NWX-OS-OGC-RKVL

Moderator: Jaclyn Ruiz
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Recorder: Welcome and thank you for standing by. All participants will be on a listen-only mode for the duration of today's conference. During the question and answer session, you may press Star 1 if you wish to ask a question. This conference is also being recorded. If you have any objections, you may disconnect at this time. I will now turn the conference over to Jaclyn Ruiz. Thank you. Please begin.

Jaclyn Ruiz: Thank you. Hello and welcome everyone to today's webinar on Key Positive Use Development Practices and How to Integrate Them into Interactions with Youth and Programs for Youth.

This webinar was developed by (Chao Chan) under contract for the Office of Adolescent Health, US Department of Health and Human Services as a technical assistance product for youth with OAH grant programs.

I'm going to quickly jump into today's presentation as we have a lot to cover, so I want to welcome and introduce our speakers for today.

We have Dr. Kristin A. Moore. Dr. Moore is a senior scholar and senior program expert -- senior program area director for youth development at Child Trends. She is a nationally recognized expert on adolescent pregnancy and childbearing, and she has established a task force on effective programs and research for the national program to prevent teen pregnancy. Dr. Moore has an extensive experience in youth development and positive youth development.

And we also have Karen Pittman. Ms. Pittman is the cofounder, president and CEO of the Forum for Youth Investment. Ms. Pittman has written three books and dozens of articles on youth issues including as a regular columnist in the youth development newspaper, Youth Today.

I'll go ahead and quickly hand over the controls of the webinar over to Kris so we can go ahead and get started. Thank you, Kris.

Kristin A. Moore: Thank you, and thanks to everyone for joining us today. We're delighted to be having this conversation, and we hope it's useful to you and your organizations.

Our goals for the webinar are that attendees will be able to define positive youth development, explain key positive youth development practices and how they can enhance a high quality teen pregnancy prevention -- or TPP -- program and begin to integrate the eight key PYD practices into their TPP program while maintaining fidelity to the pregnancy prevention curriculum.

We'd like to start out by doing a quick poll to get a better idea of who is on the call today. Please use the polling function to indicate what area best describes

the sector in which you operate your positive youth teen pregnancy prevention program. Afterschool or (CBO), school-based, clinic-based, a specialized setting, or other.

This will help us better adapt the rest of our talking points to make sure they are most relevant to you.

Thank you - they're coming in. It looks like we have some people from every category. Most frequent are school-based, but there's a smattering of folks from every single category, which is actually wonderful.

Now, to start us off, I'm going to provide a very brief historical context of how we got our current ideas on positive youth development. In the past, prevention efforts typically focused within silos. That is, they focused on single problems, such as teen pregnancy, substance abuse and juvenile delinquency.

Also, programs tended to focus on treatment. That is, they often focused on the youth who already had problems.

In addition, programs often assumed that just providing information services would be sufficient, leaving out the importance of motivation, relationships and engagement.

Over time, practitioners, policymakers, funders and researchers learned a lot. For one thing, it became clear that the same or similar factors were underlying and predicting varied problem behaviors. The light bulb went on.

Also, the importance of prevention as well as treatment received greater recognition, and it became clear that informational lectures did not change behavior.

In addition, the value of strengthening protective factors -- not just reducing risk factors -- was increasingly acknowledged.

As a result, a youth development field evolved and began examining how protective factors in a young person's environment are related to better outcomes and how strengthening these factors can enhance a youth's ability to overcome adversity.

Those factors included -- but were not limited to -- family support, caring adults, positive peer groups, a strong sense of personal identity and engagement in school and community activities.

Researchers and practitioners increasingly began to report that young people possessing varied protective factors can, in fact, experience more positive outcomes. These findings encouraged the development of interventions and programs that not only reduce risk but also increase protective factors.

These programs and interventions found that promoting positive asset building and considering young people as resources are critical strategies, and they noted that outcomes are strengthened when programs involve and engage youth as equal partners -- ultimately providing benefits both for the programs and for the involved youth.

These experiences in learning are reflected in the definition of positive youth development developed by the Interagency Working Group on Youth Programs.

First I'll read the full definition shown here, but then I'll go back through, -- highlighting key words and phrases -- because the details tell much of the story.

Note that according to the FOAs -- by the way - OAH grantees are expected to integrate these practices into all programs. Don't worry if you're not integrating all these practices into your program just yet. This webinar and the accompanying checklist will assist you in identifying where your strengths are and where improvement is needed.

So, positive youth development is an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups and families in a manner that is productive and constructive.

It recognizes, utilizes and enhances youth strengths and promotes positive outcomes for young people by providing opportunity, fostering positive relationships and furnishing the support needed to build on their leadership strengths.

