

CAPP & PREP: THE FULL JOURNEY

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TODAY

- Success in numbers
- Challenges
- Provider perspectives – we want to hear from you!

EVALUATION APPROACH

- What happened in the program?
- Was the program implemented as planned?
- What adaptations were made were they appropriate?
- “Who got how much of what?”

HOW CAN PROGRAM IMPLEMENTATION BE
IMPROVED?

SCOPE OF EVALUATION DATA

	2012	2013	2014	2015	2016 (Jan - June)	TOTAL
# EBPs in Use	15	16	13	12	12	Avg. 14
# Cycles	1356	1475	1451	1682	1123	7,087
# Youth Participants	22,920	25,304	25,379	28,996	20,692	123,291

BE PROUD! BE RESPONSIBLE!

(MOST COMMONLY USED EBP)

	2012	2013	2014	2015
# Cycles	646	683	747	948
# Youth Participants	10,152	11,029	12,450	15,860
Most Common Target: <i>Youth in School</i>	70% of cycles	72% of cycles	76% of cycles	82% of cycles
Most Common Settings: <i>In-School</i>	57% of cycles	59% of cycles	65% of cycles	66% of cycles
Mean # Sessions to Complete	5.4	5.8	6.1	5.8
Mean # Weeks To Complete	4.5	4.7	4.4	4.3

MAKING PROUD CHOICES!

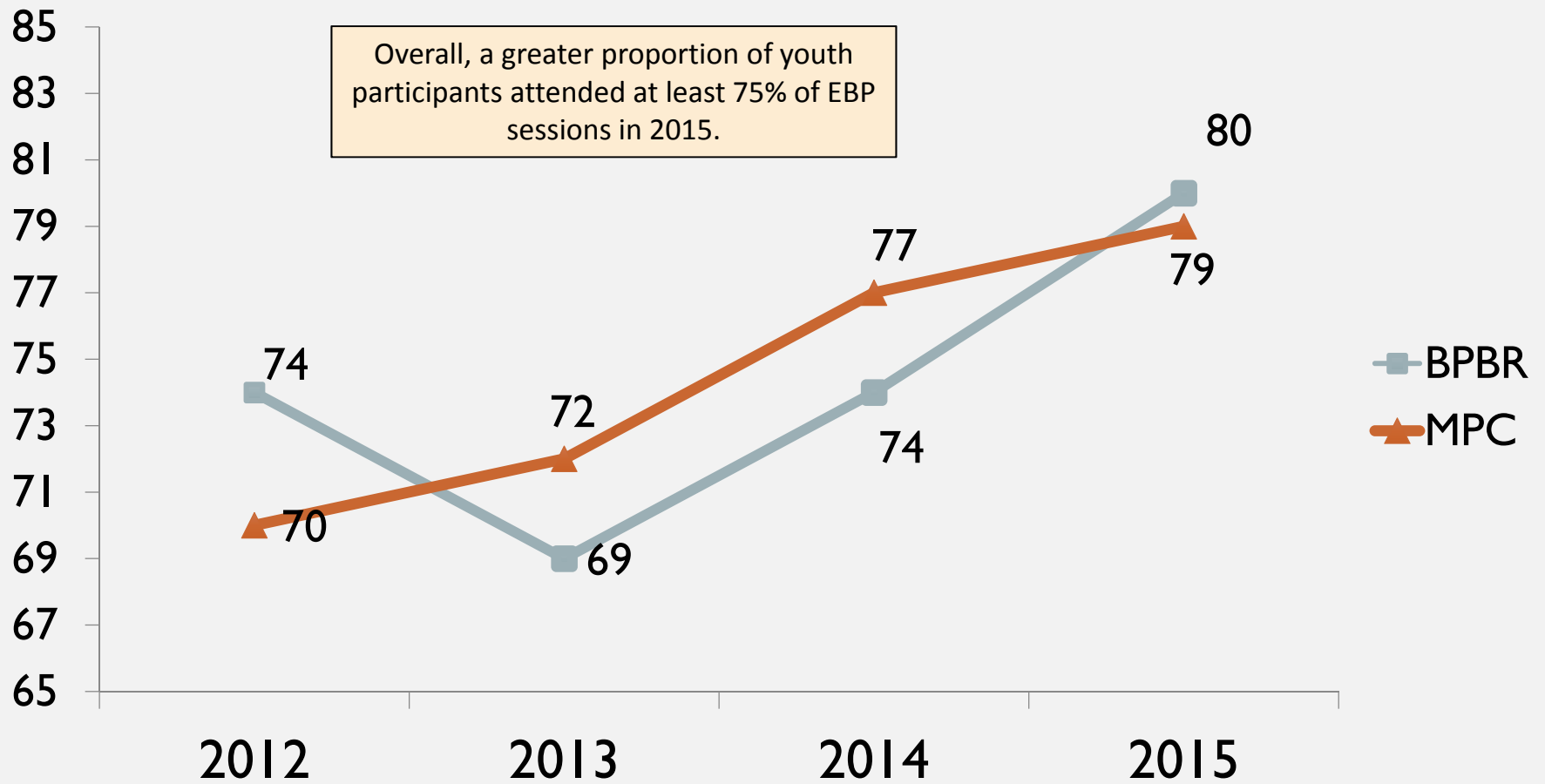
(SECOND MOST COMMONLY USED EBP)

