

**Adult Preparation Subjects Webinar (State and Tribal PREP)**  
**July 25, 2012**

KATIE: ... topic and it followed the resource guide. So it had information about ideas for activities around each topic. So I'd encourage you to take a look at that if you haven't already and wanted more resources along those lines. Today, we're going to talk a little bit more about the process parts of things than we have in the previous webinars.

So just quickly, some of you might have already seen this if you participated in the sessions at the annual conference. But it's helpful to know what other grantees are working on. So based on a review of state plans that was conducted by Mathematica Policy Research, this slide presents what grantees and their sub-awardees have selected for their adulthood preparation subjects.

Not surprisingly, many people are addressing healthy relationships, adolescent development and healthy life skills. These APS fit very naturally into teen pregnancy prevention programs and they might in fact already be covered by the program.

But I wanted to point out that there are also grantees covering our main three topics as well. So chances are, there's someone else out there in the grantee community covering a topic that you're either covering or that you're interested in covering.

And I know you've just been introduced to the communities of practice website and you'll be getting emails. I think you got emails last week and maybe some more this week. We're hoping that you can use the networking function included in that website to learn more about what your colleagues are doing and how you can learn about their experiences with the various topics.

I'd encourage you if you're doing something that has worked really well to maybe post it on the communities of practice website or if you have a question that maybe someone else can help answer to post that up there as well. And hopefully, we can get some networking going that way.

So now I'm going to turn it back over to Jennifer who's going to talk a little bit about incorporating the adulthood preparation subjects.

JENNIFER: Thanks, Katie. So many of you I know have a question that sounds something like this: “How do we know if what we’re doing on APS is okay or whether or not it’s sufficient?” We’ve heard various iterations of that question from a lot of grantees that we’ve talked to. And I think the best answer that we can give you to that question today is really, as Katie alluded to earlier, to use your best judgment.

That sounds squishy and I know it makes some people maybe a little bit nervous. But I think our goal today is to give you some really concrete things to think about when you’re selecting a strategy. So that you feel like you’re standing on even more solid ground.

So here are a few things on this slide to consider as you’re vetting ideas for what to do or as you’re maybe evaluating how things went for this first year or so. First, it really may depend on your program, specifically the intensity and the length of your program. If you’re running a multi-component youth development program that happens over several months, it may make sense to add content that’s more than just a fleeting mention of one of the topics, for lack of a better way to say it.

A more full lesson maybe appropriate to add to something like that. So that it sort of matches the intensity with which you’re sort of addressing other topics. So that might be an appropriate way to proceed if you have a long-term curriculum to consider, rather than sort of mentioning a single lesson.

For a program with a more moderate number of sessions, maybe you’re doing an eight week program or an eight session program over a couple of months or so, it might be appropriate to consider exercises, activities or discussions within the lessons on a particular adulthood preparation subject after sufficiently addressing the topic. But really our advice here is to consider duration and intensity of the program that you’re using.

Also, don't underestimate how logistical challenges can really affect the way that you do this work. While in a perfect world, we would all love to add an abundance of additional information and well thought out content that sort of enhances our programs, the truth of the matter is sometimes we just don't have the time or space to do that. So don't forget that when you're considering adding more time, additional activities or even materials to a curriculum, that may require special arrangements with partner organizations or vendors you're working with.

And you should also consider probably more importantly than that how feasible those additional sessions or follow-up activities might be for the youth you're planning to serve to ensure that they are receiving the program and the adulthood preparation subject content in their entirety.

And overall, I think it's just important to ensure that your activities are helping you get to the ultimate goal of changing youth behavior. So that's sort of what we're trying to get at, at the last bullet on this slide. Don't just add things for the sake of adding things. Because at the end of the day, you and your subs are really accountable for ensuring that this APS content has some impact on youth and how they behave.

And you'll be measuring that through performance measures. So I would encourage you to make sure that the objectives for the additional content fit well with the overall program outcomes and that they target the desired behavior that you're going to be measuring through your performance measures.

And as an interim matter, particularly because we're interested and concerned about both sexual health outcomes and outcomes related to the APS, it probably makes sense to deliver the APS content to the same youth who are receiving the evidence-based teen pregnancy prevention program.

For some of you who are doing things like adding a one day conference or workshop session, maybe even including parents in some of that outreach, that there may be a time and it's reasonable to say, okay. This is both for the youth program and perhaps reaching some people who are outside of that program. And I think as a general matter, that's fine. But again, you're going to be measuring outcomes for the youth who are participating in your program that are related to both sexual health and the APS subject where this makes sense to make sure youth are getting both. And now Katie will speak to you about potential strategies specifically for doing it.

