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MR. MARK CLARK: My role is to introduce our presenters and, of course, talk a little bit about our division. Probably our most key new information is the division and program name change. As you may see from the opening of the very first slide, we are now called the Division of Adolescent Development and Support. We still are organized under the Family and Youth Services Bureau—that's FYSB. Our program is officially titled the Adolescent Pregnancy Prevention Program. So rather than an acronym like TPP, we're now APP. So again, the Division of Adolescent Development and Support, DADS, and the Adolescent Pregnancy Prevention Program is our new title. You'll see that on signature blocks and other kinds of official documents described in the program.

Joining us today and again on our next slide, we have staff members. I just wanted to make a few observations. And I guess it probably comes as no surprise to you that in the political season, the kind of conversations going on about adolescent pregnancy, about unplanned pregnancy and even contraception really have begun to dominate the political discourse to a surprising degree actually.

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It's interesting in the sense that in my experience in over two decades of working with teen pregnancy prevention, the headline grabbing ability of contraception has been minimal to say the least. So it's interesting that the work we do has attracted so much attention. And on some level, I'm sure we're all ready for the kind of scrutiny that that invites to our project, our project's activities and even to our staff and program leadership. To that extent, state agencies I'm sure are often inundated with a variety of curious questions as well as challenges even to their credibility with regard to how they serve youth.

So one of the things I'd encourage you to be mindful of is the array of supports available to you, some of the online tip sheets, guidances and other kinds of communications that are available to you. And if you ever run into problems with answering on behalf of the program, of course, you can always rely on your project officer.

So without further ado, let me introduce some of our presenters for today who really do reflect our talented project officers. Again, my name is Mark Clark and I'm the Director of our Adolescent Pregnancy Program. With me is LeBretia White, serves as Project Officer. And in

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addition, though it's not listed there, she also is a COTR and has an array of responsibilities within the division. Sarah Axelson, who unfortunately cannot join us, is a Project Officer, one of our newer project officers, and has a background as a trainer as well. Jewellynne Tinsley is a Project Officer and has spent time within FYSB on a variety of projects, brings a wealth of experience to serving our grantees.

Not listed, but also present, is one of our project officers Itege Bailey. Finally, working with RTI International, our T/TA contractor, Olivia Ashley, the Project Director, will be a presenter for today's information. And last but not least, the Family and Youth Services Bureau, a special unit that works with evaluation and research is represented by Dirk Butler. He's our social science policy specialist. And he'll be presenting information with regard to our evaluation.

So with that said, I hope you'll enjoy the information. And if you have questions, please be sure that you get them asked. Thank you.

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MS. LeBRETIA WHITE: Thank you, Mark. And without ado, we'll continue. This is LeBretia White and welcome everyone. The next set of information we'd like to cover is related to performance progress reports. And as you are quite aware, both reports are due in April. They're actually due the same day that our annual conference begins. So just a reminder of that.

You may want to get started on having that information compiled and submitted prior to April 30th. Unfortunately, we are not able to modify that due date. And so the date stands as stated in your funding opportunity announcement of being due on April 30, 2012. And that particular report should cover the September 30, 2011 through March 31st, 2012 period of performance.

And the next report that's due, the performance progress report, will be due to us on October 30th, 2012. Please do not forget to complete and submit the performance progress reports using the online data collection system, our OLDC.

Just as the information was reported during the last period, we're asking for the same data information to be shared with your project officers through the OLDC system.

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Within that system, there is a form that you would use to upload information that gives us an indication of activities that have occurred over that six month progress period as well as some anticipated activities that you will follow through on during the next reporting period.

Again, this is not new information. This is just a reminder. So I will not go through each item individually. But your program indicator information is the same again as the last reporting, some sub-awardee information to other major activities and accomplishments. Please make certain to provide as thorough and succinct information [as possible] in your reporting.

And on this slide, there is a continuation of program indicators. I just want to bring your attention to the italicized goal statement. Use sample chart format, attachment one, when you're reporting information related to the status of your program objectives. And again, that chart is actually the next slide, if we can progress there. That's the information that's referenced here, attachment one, to report that information. We don't want to discourage you from providing any narrative within OLDC

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that further explains the information that's charted, but we definitely want the chart as well.

So we'll go back to the previous slide. Any other indicators or issues or challenges. Any significant findings and events. And also here again, we're referencing a chart that should be completed based upon implementation of our project. We know that some grantees have moved forward with implementation and you're in the beginning phases. So you may not have information again to report specifically regarding participants and some of you will. But if it is applicable, please complete attachment two. If we could move forward to attachment two. And that's the document that's referenced here. And that would be any participant data.

And we'll go back to slide eight: Organizational issues, if you could note information regarding any changes in that particular area, technical assistance and training you may have received, offered or may be in need of moving forward with your project, as well as activities planned again for the next reporting period. And the next two slides again are those attachments.

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This slide brings us to an actual screen within OLDC. And this is where all of the information that I've just given you a cursory review of will be uploaded into the OLDC system. There have been some questions from grantees about which elements are required. And the orange arrow, there are two basic areas that we're asking you to comply with, required sections—the cover page SSPPR, and the Appendix D Program Indicators, is also the other required sections.

The other sections are not required for your completion. Once we finalize performance measures, we'll have a system wherein you'll report that type of data. So again, only those two areas where the highlighted orange arrows are indicated are required fields for submission of your performance progress report.

And I don't know that there would be any questions at this time. I don't see any. So we will progress on with Jewellyne Tinsley to give us some updates regarding the financial status report.

MS. JEWELLYNE TINSLEY: Good afternoon. Financial status reports are due on January 30, 2013. For most of you, that means two reports will need to be submitted. Fiscal year

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2010 awardees are responsible for submitting for the entire obligation and liquidation periods and should cover August 2, 2010 through December 30, 2012. This is for terms and conditions of the 2010 clients which must be obligated by September 30, 2012 and liquidated no later than December 30, 2012. Also, the SF425 is due on January 30, 2013 for fiscal 2011 awards and should cover the periods of October 1, 2011 through September 30, 2012.

FYSB's annual TPP conference is scheduled for April 30th through May 2nd, 2012. Participants should plan to arrive on Sunday, which is April the 29th, and leave after the conference is over on May 2nd at two o'clock. The conference will begin on Monday morning at 8:30 a.m. We recognize that you all have busy schedules. But we are emphasizing that all participants stay to the conclusion of the conference. There's a lot of effort and hard work being done to make this an informative and rewarding conference.

The conference will be held at the Gaylord National Hotel at the National Harbor which is located in Prince George's County, Maryland. The closest airport to the harbor is Reagan National, located in Washington, D.C. We are

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requiring that each grantee send two key staff. And if your budget permits, you may send an additional staff or sub-awardee or evaluator. We ask that staff preregister before the event. Registration is already open and it ends on March 27, 2012.

This year's theme for the conference is Effective Pregnancy Prevention Programming from Research to Practice. For this event, there will be representatives from state PREP programs, state abstinence and from the tribal grantees. The tracks are divided into four components. They are evaluations/data collection, implementation programming, cultural awareness engagement and community buy-in. And for those that need [them], NASW CEUs will be available. With that being said, I'll turn the webinar back to LeBretia.