The first - positive youth development is intentional. That is, it is purposeful and deliberate. PYD may -- and should -- seem warm and casual but it is, in fact, a planful and thoughtful approach that involves training staff and monitoring whether PYD practices are actually being implemented on a day-by-day basis.

PYD is an approach to programming that focuses on promoting experiences that give youth opportunities for healthy and successful development.

Also, PYD is pro-social. This means that it benefits other people or society as a whole. Importantly we find that getting youth involved in such pro-social activities reduces the likelihood that they'll engage in problem behaviors.

Just how this happens isn't specified. It could be volunteering as an individual -- perhaps in your organization -- or working as a family in a community project, or doing a group activity with other youth. The point is that there is a goal to provide benefits beyond just the individual.

Importantly, PYD is an approach. You can have PYD programs like Scouts or mentoring, but positive youth development as an approach can be incorporated into any kind of program because it involves practices, activities and strategies. And it implies an attitude about youth -- that they are valued -- and represents a solution, not just a problem.

In other words, positive youth development is not a specific curriculum or a particular program. A positive youth development approach can be implemented across different types of programs, systems and settings. So it can take on different forms and coexist with varied programs, be they after-school programs, clinic-based programs or other.

And positive youth development engages youth -- not lectures or teaches, but engages. It gets youth actively involved in meaningful ways. This goes beyond just doing things and includes being emotionally involved and cognitively involved -- caring and thinking - being engaged in what the program has to offer.

And positive youth development recognizes youth as young people with promise. The working assumption is that all youth have strengths, that youth

can contribute positively and that different youths will have different and unique contributions to make.

This is quite different than seeing youth as problems in need of fixing. And PYD utilizes the strengths that youth offer in ways that are a good use of time -- not busy work, but meaningful projects or work in the community or in the program.

And these activities should enhance youth's strengths. That is, whatever the pro-social activities that are done, these activities should not just help others but also improve or amplify the quality, value or extent of youth strengths to help youth themselves develop.

Positive youth development is not a one-size-fits-all sort of approach. The unique and particular strengths of each individual are likely to vary a lot, and it may take some effort to find out what they are.

Is the youth artistic, musical, mathematical, inter-personal? Maybe they have IT skills that could be an asset to your program. Whatever their strengths, the goal is to recognize, use and enhance those particular strengths.

It is important, of course, to prevent problems. However, the strategy involves building strengths, knowing that youths with greater strengths generally have fewer problems.

To reach these positive outcomes, PYD provides opportunities. These might include jobs or job training, volunteering or service learning, being on a youth advisory board, getting referrals to (our) assistance, or engaging activities such as sports or mentoring.

And of course, a critical component of this approach is the positive relationships that are fostered. Many would say that positive relationships with caring adults is the secret sauce that makes positive youth development effective. This means relationships that are affirming of the youth and are warm in age-appropriate ways, consistent and trustworthy.

Many youth have not experienced trustworthy and respectful relationships with adults and it's important to provide that. And these positive relationships need to extend to partners and peers.

Well there are many different concepts and conceptual frameworks that have tried to give us structured programs incorporating elements of positive youth development, including research about risk and protective factors.

Some examples of frameworks developed include the Developmental Assets from the Research Institute, the Faith Constructs from Durlak and Weissberg, (Socio-emotional) Learning from Casel, The 5 Cs, developed by Karen Pittman and popularized by Richard Lerner, The Practices to Foster in Out-of-School Time Programs from Child Trends, and The Five Promises from America's Promise Alliance.

When you step back and look at these different frameworks, you realize they have a lot of commonality. Which led to a need for a synthesis of all these ideas.

The National Research Council, an arm of The National Academy of Sciences took on the challenge of identifying common important practices that can be used by programs to implement the principles of positive youth development.

These findings were published in a book, which is shown on this slide. These are the features identified by various researchers -- as summarized in the comprehensive report issued by the National Research Council.

Karen Pittman and I will go through each of them and discuss what they mean on the ground for your TPP program. We recognize that the exact approach is full of difference in different kinds of programs. What we will do is provide examples of what these features might look like. We are also developing a checklist for each of the eight key PYD practices. The checklist will be available on the TPP Resource Center in the near future.

The ideas we present in these slides and in the forthcoming checklist are not exhaustive. I will pause twice in this section to hear from you about other ways you have incorporated these practices into your programs. But Karen will start us off by talking about physical and psychological safety.