KATIE: Great, thanks. Jennifer and I are just going back and forth a little bit to keep you guys on your toes. But a few strategies for including APS in your teen pregnancy prevention work.

So we would encourage you first to take a close look at your evidence-based program that you selected and determine which, if any, of the APS are addressed sufficiently. And so let's think a little bit more about that. So what do you define as sufficient? And remember as we talked about before when Jennifer just said, what is sufficient will depend in part on your best judgment. And it might depend on a number of factors, such as the intensity of the program that you're offering. Is it a full year? Is it a few lessons? How will the intensity impact your ability to address various APS?

Since this is a new opportunity, as I've already mentioned, there isn't much research to draw on that to tell us exactly what should be covered and at what depth in order to sufficiently address each topic. Some grantees have gone through and done a matrix or they've done a detailed review and figured out which lessons cover which APS, sort of what activities that has in it. And that's maybe one way to do it.

And they've had several people do that. So maybe you have several of your facilitators. So you come to some sort of consensus, it's not just one person making the decision. That way you

can have a discussion about what is sufficient. And again, there might be a way to tweak it if at the end of the year if you've decided that you thought a lesson on healthy relationships was really sufficient. So you've decided that you need to add a few more activities. That might be something that you can consider for your next round of implementation.

And that's why the fidelity and monitoring logs are so important. So you understand what's needed to strengthen it for the next round.

Also, when you're reviewing a program, consider places where additional activities might enhance the work that's presented. So many programs that you're working with might build skills that are useful for both teen pregnancy prevention and they address the preparation subjects such as refusal skills, whether key developmental skills. Consider which skill vetting activities are included in the program that you've selected and if they might have a meaningful impact on one of the APS.

If you decide that you need a little bit more, you might consider adding lessons or workshops to enhance the coverage of the APS. So maybe you've had some bit of skill and you've decided that you would like to sort of really enhance on that skill building, like refusal skills that's been setup and maybe you'd like to take that a little bit further and talk about specifically how you identify a healthy or unhealthy relationship.

Again, what you add will depend on what you think is missing, which is why it's so important to do that initial review and what you think is critical to address. In thinking about the subjects you think are critical, consider both the needs assessment that you conducted at the beginning of your project. So where did there seem to be gaps and needs that teens might have in your community?

And also keep in mind the capacity of your organization and your facilitators to deliver the content. Do you want to get a little more training on particular topics? Do you have the capacity to develop additional lessons or workshops? Or will you be pulling those in those items that have already been developed? And how can you ensure that they fit seamlessly within your program?

So a little bit more about how to add. We've mentioned this before in the research guides that I talked about. In order to maintain fidelity to the evidence-based program, we'd really encourage you to consider adding if you have full lessons to the beginning or the end of your program. So that you're not sort of adding a new lesson within an existing program.

For example, perhaps you want to address educational and career success. And you might want to offer an additional lesson at the end that focuses on goal setting, particularly as it relates to education and jobs. You could offer this additional workshop after you've already gone through the evidence-based program. Make sure that the additional session is the same length to other lessons and that the participant actually doesn't perceive it as different. But it would just feel like a continuation of the program.

Adding lessons is also important to consider how well the objectives for the additional content aligns with your overall program objectives. So thinking a little bit in terms of do's and don'ts, do think carefully about how additional material fits in your logic model. So everyone who has a logic model, take that back out and look at how the additional material fits in with that.

Do consider the strategic objectives that you established at the beginning of the project and think about how the objectives of the additional content fits within the smart objectives that you've defined for your overall project. Again, making sure that the APS is really integrated. It's not a separate piece. Do think about the performance measures and whether or not the

objectives for the additional workshop will help achieve the changes identified in the performance measures.

And don't just add something because it sounds like the kids will benefit. Carefully consider how it will both benefit the teens you're reaching and how it fits within your project. There's a lot of different things that we can do that would be beneficial for teens and they're all important. But we're in the position of having to narrow it down and make some decisions about what we think fits within our project and will benefit the teen.

You can also consider adding lessons or workshops that have some evidence of success already. So it's important again to keep in mind your intensity and duration of the logistics and what you can feasibly provide. You might find a great financial literacy program that has demonstrated evidence of success, but it's ten sessions long and you just can't add it to a sixteen-session curriculum that you're already doing.

So you'll need to balance the logistical considerations of your program with the ability to provide additional workshops and activities that might be evidence-based and what can you pull those.

So again keep in mind that the goal of the PREP program is to address teen pregnancy and STI prevention and to build an APS around it. The goal isn't to necessarily do just financial literacy education or something like that if that makes sense.