MS. LeBRETIA WHITE: Thanks, Jewellyne. At this time, we're going to move forward and introduce you to our new training and technical assistance contractor, which is RTI International. And representing RTI this afternoon is Olivia Ashley. She is the T/TA Project Director. Some of you may have made her acquaintance via email and some of the staff and subcontractors that also work with the prime

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contractor RTI. But at this time, we thought it was appropriate to have RTI introduce themselves to you officially. They also are supporting the planning of our annual conference that Jewel just informed you about as well as some future training and technical assistance activities that are ongoing. Actually, there are some current TA activities that are occurring both through the new contractor and the subcontractor. Many of the subcontractors you're already familiar with from a prior agreement we had with some temporary services that were provided in that vein. So, without further ado, Olivia Ashley.

MS. OLIVIA ASHLEY: Hi, everyone. This is Olivia. I'm with RTI International in North Carolina. And as LeBretia mentioned, I'm the Project Director for the Teen Pregnancy Prevention Training/Technical Assistance and Annual Meeting Logistical Support Contracts for FYSB. I've worked with some of you and some of you have seen my name cc'd on email communication with TA providers. And I'm very excited about working with all of you at some point.

So here's what we do for FYSB and for you as grantees on the TA and training and annual meeting logistical support

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contract. We provide PREP grantees and their staff with knowledge and technical assistance on the latest developments in teen pregnancy prevention and related fields to help with oversight of your grant. We provide technical assistance individually and in small groups. So we may work with one grantee staff and work with a group of folks, including sub-awardees or evaluators. Or we may bundle several grantees together who have common issues or may benefit from working together. And we may work with small groups across grantees.

We also provide training and resources, enhance grantee services and to ensure fidelity and adaptations that are appropriate for evidence based models and to increase grantee staff skills. And all of this is with the goal of effectively reducing teen pregnancy rates and helping you with your community work.

So our team is also involved in the annual meeting planning. And we're tasked with monitoring grantees' adherence to the funding opportunity announcement and your approved applications and other federal requirements.

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So since they asked me today to talk about four main things: some brief preliminary results from a recent needs assessment survey that we conducted with grantees, and a little bit about the training and technical assistance services that are available to grantees and how to make a request for these services. I'm also going to talk a little bit about our planned webinar and regional training topics as well as the tentative dates and locations that are coming up and the annual conference agenda.

So I'll start with grantee needs assessments survey. RTI is going to conduct an annual needs assessment survey to determine grantees' overall training and technical assistance needs. And this year, we did a web survey from January 4th to February 6th. And we got 62 responses from 65 grantees. That includes the tribal PREP grantees for 95 percent response rates, about 94 percent among the state PREP grantees. We got excellent responses and we really want to thank everyone for taking time to respond to our survey.

So we're on the middle of analyzing needs assessment survey data and writing a report for FYSB. But I do have some preliminary results to share that may help sort of

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understand the feel of where grantees are coming from right now and how we're starting to gear some of the services or planning.

The first big finding that we found is that less than half of grantees have written plans for internal or external communication about their program. And these communication plans can take lots of different forms. The kinds of things that we are thinking of are internal protocols for communication with sub-awardees or among your program delivery staff or maybe with your evaluation team or among your evaluation team about expectations and how communication is supposed to occur.

For external plans, the things that we've typically been involved with have been things like communication plans for communicating with stakeholders, communicating with collaborators like schools or community based organizations, communication that may happen with parents or youth like written project descriptions that your staff may want to share. They can paraphrase or verbally read, but at least some way that they're communicating with folks in the community. This might take the form of recruitment script or descriptions of how your evaluation is going to

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come about and why they should participate in your evaluation. So it sounds like some grantees may not have some of these plans in place. And that's the kind of thing that we can help with.

We also learned that only about half of grantees were planning to conduct a local evaluation and hired a local evaluator. And we worked with a lot of grantees in Teen Pregnancy Prevention on other projects in terms of where to find a local evaluator, what to look for, what questions to ask, what to ask their references, how to get your needs met. So that's another thing that we can help with.

I've got some information here about Tribal PREP grantees. They're in the middle of conducting their needs assessments. And so these are the kinds of data that they're having trouble finding right now for their needs assessments that we can help them with.

And the last preliminary finding that I just want to share is that many grantees who are planning to work with schools don't have written agreements with schools in place at this time. And having worked with a lot of schools, on both program delivery and evaluation, we know that can be really

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challenging and very time consuming. A lot of that is beyond grantees' control. But it's something that we have a lot of experience with. The subcontractors we're working with have a lot of experience. And we can certainly help with that if help is needed.

So we asked grantees to identify the top three topics they're interested in learning more about. And if you look in the first column under state PREP, you can see the number one thing that state PREP grantees want to hear about is performance measurement. And it sounds like Dirk Butler's going to talk about that today. And that information is starting to flow for you. So that's really good.

The second thing that folks really want to hear more about is local evaluation. And the third is implementation fidelity. And so we're trying to gear the training and technical assistance and topics in our workplan with FYSB to try to address at least these three big issues. But you see there are other issues here that we're also trying to address.

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We also asked grantees about the training and technical assistance formats that would be most helpful for them. And overall, grantees who want training like group conference calls or webinars, like what we're doing today. Because they're very efficient and you can get a lot of information and you typically get slides or materials that you can go back and reference.

There were a couple of exceptions. The state PREP grantees who want training and TA for implementation fidelity or adaptation really want something more intensive, like in-person training or a site visit where a TA provider could come to their site and provide TA there. These are topics that tend to be much more tailored and much more complex. So those are things that we can offer if folks want those. And then we also got some feedback from Tribal PREP grantees. And we are going to have an opportunity to answer questions and your comments at the end. So please go ahead and submit anything that you want to ask or say on your screen. And we'll be taking all of those questions about training and TA at the end of this segment.

So here is the organizational structure for providing the training and technical assistance services. You can see at

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the top that RTI reports to FYSB. And over on the right, Kathy Williams is the RTI project coordinator. So you may see her CC'd on email communication as well. And then the next box that you see are the four subcontractors that RTI have. We work with ETR Associates, Healthy Teen Networks, the National Campaign to Prevent Teen and Unplanned Pregnancy and John Snow, Incorporated. And then at the bottom, you can see our five main services that we provide to grantees. On the left, we provide individual grantee support in the form of TA. And I've listed out for folks here the staff who are actively involved right now in providing TA to individual grantees. Alex Idler has just begun some work with one state. And there are lots of other folks on our five organizations project team who are available. They're just not working on active assignments at this time. So this list will grow. And then it may shrink some as people get their needs met. But we have a large stable of TA providers who are available with lots of different types of expertise.

The second box you see we're going to offer some offsite training in the form of e-learning modules, tip sheets, webinars, conference calls and e-updates which are electronic newsletters. The third box, we will conduct

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three regional trainings this year. And we've already conducted one which was a tribal PREP grantee kickoff meeting in December. So we have two left. One will be an east regional training and one will be in the west. And LeBretia mentioned that you've probably already received your conference registration website for the annual meeting with information about this year's annual conference. And the last thing is that we've developed a community of practice website that FYSB is reviewing before it goes live to grantees.

So, I wanted to refer folks to a handout that I hope everybody got. It's called Teen Pregnancy Prevention Technical Assistance Services and Support. And this just provides a menu of all the kinds of things that we could do for you if you decide that you want TA. So on the left hand side, there are three big categories of TA that we can provide. One is planning and management with lots of different items under there. One is program implementation. And the other is evaluation and assessment.

