

April 2, 2014

Moderator: To experience developers and I will give you a quick introduction of our two speakers, they both have presentations and then we are going to do questions and answers from myself as well as you all. So, our first speaker, go ahead please, if you would like to come up, I would like to introduce and reintroduce Joseph Miller, Senior Vice President from the Wyman National Network, as an Annie E. Casey Children and Family fellow, Joe leads, Wyman's national network and possesses over 17 years of senior executive experience, currently working in 32 states and Washington, DC. Joe's national network team trains and supports partners to replicate evidence based programs such as Wyman's Teen Outreach Program, TOP. He holds a master's degree in public administration and frequently shares his youth leadership skills with various St. Louis Community organizations and schools. Joe has a particular passion for working with disadvantaged youth and has personally coached over 50 youth sports teams in the past 10 years and hopefully he will give us a little information about that. And, next to Joe, I would like to introduce you to Susan Tortolero, the Director of Prevention Research Center at University of Texas School of Public Health and Director of Center for Health Promotion and Prevention Research at the University of Texas School of Public Health. Dr. Tortolero is professor of Health Promotion and Behavioral Sciences as well as of Epidemiology at the UT school of Public Health. She is Director of the Center for Health Promotion and Prevention Research whose mission is to conduct research to develop, evaluate and disseminate health promotion and disease prevention programs. A central focus of Dr. Tortolero's research is adolescent sexual health, specifically teen pregnancy prevention. Under her direction, the UTPRC developed, "It's Your Game: Keep it Real", an innovative multimedia skills based intervention that has been shown to be effective in delaying sexual initiation, reducing sexual risk behavior and reducing dating violence among youth. So, welcome Dr. Susan, she will go first followed by Joe. Thank you.

Dr. Susan: All right, thank you so much, it's great to be here. So, let's just get started. I'm going to talk about our experience with disseminating "It's Your Game". "It's Your Game" is a seventh and eight grade curriculum. It's 12 lessons in the seventh grade, 12 in the eight, it has journaling, computer activities as well as classroom activities, a very interactive program. And, it has been tested in two randomized trials and found to be effective in getting kids to abstain, to reduce sexual risk-taking and it's also impactful on dating violence as well. It's being implemented all over Harris County, other places in Texas, South Carolina, California, Maine, New Mexico and various other places, (inaudible) places across the country. So, I wanted to show you this as well, we do a lot of work in actually working with schools on how to get evidence based programs into schools. So, we develop models and try to understand how schools work and the only reason I'm showing you this and this is because it's a very complicated process on the end of getting programs into schools, having them, maintaining them into schools, supporting them, providing technical assistance. The only reason I'm showing you this process, we are not going into it, is that, you know, there is so much more to think about in terms of doing this work. So, intended path, our intended path was initially to develop a program to test it, to see if it was effective and it was effective in our first randomized trial. We then obtained money to replicate it in another randomized trial, publish the results, then we intended to disseminate. So, much like the, you know, we intended to sort of go the slow, careful route in this process. So, we went for OAH money initially to think about disseminating and how we would disseminate "It's Your Game" on a wider scale. So, we were going along on this pretty careful path, right, but, we never anticipated the demand. So, once we got the published paper out there and then that it worked, we got on list, right, and once we got on list, then we had to meet the demand out there. So, that's really sort of how we started in the dissemination, we thought we are going on this kind of careful path, let's see how it works in real life and schools and get out there, but things changed a bit. So, we had

to then enter into this question, you know, who are we? Are we scientist or are we salesmen? And, really do a lot of thinking about what role we wanted to play in the whole, all of this distribution piece. And, with that, all of these questions came up, all of these questions came up, so I love what the lady said earlier, just, you know, stay calm and sort of proceed and that's really what we had to do. We initially, we had been through, going through a lot of the questions that you had gone through and are going through, but not all of them, there are things that we hadn't even anticipated. So, this workshop is incredible in terms of getting you to think about all of these things. Copyright, copyright and now I should say, I am at the University of Texas, okay? It's a big institution with a lot of resources. We do have a group that advices on commercialization and small business and copyright and trademark and all of that. So, we have those resources, but just because we are a big institution, there are no resources anywhere that actually support these phases in between. So, if you are not being supported by grant funds, you don't have a staff, right, you don't have sort of those crucial resources and when you have grant funding, you can't deploy them to do other things, they have to do the work plan for that grant, but we were lucky, we had Prevention Research Center funding from the CDC and our prevention research just so happened to be focusing on teen pregnancy prevention and working with schools. So, we had a little bit of staff to be able to sort of tackle this and think about how to move forward. So, copyright, initially, we obtain copyright for our program and we also obtain permissions for those things that we had taken from others, we had those permissions, but as we are going through this and this is still a process for us, as we are going through this, we are realizing that just having permissions is a problem and so we have to, sometimes, revamp activities to make them all of ours. So, this is something that you should think about and seek legal counsel outside or if you have it. Mission, this is incredibly important. We are still grappling with what is our mission, who are we, what do we want to be doing and I've heard this earlier, you know, what do you want to be doing? We want to, all of us, sort of want to prevent teen pregnancy, right, but, what role?

What is your role in preventing teen pregnancy? So, all of the IYG developers, all four of us, are researchers, we really want to investigate how to develop programs, how to disseminate them, how to get them out to schools. So, we are all researchers, but we have a stake in the game in terms of, it's our program and we have the stake in the game of wanting to make sure it gets out in the best way, right, and we still haven't gone to a distributor, we probably will, but we still have a stake in the game of how this gets out because ultimately many things come back to the developer. Lots of considerations for giving "It's Your Game" to a developer, I mean, to a distributor. So, some of the advantages, if we would have just given it to a distributor, it would have eliminated our real crunch in resources and capacity that we had initially when the demand got big. They do the marketing for you, they do the packaging for you, staffing, if you don't have the staffing, knew nothing about how to price these things, some of the disadvantage, you know, were we ready to transfer the rights? Now, you can transfer the rights and develop some very nice agreements and that's what we will do eventually is, so that you can still use the program for your research or you can still, and still we are in the game of trying to prevent teen pregnancy. So, we, in our work in Harris County, where we are trying to prevent teen pregnancy, we are giving away the program, we are training people and giving away the program so that we can make an impact, right, and so, then having a distributor come along and wanting to charge for the program, you know, it was, it's been a little bit of decision making there, but you quickly realize that you have to charge for the program because you have to have a staff to be able to do all that background work to market, to train, to answer questions, technical assistance, you have got to support that, so all of that balance is in there. Also expertise, so we've had a lot distributors come to us that they know about packaging and distribution and marketing, but they don't really know about how to make this work in schools like we do. So, they still come back to the developers or the researchers to ask those kinds of questions, so you should just be aware of that. So, "It's Your Game" is, we built a webpage for "It's Your Game" and so that was our mechanism, we decided

