

Implementing EBPs

CAPP & PREP Webinar for New Providers

May 1, 2017

Objectives

- Role of the ACT for Youth Center of Excellence
- CAPP and PREP structure & goals
- Implementation process & challenges
- Evaluation strategies
- Questions?

CAPP and PREP Structure

NYS Department of Health
Adolescent Health Unit

ACT for Youth Center of Excellence

BCTR, Cornell University

Cornell University Cooperative Extension, NYC

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48 CAPP
Providers

8 PREP
Providers



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

CAPP Component

1

Mandatory (46 CAPP Providers)

- Implement Sexuality Education (EBPs), youth 10-21
 - 100% of youth will complete 75% of program
 - All planned adaptations approved by ACT COE
 - All health educators complete online implementation training and attend monthly webinars
 - All educators are observed twice a year during implementation of EBP
- Ensure access to confidential reproductive health and family planning services

Optional

- Implement evidence-based or best practice parent education strategies

CAPP Component

2

18 CAPP Providers

- Increase supports to address special needs of adolescents
 - Number of referrals for reproductive health and other essential support services
- Increase percentage of adolescents who live in supportive and cohesive communities
 - Create opportunities for youth (foster development and well-being)
 - Potential strategies: Service learning, mentoring, healthy relationship training, youth as advocates...

PREP

8 PREP Providers

- Youth 10-19 (pregnant youth up to the age of 21)
- High need communities, special focus on youth in foster care, juvenile justice, homeless youth, youth living with HIV/AIDS and pregnant
- Focus: Educate adolescents on both abstinence and contraception to prevent pregnancy and STDs/HIV, and on at least three adulthood preparation subjects (using EBPs)
- Responsive to LGBTQ youth
- Integrate trauma informed care principles

Evidence- Based Programs

Evidence Based

Science Based

Research Based

Best Practice

These are programs that have been evaluated rigorously showing that the desired outcomes have been achieved as a result of the program.

Office of Adolescent Health (OAH) Program Selection Criteria

- Focused on US youth ages 19 or younger
- Measured impact on sexual behavior or its health consequences
- Examined the impacts of an intervention using quantitative data and statistical analysis
- Used an experimental or quasi-experimental design.

<https://www.hhs.gov/ash/oah/grant-programs/teen-pregnancy-prevention-program-tpp/evidence-based-programs/index.html>

- Federal replication study

<https://www.hhs.gov/ash/oah/evaluation-and-research/federal-led-evaluation/teen-pregnancy-prevention-program-replication-study/index.html>

Target Behaviors

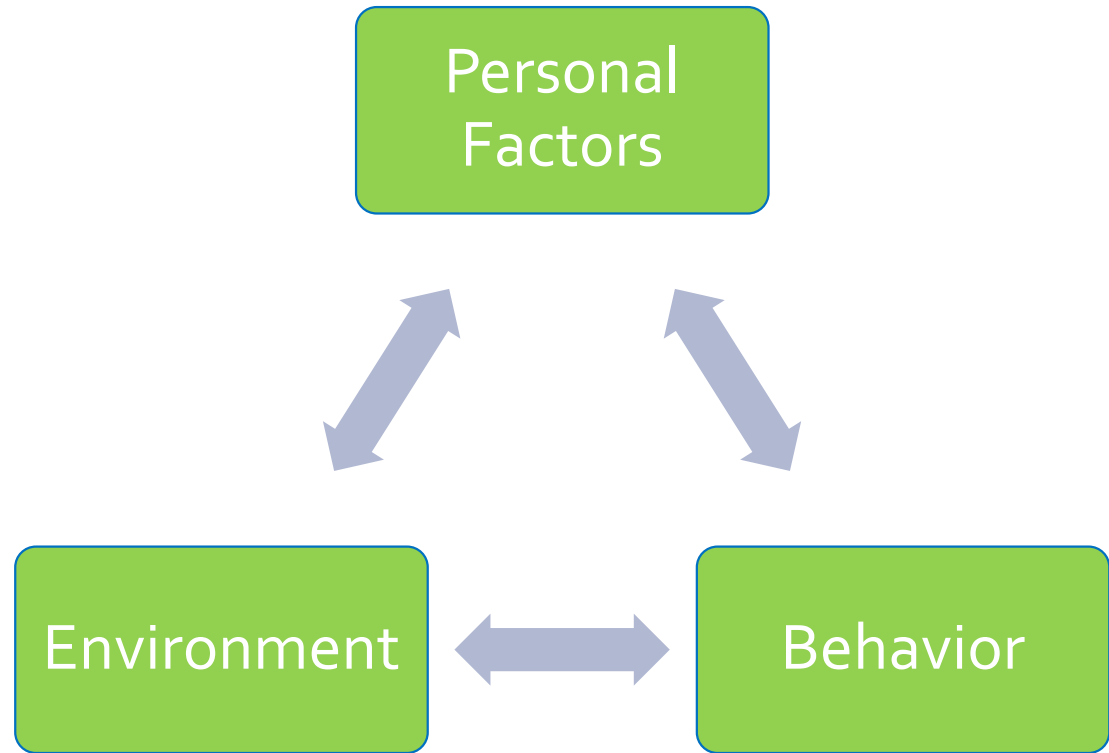
- Increase age of first sexual intercourse
- Increase the correct and consistent use of condoms and contraception
- Decrease number of sexual partners
- Decrease frequency of sex

