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MR. MARK CLARK: Good afternoon. My name is Mark Clark and I'm Director of the Family and Youth Services Bureau Teen Pregnancy Prevention Programs. I'd like to welcome you to our first tribal PREP webinar. And I'm looking forward to spending some time engaged in dialogue and answering questions for all of our grantees and associates.

As we get started, I would like to, of course, focus on our main topic for today which is evaluation and we'll get to that in a moment. Just wanted to first introduce our tribal liaison Deb Yatsko and again just welcome everyone to our first tribal PREP webinar on evaluation. Deb, take it away.

MS. DEB YATSKO: Thank you, Mark. Hi, this is Deb Yatsko. Hi, everybody out there. Thank you guys for your patience in getting this webinar underway today. We're very excited to be sharing information regarding evaluation with all the tribal grants, with all the tribal PREP grantees. And I'd like to give you a little bit of a background on my colleague Dirk Butler who's going to be leading the webinar today. Dirk is a research analyst here in the Family and Youth Services Bureau. He holds both a BA and an MA degree

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is currently working on his Ph.D. in social services administration in Chicago.

Just to give you a little bit more background on Dirk, he was the cofounder of Chicago-based Twin Lineal Institute, which is a research institute producing qualitative and quantitative research. They analyze primarily institutional challenges facing marginalized communities and families. Previously, Dirk also was Social Services Director of the Atlanta Children's Shelter where he was responsible for the overall coordination, supervision and evaluation of social services to over 200 homeless families in the metro Atlanta area. So again, Dirk, I'm going to go ahead and turn it over to you.

MR. DIRK BUTLER: Thanks, Deb. Welcome, everyone. As Deb said, I am Dirk Butler. And I am responsible for the evaluative efforts here at FYSB. And welcome everyone to the evaluation PowerPoint presentation. We're really excited about the work that's going on here at the federal government around evaluation. We believe that this is a really unique time and a really unique opportunity within the evaluative world to really be able to enrich the lives of the youth that we serve around teen pregnancy prevention.

As you will see from the PowerPoint that I'm getting ready to present, as I said before, there's a lot of exciting opportunities and a lot of exciting things going on. And we're really excited to share those things with you right now. So as we move forward, let's begin. And what I'm going to ask is that we type questions, but we're going to hold questions until the end of the webinar. And then we'll take those as they come in.

So part of what I think is really exciting around teen pregnancy prevention is the variety of work that's going on. There's quite a bit of interesting projects that are happening right now. So I thought it'd be really good to share some of those projects with you. So that you know that you're part of some really dynamic work that's happening in collaboration with many, many other offices within the federal government.

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So part of what we have going on with our state PREP program is our multi-component study. This is a very complex three-tiered study that looks at design and implementation of state PREP programs, looks of course at performance measurement, but also looks at doing an impact and implementation study to see how PREP programs are being implemented and to see if they're actually having an effect and change in the behavior of the youth that we serve for the better and having positive outcomes and impacts on our youth's behavior around sexual risk taking, contraceptive use and the like. So it's a really exciting project that we have going on and we're really interested in learning as much as we can around this particular topic.

Similar to that, we have a PPA study which is around innovative strategies. We conduct that with our sister office, the Office of Adolescent Health. This is really a study that is looking at promising practices and emerging strategies within the field of pregnancy prevention, teen pregnancy prevention. And this gives us a chance to really take a look at strategies that may or may not have been replicated in multiple places, but maybe emerging in the world or within the literature around teen pregnancy prevention, to see if they really truly are having an impact on the youth that we work with.

Then we have also the TPP evidence review. Now, what this is, and we'll talk a little bit about this moving forward. What this is is an evidence review that we partner with the Assistant Secretary for Planning and Evaluation which takes a look at evidence-based programs in the hopes of combining a list that will speak to the programs that we feel the rigorous testing, the rigorous evaluations, show to have some or significant impacts on behavior when reducing certain risk-taking behaviors with teens.

This is actually very important. Because what this does is it actually gives us a chance to actually affect the literature and also gives us a chance to affect programs in a very dynamic way. Because never before has there been a comprehensive list of teen pregnancy prevention approaches that we can actually pull from and that we can actually have as a resource. So this is actually a very important thing. We're going to talk about that a little bit later on as well.

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And lastly, we have a quasi-experimental design from the CDC which is a community-wide study which is looking at comparing different communities around different teen pregnancy prevention approaches. So this is actually a very interesting study that looks to kind of take a look at community-wide approaches to see whether they are effective or not.

