

PROVIDER Evaluation Report: CAPP Initiative Findings

Making Proud Choices

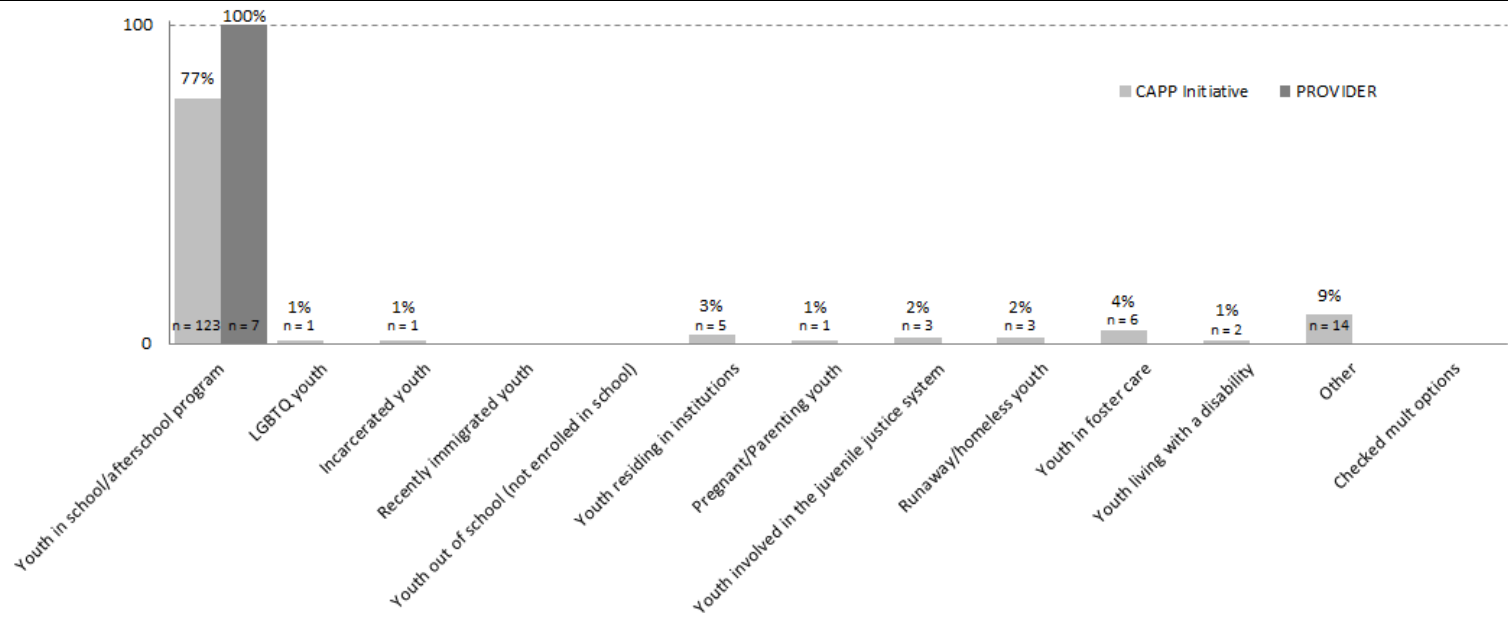
Data Sources: Evaluation Packets

Data Period: January 2014 – June 2014

Data Source: Evaluation Packets (Attendance Records & Fidelity Checklists) Submitted to COE

