

# From GTO To Linkages: Richmond County Partners Working Together

Third Annual Teen Pregnancy Prevention Grantee Conference: Ready, Set, Sustain: Continuing Our Success  
May 20-22, 2013, National Harbor, MD.



GEORGIA CAMPAIGN FOR  
ADOLESCENT POWER & POTENTIAL  
Education • Prevention • Action  
For Adolescent Health

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# Disclaimer

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# OBJECTIVES

- Identify the value of a multi-agency/multi-disciplinary approach
- Discuss the importance of community linkages between youth-serving organizations (YSOs) and clinical partners to foster sustainability
- Increase capacity building among community partners

# Richmond County

- **2010 Total population: 201,005**  
Total 13-19 years: 20,374
- **2010 teen birth rate**  
52/1,000 for 15–19 year olds
- **Estimated cost of teen childbearing**  
\$10 million/year (2008)



Georgia Department of Public Health: OASIS Database- OASIS Web Query: Maternal Child Health Statistics, <http://oasis.state.ga.us/oasis/oasis/qryMCH.aspx>  
National Campaign to Prevent Teen and Unplanned Pregnancy. 2008. Counting it up: The Public Costs of Teen Childbearing. <http://www.thenationalcampaign.org/costs/default.aspx>

# Project Goal

- Implement a communitywide initiative to reduce pregnancy and births among teenagers in Richmond County (RC)
- Bring together diverse community partners representing multiple sectors in RC to form, “We Are Change- Richmond County for a Brighter Future”

# Community Mobilization Approach to Pregnancy Prevention

- **“We Are Change”**: Community partnerships
- Broader community mobilization strengthened by diversity in partners



# Richmond County Community Partners

## Program Partners

Department of Juvenile Justice  
Richmond County Juvenile Court  
East Central Public Health District  
Rape Crisis and Sexual Assault Services  
Fort Gordon Youth Challenge Academy  
Planned Parenthood  
Augusta State University  
Jones Behavioral Health  
Kids Restart, Inc.  
New Bethlehem Community Center  
The Augusta Mini-Theater  
100 Black Women of Augusta

## Clinic Partners

Richmond County Health Dept. Family Planning  
South Augusta Health Dept. Family Planning  
Planned Parenthood Southeast  
St. Vincent DePaul Clinic  
Georgia Regional University

