

State Personal Responsibility Education Program (PREP)

Transcript of Fidelity Monitoring and Program Adaptation Webinar July 21, 2011

MODERATOR: State PREP Fidelity Monitoring and Program Adaptation Webinar. Before we begin the webinar, I wanted to review a few administrative items and let you know how you can participate in today's web event. All participants should be able to hear the audio and view all slides. If you are unable to log into GoToWebinar to view the slides, the slides were emailed to all registered attendees in advance of this webinar as a PDF. If you did not receive the email with the presentation slide, please feel free to request all slides for them to be emailed to you at a later date.

It's our expectation that the webinar will answer many questions and concerns of grantees. Additionally, every attempt will be made to answer questions posed by participants at the conclusion of this webinar.

Really quickly, I'd like everyone to please turn their attention to the GoToWebinar interface which is made up of two parts. The viewer window on the left which allows for you to see everything the presenter will share on their screen and the control panel at the right.

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We will now begin the webinar presentation with Itege Bailey, and thank you everyone for attending today's webinar.

ITEGE BAILEY: Good afternoon, everyone. I'm Itege Bailey in the Family and Youth Services Bureau. And thank you for joining us on today's webinar. I'd like to welcome Mark Clark, the Director of the Division of Teen Pregnancy Prevention here at FYSB and also on the webinar will be LeBretia White, a fellow project officer at FYSB.

For our training and technical assistance staff from Ole Professional Services, we have Valerie Boykin, Jae'mie Hughes and Laura Caldwell-Aden joining us also on today's webinar.

Now, I'll turn it over to Mark Clark from the Division on Teen Pregnancy Prevention to say a few words about fidelity monitoring and program adaptation.

MARK CLARK: Good afternoon, everyone. I'm pleased you're able to join us for this webinar. I just wanted to make a few brief remarks and welcome you all to this ongoing effort to engage our grantees in dialogue and also to ensure that our technical assistance is addressing your

needs. The challenge with fidelity and adaptation is really at the very heart of the State PREP Program.

In some respects, since states are called upon to merge education about contraceptive information and education about abstinence into one intervention as well as to include adult preparation topics, almost everyone will be forced to make adaptations and changes to curriculum and interventions that have been in some respects tested through rigorous evaluation of the evidence based programs.

It's really important that we're able to help you to, first of all, ensure that at the state agency level you're working with your local providers to assist them with monitoring and data collection as needed. One of the key challenges with fidelity has to do with adherence to an accepted protocol. Those protocols are often within the purview of what's been submitted to states.

So at some level, the dialogue between states and the local sub-awardees is what's addressed by the fidelity monitoring process. And it really is under the rubric of program integrity. So we would encourage you to stay in touch with your local sub-awardees to ensure that this process of adaptation and performance measurement and fidelity monitoring is one in which you're able to serve them adequately while they're able to help you with collecting the data that you'll need to ensure that you are monitoring your programs adequately and responsive to the funding opportunity as it's been put forth by ACYF.

So without further dialogue, I'd like to introduce our presenter. Amy Smith is the Director of the Center for Sexual and Reproductive Health Promotion with ETR Associates. And I'll turn it over to Amy. Thank you.

AMY SMITH: Hello and good afternoon, everyone. Today, our agenda for the webinar focuses on reviewing the adaptation terms, some of the key terms we'll be using for today, as well as looking at how adaptations fit into the larger program planning and monitoring process. And we will go through adaptation guidance which are general adaptation guidance in terms of green, yellow and red light adaptations as well as looking at some tools used in fidelity monitoring and the process. And some tools and resources to assist you in your program process. We have some websites where you can download some of these tools for your use.

The webinar objectives for today is that we're expecting by the end of this webinar ... so, next slide, please. We're expecting by the end of this webinar for participants to feel comfortable in being able to define common adaptation in fidelity terms, to explain the difference between green, yellow and red light adaptations as part of the general guidance and to apply these changes to adaptations and challenges that you might have in your program.

And also, we're going to hope that you will be able to explain the steps in maintaining fidelity before, during and after implementation, to demonstrate the use of fidelity monitoring logs and also to try and decrease some of the stress and increase some of the fun in planning these adaptations.

So to get started, we'd like to see what is your stress level now. We want to get a sense of how everyone is currently feeling about this topic by taking a poll. So, thinking about your own program, what is your current stress level regarding making adaptations of evidence-based programs on a scale from one to five where one is not at all stressed and five is very stressed. So Jamie will be putting up a poll now for you to vote. Select one answer. If you haven't yet

answered, take the next ten seconds to do so. I believe Jamie will be closing the poll shortly. And do we have the results?

Okay. Most of the folks are in the middle at three, at 40 percent, two at 31 and four at 17. So there's quite a bit of a spread. So hopefully by the end of today, we'll see more on the ones and twos.

Next slide, please. So fidelity is one of the key terms we want to define and make sure that people understand. The idea here is that evidence based programs were proven effective in research by doing them in a certain way with a particular population in a specific setting and by completing all the lessons as they were written.