Risk & Protective Factors

Kirby & Lapore, 2007

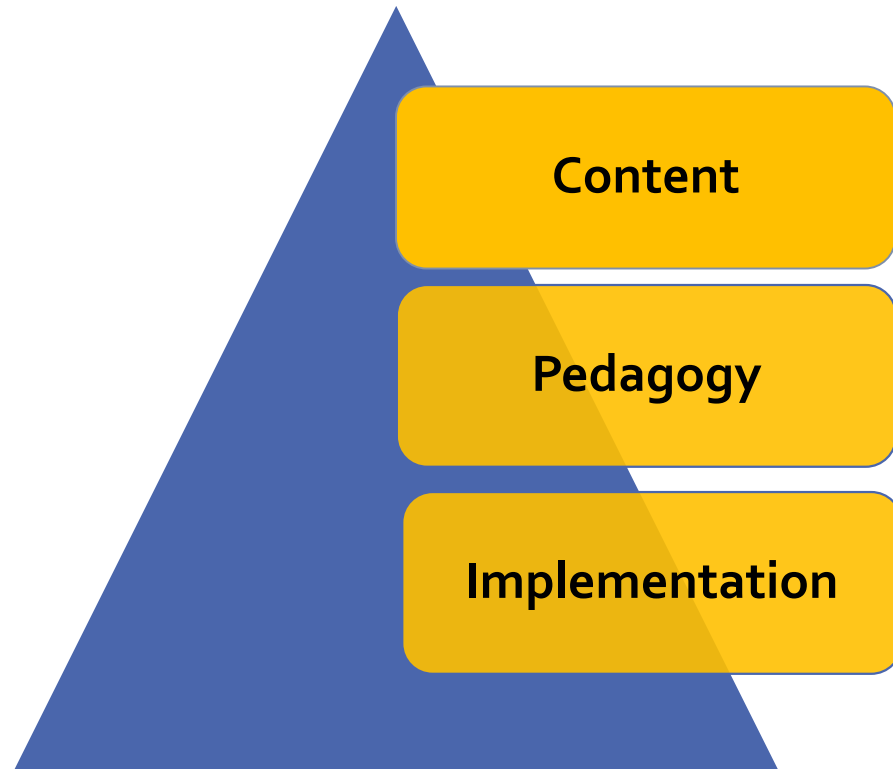
- Communities (exposure to violence and substance use)
- Families (expressed sexual values, relationship & communication with parents, presence of both biological parents)
- Friends and peers (poor performance in school, drug use, permissive and unprotected sex)
- Romantic partners (e.g. older boyfriend)
- Non-sexual factors such as plans for the future, etc.
- Individual's own sexual values and attitudes (***strongest connection to sexual behavior***)

Social and Cognitive Learning Theory



Fidelity

To get the desired outcomes, the program needs to be implemented with fidelity
= true to its core components



EBPs in Use

- Be Proud Be Responsible, 2012 and 2016
- Making Proud Choices, 2011/12 and 2016
- Be Proud Be Responsible Be Protective
- Cuídate
- Reducing the Risk