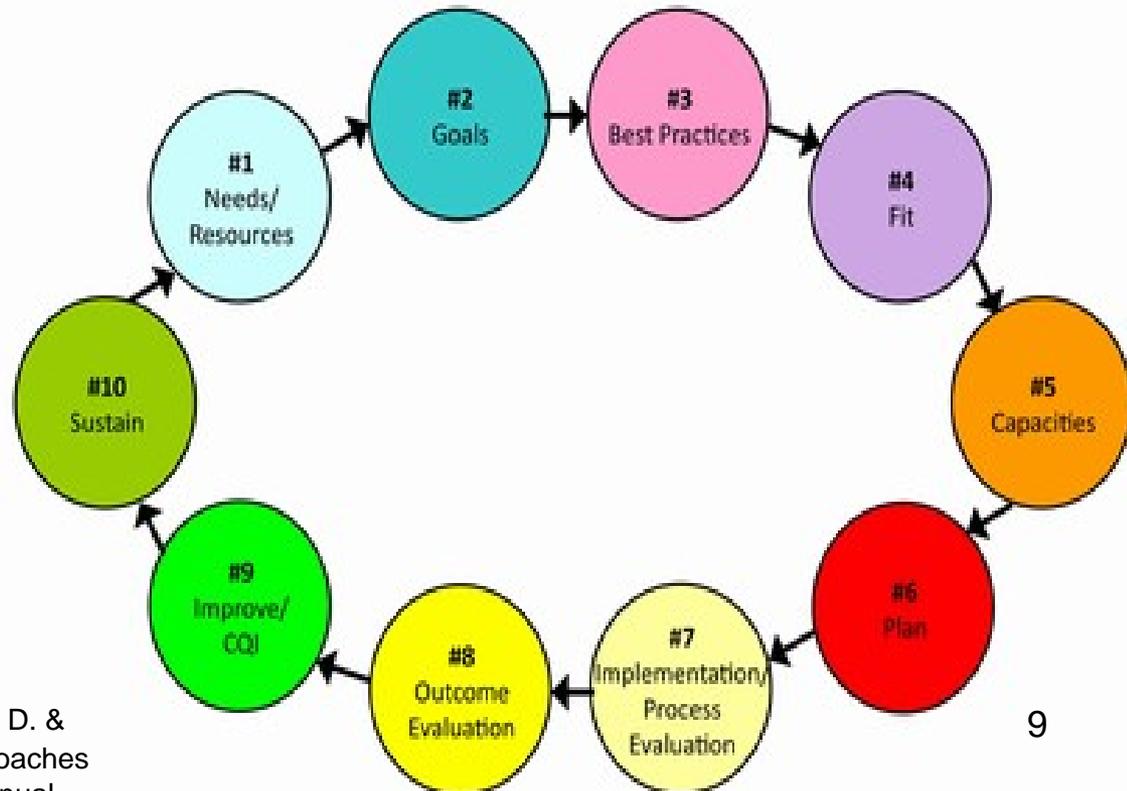


# “We Are Change” Key Priority: Establishing Linkages

- Establishing linkages between teen pregnancy prevention program partners and clinics that serve at risk youth from the target community
  - Ability to get needed resources and information in the hands of youth and their parents
  - Enhanced effectiveness of referrals for youth who are engaged in risky sexual behavior

# GTO® Roundtables

- Getting To Outcomes (GTO) framework was developed by Dr. Abe Wandersman as a planning tool to assist community partners in the selection and implementation of evidence-based programs



# GTO® Roundtables

- GCAPP trainers divided community partners into two smaller groups, consisting of a combination of YSOs and clinics working together
- YSO-clinic collaboration helped to foster linkages, communication, and camaraderie

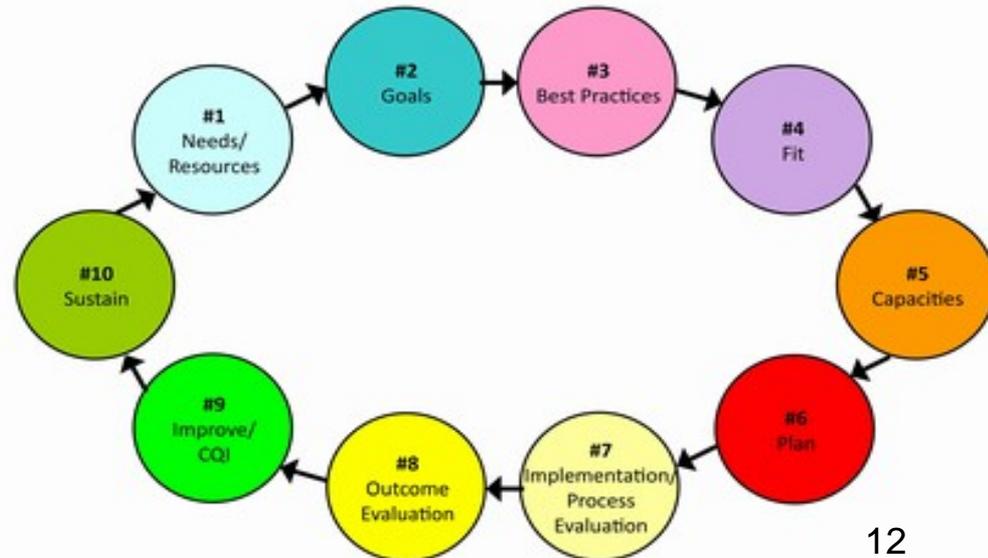
# GTO® Roundtables

- GCAPP developed training designs for one-day roundtables to cover each step
- Community Needs Assessment tool was used to determine partners' capacities and needs



# GTO® Roundtable Steps

- GTO Overview
- GTO Roundtable Steps 1&2
- GTO Roundtables Steps 3,4,5
- GTO Roundtables Step 6
- GTO Roundtables Step 7&8
- GTO Roundtables Step 9
- GTO Roundtable Step 10



# Capacity Building

- Raise awareness and build support for evidence-based teen pregnancy prevention programs



# Capacity Building

- Leverage funds to provide LARCs
  - One clinical partner leveraged funds from a private donor to cover 100% cost of LARCs among adolescent patients



# Capacity Building

- Integrate Teen Pregnancy Prevention into community events
  - Use of Social Media: Facebook and Twitter by Youth Leadership Team
  - Wellness Jam May 2013: Part of the Augusta MayFest music festival



# Linkages

- Establishing linkages between YSOs and clinic partners promotes the strength of community mobilization in working together to achieve the ultimate goal of teen pregnancy prevention



# Get Ready, Set, Go!

Using a systematic, outcomes-driven process to select and implement evidence-based HIV/STD interventions

Valerie Sedivy, Healthy Teen Network  
Winifred King, DASH

Third Annual Teen Pregnancy Prevention Grantee Conference: Ready,

Set, Sustain: Continuing Our Success

May 20-22, 2013, National Harbor, MD.