Four very impactful studies. We work a lot in concert with one another. And we're hoping that our tribal PREP program will also be part of these endeavors and will give us some really good information on how we can help improve the lives of tribal youth as well.

Now, just a little bit more on that. As we talked earlier, we have numerous collaborations that are going on across the federal government which are the Office of Policy Research and Evaluation which is affectionately known here as OPRE. We also have ... and we work a lot with the PREP multi-component study as I chronicled earlier. We have the Office of Assistant Secretary for Planning and Evaluation. And this again works ... we predominately work with them around the evidence review. Of course the Center for Disease Control in a community-wide study, the Office of Adolescent Health with the PPA innovative strategies, a study that I outlined earlier. And, of course, we are the Family and Youth Services Bureau.

And I highlighted these five particular organizations because we work very closely with each other to make sure that we are sharing information, that we are supporting programs in a dynamic way. We're really about collaboration. And I'll talk a little bit about that as well as later.

But we really are about collaboration and a cooperative effort to make sure that we affect positively the lives of the kids we serve also. So we can also help grantees do what you guys do as effectively as possible.

So, moving on. Research and Evaluation. The federal government has as a mantra certain effective federal research and evaluation incorporate a variety of aspects. Of course, that incorporates assessment, intervention, technical assistance,

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monitoring, site recruitment, community collaboration, and, of course, finally assessing impact or implementation and in some cases assessing both impact and implementation.

All of these aspects are intertwined and part of a continuum, and at the same time are interwoven together. So, for instance, once we are able to assess impact and implementation, we want to turn around and use that to provide technical assistance. We want to be able to monitor that technical assistance to make sure that it's providing what it is grantees need. We want to make sure that we're constantly assessing to make sure that what we're doing is working. And then we also make sure that if we have something that needs to be addressed, we're on top of that as well. So all these factors work together. And I'll touch briefly on all these factors moving forward. But all these factors work together to form an effective evaluative effort and an evaluative project.

And I wanted to lay this out. Because I wanted everyone to know that this is what the Family and Youth Services Bureau is really pulling from when we move forward with an evaluative effort. It's really all of these aspects, all of these elements together, moving together as one, to really put forth a comprehensive and complete effort to help grantees and to help the youth that we serve and to also assess how effective our efforts are being with helping the youth that we serve. So we actually are very adamant about all these aspects of a federal evaluation and making sure that all of these aspects work together.

And I would also say that in terms of our ... just going back a little bit ... in terms of our partners, the Indian Health Service is also another partner that we're looking to really lean on and to really work with in a collaborative effort as we move forward with the Tribal PREP program and the Tribal PREP federal evaluation. So I definitely wanted just to highlight that.

Now, this is also something that I think is extremely important. For any intervention to work optimally, it must be based, we feel, in a cultural review in the population that it serves.

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This makes it relevant. I think this makes it applicable. I think it also helps the intervention to function optimally.

So suffice it to say, any evaluative efforts that go on has to also take that into consideration. A cultural foundation is the backbone of any, I think and I think we share that as FYSB here, of any relevant evaluative effort, any evaluative effort that's going to really mean something. We want to make sure that any evaluative efforts that we're undertaking are not only scientifically rigorous, but at the same time actually mean something to the community by which we're actually doing the research. That's something that we're very adamant about. That's something that we feel is very important. We want to make sure that we're grounding the research that we're conducting in a cultural framework that's appropriate.

So we're committed to that provision of culturally appropriate teen pregnancy prevention. And we're also committed to culturally appropriate research and evaluation. And that's when a collaborative effort I think comes in that I'll talk a little bit more about later. But I think that's what a collaborative effort where the community comes in.

This is not an effort where we're not going to be in collaboration with grantees and with the community. I think that's the best type of resource is a collaborative type of resource. And that's what we're seeking to do. That's what we're striving for.

So, I know my colleagues are probably chuckling to themselves right now because they know I love diagrams and pictures. So this is one of many. But the main point here is to really drive home the fact that we are merging research with practice. We understand that to get from a problem to the response and ultimately a solution, we have to merge the two. We talk a lot about evidence-based practice. But we want to all make sure we're doing practice-based evidence. We want to make sure that we are merging the two. This is not one superseding the other. It's a collaborative effort between research and practitioners. We're merging research to practice to make sure that what we come up with is useful for grantees and most importantly not just useful for the literature, but useful for grantees as well.