Another idea is to provide additional materials and information. This might be a great way to enhance information that's already included in your program or perhaps beef it up a little bit with an additional highlight. So you could provide a homework activity on healthy relationships. You could offer books, Internet resources or other information that participants can explore before and after the program on a particular APS topic. This might be something to consider,

particularly if you're providing a single session or very short curricula. And it might present the least amount of challenges in terms of logistics.

You'll need to make sure that there's a way to ensure that your participants actually review the resources so that you know that they're looking at them. Because if they're not looking at them, then there's no reason to expect that they would change their behavior.

So those are just a few strategies that we have that we thought might be helpful. And with that, I'm going to pass it onto Jennifer now who's going to talk a little bit more about working with subgrantees and monitoring across time. And we're happy to answer more questions about other issues if they come up. Jennifer.

JENNIFER: Thanks, Katie. Just a reminder, feel free to be chatting in your questions throughout the webinar. We'll look at those at the end. We have about six or seven more slides to go. So we're coming to the end of the time where you have to just listen to us talk. Hopefully, we'll get into the meat of some of your questions. But we see them coming in and we'll get to those in a couple of minutes.

So in working with your sub-awardees, there's lots and lots of variation among the grantees. There are a range of approaches that you're using to ensure that your sub-awardees are incorporating this content into their PREP project. And sub-awardees have varying levels of flexibility in not only what adulthood preparation topics that they could choose, but also just what evidence-based programs in general they could choose as they started this work.

So some State grantees chose the program and/or the subjects. In other cases, others left those choices up to the sub-awardees. So there's variation and we want to recognize that, but we also want to give you some sort of guidance or advice in a general sense that that makes sense no matter how exactly you're doing it.

So obviously, the main consideration for this is that all your sub-awardees should be addressing at least three of its six topics. All of them should be documenting in some way how they're doing that and all of your sub-awardees implementation sites will be collecting performance measure data on the adulthood preparation subjects. They are responsible for administering the pre- and post-tests to the youth and they'll have to report on those responses.

So we're going to do another quick poll. This question is do you already have a mechanism for monitoring subawardee implementation of the adulthood preparation subjects. So yes or no, do you have a system in place? And we'll give you about a minute or so to answer that question. So we're watching them as they come in. We'll close the poll once everybody has had a chance. We'll talk about thirty more seconds. And you'll see a yes or no question. You don't have to tell us exactly what that mechanism is, but just yes or no. Do you have a system in place? All right. it looks like maybe the poll is closed.

KATIE: Jennifer, it's just tallying the results right now.

JENNIFER: Drum roll please. Thanks to everyone who answered. It looks like there's a relatively even split between people who say yes, we have a system. No we don't have a system. And then there's a slightly smaller piece of the pie who I think are people trying to figure that out, which is totally fine.

So let's talk about sort of a few strategies for ensuring that your subs are complying with these APS requirements. In just general terms, I think just make sure you're providing clear guidance and instructions on the performance measures. Each side is going to have to report on these. There are some that are related to the APS. And they're expected to ensure that all their program participants are completing the surveys, that program entry and exit. And this is a requirement for the program.

So I think we talk about this a lot throughout our work on the PREP project. And I know this was the subject of lots of conversations with annual conference, making sure that every level of this project sort of understands the importance of the evaluation that we're trying to do, whether as process or something more formal for some of you, just ensuring that even at the facilitator level people understand why this is important, why we're asking them to do what they do.

And so another thing to keep in mind just generally is that your implementing sites can use the fidelity monitoring tools to ensure that the APS's are covered each time the program is delivered. So again, just making sure that facilitators understand the purpose of the APS, that they're expected to cover these topics in their curriculum and program and that they're required to report them.

And again, just ensuring how they fit with the overall intent and purpose of the program, your project goals and how they sort of integrate with teen pregnancy prevention in general I think is a great place to start.

So as if I had to guess, I would probably divide those of you who said, yes, you have a system for how your sub-awardees are addressing the APS into two camps, either those of you who allowed your sub-awardees to select those APS on their own or those of you who told your sub-awardees for your picks ahead of time and told them what they needed to implement instead of allowing them to choose three from the six.

So, for those of you who allowed the sub-awardees to select their own adulthood preparation subjects, here are some concrete strategies for how you might think about ensuring that they're doing what they should. And actually, we know that approximately thirteen states indicated that the sub-awardees would be able to select their own APS.

So, it's always a good idea to basically what we're trying to explain is that you should have a very concrete way of keeping track of what they're doing. So it's a really good idea to report on which APS you plan to address, to report on how exactly how each of those adulthood preparation subjects are being addressed and to ask them to provide a brief rationale on the practice for deciding on an approach that sufficiently addresses each of these subjects.

