

# Using Evaluation to Strengthen the Implementation of Evidence Based Programs in Diverse Community Settings

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Bridging the Gaps: Eliminating Disparities in  
Teen Pregnancy and Sexual Health

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# Disclaimer

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# Learning Objectives

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

- Describe the multi-method approached approach used by the ACT for Youth Center of Excellence (COE) to evaluate the implementation of evidence based teen pregnancy prevention programs
- Access and use evaluation tools and resources developed by the COE to monitor EBP implementation
- Describe two strategies to use evaluation findings to enhance quality and strengthen programming

# Where are we going?

- Background
- COE evaluation approach
- Data feedback loops
- Preliminary findings
- How COE uses evaluation findings
- Enhancing practitioner use of evaluation

# Introductions

Turn to your neighbor and introduce yourself

- Name?
- Where are you from?
- Which HHS initiative? (e.g., AEGP, Tier 1, PREP)
- What is your role?
- Length of time?
- Involvement with evaluation

# ACT for Youth Center of Excellence (COE)

## Intermediary funded by NYS Department of Health

- Technical assistance (TA)
- Training
- **Evaluation and research**
- Disseminate information on current research and best practice
  - Website
  - Update
  - Publications

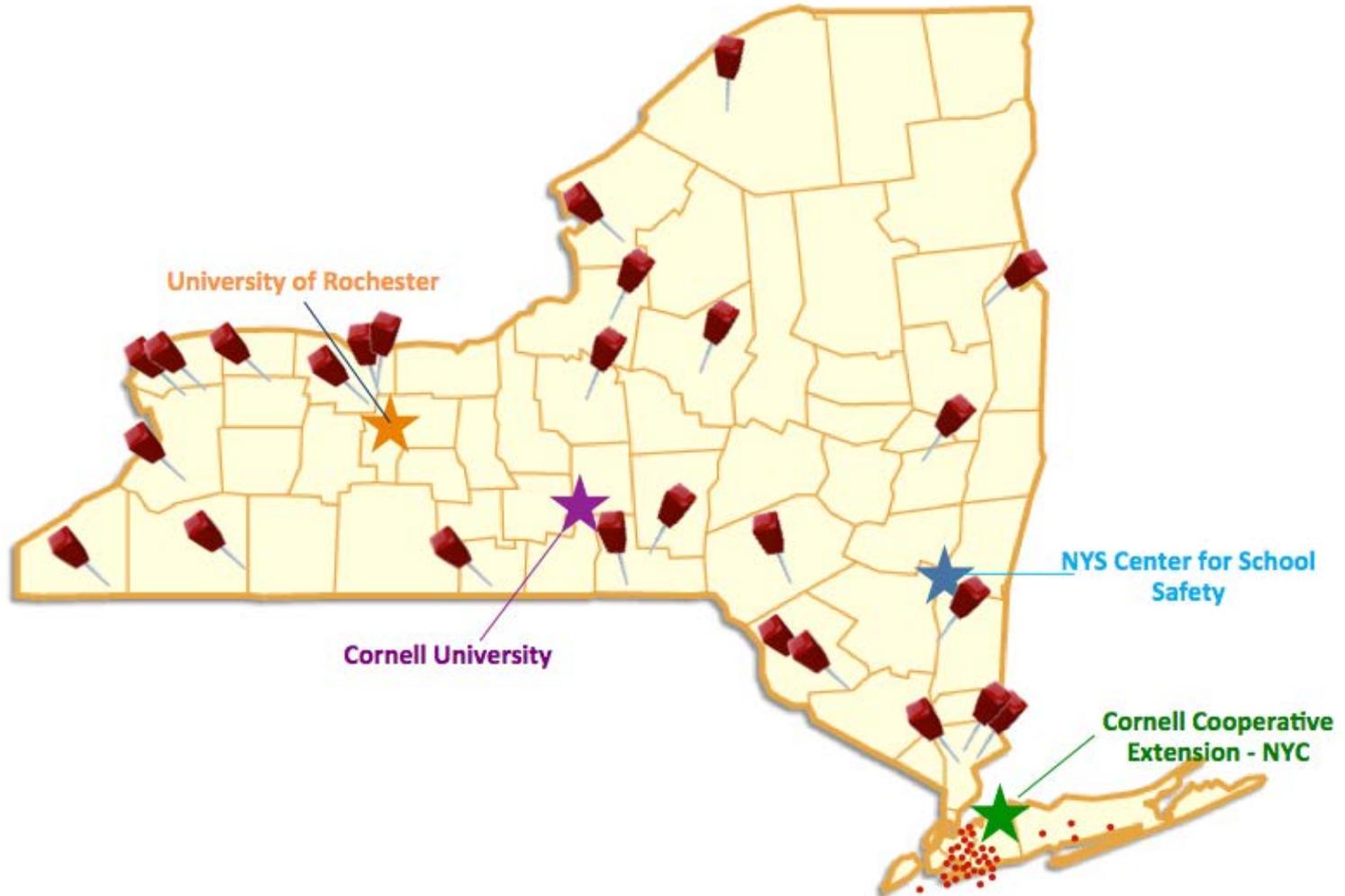


# ACT for Youth Center of Excellence (COE)

- Connecting research to practice
  - Based at Cornell University
  - Partners with University of Rochester Division of Adolescent Medicine and NYS Center for School Safety
- Focus
  - Adolescent sexual health
  - Positive youth development
- NYS DOH funding to support adolescent health initiatives since 2000

[www.actforyouth.net](http://www.actforyouth.net)

# CAPP and PREP Grantees



# Evaluation Opportunities & Challenges

- 58 grantees statewide
- 15 evidence-based programs (EBPs): adolescent sexual health
- How do these EPBs work when brought to scale?
- What does it take to implement EBPs, outside of research settings, with fidelity and quality?

# We know a lot about what works to prevent teen pregnancy

**EBP**



- Increase age of first intercourse
- Increase use of condoms
- Decrease # sexual partners
- Decrease frequency of sex



**Decrease  
Teen  
Pregnancy**

**Promote  
Adol Sexual  
Health**

# Research to Practice

While many EBPs have yielded positive outcomes in research settings, the record at the local level of “practice” is mixed (Wandersman, 2009; Lesesne et al., 2008; Fixsen, 2006).