not to go to a distributor, but we decided to put all of this on the web. Well, this was nice for us because "It's Your Game" has computer based activities and it has curriculum, right, but, we put all the training manuals, we actually put videos to, all the lesson plans, all the computer activities on the web and we have, we also developed videos to show and demonstrate and remind people how the activities are implemented. Okay, so this was our, this is sort of our initial, what we decided and we had, we had this on the web before the demand got big, so that was nice. Capacity, so, and I think I have touched on this, I can't just say enough about, trying to think about where to get funding or where to support a staff that can help with all the questions that you will get when somebody is trying to, wanting to implement your program, those questions like, can I adapt it? So, we had people who, because we are on the list, they saw our program on the list and they submitted grants to the Federal government and got funded to adapt our program, right, and to test it. Well, it was on the list and they want to adapt it, but adapting our program is kind of a different deal, you can't just adapt a computer piece, it took us hundreds of thousands of dollars to develop those pieces, right, it's just, in many times, it's not practical, especially with our program to adapt and so we had to answer all of those questions, some people were not very happy with this. Training, so we are, all these questions, do you require it or not? So initially, we said training is highly recommended, but we also developed these training videos and put them on the web and mind you that our initial goal is to prevent teen pregnancy, we want to disseminate it and make it as easy as possible for people to use, right, and we did develop a training staff that could and are still building a staff. So, as you think about it in terms of getting a distributor or not, you can maintain your training, so you can have somebody else package it, but still do the training or you can give it all away, right, or you can keep it all. So, we still have our package in our "It's Your Game" and we conduct the training, but we have built up the training staff to meet the demand. So, very interesting thing happens when you build up capacity, you want to maintain it, right, you have more mouths to feed, right, and, again, we are researchers, so as we

are building up this training capacity, we always have to ask, is this what we want to be doing? Is this our business that we want to do? All kinds of things about training and we have reviewed all of them, do we, our first model was that we would go to them, but quickly, you know, they pay our travel cost and we charge \$500 a person to train because we are not charging for the curriculum, we would go to them, but quickly the demand became big, bigger, we then decided we would only go to them if they had 20 people to train, okay? Then we've done some regional trainings and tried to bring people together, right, and, we are thinking about going to a model where we do, may be, quarterly sorts of trainings, right, we are also developing a train the trainer mode, and, so, all kinds of things to think about there, can these trainers then charge for your program or the training, how, you know, all of these things and who can make money off of your program, so many things to think about. Documentation, so it really was OAH and the initial funding for OAH and people implementing our program that got us to more finely document our program, so we had the training manuals, we had the study, all of the study protocol, everything we did, we had all the program written up, but there were things that we hadn't thought about, just, what are the core components? How do we describe those? What can be adapted or not? How do we describe those? So, we've learned because we've had all of these questions and we've had to document. Dealing with controversy, so we have had a lot of controversy with our program and you don't actually know when that might happen to your program. So, we've been doing this work for, you know, 10 or 15 years, we've sailed along beautifully, no controversy, and then bam! A school district wants to implement your program and a small group of parents get very upset. And, so, I've had protesters follow me for two years that come to every training, two years. So, it's another thing you need to think about and the other thing I would advise you to think about is to really look at your program with this eye, what are things that your program might be criticized about? How are you going to answer those or justify them? We have found that there are some things in our program that are so small that they don't have anything to do with sexual behavior and the impact of the intervention

and we are changing some, we are re-filming some things and some videos and you can't please everybody, you've got to know you can't please everybody, but we got some criticism about the clothes the kids wear in the video, even though it was their own clothes and we can change that and we have some funding to change that. So, you should think about dealing with controversy upfront, you know, what, how are you going to deal with it and that could be a whole other workshop actually. We've learned a lot on dealing with it. And, by the way, it has been a positive thing for us, it's been a positive thing, thought it was negative it, you know, OAH and I was talking to them all through this and thought it would effect us, but it has garnered more support and they've actually done more marketing for us than we've ever done ourselves because it's been all over the news. Yes.

No, they just think we are perverted and pornographic and want to get us out of schools, but I shouldn't say it like that. Really, we, in all of our discussions, we've had a lot of understanding on both sides of understanding, it's been a great dialogue in having this controversy and it's given us tons of skills on how to deal with that, so, but no. Our next steps, so it will be interesting in listening to Joe because it's such a contrast in terms of, we sort of got into this and we are further along the path than you guys and we figured out a lot of things, but we are still asking the same questions, right, we are still revisiting how we want to do this and what's the best sort of way to get this out to those who need it, so, thank you.

Joseph Miller: All right, so may be as Nicole is finding the presentation, I just want to start by saying, thank you to all, this is what an awesome opportunity, you know, so the box here. I will tell you, what I did, my ah, ah, is how much great potential there is in this room, well, you guys have a lot of potential so thanks OAH and I just think that's really exciting, so I'll put that right there for you. Okay, great, thanks. So, what I'm going to talk about a little bit is our lessons from our application, so again, you know, my name is Joe Miller, you heard my bio before, so, my first role at Wyman was to lead our

direct service programs, the programs we deliver, we are a 115-year-old non-profit in the St. Louis area and about 15 years ago, we started replicating programs. So, I'm going to just bring out one other prop too, so you remember I love this exercise kind of, you know, with the pipe cleaners in the plateau, everybody still have theirs or at least think about what they made? So, for me, it was really clear, I mean, it took me about a nanosecond to decide what I was going to do and so I picked Orange, Wyman's Orange, but I picked the star because everything we do is around our North Star which is what's best for the disadvantaged teens we served, so that's what we always keep in mind and so that was just, I mean, so the frame of all of this is, is it good for the teens and we even sign things for the teens, some people might think that's corny, but we really believe it, so it's 115 years of, put that up there too. So, if we talk about our theory of change, the first idea was, okay, what's Wyman, so what's our North Star? What's our big picture, right, how does this fit in the big picture? So, we service disadvantaged teens, right, so kind of think six to twelfth graders. And, we focus kind of in three ways, we deliver programs in St. Louis, we've done that for 115 years, about 15 years ago, we decided that we wanted to replicate program, so train others to deliver programs. We started out by, actually Coca-Cola formed a separate foundation called the Camp Coke Foundation and they hired us to create a five-year leadership program, so that's what we did at first and we did it in St. Louis, in Austin, in LA, in Boston and in Atlanta of course where they are and then most recently and I'm going to talk about today the Teen Outreach Program, but what I want to note about the Teen Outreach Program, it's a little bit different, I just want to be very transparent about it, it's a 35-year-old program that was started in 1978 in St. Louis, but it's a program that's had three owners, so we are actually the third owner, we did not develop it, so some of you may know about TOP, but I just want to, and we can talk about that and I can answer questions, I don't want to dwell on that, but we have delivered it since 1998 and we only purchased in 2005. And, so, we have here kind of deliver in St. Louis, replicate nationally and advocate. We really believe that as an industry if you will

