NWX-OS-OGC-RKVL
Moderator: Jaclyn Ruiz
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1:00 pm CT

Coordinator: Welcome and thank you for standing by. At this time all participants are in a listen-only mode. There will be a question-and-answer session for today's call. If you would like to ask a question, you may press 1. You will be prompted to record your first and last name.

Today's conference is being recorded. If you have any objections you may disconnect at this time. Now to start today's conference I would like to turn it over to Lt. Commander Jaclyn Ruiz. Thank you and you may begin.

Jaclyn Ruiz: Thank you and hello everyone. Let me first introduce myself. I am Jaclyn Ruiz. I am the new Public Health Advisor and Project Officer at the Office of Adolescent Health. I am happy to be presenting today's technical assistance Webinar, How to Select an Evidence-Based Teen Pregnancy Prevention Program that Works for You.

The Webinar will focus on how to select an evidence-based teen pregnancy prevention that is a good fit for your organization and for your community. We're hoping that these resources as well as other resources available on the OAH Website will provide additional guidance on selecting, planning and implementing an evidence-based program for teen pregnancy prevention.

The Webinar was developed by Child Trends under contract to the Office of Adolescent Health, U.S. Department of Health and Human Services as a technical assistance product for use with OAH grant programs and without further ado, let me introduce our presenters on today's call, Maryjo Oster and Vanessa Sacks.

I apologize, my voice is completely dry. Maryjo Oster is a Health and Education Researcher and Evaluator with experience in mental and behavioral health in school, community and military settings.

She has extensive experience in the field of teen pregnancy prevention including serving as the evaluator for the CDC-sponsored Promoting Science-Based Approaches to Prevent Teen Pregnancy Initiative with the Pennsylvania Coalition to Prevent Teen Pregnancy.

She has a Ph.D. in educational theory and policy from the Pennsylvania State University. Her doctoral dissertation research examined the various types of sex education policies and programs in place across Pennsylvania and the influences behind their design or adoption.

Vanessa Sacks is a Research Analyst in the youth development research area. Vanessa's work at Child Trends spans a wide range of quantitative analysis and youth development issues. For the past two years Ms. Sacks has been part of a team pregnancy prevention research evidence review project at Child Trends and as a subcontractor to mathematical policy research.

She is the co-author of an (aspy) research brief on effects, sizes and outcomes from 31 evidence-based teen pregnancy and sexually-transmitted infection prevention programs.

Most recently she was part of the team that revised and implemented the implementation reports for all evidence-based programs. Thank you two for presenting on today's call. With that being said I will now hand over the presentation to Maryjo.

Maryjo Oster: Hi, everybody. Before we get started, I want to explain some of the interactive features of the Webinar today. First we're going to be asking you to respond to some questions throughout the presentation.

For some of them a poll will open-up with a question and multiple-response choices. You'll click on the preferred response and after about 30 seconds, we'll close the poll and display and discuss the results.

There will also be times when we're going to ask you to do searches using the HHS EBP database. To make it easier, we'll open-up the Webpage in a window and when it appears on your screen, it will be live and you'll be able to manipulate the database for yourself.

For slides that have accompanying handouts, you can access those by clicking the icon at the top right corner of your Webinar window. It looks like three sheets of paper. If you click on that, you'll be able to download the handouts that we will be referencing in the Webinar.

If you have a question for the presenters, you can type it in the Q&A box up at the top. We reserved time for questions at the end. There will also be opportunities for you to submit responses to some of our questions that we pose to you.

Throughout the presentation today we'll reference resources that you can visit for additional information on a given topic. They're listed at the conclusion of the Webinar. Finally at the end of the Webinar, we're going to open up another Website that will take you to a feedback survey. Please be sure to complete the survey before you exit the Webinar.

Let's practice using the poll feature right now and why don't you let us all know who we have on the call today? Go ahead and select the response that best applies for you. Looks like a little bit of a mix, predominantly nonprofit folks but we're happy to have you all here.

The subject of today's Webinar is how to select the evidence-based teen pregnancy prevention program that works for you. The critical part of that statement is works for you. We're lucky to have so many great evidence-based programs at our disposal but these programs are far from interchangeable.

Not all programs will work with all people or in all settings. Selecting a program that's not well-suited for your population or environment can result in a disconnect with the youths served, low turnout, low engagements and now having the outcomes intended.

It may also mean the loss of valuable time and resources. That's why it's so important to do the legwork up-front and put real thought and energy into finding the right program for your organization and the youth and communities you serve.

It's not a difficult process but it's one that requires attention to detail and honesty about your particular needs, capacities, youths and community from the very beginning. Don't worry though.

We’re here to walk you through the process step by step to ensure that you make the most of the time and resources you have and make the greatest changes possible for the youth you serve. We have four objectives for today’s Webinar.

By the conclusion of the Webinar, we expect the participants will be able to explain why it’s important to select the right TPP programs, successfully navigate and use the HHS EBP database, understand the resources available to help you learn more about EBPs and list and describe the various components of fit necessary for great program selection.

This Webinar should be used in conjunction with OAH’s e-learning module on selecting evidence-based TPP programs. While the Webinar will cover the main steps involved in the process of program selection, the e-learning module provides much more detail for each step and provides numerous links and resources.

For the remainder of this Webinar we’re going to imagine that we all belong to a fictional organization called the Fayetteville Youth Network or FYN. FYN is a community-based organization that promotes positive youth development and provides substance abuse services to adolescents and young adults.