	2012	2013	2014	2015
# Cycles	368	418	391	358
# Youth Participants	6,350	7,439	7,417	6,624
Most Common Target: <i>Youth in School</i>	85% of cycles	90% of cycles	94% of cycles	95% of cycles
Most Common Settings: <i>In-School</i>	66% of cycles	75% of cycles	83% of cycles	81% of cycles
Mean # Sessions to Complete	8.3	8.2	8.6	8.0
Mean # Weeks To Complete	8.2	8.0	7.3	6.3

Attendance

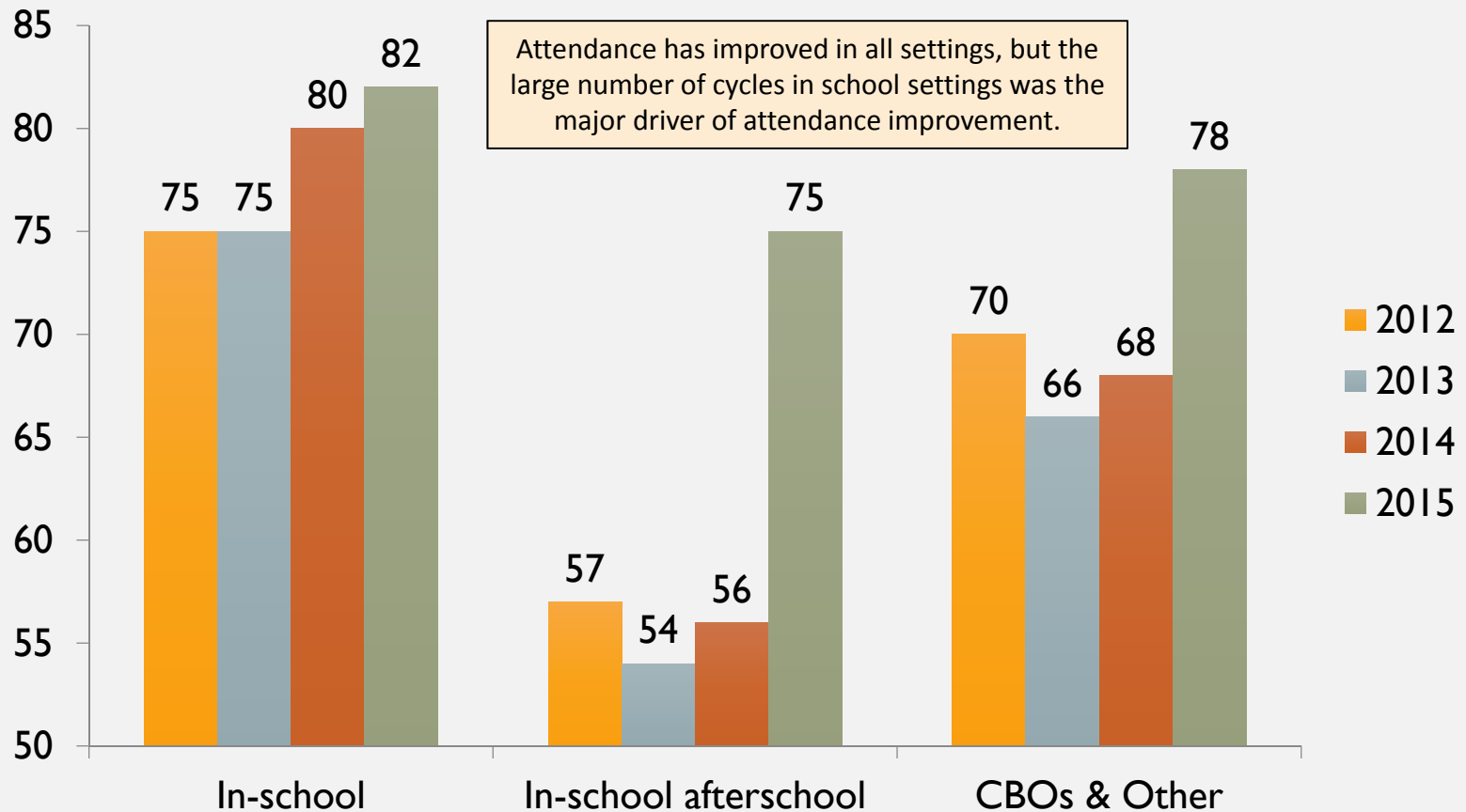
Percent of Youth Participants Attending at Least 75% of EBP Sessions