Katie talked a lot about what some of those strategies might be. What we're just saying to you is that if at the subawardee level people are going through that process to say, well, we're going to systematically review curriculum X to determine which adulthood preparation subjects are efficiently addressed, then a good idea or way to do monitoring on that is to make sure that they're sort of documenting that process and being in communication with you about how exactly they're doing it.

So these requirements, it might be a good idea to incorporate them into your subcontracts or your MOUs. So that both the grantee and the subawardee are really clear about what the expectations are, not only for what they should be delivering in the classroom, but also for what they should be reporting back to you. So you don't find yourself in a situation where people are just sort of checking a box and saying, yeah, we did it but there's no way for you to sort of follow-up on exactly how.

For those of you, we know that most states told their sub-awardees which APS did cover. So in other words, you decided it at the state level. And then for every subgrantee that you chose, you say you will cover these three things. Chose the APS and/or evidence-based curriculum and requires sub-awardees to simply comply. You might consider just adding at the state level on an appropriate approach for each of those APS. So not only just saying we're going to do healthy relationships, but saying we're going to do healthy relationships like this. And then using some of those strategies that we mentioned.

So providing additional materials or brochures or information, doing additional lessons. And then I think what the benefit of this approach is is that the grantee can then require sub-awardees to address the subject in a uniform way and you can monitor that activity in a very uniform way. And we mentioned some of those techniques earlier. So you can imagine that if you say we're going to [recording goes bad here for a couple of seconds] the relationship into making proud choices or whatever the curriculum is that you're using, then you can create a monitoring tool that has that module nine which is the one that you're adding to say that we're making sure that each facilitator is sort of checking that box every time they deliver the program and that they're doing that across the board.

So again, this is something that you can use a subcontractor MOU to make sure what they're doing. But I think it sort of takes some of the not guesswork, but some of the sort of up front figuring out that you have to do if the sub-awardees are sort of determining some of these things themselves rather than you just telling them that.

So we just thought we would end with this cartoon just for levity.

KATIE: And this is just a parent/child communication cartoon which is one of our APS. So with that, I think Jennifer and I are here to answer some questions. We also have provided our addresses if you want to get in touch.

One of the questions that came in was will you be publishing evidence-based curriculum that you feel really addressed APS? I think if I'm understanding this correctly is the question about evidence-based teen pregnancy prevention programs that will address APS. Or there's also lots of literature on programs specifically for topics such as healthy relationships, adolescent development, that kind of thing.

I would really commend you to take a look at the ... I was just looking through again the resource guide that was developed last year. And that resource guide goes in-depth to each of those preparation subjects and it includes evidence-based programs or some ideas about evidence-based programs that might address those particular topics. It also includes activities that address the topics, definitions of the topics. So in some cases, it will suggest where a teen pregnancy prevention program might cover a particular APS. In some cases, it might recommend other programs that cover topics such as healthy life skills or educational and career success.

There won't be a list that comes out that says here's all of the thirty-one programs on the HHS list of evidence-based programs and here's all the APS that they cover. Again, that's why we recommended that you really take a look through the curriculum that you've selected and decide using your best judgment about which APS you think it covers. And I would recommend you maybe do that in some sort of uniform way so that you can get more than one person involved. And then everyone can agree on that. So I hope that's helpful.

Are there other questions coming in? One grantee wants to know about if anyone else has chosen the Project AIM curriculum. Maybe that's a question we can post on the communities of practice.

MEGAN: Jennifer and Katie, this is Megan. I'm going to read you a couple of other questions that I see that have come in. This question is, "If we wove the adulthood preparation subjects throughout the chosen curriculum, wouldn't that be a yellow light adaptation? Since you'd be changing the structure of the evidence-based intervention?"

KATIE: That is a great question. And it depends on, I think, how much you're changing the structure. Removing lessons is a red light adaptation. So we don't want to remove anything

from the program. I don't know. Jennifer, do you have anything that you want to add if we want to pass it to FYSB?

JENNIFER: I think we should definitely get FYSB to weigh in here. I think one other thing that I might add is as a rule of thumb, and I think maybe one of us said this in the webinar, it's generally better to add sessions at the beginning or the end of the curriculum that you're delivering.

So that's one rule of thumb to keep in mind. And I think just two other things to remember are, you can always contact the developer about these things if you have questions about them. Sometimes the practice can get a little bit onerous. But if you have questions that sort of rise to that level, that's always an option. And also, you all have a piece through the adaptation guidance from FYSB about how you sort of handle those things. So I think there's very specific instructions that you follow if you're in green light or yellow light territory and more sort of involved measures that you take once you cross into the red light adaptations like taking out lessons or other things like that. But there's always something that I think you can talk to your project officer about. FYSB team, do you all have anything to add about that?