Licensed Programs

- Project AIM
- Teen Outreach Program (TOP)

Evidence- Based Programs

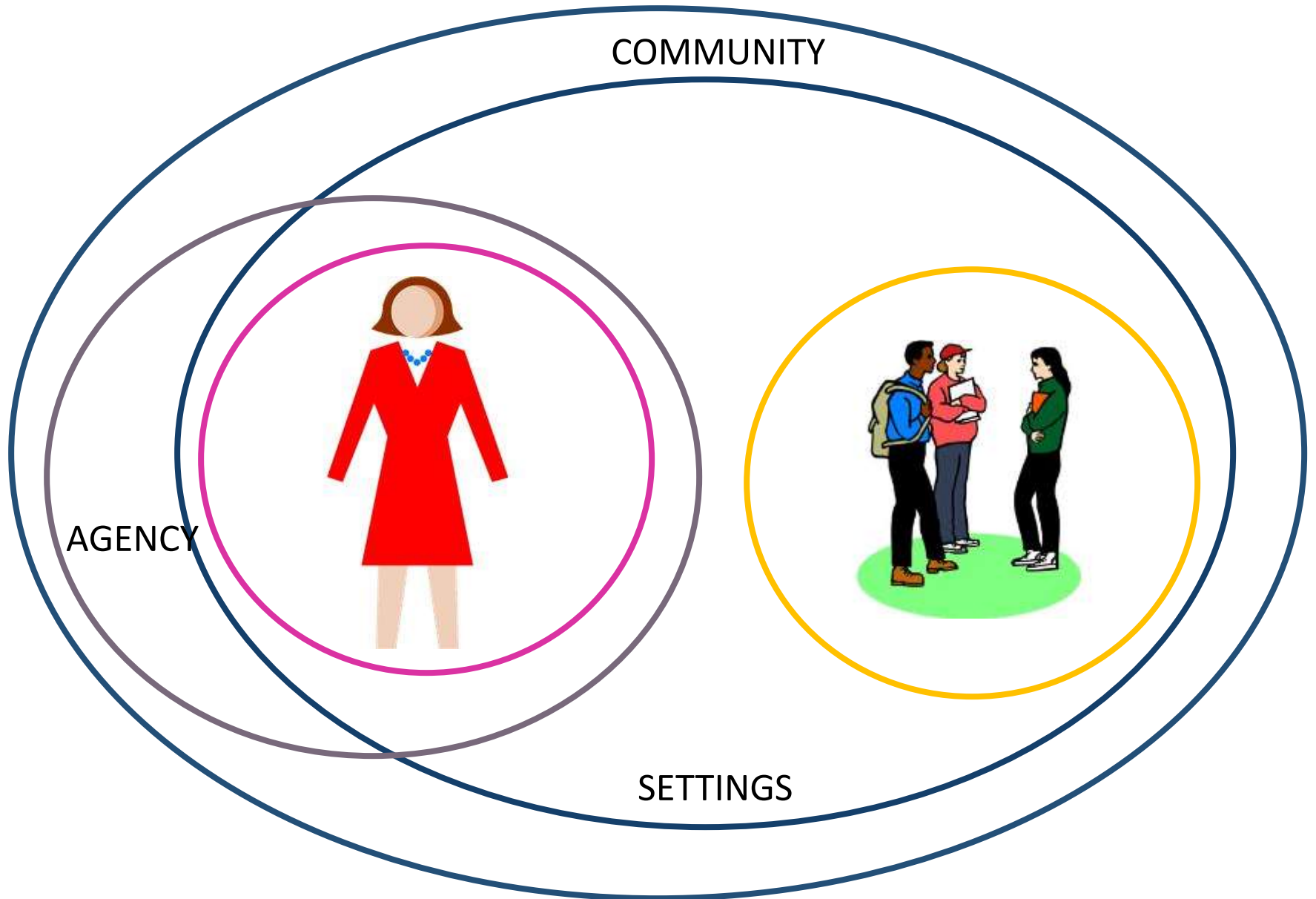
Common Features

- Written curricula
- Learning objectives and activities with clearly defined time frames
- Instructions for facilitators and educators