Karen Pittman: Thanks, Kris. As Kris noted, the first critical practice element is Physical and Psychological Safety. While basic safety and cleanliness are obviously important, this tenet goes beyond that. It describes health-promoting practices that increase safe peer group interaction. This might refer to practices in your program, but it might also mean helping youth build skills that will support them outside of your program to have safe interactions with peers.

At the same time, unsafe and confrontational peer interactions should be discouraged. What does this look like in practice? First, to create a safe space, explicit policies and staff training should indicate that physical and sexual harassment, violence and bullying are not tolerated. This needs to be the foundation for all program activities.

Second, teen pregnancy prevention programs really need to be physically and emotionally safe spaces. But this can be different in different settings.

In a clinic, this might mean ensuring that all youth are greeted warmly. It should also mean that their privacy is respected. For example, there might be a separate space for someone in the waiting room to ask questions or to tell the receptionist why they've come for a visit that day.

In a classroom-based program, this means making sure physical and emotional violence and bullying are not tolerated. This can include engaging youth in making your program respectful of the sexuality and the sexual health choices of others in and outside of the program.

This also means having conversations with youth about keeping what is said in the room in the room.

Appropriate structures are also important for teens. Older adolescents need less structure than younger adolescents. But clear rules and expectations and monitoring how things are going on are important for all things - all teens. And of course, maintaining fidelity to an evidence-based program is another important reason to maintain a clear and consistent structure.

What does this look like in practice? Clear expectations mean that youth are not surprised by being asked to step into roles or tasks that they didn't agree to. Or being asked to share information about themselves that they didn't expect to share. It may also mean helping youth to define their own expectations and build the skills to share those expectations with partners and peers.

Also, although many adults may not feel that they need to explain their requests, in fact it is important to provide a reason for the requests made of youth. When they understand the reason, they not only feel respected, they're more likely to do what is asked and to do it correctly.

Another important part of structure is maintaining fidelity to your evidence-based program. Staff members should be trained to achieve fidelity to the curriculum, and fidelity should be assessed by staff, youth, and outside experts at regular intervals. Fidelity and the perspective of youth on program quality is critical information on how successfully the program is being implemented.

Kristin A. Moore: Thanks, Karen. Next, Supportive Relationships -- which is noted in virtually every conceptual framework. They're really bedrock to the positive youth development approach.

What does this look like in practice? Again, this will vary depending upon the type of program you're doing, but for all TPP programs, it means that staff are comfortable, and not judgmental when discussing sex with youth and that they answer youth's questions seriously and respectfully.

The adage that there is no bad question applies here. And more broadly, staff are trustworthy, reliable, caring and approachable as reported by the youth.

Additionally staff need to be supportive, affirming and engaging with quiet and withdrawn youth as well as being positively engaged with youth who are more acting out.

Of course staff are not the only -- or even the most important -- relationships. But one thing staff can do is encourage youth to engage in healthy

relationships. This means encouraging youth to talk proactively with their romantic partners, setting expectations and limits for these relationships.

It also means that youth are encouraged to respect the decisions that their peers make and to avoid pressuring their peers, or making fun of them for doing -- or not doing -- certain things.

And of course, in our increasingly diverse society, it is essential to provide opportunities to belong that include all youth in meaningful ways. This includes providing opportunities to help youth explore and establish their identities -- a critical task for adolescents.

It also includes building cultural and bi-cultural competence, both in the sense of respecting other cultures, and also in the sense of feeling positive about one's own background and culture.

What does this look like in practice? The focus for being inclusive will depend on the program and community. A clinic that serves mostly young women may need to work to be welcoming to young men. And a program that serves mostly older teens may need to think of ways to be supportive of younger adolescents.

In addition, inclusiveness across race, ethnicity, religion and culture are essential. While this implies -- at a minimum -- equal treatment, tolerance and respect, a PYD program would try to go beyond the minimum to celebrate the history and customs or preferences of varied groups.

This might be reflected in posters and furnishings, in the staff who are hired, and having program offerings that are not simply translated, say, from English

to Spanish but that derive from -- and build on -- the culture of program participants.

For example, if a program has a population that is comprised of Mexican-Americans, (hechos) -- or common Mexican things -- might be used in a curriculum to provide a familiar cultural basis for a lesson. Along the same lines, programs want to make sure that activities and materials are representative of the population served.

Karen Pittman: We're now going to pause briefly in order to learn from some of the ways you have been incorporating PYD into your programs.

So the Q&A question is: what are some of the techniques you have used to incorporate the following practices into your program? Physical and psychological safety, appropriate structure, supportive relationships, opportunities to belong.

Please type any ideas that you have into the Q&A box. If you type your response, please indicate the practice number. For example, List a "1" next to your response if you're referring to physical and psychological safety so that we know which practice you're referring to.