On the right hand side is some information about how to get TA. The referrals for TA are initiated by project

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officers. So if grantees want to express support, all you have to do is ask your project officer or let your project officer know what it is that you would like to receive TA in. And your project officer can work with you to decide what the best course of action is.

The kinds of in-depth technical assistance that we provide include telephone calls. We can do things by email or send references, resources, example, forms or tools or documents, questionnaires, things that might be helpful for grantees. And we also are able to do site visits if that's something that's warranted.

When we get a TA request, just so you know what to expect, we have four steps that our TA providers go through. One is just a comprehensive assessment. Of course, we read the request that we get by email saying what the grantee wants or what the project officer thinks that the grantee could find useful.

And then we have a lot of documents already from last year. And so we review those. We have grantee applications and program plans, some review comments you may have received, your response to your reviewers. And so our TA providers

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look that information over and they ask a lot of questions. Like, are some of these issues resolved? Are they ongoing? Are there other things that are coming up and might be related to the request?

And then we make a recommendation about what we think needs to happen. And that's a good point for FYSB to tell us, no, we want you to go in a different direction. Or, that's exactly the direction we think we need to go in. And then we provide TA. And then we follow-up with the grantee about the TA that we've provided. And eventually, grantees receive a satisfaction survey for grantees. And project officers will also get a satisfaction survey. So that we can start getting some feedback about how our TA providers are doing and how we can improve our services?

We also have some web based tools. They are not live yet, but they have been developed and are under review. We've developed a web based capacity assessment tool to assess grantees' capacity to implement strategies with fidelity and make adaptations. And the tool also assesses age appropriateness and medical accuracy of programmatic materials. It assesses grantees' conformance with federal

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requirements and grantees' capacity for effectiveness in meeting program goals and objectives.

And so, this-web based tool is sort of a self-study. Lots of different people at the grantee or sub-grantee level can log in and provide information. And once the grantee has decided that all the people who need to provide information have done that, the web based tool calculates, using some macro formulas that our web programmers have come up with, a report that sort of shows what the strengths are for the grantee, the areas that are very strong, as well as some areas that might need improvement. And this is really great information for grantees, for grantees to share with their sub-awards, and for project officers and TA providers to discuss as a starting point some of the areas that grantees maybe wanting to work on.

FYSB's reviewing this tool right now to make sure that it's really helpful for grantees and for FYSB to meet their needs. And then I mentioned that we also developed a community of practice website with features to support collective learning and sharing of knowledge among grantees. And so that is also under review. But as soon as those two go live, you'll be getting information about

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how to log into a website. And we'll be looking for input about how we can improve those tools.

So here are the planned webinar topics and some tentative dates. There have been some slight changes to this. There is one webinar that's actually at the very top that isn't appearing on this right now. And it's a webinar on needs assessment. And the audience is for tribal grantees. And that has actually been scheduled for tomorrow.

So that's the first webinar. And then we will do, you see the next five adult preparation subjects, minimum standards, local evaluation, recruitment and retention of teams, working with parents and engaging young men. And it's likely that we may not do this last one on reaching special populations before September 30th. But it's something that we may be considering for after September 30th. So within this fiscal year, we're probably going to do the one on needs assessment for tribal and then the top five that are listed.

I mentioned that we have two more regional meetings or trainings that are coming up. So we're planning two, two-day, face-to-face trainings for teen pregnancy

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prevention grantees. And we will offer continuing education units for each training session. And we will develop and present skills-based training for program delivery staff. The model that we use when we do skills-based training is, first of all, just to just describe a skill that folks are trying to learn. And then we typically have the trainers demonstrate that skill. So that you can see at least one way that skill is used. And then we provide lots of opportunity for guided practice for attendees to work in fairly small groups. We tried to limit these to no more than twenty or thirty people within a session. We may have multiple sessions going on at the same time. But we don't want 100 people in the room. Because we want people to get very individualized attention. And then we want to give folks feedback about what we saw when they were practicing their skill and lots of additional reinforcement about things that they did well when they were doing it, things that they may want to work on when they go back home and try to practice that skill.

And so, here are the regional training topics, some tentative dates and locations. I mentioned that we've already done one which is the tribal PREP kickoff meeting in December. The other two we're broadly titling program

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management because I think they're going to cover lots of different aspects of the things that are important to grantees in administering their programs and delivering evidence-based programs and making adaptations and ensuring fidelity. And our plan is for these to be four state PREP grantees. We're looking at doing one July 17th and 18th. The folks would probably travel on July 16th and get started early in the morning on the 17th in Denver. And then another one August 16th and 17th with an August 15th tribal day in Washington, D.C.

And the last thing that I've got before we take questions and comments is just a little overview of what the annual conference agenda looks like. There is a lot more detail than this on the conference registration website. And if for some reason your email has blocked you out of receiving the announcement for that conference registration website, please don't hesitate to let either your project officer or me know. We've got lots of email addresses coming up in some future slides. So we've got at least four ways that you can let folks know that you didn't get this information.

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On day one, you'll see there's a plenary session at 9:00 on addressing relationships, past and present, in your work with youth. This session's going to have a focus on trauma-informed services. And you can see Bryan Samuels is going to be presenting, [as well as] Healthy Teen Network and Julie Collins from the Child Welfare League of America. They will be the panelists for that plenary session.

And then you'll see at noon there is a lunch with a plenary session. The lunch will be provided. And then there will be a panel of federal Teen Pregnancy Prevention Program officials who will talk about evaluations that their offices have been involved in. You can also see that there are three slots for concurrent workshops. We actually have a title across three days of six concurrent workshops. And each slot has seven choices for folks, depending on which track you want to focus on. So there are lots of choices for folks beyond these plenary sessions that I'm mentioning.

The second day, which is Tuesday May 1st, there's a plenary session at 10:45 on working with vulnerable populations which include runaway and homeless youth, youth in foster care and Native American youth. And so, we have three

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panelists there who have specialty areas in each of these populations. And you see lunch is on your own that day at noon. And then there are two more concurrent workshops at noon. And then there are two more concurrent workshop sessions where you can choose from seven different workshops to sign up for.

And on the last day, Wednesday, May 2nd, the lunch is also provided and is a closing plenary session. There will be a youth presentation by Scenarios USA. And then there will be a closing, really motivating, high energy session by Justine Love who is with CBS Radio in Washington on healthy choices and positive communication. We're very excited about the plenary speakers that we have as well as the breadth and the value that we think that all of the workshop presenters are going to offer. We have a mix of federal folks, research and evaluation folks, program folks, folks who are involved in helping get community champions and community buy-in, folks who work with different special and targeted populations, lots of information about implementation and adaptation and recruitment and challenges and data collection, lots of different workshops to choose from. And as I mentioned, they're all on the conference registration website. Most

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of those do not require pre-registration. You just pick what you want to show up at on April 30th and show up. But there are a few, the skills building sessions I mentioned, that we limit to about 30 people. They do require pre-registration. So if you see a session that's marked skills building, go ahead and sign up as quickly as you can. Because the slots are limited for those. I'm happy to put people on a wait list if someone changes their mind or drops out. But once those are full, our only option is going to be to repeat those at another training rather than a conference.