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So, of course, we're moving from defining the problem. You guys are doing a needs assessment. This is part of that process, defining the problem, finding out exactly what may be going on, outlining it clearly, making sure that what is going on is clearly defined and clearly understood also. It's not just enough to define it, but we have to kind of understand the different parameters of what it is we're trying to address.

Identifying Risk and Protective Factors. Very important. Making the problem worse. What's putting youth at-risk for the problems that are occurring. It's something that people don't do as much of is identifying the protective factors that help to alleviate the problem, that help to prevent certain kids from actually going down the road of the problem to begin with. Somewhat of a certain resiliency exists within kids or youth or a resiliency that exists within a community. So it's very important to identify not only risk factors, but also protective factors as well.

And, of course, we want to develop interventions and test those interventions. And then, of course, we want to evaluate the program once we've highlighted and identified those interventions.

This bring us of course to the practice part of service. As I said earlier, we wanted to move from research to practice. We want to merge the two. We wanted this to be a continuum. So our response fits with the problem that's at hand. So we want to be able to provide technical assistance. Once we've highlighted some things that may be going on that need addressing, we want to actually provide technical assistance.

We want to set clear and reachable and realistic benchmarks and performance measures. And then, of course, we want to monitor the quality of the implementation and also monitor the quality of the improvements that have been made once the technical assistance is provided. So monitoring is an extremely important part as I mentioned earlier.

And then, of course, most importantly because we want this to be impactful, and we want this to be powerful, we want to then

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assess the public health impact. We don't want to just do evaluation for evaluation's sake. We want to make sure what we're doing has an impact.

Now, linking research to action. So again, we merge research with practice. Now we want to actually link research into action. We want to collect accurate, consistent and efficient data, reporting and evaluation. We want to make sure that the data that we're collecting is accurate. We want to make sure that the data that we're collecting is relevant. That's why we take a lot of time in putting our performance measurements together, in designing our surveys, in designing our evaluations. We put a lot of thought and we do sit down and think thoughtfully about what we're doing. Because we want to make sure that what we're doing is accurate, consistent and also efficient. We want to reduce burden on grantees. We don't want to have grantees collecting things that we're not going to actually use and put to some use in the future.

All of this will help us make informed decisions, not only as grantees yourselves, but also to have the federal government make important informed policy decisions that will ultimately maximize program impact. We want to make sure that we're doing that, again, effectively. You'll definitely always hear us stress the importance of being effective and being efficient. We want to make sure that we maximize program impact within the tribal community because we want to make sure that what we're doing is again powerful and impactful for that community.

So, moving to Research to Practice. So again, what we've seen is we've kind of seen the 3,000 foot view of what we're trying to do. So drilling down to more of the programmatic FYSB, logic model for how we move from research to practice. Of course, we define the problem through existing research. One of the things that we do here is we really make sure that we delve into the literature and see what the literature is saying about the issues and the problems that we're trying to take a look at and we're trying to alleviate.

We also make sure that we talk to the grantees and we talk to the field to assess what's going on and what's happening on the

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ground from their perspective because that information is often invaluable.

We identify risks and protective factors, as I said earlier. And we make sure that we mesh our interventions with risks and protective factors, taking into consideration both aspects.

We develop interventions or we help grantees develop interventions that are effective. And then, of course, we implement programs and we monitor program implementation. We also evaluate program implementation to make sure that it's one thing to have evidence based approaches, evidence based interventions. But we want to also make sure that we're monitoring and evaluating implementation. Because it makes no sense to actually have an evidence-based program, but not be implementing it as effectively or as efficiently as we possibly could.

Of course, we want to set and collect performance measurements that again is efficient, effective and impactful.

And then we want to, of course, perform this monitoring practice, constantly monitoring, constantly making sure that what we're doing is achieving the goals and objectives that we set out.

And, of course, we want to provide technical assistance at various points in the process so we again make sure that we are meeting the needs of grantees.

And then, of course, we assess program impact and make sure we're providing a feedback loop where that information can then go back into the development or refining of interventions and, of course, making these interventions better at addressing the problem that has been defined.

So speaking specifically about the tribal PREP evaluation, we essentially have four objectives as the Family and Youth Service Bureau from an evaluative perspective and also from a programmatic perspective.

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We want to ascertain the pregnancy prevention and adult preparation needs of tribal youth. Again, this is what makes the needs assessment so vital. This is what makes the needs assessment so important. We want to make sure that we have clearly defined what some of the challenges, what some of the opportunities are with the tribal youth population so that we can best address those challenges and accentuate those opportunities.