So therefore, in order to expect the same results in program outcomes in knowledge, attitudes and behavior, we want to stay as true to the core elements of the program as possible. So fidelity is that faithfulness with which the program is implemented without compromising these core components, and we'll walk through what core components are in more detail later.

So adaptation is another key term where this is about when we go to actually implement a program, we all know that on the ground that it's not like a research study. And there are changes that not only need to be made at times but should be made in order to make the program most appropriate for the population with which you are implementing it.

And so, in order to do this, we want to make sure that the appropriate adaptations are made to consider four components in those changes. So we'll talk a little bit more in detail about making those program adaptations appropriately without compromising these four components.

Next slide, please. So, sometimes agencies would want to make adaptations in order to meet needs besides improving the program for the population or the organizational structure. Some of these unsuitable adaptations would be things like just making it more convenient for the educator or the agency making changes for convenience, sticking to what's comfortable or fun or familiar to the educator, dropping controversial topics without looking at kind of an alternative and then improvising due to lack of training of the educators. You want to first look at what are the motives for the adaptations we want to make and then how to make them appropriately.

Next slide, please. So I just wanted to take one step back and look at the idea of adaptation being like navigating towards program goals through a crowd of people. So this is a metaphor to say if you need to get across a street with all of these people, and you have a particular destination in mind at the other side, but in order to get across, you need to move a little to the left or to the right to avoid bumping into people. And those are like the obstacles of adaptation challenges. You need to make these changes along the way.

And so it's important to navigate through the people without veering off your destination. So, even if you make a slight change and it's only one degree off, if you go all the way across the street, you could be a lot further from your destination than you would expect. And the destination in this case for adaptations would be the outcomes you're expecting to see in the programs based on the research.

And sometimes the outcome of an adaptation can be a lot larger than the perceived change. For example, somebody might think, oh, well, it's just one lesson. Or I'm just switching the order, but we're covering it all. And so sometimes it's not intentional, but without these adaptation

challenges being considered in the context of the core components, you can actually veer off of your expected program goals.

So adaptations that consider fidelity allow for getting through the crowd of obstacles, tailoring for more impact with your population and reaching the goal of effectiveness. So tools like core components, adaptation guidelines, and logic models help keep us focused on the goal or destination, kind of like a GPS navigating us through appropriate adaptation changes.

Next slide, please. So here's the larger adaptation process which includes a little bit of program planning. So step one would be at the top in assessing your target population. So the first thing you want to do ... and there's a whole other webinar and fact sheet on program fit and selection. But that's really the first step in adaptation as well. You want to make sure that you have assessed your target population in knowledge, attitudes, behaviors and beliefs and as well as key stakeholders and organizational leaders to make sure that this program is a good fit. And in doing that, you'll be doing the second step which is to know your selected program. Because then you want to look at program components like the four components to see if it is a good fit with your population.

And then you want to, in that process of looking at both the assessment and the program in detail, you'll be able to identify some of the adaptation challenges that emerge. What are the things that have come up that are not a fit and might need updating or adapting? And then in that process, you'll select and plan the adaptations that you're going to make.

So this step of selecting and planning is the piece that we're going to walk through a little more in detail throughout this webinar. It's the idea of taking the chosen adaptation challenges and deciding how to make these changes appropriately.

And then what you want to do is if you would like to pilot your adaptations to make sure that they do work with your population, especially for larger changes. Like if you're using a new video or something like that. Sometimes you can even pilot smaller changes such as changing the scenarios in a role play or something like that.

And then in this whole process, you want to make sure to monitor your adaptations. So recording any adaptation, either planned or spontaneous that occur and seeing how it works. And if it works well and if you need to make any changes to those adaptations in the future. And we'll go through that a little bit more as well in terms of the fidelity monitoring piece.

Next slide, please. So for planned adaptations, again, you want to make planned adaptations based on assessment of both the population as well as the organization that's implementing the curriculum or program. And then you want to pilot test that model with the program population. Sometimes adaptations can happen before you pilot the program. So you might know ahead of time the major changes you want to make and then you do a pilot. And sometimes they happen only after you do a pilot first, see what comes up and then make your adaptation changes.

And then a third way is that they can happen both places. You can do some major changes in the beginning through a pilot and then make any updates or additional adaptation changes as a result of your pilot data. And then you just want to make sure to document again these adaptation changes in your monitoring log.

Next slide, please. Now, as a PREP program, again, like Mark had mentioned, the adult preparation subjects are an element that will need to be added to any interventions you're using. So this in itself is an adaptation. And the list of the six adult preparation subjects is here. You're probably all familiar with those. And so you'll need to do at least three of the six. There has been previous guidance on adult preparation subjects in webinar and tip sheets. In addition since most of the states will have sub-awardees who conduct the actual intervention at the local level, it will be important for the state to monitor how these local programs staff are adapting and adding to the intervention these particular adult preparation subjects.