And then the last slide that we've got here are contact information. There's my email address, Kathy's email address and Megan Hiltner at JSI who is handling conference registration issues. So I actually think that was probably the fastest way to get information if you did not receive conference website registration information is to email Megan directly. And she can make sure that you get that. But anybody here or your project officer can help make sure that you get that information. LeBretia, do you want to open it up for any questions or comments?

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MS. LeBRETIA WHITE: Sure. And we do have a few questions. The questions that are related to the next presentation. So we'll hold off on those. Those questions that are related to T/TA, we can definitely move forward in responding to those. I think the first one [inaud.] to check what CEUs will be available at the annual conference. Unfortunately, we're only able to move forward with the NASW credit. But when you complete your evaluation at the annual conference, please indicate whether or not you're interested in NASW or another CEU so that we know how to plan for future training. Then you've got the regional trainings that are up and coming to make certain that we have CEU credits available for the applicable program.

And someone asked about a web link to the conference site. You should have received that. And I would ask if you would also check your spam and junk mail, because that's where mine went, to see if you actually received that email. If you did not, I want to say - and Olivia chime in if I'm incorrect, but Megan Hiltner would be a good contact if you don't have information regarding the conference.

MS. OLIVIA ASHLEY: Correct. Megan is the fastest way to get a response. But any of those three email addresses for your

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project officer can forward that to you. And I know there were some emails that bounced back. I don't know if it's because the charity systems denied these going through or if there were problems. You know, if your email box is full on a particular day that we sent it, it may have bounced back. So please let us know if you want another email or the best email address to send your information to. We're happy to resend.

MS. LeBRETIA WHITE: Okay. Thank you, Olivia. And there was another question in regard to being able to download webinar slots and information from today. You should have received an email from your project officer or from our office, the FYSB office, with all of the information that's being reviewed today. If you did not, please contact your project officer for copies. But also know in the near future, we'll also post that information to the FYSB internet site.

There's another question about how many people can attend the regional meeting. Given the skill, we will provide additional information regarding that at a later time. We're still in the process of forming groups that will attend each of the regional trainings. Last year, we had

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greater participation at the East training than the West. So we're in the process of reconfiguring. And so information will follow soon enough.

Okay. There's a question about Chart B-1 for the performance progress reports that were reviewed earlier in the webinar. And so there's a question about reporting on sub-populations such as LGBTQ. Is that information required or optional? And that information definitely is required, especially if you indicated in your program plan and design that that's a specific target population.

And I think there's a question about will scheduled webinars be scheduled at the same time as this webinar? Typically, we try to hold webinars, 3:00 p.m. Eastern Standard Time, to accommodate states and grantees that are on the West Coast and in other territories. We also do service some territories through this program.

On Attachment 2 for the performance progress report, it asks for a number of JJ, juvenile justice, foster care runaway homeless youth and LGBT. Is that mandatory to collect? Again, yes, depending upon how you designed your program.

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And we've given a schedule for the regional meetings. There's a question about where regional meetings will be held. The first is July 17th in Denver. Primarily those westerner, mid-west states. And the second will be a repeat for the east grantees, August 16th through the 17th in Washington, D.C.

There's a question as to whether or not sub-awardees contract and evaluators will be able to attend regional training and meetings. Again, please stay tuned. We're formulating who those participants will be. And we'll provide that information in the very near future. We know that as soon as possible for planning. And because those trainings are in the summer with summer vacation schedules, we're cognizant of that. And so we'll provide that information as soon as possible.

There's a question about whether the Midwest is a part of the west. Depending on where your state falls, and we may be doing some reconfiguring to make certain we have equal participation at both of our trainings. So please stay tuned for additional information on that. Thank you so

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much, Olivia. And thank you grantees for those excellent questions.

At this time, we're going to move forward with our agenda and having Dirk Butler talk to us a little bit more about evaluation or to talk with us in general about evaluation and performance measures, a real hot topic for everyone. Dirk.

MR. DIRK BUTLER: Good afternoon, everyone. Thank you very much, LeBretia, and all my esteemed colleagues within the division. My name is Dirk Butler and I am the social science specialist here at the Family and Youth Services Bureau. Many of our main responsibilities have to do with research and evaluation of our program. Specifically around our multi-component evaluation with the Teen Pregnancy Prevention Program. I'm also jointly joined within that evaluation effort by my colleague, Ms. Clare DiSalvo, who is a research analyst over at the Office of Planning, Research and Evaluation, OPRE as we professionally know them as. And we are jointly overseeing this evaluative effort.

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I want to talk to you a little bit today about the evaluative efforts that the federal government has in store for the state PREP program. And also talk a little bit about the other federal evaluations that are going on as well. Just kind of link everyone in to know that they're part of a bigger mission around evaluation of teen pregnancy prevention programs.

It's a really exciting time, a really unique opportunity that I think we have to really influence the literature, influence programs and to serve youth better. So we're extremely excited. As some of you may or may not know, we have our contractor for the multi-component evaluation, which I'll talk a little bit more about later, is the Mathematica Policy Research organization. We're happy to have them aboard and we've definitely hit the ground running in terms of our evaluative efforts which I'll talk about in a few minutes. And there's also component measurement development which I'm sure all of you are very interested in.

So without further ado, as I said earlier, there are numerous federal evaluative efforts going on right now across agencies. The federal teen pregnancy prevention

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research and evaluation projects are numerous, but are also tied in together to our evaluation work group which we are very proud of. It's again a unique effort to coordinate and collaborate across research and evaluative projects. So we're extremely excited about this effort. It's a unique effort. It's an effort that I feel is instrumental in developing excellent products, at the end of the day, to help our youth that we serve. So we're extremely excited about the effort.

Part of that effort, of course, is the PREP multi-component study which I'll talk a little bit about later. Just briefly, it is a three-tiered effort that I think gives us a really excellent opportunity to have some really comprehensive and really wonderful information around the way in which state PREP programs are not only being rolled out, but also how they are acting and impacting our youth. And like I said, I'll talk a little bit more in-depth about that as we move forward.

Of course, in addition to that, we have the PPA study as we call it which is an evaluation of adolescent pregnancy prevention approaches. This is an evaluation that is implemented by the Office of Adolescent Health, or as we

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call it OAH, and OPRE as I mentioned before, Office of Planning Research and Evaluation. Specifically, it is an evaluation of eight pregnancy prevention programs, both federally funded and those that are not federally funded. It's really looking at innovative strategy and really trying to solidify the knowledge base around those particular strategies. So we're really excited to be a partner with that, and FYSB is also a partner within that organization, within that effort, around our pre-expansion.

We also have the teen pregnancy prevention evidence review which is a literature review and rating that includes all for papers and a broad search for new literature. Studies are rated on the quality of their research design and implementation. And through this process, a list has been developed about programs that have been shown to be effective with working with actually changing behavior around youth and teen pregnancy. So we're real excited about that and we'll talk a little bit more in-depth about that in a few minutes of why we think PREP is positioned very nicely to actually add to that list.

And finally, we have our community-wide study which is a CDC effort that's a quasi-experimental evaluation of ten

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intervention communities. And again, it's a really interesting evaluation. It's a little different than the other efforts in its research design, but I think nonetheless will be extremely impactful as we begin to learn more again about the teen pregnancy prevention world.