MR. MARC CLARK: This is Marc Clark. I think your overall response is a comprehensive one. I would just reinforce the notion of looking at the existing guidance, particularly with regard to our red, yellow, green light kinds of ideas about adaptation. It's important that you understand that we wouldn't expect adding adult preparation subjects to be something that subtracts from content. And clearly, we wouldn't expect any lesson or lesson objectives to contradict existing evidence-based curricula, lessons or lesson objectives.

So I would just encourage you to exercise caution as you make those additions and recognize that your project officers are always available to you should you run into some concerns that you think require that level of input. The important item is what was mentioned earlier, that

we're all kind of learning as we go along. So there may be some ways in which you'll make additions or adaptations that could be really meaningful. So we'll keep our eye out for those kinds of opportunities to learn from your experiences in the field.

JENNIFER: And Mark, if I'm hearing you correctly, one way to sum that up that may get to the heart of the grantee's question is that a yellow light adaptation may not be all that bad. Outright, I don't think ... correct me if I'm wrong ... FYSB wouldn't consider that all yellow light adaptation where the APS are concerned.

MR. MARC CLARK: Yes, those adaptations that are under the yellow light category are the ones that in some respects don't require input from the project officer. So I think that's the distinction you want to be able to make. Those adaptations that have the potential to really significantly alter core components or if the developer and you're confused about the guidance that the developer's suggesting, then you can seek clarity in that regard. But we've given a significant level of freedom to projects to make those adaptations. So we're not about to reverse that idea and take it back.

JENNIFER: Thanks. That's really helpful and I think it's important grantees that you hear that. Going back to this, we're learning from each other. A lot of it is based on best judgment. So just keep that in mind. Megan, did you have other questions that came in?

MEGAN: Yes, there are a couple more questions. There are two that are sort of related to ... and I'm not sure, Katie, if you or Jennifer will be able to respond to this, but related to performance measures. And they are what are the performance measure questions? And there's another one that is are there PREP Fidelity monitoring tools that all states must complete aside from the PREP performance measures?

KATIE: I'll try to answer the first one, but I might need some help from the FYSB team. It's my understanding, and I hope I'm speaking correctly here, the State PREP grantees have received the performance measures that are the sort of draft performance measures that are participant-level questions. For the APS, the performance measures are related to question number seven that will be asked at program exit. I don't believe that the Tribal PREP grantees have received their performance measures yet. Please someone correct me if I'm wrong. And you should be receiving them soon. Is that right, Sissy?

SISSY: That's correct, Katie.

KATIE: Okay. So then if you're looking for the performance measures, you should have received an email from PREP@JFI.com. If you're a State PREP grantee and it was participant level measures and question number seven on participant level measures for the exit test talks about those are the performance measures that will be used to measure the adulthood preparation subjects.

In terms of the fidelity monitoring tools, each program has its own fidelity monitoring tool. And one of the things that we're encouraging people to do is to build fidelity monitoring into their program so they can make sure that facilities are implementing with their, you know, covering all of the lessons, et cetera.

If you're adding additional PREP ... I'm sorry, APS topics, I would encourage you to think about, do you need to make changes to your fidelity monitoring log so that you can make sure facilitators are also covering the APS in a uniform way. And can you learn about what has happened at the end when students or participants fill out their performance measures and maybe you're not seeing a lot of change on the performance measures related to APS.

It will be helpful to know if it's because maybe the facilitators weren't able to get to those lessons. And if you have that information in your fidelity log, it will help you to make the changes you need to make in order to enhance the APS. So if they're not getting to the lessons, maybe you need to talk to the facilitators about the logistical thing. Is it just too much? Are we not comfortable with this? How can we reframe that? Or maybe we need to beef up the content a little bit more so that there's more there.

So I hope that helps. But I do think that having the APS included in your fidelity monitoring tools will help you answer some of these questions and will help us learn. It will also help us figure out what works better. If you're weaving them in, that should be reflected in the fidelity monitoring tool. If it's something at the beginning or the end, that should be reflected. But we would really encourage you to measure these APS similar to how you're measuring how some of the other lessons are implemented. So I don't know if other presenters have something to add to that.

SARAH: This is Sarah from [inaud.] If I could just address one thing that is related, in the chat box right now, a couple of people have posted information about a performance measures webinar, I think in response to this particular question and discussion. That webinar is actually only for State PREP. Because you all have received your performance measures and that webinar will address State PREP performance measures. That webinar is not for Tribal PREP grantees. And I wanted to share that information because Tribal PREP grantees are on this webinar as well.