Kristin A. Moore: We're holding for a moment for ideas. Let's... Maybe we covered them all. Okay. One suggestion is, "Letting students know what to expect each day" for Number 2. "Establishing and adhering to a guideline that the group has agreed on." "Trauma-informed care." Yes, an important addition. "Allowing youth to self-identify their gender pronouns." "Including young people in the development of the program." Thank you, good ideas. We're going to take one more. "Supporting appointments and providing reminders and transportation for appointments for youth." Good.

Karen Pittman: Lots of good ideas.

Kristin A. Moore: Yes, lots of good ideas. Thank you.

Karen Pittman: Great. Well, let's keep going. Let's talk about positive social norms. Positive Social Norms is about establishing a standard of behaviors and values that promote respect, both within and outside of the program. This is where you're communicating clear expectations for how youth will behave and interact with others.

What does this look like in practice? In this case -- as in others - it's critical to highlight practices that are simply not acceptable, like relationship violence. Researchers have found that many young people and couples do not define violence in their relationship as unacceptable. And then learning that it is not considered okay to be violent represents a really important lesson.

Beyond preventing the negative, though, a program can promote positive values. Everyone can benefit from praise, a kind word, a complement, and a sincere apology when one is warranted is a wonderful lesson.

In addition, everyone can appreciate getting a helping hand with a task or a problem. Treating program participants respectfully provides them with a role model to emulate. And ideally, the kind of respect shown in a teen pregnancy prevention program will carry over into other situations in the community.

Let's talk about Opportunities to Make a Difference. Opportunities to make a difference involves providing support for age-appropriate youth initiatives, opportunities for youth to take on a leadership role, and encouragement for achieving meaningful contributions in the community.

It's important to note that youth leadership development is a part of positive youth development, but youth are not required to lead. Youth can attend, they can actively participate, they can contribute in their own ways, they can also lead through positive youth development activities and contribute in their community.

Opportunities to Make a Difference: what does this look like in practice? In a program, there might be opportunities for teens to volunteer or to help with management by being on a youth advisory board. These provide opportunities for youth to show initiative, and for some to be leaders.

You might notice, by the way, that some of the things that a program might do -- like encouraging teens to volunteer -- contribute to more than one of the positive youth development tenets. This is not a mistake. It's a good thing.

Of course, youth will be in a better position to make a difference if they postpone pregnancy, stay in school and focus on building their skills and strengths. One thing that a teen pregnancy prevention program can do is to help youth see the connection between their sexual decisions and the odds that they can achieve the goals that they set in their life.

Kristin A. Moore: Next is Opportunities for Skill Development, which is another instance where similar practices can help meet several PYD tenets.

For example, PYD approach seeks to provide opportunities for teens to develop physical, intellectual, psychological, emotional and social skills that prepare teens to make positive decision about their sexual and reproductive health as well as decisions about their educational and career opportunities.

What does this look like in practice? Well, it doesn't look like a lecture hall. Teens do need to learn information, but they also need opportunities to use and hone their skills. An interactive curriculum that provides information, activities, discussion and projects can provide these kinds of opportunities.

We also want to help youth identify goals and milestones to achieving these goals. Furthermore, we want to help youth find opportunities that will help them achieve those goals, such as a college fair, a career fair, use of contraception.

Applying skills to life outside the program offers additional opportunities. One of the values of doing volunteer work is that it can provide a setting to try out new skills, be they technical skills or social skills.

And Eight: Integration of Family, School and Community Efforts reflects the awareness that kids live in families, they attend school, and they live in communities. These contexts affect teens' opportunities and development, and positive youth development approaches respect the importance of these contexts.

Moreover, to the extent possible, they try to coordinate and collaborate with family, school and community partners.

What does this integration look like in practice? Of course, it is important to recognize that these contextual influences can be negative risk factors. But a PYD perspective looks for strengths or protective factors that can provide a basis for positive development.

Because PYD treats people as unique individuals, there isn't a cookie cutter recommendation to refer all teens to particular services or opportunities. But

because staff hopefully get to know teens as individuals, staff should be able to link youth with the supportive experiences that they need.

For some, it might be a job. For another, it might be a counselor. For another, it might be a sports team. And for another, it might be a chance to serve on a youth advisory board.

Lastly, the new OAH FOAs state, "The grantees are expected to establish or work with an existing community advisory group and youth leadership council to lead community mobilization efforts. Community advisory boards should include representation from key decision makers, community champions, diverse organizations working to prevent teen pregnancy and promote healthy adolescent development and members of the target population."

Well, now I'm going to pause again for another opportunity to hear from you. The question is the same as last time, "What are some techniques you have used to incorporate the following PYD practices into your program?"

