Using Data to Enhance a School-Based Peer Education Program

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Princeton Center for Leadership Training

Third Annual Teen Pregnancy Prevention Grantee Conference

Ready, Set, Sustain: Continuing Our Success

May 20-22, 2013

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PCLT Vision and Mission

PCLT is driven by the vision that one day, all children will thrive in schools that graduate them prepared for the rigors of college and lives filled with meaningful work, active citizenship, and personal fulfillment.

We develop, disseminate, and promote peer leadership, advisory, and other evidence-based K-12 solutions that enable and inspire educators to more fully engage students in learning, better connect students to their schools, motivate and equip students to make decisions responsibly, and accelerate academic achievement.

Project Target Population

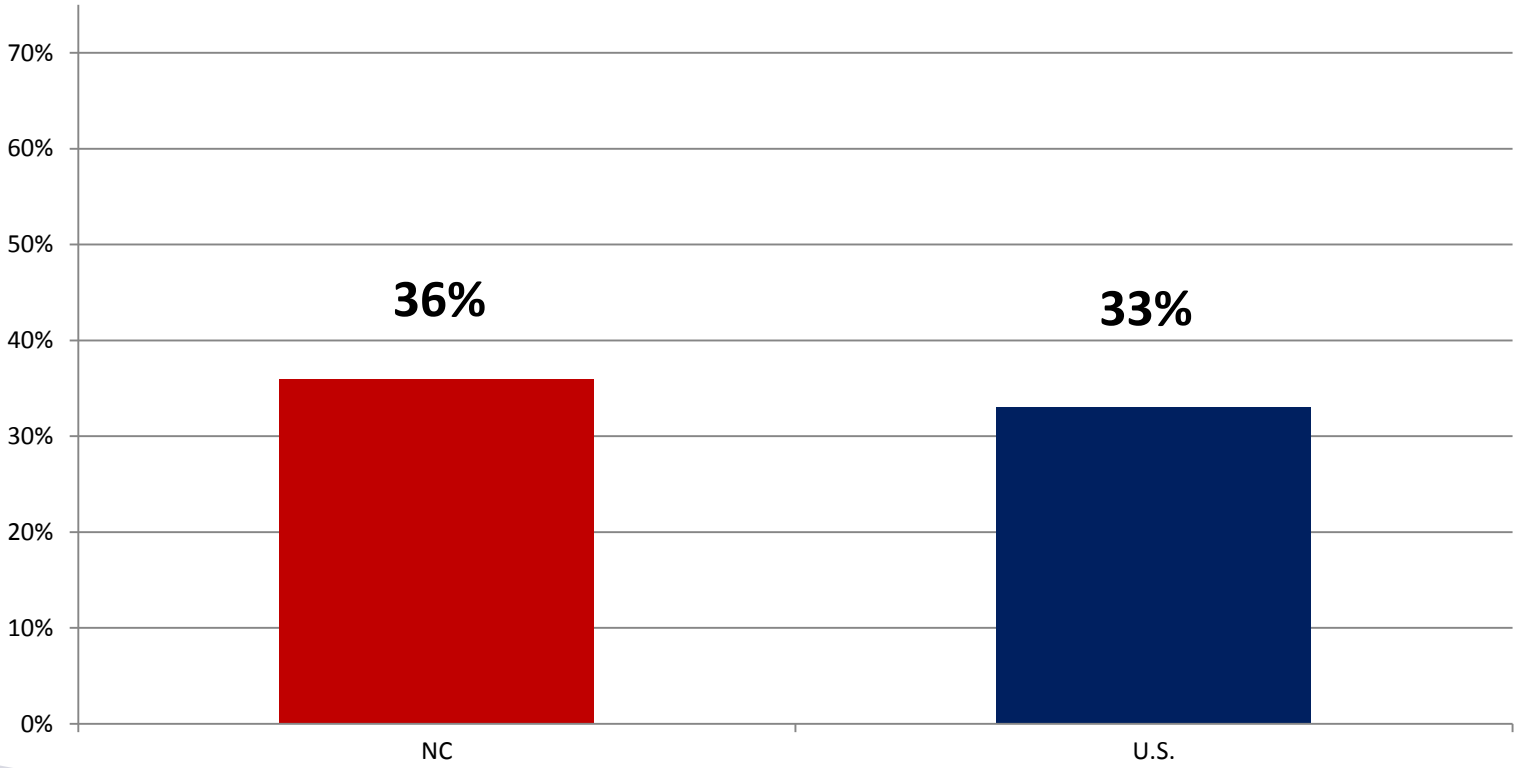
- 9th grade students enrolled in North Carolina high schools located in communities with high teen birth rates

North Carolina Contextual Information

- Until 2009, when new legislation was passed, very few schools in the state provided sexuality education
- The NC Reproductive Health and Safety Legislation (also known as the Healthy Youth Act) requires schools to provide sexuality education to 7th, 8th, and 9th grade students
- Legislation required schools to have programming in place by August 2010

North Carolina Compared to U.S.

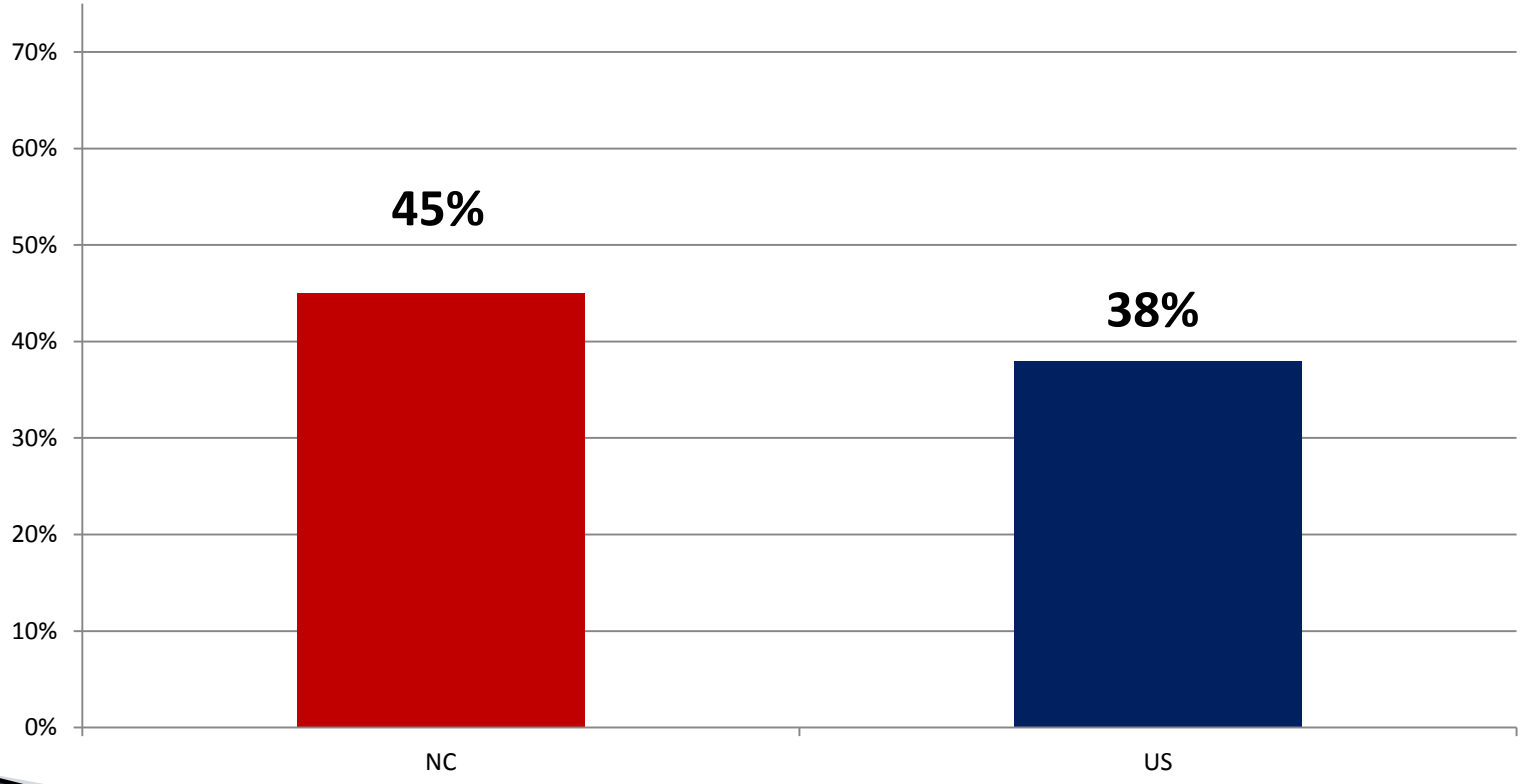
9th Grade Students Who Have Had Sexual Intercourse



(from 2011 Youth Risk Behavior Survey)

North Carolina Compared to U.S.

9th Grade Students Who Did NOT Use a Condom During Last Intercourse



(from 2011 Youth Risk Behavior Survey)

Intervention Strategy

Teen Prevention Education Program (Teen PEP):

A school-based, peer-to-peer education model that taps into the power of well-trained older students to provide medically accurate and skills-based sexuality education to younger students

Overview of Teen PEP Model

- School-based **youth development** and **sexual health promotion** program
- Students in grades 11 and 12 are trained to become peer educators who deliver five 90-minute, interactive workshops to 9th grade students
- Peer educators are trained through a **daily credit-bearing peer leadership course** taught by 2 adult advisors
- Peer educators conduct a Family Night event designed to improve parent-teen communication
- Peer educators develop a school-wide campaign to reinforce workshop messages
- Adult advisors participate in 7 days of training to prepare them for their role
- A stakeholder team supports the planning, implementation, and sustainability of the program

9th Grade Workshops

- *Let's Wait Awhile:* Postponing Sexual Involvement
- *Later, Baby:* Preventing Unintended Pregnancy
- *Don't Pass It On:* Other Sexually Transmitted Infections
- *Break the Silence:* HIV/AIDS Prevention
- *Sex on the Rocks:* The Role of Alcohol and Other Drugs on Sexual Decision-Making

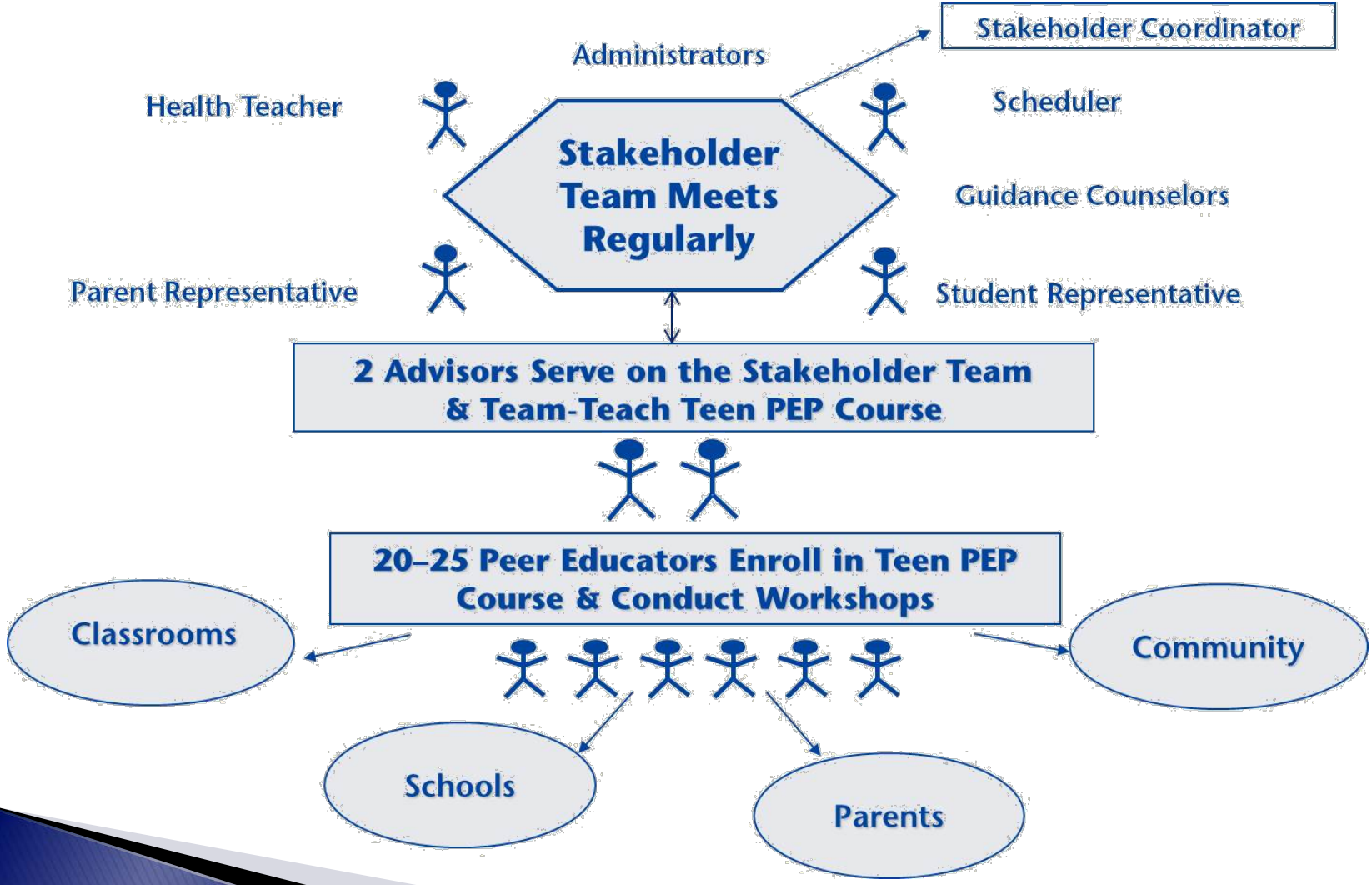
Family Night Event:

- *Talk to Me* (9th graders and their parents)

Teen PEP Curriculum: Skills Addressed

- Teamwork & Leadership
- Decision-Making and Problem-Solving
- Resisting Peer Pressure
- Communication with Peers, Parents, and Partners
- Negotiation and Refusal Skills
- Competence in Interpersonal Relationships
- Self-Management
- Group Facilitation
- Public Speaking
- Active Listening
- Teambuilding

Teen PEP Structure



Intervention Reach

- Currently operating in more than 60 high schools
  - Began in New Jersey in 1999 (50+ high schools)
  - Expanded to North Carolina in 2006 (8 high schools)

OAH Project Reach

- During the 2011-2012 school year, **370** ninth grade students across two high schools located in rural North Carolina communities participated in *Teen PEP*
- 51% were females; 49% were males
- Races and ethnicities of the participants:
  - 34% White
  - 32% Black/African American
  - 14% Multiple Races
  - 10% Hispanic/Latino
  - 5% American Indian
  - 1.5% Asian or Native Hawaiian/Other Pacific Islander

Program Evaluation Overview

- Rigorous evaluation conducted by Mathematica Policy Research and Abt Associates, Inc.
- Up to 12 North Carolina high schools will be randomly assigned to either receive the program or serve as a control school and delay implementation of the program for two years
- Ninth grade students from program and control schools whose parents provide permission for them to participate in the rigorous evaluation will complete a survey to assess knowledge, attitudes, and behaviors related to sexual health
- Surveys to be completed at three points:
  - Pre-program
  - 6-Months Post-Program
  - 17-Months Post-Program

Targeted Outcomes

- Delay first sexual intercourse
- Increase condom use (or other barrier contraceptive method)
- Increase contraceptive use
- Decrease the number of sexual partners
- Increase testing for HIV and other sexually transmitted infections
- Improve attitudes that endorse healthy decision-making
- Increase sexual health knowledge
- Improve decision making, goal-setting, and negotiation and refusal skills
- improve communication with peers and parents

Data Collection Methods

Workshop Participants

- Baseline survey (knowledge, attitudes, and behaviors)
- Post-workshop evaluation for each of five workshops
- Post-event evaluation for Family Night
- Focus groups
- End-of-program perceived impact surveys for workshop participants

Peer Educators

- Focus groups with workshop participants
- Pre/post programs surveys
- Observations (program staff and independent evaluator rate peer educators conducting workshops)

Data Collection Methods

Program Advisors

- End-of-training evaluations completed by program advisors
- Observations (program staff and independent evaluator rate advisors co-facilitating daily class & preparing students for workshops and rate on quality and implementation fidelity)
- Structured interviews with program advisors

Stakeholders

- Structured interviews with other stakeholders (school administrators, counselors, nurses)

Summary/Lessons Learned

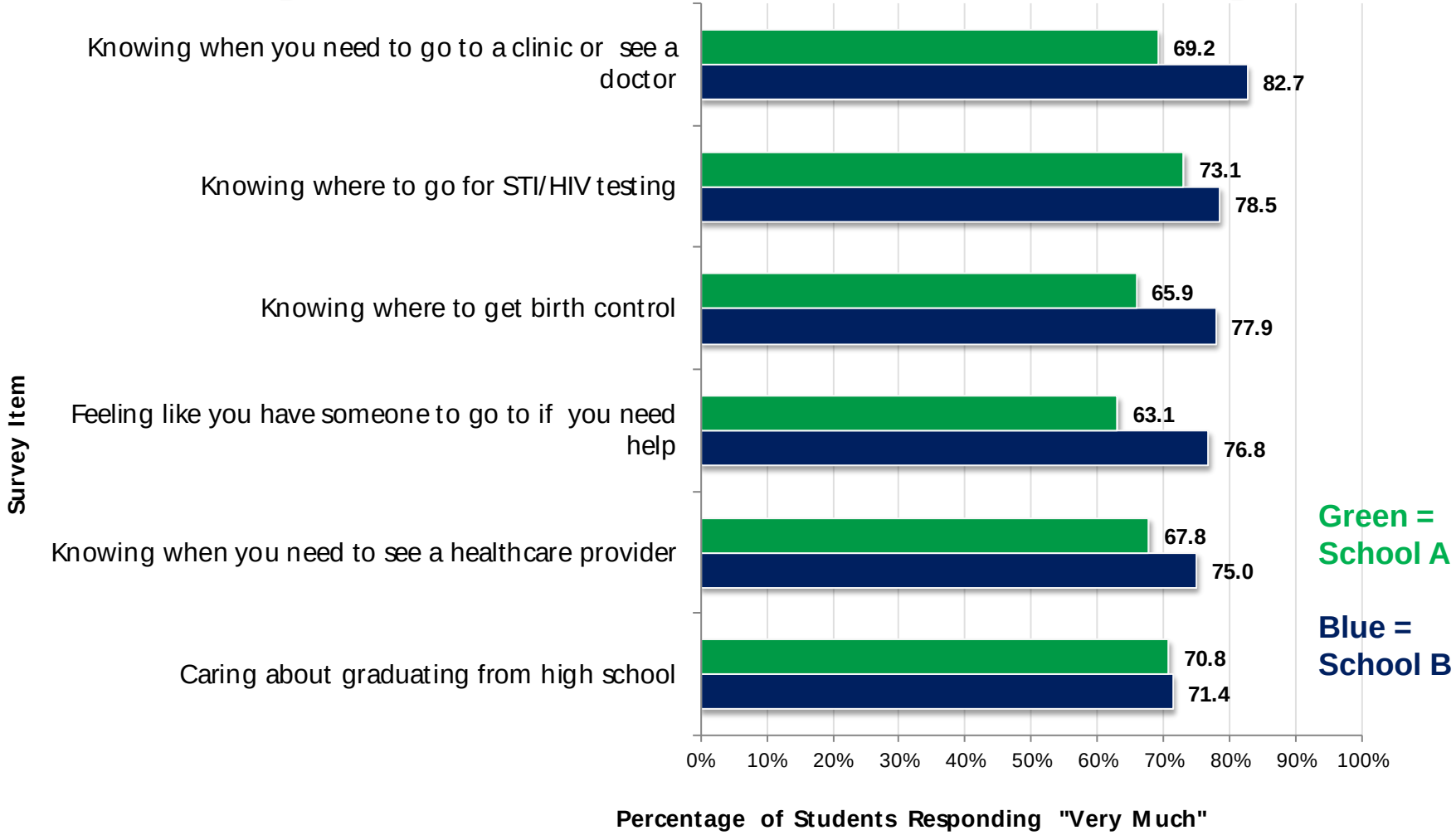
- Even with two different levels of program quality and implementation fidelity, students perception of impact was remarkably similar across the two schools
- Obtaining parental participation in an evening Family Night event is even more challenging than anticipated
- The low attendance at Family Night is a likely contributing factor to the students rating the impact of the program on “talking to parent/caregiver” as the area least influenced by program participation
- While graduation from high school is not directly addressed in the program, in each school, 71% of students indicated that the program “very much” helped them to care about graduating from high school
- Level of peer educator preparedness influences perception of message credibility

Program Enhancements

- Rewrites to key activities (e.g. simplification of negotiation and refusal skills)
- Development of social media campaign with key messages identified, in part, using data from focus groups regarding the most memorable workshop messages
- Incentives for attendance at Family Night events
- Modifications to program advisor training for workshop planning and preparation (if we want advisors to prepare their students a certain way, the advisors need to first see it and experience it)

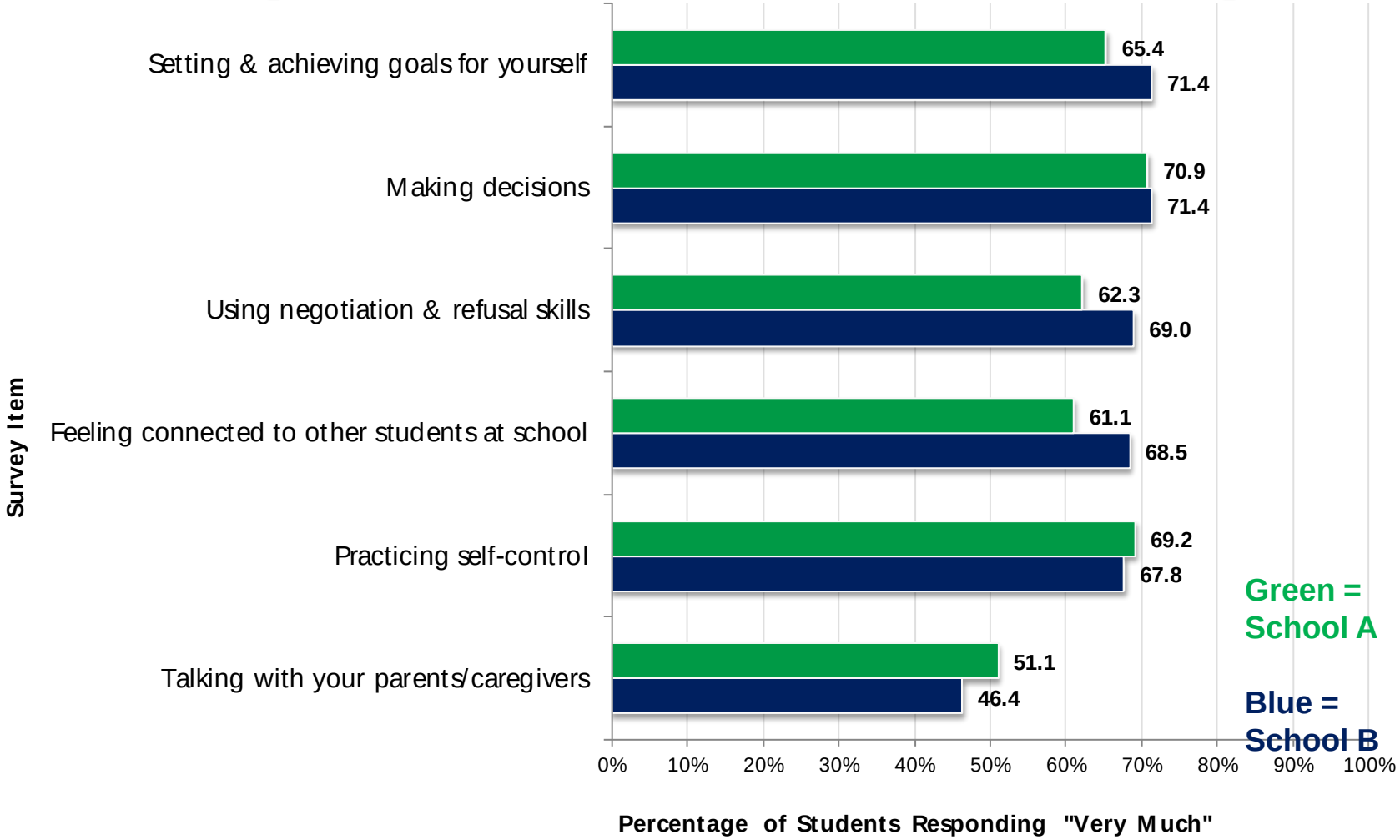
Preliminary Results from Perceived Impact Student Surveys