Next slide. So again, this was presented in a previous webinar. But I thought I would review again kind of the three different ways of approaching the implementation of the adult preparation subject in the PREP program. So, the first way is to use a program that already includes the adult preparation subjects. So, for example, most of the STD, HIV and pregnancy prevention curricula on the list of approved programs cover at least two of the adult preparation subjects in some aspect. So whether it be a core part of the curriculum with entire lessons on healthy relationships for adolescent development or whether there are a couple of homework assignments that involve parents to increase parent/child communication on the subject of sexual health. The level to which these subjects are covered should be examined to determine if the existing content is comprehensive enough to be considered a substantial inclusion of the topic. And there is some more guidance on that in the tip sheet on adult preparation subjects.

The other way would be to actually adapt the program you're implementing to include these topics. And this is where grantees should exercise caution with incorporating these subjects into an existing lesson plan. This would be considered kind of a yellow light adaptation as it's a new topic area. But if it does fit in the core components and/or you're able to work with the developer or your program officer to make sure that it's an appropriate adaptation, that's another way to do it, to incorporate it into the existing program.

And then the third way is that there are numerous existing individual lesson plans and multi-lesson curricula that focus primarily on one or more of these adult PREP subjects. And these curricula could be added into the PREP programming separate from the STD, HIV, teen pregnancy prevention curricula by sandwiching the lessons either before the evidence-based intervention or afterwards. So it's not interrupting the EBI in itself.

Next slide. So, another thing that may happen is as we all know in implementing programs, not all adaptations can be planned. So you might have things that happen in the moment or that your local sub-grantees may have happen as facilitators in the moment, in a classroom or in a community setting where you have to make a spontaneous adaptation on the fly. And some of these things would be that the activity took longer than you expected, that you needed to provide a little more background information.

Say the youth didn't have some information on reproductive anatomy and that was a really important first step before doing the lesson. Or the youth don't relate to the role-plays or there are unexpected scheduling conflicts like there's an all school assembly that happens.

Sometimes technology can be wonderful and it also can be difficult when it doesn't work. So you might have an issue with the DVD or video machine you were going to use. Sometimes again if you have say an HIV positive speaker coming in and then they're unable to come as part of a lesson in that curriculum, what kind of adaptation do you make for that? So these are

considered spontaneous adaptations and are seen just like planned adaptations in that they need to be monitored and approved in terms of their appropriateness.

Next slide, please. This is just a reminder to make sure that those spontaneous adaptations are also logged in the fidelity monitoring logs. Now, again for states working with sub-grantees, the local agency facilitators would need to be recording these planned and spontaneous adaptations. So this is something to consider in your overall program fidelity monitoring plan and how you want to provide training or technical assistance to support the local grantees in this process.

Next slide. So we're going to review briefly what the core components are of an evidence-based intervention. And in general, they are the key elements that define the characteristics of a program. And so in order to kind of maintain fidelity and the effectiveness you want to keep in compliance with these core components.

So the what or the core content of a program involves the knowledge, attitudes, values, norms and skills that are addressed in the program's learning activities and that are most likely to change sexual behaviors. So this component is also referred to as adherence or whether the program was delivered or implemented as it was designed or written.

And some examples of that are any information on STDs or birth control, that would be considered knowledge. Lessons that would be addressing perceptions of risk. So if you have an HIV risk continuum activity and the youth are looking at what the different behaviors are in terms of risk. So those are some examples. And skills would be things like learning how to negotiate condom use or communication skills. So those are some examples of what core content would be.

Next slide. So the core pedagogy or the how. Pedagogy involves the teaching methods used and strategies. So this component could also be referred to as kind of the quality of program delivery or the manner in which a facilitator delivers the program. And so these are things like role-plays, videos, small group work or again this idea of homework with parents to improve the parent/child connectedness.

Next slide. And the third piece of core components is logistics or the core implementation component. So these are things like what settings are you in? What's the facilitator/youth ratio? What are the number of youth in each class, the length of each session. Is it a co-ed or single sex group? Things like that. This component also includes the idea of participant responsiveness or the extent to which participants are engaged or involved in the activities. And sometimes these elements are also like the idea of the length of each session or how many are done in a particular length of time. Sometimes you'll hear it referred to as the dosage of the intervention.

Next slide. So in this next piece, we're going to talk a little bit more about the general adaptation guidance. So this is we have it in three categories of green, yellow and red.

The next slide. We'll walk through each definition. Oh, before we get started, I just want to note that these general guidance of the green, yellow and red light adaptations are to be used when specific program adaptation guidelines is not available. For example, a lot of developers have specific adaptation guidance that goes with the core components of a particular program. And so, if that is not available, these general adaptation guidelines can be helpful.

These particular green, yellow and red light adaptation guidance in terms of the examples used were adapted from CDC, ETR adaptation guidance projects which created program-specific adaptation kits for three curricula along with their model developers. At the end of the webinar, we have some websites to refer you to those adaptation kits for your use.

So green light adaptation means it's safe to make the change. These adaptations are appropriate and are encouraged so that program activities that better fit the age, culture and context of the population. In many cases, these changes should be made because they ensure the program is current and relevant to the community. So some of the examples here are just updating the health data that is in the curriculum. You know, these curriculum were written awhile ago. And there are new versions coming out every few years. But it's important to update the health data to make it more current.

Customizing role plays so that the scenarios that are used are relevant to the youth you're working with. Making activities more interactive and just tailoring activities in general for the youth that you serve.