Some staff members here at FYN have started noticing that a growing number of our program participants are getting pregnant and we’re concerned about the effects of these early pregnancies. FYN has decided to investigate the issue more closely and possibly add a teen pregnancy prevention component to our service case.

The Webinar is going to be broken-up into four sections. In the first section we'll describe the actions that you should take before you begin your program search. Second, we'll walk you through the process of using the EBP database to develop an initial list of potential programs and give you an opportunity to try conducting searches in it yourself.

Third, we'll introduce you to the various resources including program implementation reports and describe how they will be useful during the process of program selection. In this section we'll also give you a chance to read through a sample report and answer some questions about it.

Next we'll discuss population and environmental fit and the importance of adequately assessing each before making your final program selection. We will provide some hands-on examples in this section as well to help you apply the concepts to real-world scenarios. Finally we will open it up for Q&A at the end so that you walk away feeling confident to begin your program search.

Before we get started, let's make sure that we're all on the same page about what an evidence-based program is. In general a program is deemed evidence-based if evaluation research shows that it produces positive results that can be attributed primarily to the program itself rather than to extraneous factors or events.

OAH defines evidence-based teen pregnancy prevention programs as those identified by HHS as having undergone a rigorous evaluation and been shown to be effective at preventing teen pregnancies, sexually-transmitted infections and/or sexual risk behavior.

Quick question. How many evidence-based programs have been identified by the HHS TPP evidence review? There are actually 37 evidence-based teen pregnancy prevention programs in the evidence review, two of which were actually added this morning.

Not all of them are eligible for funding to replicate under the OAH (FOASO) so be sure to check the FOAs to determine which ones are actually eligible for funding. Before we can begin our search for the evidence-based teen pregnancy program that will work for us, there are a few preliminary steps we should take.

These include assessing the needs and existing resources in our community and developing a logic model to connect program activities to desires outcomes. A needs and resource assessment is a systematic way of gathering information that describes in detail the needs and resources of your target population and the larger community.

A need is a lack of some resource, tool or program that puts adolescents at a disadvantage or places them at risk for negative health or social outcomes including teen pregnancy. Resources are types of support, services or programs that are available in the community such as reproductive healthcare clinics or out-of-school programs.

Conducting a needs and resource assessment is essential to understanding a target population. Having a sound understanding of both the needs and conditions of the population in question are critical in identifying a program that addresses those needs without duplicating already-existing services.

How should we at Fayetteville Youth Network go about conducting a needs and resource assessment? To begin we’re going to establish a workgroup that’s composed of staff members, community advocates, school personnel and a parent of a Fayetteville High School student.

Next we're going to develop a data collection plan by developing assessment questions that deal with our community demographics, sexual risk-taking behaviors, important determinants and existing services and resources. We can collect existing data using available sources as well as new data via focus groups and surveys.

To collect existing data, we're going to use state health survey data and state YRBS data. To collect new data we're going to survey high school students who use our services to assess different determinants of sexual behaviors, specifically their knowledge and attitudes about sexuality STIs and contraception.

In addition we're going to conduct a focus group of school staff members to get their perspectives on the risk factors facing youth in their school. After we've collected all of these data it will be time to analyze them. During data analysis we realize that there is in fact a need in our community for programming on preventing teen pregnancy, STIs and HIV/AIDS.

In particular the data suggests that we should identify high school-aged youth in the ZIP Code 13065 as our target population and focus on reducing sexual activity and increasing correct and consistent condom use among sexually active youth in this population. We want to do this right so we're going to take the time to go through all the steps thoughtfully and purposefully.

Keep in mind that this is an abbreviated description of how to conduct a needs and resource assessment. You can learn more and access numerous resources in the program selection e-learning module that I mentioned earlier. The next step in the process is to link assessment findings to a logic model using the information gained from the needs and resource assessment.

Logic models are very important program planning tools. A logic model is a graphic depiction of your desired outcomes and your plan for obtaining them. They consist of four major components: inputs, activities, outputs and outcomes. When designing a logic model you work backwards from right to left and start where you'd like to end with your desired outcome.

Outcomes are the benefits for participants during or after their involvement in a program. They should be directly related to the problem that you've identified in your needs and resource assessment. Next you identify the outputs which are the products of a program's activities.

These outputs will serve as indicators that demonstrate that you have achieved or are on your way to achieving the desired outcome. You will next design activities that will lead to these outputs. Activities are what a program does, the actual events that take place.

This is ultimately where your selection prevention program will fall. Finally you will determine the inputs you need in order to accomplish the activities. Inputs are the resources a program needs to achieve its objective.

When you get to this point of identifying the inputs necessary to carry-out the activities, you'll have to take stock of the resources and capacities you have presently and those that you will need to acquire or development but more on that process later. By starting at the end, you ensure that you have everything you need from the very beginning.

Let's see how well we grasp these concepts with an activity. I'm going to go through a list of items and I'd like you to categorize them as either inputs, activities, outputs or outcomes. Here's the first one. Decreasing the frequency of sexual activity; is this an input, an activity, an output or an outcome?

Wow, excellent. It looks like we've got nearly 100% of individuals who picked the correct option which is outcome, decreasing frequency of sexual activity is an outcome. Let's try another example. Thirty-two youths enrolled in a program. See some responses still trickling-in.