Next slide, please. And this is just again an overview of some of our partners that we collaborate with. Not only on the multi-component evaluation. But as I said before, throughout the evaluation work group, we have the Office of Policy Research and Evaluation, OPRE. We have the Office of Assistant Secretary for Planning and Evaluation who actually oversees, along with us, OAH, oversees the evidence review. We have others that these control. We also have the Office of Adolescent Health who we work with on the PPPA evaluation as I mentioned earlier. And, of course, we are the Family and Youth Service Bureau which oversees the multi-component evaluation alongside the Office of Policy Research and Evaluation, which is OPRE.

One of the things that's really exciting at this time is our HHS list of evidence based program models. Let me just say first that this particular list is in no way an endorsement of these particular programs that make it onto

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the list. I think at this point, we have twenty-eight programs on that list. But what it is is an acknowledgment of the effectiveness of these programs, the scientific rigor and research that these programs have been proven to be effective in changing behavior around this particular topic of pregnancy prevention.

So we're always looking to add to this list. This list is ever-evolving. As I said earlier, it's an independent systematic review of evidence based programs that have been shown to have evidence of preventing teen pregnancy and reducing the rates of sexually transmitted infections and also impacting positively with reducing sexual risk behaviors.

Again, the review process is very, very rigorous. We're looking for programs that are of the highest quality, highest standard. But we're also open to looking at that particular review process and making sure that it's as inclusive as possible as well. As we tried to really attract new and promising practices that have been validated and that have shown some evidence of working with certain special and vulnerable populations. That's something we think PREP will be able to help us with.

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Because many of you are working with very vulnerable populations that traditionally or at least historically haven't been tested as rigorously as we would have liked. So this is an opportunity to actually do that and actually put some of these programs on that list. So we're extremely excited about that.

So in addition to that list or in relation to that list I might say, it's science, not magic. It's critical that we are well-grounded in scientific rigor, that we have underlying hypothesis theory of change, that we have our logic models together and that the intervention that we are supporting have actually developed those models and that they are actually based in some real scientific, strong scientific rigor.

So, of course, we must be more explicit in step two. There are no miracles. There's definitely an understood theory of change. And this is what we're basing our evaluation efforts on, understanding that it takes time. It takes time to really develop a good comprehensive evaluation. It takes time to develop performance evaluations that work and that make sense and that will not be overly burdening [to] grantees, but at the same time will be conducive to what

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grantees need. And we'll talk a little bit more about that moving forward.

We really want to make a move towards actually developing measures and developing evaluations that can feed back into grantees to make sure that grantees are able to actually provide the best programs possible for the youth that we serve. Because that's at the end of the day who it's about. It's about the youth that we're working with and making sure that what we're doing is as effective as possible.

So, that's the goal and FYSB's committed to that goal. And as I'm sure all of you are, we'll move forward together. With that in mind, there are certain federal research and evaluation we believe incorporate numerous aspects. Of course, technical assistance monitoring, which can take on many different connotations, site recruitment is going to be a big thing as we talk about the different components of this particular multi-component evaluation, community collaboration which is something that I think is often overlooked, but is essential to any evaluative effort. There has to be community buy-in. There has to be community participation. And most importantly, there has

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to be a community collaborative effort with the federal government. And we understand that and we're committed to that.

And, of course, we want to make sure that we're accepting public impact. That's kind of the point. We want to make sure that the things that we're doing are actually helping to change the behavior of young people and keeping them safer than when they started with the program.

So we've talked a little bit about some of FYSB's underlying pedagogy around research and around our evaluative efforts. We want to also highlight something that I think is extremely important. The theme of our annual conference this year is merging research and practice. That's something that's not just a mantra, but it's actually something that we're really serious about, something that we take very seriously, very important to what we're trying to get across. So we really are wishing, and we're not only wishing, we are emphatic, about merging research and practice together. These are the goals of FYSB. So, of course, as you know, we have a problem. But we want to respond to that problem as effectively and efficiently as possible. So we want to define the problem.

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We want to identify the risk and protective factors. That's something that we're really moving towards as a bureau, looking at not only the risk factors that young people are involved in, but also the protective factors that help them with alleviating that risk. Of course, developing and testing interventions and, of course, finally implementing and evaluating programs, which is where I come in as well as the Mathematica team.

And, of course, we want to move this towards practice and service. A lot of times, one of the most difficult things for practitioners and researchers [is to] come to this common ground of where research feeds practice and that practice feeds research. And there's a synergy between the two. A lot of times, practitioners and researchers can struggle with the communication of where the research actually fits into what people do in the day-to-day and how that actually can help them do what they do better.

We had those debates here about how best to do that. It's an important piece and it's something that we struggle with and that we grapple with. But I think it's important to struggle with that. So, I think one of the key efforts to actually bridging that gap is the provision of technical

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assistance. Technical assistance is not something that we do in response to a problem only. It's something that we can also do in diagnosing a problem, being in constant conversation with what you guys are doing and what it is you are implementing, helping to actually get in under problems as opposed to just responding to problems is something that we want to do. And that's extremely important. I know Mathematica will play a role in that in terms of the impact study aspect of what it is we're doing which I'll talk about in a few minutes. But I know RTI's also involved with that as well in terms of helping to really diagnose what some of the challenges maybe moving forward and helping to actually help alleviate those challenges as well. So along with that is the setting and collecting a performance measurement. We are fully aware that the performance measurement piece of the evaluative efforts is very important to you and that's something that you want to hear. You want to know what it is we're going to be collecting. Others want to match up data collection efforts and timing. So we're very aware of that.

But at the same time, let me say this. I think it's important also to make sure that we have the right measures and that the measures that we're using are well thought out

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and well-define and OMB clearable because that's also important in our timeline. But in all seriousness that they speak to what it is you on the ground are going to be able to collect, collect well and then use once we do analyze the data, feed back to states, helping them to improve the services that they offer to young people. That's the goal. So we're going to take the time that we need to do it correctly. And we're going to work with you and get your feedback on things as well. We want them to be collaborative, but at the same time we want this to be right and want this to be as effective as possible in assessing the outcomes that we have for the youth that we serve.

A key important part of that will also be monitoring and the quality of program implementation. That's going to be important. We want to make sure that we're responsive to the program implementation and that we'll constantly monitor that.

And, of course, assessing public health impact. The bottom line is, is what we're doing working? What we're doing is too important to not know the impact that it's having on communities and on the young people that we serve.

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So again, not only do we want to link research to practice, we also want to link research to action. We want to make sure that what we're doing is having an impact on the ground and that what we're doing is actually making things happen in the agencies that you service and in the children and the youth that we service.

So we want to be careful with any development of performance measurement. And with any development within any access of our research endeavors that data doesn't evolve into a bureaucratic hoop or a bureaucratic loop that people have to jump through to justify what it is that they're doing.

We want to try to shift that focus. We want to make sure that the focus is not only around reporting certain measures to Congress and also reporting certain measures to FYSB, but is also about improving the program and improving the delivery of those programs to the youth. That's something that we're committed to. So we don't want this to be a bureaucratic obstacle or hurdle. We want this to be something that's collaborative, that actually helps programs instead of hindering them.

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So one of the things that we want to do with this particular webinar is try to put some of those concerns, we want to try to address some of those concerns.