that we want to advocate for good youth development program, so that's really a part and you can see our broad metrics around teens that demonstrate life skills, engagement in the community and healthy choices. So, if I go just, and I don't want to spend a lot of time on what TOP is, I want to spend more time on what we've learned, but just for those of you that don't know, it is a program that traditionally has been branded in adolescent health and education, around the reduction in course failure, suspension, dropout and teen pregnancy as you can see on the slide, there were five national studies that were done from 1990 to 2001, two of those were outcome studies and three were process studies and so they are just kind of some of the outcomes, talk a little bit about just what are the, you know, what's the curriculum design and kind of program framework. So three main goals, life skills, sense of purpose and healthy behaviors, obviously you can see those dovetail with the Wyman overall goals, that was very important as far as our North Star and then there is eight elements of the curriculum that range from kind of goal setting and planning and community service learning, all the way to human sexuality and development. You can see kind of our non-negotiable up there too around it, so what was great about the national studies is we not only know that TOP works, we know why it works. So, we are really clear and that was really important and I will talk a little bit about this as we talk about our replication plan. We know what you need to do to get there, so you need the service learning, the 20 hours or more of service learning, you need a nine-month dose in terms of this, you know, because it's the relationship in a safe and sportive environment over time, lot of basic youth development framework, you need to follow the curriculum, etc., etc. okay? And then we also kind of know what is negotiable, okay, so what are some of the other pieces, so just kind of to give you a frame there and then, so let's talk a little bit about the replication plan. So, it's very interesting juxtaposition, so just like OAH is recommending to you all, hey, why don't you create or think about dissemination or replication? That's really what happened to us after 2005. People kept coming to us and saying, because in 2005, we didn't necessarily have intention of replication, we got this program

to be able to deliver it and continue delivery in St. Louis because it aligned with our, you know, we are a 115-year-old non-profit, that's what we wanted to do. Our first intention was not replication. However, 2006 Mayor Bloomberg in New York City forms an anti-poverty commission, they named TOP as one of the ways to reduce poverty in New York City. 2007, the Brookings Institute looks at teen pregnancy prevention programs, they named TOP as one of the best programs in terms of outcome and cost. So, the Edna McConnell Clark Foundation, which is one of those youth development foundations, you can't go to them, they got to come to you, then came knocking on our door, hey, what you are going to do? What you are going to do with this, right, I mean, and so that really provoked a different level of thinking that caused us to create a replication plan at a pretty sizeable, with a pretty sizeable effort, so what we did is, we were very fortunate because again, as a 115-year-old non-profit, we had some land outside of St. Louis that was given to us many, many years ago, we consolidated some of that land and were able to sell some a while ago, so we actually had some money in the bank, that's what I'm trying to say, we had some money in the bank. So what we did is, we brought on Bridgespan, right, we heard from Bridgespan yesterday, we brought on Bridgespan to create a replication plan for us, it was a sizeable investment, but they really looked at and helped us think through a lot of the things that Paul talked, actually all the things that Paul talked about yesterday because that's part of the plan and many of the things that we've talked about here. And, so, maybe I will just go into some of those specific things. So, we were, when we think about marketing, so TOP has listed on 20 to 25 best practice sites and it started out in adolescent health, in education and we've most recently, and is kind of part of the planning, knew that we wanted to expand and so it also finds itself now in the fields of children's welfare, juvenile justice, you can even see SAMHSA'S up there right, NREPP which is SAMHSA'S National Registry of Evidence-Based Programs, so we decided to broaden, okay, a little bit, in terms of and that's important, we've heard that when you are on those sites, actually people come to you, you don't have to go to them as much because that's a validation, it's a third party validation

that you are doing or that your program is doing good work. We also even did little things like think about, you know, we all do Google searches or whatever we use, right, whatever Internet Explorer or Safari, whatever. So, we even thought about, how do we get TOP or the Teen Outreach Program to be on the top of the list, right, so we work with social media and just thinking through those things too, that's important, right, I mean, when you think about kind of how you get noticed and thus funded, that's important. The next piece was cost-effective, so, and the cost-effective was not only the Brookings' report, which is again great, you know what I mean, just to give you little details of the report, so Brookings said that for every dollar you put into the Teen Outreach Program and they only use teen pregnancy, they didn't even look at the school based metrics, you get a \$1.29 back, right, we all know that, the cost of prevention is less than the cost of intervention, right, this group certainly knows that and that was wonderful. They actually and they write these letters to Congress as probably most of you know, they recommended a \$7.7 billion investment in TOP over five years, bummer for us, they are not a funder, but they are important influence, right, they are very important influence there and so that was really great, but part of the cost-effective was also working with Bridgespan, they actually reached out to organizations and said, what would you, you know, if you are going to do the Teen Outreach Program, TOP, what would you pay or what's it worth, so they kind of did a market assessment, right, both in need, do you need it and both, okay, if you need it, you know, what's our reasonable cost frame, so that was part of that too, very important part. Third piece is flexibility, now what I want to say about this, we started out because of the process studies really understanding or we thought we understood and still think we understand kind of what's the secret sauce, what makes it work, right, and, so, we were very hesitant to do any adaptation, all right, in kind of early days, but we broke out adaptation, I wanted to, because I want to clarify because we have a partner who is doing a Tier II adaptation, so for us, we broke adaptation into two pieces, one was what we called augmentation, you know, our words or Wyman words, which was you add something to the program model, right,

you don't change it per se, you are still doing the program, but you are adding something to it, that was augmentation. We were okay with that, right, we were not and very hesitant early days to an adaptation where you actually change one of those non-negotiable that I said and listed before, so that was, so I just want to say that in terms of flexibility. So, partner structure and we talked a little about this over the last couple of days. So, we really looked at, right, if, was it branching, right, you know, just to use Paul's words, so in other words, we were going to hire a bunch of people all across the country, we've got some in Houston and some in LA and some in, you know, everywhere, we are going to have teens and there are going to be Wyman employees who deliver this program and we very quickly came to realize that that was not going to be cost-effective, no way, we are non-profit, we are to trying to kind of, you know, keep this a lower cost, so it weren't going to work, so we moved very quickly to, what Paul called, affiliation, right, which was, in essence, it's the train the trainer model where we worked with partners, we call them certified replication partners where we train them to do a program and then they are enabled to deliver the program to whatever their network is and we created support and I will talk a little bit about that, but that was our model. St. Louis Metro, we deliver, right, so I guess we can say we branch there, but we've done that for long time, outside of St. Louis Metro we affiliate and we did not feel comfortable in our case with the third one then he said which was the dissemination because we didn't, for us, feel that that was enough fidelity, we felt that we needed a closer connection, just, you know, it's not good or bad that was just our feeling, okay? Evidence based, so I talked about the five studies from 1990 to 2001 was very interesting is that there are 14 new studies going on today and those are treatment and control, eight of which are randomized control trials. So we talked about, somebody said, there can never be enough evidence, yeah, there is a lot, there are going to be a lot more evidence and what's interesting about those and this was always part of the plan too, is they've even branched out to think about TOP in a different way, so looking at certainly the historic outcomes around teen pregnancy in the school metrics, but around school