Next slide. So yellow light adaptations. These should proceed with caution on yellow light adaptations. They do need a little bit more investigation or some information from an expert. These adaptations should be made with caution so that the core components are adhered to and the adaptation did not cause other issues like time constraints or competition with topics. When making yellow light adaptations, it's recommended to consult more detailed adaptation tools or an expert in that particular program before making the change.

So some of the examples here are changing the sequence or dosage of the intervention, adding activities and this is one of the examples here could be in reference to the adult preparation subjects for the PREP program, modifying condom activities, replacing or supplementing videos. Some of those videos in curricula out there are older. And so it is nice to update them if you have a video that you find that does cover. As long as it's covering the same content or skill development as needed for that particular video replacement.

And then another yellow light adaptation would be implementing the program with a completely different population or in a different setting.

Next slide. So red light adaptations are those adaptations where you should stop and avoid making the changes because it may weaken the outcomes that you expect given the research. So because these adaptations remove or alter key aspects of the program, it could be weakening the program's effectiveness.

So, some of the examples here are activities that contradict or compete with or dilute the program's focus. If you were to put in a completely different subject in the middle like say let's go back to the adult preparation subjects. And, for example, there's one on building financial skills. And that might not quite work in the program whose focus is on communication and sexual and reproductive health. So that would be probably be a red light. But again, you would want to refer the developer or your program officer for that confirmation.

Another one would be failure to repeat or reinforce key messages. And this is actually kind of a common red light that people might make. Because sometimes we think, oh, well, we did that already in the last lesson. And actually, the research shows that by repeating and reinforcing,

there's actually more likelihood that behavioral changes are made. So that's important to keep the repetition. It's there for a purpose.

Another red light adaptation would be cutting key skill-building activities such as role plays or shortening a program or eliminating some of the classroom management strategies or replacing interactive activities with lectures or individual work.

Now, as you remember on the yellow light adaptation, it did say increasing interactive activities is more okay than going the other direction. So that's important to note. You want to always move in the interactive direction versus changing an interactive activity into a lecture.

Next slide. So, now we're going to walk through an exercise of adaptation challenges. Here I'd like to introduce Eddie Educator. And he is implementing an evidence-based program with culturally diverse 15 to 19 year olds in an urban school setting. So in order to make his program work, he has some particular changes that he would like to make.

Next slide, please. So what we're going to do is walk though he has five different adaptation challenges. And he would like to make these changes. So one at a time, we're going to walk through each one and have you vote on whether or not you think this adaptation challenge is a green, yellow or red light adaptation.

So think about each of these challenges in the context of the general adaptation guidelines we just went through with the examples and decide which it is for each of these changes. So for the first one, Eddie would like to replace videos with modern TV clips.

So think about that one. We'll give you a chance to vote on that challenge. And then we'll walk through the answers one at a time. So go ahead and take a moment now to think about that and vote green, yellow or red. And if you haven't yet voted, take another ten seconds to do so.

I'm going to close the poll. And there are the results. So we have 25 percent of participants thinking that replacing videos with modern TV clips is a green light and 75 percent saying it's a yellow light. So the majority of you are correct. It is a yellow light adaptation. And that's because it is usually okay to do that. And it's encouraged if the videos are old. But you want to make sure that the content and skills covered in the TV clips are the same as the older video. That would be the one note of caution.

Okay. The next one. So the next adaptation challenge Eddie has is to address ... he wants to address local prevalent myths in this youth population into the curriculum. Is that a green, yellow or red light adaptation? Go ahead and vote. And if you're working in teams at all, watching this webinar as a group, we want to give you a little time to discuss. So if you haven't yet voted, take the next ten seconds to do so.

I'm going to close this poll. Okay. Eighty-three percent said it was a green light adaptation which is correct. It is very important to adapt the curriculum to the beliefs of your population. For example, in role plays, you want to make sure that the scenarios are relevant. In this case, you want to make sure to integrate some of the prevalent myths. But again, you just want to make sure that it's incorporated into the existing activities and it's not making the lesson too long or taking away from any core elements that compete with retention time or any of those issues.

Okay. The next adaptation challenge we have is Eddie would like to cut out the condom demonstration, eliminate it from the curriculum. He's working in the schools and that's just not going to fly. So is cutting or eliminating the condom demonstration a green, yellow or red light adaptation? If you haven't yet voted, take the next ten seconds to do so.

This poll's going to close. Okay, 95 percent of you are correct. This is a red light adaptation. And this is because condom demonstrations are a core skill-building activity that may affect correct condom use in the outcomes that are expected. And so there are some ways to work with different policies like in school settings to show condom demonstrations, either in a video or through a demonstration, but not actually have the youth involved in touching condoms. It really depends on the individual setting. But that could be a yellow light depending on how it's changed. If it's completely cut, it's a red light.

Okay. The next one. So Eddie would like to add a two-hour parent orientation evening to his program and do this before he starts implementing the curriculum with the youth. Would that be a green, yellow or red light adaptation? If you haven't yet voted, take the next ten seconds to do so.