We want to make sure that this becomes a continuous quality-improvement endeavor. The performance measurement specifically, we want to have a real focus on program improvement. We want to have a real focus on making programs better. So that's something that we're actually collaboratively talking about with other federal agencies, what they've done, how they've actually used performance measurements to make programs better. Once we've amassed this information, I and my colleagues over at OPRE will also be working with Mathematica to help support a plan to use these performance measurements. So they're not just sitting there as something people request when a Congressman has some request of information, but more so that they're actually used to help the program. Not that that's not important, but improving the program is also important. And that's something that we want to be dedicated to.

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Because at the end of the day, this is kind of what it's about. This is kind of the point that often gets lost, that we are in the business of saving lives. We're in the business of helping children, youth, whatever population we're dealing with, alleviate some of the challenges they may be facing in not only their communities, but in their lives. Sexual risk-taking behavior is a killer. It's something that can really derail a child's life. It's something that can actually hinder their social mobility, their ability to have future chances. So it's something that we have to really take seriously.

This diagram shows some of the underlying issues that we often don't really get at. We usually intervene at the third level, kind of ignoring the other stuff underneath, knowing that the outcome is an early death. So what we're doing at FYSB is we're really trying to intervene throughout the continuum of this particular pyramid. And we think our research and evaluative efforts will pose an important aspect of that. It will actually pose a very important intervention in this particular pyramid. It will give us some insight and some knowledge into the different aspects of the child's life cycle and their life

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perspective. And we'll be able to intervene in ways that we haven't been able to intervene in before.

But again, that takes careful, thoughtful effort. It takes careful, thoughtful contemplation about not only measures, but also about what's the rationale behind those measures. Why are we doing those measures? What are those measures getting us? Where are those measures placing us on this particular pyramid? How are those measures helping us to be effective in delaying that early death which is unfortunately all too common for a lot of the youth that we serve?

We have the research framework that is extremely important. And I think what I would really like people to highlight here is the technical assistance and how it's happening at different points in different areas within the continuum of this research intervention.

So the framework calls for a variety of different technical assistance. And then the loopback after we've assessed program impact, the loopback into programs. It's extremely important, again, that we create this feedback loop for programs and that we are able to help programs again do

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what you guys do to the best of your ability. And it also helps the sub-awardees that you have do what they do to the best of their abilities. Because this is going to be a constant dialogue. This is the to be a constant providing of technical assistance, feedback about how that went, more technical assistance, feedback about how that went and being able to really have a synergy around this continuum, again, so that we can move from this problem area to the response that's positive and effective for youth.

So the multi-component evaluation. The multi-component evaluation is a federal evaluation that's mandated by Congress. When Congress appropriated PREP, the state PREP program, they mandated an evaluation. And this is the best way we felt to actually get the most bang for your buck, if you will, around the evaluative efforts. PREP is a three-tiered evaluative structure that functions on a continuum as they feed one another. Each one is considered a study in and of itself, but again they feed one another. It is a joint effort again, as I said, between FYSB and OPRE. And Mathematica has been contracted to conduct this evaluation. There are many different aspects of the evaluation going on as we speak, performance measurement

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being only one aspect of it. But I think we'll get into a little bit of that right now.

So we essentially have three objectives with the multi-component evaluation which is the evaluative wing and arm of the state PREP program. And I guess this would be a good time to say that one of the things that the evaluation team does, that specifically myself who's worked very closely with the program with the project officers and with Mark Clark as well. Again, that synergy is extremely important. It's extremely important for us to have constant communication with the project officers around what's actually happening with the grantees, what's actually happening with you. And it's important that we actually loop markets to all the decision making processes around the evaluation efforts to make sure that they're aligned with how he feels evaluative efforts in the program should be moving and at the same time getting his feedback from the leadership PREP standpoint about how the evaluation fits within what program is doing as well. So again, even on our level, on our side of the coin, this constant collaboration and this constant synergy.

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So with that said, again, we essentially have three objectives. The first objective is to document grantee programs' design, position and implementation experiences. We essentially call this DIS. This is the design and implementation study. The objective too is to conduct an in-depth study of program impacts and implementation. We essentially call this the ISS, which is the Impact and Implementation Study. We're still working on that one. And this will be an in-depth implementation and impact, randomized control trial evaluation of four to five sites that will be picked by Mathematica, as well as FYSB, as well as OPRE, for not only their feasibility, meaning, of course, the ability to have a randomized control trial, enough sample, enough power, et cetera.

But also based upon the types of populations that are being served. FYSB has a commitment, as you know, to vulnerable populations. That's something that we're committed to. That's what we work with. Our runaway and homeless youth program that's here, our family foster program that's here, all work with very vulnerable populations and that's a serious commitment of FYSB and is a commitment within the impact and the evaluation as well.

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And, of course, we have the PAS which is the collection and analysis of performance measurement. And this is all grantees. And all grantees are reporting on the list of different performance measurements that will be finalized probably within the next ... well, I shouldn't say finalized. Because you'll probably get some correspondence about what those measurements will exactly look like and [you will] be able to respond to those measures sometime in early April. That's what we're shooting for. But we'll go through the timeline in a bit.

So, again, a little more in-depth. The DIS, the Design Implementation Study, which is the document program design and implementation of state PREP programs. The overall purpose of this study is to, as a Fed, understand the document, the implementation, the rollout of PREP programs and how these programs have been implemented across the country. And there's hope that this effort will kind of inform our understanding of program design and implementation and provide state level policymakers, community stakeholders, sub-awardees, Congress and the general public with useful information for future decision making around not only PREP, but other teen pregnancy prevention programs.

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It is also thought that this particular part of the evaluation will inform other parts of the evaluation. As I said, while each one is considered an individual study, they also feed one another. So the things that we find out in the DIS will be very related to site selection within the IIS. They'll also feed in a certain way the PAS as well.

The impact of the implementation study—which is again to assess the effectiveness of selective programs. Again, the overall purpose of this study is to describe the implementation of selected PREP sites. As I said before, about four to five sites, in an in-depth manner and to determine the selected programs' effectiveness at impacting key intermediate behavioral and other ... when we say intermediate, we're saying maybe to the extent of attitudes and knowledge.

When we say behavioral, we're saying more sexual risk-taking behaviors, certain sexual initiation, consistent use of contraception, things of that nature. This is really going to be an impact study. We're talking about randomized control trials. We're talking about having it

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kind of factual. We're talking about sites that have sample sizes, et cetera.

So as we move forward, we can now move through to the PAS which is the performance measurement part of the multiple component evaluation. The PAS, of course, the purpose of this is to create a performance management system that has meaningful ... key word there ... meaningful performance measures that communicate PREP's mission and priorities, as laid out in the law and also the funding opportunity announcement.

Also, we want to ensure that grantees are meeting particular benchmarks that will be set at a later date. And it's important to understand that the meaning of those benchmarks are not punitive measures. But the meaning of those benchmarks are again to inform technical assistance, to inform the assistance and aid that we can give the grantees and also to highlight grantees or to highlight practices that we see are really working. We want to not only be able to help those that may not be meeting those particular benchmarks, but we also want to make sure that we're using that again to highlight those that are and maybe institute some of those strategies that are working

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in other places. That's something that's also important to us.