climate, around social emotional learning, around the effect directly of community service learning, around even professional development, I mean, around kind of a broader, you know, around some other elements of mental health, I mean, so kind of a broader panoply as you would imagine, right, you have 14, each researcher has what they would like to study. And then, finally, you know, kind of contract technology and data and this is one where, so we had a interesting conversation about intellectual property, right, that's the big one, that's the big one and I will say that the Teen Outreach Program, TOP came to us with a copyrighted curriculum, okay, so that was great, so we didn't have to do that, but what we did is, we took it a step further and we trademarked the name in the process, okay, so when we think intellectual property, it's not just about copyright of curriculum, it is also a process, right, and, so, went through the whole and, yes, indeed, you know, again, it's a good old non-profit, we levered our board to help us with, you know, to kind of find good deals on these kinds of things and so I think hopefully you all could too, but there was a cost associated with that and a process and as many of you know to get a federally registered trademark, you know, this is a, you are happy if it takes six months often, so, I mean, it takes a while to get those things done, technology was a very important piece too, so we created an on-line database both to connect partners, right, our partners across the country, we have 56 partners in 32 states and in DC, that's kind of our span of partners who served about 30,000 teens last year, in 2012. And, so, the idea is to connect these partners via kind of on-line learning and resource to provide training resources, but then also to be able to capture data and report data and I'm going to talk a little more about that. And, again, and, I don't know those of you that have wrestled with technology, it can be a real beast, I mean, it's a significant investment, but it also never quite goes as you hope. And, so, we've had to make some modifications and that's okay and it's an ongoing process and so it goes and then finally contracts, right, so we had contracts and have contracts with our partners that really determine not just the program fidelity, but we have, there is a fee base that honors the intellectual property in the whole process, right, so

I mean, there is a whole and again there were attorneys involved in terms of getting those contracts put into place and may be, I just want to, before I leave this slide, I want to say one other thing, which is we determined, again and this is just, our world is a non-profit, we determined when we created our cost structure that we would subsidize it, so what I mean is, we have to raise third party money to keep the fees where they are. Now, for us, as an old non-profit, we are used to doing that for our local programs because in St. Louis we don't charge people for programs, we bring them into schools, to after-school and to community, that's what we do, so that was a place of comfort for us, may not be for everybody, but I just want to note that if you look at kind of fees, right, that people pay to do a program and funding, it does not make up the cost, we still have a third party nod that we have to raise that's upwards of over a million bucks, so that is what that is. So, let's talk a little bit about our approach to training and fidelity, okay? So, I mean, we really believe that there should be a rigorous process, so seven parts, so train the trainer. The first part is we train a trainer, all right, so we train somebody, we train the Denver Health and Hospital Authority or the University of Texas Health Science Center in San Antonio, two partners in the house here and then they can train their people to deliver the program and that's a very experiential training, so it's a five-day train the trainer training, but it's very important that, so it thinks about multiple intelligences, the ways different people learn, we want people to demonstrate that they are going to be effective trainers so they do teach-backs, again, kind of, goes along with youth development focus. The next piece is data, right, so it's not an option, we require our partners to submit data to us in its both outcome and process data, so what I want to tell you, somebody asked about process data earlier, we have a pre- and a post-teen survey that our partners must administer beginning of the program year, end of the program year, typically that affiliates with the school year, but not always, okay, sometimes it's a, you know, kind of (inaudible) more calendar year and then we actually we have the adults, so the facilitators, in our words, language, who are delivering the program, they must to do a middle of the program year and end of

the program year survey and that's really around quality control, I mean, and thinking about, you know, is the program being delivered as intended, okay? And then if you have reports of course, I mean, if you have data, you are going to want report, so there is reports back on that, that's the third element and then the fourth element is technical assistance, right, there is lots of models where you train, you give a curriculum and then you are done, that wasn't in our comfort level, we wanted to provide ongoing technical assistance and so we created that within the model and then we created three different types of visits, so the first visit, you would imagine, is an audit, right, there are some issues, so we say, you know what, we saw something in training, we saw something with the data, there is something that makes us think things aren't necessarily going as we'd like, so we reserve the right to do an audit, to visit it at any time, so that's the first piece. The second is a little bit like a school system would, an accreditation or certification process, we visit after the first year of program, after the third year or the fifth year, basically every two years thereafter and we have 11 criteria for fidelity which we monitor and they are both program fidelity, but also around some of the administrative stuff like, are you submitting the data, right, because again, so we want to wrap that in to a certification process which really is a green light, yellow light, red light process, so in all, 11 criteria, you get a green, a yellow, or red. Then the final kind of visit like, in our society today, too often we focus on what's wrong, right, not what's right, so we want to be able to highlight the bright spots, right, if somebody is doing really good work, right, we want to, when we call these field observations, right, we want to go visit them and tell the whole network and quite honestly the whole world about how great they are doing, that's good, right, and, you know, and again, there's lot of great work and we certainly haven't gotten around everybody, but that's a piece, right, that's, I mean, really feel that that's an important piece and what I just want to note about the field observations is that was something that we added after the Bridgespan plan, so that wasn't actually, that we started out at six, that was our own element as we kind of got into it and

said, you know what, gosh, there is a lot of great work, we want to highlight it, okay? So, let me tell you though a little Epiphany we have, okay, because I want to tell you about adaptations, so we changed our mind a little bit about adaptations and let me tell you why, it's very interesting, so who stayed at the Holiday Inn, did everybody, most people stay at the Holiday Inn, they are from out of town, so I did too. So, of course, many of you noticed right across the street was a good old Department of Education right, so I'm having a conversation with one of the folks at education and I'm all excited and he is all excited because we got all this in-school implementation and we are in New York City and we are in Miami and we are in Atlanta, we are in DC and, you know, all these, we are in Minneapolis, you know, all the in-school, big, great, you know, wonderful stuff and we're getting all excited and he says, you know what, let's schedule a call with some of my peers and they are going to be really excited about this really. So, I'm like, ah, it's great, it's fantastic, I can't wait. So, we gave the call and one of his peers says, so, what are you doing with the kids who have dropped out of school, who are disconnected from the more traditional systems, they are homeless, they are in a transitional living setting, they are in foster care, they are in the juvenile, what are you doing there? Of course, I had an answer, but it wasn't one I was comfortable with and what I realized is that our model, our model was prohibiting, serving some of those types of kids because we have a nine-month dose and you know what, it just doesn't work, right, it just doesn't work. And, so, it was a, I would say, a recent epiphany, it was at the 2010 epiphany and what I made us to change is some openness to some level of adaptation, not a ton, but we had partnered with evaluation, right, so to make sure that it works, so that we could serve some of those teens that are more disconnected and some of our partners were finding clever ways but still challenged and so today we have six adaptations that we have approved in addition to the Tier II and so really an adaptation of the program model and again all partnered with a sense of, or, well, not sense, with evaluation directly and I'm really proud to say that of 56 partners, 11 of our partners have now taken TOP into either foster care or juvenile justice and

that was very intentional, right, we want it because that we were just, again, I felt, missing on some of the most vulnerable youth and I think it was brought up yesterday, it was brought up yesterday that, you know, there was a 2001 research study by Susan Philliber, I think it was referenced, where TOP actually works best for some of the youth that have the highest risk factors and so that was very important to us and so I'm happy to say that we've done (inaudible). One other piece that's new and this is how I'm going to end is, so, in this, you know, we talked about sustainability, oh, we said we wouldn't talk about sustainability, and so sustainability has become perhaps the number one issue in our network, right, in this funding environment, it's just extra difficult, that's just the reality and so what we have done is create a whole grant portal both for our existing partners, right, those 56 partners, but even for those that are prospective partners and we are engaging every single partner in thinking and talking about, you know, what's next in terms of your funding stream, so it's great that you are in the middle of a funding stream, but what's next, right and you don't want to wait till the end, right, to think about a sustainability plan and so what we've tried to do and are really in process because this is something that's, you know, really in the last, say two years new, is thinking through, how can we link folks to other levels of funding, you know, and so again, we have a development team in St. Louis which is, you know, looking because we are funding our own local programs. So, whenever they find anything that would be relevant to the network, we'd pass it out, right. When we think about things and have come up with some, I think good unique ideas to again help funding because we know that in the end, you know, I will just close with this, we have three main goals, we want to make sure that we maximize the number of disadvantaged teens served that it's done with quality and then it's sustainable. That's it. As long as we can do that, then we are happy. Thank you.