You all will get information about your performance measures and about separate performance measures webinars that will be held with information about those at a later date. So if you have not received information about the performance measures webinars via email, please disregard the information that's included in the chat.

JENNIFER: Thanks, Sarah.

MEGAN: There are some more questions, Katie and Jennifer, if you're ready to take another question.

JENNIFER: Sure.

KATIE: We're ready.

MEGAN: Okay. This person says our program has to include or highlight abstinence. We have to work with the Title V folks in our community. Suggestions on what that might look like?

KATIE: Sure. Jennifer, you want me to take this one?

JENNIFER: Yeah, go for it.

KATIE: So this is a little bit separate than the APS. But as a requirement for the PREP grantees, the program has to cover both abstinence and contraception. So ways to do this would be to pick an evidence-based program that includes a focus on both abstinence and contraception.

If you picked a program that you don't think has included enough of the focus on abstinence, consider adding another lesson or enhancing the activities around abstinence. That's separate from all the preparation subjects just to be clear. But I think there are ways I know some grantees maybe have looked at programs and they feel like there's a particular lesson where they can really bring out the abstinence session a little bit more. Maybe have a conversation about the benefits of abstinence, some refusal skill building, that kind of thing. So if you feel

that your program doesn't sufficiently address abstinence, then you would need to add content to it.

JENNIFER: Yes, and I think the only thing that I would add there, Katie, is sort of [recording goes silent]

KATIE: Jennifer, I think we lost you.

JENNIFER: Oh, I'm sorry. Can you hear me?

KATIE: Sorry about that. I think our general guidance about adding content that we mentioned in the context of the APS on this call in a general way sort of applies to the question that this person is asking to just ensure that your additional content is well aligned with your program goals, performance measures, things like that. So it's not adding things for the sake of adding them, but really thinking about how that additional content sort of helps you get to some of the smart objectives that you lay out for your project that it makes sense with the rest of your logic model, that is helping you to get to the desired outcomes you're working with I think is always a good place to start.

MEGAN: Another question that's come in. "We've gotten the impression from previous conversations that if you have several sub-awardees, they don't all have to address three topics. But the three topics must be addressed by the overall program. Is the requirement that each subawardee does three? Or that three total must be addressed by the sub-awardees as a group?"

MR. MARC CLARK: I think it's a grantee requirement about covering the adult preparation subjects. So if there's a way in which it's portioned or parceled out amongst subs that you're

covering your three mandated APS topics, then that would be sufficient. It's not as though each sub has to cover all three. It's a grantee-level requirement. It's not a subawardee requirement.

I can imagine some variations on that. Those grantees who are passing through responsibilities for APS may need to find a way in which they're addressing that, that ensures they're getting adequate coverage amongst their subs. So I could see some states that may need to address that through their own data collection or even contracting process to make sure they have adequate coverage.

KATIE: That was very helpful. Thank you.

MEGAN: There were a couple of questions about Jennifer and Katie made reference to the communities of practice website. And there were some folks that asked about the website. And I just wanted to share that that website has been made available to organizations. And then you will be getting ... folks will be getting access through those organizations. But that was given to folks on Friday and it's a website we're sharing resources and having dialogues as well as other training resources are going to be shared. So hopefully, that will give folks a little bit more detail about what the communities of practice site is.

KATIE: Thanks, Megan.

MEGAN: Sure. There is another question that says, "If you're using financial literacy as an APS, can you supplement with" ... sorry, I'm reading it verbatim ... "have a speaking address the youth from a financial agency, but you are not changing any of the curriculum?"

JENNIFER: Sure. That's a great question. So I think the question is if you get someone from the outside to come in and sort of provide a workshop. And I think that's a great example of where you examine your capacity to do it and maybe your facilitators aren't the right people to

be doing financial literacy. So you bring someone in from the outside. I think that's perfectly acceptable.

So again, I encourage you to make sure that you're offering it to the same students that are taking your program. Mostly because you're going to need to track those students and make sure that, you know, you want to make sure that workshop leads to some sort of change for them. So you want to make sure you're able to track them. I don't know if anyone has anything else to add. But I think that's a great example.

MR. MARC CLARK: That makes sense. And in particular, at exits since some of the data to be collected will be about the perceived effect of some of the actual program delivery, you want to make sure that those persons at exit were actually there to receive the lesson content.

JENNIFER: Right.

MEGAN: Okay. So there's more questions come in in. This is really great. "I am implementing our program in high school health classes. The health teachers are required to cover all of these APS located in their textbooks. Is this enough? Or do our facilitators need to add even more?"