Program improvement is definitely something that we're highlighting in this particular evaluation. We want to make sure that the evaluative efforts that we're having are useful and helpful to programs. So program improvement is extremely important. The tracking of program implementation is also important. We think it's important that we were able to actually say what implementation works and why it's working. That's going to be helpful as we move forward with teen pregnancy prevention activities that the federal government as well as yourselves have planned.

Now, what's involved in performance measurements? Of course, one of the things that the team has been working on right now is the development of particular domains that we're going to be looking at and that we're going to be drilling down to. Of course, the OMB process, as many of you know, maybe I don't, is quite involved. And it's something that we have to do. It's something that's mandated by law that we do.

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OMB being the Office of Management and Budget. And one of the things that they do is they oversee all of our instruments, our survey instruments, our survey design, our research instrument, anything that we use to survey the public has to go through OMB clearance. This clearance process as I said, can be quite exhaustive and extremely in-depth.

But again, it's important to protect the public. It's important to make sure that our measures and our instruments are as well done as possible. So we work with OMB to make sure that those instruments get final approval, final clearance, before you guys even see those instruments.

So again, part of the timing around releasing performance measurements, part of the timing around actually developing performance measurements has to go through this real rigorous process of first developing the domain based upon the literature. And that's a lot of back and forth between us, Mathematica as well as OPRE, Mark, et cetera, going back and forth to make sure that the domains we develop make sense and actually are applicable to what it is grantees are doing.

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Then we have to go through the OMB process which can take 60 to 90 days. There are questions that could be longer. Then, of course, we have to test these measures to make sure that the measures that we're actually using, when we're in the field still make sense, still work.

Of course, data collection and reporting frequency and methods is something that we have to also design and think about. How often, how frequently, will we have grantees' reports? Then, of course, benchmark settings. When do we want to set benchmarks? Where do we want to set benchmarks is something that's also part of the process. And, of course, developing this feedback loop, this feedback system, to make sure that once the performance measures come in, we analyze them, that the data is used to improve programs is something, as I said, we're talking with a lot of our federal partners about and that we'll be working with Mathematica too as well.

And, of course, the final piece of that would be technical assistance which, again, once the feedback is done, we want to make sure that we're helping boost programs that maybe having some challenges, but at the same time helping to

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maybe spread the word if you will of our programs that have been doing things that are working and maybe they can be adopted in other places.

So, we have a dual data collection strategy. Or I should say data collection priorities for the multi-component evaluation specifically around performance measurements. Of course, program structure. One of the things that you may have seen, hopefully you have seen, had a chance to look at, is the two pages that were sent out I believe this morning in regards to the Personal Responsibility and Education Program evaluation. It was an old review document that laid out some of the things I'm talking about right now in terms of how performance measurement relates to a particular program, timeline, sources of information and what information will be most likely collected. I want to give some extreme thanks to Mathematica as well as child trends which is those working with us on the evaluation, pulling this document together and also the federal partners that are involved in that process as well.

The first part of the whole PREP performance measurement piece is the collecting information on program structure. This refers to how the grant funds are being used, how

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program models are selected, the ways in which grantees and sub-awardees support programs, implementation, certain issues around cost and the characteristics of youth served. Again, this gives us a real good snapshot of what programs are doing and how they're doing. So, extremely important.

The next part, of course, is program delivery. This refers to the extent to which the intended program dosage was delivered, youth attendance and retention, youth's perception of programs' effectiveness and their experiences within the programs, also challenges that may have been experienced. A lot of this talks to fidelity and other aspects of implementation. How was the program actually delivered? These will be the two main focuses of data collection for the PREP programs.

Here you see that laid out a little bit more clearly with program structuring. You have a number of sub-awardees. You have characteristics of youth entering programs. I think a number of program models, grantees, training, amount of grant funds allocated for various activities.

One of the things I'd like to call your attention to here is the second bullet which is characteristic of youth

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entering programs, which will be demographic as well as behaviors. One of the things we're really focused on here is we're strongly considering requiring grantees to have survey participants respond to questions regarding sexual risk-taking behaviors.

We want to actually make sure people understand that this may require an IRB approval process. You may already be going through an IRB approval process being that you're serving youth. But again, this may require a certain level of review.

So one of the things we really want is your feedback and we're really interested in your feedback around that. We feel that the sexual risk-taking behaviors are extremely important aspects of what it is you do. We want to be able to assess that for youth definitely upon entry. We think that there's some real benefit to that. But at the same time, we understand that there's an IRB process that many of you have to go through. And we'd like to hear your feedback on what you think some of the challenges maybe or what you think some of the triumphs and opportunities maybe with that. Again, this is a collaborative effort and we

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just want to make sure that we get your feedback around that process.

Of course, you see here with the program delivery some of the things that maybe collected, number of completed program hours, number of youth attending, youth potentially in attendance, youth perception of program experience. Again, there may be some perceived impact up there. Variety of subpopulations being served.

Again, strong focus on program improvement. We want to make sure that we're setting clear and appropriate benchmarks. That's something that will be done and deliberated on down the road. But again, we want to make sure that we're setting benchmarks that are applicable and appropriate for your particular program. So there's going to be a lot of thorough thought around making sure we do that.

Again, we want to provide very directed T/TA [to] identified programs and highlight what programs are doing well. And we can actually have some program-sharing around programs that are really being effective and doing things in a real good way. We're seeing some strong outcomes.

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Let's share that. Let's make sure that people are in the loop around what's going on around the country.

And, of course, we want to find a balance between evidence-based practices and program implementation. Again, as I said a lot of times, we have these evidence-based practices that we know work. And again, translating that to the program implementation that happens on the ground can sometimes be challenging. We want to facilitate and assist that process as much as possible.

The timeline. Of course, everything is always subject to change. We want to say that up front. But this is the timeline that we have laid out and we're going to try our best to stick to that timeline for it to be expedient and to make sure that we are responsive to the needs of the grantees and also responsive to the timeline of the federal government.

But to that extent, let me say that in April, you should be getting the draft performance measures distributed to you. And we will be requesting your feedback specifically about the measures. I think this is a really important time for you to get those measures and things around how you see

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those fitting into your particular organization and to your state. I think that's going to be an extremely important time for feedback. We want to hear from you during that particular period.

Of course, in the summer, we're going to have training and technical assistance webinars when we roll out the final performance measures and explain data collection expectations and support tools. In the fall of 2012, grantees will provide limited data on PREP program structure and delivery for the 2011, August 2012 grant period. And then in the fall of 2013, grantees will provide full data on PREP program structure and delivery for the September 12th to August 13th grant period.

We realize that we haven't had the performance measure developed as of yet. So, of course, to have a report on an extensive list of performance measures would not be possible. So, of course, in 2012 you will provide limited data on PREP program activities. And we'll flush out what that means moving forward once the measures have been finalized on our end and go out for public comment. Or for your comment rather.

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Again, as you see in the note there, data collection 2012 will not require characteristics of the individual youth served or youth participation of program experiences. Grantees will perform data collection of these measures during the 2012-2013 program year and report them in the fall of 2013.

And again, collaboration. I've said it probably fifty times already, but it's extremely important because that's how we feel here. Not only within the research wing of FYSB, but also within the program of FYSB, we definitely collaborate on many things around state PREP. And it will be no different as a federal government. Of course, to make this a successful evaluative process which is our point, which is what we want to make sure happens. It's going to take the federal government to collaborate with the T/TA providers who are on the phone as we speak and making sure that we hear their expertise and also work with them to make sure that the goals of the federal government and the grantees are compliant.