Perception of Teen PEP's Impact



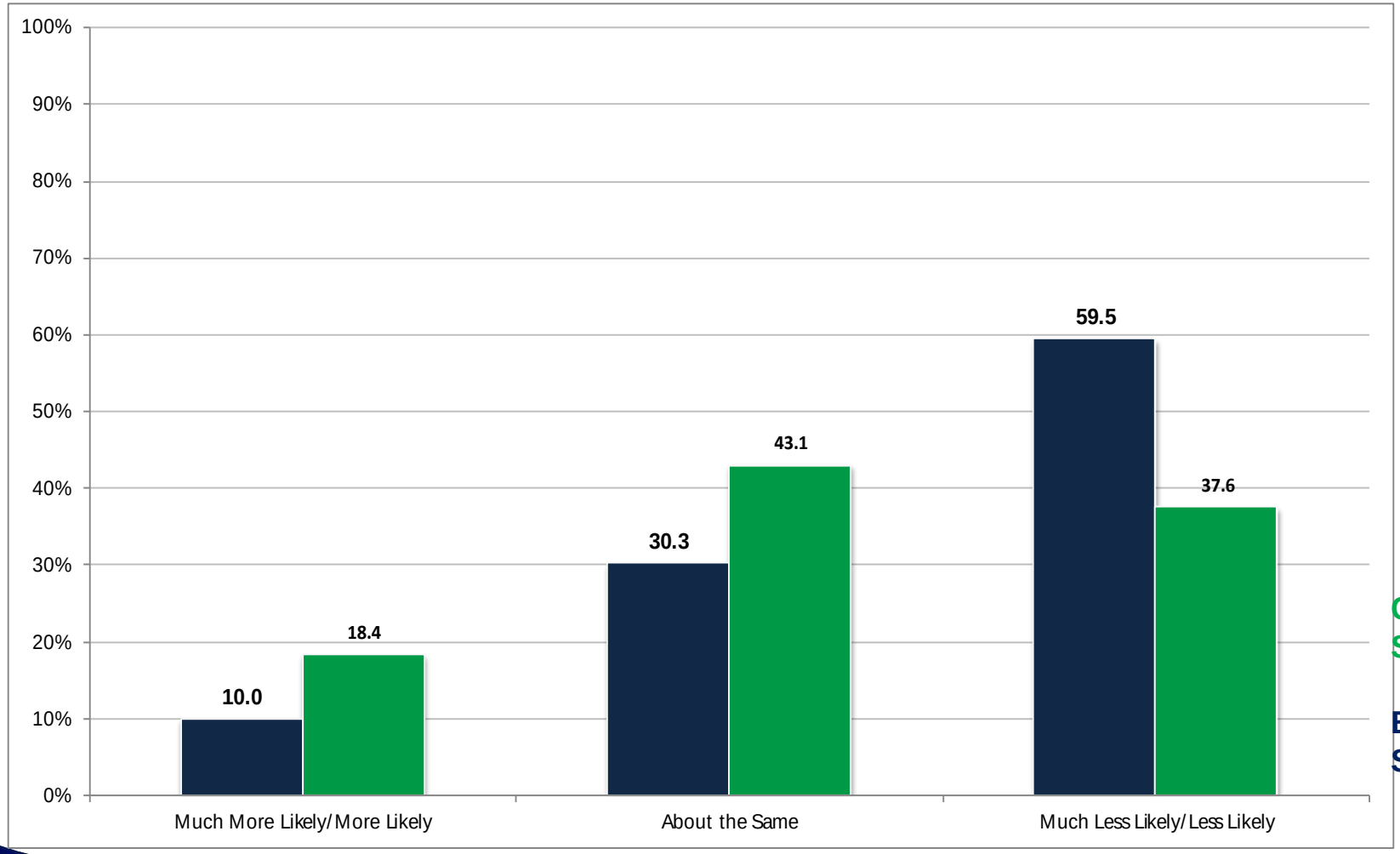
From 2012 end-of-year program perceived impact surveys administered to program participants

Perception of Teen PEP's Impact



From 2012 end-of-year program perceived impact surveys administered to program participants

Likelihood of Having Sexual Intercourse

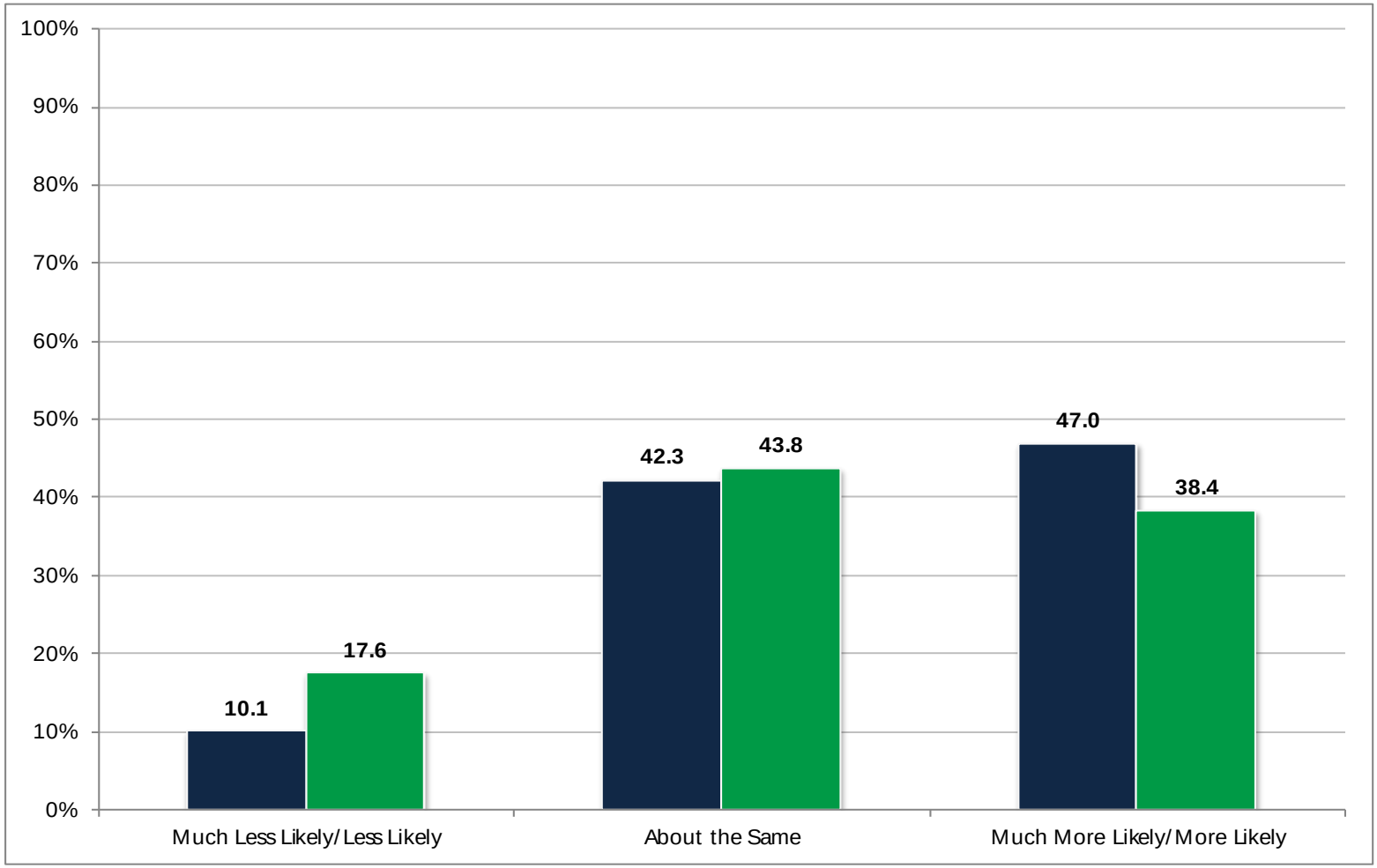


Green = School A

Blue = School B

From 2012 end-of-year program perceived impact surveys administered to program participants

Likelihood of Abstaining

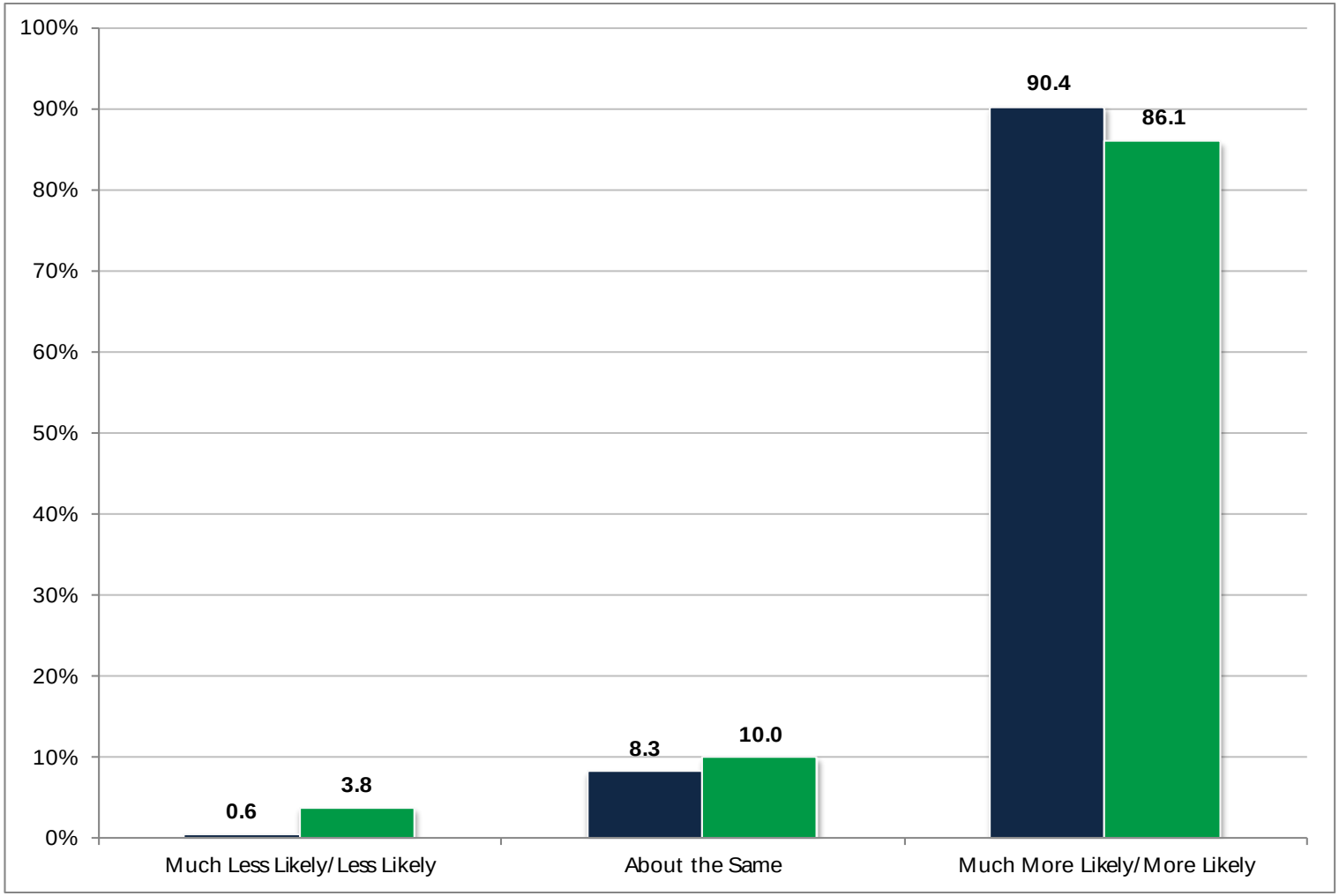


Green = School A

Blue = School B

From 2012 end-of-year program perceived impact surveys administered to program participants