# What do we know about implementation?

- Level of implementation influences program outcomes
- If EBPs are not implemented with fidelity and quality, not likely to result in outcomes observed in research
- Achieving good implementation increases chances of program success and stronger benefits for participants

*Durlak and DuPre, 2008*

Quality implementation includes **monitoring and evaluating the implementation process** to ensure that the innovation is being put into practice as intended

(Durlak and DuPre, 2008)

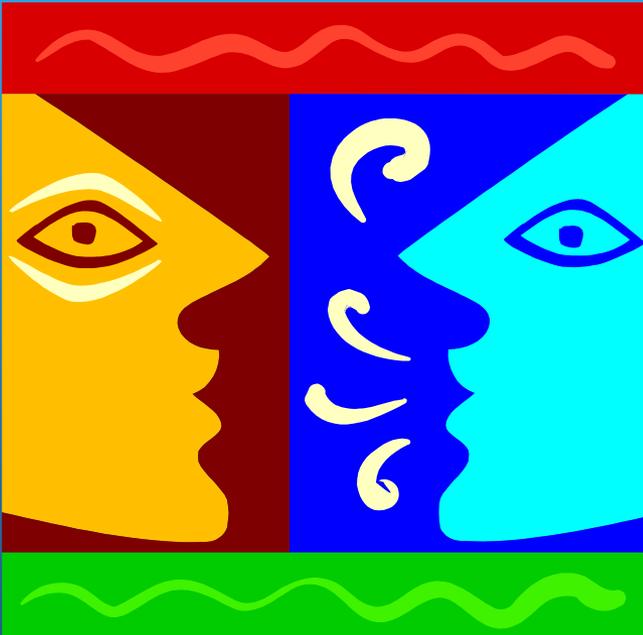
# Need for Implementation Data

Evaluations that lack carefully collected implementation data are incomplete

Understanding of program outcomes rests on knowing how intervention was delivered

Researchers can **learn from practitioners** how to improve interventions if they carefully measure what is happening during implementation

# Evaluating Implementation



How have you measured implementation?

- What have you focused on?
  - Fidelity? Quality?
- What challenges have you faced?
- How have you overcome barriers?
- What have been successes?

# COE Evaluation Approach

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

HOW CAN PROGRAM IMPLEMENTATION BE IMPROVED?

# Process Data Collection Tools

- Cycle tracking form
- Demographic Survey
- Evaluation Packet:
  - Attendance Record
  - Fidelity Checklist

[actforyouth.net/capp-tools](http://actforyouth.net/capp-tools)



FIDELITY CHECKLIST

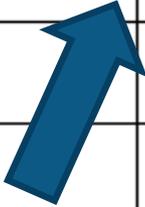
Facilitator(s) \_\_\_\_\_

Dates for this cycle \_\_\_/\_\_\_/\_\_\_ - \_\_\_/\_\_\_/\_\_\_

Site Location:

In School classroom   
  In-School after school program   
  Foster Care Facility   
  Other Residential Facility  
 Community Center /CBO   
  Faith Based Institution   
  Clinical Setting   
  Other: \_\_\_\_\_

Module 1: Getting to Know You and Steps to Making Your Dreams Come True

Activity	Date Activity Was Carried Out (MM/DD/YY) if not carried out write "O"	Was Activity Carried Out According to Directions in the Facilitator's Curriculum? Y=YES N=NO (describe changes in next column)	If Changed, <u>WHAT</u> was changed and <u>WHY</u> ? Please be specific: describe things you left out, added, or changed and WHY.	Were Changes (if any) Pre-Approved? Y=YES N=NO
A: Welcome and Program Overview		Y / N		Y / N 
B: Talking Circle		Y / N		Y / N
C: Creating Group Rules				Y / N
D: Making Proud Choices: Be Proud! Be Responsible! Brainstorm				Y / N
E: Brainstorming About Teens and Sex		Y / N		Y / N
F: Goals and Dreams Timeline		Y / N		Y / N
G: Brainstorming Obstacles to Your Goals and Dreams		Y / N		Y / N

Please use this space if you have comments on this module or any of its activities:



### Module 2: The Consequences of Sex: Pregnancy

Activity	Date Activity Was Carried Out (MM/DD/YY) if not carried out write "O"	Was Activity Carried Out According to Directions in the Facilitator's Curriculum? Y=YES N=NO (describe changes in next column)	If Changed, <u>WHAT</u> was changed and <u>WHY</u> ? Please be specific: describe things you left out, added, or changed and <u>WHY</u> .	Were Changes (if any) Pre-Approved? Y=YES N=NO
A: Myths and Facts about Pregnancy		Y / N		Y / N
B: Tanisha & Shay DVD		Y / N		Y / N
C: Birth Control Methods Demonstration		Y / N		Y / N
D: Agree/Disagree - Attitudes About Contraception		Y / N		Y / N

Please use this space if you have comments on this module or any of its activities:

CAPP Coordinator \_\_\_\_\_

Dates for this cycle \_\_\_/\_\_\_/\_\_\_ - \_\_\_/\_\_\_/\_\_\_

21

Full name of lead agency \_\_\_\_\_

Is program facilitator a lead agency staff member? \_\_\_Yes \_\_\_No

## EVALUATION PACKET COVER SHEET

Do you want to avoid lots of follow-up calls and emails from the COE asking for clarification on your Attendance Records and Fidelity Checklists? This cover sheet will help CAPP Coordinators work with program facilitators to send accurate, complete data to the COE. Please use this sheet to review each cycle's evaluation packet with program facilitators.

**Please return the evaluation packet as soon as possible after the end of the cycle.** When the program cycle is complete, email this complete packet, including this Cover Sheet, the Attendance Record, and the Fidelity Checklist for **one** cycle of an EBP, to Amanda Purington, ACT for Youth Center of Excellence: [ald17@cornell.edu](mailto:ald17@cornell.edu)

DID YOU USE THE CORRECT FORMS? THE MOST RECENT VERSION OF EACH FORM IS POSTED ON THE WEBSITE:

[WWW.ACTFORYOUTH.NET/CAPP-TOOLS](http://WWW.ACTFORYOUTH.NET/CAPP-TOOLS)

DID YOU INCLUDE THE FULL, CORRECT NAME OF YOUR LEAD AGENCY ABOVE? (THERE ARE 58 CAPP AGENCIES, INCLUDING SEVERAL PLANNED PARENTHOODS...PLEASE TELL US EXACTLY WHO YOU ARE!)

### ATTENDANCE RECORD

DOES THE DATE RANGE GIVEN AT THE TOP OF THE FORM CORRESPOND TO THE INDIVIDUAL DATES GIVEN FOR EACH MODULE? ARE THE DATES ACCURATE?

HAVE YOU PROVIDED ALL AVAILABLE DEMOGRAPHICS FOR EACH PARTICIPANT (AGE, ETHNICITY, RACE, GENDER)?

HAVE YOU REMOVED THE NAMES OF PARTICIPANTS? (FOR CONFIDENTIALITY, ALL NAMES MUST BE REMOVED BEFORE THE COE CAN REVIEW THE DATA.)

### FIDELITY CHECKLIST

ARE THE DATES ACCURATE FOR EACH MODULE?

WAS THE SITE LOCATION INDICATED?

HAVE YOU CLEARLY EXPLAINED EVERY ADAPTATION? HAVE YOU DESCRIBED WHAT WAS DONE? IS THE REASON FOR ADAPTING THE PROGRAM CLEARLY STATED? THAT IS, CAN YOU DETERMINE BOTH WHAT WAS CHANGED AND WHY IT WAS CHANGED FROM THE DESCRIPTION GIVEN?