# Objectives

- ❑ Identify common challenges to selection and implementation of evidence-based interventions (EBIs)
- ❑ Describe how using a systematic process helps overcome these challenges
- ❑ Identify a relevant resource to guide one through such a systematic process
- ❑ Understand how to get assistance with using this resource

# Challenges to selecting evidence-based interventions (EBIs)

- Decision-makers do not see benefits
- EBIs must be integrated into standards and frameworks used in schools.
- Difficulty in identifying best EBIs for target population and/or capacity
- Not always feasible to implement the entire intervention
- May require change

Why use them?

EBIs are shown to work!

# Challenges to implementing EBIs

- ❑ Obtaining (and retaining) support
- ❑ Competing priorities
- ❑ Funding
- ❑ Finding time to implement
- ❑ Instructor comfort
- ❑ Delivering programs completely and with fidelity
- ❑ Managing controversy
- ❑ Measuring success
- ❑ Sustaining implementation

# What LEAs/SEAs say is needed for successful implementation

- ❑ Assess readiness
- ❑ Obtain initial support from decision-makers
- ❑ Align efforts with school priorities
- ❑ Align programs with standards
- ❑ Have a controversy management plan in place
- ❑ Know your population so you can prioritize
- ❑ Have clear goals
- ❑ Make sure programs fit with students, parents and community
- ❑ Ensure you have the capacity (e.g. money, staff skills) to implement
- ❑ Increase instructor comfort and competence
- ❑ Have a plan in place for sustaining implementation

Use a systematic approach to achieving these outcomes!

# A systematic process to select and implement HIV/STD EBIs

- ❑ Use *Getting to Outcomes (GTO)*: a step-by-step systematic process to ensure high-quality programming
  - Adapted for teen pregnancy prevention field
    - *Promoting Science–Based Approaches to Teen Pregnancy Prevention using Getting to Outcomes (PSBA-GTO)*
- ❑ Develop additional guidance to help education agencies use PSBA-GTO
  - CDC's Division of Adolescent and School Health in Partnership with Healthy Teen Network

# The guidance:

## *Making Evidence-Based Sexual Health Education Work in Schools: A companion to the PSBA-GTO manual*

- ❑ Uses PSBA-GTO as a base
  - Tailors guidance to address issues and operations relevant to education agencies.
- ❑ Adds guidance on
  - Assessing readiness of education agencies to use EBIs
  - Getting (and Keeping) others on board to support and implement EBIs
- ❑ Complements existing CDC tools [e.g. Health Education Curriculum Analysis Tool (HECAT)]

# The Ten GTO Steps



# Assessing Readiness

## Purpose:

- ❑ Build on recent efforts and lessons learned
- ❑ Uncover potential roadblocks to EBI selection and implementation
- ❑ Learn state and local laws, policies, and procedures

Are conditions right to get started?

# Assessing Readiness

## Key tasks:

- ❑ Set up a district-level EBI work team
- ❑ Gather existing reports and interview others to
  - Assess recent and current efforts to implement sexual health programs
  - Identify laws, policies and standards related to sexual health education
  - Learn views of key decision-makers and gatekeepers

# Getting (and Keeping) Others on Board

## Purpose:

- ❑ Maximize the chances of school board approval
- ❑ Build support for implementation at the school level
- ❑ Prevent and manage controversy

# Getting (and Keeping) Others on Board

## Key tasks:

- ❑ Learn school board approval process
- ❑ Develop talking points and presentations for stakeholders
- ❑ Set up school implementation teams
- ❑ Anticipate conflict
- ❑ Develop controversy management plan

# Step 1: Needs and Resources

## Purpose:

- ❑ Learn where rates of HIV/STI/teen pregnancy are highest in the school district
- ❑ Learn about students' specific knowledge, attitudes, and behaviors
- ❑ Find existing programs and uncover gaps
- ❑ Decide where to prioritize efforts