The correct answer is output. The number of youths that are enrolled in a program are actually an output and they are an indicator as I mentioned before for when you're measuring attainment of outcomes.

It's imperative that before you conduct your needs and resource assessment and develop your logic model before you begin looking for programs because they help you identify what goals you want to accomplish and what restrictions or parameters you should keep in mind during your search.

Our needs and resource assessment helped us identify our key outcomes of interest, decreasing the frequency of sexual activity and increasing condom and/or contraceptive use in our target population. Many implementation horror stories could have been avoided altogether if the proper legwork had been done in advance.

Once you've identified one or more potential programs, then you assess their fit with your population and environment to see that these programs will be the best way for your organization to achieve those goals but that comes later.

First things first. Let's talk about the HHS database of evidence-based programs. The HHS EBP database is a searchable database of the program models on the HHS teen pregnancy prevention evidence review which is a listing of programs with demonstrated impacts on teen pregnancies or births, STIs or sexual activity.

You can use this database to find programs that work for certain target populations, settings, ages and more. The database provides an efficient way to filter through the myriad interventions by program type, settings, length, age, race and ethnicity, outcomes affected and study rating. You may want to start your search by only excluding programs that you know don't apply.

For example you should have already identified both an outcome and a target population so you may be ready to exclude programs that don't target your particular outcome or that are not designed for the age group you're targeting. As you narrow-down your search by including more search parameters, you will obtain a shorter list of potential programs.

If you make your search too specific, you may not end-up with any programs that match all of your criteria. In that case you should consider which of those criteria are absolutely necessary and which are merely preferences.

Remember that the decision about your search criteria including things like age of participants, setting and target outcomes should be informed by the needs and resource assessment.

In the event that you'd like more information about the evaluation studies that are related to each particular program, there are several ways to get that information but the central resource is the teen pregnancy prevention evidence review Website which is accessible from the HHS EBP database site.

On the TPP evidence review site, go to reviewed studies and the database of studies you can search for a particular program by name to see all of the studies associated with that program. In this example for the all-for-you program, one was a highly-rated study and one was moderate. Every study is given a rating of low, moderate or high as part of its evidence review.

A lot goes into this rating but in general the high rating is reserved for well-implemented randomized controlled trials. If you want to know more, you can click the review protocol link in the search box on this page.

By clicking on the name of the program above the citation, a window will open with details about the studies. When we talk about the implementation reports, we'll talk more about another way to review a particular program's evidence is effective (now). Let's practice conducting searches in the database.

First we're going to do an example together to familiarize ourselves with the database and next you're going to have an opportunity to do a search on your own based on our particular needs at the Fayetteville Youth Network. Consider the following scenario.

I think we're having a little technical difficulty with this slide so I'm just going to read it to you. A community-based organization partners with a school district to provide a teen pregnancy prevention program after school to middle-school students.

Based on time constraints, they must select a program that has no more than 15 sessions so we can use search functions in the HHS EBP database to identify programs that satisfy the implementation settings, age and intervention length criteria. First we'll select after-school program or community-based organization as our setting.

Let's select 13 and under for age since the organization is working with middle-school students. We could theoretically choose fewer than 10 sessions and hence 20 sessions under intervention length since there was no requirement about a minimum length but for the purposes of this demonstration we're just going to select the option 10 to 20 sessions.

To select more than one option in a category, you would hold down the control key while you're clicking multiple options. Down below is where we're going to see what program or programs match our search criteria.

In this example we see three programs: project name, draw the line and respect the line and promoting health among teens which all satisfy all three of the criteria that we entered into the database. Now let's do a search based on our particular needs at Fayetteville Youth Network.

You may recall from earlier that we identified high school-aged youth in the ZIP Code 13065 as our target population and we've decided to focus on reducing sexual activity and increasing correct and consistent condom use among sexually-active youth.

So let's use the HHS EBP database to sort by age, implementation settings and outcomes affected to view the programs that meet these needs. I'm going to open the database Webpage at this point for you to start making selections for yourselves. Here it is so first let's think about what age filter we'd like to set. Go ahead and toggle your mouse over to that section.

We're going to want to choose 14 to 17 here. Next, think about which settings filter you're going to want to select. Fayetteville Youth Network is a community-based organization so go ahead and select the after-school program or community-based organization options and finally what outcomes should we choose?

Here's an example where we're going to need to use that control key to make two or more selections because we're going to want to select both frequency of sexual activity and contraceptive use and consistency and when you scroll down to the bottom now, you'll be able to see all of the programs that popped-up for potential options for Fayetteville Youth Network.

After using the database search, you may have narrowed your selections down to a handful of programs that work for the outcomes you want to affect and it has what looks like the right number of sessions and target population but you probably want to know a lot more before you select a program. I'm going to turn it over to Vanessa now to discuss this next step in the process.

Vanessa Sacks: Thanks, Maryjo. Every program in the database has an implementation report that describes the program in more detail and actually these reports were just updated and the new report format was just released last week.

So you're seeing kind of brand new information and these reports even if you have reviewed them in the past, you're going to want to check-out the new reports to see the revised format and the revised information. The reports now include information about all the topics that are listed on this slide and we're going to go through these in a lot more detail.

To find the information reports you can either go to the EBP database and click on the program name or you can go directly to the TPP evidence review Website that Maryjo referenced earlier and that's the screenshot on this slide and you can click on find a program in the header, then click on a program name.