Moderator: Okay, thank you for your presentations, two really unique ways of going about the same issue. What we'll do at this point and I still kind of feel a little bit of weird but you have the microphone, make sure that that's on for you. We

have some questions that we've prepared in the office to give to our presenters and then we are going to have a kind of a conversation, so as you have questions when you reflect back on what our two presenters brought us and what we'll talk about now, feel free to kind of stand up and speak nice and loud and clear, so we can all hear, is that okay? Okay, so I will start with you, Dr. Susan and I apologize because some of these you've already touched on, but I'm hoping we can get a little bit deeper. So, can you speak a little more about the creation, the refinement and the development of the package for "It's Your Game" and then I've got a couple of subs?

Dr. Susan: Sure so, so like I said, we talked a lot about packaging and we thought about actually doing a paper, you know, a package, right, having a DVD and package and again we didn't do it because we didn't have the capability, we didn't want to be producing packages, so we went to the web model. Now, we've been offered by distributors, people, a lot of people want to pick up the program and they want to do a package, we just haven't gone there yet, but we have created a web portal. Now, it's changed somewhat because it used to be that anybody could get "It's Your Game", they just had to pay for the training, but since we have the controversy, the web portal is locked down and we very much control that, but it's worked very well for us having this web portal helping people access it in the packaging.

Moderator: Okay, thank you and kind of going along following up, what happens when you have new material and new adaptations specifically since this is a web based?

Dr. Susan: Right, so we actually and I didn't talk about that, we actually have a bunch of different versions that we developed and we are testing, so we have a web-only version, an electronic version, that's 13 lessons that we tested, not as effective as the original version by the way, but it's a promising program. We had some Native American tribes across the northwest come to us, we have a native adaptation that's being tested. We also have, we are developing a high school program and we have a

"It's Your Game Family Program" that's underdeveloped which by the way is funded by that SBIR mechanism, so if you want to know more about that, it's so nice, I was in that study, that interview study that she talked about, I was like, well, I think I said that, right, so those are adaptations and we have an abstinence till marriage version that was developed and funded and that's also is not as effective, so on the web, we have all of these places or we will have all of these places where you can get the different types of curriculum on the web, I mean, we'll use sort of the same model until we decide to give it to a distributor, right, now, the other thing is about updating, right, updating. So, we are updating some of the videos, some of the videos are older looking and we've gotten some funding to update that kind of thing and that just goes directly into the web.

Moderator: Okay, okay so it sounds like having, you know, the web base, it sounds easy to kind of get through, are there other benefits or advantages?

Dr. Susan: Well, it sounds easy, so it does sound easy, but it is costly to have programmers to sort of be there on the back end and there are glitches, you know, I thought Joe was so nice when he talked about this technology and it's a process and he didn't mention any other thing, I mean, there are glitches to implementing on the web and you really need the technological resources to support that part, so and what was the other comment?

Moderator: Benefits of (inaudible).

Dr. Susan: Yeah, there are, I think there are a lot of benefits for us of not having a package program besides that we are not just producing, you know, paper programs, so I think it's a way to go, but because some of our activities are computer based, there is also some barriers, one of our biggest barriers is actually having some schools access it, that's a pretty big barrier, right and it's because the word sexism there, right, so you have to deal with the firewalls of schools, right and we've

successfully dealt with that as well, but, you know, so there is barriers like that. The other barrier is, the other benefit and barrier is that you want to have a, if school districts are going to implement this, usually they have to have, parents have to have access to it to review, right and initially we have huge, you know, we just let everybody have access, but what happened with the controversy is that they were screen shooting different pages of it, so like when we defined anal sex, they had the word anal sex on the screen and then they posted on the website out there or they would, you know, show things out of context, right, so we had to lock it down and so, actually, I lost what I was going to say, I could get into the controversy, you know, so, but the barriers, you know, just the, how are you going to getting codes, all of those things you have to have somebody that can service the website and maintain it and that's a cost.

Moderator: Okay, thank you. Okay, for Joe, specifically with the packaging for the TOP program, can you speak a little bit about the overall creation and how it was refined, what it is right now, yeah?

Joseph Miller: Yeah, so as I said the, so TOP was created in 1978, it was actually, very interesting history, it was created as a program to prevent second pregnancies of young women in St. Louis Public Schools, that's where its origin has come from. It was so efficacious that they found, then it prevented first pregnancies, boys fathering a child, then the school-based metrics also, (inaudible) its origins was around second pregnancies and so the Danforth Foundation in St. Louis had helped fund that and then the Junior League took it on and did some replication and we are talking about earlier than Cornerstone Consulting which is a public health consulting out of Houston, they took it on and also did some replication. The model although was a train the trainer model and this gets to the packaging part of it, was you train the trainer, you have some curriculum and then there is not any follow up, there wasn't any collection of data nor was there any technical assistance and so it's interesting if you talk to Joe Allen and

Susan Philliber who did the research on TOP, they actually say, from a researcher point of view, it was great because they could actually look at those who were doing as intended and those that weren't and there was a quite, actually a lot of that early days. So what we did, as far as packaging in our own piece is, we said, you know what, we are going to create certified replication partners and we are going to demand as part of the certification process that you must do it as intended or if you have a formal adaptation with the agreement there and so that was really something that was different and new and so it wasn't as much around kind of the brand and the look, it was more around the process of how we capture data and provide technical assistance and that that follow up, the seven elements of fidelity, that was really something that we added differently.

Moderator: Okay, thank you. I'm curious, you know, as you pointed out the Orange for the TOP, so just out of curiosity, what's the significance of the Orange or is there and how did you come about, you know?

Joseph Miller: You know, it's 115 years old, there is actually not a significance for it, it's just Wyman's colors.

Moderator: Okay, and it sounds like there is not much of a need for really tweaking the material, but as you kind of think forward, if there is another adaptation that is significant enough for the entire program for the package, how do you or have you had a chance to think through how you would incorporate the changes that you had to go through with the (inaudible)?