Overall, a greater proportion of youth participants attended at least 75% of EBP sessions in 2015.



Attendance by Setting:

Percent of Youth Participants Attending at Least 75% of EBP Sessions



INTERVIEWS: FOCUS ON ATTENDANCE

I. Structural changes

EBP length and number of sessions per week

Attendance collection changes

Setting changes (e.g., moving into schools)

Paying attention to academic calendar (e.g., preparing for tests, breaks, snow days, etc.)

Starting programs a few weeks into the semester to accommodate for student movement

INTERVIEWS: FOCUS ON ATTENDANCE

2. Buy-in (site, community, parents)

Strong connections with sites, school (e.g. superintendent endorsement)

Having positive communication and relationship with teachers

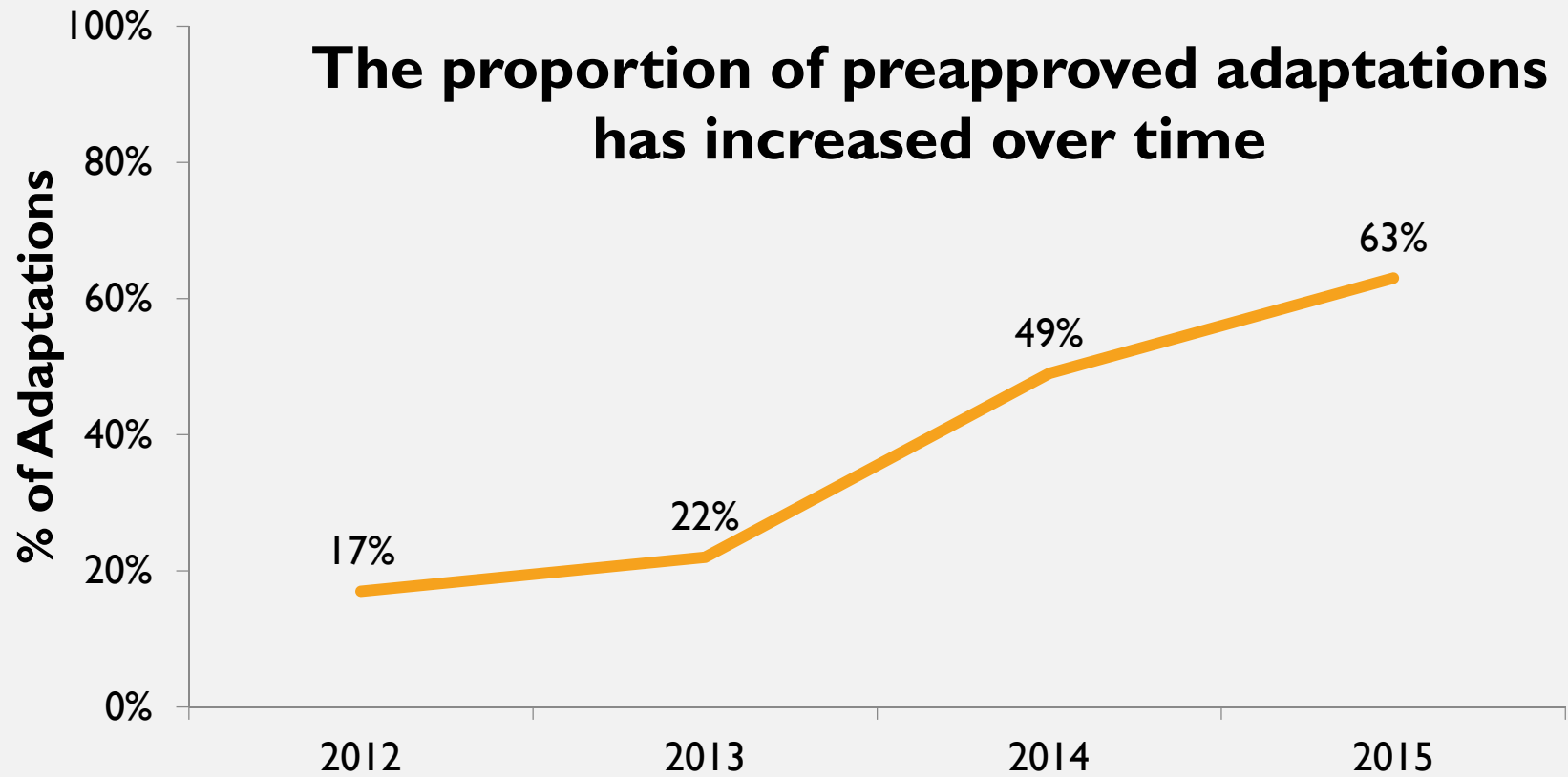
Condom hot-spots

Parent programs

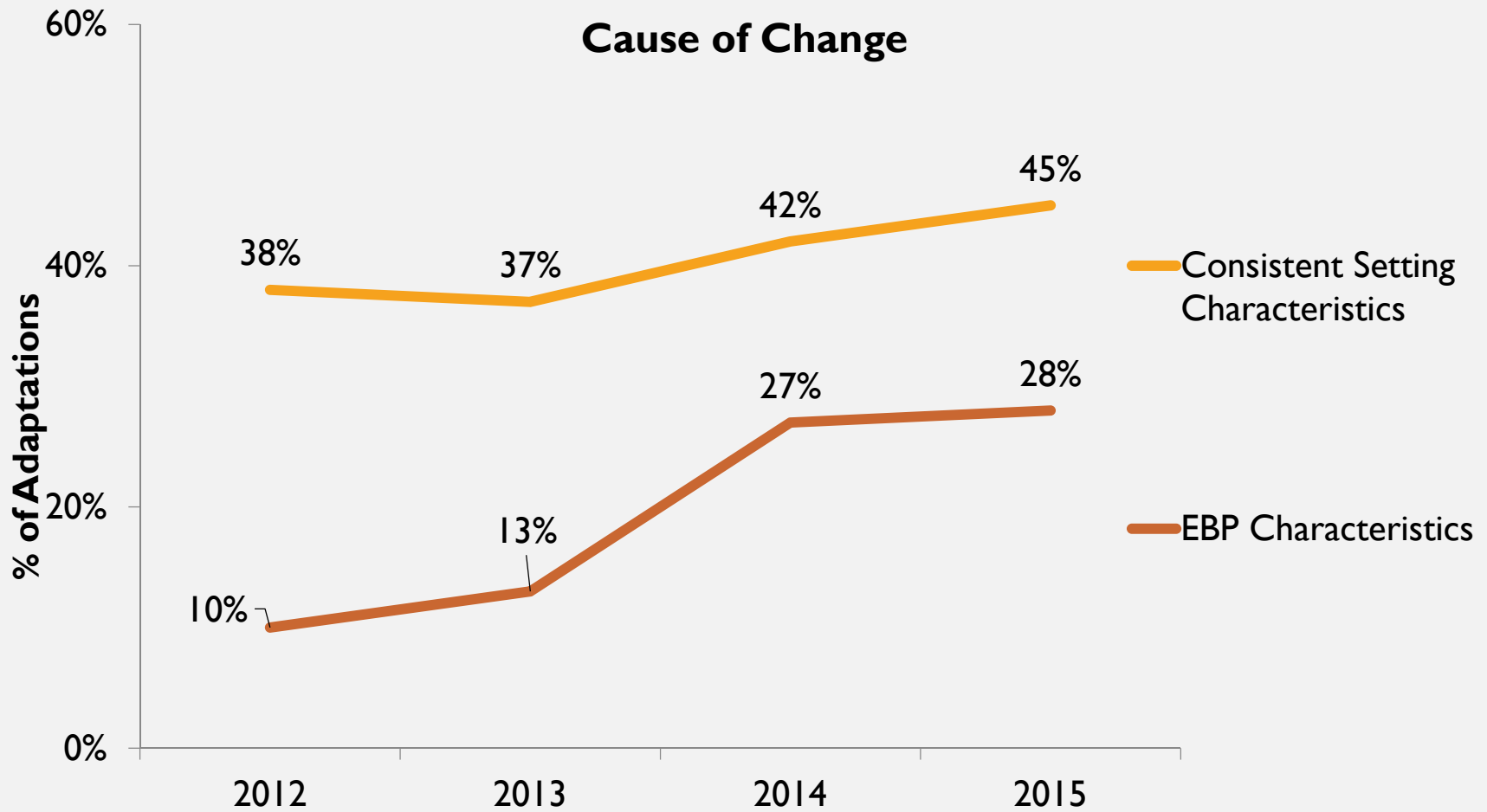