We want to adapt existing evidence-based programs to meet the pregnancy prevention and adult preparation needs of tribal youth. So again, we want to take promising practices or we want to take evidence-based practices and adapt those to best fit the cultural matrix as well as the needs and the specific needs and unique needs of tribal youth as well.

We want to identify effective programs that already work to address the pregnancy prevention and adult preparation needs of tribal youth. So here again, there may be actual practices that are happening on the ground that are effective, that are well-defined, that are actually having a really positive impact on the lives of youth. We want to identify those factors and we want to make sure that we accentuate those factors, capture those factors, and most importantly know how those factors and elements are implemented so that we can replicate them.

We want to evaluate those programs' effectiveness in meeting specific pregnancy prevention and adult preparation needs of tribal youth.

So it's not enough to just know that these programs or these interventions are effective or to believe that they're effective. But we have to perform some kind of evaluative effort to really pinpoint the elements that are effective, to really understand how they're having an effect, what's having an effect and most importantly why they're having an effect.

So what are some of the challenges and barriers to programmatic and evaluative success? Well, of course, a synthesis in translation of research to practice. And we've talked about merging research to practice, moving from research to practice, meshing the two. We've talked a little bit about that on this

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call. Now, of course, that's really difficult. I mean, it's something that takes time. It's something that takes practice to do. But it's something that we are committed to doing here at FYSB.

Of course, dissemination, selection and uptake of evidence-based programs. So we have to be able to disseminate these programs. We have to get programs to the ground level where grantees are. And in selecting these programs, we have to be adept. We have to make sure that the programs are fitting the needs of tribal youth. And we have to make sure that they're right for tribal youth. That means really thinking thoughtfully around what types of programs and what elements of programs are most effective.

Ensuring sufficient implementation quality and fidelity. Again, as I said earlier, we monitor implementation. We monitor fidelity of programs. Because it's extremely important once you have an evidence-based program, identify different aspects of different elements of evidence-based programs identified, that we're implementing them in the proper manner.

Understanding adaptation and preventing program drift. Basically, what this is saying is we must prevent the need or the want to drift away from the implementation aspects that make the evidence-based practices that we select powerful and impactful.

Measuring and monitoring implementation and outcomes. Again, as an evaluator, that's a very important aspect of what it is happens with evidence-based programs. We have to consistently be monitoring and measuring outcomes as well as the implementation of these programs to make sure that they're actually doing and having the effect that they're supposed to be having for our youth.

Of course, policy, systems, and infrastructure barriers. A lot of times, the policy context in which we're operating can somewhat be challenging. The context and the environmental factors that we're operating evidence-based programs within can sometimes be challenging. So that does pose some barriers at times.

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And, of course, sustainability in the absence of a clearly defined model. As a social worker, I know a lot of times we do implement things that feel right, that seem right. And actually may have a positive effect for a while. But it's maintaining these positive outcomes, maintaining these positive impacts, without being able to clearly articulate why this is occurring that can sometimes be a challenge.

Sometimes it can be akin to this particular slide which is as you can see here it's one of my favorite slides. I think it speaks a lot to what happens not only on the programmatic level sometimes, but also on the evaluative level. You know, I think you should be more explicit here in step two. A lot of times we can't really articulate the reason or the way in which something becomes impactful. This is where I think evaluation comes in. I think this is where implementation comes in. This is where monitoring comes in. All this consistent drilling down to what exactly is causing the changes, the positive changes, the positive impact, the positive outcomes, that we're seeing.

Being able to clearly articulate that, being able to clearly capture that and assess that is vital. And in the time that we are in, it's something that is in a lot of ways required. We have to be able to speak to why the positive things or the negative things that we're seeing, why those are happening. We have to be able to speak to that. And that's one of the things that FYSB's very dedicated to doing.

So as we spoke earlier, I know that you have a needs assessment to do as well as an implementation plan. So part of what that entails is, of course, coming up first with your logic model. And, of course, whenever we're evaluating programs, this plays quite a bit into what we're thinking about doing.

So you have your program components. Here you see a strengthening families program for parents and youth. These children were ages 10 to 14. And you see the program components clearly laid out, parent sessions, youth sessions, family sessions. It's like a three tiered model. You see the targets that they have, decreasing risk factors and increasing protective factors. You see that theme again.