Joseph Miller: Yeah, so, I would actually say that there and it's interesting, we just had a Wyman board meeting a couple of weeks ago and the discussion there was around what's next, it wasn't, so I would say there is a lot actually to do and it could be other versions of TOP, it could be other kind of programs that link and collaborate with TOP, you know, or could just be kind of another level of services that come out of , so I actually would say there is a tremendous potential for other variations as well as other things as far as how, you know, how

we would deal with that, I mean, it kind of depends which one, but I'm actually really excited, I mean, and part of the reason why I'm so excited about is to be here at this meeting, I mean, right now, I would say greater than 50% of my focus is figuring out what's next, so, I mean, it is really looking at, you know, okay we got TOP basic if you will about what's next, right, I mean, you know, should we partner with one of you all and think about, you know, something different, should we, you know, do whatever the case is, so, I mean, I think what we've done is really create a pretty good plan that has a lot of rigor around replication, so we believe that there is other opportunities.

Moderator: Okay, thank you and thinking in terms of the technology aspect with the on-line, with the portal and working with the hard package, how do these two different components kind of work together or do they?

Joseph Miller: Well, so our curriculum is, so there is four levels of the curriculum, major appropriate curriculum, sixth to twelfth grade and there is four booklets, well, booklets for each of the different levels and then there is a community service learning guide too and we have a box set, some of you may have seen it and I've brought one here for people to see yesterday, so that's printed material. The on-line piece is more around lessons for train the trainer, things that might be supplements, things that might be helpful in terms of, so it really is, I mean, they interact, but it's different. I will say one of the things that we have not done although we are thinking through this is, is, you know, should we create some kind of on-line or partner with somebody who is doing some on-line kind of training and dissemination, that's not something that we've done, it's something we are interested in, we've just not done it.

Moderator: Okay, thank you. With replication a little bit, Susan, I will direct this to you first, so it sounds like you developed the strategy to disseminate and replicate and you kind of touched this a little bit in your presentation, but can you

walk us back through how it first kind of occurred, like you had funding before?

Dr. Susan: Sure, so initially we had NIH funding and then CDC funding to test the "It's Your Game" and then we had, you know, our plan, our path was then to get some large funding to look at dissemination and how it sort of works in the real world and all those things we needed to do and that was, we have OAH funding to do that, that was the OAH funding, but then at the same time other people were doing it too, so we had to sort of step it up, but when we are thinking about working with schools and on the ground replication, there are many, many sort of aspects, you know, I presented the wheel and we are actually developing an on-line, it's called, the model is called (Inaudible) and it's a decision support system for school districts, so then, and it's for any evidence based program, so it sort of walks them through how to choose one for the population, you know, how to get approval, a lot of tools for how to do a policy, all of those things, maintenance, dealing with controversy, all of those things, so that's helped in our dissemination, that product isn't done yet, but that's helped us think about our dissemination. We've been developing a lot of tools to support the dissemination, interesting though is that we are probably, probably about 40,000 teens are exposed to "It's Your Game" and it's interesting because it's a different, you know, working through schools in a curriculum is sort of a very different model than doing a service learning training model, you know, which is a little more intensive and we haven't set up yet to sort of think about how are we going to continue to monitor fidelity, you know, out in the field because all of these, most of these people who are implementing are doing that because of OAH requirements and we, at this time, don't really monitor if a district gets trained, we really don't monitor fidelity yet, but Joe is giving me tons of ideas.

Moderator: Yeah, when Joe spoke about the levels of the site visiting, the three levels that seems to be your main method of communicating with your, well, I was going to say, your grantees, your sub-grantees, but your partners. Is there

another way or additional ways that you communicate and this is for both of you?

Dr. Susan: So, we don't have that and I think this is good to have, but you know what occurs to me too is that because this is their mission, it's a non-profit, it's also a little bit different than if you hand it over to, you know, a distributor who is just going sell it, you know, so, you know, it's a need to do what he is doing.

Joseph Miller: So what, we additionally have a quarterly phone calls with all of our partners and then we have Webinars and obviously lots of e-mail back and forth, so we certainly have the three kinds of visits, but we, you know, we are in, you know, and again not everything, I don't want to, I want to be very transparent, not everything is perfect, right, I mean, sometimes there is a technology glitch that causes communication too, so, I mean, you know, not everything works always as intended and so that can offer the opportunity for extra communication too.

Moderator: Okay, interesting. I'm curious about how do you decide what makes a good partner, so specifically is there a criteria that you have set out for good replication sites or partner agencies?

Joseph Miller: So, we actually do have a screening tool and it really revolves around a couple of things, so the first is, is there alignment with kind of a youth development frame because, I mean, in the end that's what our program model is about. Is there some, we actually have a 100 point scale and I'm happy to share this if you folks want to see it and Bridgespan actually helped us create this too, but, you know, but it's mainly, so first section is around alignment, you know, do you have a youth development frame, do you have experience with, you know, evidence based programs and even is there a willingness, right, because some people may have the capability or the experience, but there is no willing, right, I mean, you know, that's okay too and I think I told the story yesterday to some folks, a

number of years ago, this was about four years ago we had an organization that were to serve 15,000 teens, so much, well, of course, I'm not going to say what the name of it is because in the end, we found there was an alignment, so, we said no, you know, and, you know, that's tough to, I mean, when you, you know, when I talk about the goals are to, you know, push forward and to serve as many teens as possible, but it wasn't going to be sustainable because we weren't aligned and we didn't feel like there was enough fidelity, so we said no, I mean, sometimes those were tough decisions, but you got to say that. The other piece is around reach, so, our model was really created with folks that want to serve, you know, well, it started with a model that wanted to serve 500 and it's kind of moved down to, 100 to 200, so there is a, we determined with Bridgespan that we really needed to focus on kind of distribution channels that had some level of reach, again, if we think about our goal, right, is kind of some level of reach, so, I mean, that was a piece of it too and then I will say, there is two other pieces very quickly, one is, you know, it's just, are they willing to sign a contract, you know, are they, I mean, are they willing not to violate the intellectual property, I mean, you know, the fees associated with it, so there is this kind of a dot the I's cross the T's and then there is a final piece and I will say I think our experience as a non-profit delivering programs for so long helps with this. We have what we call a Gut Check, which is just, it's 10 points of the 100 which is just around, dude, is what we are hearing and seeing, does that feel okay? You know what I mean, you know, it's our spidey sense or a Gut Check, whatever you want to call it, right, but it's that and so what we do is, if you score 85 or greater, it's a proceed, that's good, you score between 75 and 85, we need to have further conversations, you know, we are not sure, and you score under 75 it's, sorry you should consider something else, so.

Dr. Susan: So, with us it's very interesting because a district may adopt "It's Your Game" and they want to train teachers, but we have no control really, I mean, we advise on good teachers and the right teachers, but they have turnover and other teachers come in, so we really have no control over that piece

and so it's and I love this idea of, you know, really screening, but sometimes, for us, when you are dealing with school districts and schools, you can't screen out, I guess we could but it would be a lot of follow up and work, there may not be a lot of teachers out there that could do it, but, just kidding. In training, we do screen out teachers, you know, if they can't really meet that, we do train them, but there is, you know, if there is a train the trainer and then they are going to train, that is a tough one, I think and the teacher is critical in delivering these messages.