Extra activities, dinners, movie nights

Strong PTA presence

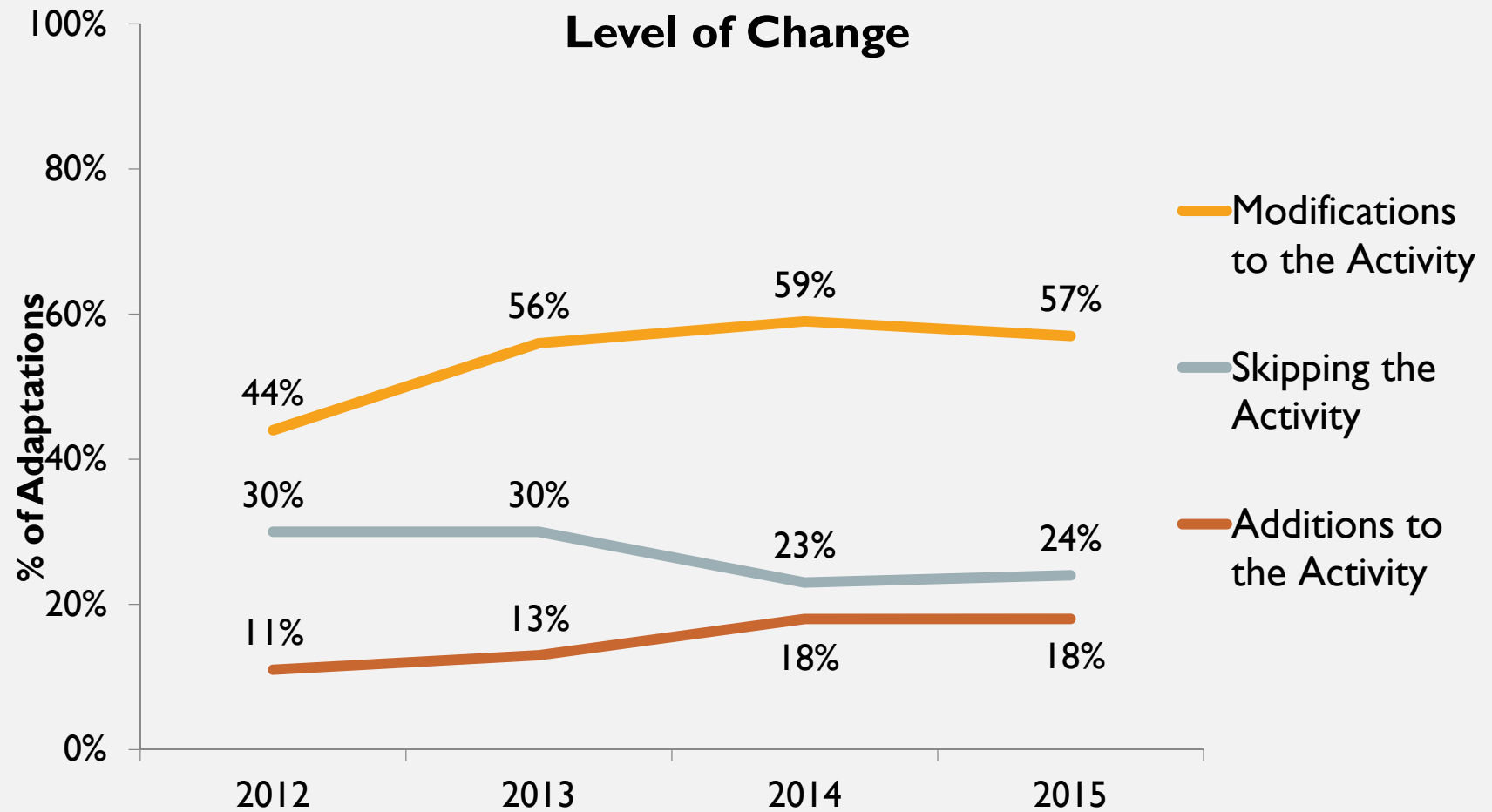
ADAPTATIONS: PRE-APPROVED



ADAPTATIONS: CAUSE



ADAPTATIONS: LEVEL OF CHANGE



CAPP PRE/POST COMPARISON: 2014-2015

■ Pre ■ Post

How like are you to have sex in the next 3 months?



How likely are you to use a condom during sex in the next 3 months?



How likely are you to use birth control (other than a condom) in the next 3 months?