Likelihood of Using Condoms



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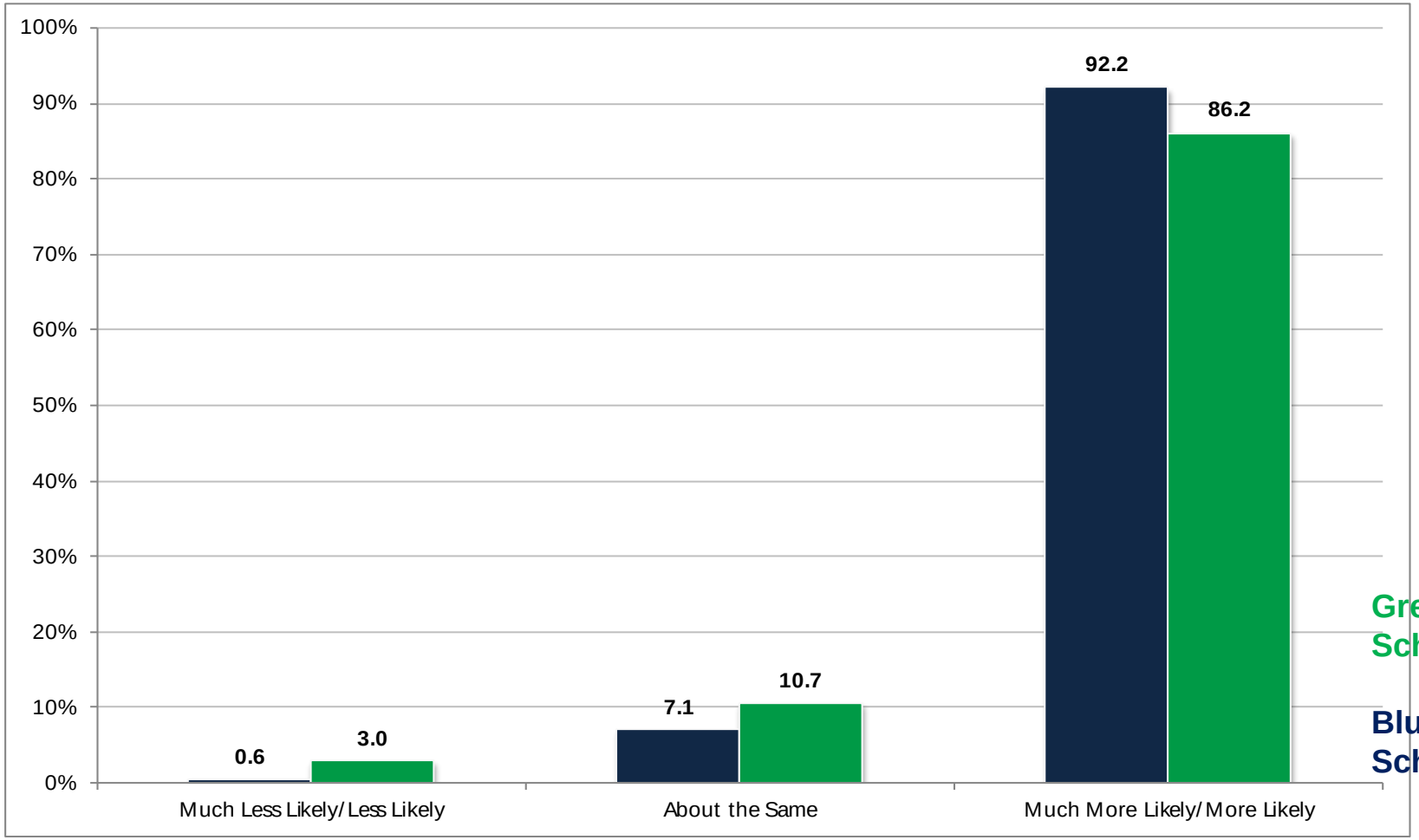
From 2012 end-of-year program perceived impact surveys administered to program participants

Likelihood of Using Birth Control



Green = School A

Blue = School B

From 2012 end-of-year program perceived impact surveys administered to program participants

Questions?

Contact Information

For additional information, please contact:

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http://www.teenpep.org

SOUTH CAROLINA CAMPAIGN to PREVENT TEEN PREGNANCY

Healthy Youth. Bright Futures. Strong Communities.

Using Process Evaluation Data to Promote Program Improvement and Sustainability

Lesley Craft, MPH, CHES
Mary Prince, PhD, MPH

Disclaimer

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About Us

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

Our Mission

As a 501(c)(3) non profit organization, we are committed to improving the health and economic well being of individuals, communities, and the state of South Carolina by preventing teen pregnancy.

Our Approach

- Communication with target market
- Customization of approaches
- Capacity building at all levels of a community
- Commitment to research and evaluation and a long-term investment

We Believe

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

- the prevention of teen pregnancy is in the best interest of adolescents, their families and their communities;
- parents should be equipped to be the primary educators of their children about love, sex and relationships;
- the most effective health and sexuality education is age-appropriate and medically accurate, emphasizes abstinence and provides information about contraception;
- the use of research proven curricula and programs will reduce teen pregnancy;
- in partnering with all sectors of the community to implement effective strategies to reduce teen pregnancy;
- young men and women should be respected for their unique traits and characteristics and empowered to take control of their reproductive health and wellness;
- in maintaining a staff and board of directors that is talented, diverse and representative of the populations we serve.

Our Goals

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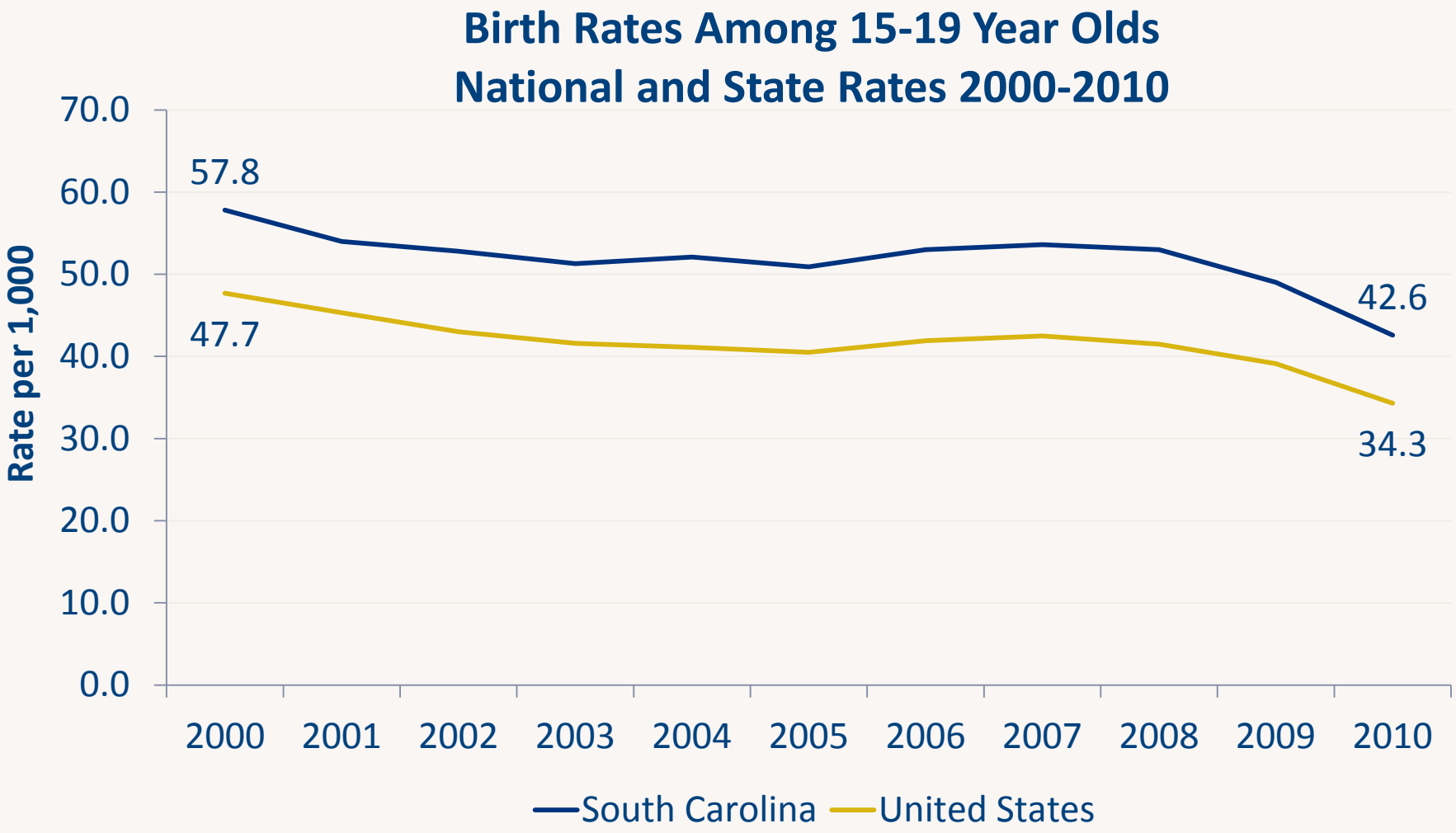
- High quality teen pregnancy prevention programs and services are available to SC youth.
- High priority youth have access to teen pregnancy prevention services tailored to their unique needs.
- Public schools are delivering age-appropriate, science-based teen pregnancy prevention programs.
- Young people who are sexually active have access to condoms and other forms of contraception.
- Parents and trusted adults are having open and honest conversations with their children about love, sex and relationships.

Teen Birth Rates



Data Source: SC DHEC, Public Health Information and Statistics

Learning Objectives

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

- Describe how data can be useful for program improvement and sustainability
- List at least 2 data sources that could be used for program improvement
- List at least 2 data sources that could be used to increase support for sustaining the program after the grant is completed

Project Overview

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

- Funding from the Office of Adolescent Health
- $1.5M per year over 5 years
- Replicate middle school EBP, *It's Your Game, Keep it Real! (IYG)*
- 24 middle schools across South Carolina
  - 12 Intervention
  - 12 Delayed Intervention
- ETR Associates, outside evaluators

IYG Curriculum

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

- Comprehensive risk-reduction curriculum
- Designed to delay the initiation of sexual activity
  - Classroom and computer-based strategies
  - Twelve 50-minute sessions in the 7th grade
  - Twelve 50-minute sessions in the 8th grade

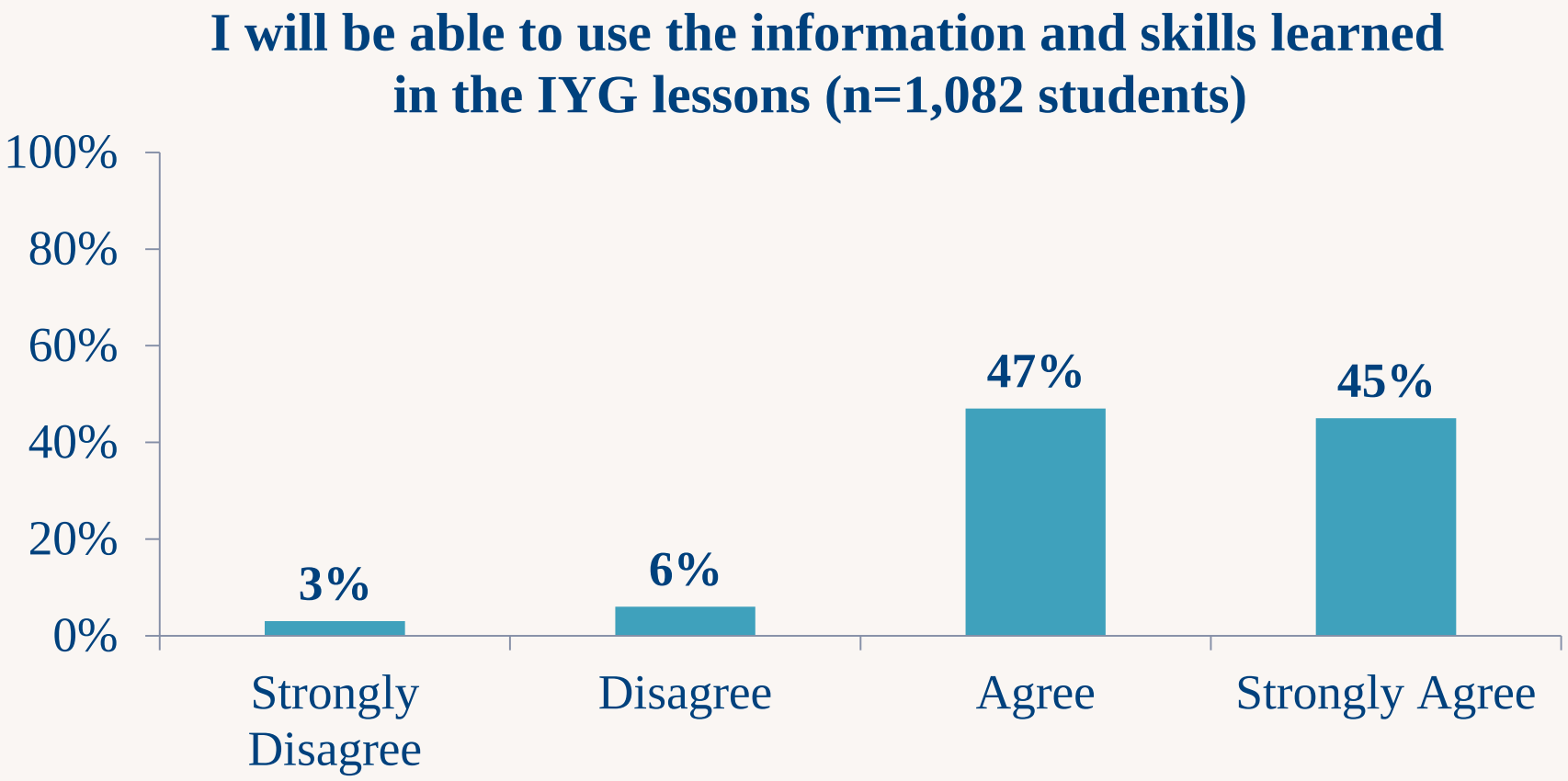
Data Collection

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

- Student Reaction Surveys
- Facilitator (Teacher) Surveys
- Fidelity Tracking Tools
- Additional:
  - Implementation Surveys with Facilitators and Site Coordinators
  - Interviews with School Leaders