The last four practices we covered are listed here on the slide. As in the last Q&A (unintelligible) type any ideas you have into the Q&A box. As you type your response, please include the Practice number -- for example, 5 -- if you're referring to Positive Social Norms, so we know which practice you're referring to.

We'll pause and give you a chance to type in your thoughts. Oh, we've got "Community service learning and teen advisory board." "Youth volunteering to help with the program." Again, "Community service learning." "Teaching making a difference in schools." "Providing leadership opportunities." "(Enterprise) mentors for example." "Let teens write their own social norms."

Interesting. "The group establishes a full value commitment." That's terrific. We have a creative group out there. Turning back to Karen.

Karen Pittman: Good. So we've tried to highlight this point throughout the presentation, but we want to clearly say it again -- that PYD practices can be implemented while maintaining fidelity to a teen pregnancy prevention evidenced-based program.

The core components of evidence-based programs are not in conflict with PYD practices. But they may not fully specify that. So, make sure you're maintaining the core components of your evidence-based program.

To help with this, use a facilitator and the observer fidelity monitoring logs, observer quality ratings and the fidelity process form. If you need additional guidance on maintaining fidelity, we've provided two links on the OAH tools and guidance on this topic.

For OAH grantees, collecting and using the performance measures data are critical for continuous quality improvement.

Why focus on improving quality? Well, management practices that support high staff engagement and skill and putting the PYD standards into practice leads to great youth engagements, which in turn leads to improvements in youth skills such as problem solving and risk assessment.

These skills lead to greater achievement of the end goals desired. Greater knowledge about HIV, better contraceptive usage. If you're interesting in think more about program quality in addition to OAH tools.

There are several assessment tools that have been developed specifically to look at youth program quality that focus on some or all of the elements identified by the national research council.

There has been YPQA, or the Youth Program Quality Assessment which is usually thought of as the most aligned and the most rigorously tested of the various tools - assessment tools that are out there.

In truth in advertising the YPQA is developed and managed by an arm of the Forum for Youth Investment called the Weikart Center for Program Quality. This tool is nice because it easily aligns with the eight PYD practices.

This tool may be familiar to those of you who are implementing the Teen Outreach Program. But every organization needs to decide for themselves what best matches their program needs.

Information on the YPQA and on other validated positively development quality assessment tools can be found in the Forum for Youth Investments guide to measuring program quality.

You can find this on our Website. Data shows that improving quality by adopting standards, assessing and improving practice can improving programs. But this usually takes intentional training and practice.

Quality can be measured in a variety of ways including performance measure data, self-report, questionnaires, observation or a combination of the above. Quality can be assessed by staff, youth, parents and community members.

Kristin A. Moore: Thanks Karen. Now I know you travel a lot and I hear you recently visited a (unintelligible) based teen pregnancy prevention program. Would you mind telling us about your experience?

Karen Pittman: Sure. I recently had a wonderful visit to a clinic. When I first entered the clinic I was welcomed by the receptionist and then I sat in the waiting area for a bit. I noticed that the youth who came in were also warmly greeted and assisted by the receptionist who knew several of them by name.

After that the receptionist introduced me to the person who'd be telling me about the program. Some of the most notable things that stood out about the program are that the clinic partners with peer educators.

And that peers educators teach teen patients about contraceptives and condom options that are available to them at the clinic. The peer educators are trained by the clinic staff. The teen patients often feel more comfortable talking about contraceptive and condom options with people their own age.

The peer educators loved the opportunity to share their knowledge with others and to help peers think through these important decisions. The peer educators are also trained to help teens brainstorm their goals around education or work.

And then to help them make the connections between sexual and contraceptive decision making and achieving those goals. To make patients feel safe all the clinic staff are trained to explain confidentiality rules to patients.

And to understand the cultural beliefs and values of the predominately Hispanic community that the clinic serves. The patient information flyers in the clinic and the images on the walls, though they were all in English were

representative of the predominantly Hispanic community that the clinic serves.

The clinic purposely hires staff who are approachable, trustworthy and warm and who are able to communicate about sexual and reproductive health in clear and nonjudgmental manners.

Kristin A. Moore: Well that's great. Thanks for sharing that. Based on this brief summary we're going to open up the Q&A to hear from you. So the questions are, what positive youth development practices are displayed in this program?

And what are some areas in which this program could incorporate more elements of positive youth development? Again please type any ideas you have into the Q&A box. We'll pause while you have a moment to write.

One person has suggested a psychologically safe clinic site, which sounded like it was Karen?

Karen Pittman: It was.