IF NO ADAPTATIONS ARE LISTED, HAVE YOU CHECKED WITH THE FACILITATOR TO BE SURE THIS IS CORRECT? (THE COE IS ATTEMPTING TO TRACK ALL ADAPTATIONS – WE ARE TRYING TO LEARN HOW THESE EBPs ARE BE USED IN REAL WORLD SETTINGS.)

ARE THE ATTENDANCE RECORD AND FIDELITY CHECKLIST CONSISTENT?

DO THE INDIVIDUAL DATES LISTED ON THE ATTENDANCE RECORD MATCH THE INDIVIDUAL DATES ON THE FIDELITY CHECKLIST?

	A	O	P	Q	R	S	T	U	V
1									22
2		Provider 13	Provider 14	Provider 15	Provider 16	Provider 17	Provider 18	Provider 19	Provider 20
5	Materials Rec'd	AR (new); FC (old)	AR (3 pages); FC	AR (2 pages) (old); F	AR; FC	AR; FC	AR (2 pages); FC	AR; FC	AR; FC
6	Cycle Dates	11.1.11-11.29.11	7.20.11-8.15.11	8.2.11-8.4.11	7.19.11-7.21.11	11.7.11-11.23.11	4.12.11-5.31.11	5.11.11-6.13.11	4.28.11-6.16.11
7	EBP	Cuidate	Making Proud Choic	MPC	Making Proud Choic	Be Proud, Be Respor	Be Proud, Be Respor	BPBR	Teen Health Project
8	Sender's Name	<del>Analyst Rodriguez</del>							
9	Notes	"electronic only"	Paper; Scanned	Paper; Scanned	Scanned	Paper; Scanned	Paper; Scanned	sent AR with names	Scanned
10	AR Info Entered	Yes-descriptors link	Yes						
11	FC Info Entered	*CH							
12	ID #	1301002	1412002	1501002	1601002	1702002	1802002	1902002	2005002
13	Date Rec'd	7.26.12	1.17.12	12.13.11	11.14.11	1.9.12	10.19.11	9.16.11	
14	Materials Rec'd	eval packet	AR (3 pages) (3-801)	AR (2 pages) (old); F	AR; FC				
15	Cycle Dates	5.4.12-5.23.12	9.27.11-12.6.11	5.2.11-6.6.11	10.5.11-10.28.11	12.5.11-12.21.11	7.20.11-8.24.11	5.11.11-6.13.11	4.28.11-6.16.11
16	EBP	MPC	MPC (2011 edition)	MPC	MPC	Be Proud, Be Respor	BPBR	BPBR	Teen Health Project
17	Sender's Name	<del>Analyst Rodriguez</del>							
18	Notes	"electronic only"	Paper; Scanned	Paper; Scanned	Paper; Scanned	Paper; Scanned	"electronic only"; us	sent AR with names	Paper; Scanned
19	AR Info Entered	Yes	Yes - descriptors link	Yes	Yes - descriptors link	Yes	Yes	Yes	Yes
	ID #	1301003	1412003	1501003	1601003	1702003	1802003	1902003	2005003
	Date Rec'd	26.12	1.17.12	13.11	11.14.11	2.16.12	12.2.11	9.16.11	
	Materials Rec'd	al packet	AR (2 pages) (3-802)	(3 pages) (old); F	AR; FC	Evaluation Packet	AR (old); FC (old)	AR; FC	AR; FC
	Cycle Dates	1.12-6.18.12	9.27.11-12.6.11	.11-6.6.11	10.25.11-10.26.11	2.7.12-2.9.12	7.18.11-8.22.11	5.11.11-6.13.11	4.29.11-6.2.11
	EBP	PC	MPC (2011 edition)	C	MPC	BPBR	BPBR	BPBR	Teen Health Project
	Sender's Name	<del>Analyst Rodriguez</del>							
	Notes	electronic only"	Paper; Scanned	ber; Scanned	Paper; Scanned	"electronic only"	"electronic only"	sent AR with names	Scanned
	AR Info Entered	s	Yes - descriptors link	s	Yes - descriptors link	Yes - descriptors link	Yes	Yes	Yes
	FC Info Entered		* CBM		*	*CBM			
	ID #	1301004	1501004	1601004	1702004	1802004	1901004	2005004	
31	Date Rec'd	7.20.12	1.17.12	12.13.11	11.21.11	5.15.12	1.19.12	9.16.11	
32	Materials Rec'd	eval packet	AR (2 pages) (3-804)	AR (2 pages) (old); F	AR; FC	eval packet	AR (new); FC (old)	AR; FC	AR; FC
33	Cycle Dates	2.17.12-3.12.12	9.26.11-11.28.11	7.12.11-8.9.11	10.11.11-11.3.11	4.13.12-5.4.12	10.21.11-12.16.11	5.12.11-6.16.11	4.29.11-6.10.11
34	EBP	MPC	MPC (2011 edition)	MPC	MPC	BPBR	BPBR	MPC	Teen Health Project
35	Sender's Name	<del>Analyst Rodriguez</del>							
36	Notes	"electronic only"	Paper; Scanned	Paper; Scanned	Paper; Scanned	electronic only	"electronic only"; ne	sent AR with names	Paper; Scanned
37	AR Info Entered	Yes	Yes - descriptors link	Yes	Yes - descriptors link	Yes - descriptors link	Yes - descriptors link	Yes	Yes
38	FC Info Entered		* CBM		*	*CH	*CH		
39	ID #	1301005	1412005	1501005	1613005	1702005	1802005	1902005	2005005
40	Date Rec'd	7.20.12	1.17.12	12.13.11	1.3.12	4.30.12	12.8.11	2.7.12	
41	Materials Rec'd	eval packet	AR (3 pages) (244-80	AR (2 pages) (old); F	AR; FC	eval packet	AR; FC	AR (old); FC (old)	AR; FC
42	Cycle Dates	3.19.12-4.20.12	10.7.11-12.16.11	7.19.11-7.27.11	11.7.11-12.5.11	4.13.12-4.18.12	9.29.11-11.3.11	10.13.11-11.17.11	5.2.11-6.13.11
43	EBP	MPC	MPC (2011 edition)	MPC	BPBRBP	BPBR	BPBR	BPBR	Teen Health Project
44	Sender's Name	<del>Analyst Rodriguez</del>							
45	Notes	"electronic only"	Paper; Scanned	Paper; Scanned	Paper; Scanned	AR Flag - 4 participa	"electronic only"	"electronic only"	Scanned
46	AR Info Entered	Yes	Yes - descriptors link	Yes	Yes - descriptors link	Yes	Yes - descriptors link	Yes - descriptors link	Yes
47	FC Info Entered		* CBM		*		*CBM	*CBM	*CBM