Student Reaction Survey

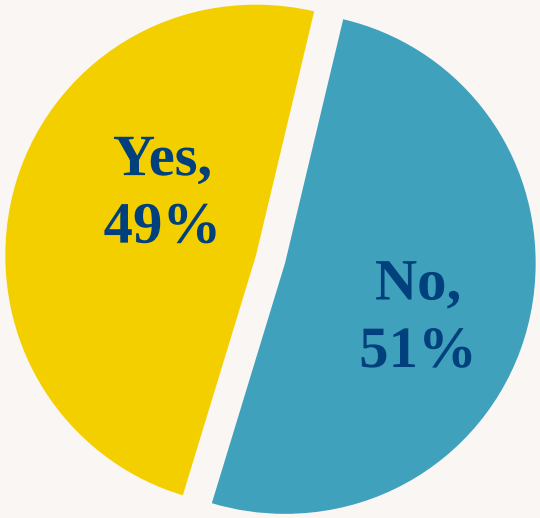
SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY



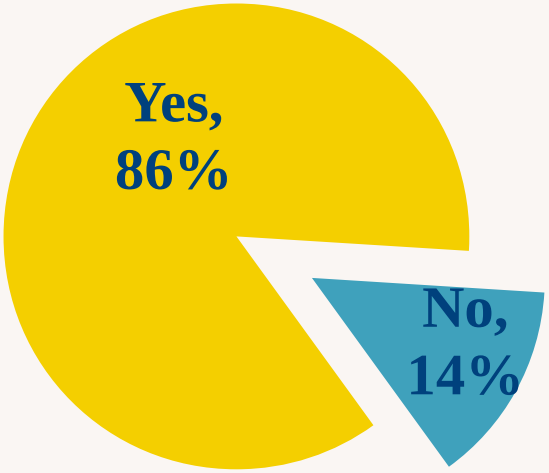
Student Reaction Survey

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

Have you been in a situation where you could use Select, Detect, Protect? (n=1,058 students)



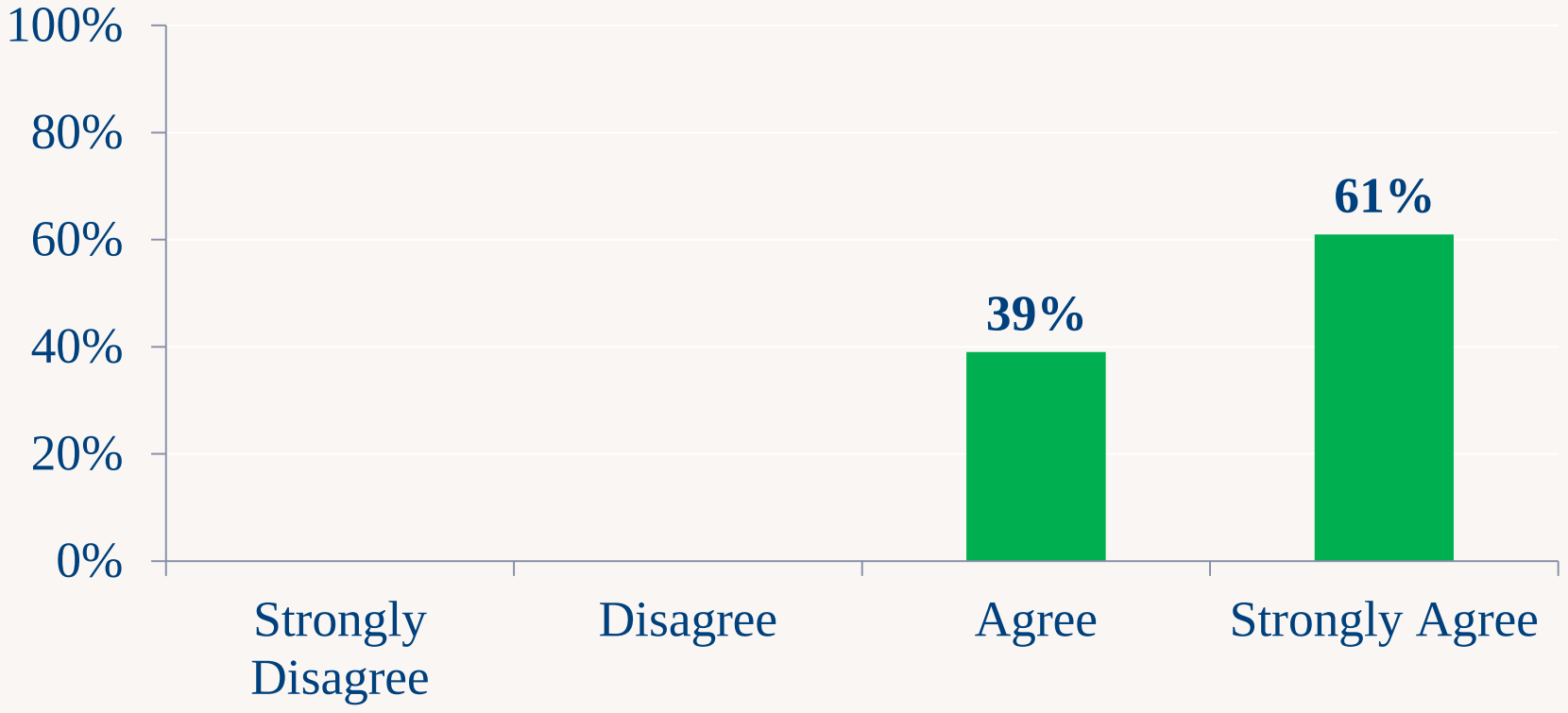
Did you use Select, Detect, Protect? (n=564 students)