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You see the proximal outcomes, the ones that they believe that they actually get more expeditiously, more quickly, the ones that they think are direct outcomes. And then, of course, we have our distal outcomes, the things that we feel are going to be more lasting, may happen later down the line.

This is actually a very interesting and a very good logic model. It's one of the ones I like to use quite a bit. Because I think it clearly outlines how a programmatic logic model, I mean, there are some that are a little bit more simplistic. There are some a little more complicated. But I think this clearly outlines where and how programs can develop their logic model to clearly define and clearly understand the theories of change that should be and need to be happening when they implement a program.

This is a fairly more complicated slide. This slide is more about once you have your logic model, here is the conceptual framework that you use to kind of get the outcomes that you're trying to see, to capture the theory of change. It kind of drilled down a little deeper than a logic model. So you again have your program's core components and goals.

So let's say, for instance, one of the components here is parent sessions. And within that parent session, you had the goal of enhancing parenting skills and promoting effective parenting styles. So within that, you have the program modalities, the way in which you're going to get at that goal through projects and games, role playing, group discussions, video portrayals and modeling.

And then, of course, we have again our risk factors and our protective factors. So we outline what those risk factors are, what those protective factors are. It's very importance once again to do both. And then, of course, we look at our proximal outcomes which is, of course, to improve parent skills and styles and to improve youth skills and styles. So we have a variety of things listed underneath those two headings.

And then, of course, again the distal outcome which is the point is to reduce youth substance use. So that's something that is

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more of an indirect, more distant, more long-range goal. And that's something that comes out of all the other positive stuff that you're doing. It almost becomes a byproduct. So this I think shows a really interesting and a really strong conceptual framework for achieving this logic model that we laid out in the slide before.

Another important aspect once we get past the logic models and the needs assessment and the conceptual frameworks is performance measurement. Performance measurement will be required of all tribal youth grantees. It's something that we require of all our grantees regardless of whatever programs that they may be engaged in. And it's an extremely important aspect of what it is we're trying to accomplish here at the Family and Youth Services Bureau.

Performance measurement for us falls into three different categories. We use it for three different things, all equally important. So one of the things we definitely make sure we do is we use it for program accountability. One of the things I'm as you know we have to do is report data to Congress, report data to our federal stakeholders, other offices, our leadership, et cetera.

So, of course, having program accountability, having performance measures that do that is extremely important. But I don't think it's the only way. And the only way in which we should use performance measures. It's not going to be the only way. We're also going to take a look at using

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performance measurement as a way of tracking program implementation.

This will be the systematic tracking of program performance through performance measures and by using a thoughtful analysis of this data, we can aid in learning about program implementation and also identifying factors that make program implementation more successful. So we'll be able to actually pinpoint what things make program implementation more successful which will then, of course, help grantees do what you guys do much better.

And the last point is, of course, program improvement. One of the things we're working on right now with a variety of federal partners [interruption asks callers to mute their phones] In terms of the program improvement piece, we want to make sure that we use our performance measures to serve as a means to improve service delivery while highlighting areas in which programs might be lagging, but also highlighting areas where programs are actually exceling.

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This will inform our technical assistance as a way to say if a program is lagging in some particular area, we need to have an intervention to help that program get better at doing what it is they're doing. If we identify programs that are exceling, then we may be able to take that practice and replicate it in other sites. So we definitely want to make sure that we're using performance measurement as a way of improving programs as well.

And here you see, as I said before, program accountability, reporting to Congress, reporting to ACF, ACYF and the FYSB leadership. And, of course, getting that information back to grantees is also extremely vital.

In terms of also the program implementation piece, again, to reiterate identify factors associated with greater implementation success, also identifying adulthood preparation as a way of implementing that. Because this is really a new topic for a lot of grantees and we want to make sure that we're implementing that properly.

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And also cost of implementation. Cost is another thing that we're really trying to highlight. It's really something I think will serve us in the future if we can understand what programs are costing, what they're costing the federal government and what they're costing the grantees to implement. If we can get good solid data on cost, then we're able to say some really definitive things about programs and we're also able to budget better for programs, as are grantees.

And then, of course, in terms of program improvements, setting clear and appropriate benchmarks, providing T and TA to identified programs. And, of course, finding a balance between evidence-based practices and practice-based evidence. We want to make sure these two things are feeding one another. It's extremely important to have evidence-based practices. But we also want to make sure that we have practice-based evidence. We want to make sure that things are real for grantees, are relevant to what they're doing, is informing what they're doing, helping them do what they do on the ground better. We want to make

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sure that the things that we're collecting and the evaluative questions that we're answering actually help grantees be more effective in the field. That's the point. That's the goal.