# Step 1: Needs and Resources

## Key tasks:

- ❑ Gather and collect data on
  - Characteristics of students
  - Incidence of HIV/STD/teen birth
  - HIV/STD-related Knowledge, attitudes, and behaviors related
  - Existing programs
  - Potential collaborations
- ❑ Use data to determine priority needs

# Step 2: Goals and Outcomes

## Purpose:

- ❑ Determine overall health goal
- ❑ List behaviors that affect this goal
- ❑ List the contributing factors to these behaviors (determinants)
- ❑ Decide on specific outcomes to be achieved

# Step 2: Goals and Outcomes

## Key tasks:

- ❑ Select a health goal (HIV/STI/teen pregnancy)
- ❑ Identify behaviors affecting the goal
  - e.g. condom use, abstinence
- ❑ Select determinants
  - e.g. knowledge, attitudes, skills
- ❑ Develop desired outcome statements
  - What should change, by when, among whom, how much

# Step 3: Best Practices

## *Purpose:*

- ❑ Identify programs that best match your health goal(s) and outcomes
  - Evidence-based interventions (EBIs)
  - Other programs consistent with exemplary sexual health education (ESHE)

# Step 3: Best Practices

## Key tasks:

- ❑ Review key characteristics of evidence-based interventions (EBIs)
- ❑ Identify programs
  - Federal registries of EBIs (OAH, DEBI)
- ❑ Examine other programs if necessary, using
  - Use Tool to Assess Characteristics of Effective Programs (TAC)
  - Health Education Curriculum Analysis Tool (HECAT)

# Step 4: Fit

## Purpose:

- ❑ Narrow list of programs based on
  - fit with students
  - fit with district and schools
  - fit with stakeholders
- ❑ Consider adaptations that might improve fit

# Step 4: Fit

## Key tasks:

- ❑ Compare characteristics of your students with those the program aims to serve
- ❑ Map program to policies and standards
- ❑ Obtain feedback from community
- ❑ Consider adaptations that would improve fit
  - Determine possible effect on outcomes
- ❑ Determine whether an EBI is an appropriate fit

# Step 5: Capacity

## Purpose:

- ❑ Determine resources available at the school for implementation (oversight and coordination)
- ❑ Determine resources needed for implementation (materials, supplies, staff time, classroom time, and training)
- ❑ Determine additional knowledge and skills instructors need to implement potential EBIs effectively

# Step 5: Capacity

## Key tasks:

- ❑ Set up school implementation teams
- ❑ List needs of schools for implementation
  - e.g. leadership support, equipment, training
- ❑ Conduct an assessment of staff knowledge and skills needed to implement possible EBI.

# Step 6: Plan

## Purpose:

- ❑ Finalize selection of program(s)
- ❑ Determine when to start implementation
- ❑ Determine the tasks required and assign responsible parties
- ❑ Develop a budget

# Step 6: Plan

## Key tasks:

- ❑ Develop a workplan that
  - lists management tasks
  - includes training plans
  - lists personnel, setting and materials needed for sessions
  - specifies a program budget
  - includes schedule for delivery of sessions

# Step 7: Process Evaluation

## *Purpose:*

- ❑ Determine whether or not you reached the students you intended to reach
- ❑ Compare the number of sessions you delivered with number you planned to deliver
- ❑ Document changes made to the program during implementation
- ❑ Assess student and instructor perceptions about the program
- ❑ Document changes made to workplan
- ❑ Assess how well communication worked

# Steps 8-10

- ❑ Step 8: Outcome Evaluation
  - Learn whether or not your intended outcomes were achieved
  
- ❑ Step 9: Continuous Quality Improvement
  - Determine what worked well in this cycle of implementation and what changes need to be made next time
  
- ❑ Step 10: Sustainability
  - Perpetuate your success in achieving outcomes for students

# Benefits of using this resource in education agencies

- ❑ Shows how to build and maintain support for EBI implementation in schools
- ❑ Uses a systematic process to help stay focused, outcomes oriented and productive
- ❑ Uses a step-by-step approach, keeping it manageable
- ❑ Helps document work for transparency, accountability, and sustainability
- ❑ Helps you maximize your chances of achieving outcomes!

# For more information...

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