# Mixed Methods Analysis

Quantitative:  
Attendance Records

16.9	3	0	0	4	0	0	0	0	0	0
16.8	11	0	1	0	0	0	0	0	0	0
15.5	5	0	0	9	0	0	0	0	0	7
12.7	1	8	0	12	2	0	0	0	0	0
12.8	0	0	22	6	0	0	0	0	0	16
15.4	4	1	0	10	0	2	1	0	2	12
16.2	1	1	0	0	0	15	2	0	0	14
15.3	2	1	0	3	0	0	0	0	1	1
15.8	3	1	1	24	0	1	2	0	9	14
14.8	2	0	0	1	0	3	0	0	0	1
18.3	4	0	0	2	0	5	0	0	1	3
11.8	0	0	0	4	0	0	6	1	0	5
13.6	2	0	0	0	0	14	1	0	0	9
14.4	4	0	0	2	0	3	1	0	0	2
20	0	0	0	6	0	4	0	0	0	12
16.1	21	0	4	18	0	3	0	0	0	13
16	9	2	0	16	0	2	10	1	8	11
14.6	0	0	3	18	1	0	3	0	1	12
14.9	3	2	2	19	0	1	4	0	0	11
14.1	2	0	0	27	0	0	0	0	0	5
14.1	3	0	0	15	0	0	0	1	1	7
15.9	0	2	0	0	0	5	0	0	0	0
13.4	1	2	0	0	0	14	2	0	1	3
17.8	0	0	0	7	0	2	0	1	0	4
15.7	2	0	0	11	0	6	2	0	2	4
16	1	0	0	1	0	5	2	0	1	3
15.5	1	0	1	5	0	16	1	0	0	9
15.8	2	1	0	2	0	12	2	0	2	10
15.1	0	0	0	1	0	6	0	0	0	2
12.4	7	0	0	18	0	2	4	0	0	12
14.1	5	3	0	10	0	3	3	0	0	12
13.8	6	3	0	18	0	2	11	0	8	11

Qualitative:  
Fidelity Checklists

K: Communication Types 6-1-12 Y

Y / N

L: What to Say if My Partner Says  N

Due to an unexpected school assembly we were unable to meet with the young people for our last day of group  Y / N

M: Freeze Frame  N

Due to an unexpected school assembly we were unable to meet with the young people for our last day of group  Y / N

N: Ask Me  N

Due to an unexpected school assembly we were unable to meet with the young people for our last day of group  Y / N

O: Goal Setting  N

Due to an unexpected school assembly we were unable to meet with the young people for our last day of group  Y / N

P: Closing Remarks and Graduation Ceremony  N  Due to an unexpected school assembly we were unable to meet with the young people for our last day of group  Y / N

Please use this space if you have comments on this module or any of its activities:

# Data Synthesis: Attendance Records

- Collapse individual characteristics to calculate cycle-level characteristics:
  - Participant age (mean & range), ethnicity/race proportions, gender proportions
  - Dosage:
    - average attendance
    - % attended > than half of sessions
    - % attended at least 75% of sessions
    - % attended all sessions
    - % attended last session
- Cycle: length, number of sessions, target group, # participants, cycle location

# Qualitative Coding

Each adaptation *ALWAYS* receives 4 codes:

1. an EBP-Specific Code to identify the EBP, Module, and Activity to which that adaptation was made
2. Cause of Change  
Characteristics of:  
EBP, Facilitator/Educator, Participants, Inconsistent Setting, Consistent Setting
3. Level of Change  
Added to activity, Modified activity, Skipped activity
4. Valence of Change  
Positive, Negative, Neutral



