

**U.S. DHHS-Office of Adolescent Health
Pregnancy Assistance Fund (PAF)
Conference August 21-23, 2013**

***Working with Schools and Institutions
of Higher Education***

Elizabeth Coke Haller, M.Ed.

**Acting Branch Chief and Program Implementation Team Lead,
Program Development and Services Branch, NCHHSTP, CDC**

Elizabeth Gardner, M.A.

**Grant Manager, Minnesota Young Student Parent Support Initiative,
Minnesota Department of Health, Community
and Family Health Division**

DISCLAIMER

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Five Session Objectives

By the end of the session, participants will be able to:

- 1) Describe at least one characteristic of an authentic collaboration.
- 2) Name one new resource that can be used to plan or support a partnership with schools or institutions of higher education.
- 3) Identify potential barriers to program implementation when working with schools or institutions of higher education.

Session Objectives, Continued

By the end of the session, participants will be able to:

- 4) List at least three strategies that can be used to improve partnerships with schools or institutions of higher education.
- 5) Describe the theory of implementation dip.

Centers for Disease Control and Prevention Division of Adolescent and School Health (DASH) Mission

To prevent HIV, other STDs, and teen pregnancy and promote lifelong health among youth.





SEARCH

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Adolescent and School Health

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NYPANS
National Youth Physical Activity & Nutrition Study **GO»**

- GLB Youth
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- Reorganization

CDC's Division of Adolescent and School Health (DASH) promotes the health and well-being of children and adolescents to enable them to become healthy and productive adults.

School Health

Coordinated School Health A systematic approach to improving students' health and well-being so they can participate and succeed in school...

Academic Success The academic success of America's youth is strongly linked with their health...

School Health Surveillance Data from **School Health Profiles** and the **School Health Policies and Practices Study**

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Youth Risk Behavior Surveillance

Youth Online - Data from the Youth Risk Behavior Surveillance System (YRBSS)

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Contact Us:

- Division of Adolescent and School Health
4770 Buford Hwy, NE
MS K29
Atlanta, GA 30341
- 800-CDC-INFO
(800-232-4636)
TTY: (888) 232-6348
24 Hours/Every Day
- cdcinfo@cdc.gov

Calendar of Events

Association for Supervision & Curriculum Development

Health Topics



Saving Lives.
Protecting People.
Saving Money
Through Prevention.

LEARN MORE ABOUT HOW
CDC WORKS FOR YOU

MN Department of Health, Minnesota Young Student Parent Support Initiative

Awarded funding by U.S. Department Health & Human Services, Office of Adolescent Health in September 2010.

Two Goals:

- ❑ Pregnant and Parenting teens and young women and men (ages 25 years and under) are able to accomplish their higher education goals.
- ❑ Pregnant and parenting young students maintain positive health and well-being for themselves and their children.



Primary Strategy for Reaching Goals: Funded Ten Institutions of Higher Education to Establish Student Parent Centers



Leech Lake Tribal College



**Fond du Lac Tribal and
Community College**

Consider 1 Partner

INSTRUCTIONS & HANDOUTS

**Rate Your Experience:
At What Level Do You
Integrate Your Work
With Others?**

WALK THE LINE ACTIVITY

At What Level Do You Integrate Your Work With Others?

Not Integrated

Communication

Cooperation

Coordination

Collaboration

Partnerships

Fully Integrated

**Reconsider the Level You
Think You Integrate Your
Work With Others**

RE-WALK THE LINE ACTIVITY

Experiences from CDC: Defining “Purposeful Relationships”

- Michael Fullan, author of *Purposeful Relationships*, and professor in educational reform, suggests.....
- Authentic: **Value what is real, honest, and genuine**
- Intentional: **Foster purposeful interactions and problem solving actions**
- Constant two-way communication:
 - Refine the vision
 - Concrete implementation action steps
 - We-we approach to problem solving
 - Strengthen common vision and share broadly
 - Know and understand implementation strategy and timeline

The Work We Do Requires Change

- Build ownership and capacity in others
- Identify the connection between your work and the ultimate goal of the program
- Connect with other community partners/resources
- Quality leadership is needed at all levels
- Create mechanisms for purposeful peer interaction
- Understand others' perspective
- Trust the process and the people in it once the process is in motion
- Structure your action to produce outcomes
- Trust comes with time

Fullan (2010)

**What Characteristics Do You
Think of When You Think of
Authentic Collaboration?**

BRAINSTORMING ACTIVITY

Characters of Authentic Collaboration

- ❑ Honesty, integrity, trust
- ❑ Work together to achieve common goals
- ❑ Work side-by-side to achieve common goals
- ❑ Work as a formal team
- ❑ Identified common goals and areas of responsibilities to achieve common goals
- ❑ Mutually plan, share staff, funding, resources and evaluate activities

Lessons Learned from Working with Education Agencies and Institutions of Higher Education

- Relationships are SIGNIFICANT
- Relationship building TAKES TIME
- Deal with controversy DIRECTLY
- Share VISION, PURPOSE, KEY GOALS, PRIORITIES, CORE MESSAGES
- Take time to *CONVENE* and *PLAN PRODUCTIVE MEETINGS*
- Share PROGRESS on goals/priorities
- Ask for FEEDBACK
- Resolve CONCERNS early

Lessons Learned, Continued...