What's involved in performance measurements. Well, of course, in terms of the performance measurement, we will be doing domain development, developing different domains in which to test, developing different domains such as demographic domains, fidelity domains, quality domains. It's developing different domains that we can actually drill down to and ask specific questions to help grantees be more effective in what they're doing. Of course, that involves the testing of those domains. Once those domains have been developed, they must be tested to make sure that the measures that we develop in those domains are actually measuring what they say that they need to be measuring.

Of course, data collection and reporting frequency. Of course, that's going to be something that we will be determining moving forward. But reporting and data collection will be

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extremely important parts obviously of our performance measurement, as will benchmark setting. Benchmark setting is something that we will do that will be able to help us really understand if grantees are hitting the marks and being as effective as they possibly can, being again, as I said, it will definitely inform our technical assistance. Which is our next bullet. And we've talked a great deal about technical assistance.

And a very important part also is feedback, getting feedback back to grantees in a timely fashion to make sure that we identified those that do need help and assistance moving forward, at the same time highlight those that are doing exceptional things as well that we may be able to replicate in other places.

So this is actually something that I know a lot of you are extremely interested in which is what are some of the types of data that we're going to be collecting? What are some of our performance measurements? While I must say adamantly that this is a preliminary list and by no means

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the actual performance measurement, I thought it might be interesting to actually include some of the stuff that we've collected in the past, just as a guide. And again, I say as a guide to what we may be asking grantees to collect.

So, of course, you see here the percent of youth that have reported having had sexual activity, contraceptive use. As we see here, intentions. We'll be probably collecting some data on intentions, intentions to use contraception, intentions to use condoms, et cetera.

And finally, of course, perceived impact, percentage of youth who report that they are less likely, more likely, to have sex next year due to the program, perceived impact of the program on contraceptive use, et cetera. I think it's extremely important to capture this type of data to really get a good handle on what it is the effect that programs are having on the youth that they serve. And if we really are helping to change youth behavior around sexual risk taking behaviors, STI and HIV, putting yourselves at-risk

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for those particular factors as well as unplanned pregnancies.

But again, let me just say that this is a preliminary list and by no means reflects in totality the list that we will actually be distributing to grantees, but again just giving you somewhat of an idea of where we might be going.

Now, we talked a little earlier about the evidence review and our collaboration with the Assistant Secretary for Planning and Evaluation, ASPE, as we affectionately know them as.

This collaboration has culminated into HHS list of evidence-based program models. This refers to as the paper. It's the Pregnancy Prevention Research Evidence Review. It is a systematic review of the evidence base for programs that have shown evidence of preventing teen pregnancy, also reducing the rate of sexual activity and reducing sexual risk taking behavior. This is comprised of many of the organizations that I mentioned earlier, CDC, the OAH, ASPE, as well as ACF and as well as OPRE.

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And the results of these reviews have been used to produce the list as we like to call it. It's the list of 28 programs that have been shown to prevent or delay sexual risk taking behavior as well as unplanned pregnancies. And these programs affect a range of approaches. I mean, we have some youth development approaches. We have comprehensive sex education approaches. We have abstinence approaches. And we have HIV and STI prevention approaches.

The reason why this list is so important, the reason why this list is so vital, is because it's quickly becoming a list that is becoming almost a validation of particular programs. I think the motivation for us to create such a list is to make sure that the field has something to pull from in order to really have effective programming in reducing some of the behaviors that I spoke about earlier in terms of sexual risk taking behaviors, behaviors that expose youth to HIV and STIs, unplanned pregnancy, behaviors that make that more common. We wanted to really create a comprehensive list that the field could pull from.

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And I think one of the goals of FYSB is to actually just to be honest and frank is to put a tribal, a specific tribal youth practice on that list to make sure that we're serving the needs of a vulnerable population, to make sure that we're serving the needs of tribal youth. It would be wonderful to be able to put an intervention on that list. Because to be honest, that's one of the gaps in the literature is, of course dealing with tribal youth and effective programs that actually can help reduce some of those sexual risk taking behaviors for that population. So that's one of our goals is to actually put a program on that list. And that's some of the things that we've actually talked quite openly about.