Moderator: Okay, thank you. I want to dig into this whole copyright thing and based on some of the discussions we had yesterday, I think it's kind of a real heavy issue, so for the both of you, did you have issues with copywriting? And what were they and how did you kind of navigate through them?

Dr. Susan: Yea, so, our issues were real, so we had been involved with ETR in developing safer choices, safer choices was developed between our team and ETR and we had had a lot of experience with activities and some of those activities came from that curriculum but ETR helped with copyrights, so we had to ensure that, we had permissions to use the material and so that was sort of our main hurdle is trying to get the appropriate permissions and ensure that, you know, we were sanitized using anybody else's material because a lot of these activities are very similar out there, right, very similar, so that's something that you have to pay particular attention to. The other thing that we deal with is who, you know, and we haven't let the program sort of out of our reach yet. We haven't let somebody just, we have a lot of people who want to sort of come, take the program, let's do this or with it and we just haven't had somebody that has been a partner that we think knows enough about behavior change and developing that piece that we sort of said okay and let's partner and then there is, you know, all the things for adaptations, who has the original rights, we are four developers on the copy, but actually University of Texas now holds the copyright. We did transfer over to them and it is still the four developers are in that

agreement, right, but it's tough because who has contributed to your adaptation or your program and do you give, you know, we have had a lot of students and a lot of project directors and, you know, who are you going to attribute the invention to, that is very sensitive, right, and that is something, you know, you are far along that you probably should really visit it now, but I really suggest that before you even are developing something, you sort of are clear, so we were clear, you know, the people we paid on the project, they worked for us, they didn't get, they weren't involved in the copyright, the four investigators were.

Joseph Miller: And so for us it's very interesting because it really is almost falls into two categories, so think about some of our partners were very large systems, so it's the Chicago Public Schools, it's the Florida Department of Health, it's universities and so, intellectual properties are a bit challenging when you come to negotiate a contract with those organizations and so it's pretty common and as a matter of fact, it's usually me who winds up negotiating them because and I usually have to engage some level of attorney, that's kind of what I can do and (inaudible) my wife is an attorney and I need to bring in other attorneys for because there is often a discussion about who owns what, I mean, even our own copyright and trademark, I mean, you know, if we work with again these big institutions, they want to basically say, yup, we paid for it and now we own it or we can do whatever we want with it and of course our IP attorneys or intellectual property attorneys say, no, that's not okay and so there often is some protracted level of negotiation around that and so that's one level, right, working with the big system, that has a lot of resources, that really is quite used to creating the rules, right, we are this little old non-profit saying, well, no, we were not comfortable and then there is a kind of a smaller systems where, you know, it usually isn't an issue and it's not or it's less of an issue and the negotiations are as protracted and we are pretty clear and transparent about kind of who owns what and, you know, there are still some discussions to have in some cases, but, I mean, so it's just interesting for us, it's almost like two different levels depending upon size and scope and systems.

Dr. Susan: I should also say that there are, I mean, there is issues where LA's using program and they created "It's Your Game LA" and kind of a logo and, you know, we just weren't in a place that we are going to sit down and think about is that okay or not, I mean, these people are, you know, we (inaudible) good people there but it takes a lot of time to sort of think about these issues and negotiate them and so I think thinking about them upfront, now, is it okay for somebody to tweak your logo for example or put a new spin on it because they want to make it geographically palatable, so all of those things you are to be thinking about.

Moderator: Okay, thank you. I have more questions, but I am wondering are there questions on the audience, I have no idea what to tell, I am sorry, but let's go ahead and if there is questions in the audience, right here.

Audience: (Inaudible words) when you really train people to be ready to take a program and run with it.

Joseph Miller: Thanks, it's a great question, so we really again support folks taking it wherever they want in their network and so, you know, Chicago Public Schools, that's kind of a captive network, right, I mean, it's a big network, but it's, you know, it's within the context of Chicago, we have, you know, the Florida Department of Health, is another level, right, I mean, there are 67 counties in Florida and they can take it to any of the 67, they have elected to take it to 26 of 67 and so we really enabled that, it's part of the train the trainer model for us, is to allow them to take it wherever they want in their network. Now, I want to be clear though we still maintain the fidelity standards, right, so the trick for us is you can take it wherever you want, but you can never lower the standards, there is still data that has to come in, there is still requirements that have to met, there is still certification site visits, you know, (inaudible) if we see a challenge, so it's a, for us, it's really please, take it lots of places, but make sure it's done with fidelity and what I will say is, we not only

promote it, but we will also support it, so I just use an example, you know, we have a partner who had done TOP for a while and they decided and this was one of our adaptations that we supported, they are serving teens in congregate care settings in Tennessee, okay? And this is an adaptation and that is great and we help support that, right, and it's across the State of Tennessee and I just want to say this one thing, I love their model because they believe that TOP will not only be good for the teens that are served, but that it will actually be good professional development for the workers, you know, kind of the youth workers in these congregate care settings, they partnered with University of Tennessee and are doing evaluations, so, I mean, that's, you know, and that was an expansion that we are cheering for. That's a great question, so we have you can serve up to a 1,000 teens kind of at one level, at the base level if you will, if you go above a 1000 teens, then we have increments, so Chicago Public Schools who are serving 9,600 kids, it's a higher level because they are serving more and that was again part of Bridgespan helped us create that, kind of a, you know, a threshold, I will tell you that of 56 partners, all but four are serving a 1000 or less, so, I mean, it's applicable to most of the systems, but we do have four4 partners who are serving more.

Moderator: Thank you, more questions from the audience? Yes please.

Audience: Does the partner have to use your brand name or is your curriculum have a name, is it is TOP or is the class itself have a name or same sort of question to you?

Dr. Susan: Well, the curriculum is called, our curriculum is called "It's Your Game" and actually we have debated this as well and this is something to think about too for your programs, we named the curriculum "It's Your Game" game is a matter for kids, kids know how to play a game and we teach kids how to create rules to their game, you know, got to have rules to a game, so this (inaudible) works for kids, right, the name does not particularly work for when you get into controversy for adults, you know, they are like sex is not a game and they can

use it in all sorts of ways, so we actually were very flexible if, you know, somebody wants to call it their life skills program or their, you know, we don't care if they are out there marketing or branding or, you know, saying "It's Your Game", I mean, kids know how the curriculums run, right?

Joseph Miller: Let me answer that one too because ours is a little different, we do care actually and it's part of our trademark and copyright, so the Teen Outreach Program or TOP needs to be a part of it and that is important to us, we have had discussions with those that have changed it and really, I will tell you, I mean, not a intellectual property lawyer, but I am told by our attorneys that we actually need to do that to maintain the copyright and more the trademark, that's something that we actually are mandated to do, otherwise we could lose that, the registration of the trademark. Nobody has, but I will tell you, we've had some people who continue to really push the borders and, you know, I would just be very transparent, you know, they use the kind of North Star, you know, I believe and we believe that where there is dysfunction of adults that is not usually good for teens, right, and so we try to minimize that and so we don't really want to be the IP police or the top cops in that way, I mean, you know what I mean, really, and so do we have to do some of it, yeah we do and that's a bummer, but we try to minimize it and be as flexible as we possibly can because we want to focus on getting outcomes for teens, not did you call it, you know, my TOP instead of TOP, whatever.