Education Agencies:

- ❑ BUY-IN from the highest level
- ❑ Link to EDUCATION OUTCOMES and ATTENDANCE
- ❑ Frequent FACE-to-FACE communication
- ❑ DIFFERENCES are vital
- ❑ Attend to the CHANGE PROCESS

Lessons Learned, Continued...

Institutions of Higher Education (IHE):

- ❑ Communication and feedback was multi-directional.
- Ten IHE to the MN Department of Health (MDH)
- IHE to IHE
- Student parents providing feedback to IHE
- MDH to the 10 IHE

Lessons Learned, Continued...

Institutions of Higher Education:

From the implementation perspective...

- ❑ Develop a joint vision for an evaluation plan for a statewide initiative that involves federal funds, state governmental agency, and colleges and universities:
 - Listen to the research questions coming from partners.
 - Communicate with state agency's Institutional Review Board (IRB), and encourage colleges and universities to communicate with their IRBs.

Lessons Learned, Continued...

Institutions of Higher Education:

From the implementation perspective...

- ❑ Understand that colleges and universities have diverse infrastructures:
 - Small, private school (fewer than 5,000 students) is different from a university with 50,000 students.
 - Intervention or project will “look different” at each institution; conversations with decision makers will be different at these institutions.
 - How will these conversations be different?

TABLE TALK

Discuss Potential Barriers to Avoid

The Purpose of Staff Development for Education Agencies

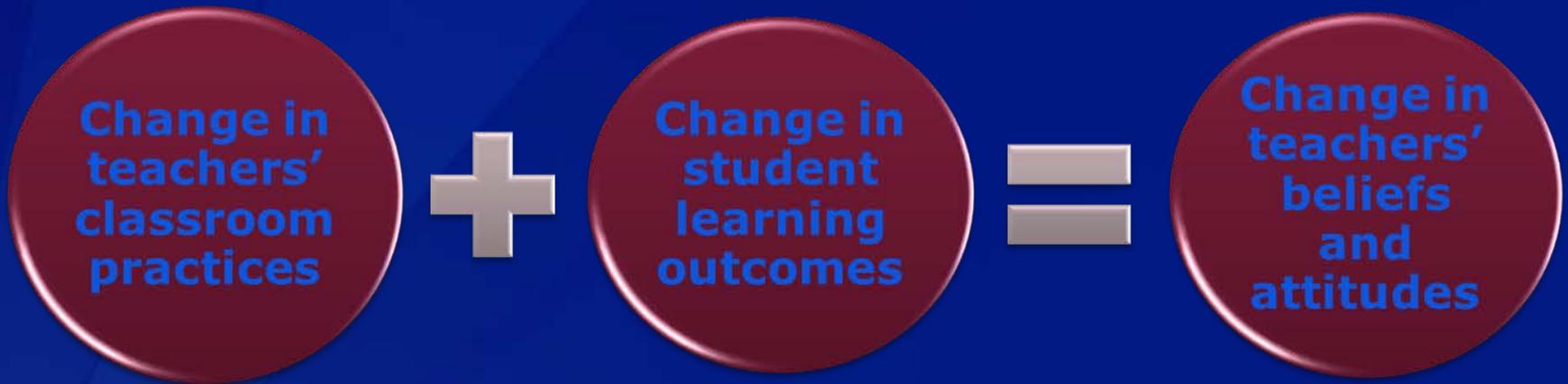
- ✓ Change to occur in practice
- ✓ Implementation is more effective
- ✓ Gain acceptance, enthusiasm, and commitment from teachers "up front," prior to implementation of a new program or innovation
- ✓ Input in planning and development by teachers, aligned with their needs

Gusky, Thomas R. "Staff Development and Teacher Change."
Originally printed in Educational Leadership (April 1985): 57-60

A Significant Change is Contingent Upon Evidence of Change in Classrooms

- What order do you think the circles on your table need to go in to impact staff development and classroom change?**
 - Discuss as a group
 - Share table answer & explain why you selected that order