I'm going to close this poll. Okay. So, about 47 said it was a green and 50 said it was a yellow. It is a green light in that it is important to offer curriculum reviews to parents and guardians as long as it doesn't replace another lesson. So if he's implementing it before the curriculum even starts, it's actually an important step to take.

Okay. The next one. Eddie would like to add the new information on the human papilloma virus vaccine to the STD review in the curriculum. Would that be considered a green, yellow or red light adaptation? Go ahead and vote now. If you haven't yet voted, take the next ten seconds.

I'm going to close this poll. Okay, 66 percent of you are correct in that it is a green light. Updating STD, HIV and birth control information to provide current testing and prevention options would be an important and a green light adaptation. Thank you all for participating in that. It seems like most of you have a pretty good sense of what green, yellow and red light adaptations are. And any questions that you have about particular adaptation challenges that you have for your program, we'll have a little bit of time at the end of this webinar. But that's something that most likely will be addressed with your program officer.

Okay. Next slide, please. So, next we're going to talk about fidelity monitoring. The importance of fidelity monitoring is to be able to document the program's successes and challenges along the way. Similar to kind of a process evaluation in that you're seeing what's working, what's not working and just making sure that you're documenting any changes that are made and how they then relate to the fidelity of the core components of the curriculum you're using. It also allows for feedback and continuous quality improvement and then identifies as we said these planned and unplanned adaptations.

So first, what we're going to do is walk through some of the different sample forms for fidelity monitoring and role five some of what Eddie Educator did and just fill them out together verbally. And then we'll go through kind of more detailed steps of fidelity monitoring before, during and after program implementation.

Next slide. So, I'll just give you a moment to take a look at this fidelity monitoring tool, just review it for a moment. This is an example of a tool where you have pretty much one page for

each session or lesson, different curricula use different terms. And as you can see each column has the individual activities within that lesson. So the question at the top says did you complete each of the activities below? And for each of activities, you have the ability to say, yes, I did this activity completely. Yes, I did it with changes. Or no, I didn't do this activity.

And then the rows on the side are for different groups. So if you did this or you say you're implementing the curriculum with three different groups, group one would be on one date and then a different group, et cetera. So if you were only doing it with one group, you would only be using one of the rows.

So let's think about what Eddie was implementing in terms of adaptation challenges. And I'll walk through how he should have filled out his fidelity monitoring log accordingly. So thinking about replacing videos with modern TV clips, in this case, for example, activity five, the video Seriously Fresh.

Let's say that he wanted to replace that with clips. So he would have clicked yes, he did this activity, but with changes. And so in the far right column, it says if you made changes, please describe them here. And there he would write that he used video clips and maybe specifically list what those clips were.

And let's see, for his other adaptation addressing local prevalent myths, he would choose yes with changes to whichever activity that's relevant to. And then in the comment column, he would say I added these particular myths. So with their corrections. So if you're going to introduce myths, you also want to introduce the corrections to those myths, kind of a myth-busting activity. And also that he did some brainstorm and discussion around that let's say. So that would be in the far right column.

His third adaptation was to cut the condom demo. So, under condom demonstration in his fidelity monitoring log, he would check No, that he did not do that activity. And then in the comments, he might explain why that condom demonstration was not done.

And then the fourth change for him was to add a two-hour parent orientation evening. And this is actually not applicable to the fidelity monitoring log since it's not something that's in the curriculum, but rather this would be something that would be reported in a separate overall program reporting not within the fidelity monitoring log of the curriculum itself.

And then the last one is to add information on the HPV vaccine. And that would be a yes with changes. So the STD information was covered in the review, but it was updated and the comments would be that it was updated to add the HPV vaccine information.

Next slide. So this particular fidelity monitoring log is organized by the core components as you can see. So this is for Becoming a Responsible Teen or session four, the learning assertive communications skills lesson. And it's asking did you maintain fidelity to a particular core content and pedagogical components within that session? So it's a quick yes or no as well as remarks. So that's another format.

And some fidelity monitoring laws have a couple of different formats within them that collect different information. So the importance here is that there are a variety of different formats, and it would be important to look at which ones record the information that you want to be gathering

for your program as well as what FYSB would like you to gather for monitoring the local program improvement as well as statewide program improvement.

Next slide. Take a moment to look at this form. And as you can see, this particular fidelity monitoring form is in relation to adaptations that were made. So for each of the particular activities listed in the left column, you say whether or not you made an adaptation, if it was planned or unplanned, what it was, how effective it was and any recommendations for the next implementation of that activity.

Next slide. So now we'll walk through some more detailed steps of fidelity monitoring. So it's important before implementation to identify and fully understand the program's core components and read the curriculum in detail. So this is similar to what we described as selecting and making sure the program is a good fit. And getting to know the program you're using in detail. So, for example, a lot of programs are built so that they flow and the activities kind of build off of each other. And the program progresses in terms of knowledge and skill building, one activity after the other. So that would be important to get to know. So that when you think about switching the order or trimming here and there, there was a reason why activities are in a certain order in terms of the core component.

Another example would be setting up a positive and safe learning environment which is also included in a lot of the core components. So, a thorough understanding of the program supports effective program monitoring and implementation.