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# Optional Evaluation Tools

Youth Satisfaction Survey

Educator Feedback Form

Onsite Feedback Form

ACT COE Observations

Youth Pre/Post Surveys

PREP Agency \_\_\_\_\_ EBP \_\_\_\_\_ Educator \_\_\_\_\_ Observer \_\_\_\_\_

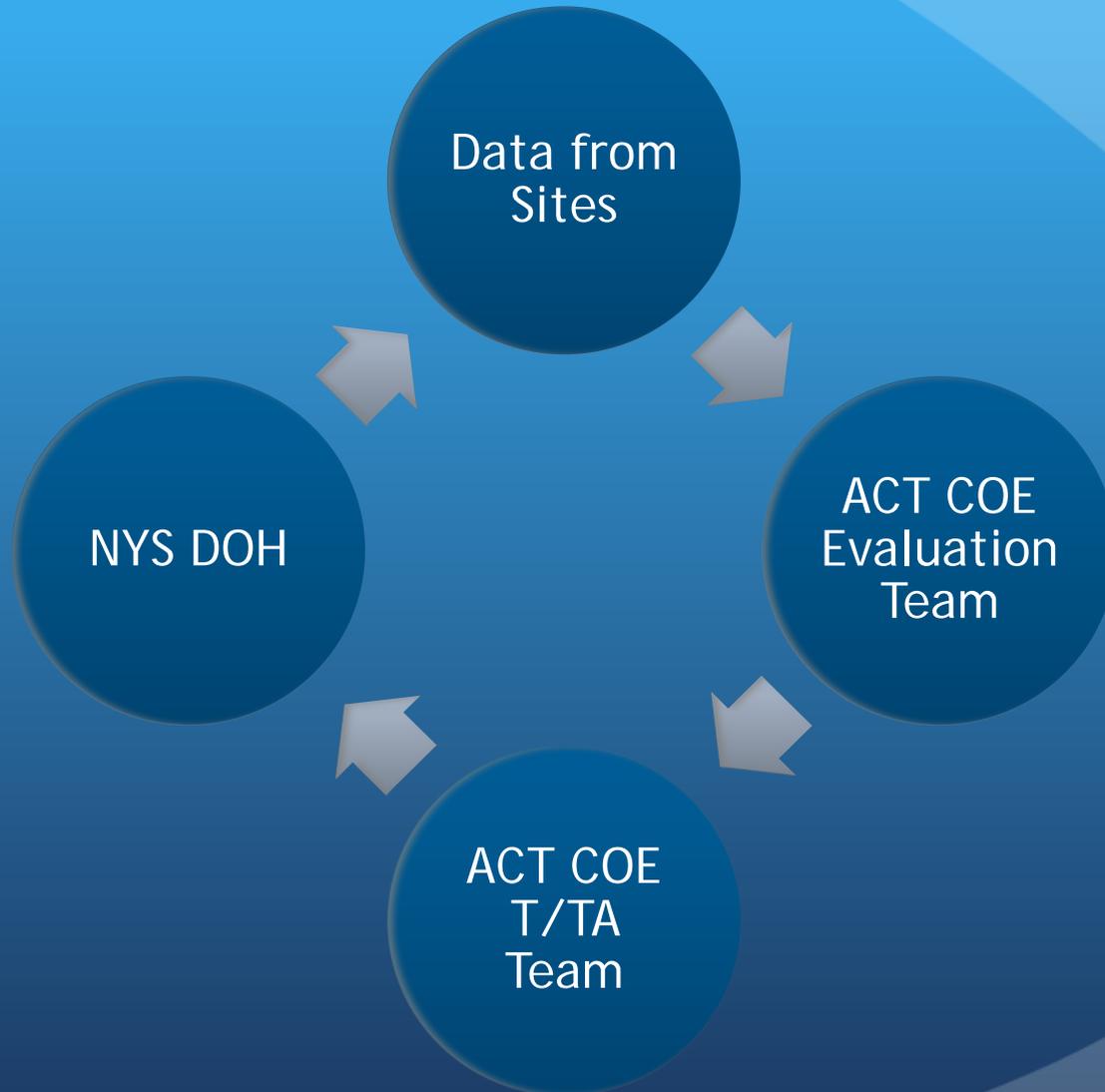
Circle one: In school/Not in school

Observation Date \_\_\_\_\_

**ON-SITE FEEDBACK FORM**

Description of Environment		YES/NO	Comment
Space is safe (no open space/confined, adequate furniture, good light, quiet, etc.)			
Room is adequate size for the size of the group			
Interruptions at minimum (fire drill, announcements, outside noise level, unexpected visitors, etc.)			
Room set up is comfortable; encourages youth participation (e.g., chairs in circle)			
Was the classroom teacher in the room? Did s/he interrupt?			
Educator Actions		Rating	
Set up and debrief activities	<p><b>Exceeds expectations:</b> Instructions are given clearly and enthusiastically; gives examples for participation/ checks in with youth for understanding; debrief is extensive (e.g., affirms all ideas, adds to some but stays focused on topic); facilitator appears authentic; pacing and flow are smooth</p> <p><b>Meets expectations:</b> Follows the manual instructions; sets up and debriefs activity (e.g., listens to youth, monitors pacing and moves to next activity); good pacing (stays within time frames given in the curriculum)</p> <p><b>Needs Improvement:</b> Skips steps, did not stay on topic, activities are not clear, repeats instructions several times, did not debrief activity; uneven flow from lesson to activity</p> <p><b>Comments:</b></p>		
Presentation of content and materials	<p><b>Exceeds expectations:</b> Displays wide knowledge of content (e.g., gives daily life/current media examples); makes adjustments to match students' learning styles (e.g., reads aloud, draws diagram, has youth manipulate materials); uses youth ideas to clarify content; can anticipate youth misconceptions; presents messages enthusiastically; solid sense of overall pacing/direction of lesson</p> <p><b>Meets expectations:</b> Covers all content in right sequence, displays solid knowledge of content and direction of session</p> <p><b>Needs Improvement:</b> Gives judgmental comments; skips content, appears uncomfortable, provides incorrect information</p> <p><b>Comments:</b></p>		

# Data Feedback Loops





# Data Feedback to NYS DOH

**Be Proud! Be Responsible!**

Data Period: January 1, 2012 - June 30, 2012

**Developer Guidelines for implementation - Group Size:** 6-12 participants. Add facilitators for larger groups. **Setting:** Evaluated in after-school/CBO settings. Developer approves classroom settings as well. **Cycle length:** Developers recommend that sessions be presented over 1-6 days.

Name of Providers who are implementing EBP	target group (s)	Program Reach		Participant Characteristics												Cycle Characteristics			Program Dosage			
		# of cycles	# of youth	age	Male	Female	Trans gender	Asian	Black	Native Hawaiian / Pacific Islander	Native American	White	Multi-race	Other	Hispanic	# of Participants	# of Weeks to complete cycle	# of sessions	% of participants attending all sessions	% of participants attending more than 50% of sessions	% of participants attending at least 75% of sessions	% of participants attending the last session
		13	185	17.3 (13-21)	98	87	0	48	90	1	2	10	24	28	28	14 (5-27)	5 (1-12)	5 (3-6)	69 (0-100)	87 (23-100)	76 (23-100)	82 (38-100)
In-school settings		3	75	16.9 (14-21)	38	38	0	47	10	0	0	6	7	13	8	25 (23-27)	7 (6-7)	6	100	100	100	100
In-school afterschool settings		1	12	15.0 (14-16)	8	4	0	0	0	0	0	0	11	12	11	12	2	6	100	100	100	100
CBOs + other settings	youth in-school/after-school program; CBO; GED Program; Police Athletic League	9	98	17.7 (13-21)	52	45	0	1	80	1	2	4	6	3	9	11 (5-15)	5 (1-12)	4 (3-6)	55 (0-100)	81 (23-100)	65 (23-100)	74 (38-100)
2.		7	136	17.3 (15-20)	44	92	0	2	100	1	1	1	0	14	17	19 (6-37)	4 (1-7)	5 (3-6)	30 (17-53)	68 (51-88)	48 (17-79)	65 (36-88)
In-school settings		7	136	17.3 (15-20)	44	92	0	2	100	1	1	1	0	14	17	19 (6-37)	4 (1-7)	5 (3-6)	30 (17-53)	68 (51-88)	48 (17-79)	65 (36-88)
In-school afterschool settings																						
CBOs + other settings																						
		10	206	15.6 (14-20)	94	120	0	6	161	1	6	7	33	22	40	21 (6-29)	5(1-6)	8 (2-13)	41 (10-100)	90 (55-100)	86 (50-100)	83 (50-100)
In-school settings		9	197	15.3 (14-19)	85	120	0	6	156	1	6	5	29	20	36	22 (6-29)	5 (4-6)	9 (5-13)	34 (10-67)	89 (55-100)	84 (50-100)	81 (50-100)
In-school afterschool settings																						
CBOs + other settings	youth involved in juvenile justice system	1	9	17.8 (16-20)	9	0	0	0	5	0	0	2	4	2	4	9	1	2	100	100	100	100

**Be Proud Be Responsible**

Data Sources: Quarterly Reports and Evaluation Packets  
 Data Period: January 2012 – June 2012