A Significant Change is Contingent Upon Evidence of Change in Classrooms

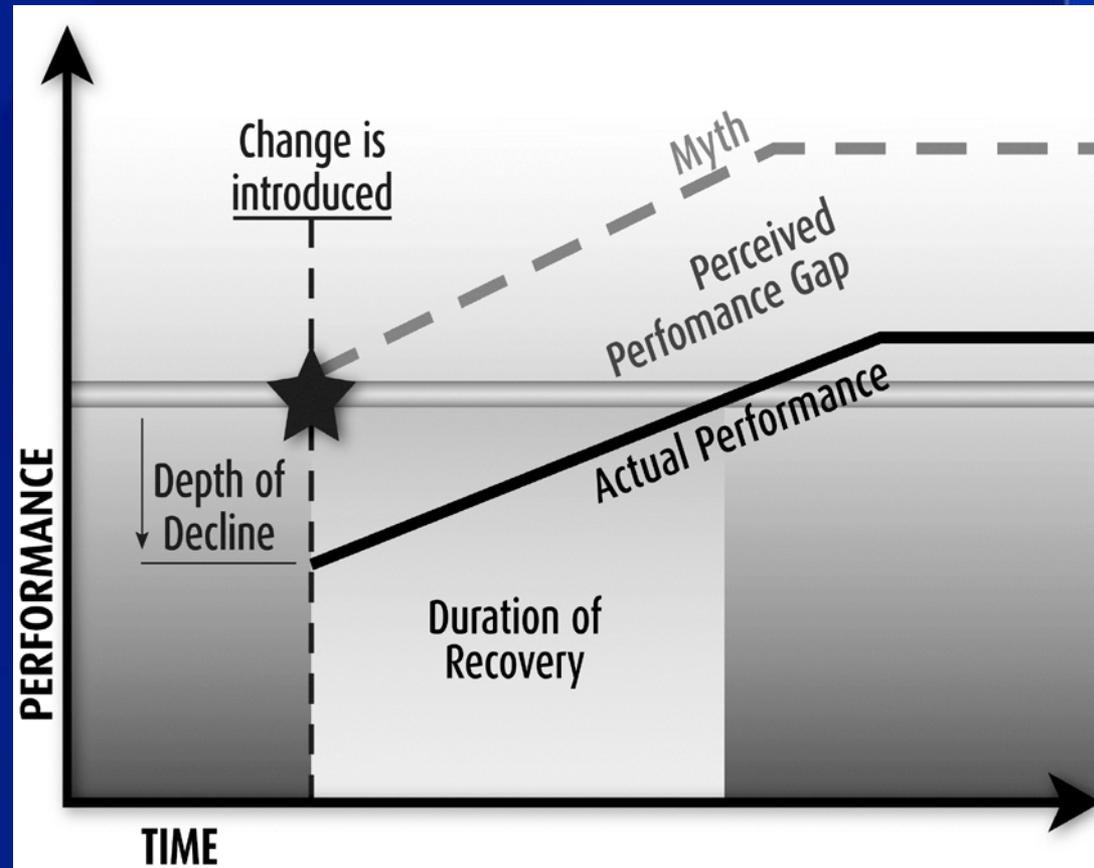


What Does the Impact of this Approach Have on Your Work?

- ☑ How have you practiced this approach in your life?
- ☑ How does this theory impact the implementation you have before you?
- ☑ What are you thinking about differently as a result of hearing this instructional approach?

Implementation Fragility

- Examine how people adapt to new conditions and the outcomes that would most likely occur if trying something new.
- Determine the type of improvements you are aiming to achieve and the time it will take to see these improvements occur.
- People believe that once change is introduced, the recipient of the change will be successful immediately and continue their level of implementation. (Myth)
- Perceived performance is what is thought would happen as a result.
- Actual Performance is what actually happened.



Appreciate the Implementation Dip

- ❑ Literally a dip in performance and confidence as one encounters an innovation that requires new skills and new understandings. (Fullan, 2001)
- ❑ All successful programs experience implementation dips.
- ❑ Dip based on fear of change and lack of technical know how or skills to make the change work.
- ❑ Solution: combine styles – maintain purpose and results, do activities that get the implementation started and keep it going.

Implementation Dip Closure

- ❑ Leading change and fostering implementation requires that:
 - I build an environment of trust, collaboration, and innovation.
 - I will likely stumble many times on this new journey.
 - I'm committing myself to honoring the implementation dip by building capacity in those around me.

Strategic Partnerships are Essential

❑ For education agencies:

Get to know your state HIV coordinator at the State/Local Dept of Education

<http://www.cdc.gov/healthyouth>

For IHE and education agencies:

Get to know the personnel resources at the State/Local Dept of Health and Offices of Higher Ed.

Get to know the State Associations and private foundations.

❑ Your Solutions...

Considerations

- ❑ Build in time for deliberation and establishing support
- ❑ Determine what is politically feasible
- ❑ Respect the hierarchy
- ❑ Compromise does not mean defeat
- ❑ Anticipate how to address controversies in advance
- ❑ Your considerations...

Table Talk

1. What is the purposeful relationship that you want to work to improve?
2. What will you do to authenticate collaboration?
3. What barrier will you work to avoid?
4. How will you avoid the implementation dip?
5. What lessons have you learned today that will help you improve your implementation?
6. What solution or consideration can you offer to the group?

Revisit our Session Objectives

- ❑ Can participants describe at least one characteristic of an authentic collaboration?
- ❑ Can participants name one new resource for planning or supporting an existing collaborative relationship?
- ❑ Can participants list at least three lessons learned that they will consider using in their work?

Revisit our Session Objectives

- ❑ Can participants identify potential barriers they may face in implementing their intervention?
- ❑ Can participants share the theory of the implementation dip with their trainees?

Final Thoughts

**“Coming together is a beginning.
Keeping together is progress.
Working together is success.”**

Henry Ford

Questions?

Elizabeth Haller ~ ehaller@cdc.gov

Elizabeth Gardner ~ elizabeth.gardner@state.mn.us