CAPP & PREP Initiative		PROVIDER																																													
1. EBP Reach:	207 Cycles	7 Cycles																																													
	3665 Participants	185 Participants																																													
	18 Participants/Cycle on average	26 Participants/Cycle on average																																													
EBP Developer Guidelines	Recommended: 6 - 12 participants. Per developer, may be implemented in larger groups with additional facilitators if more time is built into each session.																																														
2. Cycle Length:	9 week period (range 1 - 26 weeks) covering 9 sessions (range 2 - 18 sessions)	11 week period (range 9 – 12 weeks) covering 8 sessions (range 6 – 8 sessions)																																													
EBP Developer Guidelines	Developers recommend a 2-week cycle.																																														
3. Setting (# of Cycles):	<table border="1"> <caption>Setting Data</caption> <thead> <tr> <th>Setting</th> <th>CAPP Initiative (%)</th> <th>CAPP Initiative (n)</th> <th>PROVIDER (%)</th> <th>PROVIDER (n)</th> </tr> </thead> <tbody> <tr> <td>In School Classroom</td> <td>59%</td> <td>94</td> <td>100%</td> <td>7</td> </tr> <tr> <td>In School Afterschool Program</td> <td>6%</td> <td>9</td> <td>0%</td> <td>0</td> </tr> <tr> <td>Foster Care Facility</td> <td>3%</td> <td>4</td> <td>0%</td> <td>0</td> </tr> <tr> <td>Other Residential Facility</td> <td>4%</td> <td>6</td> <td>0%</td> <td>0</td> </tr> <tr> <td>Community Center/CBO</td> <td>14%</td> <td>23</td> <td>0%</td> <td>0</td> </tr> <tr> <td>Faith Based Institution</td> <td>0%</td> <td>0</td> <td>0%</td> <td>0</td> </tr> <tr> <td>Clinical Setting</td> <td>4%</td> <td>6</td> <td>0%</td> <td>0</td> </tr> <tr> <td>Other</td> <td>0%</td> <td>0</td> <td>11%</td> <td>17</td> </tr> </tbody> </table>		Setting	CAPP Initiative (%)	CAPP Initiative (n)	PROVIDER (%)	PROVIDER (n)	In School Classroom	59%	94	100%	7	In School Afterschool Program	6%	9	0%	0	Foster Care Facility	3%	4	0%	0	Other Residential Facility	4%	6	0%	0	Community Center/CBO	14%	23	0%	0	Faith Based Institution	0%	0	0%	0	Clinical Setting	4%	6	0%	0	Other	0%	0	11%	17
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EBP Developer Guidelines	Evaluated in out-of-school (Saturday program) setting. Developer approves classroom settings as well.																																														

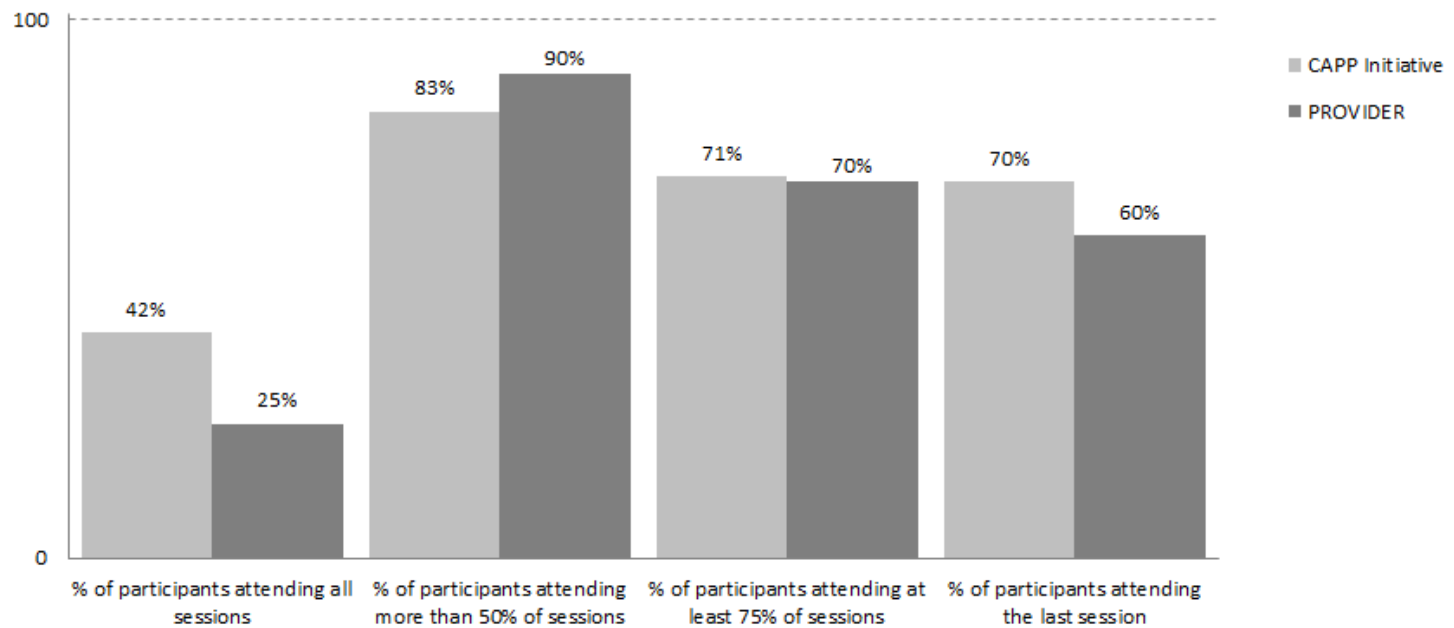
4. Target Group (# of Cycles):



EBP Developer Guidelines

11-13 year olds attending middle school and youth-serving CBOs.