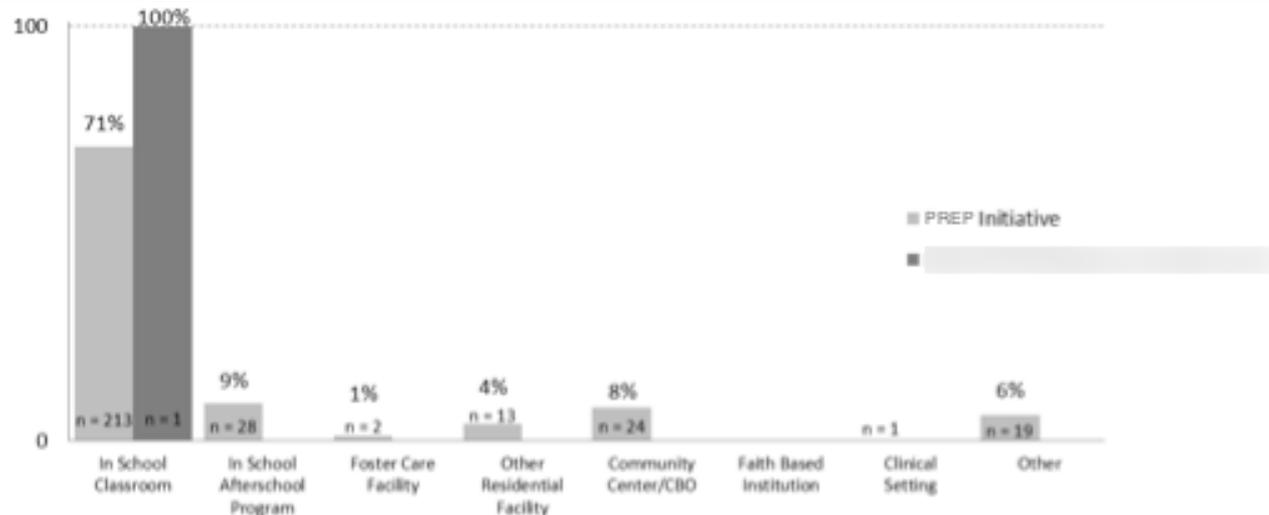
**Data Source: Quarterly Reports Submitted to DOH**

<b>Quarters:</b> <b>1 and 2</b>	Completed a total of <b>2 Cycles</b> , reaching <b>39 Youth Participants</b> <b># of Youth Reached by Setting:</b> In-School Classroom (39) <b># of Youth Reached by Target Group:</b> Youth In-School/Afterschool Program (39)
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**Data Source: Evaluation Packets (Attendance Records & Fidelity Checklists) Submitted to COE**

PREP Initiative		
<b>1. EBP Reach:</b>	<b>305 Cycles</b>	<b>1 Cycles</b>
	<b>5033 Participants</b>	<b>23 Participants</b>
	<b>17 Participants/Cycle on average</b>	<b>23 Participants/Cycle on average</b>
<b>EBP Developer Guidelines</b>	6-12 participants. Add facilitators for larger groups.	
<b>2. Cycle Length:</b>	<b>5 week period (range 1 - 21 weeks)</b> covering <b>6 sessions (range 1 - 22 sessions)</b>	<b>6 week period</b> covering <b>7 sessions</b>
<b>EBP Developer Guidelines</b>	Developers recommend that sessions be presented over 1 – 6 days.	

**3. Setting (# of Cycles):**



**EBP Developer Guidelines**

Evaluated in after-school/CBO settings. Developer approves classroom settings as well.

# Preliminary Findings

# EBP Cycle Frequency: 2012-13

	# Using	# Cycles	Percent
<b>Be Proud Be Responsible</b>	42	1296	48.3
<b>Making Proud Choices</b>	31	761	28.4
Draw the Line	9	158	5.9
Reducing the Risk	7	146	5.4
Teen Health Project	4	97	3.6
Project AIM	6	81	3
Cuidate	11	41	1.5
Safer Choices	1	25	0.9
Its your game	1	17	0.6
TOP	2	17	0.6
BPBRBP	4	13	0.5
BART	1	9	0.3
Aban Aya	1	7	0.3
Rikers	2	7	0.3
SiHLE	1	6	0.2

} 77%

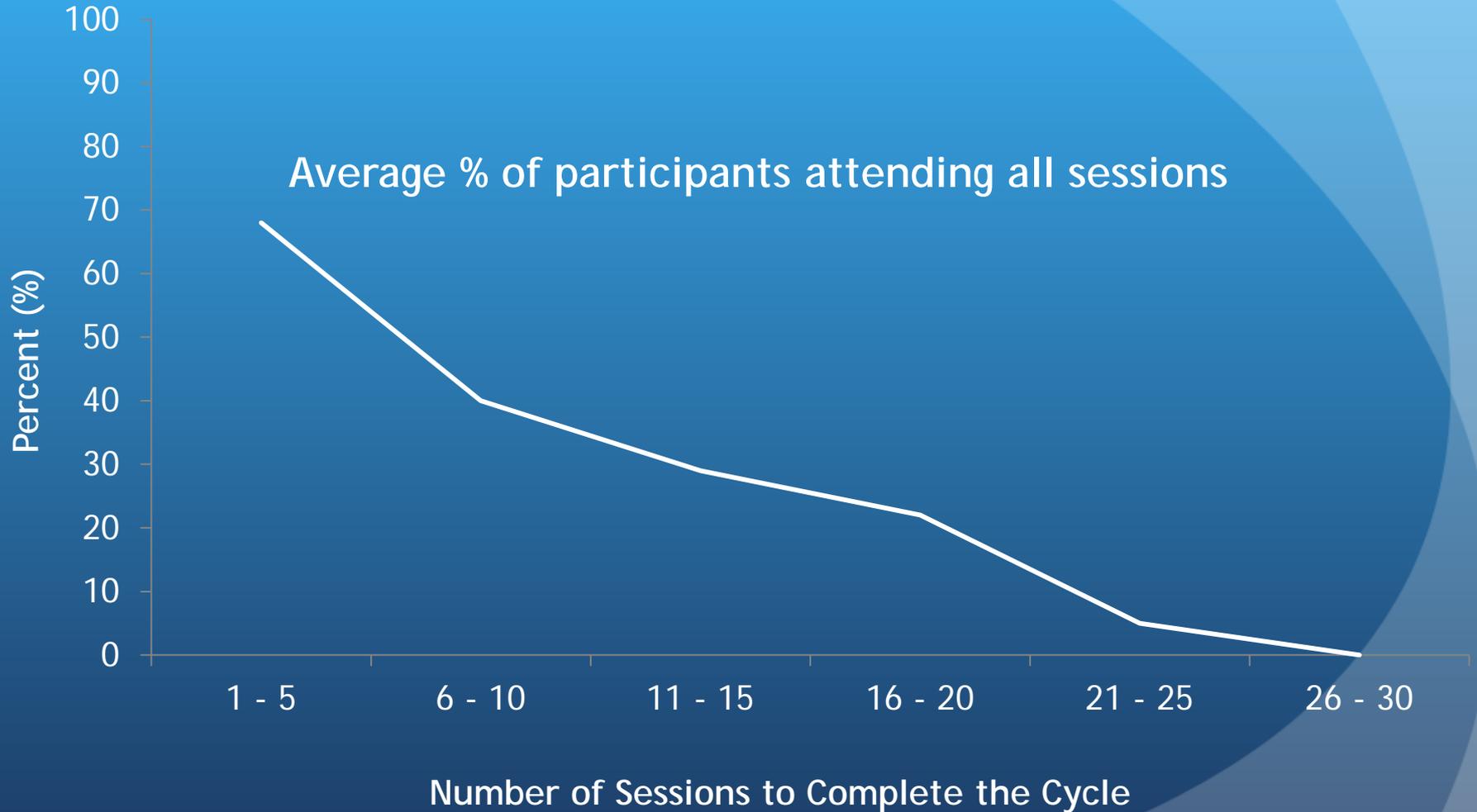
# Using Attendance Data

<b>SETTING</b>	<b># of cycles</b>	<b>Percent attending at least 75% of sessions</b>	<b>% attending ALL sessions</b>
<b>In-school</b>	1735	75	45
<b>In-school afterschool</b>	218	55	34
<b>CBOs/other</b>	698	64	47