JENNIFER: So if you're offering a teen pregnancy program in addition to health class which already covers the APS, I would say the biggest trick there is deciding when you assess the performance measures. Is it right after you've done your bit of the program? Or is it at the end of health class, after they've received the APS and figuring out how that goes?

And also, have you taken a look at the textbook to decide whether or not those APS's are sufficiently covered to your best judgment? Do you think that that is good enough? If it is, then you might want to figure out a way to assess at the end of that health unit whether or not some

sort of combination of the teen pregnancy prevention program plus what they're already getting which covers the APS seems to make a difference. I think that's a nice example of how this might complement some of the work that's already being done. If others want to jump in too.

JENNIFER: I think that about covers it. I wouldn't want to add anything.

KATIE: Megan, I think I might be getting questions. I'm sorry to be so dense about the technology. But I think since I'm still a speaker, I'm getting questions maybe that you can't see. Is that true?

MEGAN: No, you and I should both be able to see them. But as they flow in, I'm facilitating them. But if you see some that you'd like to answer off the cuff or answer, feel free. Go right ahead. That'd be great.

JENNIFER: Okay. I see a couple of versions of this type of question pop up. So we're getting a number of people who are saying, "I've chosen X program. We reviewed it and we found that it already covered these three adulthood preparation topics. Is that enough? Or are you saying that we should be adding more?"

And I think the answer to that question is that doing a systematic review of a curriculum and determining whether or not in your best judgment, there are at least three topics covered is definitely a strategy that's appropriate to use for making sure that you're incorporating APS into your work.

So I think definitely that is an appropriate strategy to be using. I think one suggestion just based on what we're saying in this webinar and what you'll get in the subsequent TIP sheet that we've written about this. It's just that it might be a good idea to have a system for that review or to be able to document in some way how you determine that.

So does it mean that your program manager sat down with the curriculum and said I think it covers this, this and this? Or did you know what panel of folks at the health department gets together and reviews it in some systematic way. Sort of just be able to substantiate in some way why you think that it's enough I think would be our advice. But certainly that's a strategy that we think makes sense for incorporating this content.

And I also would suggest that Katie and I aren't necessarily suggesting that anybody needs to do anything differently than they're already doing. So that question is a little bit difficult to answer. But I think the only way that we could reasonably tell you to definitely do something different is if you're not incorporating topics. That clearly needs to be part of your work. So unless you're not doing it—in which case we are telling you that, yes, you should be doing them differently because you need to be doing it—I don't think we're suggesting that anybody needs to do anything differently. So I hope that answers the question.

KATIE: Just to jump in, the recommendation for how to document that process, I think is to help everyone on the team. And so if you're not there anymore or if the project gets turned over to another person, so there's a clear track record of what you've decided that your program addresses. And then that's going to be helpful for when you go back and look at your own performance measures and say, "All right. We decided that our program addressed these three. Let's look at it and see if that seemed to make a difference."

So again, if you've decided that if you're working with an evidence-based program and that it sufficiently addresses at least three, great. I think you can say that's enough. You don't have to add a fourth. You don't need to do anything different. But I would encourage you to just keep an eye on what you're gathering and see if you can learn anything from it?

SARAH: This is Sarah from FYSB. If I could just go back and provide some additional clarity somewhat related to this question. There was a question earlier about whether or not sub-awardees each need to implement three adulthood preparation subjects or whether just the overall grant program needs to implement three. And I'm not sure what the exact response was. But based on some messages that I've received, I think there might be a little bit of confusion.

The requirement is that the program implement three adulthood preparation subjects. But that requirement flows down to anyone else who was implementing the program. So what that means is if the state is passing on funding to the sub-awardees, then each of the sub-awardees also are under the requirement to implement at least three of the six adulthood preparation subjects. So each subawardee needs to implement at least three. It is not the overall requirement that the grant program implement three. I just wanted to clarify that. Thank you.

KATIE: Great. Thanks, Sarah. And along with that, I also saw a question that came in that said there are some tools out there regarding which adulthood preparation service might already be covered by particular programs. I know the national campaign released a TIP sheet a few years ago and then there's also some information that resource guide that I mentioned.

I would encourage you ... you know, you can use both, but again it's up to your best judgment whether or not your program covers the APS to what you've deemed is sufficient. There's not going to be official guidance on that. So you can use either one of those tools just as a tool, but it's not an official ... the national campaign tip sheet is not anything official that says bottom line here's what it covers. It's just a general idea. So I just want to make that clear. Other questions? Megan, Jennifer, I can't say all the questions. So if you guys have gotten any others? Hello?