Kristin A. Moore: A team friendly program is suggested by another person. That teens are involved and are included and are trained. Friendly staff. Yes. That was important. Youth friendly literature. Fine, let's say it's a teen friendly clinic. Any negatives? Are we seeing any negatives?

Knowing students by name. This is terrific. Clearly people are seeing what is involved in this approach of positive youth development. Okay, someone has noted the practice that could be improved, which is the poster is in English, not Spanish to be more friendly to the community if it were in Spanish.

But overall it sounds like this clinic was doing a great job.

Karen Pittman: Yes. I was impressed.

Kristin A. Moore: So now Karen we're going to ask you about another recent site visit.

Karen Pittman: Well, I also recently visited an after school teen pregnancy prevention program. I sat in to observe one of the lessons. There was a facilitator and about 14 students. The facilitator spent most of the time lecturing the students.

The content that she was delivering was important but the students weren't engaged. One student was falling asleep. Especially after being at school all day the students were really struggling to pay attention.

Also several of the students were grumbling that the examples being used in the lecture weren't like them or their friends. And that the examples were written for perhaps wealthier suburban kids.

Kristin A. Moore: Doesn't sound like a very positive experience. Well we're going to do another quick audience Q&A. Where do you think that facilitator could make some changes to incorporate more positive youth development practices to make her program more engaging and relevant for her students?

Again please type any ideas you have into the Q&A box. We'll pause while you have - give you time to type. Okay, more facilitating and less lecturing. Good suggestion. Not culturally competent. Not interactive. A suggestion that maybe they could media. Make the examples more relevant.

Ask the students questions. These are good ideas. Ask questions and incorporate feedback say from a survey. Bring in a community partner to

discuss topics. Ask youth what would make it a better program. And activities should be active and appropriate for the population.

Make activities more engaging. And use activities to teach concepts. Ask the students what time and date would be best. And acknowledge the lack of engagement and ask for assistance in addressing it. These are excellent, on point suggestions. Thank you.

Well in order to help see where you are incorporating positive youth development practices and where you can improve, OAH is creating a checklist for teen pregnancy prevention programs.

The checklist is divided into the eight positive youth development practices and for each practice we have listed several elements that help embody that practice. For each practice you can rate your program as describes as well, almost there, just getting started and does not describe us.

We recommend that when you get the checklist you have several TTP staff members go through this checklist independently. And then convene together a meeting in which you discuss your answers, your areas for improvement.

And the ways you can begin to incorporate these positive youth develop practices into your program. This checklist is being finalized and will be available soon. We will let Webinar participants know when it has been posted on OAHs TTP resource center.

Now we have time to answer a few questions. Again please click on Q&A and type your questions into the box. Karen and I are both happy to answer questions and...

Jaclyn Ruiz: Kristin and Karen, is it okay if we also take some questions from the phone line? The operator can give the instructions on how to get into the queue to ask questions?

Kristin A. Moore: By all means and if Jackie, I hope if people have questions for you that you will be able to...

Jaclyn Ruiz: I am here and hopefully helpful to anybody who may have questions for the office itself but I'll hand it over to the operator first to give instructions and see if anyone may be on the line and then I'll sort of help you guys moderate the Q&A chat box.

Karen Pittman: Great.

Coordinator: Thank you. At this time if you wish to ask a question over the phone line please press star 1 and record your name when prompted. Again that is star 1 to ask a question over the phone line and those questions do take one moment to queue up. Please stand by.

Kristin A. Moore: In the meantime while we're waiting for that first question to queue up there is a question in the chat box. Can you tell us more about the peer educators and how they were trained?

Karen Pittman: Well I was there for a short amount of time but in general my experience has been that peer educators are trained in two ways. One, they're certainly trained to make sure they have correct information about contraceptive services.

About condom usage, about safe and appropriate places that young people can go for services. If it's not a clinic based program so they're trained in the array of information that could respond to questions that teens might ask.

The second thing that peer educators were often trained in is really how to approach their peers. How to start conversations and respond and how to know the limits of what it is that they should be talking about and when it's appropriate for them to refer the young person that they are talking to, to an adult.

Kristin A. Moore: And one of the interesting things about using peer educators is that it's a really strong experience for the peer educators themselves as well as being a better experience if it's done correctly for the people who are in the program.

Karen Pittman: And one more thing on peer educators, when they really get comfortable they're not limited to doing their work in the clinic or in the program. They will identify opportunities in other settings, school or community settings in which if a conversation is starting.

As a peer educator they may say, well you know, I'm a peer educator around, you know, adolescent sexuality and pregnancy prevention and I don't think that what you're saying is right. Or I want to make sure that you understand that there are places you can go. Or that are different approaches.