Moderator: More questions, go ahead sir, go ahead.

Audience: (Inaudible words) training and follow up that you do, you know, starting with your five-day TOT and then your visits and everything like that, so it has to do with, when you have empowered another agency outside of yourselves to be trainers of trainers and then they create second generation implementers, are they responsible for the seven-part monitoring and reporting and quality control that you are with them? Yeah, I am done.

Joseph Miller: It's a great question, in a way, yes, it's not quite the same, so this is what we require of our partners, we require that our partners visit every club and a club is usually 25 teens or less at least once a year although many of our partners elect to do it more, (inaudible), we do it more than once a year, so that is one piece. We do require that our partners get their facilitators, their folks to fill out and their teens to fill out and report the data, so, I mean, that's certainly a requirement, we do, when we do certification visits, go see some TOP clubs because we want to see if they are creating, you know, kind of creating that environment, but the reality is, you know, there are probably 3,000 TOP clubs across the country, so we don't, so, you know, if we go see Christine and her folks, we are not going to go see every TOP club that we are going to see a sample, I mean, it's just not, that would be cost-prohibitive for everybody to do that, so, I mean, we expect a part of it, I mean, so I would say and we certainly are willing to provide counsel and guidance and technical assistance behind that, you know what I mean, somebody is getting ready to do their first training, they have a question, they are having issues with retention, whatever case is, you know, they have a, as a matter of fact, we talked about it a certain partner or, you know what I mean, yesterday, that I might have had some answers for you, so, you, know we try to, I mean, we realized that this work is, it's hard work, you know what I mean, it's challenge, all right, and so we want to do everything we can to support it again within reason, but, yes, we do have high expectations of our partners.

Audience: Okay, I appreciate that.

Moderator: Does the second level (inaudible) data collection come back to you?

Audience: It does, yes, it does, and what kind of data is that, I mean, we are embroiled in our RCT's right now, so we know that we need parent permission in a school setting and there is rigidity around who can administer and collect the surveys, things like that, so when you talk about the kind of student

levels data that you are collecting, what does that actually look like and how is it conveyed to you?

Joseph Miller: So, we have and it's interesting in the school setting, we have schools that both use active and passive consent, so I just want to say that it's not, you know, so passive consent of course as we all know is easier to obtain, but often the school may have a policy that (inaudible).

Audience: Our state has a policy, they are involved in research, it's not an active or passive option.

Joseph Miller: So, yeah, I just want to note there are some, so it can be easier in a passive, but many are active and so there is the level of consent, there is a, it's about a two-page survey that the teens fill out that, you know, they ask questions, I mean, there is demographic questions, but it asks questions around, you know, did they get pregnant or not?

Audience: This is not a typical curriculum developed or created pre-post, you are talking about a valid reliable research that's being used.

Joseph Miller: That's exactly right, it's the same one that Susan Philliber and Joe Allen used, it's just updated for kind of language.

Audience: How is that conveyed to you?

Joseph Miller: So, it's conveyed to us in one of three ways. One, it can be done electronically versus what we call TOP net online, so a teen has to log in, they will fill it out, it goes into the computer and into our data base. Two, it can be done via paper because we are now working with researchers sometimes they prefer paper and so they can put it in via paper and then that really gets to three, which is the paper survey can then get uploaded to our system and that third one by the way is something that was new that we created, we did not anticipate when we created this model, all the level of new research that

would, I mean, it's great, it's wonderful, we are very blessed to have it, but we didn't anticipate that and as you can imagine, the researcher said, we don't want to fill it out and then put it, you know, we need a way to fill it out and upload it to your system and, you know, I think it's some would say that's a work in progress, that's been a place where technology has not always been our friend because we created a system that was really more around fidelity, not around research and it's becoming more a system that needs to meet all the needs of the researchers and those that technology doesn't always work.

Moderator: Thank you.

Audience: (Inaudible words).

Joseph Miller: Yes, that's correct, yeah, I am sorry, so in our verbiage, a trainer is somebody that only Wyman can train and that trainer that is of a partner and that trainer then trains facilitators, again in our language which show the adults delivering TOP and so a partner cannot train a trainer, they can only train, and so that's part of the control that we've held, we only can train trainers, partners train facilitators.

Moderator: Okay, go ahead.

Audience: Hi, I am wondering how you guys incorporate your evaluation into your dissemination and into your program package or if you do?

Dr. Susan: We, on our website, we have the evaluation results on the website and we also, I mean, we are out presenting and promoting the program and we have specific presentations that talk about the evaluation results, when we are talking to schools in school districts, those, the way we frame our messages, the way we talk about, it is very different than the way we talk about it to researchers and, in fact, there is a lot of mistrust of data out there, I mean, it's important for us that we conduct randomized trials and, you know, we know that this works and we have peer review publications and that gets it

on the list, but the parents don't really care and in fact we have done a lot of message testing, the word evidence based is a bad word or not a good word, so what do you think when, because we've done specific language testing, what do you think they think of when you say the word evidence based? (Inaudible), program is not a good word by the way. What do you think they think of when you say program? A government subsidy program, a handout program, so curriculum, they like fact base better, but facts don't get at the fact that it works, so we say that in effect, we'll use a word effective curriculum, we also try not to talk about it as sex initially, we try to talk about it as a life skills program to make healthy responsible decisions.

Moderator: Anymore questions from the group? Oh, I am sorry, please.

Joseph Miller: I will answer quickly, so very similarly we, so incorporate, you know, we have packets and things about our research, but we are also careful about the language we use and I think that's a great point, different audiences perceive different verbiage, you know, in a differentiated way, so we are also very, try to think about who is the audience we are speaking with.

Moderator: Any last questions? Go ahead.

Audience: So, I know that you have mentioned about working with tribes in the northwest and that you had allowed some adaptations were those cultural adaptations and could both of you speak a little bit, they say, you are kind of nodding when she was talking about the tribes.

Dr. Susan: Yeah, so, this was a major adaptation that we actually partnered with them and they contacted us, they have found "It's Your Game", the kids have found it, they were doing a curriculum review, the kids liked it, so we actually developed an entire new program for them that incorporated a lot of "It's Your Game" and it's a very cool program, it's not widely available yet, so like for example, there is a grandfather

salmon fishing and he is taking to his, you know, his grandson, it's an animated piece, so it's completely adapted, not just a little bit. Our program was developed and tested for mainly predominantly African-American, Hispanic communities and so we have had some issues where we go in a community that is more white, kids love it, no problem with kids, but the parents have some concerns about the look of the kids in the program.

Audience: (Inaudible words).

Joseph Miller: And, for us, we have a number of partners who, specifically in New Mexico and in Arizona, who are working with various tribes and we actually haven't considered those adaptations because now they thought a little bit differently about and we have helped them think through how they do some training and some other things, I mean, kind of the presence of story-telling and some other stuff like that, but we haven't considered it nor have they considered an adaptation, so just for what it's worth.

Moderator: Okay, thank you we are out of time and I really enjoyed this panel. Thank you so much. All right, so, we are going to transition to lunch, we have an hour and a half and then we will be...