extension – NYC and the University of Rochester Medical Center Division of Adolescent Health. ACT for Youth is under the direction of Jane Powers.



TECHNICAL ASSISTANCE TEAM

Directed by Jutta Dotterweich, the Technical Assistance Team works collaboratively with CAPP and PREP providers to identify and design research-based practices to achieve initiative goals. The TA Team also provides webinars and regional training throughout the year.

EVALUATION TEAM

Directed by Amanda Purington, the Evaluation Team focuses on data collection and analysis. Evaluation Team members can help you use data to meet your performance goals.

YOUR TA/EVALUATION SUPPORT TEAM

Each provider has a TA team member and an Evaluation team member assigned to work with them: the. The TA team member is the provider's primary contact. Find your TA/Evaluation Support Team here: <http://bit.ly/ta-eval-support-team> (PDF)

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TECHNICAL ASSISTANCE

Technical Assistance is a collaborative, relationship-based model of assistance and support designed to identify, select, or develop research-based solutions to address problems, needs, and goals. It is a process through which ACT for Youth and CAPP and PREP providers work together to put knowledge into practice and implement solutions customized to meet the needs of providers.

Proactive Technical Assistance brings specific knowledge and/or skills to program providers and helps them adopt and use the information and/or skills with quality. Proactive technical assistance will be provided to all programs, tailored to address needs of the initiative as a whole, rather than provider-specific needs or requests. Proactive technical assistance will be delivered through:

- Web-based meetings and webinars
- Required and recommended trainings, including online courses
- Provider Day programming
- Learning collaborative online sessions
- Website
- The Hub: ACT for Youth blog

Responsive Technical Assistance is tailored to provider needs. It can be initiated in two ways:

- The provider contacts the TA/Evaluation support team with a specific need, question, or concern. TA will be tailored to those specific needs, through a formal process to identify the problem, determine strategies for solutions, and determine the effectiveness of those strategies. This type of technical assistance will involve much more direct interaction between the TA/Evaluation support team and the provider.
- ACT for Youth initiates contact with a specific provider (or group of providers) to address a common need that may have been identified through requests or review of data. This type of responsive TA may lead to providing proactive TA.

If you have a question and you are not sure whom to contact, start with your Technical Assistance provider.

PROCESS FOR DELIVERING TECHNICAL ASSISTANCE

The TA process rolls out in distinct phases, described below. (Note: Some “TA provision” may simply be answering a quick question. This protocol is developed to be expandable in order to work with all levels of TA that are required or requested.)

Introduction Phase

This phase offers the opportunity to establish a relationship between the TA/Evaluation support team and the provider through informal but informative conversations. TA staff will contact each organization’s Health Educator Supervisor for an introductory phone call and to schedule the initial TA needs assessment.

Exploration Phase

This phase, whether initiated by the provider or the support team, involves discussion to determine what the needs or issues are. This phase may also be determined by the initial needs assessment completed during the introductory phase. Questions that may be asked in the exploration phase include:

- What are the concerns? Are they recurring?
- How has the issue been addressed before, if at all?
- What do you think is the root cause?
- What are the data telling us?
- Are there any documents, or examples of the issue?
- If several issues are identified, prioritize them. Which one is the most important to address first? Will that help with the other concerns?
- What would help solve this problem?

This part of the protocol involves using the problem solving process.

Action Planning Phase

This phase determines the specific goals, objectives, strategies, timelines, and measures of success. The Action Plan Template will guide documentation of the process. The support team and provider will identify the specific steps, timeline, and persons responsible for addressing the issue.

Implementation Phase

This phase involves making sure the action plan activities are completed. The TA team member will keep in contact with the Health Educator Supervisor (or person responsible) to ensure timelines are met, tools and resources are provided in a timely manner, and any issues that come up are quickly addressed. The provider and TA team member will continue to communicate about the progress and successful implementation of the action plan.

Evaluation Phase

Once the plan is implemented, the support team and provider will determine the effectiveness of the TA plan implementation, or whether other tools/resources/strategies are needed.

PROBLEM-SOLVING WORKSHEET

(DOWNLOAD WORD VERSION: <http://bit.ly/capp-prep-problem-solve>)

Define the problem <i>Describe exactly what the problem is</i>		
Why is it a problem? <i>Questions to consider:</i> <i>-Why is this important to you?</i> <i>-Why do you need this to change?</i> <i>-What do you think might happen?</i>		
Possible solutions <i>Brainstorm possible solutions; think broadly and write down as many possibilities as possible</i>		
Select a solution <i>Evaluate the possible solutions; think about positive and negative factors and consequences.</i> <i>Choose a solution that makes the most sense to you.</i>	Positives	Negatives
Implement the solution <i>Consider questions such as:</i> <i>-Who will do what?</i> <i>-When will they do it?</i> <i>-What's needed to make it happen?</i>		
Evaluate the outcomes <i>Consider questions such as:</i> <i>-What has worked well?</i> <i>-What hasn't worked so well?</i> <i>-What could you/we do differently to make this work better?</i>		