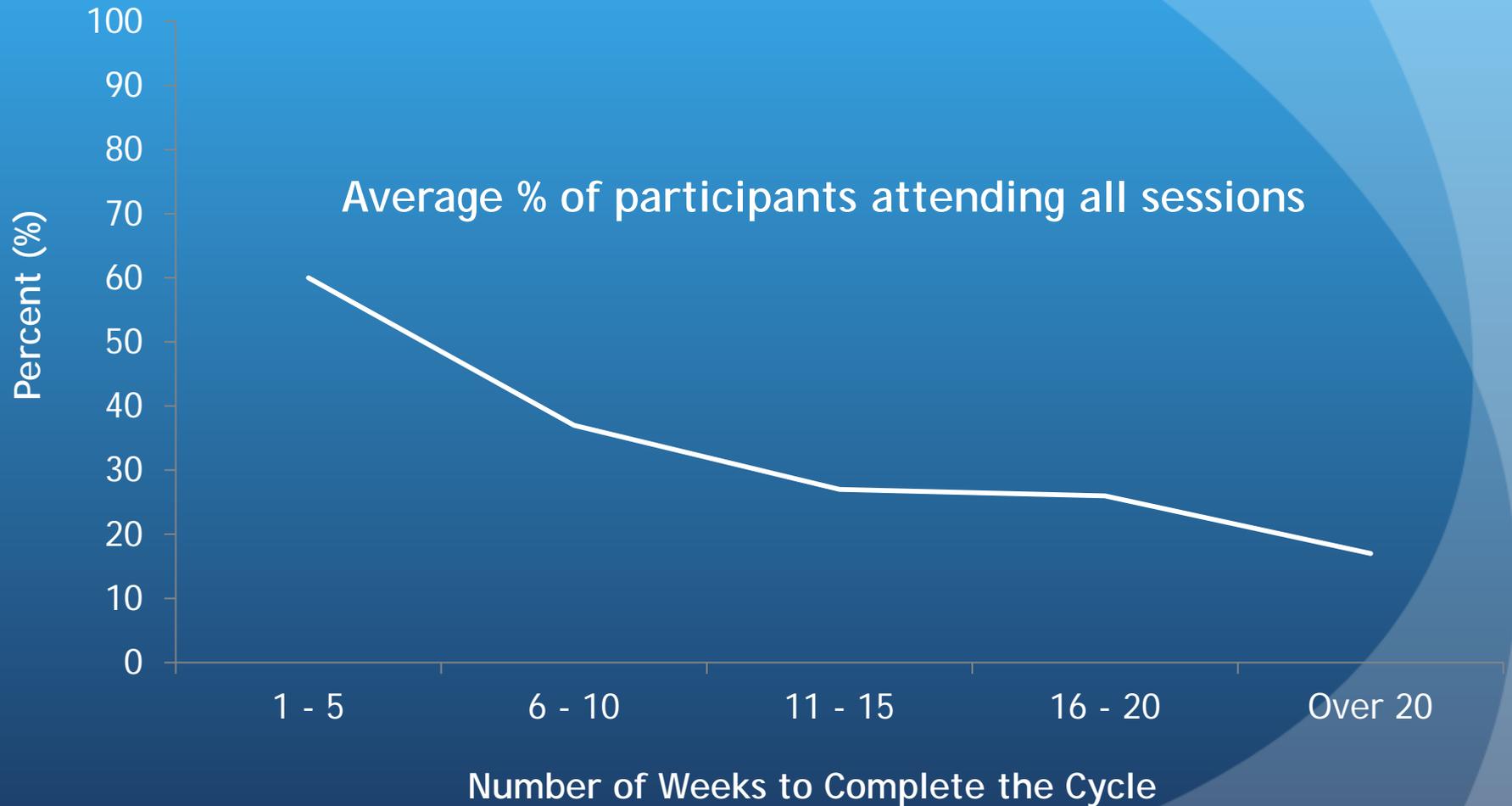
# Attendance by Region and Setting

		# of cycles	% attending at least 75% of sessions	% attending ALL of sessions
<b>Rural</b>	In-school settings	360	84	62
	In-school afterschool settings	84	47	27
	CBOs + other settings	210	65	47
<b>Suburban</b>	In-school settings	119	91	59
	In-school afterschool settings	19	57	27
	CBOs + other settings	57	65	48
<b>Urban</b>	In-school settings	1256	71	39
	In-school afterschool settings	115	61	40
	CBOs + other settings	431	64	50