And so using peer educators really gives legs to your program.

Kristin A. Moore: And maybe people in the community, youth in the community might come to the peer educator outside the program and ask information.

Karen Pittman: Exactly.

Kristin A. Moore: So Karen you talked a little bit about quality. Can you talk a little bit more about the importance of quality and distinguishing it from fidelity?

Karen Pittman: Yes. I think that what's happened over the years, sort of codified by the national research council study but certainly going on before that is the recognition that developing a quality environment for learning and development can really be done.

And should be done in some ways neutral of the content. Neutral of the curriculum that's being done or the services that are being provided that if we're really - if we have a goal of making sure that young people are engaged.

And they feel that they're in a place where there are supportive relationships there are things that we have to look at about how we create that environment, how we select and train the staff, how we develop the experiences that young people are going to have.

And how we then also create appropriate amounts of space and time for young people to actually engage with their peers, engage with the information that we're providing them. Sometimes observing others. Sometimes watching role models. Sometimes getting direct instruction.

Sometimes having a chance to really explore whether you have a clinic that has literature and it's time for young people to just sort of pick up things and read them or look at appropriate Websites. All of those are ways that help young people actually build their own skills.

Whether those are problem solving skills, decision making skills, time management, learning how to work in a team, those kinds of skills, communication skills are critically important.

And sometime those skills and the specific practices relating to building those skills aren't explicitly defined in the PYD - I'm sorry in the evidenced based curriculum. Rarely is it that that curriculum is in contradiction to those practices but sometimes they just aren't explicitly defined.

And so providing opportunities for any kind of program that's working with young people to really step back and have anything from a simple checklist like being developed to a formal assessment approach to see if they're really doing the best they can in creating those environments.

Making sure that the staff are using appropriate PYD practices and developing the kind of experiences that we've been talking about. Those are the kind of things that are important to really up the ante of the program.

And what one of the things that was mentioned before, there have been multiple studies now that show that when you really have developed a quality environment for learning and development whatever the end goal is that you're aiming for is better achieved.

Whether that's pregnancy prevention, it's high school graduation, it's employment training. Whatever that goal is that's the end goal is achieved better when young people are building these - some people call them soft skills or non-cognitive skills or 21st century skills.

And that requires deliberate practice.

Kristin A. Moore: All with relationships it seems to me that we have some evidence from so many fields, early childhood all the way through adolescence that quality really matters. So a question about do we need to hire different staff members to bring a positive youth development perspective?

And I think we talked a lot about training and the value of the training staff and helping them to understand the principles and go through the checklist whether there are additional activities that you want to perform, youth might just be encouraged to volunteer to help with them.

Adult volunteers might be identified or collaborations with other community agencies might be developed to provide those opportunities. So it isn't necessary to fire your staff and hirer new people.

You know, when you want to begin to train the staff you have in positive youth development principles and then look for ways to creatively provide these other opportunities. But it's so critical to understand that this is an approach.

It's a way of doing a teen pregnancy prevention program rather than a completely new curriculum or something like that.

Jaclyn Ruiz: And Kristin I want to see if there's by any chance any questions on the line. (Gabrielle), are there any questions that are on the line that people want to ask?

Coordinator: Yes. We do have two questions from the phone line. Our first question comes from (Dailynn Helm). Your line is open.

(Dailynn Helm): Hi can you hear me?

Jaclyn Ruiz: Yes.

(Dailynn Helm): Okay. This was a great PowerPoint and Webinar and here in Jacksonville we have numerous after school programs that I'd love to share this with. I almost invited them to listen in so I'm hoping maybe you could offer this in on your Website or maybe we could schedule it?

Jaclyn Ruiz: It will definitely be posted on the OAH Website. The slide, audio and transcripts. There should be a notice that will go out to let people know that once it's been posted.

(Dailynn Helm): Great, thank you.

Kristin A. Moore: Thank you. We're glad there's interest. We have a question that came in. Can you recommend any resources for training peer educators?

Karen Pittman: I don't have any at my fingertips but I would suggest for example I know that the teen outreach program uses peer educators. I would suggest that you Google peer educators and the teen pregnancy prevention resource center has a document called recruitment, retention and engagement.

Go into that section and there should be a bullet on understanding PYD and that has a few resources about peer educators.

Jaclyn Ruiz: And operator you said there was another question in the queue?

Coordinator: Yes, it will come from (Alice Jackson). Your line is open.

(Alice Jackson): Hi. This is (Alice) from Morehouse School of Medicine in Atlanta and I think that we're talking about training with the facilitators. I believe that ongoing facilitators training should be offered to the staff.