When the future report comes up, you're going to see this navigation menu along the left side that shows you the major sections of the report, the program overview, program components, implementation requirements and guidance and the implementation readiness assessment.

When you hover your mouse over each section you'll see the subsections so clicking on any one of them will take you directly to that part of the report. Okay, so when we search the database as the Fayetteville Youth Network we came up with a bunch of programs that would work for us.

But obviously since we have limited time today, let's just pick two of the programs that came up, Be Proud, Be Responsible and HIP Teens and let's look at their implementation reports so the first section is the program overview. Most of this information is what's reported in the database but with a couple of exceptions.

While the database includes a program type, here the program is described briefly in the program summary section so that expands just beyond what's the short description in the database. The database identifies the age and race ethnicity of the target population.

Here on the report the target population is described mortgage fully, in particular how the target population might be different from the evaluated population. This section of the report also gives the contact information for the organization or person who provides the curriculum or other written materials and who provides the training and support.

It also tells you whether a sample curriculum is available prior to the purchase of the program and whether adaptation guidelines or a kit are available for the program so let's look at whether we at Fayetteville Youth Network can learn anything from this part of the report that might help us decide to use one of these two programs over another.

Remember that we're looking for a program that's suitable for youth with a population of high school students in a community-based setting so take a look and see if you think anything jumps out at you that seems important right off the bat. In particular look at the target population section of both of these reports.

So some of you may have noticed that HIP Teens is actually a program that was designed only for females. At Fayetteville Youth Network we have both males and females in our population so this probably is not the best fit for us.

At this point we could also skip to the end of the HIP Teens report and check out whether it's ever been adapted for use with males but for our example let's continue with looking at the Be Proud, Be Responsible program.

Be Proud, Be Responsible was designed for diverse populations of youth ages 13 to 18. That's broad enough to include the population that Fayetteville Youth Network is going to be working with. The rest of the content in the implementation reports is mostly information that's not included as a filter setting in the database but it's really critical for helping you select a program.

Under the program components section of the report, the program objectives section includes the goals of the program such the types of behaviors and the risks and protective factors that the program seeks to affect.

Be Proud, Be Responsible aims to help participants change behaviors that place them at risk for HIV, STDs and pregnancy, delay the initiation of sex among sexually-inexperienced youth, reduce unprotected sex among sexually-active youth and help youth make proud and responsible decisions about their sexual behaviors.

So since we at the Fayetteville Youth Network want to reduce sexual activity and increase condom use, that fits right in line with the goals of the Be Proud, Be Responsible program. Next the program content section describes the core content of the program.

That means the topics covered, the skills that are targeted and any theoretical underpinning or theory of change behind the program so Be Proud, Be Responsible has a whole module that's focused on condom use skills and that's important to us at Fayetteville Youth Network because one of our outcomes we want to see for our participants is increased condom use.

So continuing with the program component section, we see the rest of the programs content section. It was a little long to fit on one screen. This includes the core behavioral beliefs that are underlying the curriculum.

Next the program method section describes the activities and specific instructional methodology that the intervention uses. Be Proud, Be Responsible we can see here is delivered in small-group sessions.

So that's going to be important for us to know because if we expect a large group of participants who will be meeting at one time and can't split them up into smaller groups for some reason either we don't have space in our community center for multiple groups to meet at one time or we don't have the staff to facilitate multiple groups then this program might not work for us.

But let's assume that at Fayetteville Youth Network they have at least two rooms that could be used for the program and we expect let's say 15 participants at each time and let's keep moving through the report.

So the implementation requirements and guidance section is the longest section of the report and it includes details about the support, structure and implementation guidance that's available to providers. First the program structure and timeline section, describes the structure, length and duration of the program.

You might remember that the database told you the intervention length in terms of the number of sessions so Be Proud, Be Responsible was described as having fewer than 10 sessions.

This section of the implementation report goes into more detail about the types of sessions and includes the length of the session and the overall time period that the sessions have to be completed within and the ideal group size is also described here so we can see Be Proud, Be Responsible is six 50-minute sessions so that's about five hours of content.

And we didn't make any assumptions about Fayetteville Youth Network's requirements in that area but let's say there might be another program that could be described in the database as having fewer than 10 sessions but once we look at the implementation report, it would describe it as actually one in-person session with five follow-up phone calls.

So that might not be as intensive of a program as what we're looking for and you might want something with more face-to-face time with the participants so the details are really important here.

Next the staffing section described any required or recommended staff qualifications such as credentials, years of experience, degrees, experience with special ed populations, etcetera. What is not listed here are more general skills like being an enthusiastic facilitator so Be Proud, Be Responsible requires adult facilitators who have experience working with youth.

Let’s imagine that the Fayetteville Youth Network sometimes uses peer facilitators and mentors in our programming so we would not be able to do that with this program. Is that the priority or something that our organization believes is going to be more effective for our population, then we might want to look for another program.

Also Be Proud, Be Responsible facilitators should be able to relate to the participants so we should think about whether we have anyone on our staff who understands the local community which most likely we do but if we don’t, we have to think about whether we could find someone and hire that person or persons to teach the program.

Next the program materials and resources section lists everything that’s available as part of the program package. These are the things you’ll receive if you purchase or request the materials from the distributor or developer.

It’s important to note that some developers and distributor have sample lessons that you can view on their Website and those links will be in the implementation report but if there is no free sample or preview, you can get in touch with the developer or distributor and request a sample lesson to review.