So to that end, one of the things that we're planning to do, and again, this is also a preliminary conversation, but I think one that we definitely want to broach at this time, is we want to actually have a federal evaluative plan, a federal evaluation effort. We are actually planning a national federal evaluation. I know many of you have evaluative efforts going on on the ground and that's wonderful.

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Evaluation anywhere, evaluation always and that's wonderful.

But we also want to do an impact and implementation study on a national level. What we're envisioning, and again this is preliminary, but what we're envisioning is a study that tracks and documents the program operation of one grantee, of one tribal PREP program, to assess its effectiveness and whether it's positively affecting the behavior and related outcomes of tribal youth.

The reason why this study would be so powerful is that we can actually find a study that says that there is an intervention that is showing positive outcomes, positive effect sizes for tribal youth, then we can actually get a review of that particular intervention to see if we can't put it on the aforementioned HHS evaluation list as an intervention that works well with that population.

That's extremely important because as we know there's gaps in the literature around that and we want to make sure that we

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address those gaps. And I think it's important to address those gaps. It's important that we have interventions that relate and speak specifically to youth and children of color and LGBTQ youth, et cetera, that has shown to have positive impacts for those populations. It's a gap in the literature right now, and it's a gap that we want to address.

So, to that end, we have the federal research design which is again preliminary, but what we're thinking about is we're thinking randomized assignment of participants. And the reason why we're thinking about this particular research design is that the inclusion of programs on the evidence-based list is a rigorous one and I think it should be. We have to make sure that what we put on the list is actually working, is actually having positive effects and positive impacts on the lives of the youth that we serve if we want to put this on that list.

So we're thinking randomized assignment of participants. We're thinking baseline and two follow-ups. Of course, that

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would mean that we'd need a sufficient number of youth per site to ensure adequate power and also to assure adequate sample size. And we're thinking in-depth documentation of selected program implementation. So we're thinking not just an impact study, but we're also thinking an in-depth implementation study as well. So two studies essentially in one.

So, of course, as I said, towards that end, the inclusion criteria ... because as I said, it will only be one site. So, of course, that one site would have to have a sufficient number of youth, a sufficient sample, we don't obviously have a power analysis as of yet. But other power analyses that we've seen have talked about 800, 900, 1,000. I've seen some as high as maybe 1,600 youth. So we're thinking in that ballpark somewhere. But again, we don't have, of course, a specific power analysis at this time. But we're thinking 1,000 or more youth at this particular point in time.

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It would help if the site that we picked had experience with impact evaluations, of course, had the capacity to participate within an impact evaluation, had enough reach with the children to be able to recruit, to be able to retain. That, of course, would be extremely important. And, of course, a willingness to participate with the federal evaluation. Of course, as I said, many of you have local evaluations going on. So the ability to kind of synthesize those two together so that there's not an oversaturation of the site would be extremely important. Of course, that's something that we would talk about moving forward. Of course, this is some of our thoughts for inclusion at this moment. And again, this is definitely preliminary.

So, of course, to any effective evaluative effort, especially one that's on the federal level, there has to be effective collaboration. I think we have to plan properly. We have to think, as I said, thoughtfully around what we're trying to do, what we're trying to capture, what our goals are for the federal evaluation.

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And, of course, we have to have collaboration from the grantee, from the community, from T and TA providers who play a pivotal role in what we're trying to accomplish, as I said, the local evaluators as well as the federal evaluation and research team. And, of course, the federal government has to be onboard as well obviously.

So it's going to take collaboration from a number of partners, from a variety of aspects, from a variety of entities, to make sure that this works well so that we get the desired results that we're looking for. And I'm really excited about the possibilities for doing that and for moving forward in a collaborative way.

Again, I think this will provide us with a very unique opportunity to be able to do something quite special for our tribal youth and for the teen pregnancy prevention world as a whole.

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So, of course, collaboration is key as I stated earlier, collaboration throughout the planning year, collaboration in capacity building and the evaluation framework. One of the things that we'd love to do with is to help is to have the community help us with the evaluation framework. As I always like to say, you know, the community knows the community better than anybody else.

So to have the community on the front end of the evaluation work and to help us build and construct an evaluation framework could be vital. That might take place in the form of expert meetings, expert panels as we begin to try to frame what we're trying to accomplish and the best way to be able to do that. It can take shape in a variety of ways. But we're really excited about the possibilities for collaboration around that.