That's one of the things that we've been doing is trying to make sure that our staff stay up and abreast on their training skills. And I think that ongoing facilitators training should be offered to the staff because that really, really helps them to be sharp.

And to bring more activities and ideas to their sessions.

Karen Pittman: We would agree.

Kristin A. Moore: Yes, we certainly agree with that. And hopefully this Webinar can be a resource for folks. It might be of interest to those listening to know that this positive youth development approach is also being used in other areas.

For example juvenile justice has recognized that this is a valuable approach for that population and those kinds of programs. Any - we're looking for more questions here. Okay, here is one.

And that is incorporating elements of positive youth development into my program mean I have to modify my curriculum?

Karen Pittman: The answer to that should be no. I think that the evidenced based curriculum that are out there as I said before are well designed and tested to achieve the results.

What you want to do is to take advantage of the fact that as you're implementing the program and you're looking at it in juxtaposition with the PYD principles you may identify opportunities to be more innovative in how specific segments are delivered.

Made more interactive, young people can identify opportunities to volunteer as a part of delivering things so this is not in any way about sort of moving off script from the curriculum but really in expanding the practices that you use to engage young people.

Kristin A. Moore: A question, it seems like we need to move beyond our program and into the community. Can you or other people on the Webinar suggest ways to do that?

Karen Pittman: Well one of the things that we just talked about was peer educators. And once filled those young people are educated and trained and comfortable they naturally move out into the community.

Peer educators are a wonderful way to have young people actually take on leadership roles, volunteer and really move the program out into the community and the staff can then come along if that's appropriate.

Once a young person identifies other settings where critical conversations might happen you may decide that once a week or once a month there's a session offered outside of the main space where you're delivering the program in a community center or in a housing project.

Or where young people are spending their time, perhaps even with their family - where their families could join them. Also in engaging young people, in finding out what else they're interested in you have opportunities to bring the communities inside your program.

To identify others in the community who are doing things that are of interest to young people and have them come in and make connections so that young people can identify other opportunities to volunteer.

Or participate in things that will help them see the connection between being engaged, staying in school, identifying interest that can help them pursue careers and the idea of delaying pregnancy.

Jaclyn Ruiz: And there's actually another question that came in the chat box about how to use the PYD approach in programs that are abstinence only programs?

Kristin A. Moore: You know, that is a great opportunity. One of the reasons I got really interested in youth development is we could see study after study start to accumulate in which positive youth development strategies were employed and youths were making the decision to delay becoming sexually active.

Positive youth development is appropriate for a clinic based contraceptive program but it's very well aligned with the goals of an abstinence program that - for any program that wants to or a combined program that wants to delay sexual activity.

Because it invests in the youth, it helps them establish their identity, it helps them identify goals, it helps to build relationships, it gives them opportunities to build and use skills and all of those things are associated with a delay in sexual activity.

We're going to give people one more minute if they have any questions and then we'll be turning it over to Jackie.

Jaclyn Ruiz: And (Gabrielle) are there any other questions on the line?

Coordinator: I'm showing no further questions from the phone line.

Jaclyn Ruiz: Okay. Well as - I'm not going to say that we're done with Q&A. I'm going to let any last minute questions come in but in the meantime I could at least read this last slide.

Before, you know, we end the Webinar today I just want to share some information about some upcoming technical assistance Webinars and tools. Our next Webinar on Thursday, April 30 will be on using a (unintelligible) informed approach.

And then we also have a new tip sheet that's available on the OAH Website that provides youth serving organizations with practical guidance as they address common staffing challenges associated with implementing and operating a teen pregnancy prevention program.

At all stages of program implementation including start up and planned or unplanned program transitions. I know that Brandon will probably give us some information about the evaluation survey but before we go there I don't see any other questions on the chat box.

(Gabrielle) one last time, are there any other questions on the phone line?

Coordinator: I'm showing no questions on the phone line.

Jaclyn Ruiz: Okay. So if you could please remember to complete the feedback survey. I think I'm actually supposed to give the instructions for this. And, you know, the Office of Adolescence Health does take your feedback into consideration when we're planning future Webinars.

So please if you can take some time to complete this survey before you leave our call today. I want to thank you Karen and Kristin so much for all the

information that you guys provided. We have a ton of people and I'm sure they really found this information available - information very helpful.

And then one last time it will be made available on the OAH Website in the TPP resource center so please be on the lookout for when we post that information. So thank you all again.

Karen Pittman: Thank you.

Kristin A. Moore: Thank you.

Coordinator: And with that we'll conclude today's conference. Thank you for your participation. You may disconnect your lines at this time.

END