Then if you still have questions, the final option might be to contact grantees who are currently using the program. For example if you need advice about how the program's being replicated in their community and you can find the list of the current grantees on the OAH Website.

The implementation section continues with information about additional resources or requirements for space and resources that you'll need to implement the program. Some program developers will even get as specific as identifying a certain shape of table that you'll need for group discussions.

But more common is that programs require the use of some kind of audio/visual equipment to show DVDs so we can see here that the Fayetteville Youth Network will need a DVD player in order to implement Be Proud, Be Responsible.

If we don't already have something like that at the community center, we'll need to make sure we include it in our budget to purchase that and just one note that most programs also require basic office supplies like paper and pens in order to implement the program but those things are not going to be listed explicitly here.

So the implementation requirements and guidance section then continues with fidelity and here when we talk about fidelity what we're referring to is the degree to which an implementer adheres to the core components of a program.

The fidelity section describes any particular aspect of the core components the implementers must follow and also will have here any links to fidelity tips or checklists that are available.

So these checklists actually can be extremely informative so for example some programs don't actually have a sample curriculum available but there is a free fidelity toolkit and that fidelity toolkit outlines in detail the structure and activity of each session.

For Be Proud, Be Responsible we can see here on this example that there is a fidelity kit with monitoring tools available and most likely it comes with the purchase of the other implementation materials. There are also some specific fidelity guidelines given by the developers that are listed here.

For example modules have to be in order. The delivery has to be highly participatory and we can’t add any other materials or events to the program. Let’s say that Fayetteville Youth Network has a brochure about condoms that we like to give out to our teens and a staff member suggests that we could give those out during the Be Proud, Be Responsible sessions.

Well, that would not be allowed without first talking to the developer. Moving on the training and the staff support section describes any required and optional training and technical assistance that’s available.

Be Proud, Be Responsible requires that all of the facilitators be trained either by attending trainers held by the developer and distributor - also called training for facilitators - or by having a representative from the organization get trained then coming back to train the other facilitators so that’s training of trainers.

At Fayetteville Youth Network we know we are going to need to have two facilitators so remember we have those 15 expected participants at a given time and the groups need to be between six and 10 youths for Be Proud, Be Responsible with the facilitator for each group.

So it looks like we're going to need to split-up into two small groups which means we need two facilitators so it'd be important to include in our budget time for two people to go to a two-day training either paying for the training to happen in Fayetteville or four our two facilitators to go to the University of Pennsylvania where the trainers for the program are located.

The final section under the implementation requirements and guidance is allowable adaptations so OAH defines adaptations as changes made to the program content, program delivery or other core components.

It's important to note that all adaptations made by TPP grantees do require OAH approval but in addition to OAH approval, adaptations often require consultation with the developers and/or distributors. In that case you'd have to work with the developer and distributor to determine if you could adapt to the program.

For example let's say we really like that HIP Teens program that we looked at briefly and we wanted to adapt it for use with males. We would need to talk with the developer about whether that's possible without changing the effectiveness of the program.

In looking at the example that's on your screen in the case of Be Proud, Be Responsible, we can see in the implementation report that adaptations are allowed if they don't change the core content of the program.

That means it's going to be very important to fully understand the core content and it lists some suggested adaptations which include having a larger group as long as you have additional facilitators.

So it looks like we could have that, one group for our 15 participants at Fayetteville Youth Network but we'll still need two facilitators and we should still talk to the developer and OAH about how this change might affect the delivery of the program.

So last but not least is the newest feature of the reports, the implementation readiness rating. This is a score from 0 to 8 that indicates how ready a program is to be implemented and replicated with fidelity and remember than when we say fidelity we mean the degree to which an implementer adheres to the core components of the program.

So this rating gives you a sense of whether there are supports and materials that are available to service providers to facilitate the implementation of the program. The items are groups in three categories: curriculum and materials, staffing and fidelity.

Under curriculum and materials first having a defined lesson plan and materials, that means having a written curriculum that's available whether it's for free or at a cost to implementers.

Second, having defined core components meaning having identified the key elements of the program that has to be implemented but whether it's the topics that have to be covered, the number of sessions that have to be held or the size of the group and third, having a written instruction manual or facilitator's handbook, again either at a cost or for free but that it's available.

The two key items under staffing are first, whether there's training available for organizations prior to the start of implementation and that training may not necessarily be required by the developers but if there's training available then the program gets a point here.

Second is some kind of ongoing support or training available either as follow-up training or technical assistance? Finally there's three key items really to fidelity. First, is there a defined written logic model for the program that can be made available to implementers?

Second, are there some kind of written fidelity benchmarks and third, are there some kind of program implementation monitoring tools or protocols available and this is what the program implementation readiness rating looks like in the report. You can see that Be Proud, Be Responsible has a total implementation readiness score of 8. That's the maximum possible.

This means that there are several important elements and supports in place that are going to help us at Fayetteville Youth Network with the implementation of the program.

There's also one coming attraction of the implementation reports that I want to tell you about and that's the research evidence section so this section is going to give you information about the studies that have been conducted for the particular program.

It's going to describe the sample, the setting and the design of the study so for example whether it was a randomized control trial or a quasi-experimental design and then of course it describes the study findings.

So the EBP database search tells you which outcomes a program has had an impact on. This section of the implementation report gives you more details and until this section is available, you can use the study search that Maryjo described earlier.