Another important step would be to understand the program's theory. So logic models can be very helpful here as well as they link the factors associated with the different activities that are in the curriculum and what to expect in the program outcomes as a result of doing those activities.

So that's a helpful way. It might even be helpful to share logic models with facilitators so that they get a deeper understanding of the importance of the different activities and how they are linked to the expected outcomes.

Another important thing to do before implementation would be to identify the actual tools that would be used for fidelity monitoring and that they're easy to use. You don't want something too complicated. As you all know, whether they're teachers or community program facilitators are very busy. And it's an easy tool to fill out after each lesson would be helpful. And some of the things that would be captured are how each lesson was conducted, how much time it took and what needed to happen that impacted that. And this is important because this is something that they're going to have to do a lot. So you want to make it as easy as possible to implement with quality and with fidelity.

Next slide. So, also before implementation, you want to identify the fidelity monitoring process form. So this would be things like the sign-in sheet and demographic information of the attendees to the program. Another thing would be provide fidelity monitoring training for the facilitators and observers. And this is for again their understanding the importance of fidelity and adaptation, not just the what to do, but the why behind it. So that they're really onboard and understand the importance of fidelity as well as the specifics of how to use the tools that you're going to implement.

Another piece of this is to make sure that facilitators are interpreting the tools in the same way. So you want to check for the quality assurance of inter-rater reliability. If you have different

facilitators using the same tool, they might not be filling it out the same way. You want to check on that.

And again, thinking about the different levels in the PREP program, as a state, you may be actually only doing the training and technical assistance with facilitators that you are contracting with as sub-grantees. And they might actually be the ones filling out the fidelity monitoring tools themselves. So you want to make sure you're available for that continued technical assistance.

And another important thing to do before implementation would be to identify lessons or activities that will be adapted. Again, kind of going back to the adaptation process and then also developing an overall fidelity monitoring plan. So again, what is the state's role? And what are the local agencies' role in that plan?

Next slide. So during implementation, one obvious step would be to be conducting the lessons. And yet, a piece that you might want to think about is to have an observer take notes as the lessons progress. And this is something that would need to be discussed with the local agencies as well as your program officer as to how much that's appropriate and it's not really realistic to have an observer for every single lesson, or every single curriculum that's being implemented.

So it might be a good idea as kind of a best practice to have an observer take notes as the lesson happens and just use that as a check on again that inter-rater reliability of the fidelity monitoring tool that the facilitator would then fill out and kind of you can cross-check the notes that were taken. It can also be observing. Classes can also be integrated as a formal part of your overall fidelity monitoring plan. So that's something that may vary from state-to-state in your program plan.

Another thing to do during implementation is to track what exactly has been implemented? Again, like we looked at in the fidelity monitoring tools, did you do the activity? Yes, yes with changes, or no.

Another thing would be to note the planned and unplanned adaptations, to identify problems and successes with anything of these lessons or activities as they unfold and then to provide that ongoing training and technical assistance.

So, program facilitators, it's really important for them to receive ongoing support from administrators, coordinators and other key players. And in this case, for the state to have ongoing connection with the local grantees in their fidelity monitoring.

Next slide. So, after implementation, it would be important to promptly collect the fidelity monitoring forms when they're completed. And the reason for this is that sometimes if there's too much time in between sessions, some people may put off actually filling out the fidelity tool. And then it's a problem of recall and accuracy in terms of the way it's filled out. And so if there's kind of an ongoing collection of the tools, that's usually the most effective.

You'd also want to meet with the evaluator and a team of vested individuals to review the fidelity monitoring forms at the end of each program cycle. So that's going back to kind of the overall fidelity monitoring plan that you have in working with your evaluator. And this way, many people are involved in the process of continuous quality improvement and each program cycle results in increased implementation quality.

Another thing to do afterwards would be to identify issues that impact less than optimal outcomes. So, for example, how much is attributed to not selecting the most effective program? So you might kind of discover through the process that another program might have been a better fit. Another thing to look at would be is it more attributed to how effective the program is? Is it about the implementation of it? Is it about the pedagogy that was used? That kind of thing. So you want to be tracking those things to be able to improve the program along the way.

And then another piece would be to evaluate the process and measure successes of adaptations. So did those adaptations that you made, did they improve the delivery of the session? And work with your evaluators to develop an easy evaluation tool for future adaptations if they in fact did improve the program. You want to incorporate those adaptations into your evaluation.

And then you also would be continually improving quality by using fidelity monitoring tools. Because you're able to revise the lesson plan based on fidelity monitoring and evaluation outcomes. So as you go and as you tweak it to be more effective, you're going to be improving the overall quality as well as planning for future program implementation and evaluation findings.

Next slide. So before we talk about some of the resources, I wanted to walk through briefly a little bit of the CDC ETR adaptation kit development process as these adaptation kits are available. And the first step in development of these kits is to really look in-depth at each of the activities in a curriculum and create an activity to determinant matrix.

So what is the determinant? What is the factor that's affecting this activity and/or what does this activity look to change in terms of knowledge, attitudes, behaviors and beliefs and a matrix is developed. And then a logic model is developed as well with that in mind. And the core components of the curriculum being all of the three, content, pedagogical and logistical components. Those are all also in these adaptation kits, both a summary core component as well as a very detailed core component.