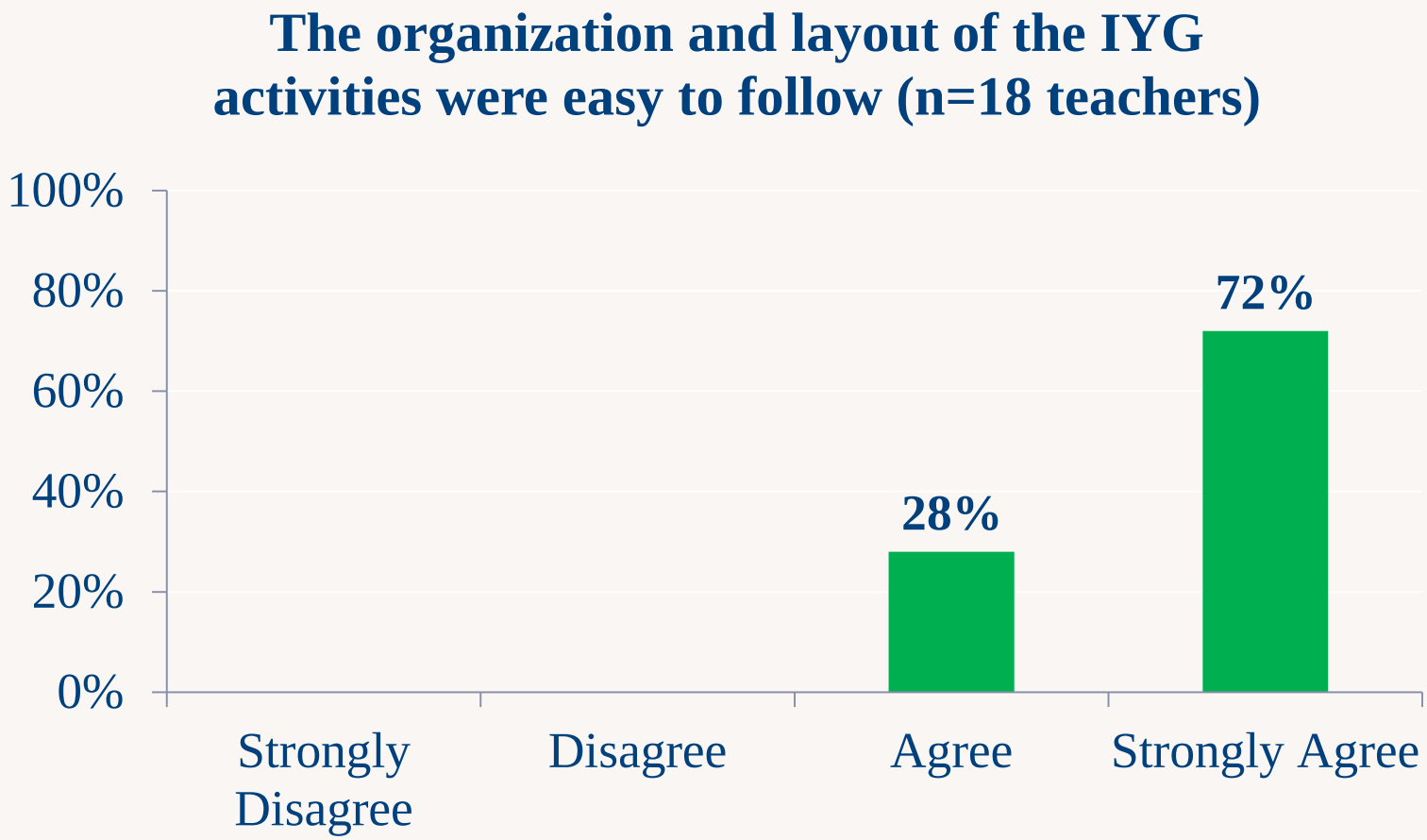
Teacher Surveys

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

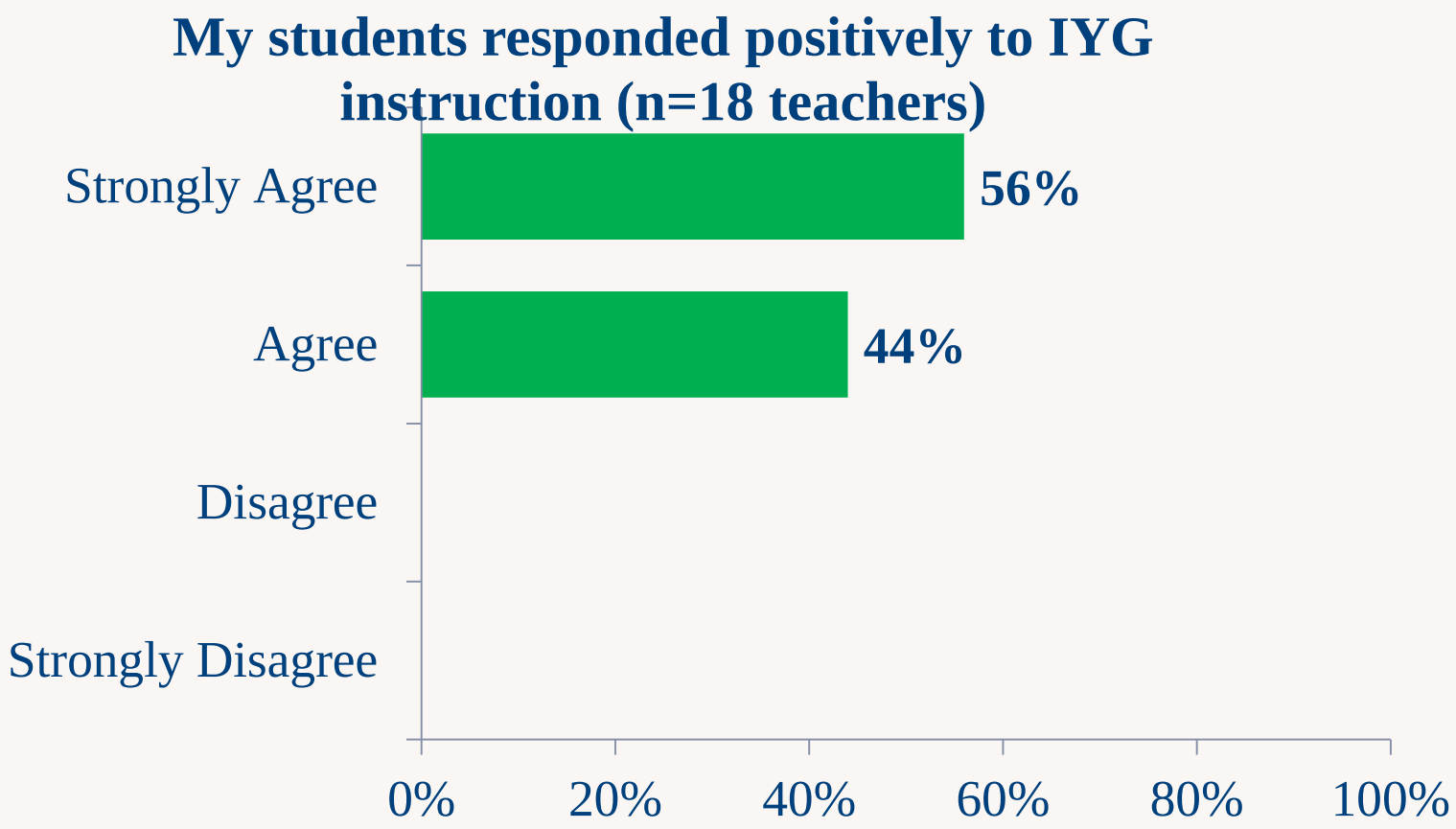
Overall I think IYG is effective at influencing my students to make healthier choices (n=18 teachers)



Teacher Surveys



Teacher Surveys



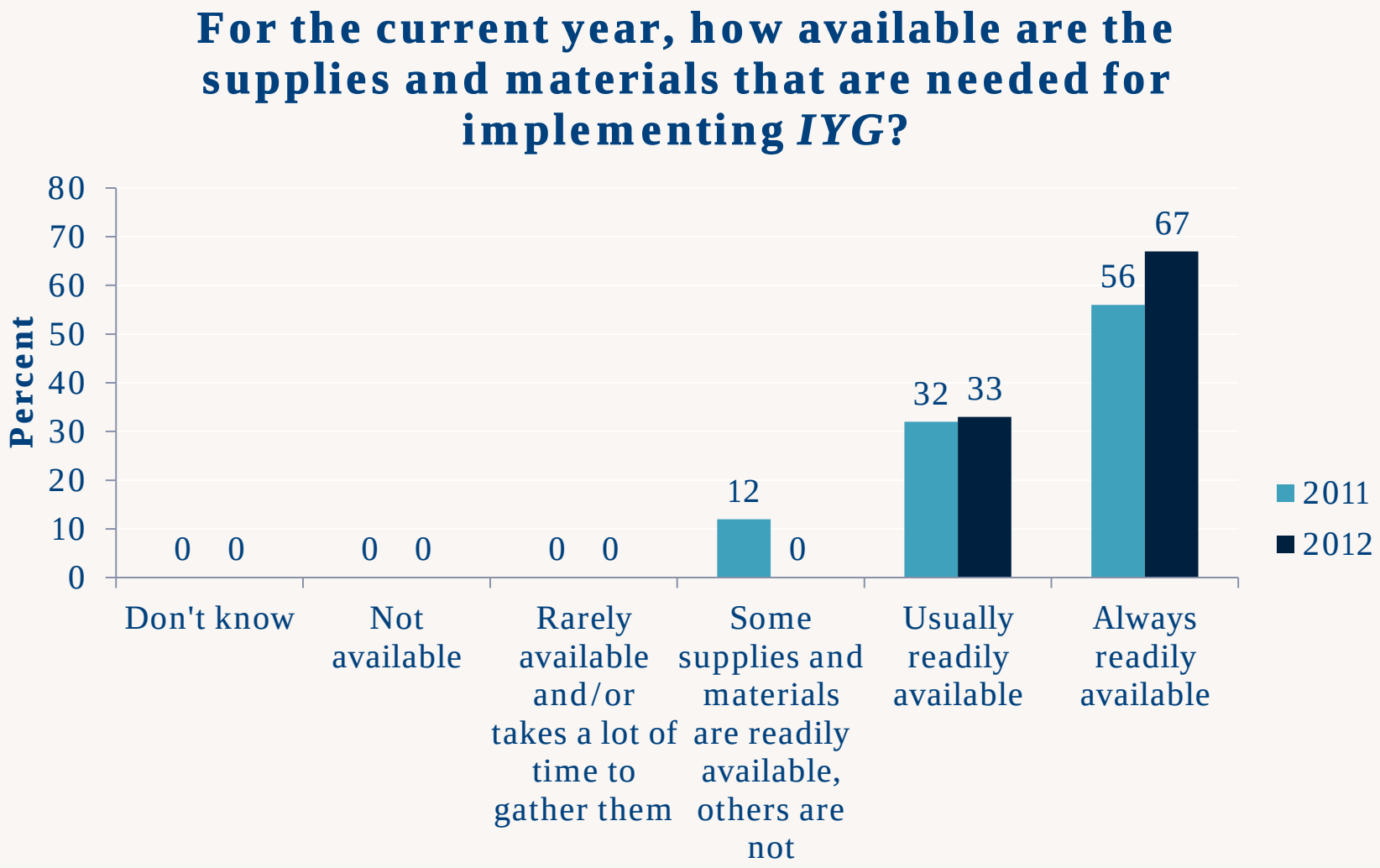
Implementation Survey

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

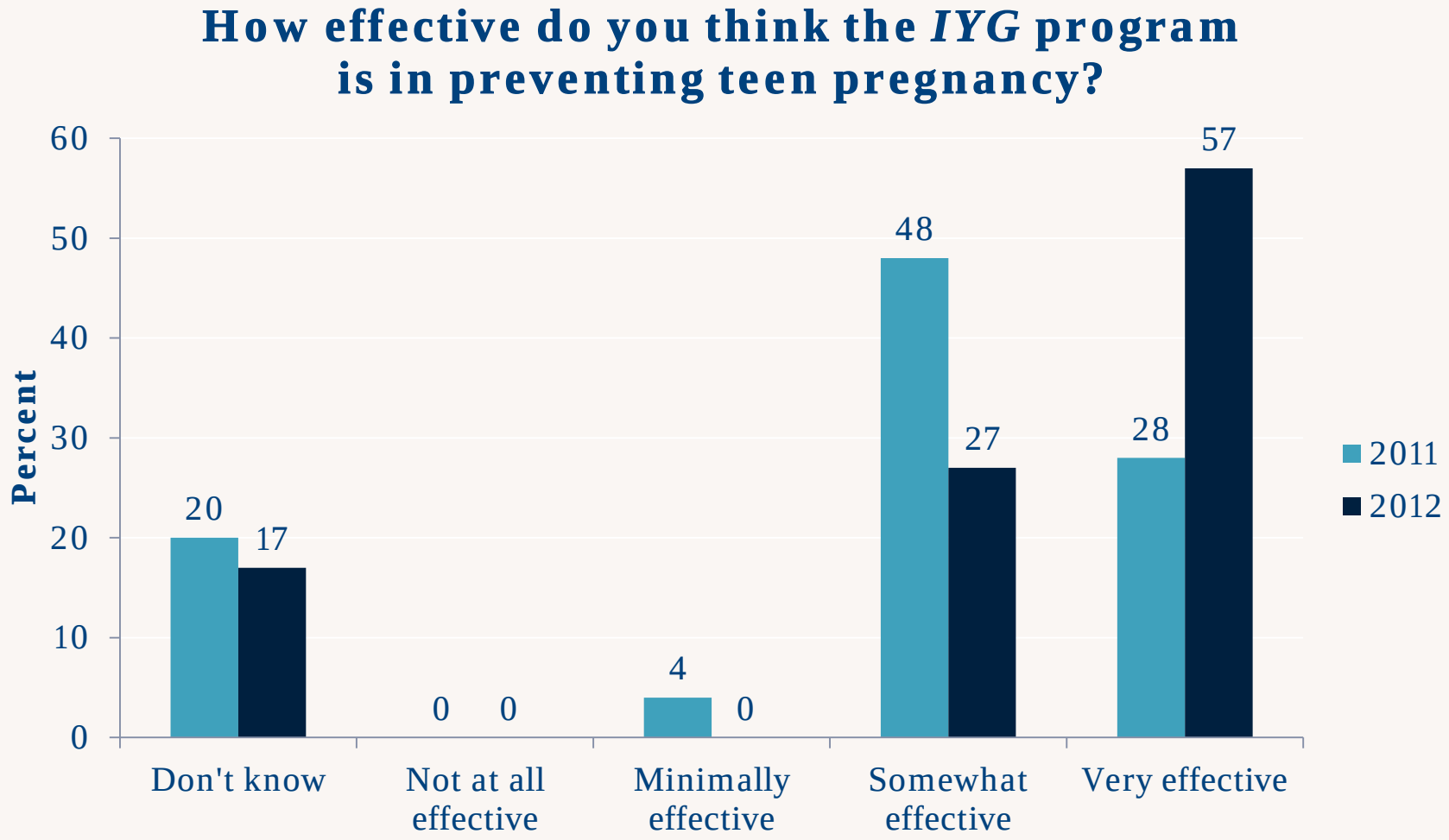
- Fall 2011
  - Survey Participants (n=25)
  - Intervention Schools (n=12)
    - Site Coordinators (n=10)
    - Program Facilitators (n=15)
- Fall 2012
  - Survey Participants (n=30)
  - Intervention Schools (n=13)
    - Site Coordinators (n=12)
    - Program Facilitators (n=18)

Implementation Survey

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY



Implementation Survey



Individual School Results

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

- Meetings with Technical Assistant Liaisons
  - Highlights and Red Flags
  - Reactions to Results
  - Possible Explanations
  - Contextual Background
  - Activities and Action Steps

Interviews with School Leadership

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

- 11 Semi-Structured Interviews with school leadership
  - Principals, Assistant Principals
- Summer 2012
- To further explore the
  - likelihood
  - potential barriers
  - resources needed for continued implementation of *IYG* after the grant project ends

Interview Highlights

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

Successes:

- They liked the program and thought it was necessary
- Teen pregnancy is an important problem
- Prevention efforts are needed
- Schools and administrators play an important role
- Want to continue offering the program
- Had a good first year
- Smooth process, very organized
- Teachers, parents, and youth seemed to like the program – very little negative feedback

Challenges:

- Technology problems
- Data collection issues, consent forms
- Meetings scheduled during testing

Interview Highlights

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

Issues:

- Many schools don't know:
  - the players involved
  - what they need
  - the exact process of how to continue

- Some districts seem to have more control and some schools seem to act independently of their district

- Sustainability process is going to be different for each school/district in the project

Tips & Tricks Emails

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

A Few Things to Remember:

- **Check the IYG Icon**- Before the first computer lesson, please test the IYG icon to make sure it directs you to the IYG computer activities. If you are having any trouble finding the icon or if the icon doesn't work, please notify us and your school IT specialist.

- **Stay on track**- It is important that you completely fill out the IYG lesson implementation logs within a few days of implementing the lesson. Not only do you receive a $50 gift card for every class with all 12 logs completed within two days of implementation but it also helps us determine ways to better support IYG implementation!