All right, so now we're reviewed the report. Let's practice using them. I'm going to open the implementation report for the Draw the Line, Respect the Line program on this screen and you'll be able to click through to find information that you need to answer my questions and then you can submit your answers via the Q&A in the Webinar browser window.

So let's see if Draw the Line, Respect the Line would be a good fit for us at Fayetteville Youth Network. Keep in mind our setting, our target population and the goals that we have so the first question is, is Draw the Line, Respect the Line target population a good match for the Fayetteville Youth Network target population?

Let's open up the report and you can start clicking around and submitting your answers. If you're having trouble remembering, just a hint, it's in the program overview section where you'll want to be looking specifically under the target population section.

And remember the question is, is Draw the Line, Respect the Line target population a good match for the Fayetteville Youth Network target population? Okay, we're starting to get some answers in.

Okay, and you know, most people are saying that no, it is not a good match and that's right so Draw the Line, Respect the Line was actually designed for and tested with youth in Grades 6 to 8 and we want to remember that the Fayetteville Youth Network is working with high school-aged youth so this is not a great fit for us.

So if you did submit an answer, just be sure to click the little red X next to your response. That way it'll clear it out and you can submit another response for this next question.

All right, so another example. I'm going to open-up the implementation report for Becoming a Responsible Teen, also known as BART and again I'll open it up in a window and you can click around so let's see if this would be a better fit for Fayetteville Youth Network so the question is how long is the program and over what time period is it delivered?

Again the question is how long is the program and over what time period is it delivered so a hint you're going to want to look in the implementation requirements and guidance section and specifically you might want to be looking under program structure and timeline.

Okay, so it looks like most everyone was able to find this information so BART is designed to be delivered in eight weekly sessions that last between 90 and 120 minutes so again you can find that information in the implementation requirements and guidance section under program structure and timeline.

It was also described in the program summary so at this point you might be asking yourself if you could adapt the timeline for this program for example could you implement it as multiple sessions per seek instead of doing it weekly and the answer may be yes, that you could make those adaptations but this is something you want to think about as part of your selection process.

It's best to try and identify a program that you wouldn't have to make many adaptations to although adaptations are possible with approval from OAH. There's a number of resources available to help you determine what adaptation are allowable including the information in the reports that we've discussed and information on the developer and distributor Websites.

So for the BART program the distributor ETR Associates has an adaptation kit available for this program and the link is in the implementation report. One thing to keep in mind is that OAH has its own definitions for what constitutes a minor versus a major adaptation and those are described in the Funding Opportunity Announcement and in the resources that are on the resources slide.

Okay, so let’s - and to you - the implementation reports are not your only resource to help you learn more about potential programs so OAH is currently developing a number of resources including interviews with program developers so make sure to keep checking back with the TPP resource center Website as these products will be rolled-out over the next couple of months.

There’s also often a wealth of information on the distributor or developer Websites about a program including sample lessons, clips from the program’s videos, fact sheets, charts comparing programs and you can also always request copies of the program from the developer or distributor or reach out to them with more detailed questions about a program and the fit of the program to your organization or community.

And as I mentioned many programs have adaptation or fidelity kits that are detailed enough to give you an idea of the curriculum and the necessary resources for implementing the program.

So it’s very important to take the time to do this kind of in-depth and thorough homework before selecting a program to ensure that all the time and energy that you invest after program selection is worth it and has the intended results so now I’m going to hand it back over to Maryjo and she’s going to talk about how to assess the fit.

Maryjo Oster: Thank you Vanessa. At this stage in our program selection process, it's important to verify that your program of interest is actually applicable to the population with which you're working.

For example implementing an EBP that was determined to be effective among low-income African-American students in urban environments may not yield the same results for tribal use in rural settings. How does your population compare to that that was in the study of this particular EBP? If there are differences, are they likely to compromise your results?

Keep in mind here that you can get mortgage detailed information about the teams that were involved in the evaluations by referring to the implementation reports. Assessing population fit includes consideration of a variety of characteristics including those that you see here.

Achieving good population fit is critical for program success. What if you're working with a population that's primarily Spanish speakers? Translating a program from English to Spanish could interfere with the integrity of that program. It would be far wiser to limit your search to programs that are available in Spanish.

Similarly a program designed for minority students in urban settings might not be the best fit for an organization serving upper middle-class white youth in the suburban area.

How does Be Proud, Be Responsible fit with our target population? Well, the program's implementation report indicates that even though the program was evaluated with African-American males ages 11 to 14, that it's applicable for use with diverse youth populations ages 13 to 18. What other considerations should we take into account? Is our target population fluent in English?

Yes, so we don't have to worry about a language barrier. Looks like we're off to a good start. Now let's think about environmental fit. In addition to assessing the extent to which an EBP fits our target population we must also consider how it fits within the environment in which it is to be implemented.

There are four major types of environmental fit that we're going to need to consider: organizational mission, larger context, implementation setting and organizational capacity. In the next few slides we're going to discuss each of these in a little bit more detail. For the first, ask yourself does this program fit within the organization's overall mission?

Examine the organization's broader goals which are often captured in a mission statement and consider whether your potential program will help work towards the attainment of these broader goals. If not or if it isn't in some way counter to those goals, it might be best to return to your search until you find one that's a better fit.

For example you wouldn't propose a teen pregnancy prevention program to an organization whose mission is to improve student achievement via tutoring. On the flip side it's sometimes the case that organizations will agree to participate in programs without considering mission fit if there are financial incentives involved.