5. Dosage:



	CAPP Initiative	PROVIDER																
<p>6. Fidelity and Adaptations:</p>	<p>On average, 16% (range: 0% - 86%) of program activities had adaptations made during a complete cycle 21 cycles had no adaptations On average, 34% of adaptations were pre-approved by the ACT COE*</p>	<p>On average, 35% (range: 0% - 60%) of program activities had adaptations made during a complete cycle 2 cycles had no adaptations 0 cycles were incomplete On average, 20% of adaptations were pre-approved by the ACT COE*</p>																
	<p>What were the most commonly adapted activities?</p> <ul style="list-style-type: none"> Condom Use Skills AIDS Basketball How to Make Condoms Fun and Pleasurable Condom Line Up 	<p>What were the most commonly adapted activities?</p> <ul style="list-style-type: none"> AIDS Basketball How to Make Condoms Fun and Pleasurable Condom Use Skills 																
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<p>Most adaptations were negative (45% adaptations, on average). 30% were neutral and 21% were positive.</p> <p>Of all negative adaptations, 40% were the result of a consistent setting characteristic, 39% were the result of an inconsistent setting characteristic, 20% were the result of a participant characteristic, 15% were the result of a facilitator/educator characteristic, and 4% resulted from an EBP characteristic.</p>	<p>Most adaptations were negative (70% adaptations, on average). 25% were neutral.</p> <p>Of all negative adaptations, 70% were the result of a consistent setting characteristic, 20% were the result of participant characteristic, and 10% were the result of facilitator/educator characteristic</p>																	

<u>Why were the activities adapted? (Cause of Change)</u>		
<u>Cause of change</u>	<u>Percent of adaptations</u>	<u>Examples</u>
<u>Consistent Setting Characteristic</u>	42%	<ul style="list-style-type: none"> • Skipped or reduced an activity because of running out of time in the session** • Modified the activities/sessions to accommodate the length of classroom periods • Could not do the condom demonstration because of DOE regulations (skipped, or verbally discussed the steps to condom use)** • Group rules/introductions were skipped because implementation occurred with an already existing group • Activity was modified to accommodate the group size (i.e. dividing in to groups)
<u>Facilitator/ Educator Characteristic</u>	30%	<ul style="list-style-type: none"> • Modified the way that an activity was carried out, but kept the information the same** • Changed the order of when the activities were presented**
<u>Participant Characteristic</u>	19%	<ul style="list-style-type: none"> • Modified the way that the activity was carried out, or added additional discussion, to accommodate participants' comprehension level • Role play activities were reduced because of participant discomfort** • Participants' disruptive behavior led to shortened or modified activities** • Activity was modified to accommodate the age or gender

<u>Why were the activities adapted? (cause of change)</u>		
<u>Cause of change</u>	<u>Percent of adaptations</u>	<u>Examples</u>
<u>Consistent Setting Characteristic</u>	60%	<ul style="list-style-type: none"> • Activities were substituted with class discussions because of the large group size** • Not enough time to complete activities**
<u>Facilitator/ Educator Characteristic</u>	20%	<ul style="list-style-type: none"> • Used a powerpoint presentation in place of handouts • Chose to do a large group discussion in place of group activity**
<u>Participant Characteristic</u>	20%	<ul style="list-style-type: none"> • Individual activities adapted to group discussions because of disruptive behavior** • Cut some role-plays because students were not engaged **

*While important, responses to the question about pre-approval have not always been accurate. We expect accuracy to be improved in future reports.

** In general, this is considered a yellow or red light adaptation. If you have not yet discussed this adaptation with the Training/Technical Assistance Coordinator, Jutta (jd81), at the ACT for Youth Center of Excellence (COE), please reach out to the COE before making this change in future cycles of implementation.

			of the group	
	<u>EBP Characteristic</u>	16%	<ul style="list-style-type: none"> • Information on STDs and contraceptives were updated (most cited an ACT for Youth basic information update) • Added informational handouts or visuals to further understanding 	
	<u>Inconsistent Setting Characteristic</u>	9%	<ul style="list-style-type: none"> • Unable to complete activity because of the students' late arrival or shortened session** • Had to skip activity, or move it to a later date, due to technical problems** 	