Variation

- Priority population
- Duration
- Setting
- Focus
- Cultural frame

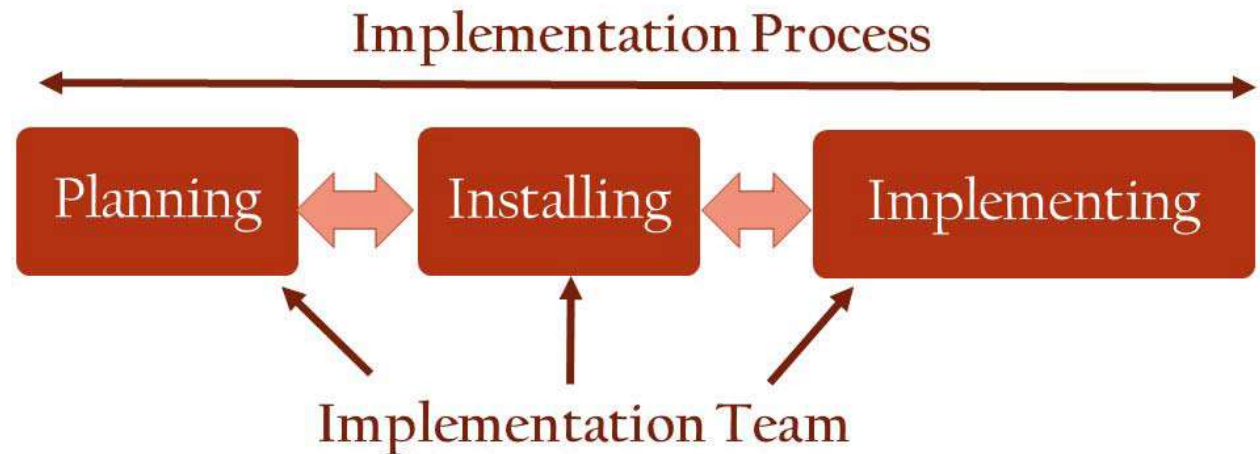
IMPLEMENTATION FACTORS



Implementation Challenges

- Attendance (especially in out-of-school settings)
- School settings: structure, time schedules, policies & regulations
- Staff preparation
- Staff turnover
- Lack of community support/buy-in

It's about
planning!



Planning Phase:

- Educator Readiness
- Organizational Readiness
- Community Readiness

Implementation Team

Best Practice in Implementation

- Health Educator Supervisor
- Educators
- Administrator
- Community Stakeholder(s)



Implementation Handbook

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

Planning Tool

Organizational Support Checklist

Revised 2/22/2017

Administrative Support	Yes	No	Comment	Recommendation
Administration values evidence-based program(s) as an important part of the agency's service delivery.				<ul style="list-style-type: none"> - EBP is highlighted in agency's publications and services - Administration has expressed commitment to EBP and/or CAPP initiative - Administration supports sustainability planning
Administration supports establishing an implementation team				Team members include manager with authority to make decisions for the agency, project staff, and 1 or 2 community partners.
Administration supports community outreach and collaboration to implement EBPs.				- Utilization of agency's community connections and contacts to facilitate EBP implementation
Management Support	Yes	No	Comment	Recommendation
Strives to hire qualified project staff				<ul style="list-style-type: none"> - Clear job descriptions that identify needed competencies and experiences - Educator position is minimum of .5 FTE - Adequate number of staff <i>(For example, has it been considered that large group implementation requires two or more educators?)</i>
Supports and participates in implementation Team				<ul style="list-style-type: none"> - Team composition (higher level management, health educator supervisor, EBP educators, 1-2 community stakeholders) - Team meets regularly - Functions: <ul style="list-style-type: none"> - Develop an implementation plan - Monitor EBP implementation - Evaluation - Quality improvement - Sustainability plan