In these cases problems invariably arise when trying to justify particular program activities if they cannot be directly tied to the organization's broader goals. Fayetteville Youth Network's mission is to promote positive youth development and provide substance abuse services to adolescents and young adults.

Will BPBR help us work toward the attainment of these goals? Use that Q&A box again to share your opinion, yes or no and remember if you want to clear out a submission from before, just go ahead and click that red X.

A thorough examination of the Be Proud, Be Responsible implementation report would suggest that it is in line with Fayetteville Youth Network's stated mission and will ultimately help our organization achieve our larger goals.

Context is an especially important consideration when selecting a teen pregnancy prevention program. Are there local laws or policies that could be violated by certain components of your programs? For example are there laws prohibiting condom demonstrations in school? Are there administrative policies and procedures in place to facilitate implementation?

Does the program align well with local norms and customs? Are there community cultural considerations that should be taken into account? For instance do you anticipate and would you be prepared for resistance from parents or other community members to certain parts of the program?

We at Fayetteville Youth Network are going to have to consider each of these factors before we make a final decision about adopting the Be Proud, Be Responsible program.

Next think about the setting in which you plan to implement your program. Is this this appropriate setting for this program? If you're planning to implement your program in a school but the program you're considering is designed to be delivered in an after-school setting, you should make sure that this is also acceptable for delivering in school.

Consider whether any differences in setting are likely to compromise the intervention's effectiveness. The program implementation reports discussed previously let you know if the program developers have identified other potential settings. Fayetteville Youth Network is a community-based organization.

The Be Proud, Be Responsible implementation report states that the program was originally evaluated in a local school outside the regular school day and identifies after-school groups and community-based organizations as appropriate program settings.

Last but certainly not least is organizational capacity. Based on your needs and resource assessment, do you have the capacity to implement this program with fidelity? Four key capacity concerns include training, implementation requirements, time and costs.

Will you be able to obtain all of the resources required? Will you be able to provide adequate training for your staff? Do you have enough staff members to implement the program with fidelity and if not, do you have the resources to hire more?

For instance, if a program requires two facilitators and you know that your organization will not be able to hire more staff, you may need to consider a program with fewer staffing needs. Can you afford this particular program? Remember that cost includes more than just the price tag on the program but also materials, training and labor costs as well.

If your organization does not currently have the resources to implement the program, that doesn't necessarily mean that you should not consider it but you will need to think about how you can acquire the necessary resources. OAH will be holding a Webinar on the topic of organizational capacity in late February.

We're going to provide more information on how you can participate in that at the end of this Webinar. There's also a link in the resources slide at the end to an organizational capacity assessment that's specifically for TPP programs. Let's take a look at the Be Proud, Be Responsible implementation report and think about some capacity issues.

First, what are the program's staffing requirements? Go ahead and hover over the implementation requirements and guidance to look at the program's staffing requirements. As you can see, this program requires one trained facilitator. How much time will the program take?

Under the program structure and timeline, we see that it will take some combination of six 50-minute sessions. You could probably spread these out. You can do them all at once or you could do two or three at a time.

Another reason to pay proper attention to program fit is that it's strongly connected to program sustainability. A major component of achieving sustainability is the seamless integration of that program into the environment, having it become a normal part of the infrastructure. This would be virtually impossible if your program has poor population or environmental fit.

Keep this in mind as you're assessing the degree to which the program matches the people and the community it's intended to serve. For more information on how fit considerations relate to program sustainability, take a look at the OAH sustainability guide, a link for which is provided on the resource page at the conclusion of this Webinar.

We've now successfully taken you through the process of selecting an evidence-based teen pregnancy prevention program starting with the assessment of needs and resources all the way through confirming fit with your particular population and implementation environment.

We've discussed the many considerations and examinations you'll need to make throughout the process of program selection. Now I'm going to have you answer one last question.

Having gone through each of the steps in sufficient detail, in your opinion do you think Be Proud, Be Responsible is a good fit for Fayetteville Youth Network? Let us know your opinion in the Q&A box.

A lot of resounding yeses I see. Great, so now we're going to shift gears and give you some time to submit some questions that you might have in the Q&A box and we're going to attend to as many of them as we can.

Vanessa Sacks: We have one question that came in very early on and the question was which two programs were added to the list on the Website this morning and the two programs are Get Real and Prime Time. We have another question that came in earlier and Jackie I'm going to ask you to answer this one.

I'm wondering if there's a way to see if there is a current OAH grantee conducting an RCT of the programs on the list? Do we still have Jackie with us?

Jaclyn Ruiz: Hello?

Vanessa Sacks: Hello.

(Amy): Yes, actually you have (Amy) and (Tish) with you right at this moment.

Maryjo Oster: Excellent.

Vanessa Sacks: You got a question for us?

Maryjo Oster: Did you guys get the question?

(Amy): No, can you repeat it again?

Vanessa Sacks: Sure. The question is I'm wondering if there's a way to see if there's a current OAH grantee conducting an RCT of the programs on the list?

(Amy): Yes. On the OAH Website under the TPP resource center there is a spot for our current grantees. You can see a map with all the current grantees listed and for each grantee there's a description and they're labeled by which grantees are just replicating programs versus which are replicating and evaluating programs so you can see all of the grantees that are currently evaluating evidence-based programs. There's a total of 18-16.

Maryjo Oster: Okay. All right, here's another question. How do we find out if a curriculum is approved for us with this TPP funding?