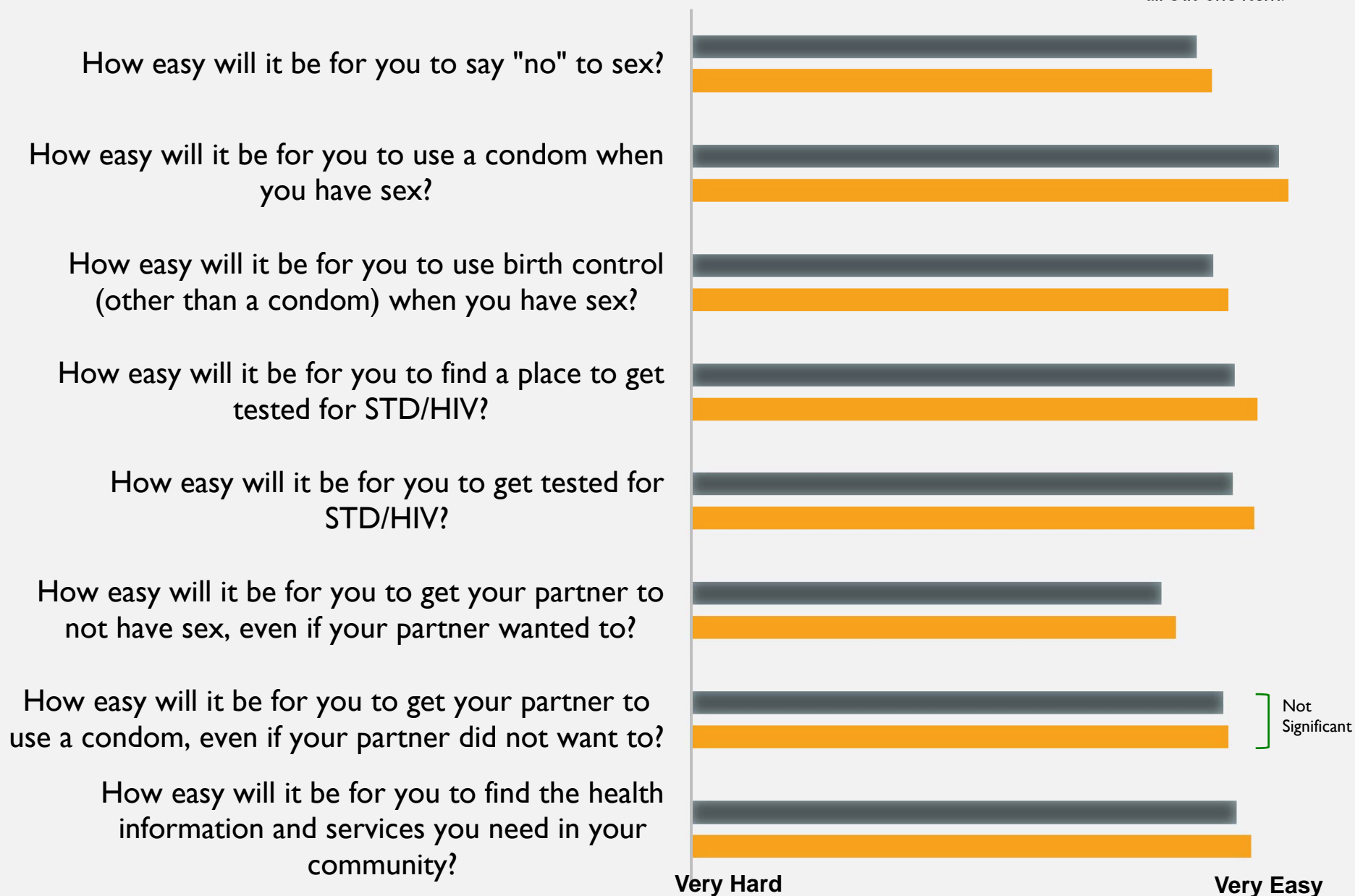
Very Unlikely

Very Likely

CAPP PRE/POST COMPARISON: 2014-2015

Differences between pre- and post-survey are statistically significant for all but one item.

■ Pre ■ Post



PREP SEXUAL BEHAVIOR DATA: EXIT SURVEYS 2015-2016

Would you say that the program has made you more likely, about the same, or less likely to...	% of Youth			
	More likely	The same	Less likely	Will abstain
Have sexual intercourse in the next 6 months	20	24	51	N/A
Use birth control	43	14	10	27
Use a condom	49	12	8	26

PREP PROGRAM EXPERIENCES EXIT SURVEYS: 2015-2016

Would you say being in the program has made you more likely, about the same, or less likely to...	% of Youth		
	More likely	The same	Less likely
Resist or say no to peer pressure	68	20	9
Know how to manage stress	59	27	10
Manage conflict without causing more conflict	58	27	12
Form friendships that keep you out of trouble	66	24	7
Be respectful towards others	68	23	7
Make plans to reach your goals	79	15	3
Care about doing well in school	76	18	3

PREP EXIT SURVEYS: 2015-2016

Would you say being in the program has made you more likely, about the same, or less likely to...	% of Youth		
	More likely	The same	Less likely
Get a steady job after you finish school	75	17	5
Share ideas or talk about things that really matter with a parent/guardian	65	23	9
Make healthy decisions about drugs and alcohol	72	19	6
Get more education after high school	72	19	5
Manage money carefully	71	20	5
Be the best that you can be	75	17	4

CAPP & PREP 2011 TO 2016

It was an incredible learning experience!

- ✓ Implementation of evidence-based programs is a very complex undertaking
- ✓ Comprehensive and adaptive planning is key
- ✓ We underestimated organizational and community support
- ✓ Coordinators play a central role