Build Organizational Support

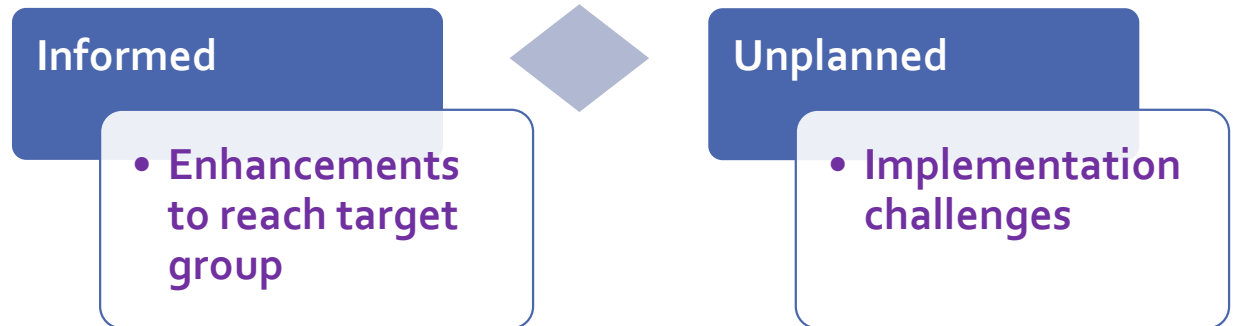
http://www.actforyouth.net/sexual_health/community/programming.cfm

Moving forward

1. Form an implementation team
2. Assess and address readiness
3. Build capacity to deliver EBP and practice in-house
4. Negotiate the right conditions in the settings you deliver the EBP in
5. Pilot EBP as developed – try to implement according to the guidelines
6. Gain experience with the EBP and identify need for adaptations
7. If needed, plan adaptations

Adaptations

Adaptations may need to be made but they have to be made carefully without dismantling the core components.



Adaptation Framework



Green – Go ahead! Adaptations that can be made without compromising the curriculum

Yellow – Caution! May compromise core components; seek support from professionals with expertise

Red – STOP! They will significantly compromise or diminish the core components

Talk to your TA Provider to plan adaptations.

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

ACT COE Strategies

- Technical assistance on core components
- Connection with developers
- Evaluation
- Training, regional or on-site; webinars; learning collaboratives
- Online implementation training for new educators (and supervisors)
- Online supervisor course (soon)
- Provider Day

Evaluation

Approach: A focus on implementation

- What happened in the program?
- Was the program implemented as planned?
- What adaptations were made?

“Who got how much of what?”

Evaluation

Youth Surveys: Short-term outcomes

- Changes in attitudes, perceived self-efficacy, & behavioral intentions
- PREP: **Required** with every cycle
- CAPP: Strategic sample of cycles

Evaluation

HOW CAN PROGRAM
IMPLEMENTATION BE
IMPROVED?



Comprehensive Adolescent Pregnancy Prevention (CAPP)

Logged in as ACT For Youth

Tips for best user experience:

Use one of these browsers:

- Internet Explorer
- Edge
- Chrome
- Safari

Firefox is NOT supported

Do NOT use your browser's "back" button, use only the navigation displayed on the web site.

To cut/copy/paste, use your browser's Edit menu, OR use keyboard shortcuts. Right clicking will not work for cut/copy/paste.

This web site requires a consistent Internet connection. If your speeds are variable, you may experience pauses as data is passed to and from the server.



Start a new EBP cycle



Update an existing EBP cycle



View or correct submitted cycles



Organizations

Definitions:

A cycle is a complete implementation of an EBP (all modules) with a unique group of youth participants. Implementation data must be reported for each cycle.

Reminders:

-Record the unique cycle name you create; you will need this to find and enter additional information about the cycle.

-Implementation data need to be submitted within two weeks of the end of a cycle.

Electronic Survey Collection

Thank you very much for taking this survey. Please answer all the questions as honestly as you can. Your responses will be kept totally confidential. There are no right or wrong answers!

How likely are you to do each of the following?

	Very Unlikely	Unlikely	Likely	Very Likely
Have sex in the next 3 months?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a condom <u>if you have sex</u> in the next 3 months?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use birth control (other than a condom) <u>if you have sex</u> in the next 3 months?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the future how EASY OR HARD will it be for you to do each of the following:

	Very Hard	Hard	Easy	Very Easy
Say "no" to sex?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a condom when you have sex?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use birth control (other than a condom) when you have sex?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find a place to get tested for STD/HIV?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get tested for STD/HIV?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get your partner to not have sex, even if your partner wanted to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get your partner to use a condom, even if your partner did not want to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Questions?