Of course, that means that we work with the grantees in the community to make sure that there's a collaborative effort

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there on the performance measurements once they've been released in April.

And lastly, of course I know some of you are doing local evaluations. Of course, we have the impact study where if there's a local evaluation going on with a particular grantee in a particular state, there will have to be collaboration between the federal evaluative partners Mathematic and the local evaluation.

So, that's it. And I think at this time, we'll take some general questions. But I want to also highlight again that we want to make sure that feedback for ... this type of feedback in relationship to the sexual risk-taking behaviors, collecting that data around entry, program entry for new participants. Because we like to hear that. But we're not going to respond to that feedback here. We're going to take that feedback back to the team, loop the evaluative team back in and make sure that we come up with a plan that makes sense. So, thank you. We're just going through questions right now.

MS. LeBRETIA WHITE: One of the questions is that some grantees have not received the two-pager. We will go ahead and

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resend that after this webinar. What you should do though is check your email. Because the two-pager was included in the email with the PowerPoint slides. You might need to scroll down because there are five attachments that I email.

MR. DIRK BUTLER: And again, let me just also say while the two-pager is a wonderful document that was put together by our federal partners as well as our contractor, the final measures that we decide upon will come out in April. And that will really be a chance for you to give us your feedback around what it is you see and how useful you think they are for you. So there definitely will be ample time to actually discuss the performance measures.

MS. LeBRETIA WHITE: Would it be necessary for each state to go through a state-level IRB process? Or would all PREP programs be under a federal IRB?

MR. DIRK BUTLER: That's an excellent question. That's something that we've talked about. We have to kind of get some closure around some issues, specifically around the sexual risk-taking behavior piece which again I think will be impactful, which we feel will be impactful. But if we do go that route, then we're going to have to kind of figure out some IRB guidance and we'll definitely do that. We'll sit down with Mathematica. We'll sit down with OPRE.

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I'll sit down with Mark. And we'll think about what guidance we give and how we best can move forward to make that process as smooth as possible.

MS. LeBRETIA WHITE: The next question is, Dirk mentioned wanting feedback regarding the IRB process. If you have additional information to share or questions to ask, what are the methods for sharing or asking questions? Should we go directly to our project officers?

MR. DIRK BUTLER: You can always talk to our wonderful project officers here at the Family and Youth Services Bureau. However, what I would suggest is that you type your questions right now. And I know that we will be able to amass those questions through our contractor and they'll be able to pull out the questions that are relevant to this IRB process that we're talking about, sexual risk taking behavior items. Or any other issues that may come across, it might be a good time to type those in right now so we can amass those.

MS. LeBRETIA WHITE: Kind of a statement/question here. The issue of IRB is problematic, but many of us do see PDCY or SD survey for selected high schools give us a valid sample of youth attitudes. So I would assume the question here is, is this appropriate to do? It's framed more as a statement, but I think that might be the question.

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MR. DIRK BUTLER: Again, I think that's something that we're going to have to really think about as a team.

MR. MARC CLARK: One way of thinking about that process is, the YRBS is a school-based survey that's been administered biannually for almost two decades. So now it's a history as well as a group of advocates and supporters at the state level. And at the local level where it's administered in a random sample of school districts. We would not necessarily be involved in the sampling per se. But we also would have to look at how we would have advocates supporting our own research and data collection efforts in ways that was really different from the IRB effort.

And secondly, one of our focal points for study is the relationship between states and sub-awardees. That's not really germane to what the YRBS does. So in addition to the questions that are about behavioral indicators, we have another set of questions about how awardees and grantees work together that are germane to what we're interested in studying as well. So we're doing more than just looking at teenage risk behavior. So I hope that partially answers your question about how the research challenge is a little different from what the YRBS does versus what we'll need to do with the PREP multi-component study, and in particular

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those five types where we're drilling down for more specific information.

MR. DIRK BUTLER: Right. Yeah, I think again we want to make sure we don't complete the five sites and the IIS and the performance measurement. In terms of the performance measurement piece, we'll have to really assess our IRB, how we're going to handle the IRB and we'll give you guidance with that. And we'll sit down and think about that once we've decided how we want to move forward with this particular issue.

In terms of the IIS, the Impact And Implementation Study, this situation is a little bit... I don't want to say easier, but it's a little bit clearer about how that might work.

MS. LeBRETIA WHITE: The next question is, will state grantees need to conduct pre and post-tests beginning in 2012?

MR. DIRK BUTLER: Beginning in 2012? You mean in the fall? Well, I guess they can't.

MS. LeBRETIA WHITE: The 2012 program.

MR. MARC CLARK: You might want to discuss how pre- and post-testing differs. I don't know that that's an essential part of our design that we'll do both exit and entrance.

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MR. DIRK BUTLER: Right, right. Again, part of the development of the performance measurement piece, it's not necessarily going to be a pre- and post-test design. I know that's a design that many people are familiar with. A lot of what we'll be doing is collecting certain data at entry and collecting certain data at exit.

So it's not going to be a straight "give this post a variable." So there's going to be some variation around that. So it depends on what measures we're talking about. But again, that data will not be needed on ... we have to kind of decide which data we're talking about in terms of producing a limited number of data. But again, grantees will not have to provide data on youth participants within that 2012 grantee year.

MR. MARC CLARK: And one way of thinking about pre- and post-assessment, frequently what you're interested in is assessing a limited number of behavior changes or maybe even changes in attitude. Because we're developing measures that will apply in over 59 different jurisdictions that have made a wide array of programming choices, the idea that we would come up with one set of uniform measures to describe pre- and post-assessments is just an unwieldy

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process. Our PREP program is far more complex than what can be done with just a pre- and post-assessment. And in some respects, that idea of pre- and post-assessment could create misleading expectations for some of our key decision makers.

MS. LeBRETIA WHITE: I think we can take maybe two additional questions because we're over time. And what we will do, we promised to record all of the questions that were raised today. So even if you have additional questions now, go ahead and type those in. We won't be able to get to them today. But we will review those questions and try to get back with you with the FAQs based on today's discussion. We'll get to probably one more question. I said two, but we're really over time. So, one more question as it relates to the performance measures. The last question for today is, will it just be aggregate data that would be reported, especially as it relates to sexual behaviors?

MR. DIRK BUTLER: Yes, aggregate data, yes.

MS. LeBRETIA WHITE: Okay. We definitely do apologize. We couldn't get through all of your questions. And some of them we probably don't have defined answers, I was just going to say, Dirk, today anyway. Because as Dirk explained to you, there's a timeline that was shared and there are some other steps to be taken.

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But we wanted to at least get some initial information out to you. Because I know that you're very curious about how we're moving forward with performance measures. So this is just step one in the dialogue. It's not the last step. We'll have sessions during the annual conference that will continue to address issues and concerns that you have about IRB, the whole performance measures piece. We can't answer concrete questions about IRB. But it's on this list today. Because you have to go through your local state level requirements for that. But I see that a lot in the questions that were asked this afternoon. Again, we'll try to answer as many of those as we can.

Thank you so much for participating in our webinar grantees meeting today. We appreciate your enthusiasm about performance measures. Have a great evening. Thank you so much.

(END OF TRANSCRIPT)