MEGAN: I'm just scanning through the questions. I feel like the comments that Sarah just made did a nice job of addressing a lot of the questions. There was one question, but this was related to the performance measurement webinar. And it was more just, "Is it just for the state reps or can sub-awardees attend as well?"

SARAH: I sent a private message in response to that. But for anyone else who is curious, state sub-awardees that would need that information in a relevant way can attend. But again, I want to remind folks that that particular webinar that is listed in the chat is only for State PREP grantees. It is not for Tribal PREP grantees. So only state representatives or their sub-awardees that they would like to participate should be participating.

MEGAN: And Sarah, I did just get a request from someone to repeat your comment. I don't know if the person just wanted you to repeat it. I think the comment that they're referring to is related to sub-awardees and adulthood PREP subjects. Just so all the folks can hear that again.

SARAH: Megan, we're going to put together some sort of email communication or something about that. So I'd like to get back to that at a latter point.

MEGAN: Sure, no problem.

KATIE: Great. We have about fifteen minutes left if anybody has any ... we sort of left enough time. We wanted to make sure we had time to sufficiently answer questions. So if you do have questions, I'd encourage you to chat them in. And if not, we can let you go a little bit early, which is never a bad thing.

MALE VOICE: Could you go over the schedule dates for the performance measure webinars again? I think they've been mentioned, but I just want to make sure everyone's clear on them.

SARAH: Sure. Again, I apologize, this is just for the State PREP grantees. I believe there's a webinar on July 31<sup>st</sup> from 3:00 to 4:30 p.m. Eastern Standard Time or August 14<sup>th</sup> from 3:00 to 4:30 p.m. Eastern Standard Time for the State grantees about participant level data collection. And that webinar will be delivered by the folks at Mathematica Policy Research, who are leading the efforts on performance measurements.

KATIE: All right. Megan or Jennifer, are you getting anything else?

JENNIFER: I don't see anything coming in on my end.

MEGAN: And Jennifer, yes, from the ones that I'm seeing that are the same ones that you're seeing, I'm feeling that you have been able to address the questions that have been ... oh, there is one question that just came in. It says, "Are there now thirty-one" ... I think they mean thirty-one evidence-based interventions on the HHS list. She says, "I thought there were only twenty-eight."

JENNIFER: Yes, the list was updated in April of this year. I don't know if you're aware or not, but there was a [inaud.] I think a year or two ago and the HHS list, the expectation is that it will be updated sort of on an ongoing basis every once in a while. And so there were three new programs added. So if you're still in the program selection phase, you can take a look at that. If you have already selected your program and you are comfortable with it, no need to take a look a look.

SARAH: And I'm moving as quickly as I can to add a link to that list right now, but I'm not that fast.

KATIE: I hope this webinar has been helpful. And I guess I want to reiterate if you've already selected a strategy that you're comfortable with for addressing the APS, then I would encourage you to move forward with that. If you haven't figured out how to address them, the TA providers are here to help you, along with your project officers, think about how to incorporate that.

I think again we're all learning together and there isn't necessarily a right or a wrong way, but you do need to address at least three of the six. And we're hoping that in another year from now, perhaps we can have another conversation where we're learning about what's really working for some people and what strategies maybe are less successful. So with that, I'll turn it back over to Marc to see if he has any closing remarks. And I think we're just about at the end of our time.

MR. MARC CLARK: I just want to thank you for your attention and sharing your questions. Of course, we're always guided by the questions you give us that helps us that helps us to perfect the guidance we're able to give you, as well as to where we need to improve our own communications.

Again, the adulthood preparation subjects as a Congressional mandate are going to ultimately be measured. And the way in which they'll be reported on will be discussed in our performance measurement webinars.

I do want to reassure states that we are going to ensure that as we aggregate data and report on the APS coverage, there won't be any unexpected mandate or benchmark that you'll be unaware of as it relates to analytical strategy or summarizing and reporting across states.

This is not meant to be a kind of "gotcha" standard-setting exercise. As we report on the coverage of adulthood preparation subjects, we'll probably report it as an aggregate measure. And we will certainly in any published information not single states out or sub-awardees out for

their effectiveness or ineffectiveness in how they cover APS. That will be reported at the subject level and not at the state level with regard to covering APS.

So I just want people to feel reassured that these performances will be carefully gauged and assessed, but not with the intent that individual states or sub-awardees would be singled out.

Having said that, I just again would like to thank you for your time and attention. And as always, when you need support or help, feel free to contact your project manager and we'll offer the guidance that we're able to offer.

JENNIFER: Thanks, Marc. I think that sums it up very nicely. And thank everyone for attending today.

MALE VOICE: This concludes today's conference call. You may now disconnect.

**(END OF TRANSCRIPT)**