# As the number of sessions increase, attendance decreases



As number of weeks to complete cycle increases, attendance plummets



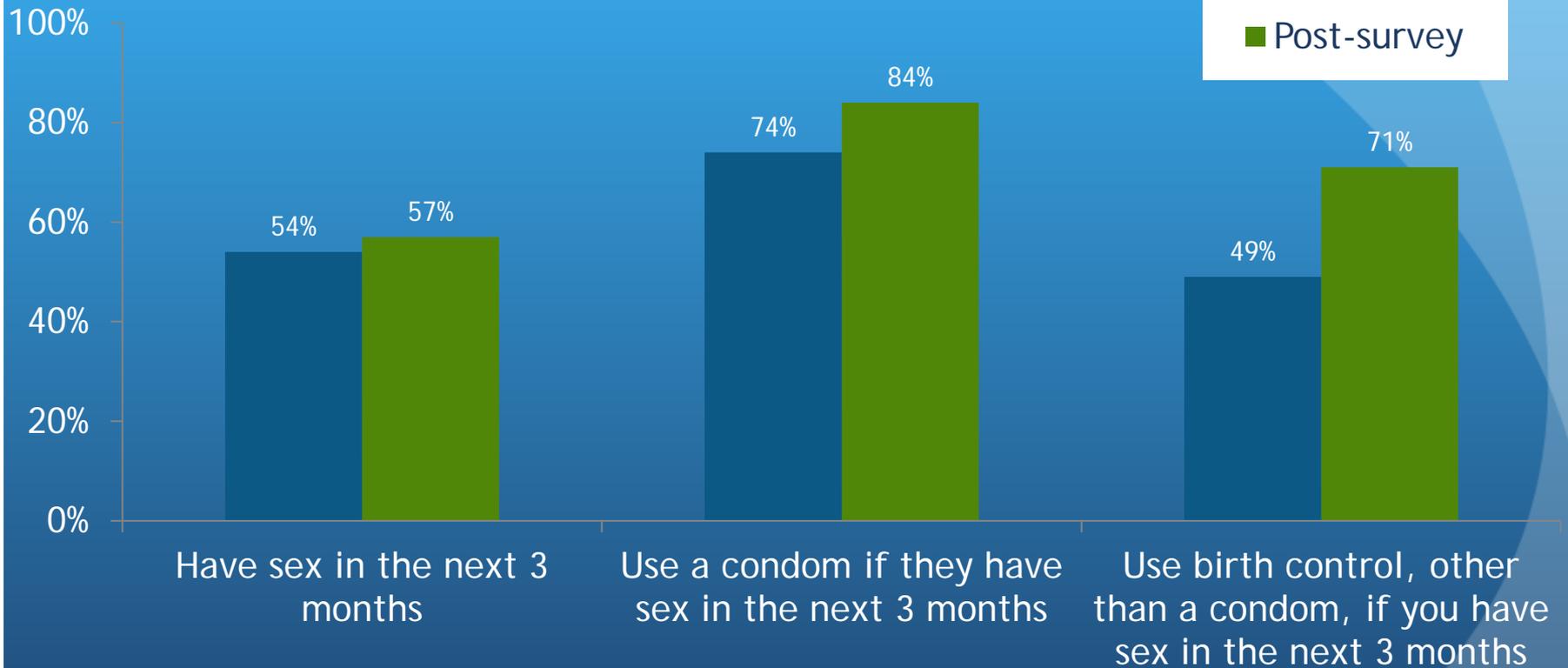
# Adaptations

Most adaptations are:

- due to *consistent setting characteristics*
- *modifications* (skipped and added follow)
- negative or neutral

More and more are pre-approved

## % of participants who are likely to...



# Activity: Using Evaluation Reports

- Enhancing implementation
- Strengthening programming

# Using Evaluating Findings to Develop Resources: Examples

## Implementation Guidelines Revisited – Be Proud Be Responsible (2006 & 2012)\*

Implementation Factors	Recommended	Possible Adaptations
Program characteristics	Six 60-minute modules; use of videos	If using the 2006 edition, the <b>add-on session on pregnancy is required</b> (adds up to 7 modules)
Educator Requirements	<ul style="list-style-type: none"> <li>-Developer certified training by Select Media is recommended, but not required</li> <li>-Educator needs to be comfortable working with youth; comfortable with condom use demonstration</li> <li>-One educator is needed</li> <li>-Having a back-up educator is recommended</li> </ul>	
Target audience	<p>Originally evaluated with African American males, ages 11-14</p> <ul style="list-style-type: none"> <li>-Can be delivered to diverse populations, ages 13 - 18</li> </ul>	<ul style="list-style-type: none"> <li>-Can be used with middle school youth if adjusted to students' knowledge and experience**.</li> <li>-Can be used with young adults (18-21)i.e. in GED programs; needs to be adjusted to experience level**</li> </ul>
Group composition	<ul style="list-style-type: none"> <li>-Small groups of 6 to 12 youth</li> <li>-Groups should be of similar age range (13-15, 16-18)</li> </ul>	<ul style="list-style-type: none"> <li>-Can be done with larger groups – <b>requires two educators or one educator and one assistant.</b></li> <li>-Peer educators as a co-facilitators are ok, but <b>they need to be trained.</b></li> </ul>
Setting	<p>Originally evaluated in school after regular school hours</p> <p>Can be done in</p> <ul style="list-style-type: none"> <li>- In-school classrooms</li> <li>- After school groups</li> <li>- Community-based organizations</li> <li>- Clinics</li> </ul>	If delivering the program in schools, modules have to be adjusted to class periods; it will require additional sessions. <b>Activities should not be dropped; sequence should not be changed.</b> Samples for adjusted modules for longer or shorter classroom periods are available on the CAPP shared resources page.
Delivery Timeframe	<p>6 sessions (60 min each) over the course of six days</p> <ul style="list-style-type: none"> <li>-2 three-hour sessions over two days</li> <li>-One day for five hours</li> </ul>	Modules can be spread out over several days, but the <b>cycle should be completed within a 2 week period.</b> In schools the curriculum can be adjusted to classroom periods or block periods, but it needs to be done within a couple of weeks without larger breaks in between.

# COE Use of Data

# Using Evaluating Findings to Develop Resources: Examples

## Implementation Guidelines Revisited – Be Proud Be Responsible (2006 & 2012)\*

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# Using Evaluating Findings to Develop Resources

## 40-Minute Classroom Period

### Day 1

#### Session 1:

- A. Program Introduction and Overview (10 min)
- B. Group Introduction (5 min)
- C. Creating Group Rules (10min)
- D. Discussing HIV and AIDS (15 min)

### Day 2

#### Session 1 (cont'd):

- Add: Transition statement /overview of this session (2 min)*
- E. Agree or Disagree – Attitudes about HIV, STDs, Pregnancy and Safer Sex (10 min)

#### Session 2:

- A. Myths and Facts about HIV, STDs and Pregnancy (16 min)
- B. Birth Control Activity (12 min)
- Use a little extra time to do this activity*

### Day 3

#### Session 2 (cont'd):

- C. The Subject is: HIV (22 min)

#### Session 3:

- A. Acknowledging the Threat of HIV, STDs, and Pregnancy (10 min)
- B. Tanisha and Shay (DVD) (18 min)

### Day 4

#### Session 3 (cont'd):

- Add: Transition/overview (2 min)*
- C: The Transmission Game (10)
- C. HIV Risk Continuum Exercise (10 min)

#### Session 4:

- A. The Subject is: STDs (DVD) (20 min)
- B. Understanding the Messages about Sex (5 min)

# Case Study:

## Reducing Cycle Length Improves Attendance

	July - Dec 2012	Jan - June 2013
Attendance: Full Program	38%	69%
Attendance: 75% of the Program	65%	90%
# of Sessions	5	4
# of Weeks	1 - 7	1 - 2

# Encourage Reflection

Are we using the **right EBP**?

Are we **implementing** this the way we should be?

Do youth participants **enjoy** the programming? Are they **engaged**?

Will this **impact the behavior** of our youth participants?

# Encourage Reflection: Using Multiple Evaluation Reports

What **trends** over time do you see?

What could be **causes** for these trends?

What programming changes **have you made** that are reflected here?

What programming changes **could you make** to create the trends you want?

# Improve Quality

- Observations and structured feedback
  - Train supervisors to conduct observations
- TA tailored to each grantee

# Potential Use of Data by Grantees

- Enhance implementation
- Develop relationships with potential implementation sites
- Build internal agency support
- Encourage parent & community buy-in
- Support sustainability

# Strategies to Enhance Utilization

- Provide overall & specific summaries
- Focus on 1-2 targets for improvement
- Provide tailored TA
- Provide supplemental evaluation tools
- Conduct subset analyses at grantee request

# References

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