And then there are the green, yellow and red light adaptations. And there's a summary of that as well as for every single activity in the curriculum, it lets you know just by removing or changing it, it is a green, yellow or red light. So that's a very practical piece for facilitators to refer to. And then there are also fidelity and adaptation monitoring logs in these kits and then a resource list.

Next slide. So, the kits that are available right now on the ETR recap websites are for Becoming a Responsible Teen, Reducing the Risk and Safer Choices. And then FILAY[ph.] is coming soon. And then we have another three kits in development right now along with the Office of Adolescent Health, for Draw the Line, Respect the Line, All for You and Safer Sex Intervention.

So again, it's six now. It will be seven. These kits are very comprehensive and available for these particular programs. And for those of you who are not using these particular programs, the developers of the program should have at least some of the basic things like the core components to refer to and/or a logic model.

And I believe that that the program officers at FYSB and/or the Office of Adolescent Health who could probably share the information, have been working with developers from the list of TCPI approved programs to get these tools for use for the grantees. So hopefully, you'll be able to

find the information that you need for your program. And in addition, the fidelity monitoring tools a lot of developers have their own tools that can be shared with the state grantees as well as the sub-grantees for use.

So it's really dependent on what works best for your program as well as what's being required in terms of fidelity monitoring and using tools that exist already for your program or using them, getting one from another program and adapting it to use for your program.

Next slide. Okay. So we'd like to do a quick check on how you're feeling now after the webinar. So Jamie will set up another poll and we'd like to know what is your current stress level on a scale of one to five now that you've heard all this information. So if you haven't selected one through five, please do so in the next ten seconds. And Jamie will then close the poll.

I'm going to close the poll now. Okay. I think there is some improvement there. And hopefully for those of you who are still feeling a little bit stressed number three there as well as the fours and fives. Hopefully, we do have about twenty minutes left for any questions and answers. Hopefully, some of those fears can subside. As well as to refer to your program officer and/or the developer of the curricula you're using to help guide you through this process.

Next slide. So, now is the time where we will take any questions. And both myself and some of the FYSB representatives can answer, depending on what makes sense for the question. And you can also type into the chat box to ask any questions you may have.

VALERIE: Amy, this is Valerie. I see one question that's come in. You may have already mentioned this, but where can we get ahold of the fidelity monitoring tools?

AMY: Yes. So if you go back a few slides, we have one website there, etr.org/recapp. And on that website, there are a few adaptation kits which as part of those kits at the end of the kits, there are fidelity monitoring tools that are specific to those particular programs. And then what you can do is work to adapt those tools to the program that you will be using. So that's one option.

Another option is to work with your program officer and/or directly with the developer of the program that you're using to see if there are other fidelity monitoring tools that exist for that particular program already. So it's like you don't want to reinvent the wheel if there already is a tool for your program. And then there are also these other tools available to adapt if one does not already exist.

Does that answer the question? If it does not answer the question, please type another question so we can clarify further if needed.

VALERIE: Amy, we have another question. And this question comes from Katherine. How do we address red light adaptations that a sub-awardee has made? Will there be training on that?

AMY: Well, my first response to that would be that you'd probably want to work with your sub-awardees up front to give them information around red, yellow and green light adaptations to the particular program they're using to avoid the red light adaptations from happening to begin with.

And so in terms of training and technical assistance that's available there, yes, ETR provides training on adaptation. And FYSB program officers are also available to assist with giving technical assistance on that. And the developers of the curriculum would also be able to guide you in that.

So there's a lot of different resources you can reach out to and it's a matter of what works for your particular state plan in terms of what kinds of training you already have planned or you want to incorporate into your plan to help prepare the sub-grantees in appropriate adaptation. If something has occurred say spontaneously with a sub-grantee, I think the best thing to do is just make sure that they're recording all of that. And that will just be part of your evaluation as to whether or not something happened and you can see the outcomes of that. But again, it's best to kind of catch those ahead of time if possible.

MARK CLARK: Hi, Amy. This is Mark Clark. And it's worth noting that there will be a couple of other ways to assist states in working out fidelity questions. First, there will be an ongoing series of workshops and trainings always available at the regional level and our annual meetings around fidelity and fidelity measures. So this is not the last time we'll be talking about these kinds of topics and concerns. And then secondly, we have an ongoing process with developing performance measures and a way that we will collect that data that is forthcoming. So later in the next program year, we'll have more guidance on very specifically collecting performance measurement data. So that may also address fidelity and adherence measures as they're interpreted by the state and also by a sub-awardee.

VALERIE: Thank you, Mark. And Mark and Amy, we have a question that comes from Shannon. And that question is will we have to buy the adaptation kits? I know Amy's already spoken about this. But will we each have to buy the adaptation kits?

AMY: No, the ones that I just referred to are free. And you can just download them off the RECAP website. The same goes for the OAH kits that will be coming out. Those are all free. And in addition, the etr.org publication site will have some other fidelity tools that I believe come with the curriculum. So if you're buying a particular curriculum, that will be included in the price of the curriculum. And we've also made those available to the project officers at Office of Adolescent Health. We can also make them available to FYSB to be passed out to grantees who are using those curricula. They were developed more recently. So if you've already purchased your curriculum, we could follow-up with sending those for free as well.