Of course, we'll need collaboration to deal with some of the barriers that exist. Tracking kids for a certain amount of time is difficult, collaborating with getting to kids and talking with children. All of that is going to take a lot

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of collaboration from not only the federal side, but from the community side as well. Collaboration around data collection and assessment. And, of course, communication and marketing of the study is extremely important to not only get community buy-in, but to also help the community understand the importance of doing this and to also help the federal government understand what some of the needs of the community are as well. This is definitely a fluid and very collaborative and didactic and dynamic effort that we're going to have to be doing moving forward.

And I think one of the things that's important to understand is the mechanisms that we're trying to actually address. One of the things that we stress here at the Family and Youth Services Bureau is the way in which risk taking behaviors occur, the way in which risk taking behaviors actually come fruition. So, of course, this pyramid here shows some of that trajectory. So some of the trajectory would be adverse childhood experiences, some kind of traumatizing or some type of traumatizing occurrence.

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That could be individual, but it could also be communal. It could also be societal. There's been research that talks about the way in which racism traumatizes specifically youth or the way in which community violence or exposure to violence can do that. So it doesn't just have to be within the home. So I think here we really understand that. We're really moving towards putting that type of framework, that type of thinking into our thought processes and also into the way in which we work with communities.

What that then leads to is social and emotional and cognitive impairment. It leads to kids almost in a way shutting down or not reaching their full potential around these particular dynamics. Then, of course, that leads to some of the things we're looking at which is the adoption of health risk behaviors, sexual risk taking behaviors, behaviors that expose kids to STIs, HIV, et cetera.

A lot of times what I think we've done in the past is catch kids on this third tier as opposed to understanding the two tiers below it that are actually affecting the way in which

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they get to this third tier. So I think that what we want to do is to really take a comprehensive and holistic view of the child and understand that there's a story here and we want to do evaluative efforts to capture that story, tell that story and most importantly change that story.

And, of course, that leads to certain diseases and disabilities and social problems and unfortunately to an early death.

And that's what we're trying to really prevent. So we take this very seriously and we're very adamant about the importance of working with communities to avoid the things that are on this pyramid.

And, of course, to end with this, the great African psychologist Amos Wilson used to always say "the ultimate function of education is to secure the survival and prosperity of a people." That's the point for us. The point is to make sure that all youth, no matter where they're from, no matter where they are, have an adequate and successful and prosperous chance at life. And that's what undergirds what we do. That's what drives what we do. That just doesn't

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only drive our programming efforts, but I can assure you it drives our evaluative efforts as well. Thank you. And I think now we'll move to questions.

So we have a couple of questions that we're going to address.

One of these is will we get copies of these slides? That is an adamant yes. We'll depend on Sarah Axelson or one of our project officers who will be sending those out. I think that will be ditto with the copy of the PowerPoint as well.

Another question is there is a new Native American developed program by the University of Washington that is not yet on the list of evidence-based programs. Will it get on there? How can we find out?

I think one of the things that we need to do is submit that to the evidence-based group. Mathematica Policy, Inc. will be doing the review for that. And I think that's an excellent idea. One of the things I can do is work with you to actually get that reviewed. I think the new review process

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will happen, don't quote me, but I think it will happen sometime later in the year, probably around summer. So we can definitely work together to make sure that that is reviewed.

Excellent question here on what is the timeframe for developing, finalizing the performance measures. Will we be responsible for reporting? The initial view now is that all grantees will be responsible for reporting performance measurements. And basically, that's because performance measurements is very vital to what we're doing as a bureau. We have to make sure that we actually have to report to Congress. But we also have to report to leadership around what we're doing. And as I said earlier, we also want to make sure that we're helping programs improve and do what they do optimally. So to do that, we have to have performance measurement data. So, all grantees will be required to do so. The timelines for that and when the development will be finalized, we definitely will get back to you on that. It should be finalized within the next I

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would say five to six months. But it will definitely be up and running before programs are really fully implementing.

So I think that's all the questions we have. Thank you very much everyone for your participation. And I'm going to turn it over to Deb Yatsko. And if you need to actually get in contact with me, that information can be provided. I would just say contact your project officer and they'll definitely forward you my information. Again, it's been a pleasure and thank you.

MS. DEB YATSKO: Okay, thanks. And thank you everybody once more for all of your attention here today on our evaluation webinar. We'll be sending out the copies of the slides to you and a link we can also send out in PowerPoint format to you as well. And again, I look forward to working with you on performance measures and evaluation as we move forward in this planning year. Thank you guys very much. Talk soon.

(END OF TRANSCRIPT)