We are still looking for 4-6 volunteers who are willing to participate on the IYG Advisory Committee to help us determine best strategies for working with schools and for you all to provide the "inside scoop" on the school environment. Members of the IYG Advisory Committee will be expected to:

- Meet via conference call once per semester to discuss strategies to better support schools during this project
- Provide input and guidance via email to SC Campaign questions about working with schools (i.e., when is the best time to meet with school staff to plan implementation of the program?)

Lessons Learned

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

SUPPORTING TEEN PREGNANCY PROGRAMS TO IMPLEMENT WITH FIDELITY

The SC Campaign to Prevent Teen Pregnancy (SC Campaign) has 17 years of experience supporting teen pregnancy prevention programs to implement programs with fidelity. This document describes what fidelity is, why it is important and how to maintain it.

What is fidelity?
Fidelity: faithfully implementing an evidence-based program without compromising its core content, pedagogical, and implementation components which are essential for the program's effectiveness.[1]

Why is fidelity important?
Teen pregnancy prevention programs are developed to have an impact on specific behavioral outcomes. Programs that are grounded in scientific research are more likely to be successful than programs that are not. Consider the curriculum the "recipe" for your program; if you do not follow the recipe as outlined then you will likely produce significantly different results than what was intended. Similarly, when teen pregnancy prevention programs are implemented, it is important that the programs be delivered to youth in the same way the developers intended. Leaving out important

the program as well as those overseeing or evaluating the program. Some of the more common ways to track fidelity include: observations, interviews, surveys, existing scales/instruments, facilitator logs, and administrative records. Some tools may be completed by trained evaluators, but other record-keeping may be completed by the program facilitator.

The SC Campaign encourages teen pregnancy prevention program facilitators to complete facilitator logs after each session (please contact the SC Campaign for examples of these forms). These forms are specific to the program being implemented and allow the facilitators to keep track of the number of participants, the amount of time spent on the session, the topics covered, and any problems or issues that arise during the session. Essentially, these forms let the program evaluators know who received the program, what information they received, and how they received it.

How is fidelity tracking information shared and used?
The SC Campaign uses fidelity tracking information to identify areas where the facilitator may need

School Support Document

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

Principals Say...

Principals and leadership of 11 middle schools in South Carolina have demonstrated their support of teen pregnancy prevention programs through their school's participation in evidence-based programming. Some of these principals told us providing sex education and ensuring the development of the whole child is a responsibility of their school. They also see middle school as an appropriate time to offer sex ed and want to give factual information to their students. For principals whose schools have already implemented a comprehensive sex education curriculum, they found it easy to implement and the reaction from parents to be favorable.

"If we want academic success, we must deal with the underlying issues that go along with it."

"I think it's our responsibility to put programs that we need in place for issues that our students may be facing, because even though we're about academics, we're talking about productive citizens overall."

"Middle school is a critical time when children are making huge decisions."

"We are responsible for delivering a solid, tried and true curriculum"

Teachers Say...

18 teachers surveyed support teen pregnancy prevention programs that are evidence-based and comprehensive.

100% of teachers agreed that implementing a medically accurate, evidence based teen pregnancy prevention program in their middle school has effectively influenced their students to make healthier choices.

Students Say...

2,309 students surveyed overwhelmingly say that they benefit from comprehensive teen pregnancy prevention programs.

91% of middle school students agreed they will be able to use the information and skills learned in the program lessons.

Sustainability Plans

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

- Creation of SC Campaign Sustainability Plan
  → Added to the existing Implementation Plan
  - Iterative Process
  - Fluid Document

- School-Specific Sustainability Plans
  - Tailored to Address the individual needs of schools
    - Address self-identified barriers to sustainability
    - Address their needs moving forward

For Additional Information:

SC Campaign to Prevent Teen Pregnancy
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SOUTH CAROLINA CAMPAIGN to PREVENT TEEN PREGNANCY

Healthy Youth. Bright Futures. Strong Communities.

In the Know: Providing Informed Technical Assistance to Increase Fidelity

Panel: Using Process Data to Improve Program Delivery

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

Sarah Kershner, MPH, CHES
Chris Rollison

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Our Approach

- Communication with target market
- Customization of approaches
- Capacity building at all levels of a community
- Commitment to research and evaluation and a long-term investment

Learning Objectives

I. Describe the importance of collecting fidelity monitoring data

II. Develop at least two strategies for obtaining fidelity monitoring data

III. Identify at least two strategies for using fidelity monitoring data in “real time”

Project Overview

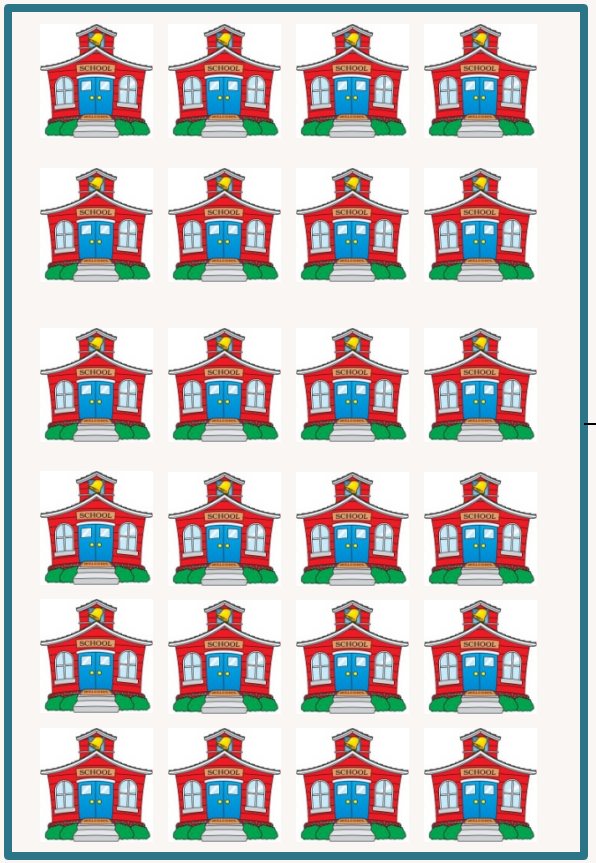
SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

- SC Campaign was awarded funding from the Office of Adolescent Health in the Fall of 2010
  - Replication of the comprehensive middle school curriculum *It's Your Game, Keep it Real! (IYG)*
  - Awarded $1.5 million per year for 5 years
  - Award 24 participating schools $570,000 per year to support research study

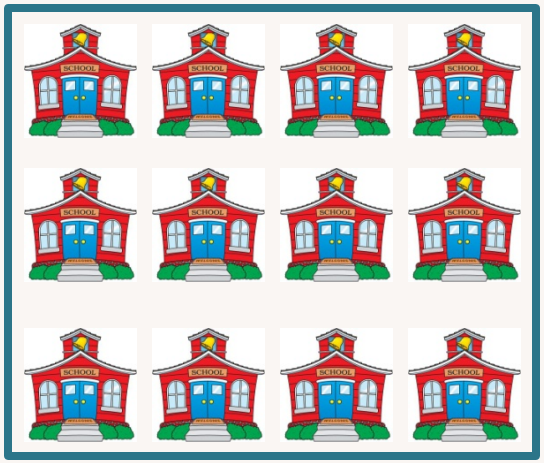
Project Overview

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

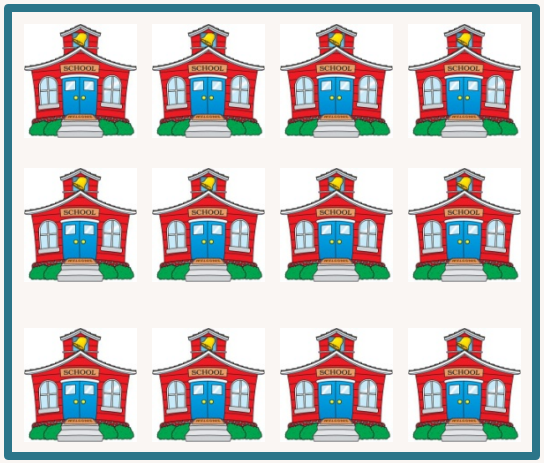
Participating Schools
N=24

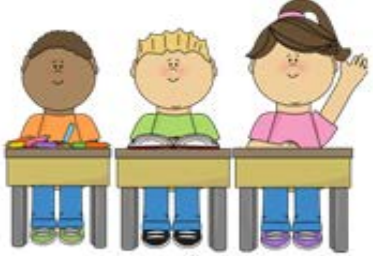


Intervention
N=12



Comparison
N=12





YR 2, n= 2300 7th grade students

YR3, n=4300 (2300 7th grade students + 2000 8th grade students)

YR4, n=8100 (2300 7th grade students + 2000 8th grade students + 2000 alums + 1800 new 7th grade students)

YR5, n=11900 (2300 7th grade students + 2000 8th grade students + 4000 alums + 1800 new 7th grade students + 1800 new 8th grade students)

IYG Curriculum

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

- Comprehensive risk-reduction curriculum
- Designed to delay the initiation of sexual activity
  - Classroom and computer-based strategies
  - Twelve 50-minute sessions in the 7th grade
  - Twelve 50-minute sessions delivered in the 8th grade
  - www.itsyourgame.org

IYG Evaluation Tools

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

Process

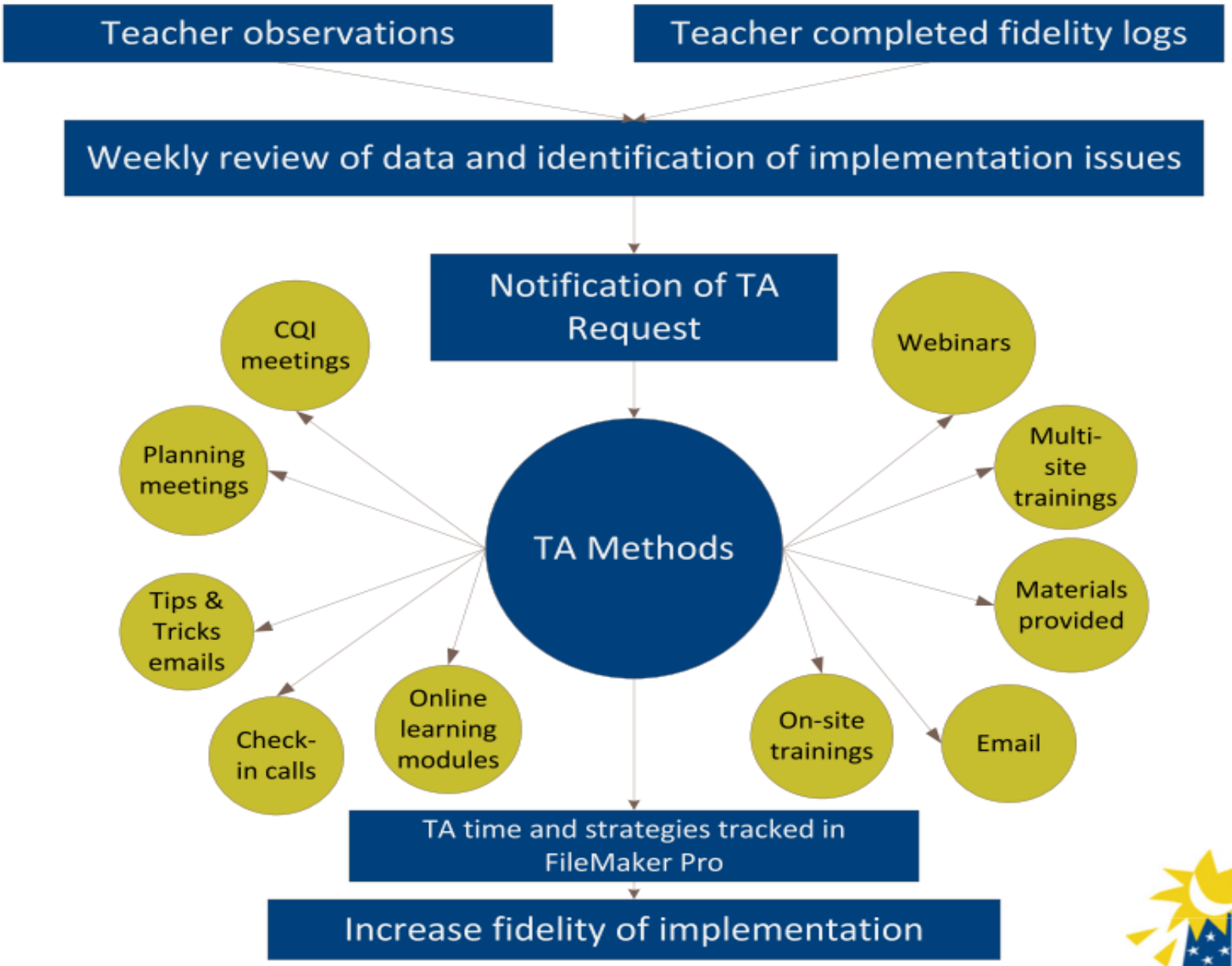
- **Fidelity tracking / implementation logs**
- **Classroom observation**
- Focus groups with students
- Focus groups with school staff
- Teacher survey
- Student satisfaction survey
- Staff notes
- **TA logs**
- Principal interviews

Outcome

- Measures demographic data, dating behavior, sexual behavior, contraception behavior, peer norms
- Survey delivered via netbooks
- Survey administration three points in time
- Pre, 18 month post, 30 month post (9th grade)
- Anonymous with tracking potential

The FIT Model:

Fidelity through Informed Technical Assistance



SOUTH CAROLINA CAMPAIGN to PREVENT TEEN PREGNANCY

1. Date you started teaching this activity

October 31, 2011

2. Class Period

5th

3. Time needed to teach lesson (in minutes)

45

4. In the table below, please indicate (1) which of the activities were completed during the class period and whether modifications were made, and (2) if modifications were made, please describe those modifications and the reason for making them.