BUILDING THE INFRASTRUCTURE

Training, TA & Learning Communities

Getting to Outcomes (GTO): Planning for implementation

Training educators and coordinators

Negotiating adaptations

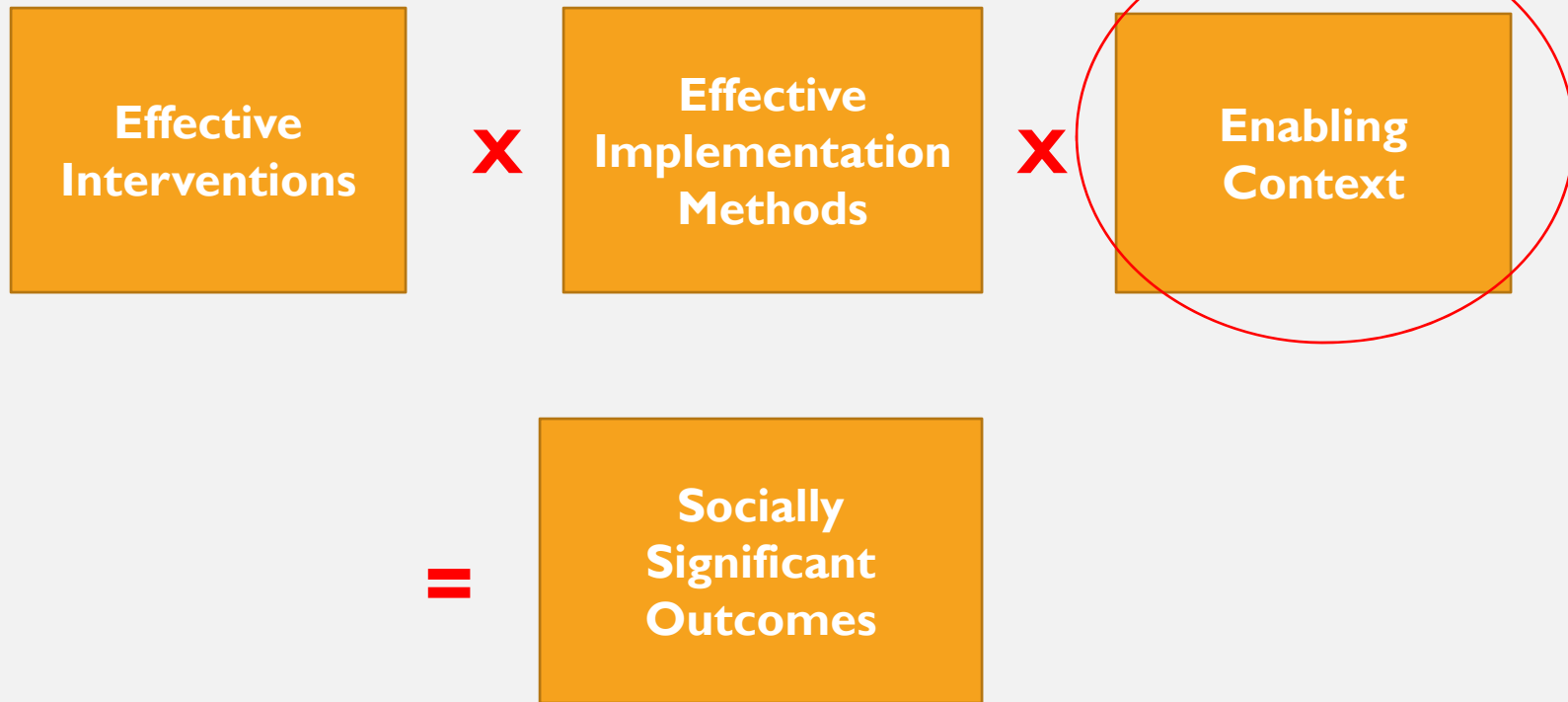
Delivery with fidelity and quality

Tools & Website

Evaluation & Performance Management System

Feedback & quality assurance

CHALLENGE



CONSEQUENCES

Insufficient planning and preparation

Inability to follow implementation guidelines

Inadequate professional development

High staff turnover

Non-supportive conditions at host agencies

Limited or lacking community support of EBPs

CENTRAL ROLE OF COORDINATOR

- Coordination of EBP cycles at multiple sites
- Negotiating and troubleshooting at implementation sites
- Promoting professional growth of staff
- Establishing data collection and using data reports to enhance implementation

LET'S HEAR FROM
YOU

What has been your
experience?
Successes and
challenges with
CAPP and PREP?

Maria McCue,
Research Foundation
SUNY Stony Brook

Marian Searchwell,
Research Foundation
Downstate Medical

Jessica Dayton,
YWCA of Jamestown

LET'S GO TO THE WHITE BOARD:
WHAT HAS BEEN YOUR
EXPERIENCE?

Successes & challenges...

HOW HELPFUL WAS THE COE?

Training and TA

Evaluation

Website

❖ What has been helpful?

❖ Not so helpful?

❖ What should we do differently?

First Maria, Marian & Jessica...

Then we'll go to the white board...

THANK YOU!