Vanessa Sacks: So the evidence-based teen pregnancy prevention programs that are eligible for funding from OAH, Tier 1A and Tier 1B are listed in the FOAs in the appendix and I would just say like we noted earlier, there's two new programs that were added to the evidence-based list this morning.

So the FOAs will be amended to reflect those two new programs and whether they're eligible or not so you make sure you sign-up for notifications from grants.gov so you can get those amendments once they're up. It should the next day or two but all of the programs that are eligible are listed in the appendix of the FOAs.

Maryjo Oster: Here we go, here's another good one. I want to know whether we will have this available to us as a resource on the Website or in hard copy? I believe this Webinar will be made into a PDF with functioning hyperlinks as well that will be made available after the actual Webinar.

Vanessa Sacks: Are there any other questions?

Maryjo Oster: Yes, they seem to come in sporadically. Here's another one. I'm wondering if there is a way to see if there's a current OAH grantee - oh, it just disappeared.

Vanessa Sacks: I think we got that one.

Maryjo Oster: All right, okay, perhaps we've actually answered that question already. Oh, here's a good one. For the purpose of this FOA which is more important, fidelity or sustainability?

Vanessa Sacks: I think it's hard to answer that question. I think both, you know, fidelity to the evidence-based program and designing your program so that it can be sustained after federal funding are equally important so I don't think we can say one or the other.

Maryjo Oster: Oh, I was just sent a note to add to the question about whether or not the slides would be made available. The Webinar audio will be uploaded with the presentation and the transcript.

Jaclyn Ruiz: I also wanted to just know - this is Jaclyn - I know we had mentioned I believe at the beginning of the call that if anybody had a verbal question in case they couldn't join us online that they could get into the queue for the operator to allow them to ask a question. Operator, are you there? Are there any questions on the line?

Coordinator: There are no questions at this time but as a reminder, if you would like to ask a question, you may press star 1 on your touch-tone phone. Please unmute yourself and record your first and last name and if you need to withdraw your question, you may press star 2 so again to ask a question, press star 1. One moment, please, while we wait for participants to queue-up.

Vanessa Sacks: And while we're waiting, it looks like there's a couple of questions coming in specific about different FOAs and so, you know, the purpose of this Webinar is really to talk about how to select evidence-based programs that are the best fit because you've specific questions about an FOA, we would encourage you to direct those to the contact for each FOA. You'll get the best response that way.

Coordinator: We do have a question from (Rita Laurent). Your line is open. You may ask your question.

(Rita Laurent): Sure so for programs that are scaling-up, can existing data be used or is it that they conduct a new assessment in the sort of new communities where they might be expanding?

Vanessa Sacks: Yes, I think that's specific to the Tier 1B FOA and so I would just suggest that you send that question to the Tier 1B team. I think they've gotten that question a lot so it's probably in the FAQs online but they also could answer it right away for you.

(Rita Laurent): Okay.

Coordinator: So we are not showing any additional questions at this time.

Vanessa Sacks: We're just checking our queue to make sure that there are no more written questions that we should address. Okay, well, we're going to go ahead. We have a couple of more slides but if in the meantime more questions come to mind, you can still submit them in the Q&A box and we can because we still have a little bit of time left. We can go back to them in a minute.

So following the Webinar you're going to be able to access a PDF of the slides with functioning hyperlinks that will allow you to access each of the resources that are listed here and several of them may also be available on the Webinar platform in the handout section and finally don't forget to mark our next Webinar on organizational capacity in your calendar.

The date for that will be February 26th from 2:00 to 3:00 pm. Okay, we did have one suggestion come in which is to give you guys a glimpse of the e-learning module which as I mentioned at the very beginning is a basically much more descriptive and detailed explanation of the steps that we've gone over in the Webinar today.

And it is full of really useful and informative resource whether that be links to other Websites or even tools and templates that you can use yourself so this e-learning module is available through the OAH Website and you can go through this anytime. It is not a scheduled Webinar, at your leisure. If we have any last questions. All right, then.

And then finally we would request that you help us out by filling-out this feedback form on Survey Monkey and let us know what you thought of our Webinar so we've just uploaded for everyone a program selection checklist that is essentially step-by-step you can check-off once you've actually accomplished success.

And that is available now in the handout section which in this Webinar platform it's up at the top right. It looks like a bunch of pieces of paper so if there aren't any further questions, we might be able to conclude a couple of minutes early. OAH, any signing-off comments from you? Jackie?

Jaclyn Ruiz: Sorry, hey, we're here.

Vanessa Sacks: Any closing comments from OAH?

Jaclyn Ruiz: No, we just want to let you guys all know that there's going to be a series of Webinars coming down the pike, all intended to help you not only in the sort of preparing for, implementing an evidence-based program but also implementing an evidence-based program and sort of just in every step of the process, the lifespan of your program so just stay tuned and keep checking OAH for additional resources and thank you.

Maryjo Oster: Shall we go ahead and disconnect the call then if there are no additional questions?

Vanessa Sacks: We have not seen any more questions come in so...

Jaclyn Ruiz: Okay, well thank you all very much. Please do us a favor and fill-out the feedback survey and thank you Maryjo and Vanessa. We appreciate your presenting such a lovely presentation.

Coordinator: And this concludes our conference.

Vanessa Sacks: Thank you, everyone.

Coordinator: And you may disconnect at this time. Speakers, please standby for post-conference.

END