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

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Reaching the Hard to Reach through Shared Goals, Relationship Building, and Evidence-based Practices

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Acknowledgement

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Objectives

• Participants will be able to:
  – identify 3 methods to connect and collaborate with state agencies that share similar goals and objectives in teen pregnancy prevention and sexual health to reach vulnerable populations, specifically foster care youth;
  – identify at least 3 barriers and solutions when working with vulnerable populations;
  – describe how a youth development approach can be successful in reaching vulnerable populations.
Presentation by:

Arizona Department of Health Services
Teen Pregnancy Prevention Program

University of Arizona Cooperative Extension-
Maricopa County
Personal Responsibility Education Program
Background

• ADHS Teen Pregnancy Prevention Program in existence since 1998
  – Abstinence only & Abstinence plus

• Identified areas and populations of need
  – Collected stakeholder feedback
  – Reviewed data
  – Assessed Community Health Analysis Areas (CHAAs) data

• 2010 awarded PREP & Title V funds
  – Focus on vulnerable populations, especially youth in foster care
Identifying Arizona’s Areas of Need

• Community Health Analysis Areas (CHAAs)
  – Breakdown of Arizona into small geographic units/regions
  – Allows analysis of communities smaller than a County
  – 126 CHAAs in Arizona

• CHAAs for teen pregnancy
  – Total population, total births, birth rate for youth 15-19 years of age
  – Breakdown by ethnicity/race
  – 16 CHAAs selected across the state
• 2,863 teens
• Birth rate of 94.3 per 1,000 females, 15-19 years of age
Arizona’s Vulnerable Populations

• Vulnerable populations identified
  – Youth in foster care, Latinos, African Americans, Native Americans, 15-17 years of age

• Youth in foster care
  – Over 2,300 youth (15-18) in Arizona’s foster care system
  – Little access to information about sexual health
  – Less likely to use contraception in first sexual encounter
  – 2.5 times more likely to become pregnant by age 19
What Would You Do? (WWYD?)
What Would You Do?

As a Program Manager, you have asked your contractor to serve foster care youth. The contractor responds, “I’m not comfortable working with this population.”

What would you do?
Activity Reflection - WWYD?

Why do we do this activity?
Activity Reflection - WWYD?

• Why do we do this activity?
  – Understand what is a barrier
  – Learn to problem solve
  – Think realistically about solutions
  – Practice speaking in a group
  – Practice listening to others
Overall Strategies

• Developer curricula trainings
• Professional development
• ADHS reporting systems
• Development of handbooks to guide sub-awardees through performance measures process
• Quarterly meetings
Strategies to Reach Youth in Foster Care

• Inter-governmental partnership
  – Department of Economic Security (DES)

• Trainings

• Evidence-based curriculum
Strategies

Inter-governmental Partnerships

• Department of Economic Security (DES)
  – DES Teen Pregnancy Prevention Task Force
  – Presentation of program services at group home meetings
  – Develop information tools for youth and parents
  – Crosswalk group home contractual requirements with teen pregnancy prevention services
Strategies

Trainings

• Trainings for Health Educators
  – Understanding foster care culture
  – Understanding youth perspective
  – Understanding difficulties in recruitment/retention
  – Strategies for engaging and connecting with youth
# Strategies

## Evidence-based Curriculum

<table>
<thead>
<tr>
<th>Positive Youth Development Literature</th>
<th>Teen Outreach Program®</th>
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</thead>
<tbody>
<tr>
<td>Physical and psychological safety</td>
<td>Safe and supportive environment</td>
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<tr>
<td>Appropriate structure</td>
<td>Consistent format, group ROPES</td>
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<tr>
<td>Supportive relationships</td>
<td>Caring adult facilitator</td>
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<tr>
<td>Support for efficacy and mattering</td>
<td>Youth empowerment through CSL</td>
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<tr>
<td>Opportunities for skill building</td>
<td>Lessons and CSL activities reinforce PREP Adulthood Preparation Subjects</td>
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What Would You Do?

When brainstorming differences between men and women, a youth responds, “Women have boobs.”

What would you do?
Vulnerable Systems Affecting Youth in Foster Care

Vulnerable systems can add to youth vulnerability

• Group home staffing
• CPS case loads
• Juvenile Justice System
• Psychological difficulties
• Lack of control by youth

• Youth are highly scheduled
• Transitory populations
Strategies

Activity: Vulnerable Populations

Small groups activity:

• How would you identify vulnerable populations in your community?

• What strategies can you implement to reach vulnerable populations in your community?

• What partnerships do you need to develop to reach these populations in your community?
Special Considerations

• Consents

• Sensitive issues
  – “Parent-centric language”
  – Potential trauma triggers
  – Pregnant or parenting youth

• Criminal records
What Would You Do?

You know that your TOP club includes juvenile sex offenders. When discussing their next community service learning project, a youth says, “Let’s go to the children’s hospital.”

What would you do?
Skill Building

• Importance of skill building with foster youth

• Strong emphasis on skill building in TOP

• Covered by both lessons and CSL projects
  – CSL process reinforces lesson content
  – Lesson reflection includes CSL application questions
Skill Building Activity
Agree-Disagree
Activity Reflection – A/D

Why do we do this activity?
Activity Reflection – A/D

• Why do we do this activity?
  – Gives youth the opportunity to express their opinion
  – Encourages critical thinking
  – Youth practice active listening and learn to respect differing opinions
Conclusion

• Strategizing Objectives Activity: Small groups activity
  – Identify 3 ways to connect and/or collaborate with state agencies sharing similar goals and objectives of reaching vulnerable populations, specifically youth in foster care.
  – Identify 3 barriers and 3 solutions when working with vulnerable populations.
  – Identify how a youth development approach can be successful in reaching vulnerable populations.
  – Identify at least one partnering agency you will contact in your community.
Questions?
References

• J. Eccles & J. Gootman, Community Programs to Promote Youth Development, National Academy Press, 2002.

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  http://www.azdhs.gov/phs/owch/sexcanwait/index.htm

• Arizona Department of Health Services, Arizona Public Health Statistics,
  http://www.azdhs.gov/phs/azchaa/CHAA_FAQ.pdf
Thank You

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