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Action Plan

Technical Assistance Issue: _____ Provider and ACT for Youth Names: _____

Action Steps	By Whom	By When	Resources and Support Available/Needed		Potential Barriers or Resistance	Communication Plan for Implementation
What needs to be done?	Who will take actions?	By what date will the action be done?	Resources Available	Resources Needed (financial, human, political, and other)	What individuals and organizations might resist? How?	What individuals and organizations should be informed about/involved with these actions?
Step 1:						
Step 2:						
Step 3:						
Step 4:						

PREP TRAINING

REQUIRED AND RECOMMENDED TRAINING

Role	Required	Recommended
PREP Supervisor	Trauma-Informed Care Provider Day	Supervisor Training (online) Implementing EBPs (online) Observation Training Community Readiness Positive Youth Development 101
PREP Educator	Implementing EBPs (online course) Trauma-Informed Care Training of Educators: Project AIM (if using this EBP) Training of Facilitators: TOP (if using this EBP)	Training of Educators for BPBR, MPC, RTR, BPBRBP Facilitation Training (advanced) Teaching Anatomy and Reproduction Positive Youth Development 101

WEBINARS AND ONLINE MEETINGS

CAPP and PREP webinars are held monthly. Depending on interest, additional online meetings may be held to foster learning communities around specific topics (e.g., CAPP Parent Education; CAPP and PREP Health Educator Supervisors; PREP providers).

SCHEDULE

Webinars are usually held on the first Tuesday of each month, 9:30-10:30. Find the current schedule of training and webinars here: <http://bit.ly/capp-prep-training>

ONLINE COURSES

Health Educator Supervisors can request log-ins for themselves and their educators by completing the request form at <http://bit.ly/capp-prep-online-training>

CHES[®] AND MCHES[®] CONTACT HOURS

ACT for Youth is a designated provider of continuing education contact hours with the National Commission for Health Education Credentialing (NCHEC). The mission of NCHEC is to “enhance the professional practice of Health Education by promoting and sustaining a credentialed body of Health Education Specialists.” NCHEC offers two certifications: Certified Health Education Specialist (CHES[®]) and Masters of Certified Health Education Specialist (MCHES[®]).

To learn more about how to become certified, visit NCHEC: <https://www.ncheec.org/>

Once certified, specialists must obtain 75 continuing education contact hours every five years to maintain their certification. Any webinar or training ACT for Youth offers that addresses at least one of the “areas of responsibility” needed for certification will be eligible for contact hours. Certified educators who want to receive credit for these contact hours should contact Divine Sebuharara as soon as possible after attending a webinar or training to obtain an evaluation form. ACT for Youth will then submit the completed form to NCHEC. Divine can be reached by email at mas597@cornell.edu.

ACT FOR YOUTH WEBSITE: HIGHLIGHTS

The ACT for Youth website (www.actforyouth.net) has a wealth of resources for CAPP, PREP, other provider groups, and anyone interested in positive youth development, adolescence, and adolescent sexual health. With 130 pages and over 200 publications and presentations, the site can be overwhelming. Here we highlight areas that may be especially useful to CAPP and PREP.

DESIGNED FOR CAPP AND PREP

CAPP and PREP Initiatives

http://www.actforyouth.net/sexual_health/community/capp/

This section is entirely for CAPP and PREP providers.

CAPP and PREP: Using Evidence-Based Programs

http://www.actforyouth.net/sexual_health/community/capp/ebp/

Be sure to visit the subsection on Evidence-Based Programs, including *EBPs in Schools: Toolkit*.

USEFUL FOR PREP PROGRAMS AND CAPP COMPONENT 2

Preparing Youth for Adulthood

http://www.actforyouth.net/sexual_health/community/adulthood/

This section includes activities and curricula in the areas of healthy development, parent-child communication, relationship skills, healthy life skills, career success, and financial literacy.

Social and Emotional Learning Toolkit

http://www.actforyouth.net/youth_development/professionals/sel/

Positive Youth Development

http://www.actforyouth.net/youth_development/

DESIGNED FOR YOUTH WORK PROFESSIONALS AND FACILITATORS

Professional Development for Youth Workers

http://www.actforyouth.net/youth_development/professionals/

This section includes a number of topics that will be useful to educators.

UNDERSTANDING ADOLESCENT DEVELOPMENT

Adolescent Health and Development

<http://www.actforyouth.net/adolescence/>

Adolescent Development Toolkit

<http://www.actforyouth.net/adolescence/toolkit/>

UNDERSTANDING ADOLESCENT SEXUAL HEALTH

What Is Sexual Health?

http://www.actforyouth.net/sexual_health/

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