And just to remind folks, there are some tip sheets that are available through PREP. There's a fidelity monitoring tip sheet as well as the program adaptation tip sheet. So that has some additional information as well.

VALERIE: Amy, this next question comes from Thad. And he says does ETR already have evaluation forms such as Reducing the Risk, Making Proud Choices?

AMY: I'm going to guess that the evaluation forms, you're speaking particularly to the implementation of the curriculum, meaning like a pre- and post-test for the youth. And if that's the question, then yes. I believe for most of the ... well, yeah. The RTR, Draw the Line, All for You and Safer Choices, we have the pre- and post-test which would also be available through our publications department, through etr.org.

And just to note that other publishers or developers, a lot of them also have pre- and post-tests already made. So before you reinvent the wheel, check in with whoever you got your curriculum from about that.

VALERIE: Okay. The next question is would implementing an intervention to youth that consider themselves bicultural fall into a green or yellow light situation? Assuming that intervention is geared towards a specific ethnicity.

AMY: I think that's a good question. And it's a yellow light for that reason. It would be similar to the idea of implementing with a different population. And yet, I doubt there would be any concerns. You would just want to make sure that the content of the curriculum, especially if it's geared specifically, like, for example, Becoming a Responsible Teen part was done with African Americans in the research. And the content of the curriculum, there are some specific sections that are very specific to the African American community and culture. And so you would just want to make sure that those adaptations were made. And that would be a yellow light adaptation.

VALERIE: Okay. These are great. The questions keep coming. This question comes from Rebecca. When it comes to time management, eliminating activities is a red light. But what can be done if time runs out and all of the activities within a program cannot be completed?

AMY: So you would want to carry over the lessons that were not completed to the next time. Does that answer the question? If not, then please resubmit in the chat.

VALERIE: Okay. While we're waiting on that, Thad did resubmit from the earlier question. He was actually strictly referring to program fidelity.

AMY: Okay. So, in terms of the pre-, post-test or?

VALERIE: That was in terms of evaluation forms. Thad's earlier questions was do all of the programs offered on ETR already have evaluation forms?

AMY: I guess I'm getting confused if he's talking about fidelity. Is he talking about fidelity monitoring tools that we talked about today? Or he said evaluation. So is that the evaluation of the effectiveness with youth, a pre-, post-test?

VALERIE: Would you like to send a follow-up? If not, if you'll send me your contact information, we'll put you in touch with Amy at a later date to answer your question. This next response is program fidelity form specifically.

AMY: Okay. So as I said, we do have different fidelity monitoring tools available through the adaptation kits on the recapp site. And again, if your particular program is not one of those evidence-based interventions, you can either use those tools to adapt them to your program or contact the developer of the program you are using to see if they have fidelity monitoring tools that they've already developed. You don't want to reinvent the wheel, if you don't need to. Hopefully, that answers the question. If not, please write again.

VALERIE: Are there other questions? Please raise your hand if you have other questions or type them in the chat box. Are there other questions? We're going to give the FYSB project officers and manager an opportunity if they want to chime in on any of the other questions or

answers thus far. And we want to welcome all participants to please type in any questions that you may have in the question box. We have a few minutes remaining. Are there other questions? We'll wait another minute.

MARK CLARK: So it appears that we've answered many questions and addressed the feedback we needed to address from participants.

VALERIE: It seems so. Jamie, do we have one hand raised?

JAMIE: No, no more hands raised. But there's one more question from Dorothy Hastings which asked will this be archived for sharing with other staff?

AMY: Yes, it will, right? Valerie?

VALERIE: Yes, it will be. I was waiting to see if FYSB wanted to chime in. We are going to save this information and it will be posted on the FYSB website. Itege would you like to speak to that as well? And that was the hand I saw raised. Thank you, Dorothy.

ITEGE: Valerie, that's fine what you said. Yes, it will be available to all of the grantees. And what we'll also do is we can email it out.

VALERIE: Okay, wonderful. I see another hand. And it's coming from Negretta Bradley. I don't know if we can have Negretta speak. Jamie, if not, Negretta, we want to welcome you to type in your question as well.

Q: I muted the line.

VALERIE: Ms. Bradley, would you like to ask your question?

MS. NEGRETТА BRADLEY: I apologize. It was an error.

VALERIE: Okay. Are there other questions?

MARK CLARK: Well, I want to thank everyone for joining us. We welcome your participation. And, of course, feel free to engage with your project officers as needed to get your further questions addressed. And again, we appreciate your patience. And we'll sign off now.

VALERIE: Thank you all. And thank you, Amy, for your presentation. Thank you, Mark, for your closing remarks. Let's keep the webinar open for just a couple more minutes. If anybody as everyone's signing off wishes to type in any additional questions, we'll ensure that their answered at a later time. Thank you.

MARK CLARK: Thank you.

AMY: Thank you.

(END OF TRANSCRIPT)