	No, I didn't teach this activity	Yes, I taught this activity as written	Yes, I taught this activity with changes	Describe any modification(s) and their purpose
I. Intro to the Day	-	+	-	
II.a. Movie Acting & Discussion	-	+	-	
II.b. Student Actors Read Story	-	+	-	
III. Characteristics of a Real Friendship	-	+	-	
IV. Journal Activity	-	+	-	
V. Parent-Child Activity	-	+	-	
VI. Wrap Up	-	+	-	

5. Is there another class period in which you taught this lesson?

- **Yes, provide me with a blank activity completion log for another class period.**
- No, I have no more class periods to report

Total (Unsorted) | Show All | New Record | Delete Record | Find | Sort

Trac... | View As: | Preview

inability Tracking

Click to return to Tier 1 Database

Click to view TA & Sustainability Report

View Outstanding TA Requests

TA Issue Identification and Request

Person Needing or Requesting TA	TA Issue Type		Notes about TA Issue Identified	TA Request Status	Date TA Provided	Site Name	Person Recieving TA	School District	SCC Staff Contact
	☐ Computer Issue ☐ Fidelity Issue ☐ Time Management Issue ☐ Classroom Management Issue	☐ TA Request by teacher ☒ Log Issue (late submission, error in log) ☐ Other		Complete	8/8/12	Fairfield Middle School	Valeria Bassham, Eric Johnson	Fairfield County School District	Andrea Heyward
	☐ Computer Issue ☐ Fidelity Issue ☐ Time Management Issue ☒ Classroom Management Issue	☐ TA Request by teacher ☐ Log Issue (late submission, error in log) ☐ Other		Complete	10/26/11	Lakeside Middle School	Byron Wimphrie and Carrie Ann Turner	Anderson 5 School District	Meredith Talford
	☐ Computer Issue ☐ Fidelity Issue ☐ Time Management Issue ☐ Classroom Management Issue	☐ TA Request by teacher ☐ Log Issue (late submission, error in log) ☐ Other		Complete	11/10/11	Lakeside Middle School	Byron Wimphrie and Carrie Ann Turner	Anderson 5 School District	Meredith Talford
	☐ Computer Issue ☐ Fidelity Issue ☐ Time Management Issue ☐ Classroom Management Issue	☐ TA Request by teacher ☐ Log Issue (late submission, error in log) ☐ Other		Complete	10/26/11	Lakeside Middle School	Byron Wimphrie and Carrie Ann Turner	Anderson 5 School District	Meredith Talford
	☐ Computer Issue ☐ Fidelity Issue ☐ Time Management Issue ☐ Classroom Management Issue	☐ TA Request by teacher ☐ Log Issue (late submission, error in log) ☐ Other		Complete	11/29/11	Lakeside Middle School	Byron Wimphrie and Carrie Ann Turner	Anderson 5 School District	Meredith Talford
	☐ Computer Issue ☐ Fidelity Issue ☐ Time Management Issue ☐ Classroom Management Issue	☐ TA Request by teacher ☐ Log Issue (late submission, error in log) ☐ Other		Complete	12/8/11	Lakeside Middle School	Byron Wimphrie and Carrie Ann Turner	Anderson 5 School District	Meredith Talford
	☐ Computer Issue ☐ Fidelity Issue ☐ Time Management Issue ☐ Classroom Management Issue	☐ TA Request by teacher ☐ Log Issue (late submission, error in log) ☐ Other		Complete	1/20/12	Lakeside Middle School	Byron Wimphrie and Carrie Ann Turner	Anderson 5 School District	Meredith Talford

FileMaker Pro - [SCCTPTP TA Tracking (IYGSRVR)]

File Edit View Insert Format Records Scripts Window Help

1 Records | 305 / 309 Found (Sorted) | Show All | New Record | Delete Record | Find | Sort

Layout: TA & Sustainability Rep... | View As: | Preview

TA & SUSTAINABILITY

3/6/2013

RETURN TO TA & SUSTAINABILITY TRACKING

School District	Site Name	Method of Contact / TA	TOTAL TA Time
			mins
	ANDERSON 5 SCHOOL DISTRICT		4,410 mins
	BARNWELL 29 WILLISTON SCHOOL DISTRICT		720 mins
	BEAUFORT COUNTY SCHOOL DISTRICT		9,375 mins
	CALHOUN COUNTY SCHOOL DISTRICT		1,595 mins
	CHESTERFIELD COUNTY SCHOOL DISTRICT		2,965 mins
	COLLETON COUNTY SCHOOL DISTRICT		240 mins
	FAIRFIELD COUNTY SCHOOL DISTRICT		2,460 mins
	FAIRFIELD SCHOOL DISTRICT		60 mins
	HAMPTON 2 SCHOOL DISTRICT		1,470 mins
	MARION 1 SCHOOL DISTRICT		7,745 mins
	ORANGEBURG CONSOLIDATED SCHOOL DISTRICT 4		3,020 mins
			Total TA
	Total TA Time Across All		568 hours

Ways that data are used to provide informed TA

SOUTH CAROLINA CAMPAIGN TO PREVENT TEEN PREGNANCY

- Tips and Tricks Email
- Targeted TA (meetings/communication with TA staff)
- Targeted trainings
- Identify need for training and partner with agency to provide specific training (i.e., Deborah Chilcoat from HTN conducted training on classroom management)

SUPPORTING TEEN PREGNANCY PROGRAMS TO IMPLEMENT WITH FIDELITY

The SC Campaign to Prevent Teen Pregnancy (SC Campaign) has 17 years of experience supporting teen pregnancy prevention programs to implement programs with fidelity. This document describes what fidelity is, why it is important and how to maintain it.

What is fidelity?
Fidelity: faithfully implementing an evidence-based program without compromising its core content, pedagogical, and implementation components which are essential for the program's effectiveness.[1]

Why is fidelity important?
Teen pregnancy prevention programs are developed to have an impact on specific behavioral outcomes. Programs that are grounded in scientific research are more likely to be successful than programs that are not. Consider the curriculum the "recipe" for your program; if you do not follow the recipe as outlined then you will likely produce significantly different results than what was intended. Similarly, when teen pregnancy prevention programs are implemented, it is important that the programs be delivered to youth in the same way the developers intended. Leaving out important

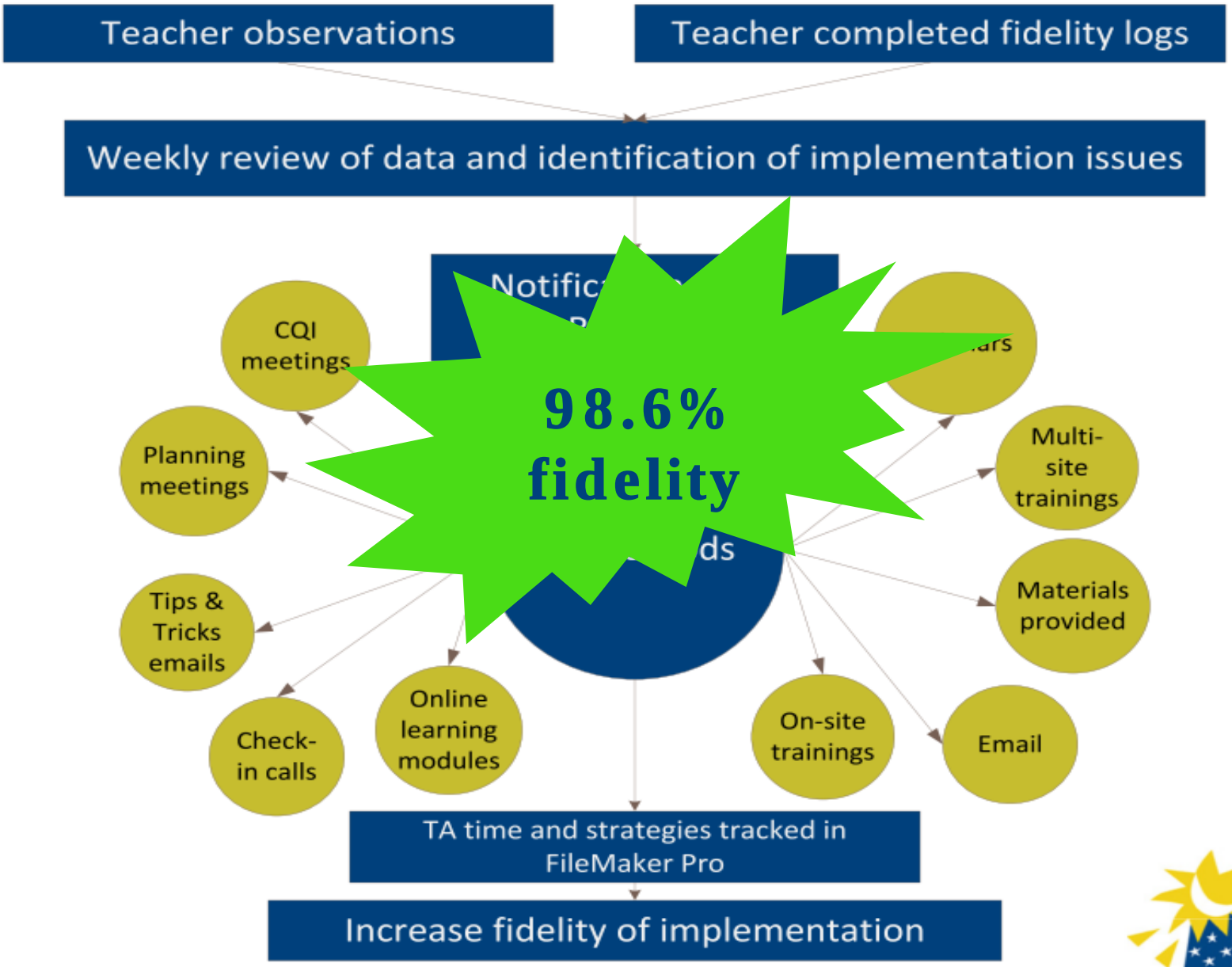
the program as well as those overseeing or evaluating the program. Some of the more common ways to track fidelity include: observations, interviews, surveys, existing scales/instruments, facilitator logs, and administrative records. Some tools may be completed by trained evaluators, but other record-keeping may be completed by the program facilitator.

The SC Campaign encourages teen pregnancy prevention program facilitators to complete facilitator logs after each session (please contact the SC Campaign for examples of these forms). These forms are specific to the program being implemented and allow the facilitators to keep track of the number of participants, the amount of time spent on the session, the topics covered, and any problems or issues that arise during the session. Essentially, these forms let the program evaluators know who received the program, what information they received, and how they received it.

How is fidelity tracking information shared and used?
The SC Campaign uses fidelity tracking information to identify areas where the facilitator may need

The FIT Model:

Fidelity through Informed Technical Assistance



SOUTH CAROLINA CAMPAIGN to PREVENT TEEN PREGNANCY

For Additional Information:

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