

Implementing EBPs

SRAE Webinar

August 13, 2019

Objectives

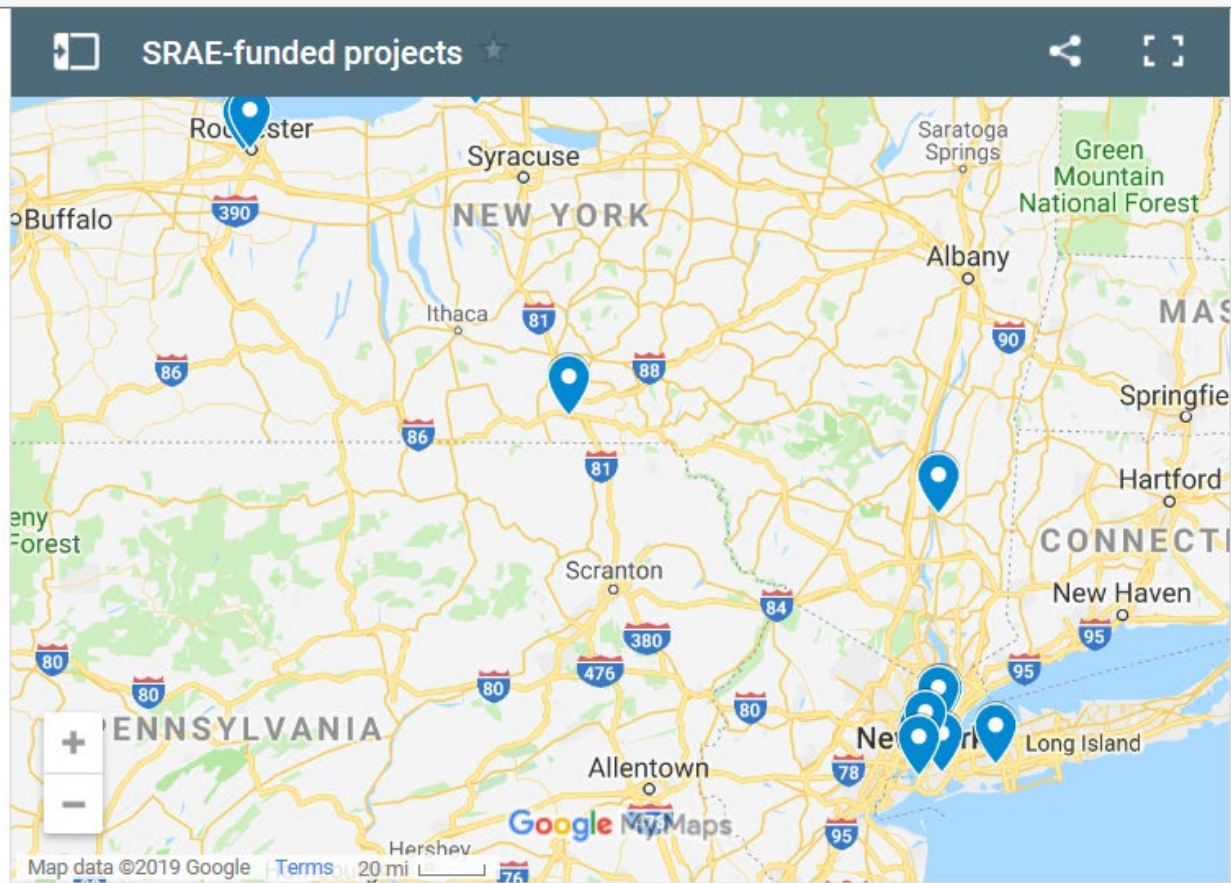
- What is an evidence-based program (EBP)?
- Implementation challenges & strategies
- Fidelity & adaptation
- Questions?

12 SRAE Provider

Project AIM
Teen Outreach Program
Component 2: Activities
Component 3: Parenting Education
SRAE Shared Resources
SRAE Online Reporting System

Online Reporting System

Enter ORS Information



This map shows the headquarters of agencies funded through the SRAE initiative in New York State.

SRAE Components

Component 1

Evidence-based education/programs:
Project AIM, TOP, Making a Difference
Youth ages 10-13

Component 2

Youth development/adult-supervised
activities

Same youth participate in component 1
and 2

Component 3

Parenting outreach and education

Evidence-Based Programs

Evidence Based

≠/=

Science Based

Research Based

Best Practice

These are programs that have been evaluated rigorously showing that the desired outcomes have been achieved as a result of the program.

Office of
Adolescent
Health (OAH)
Program
Selection
Criteria

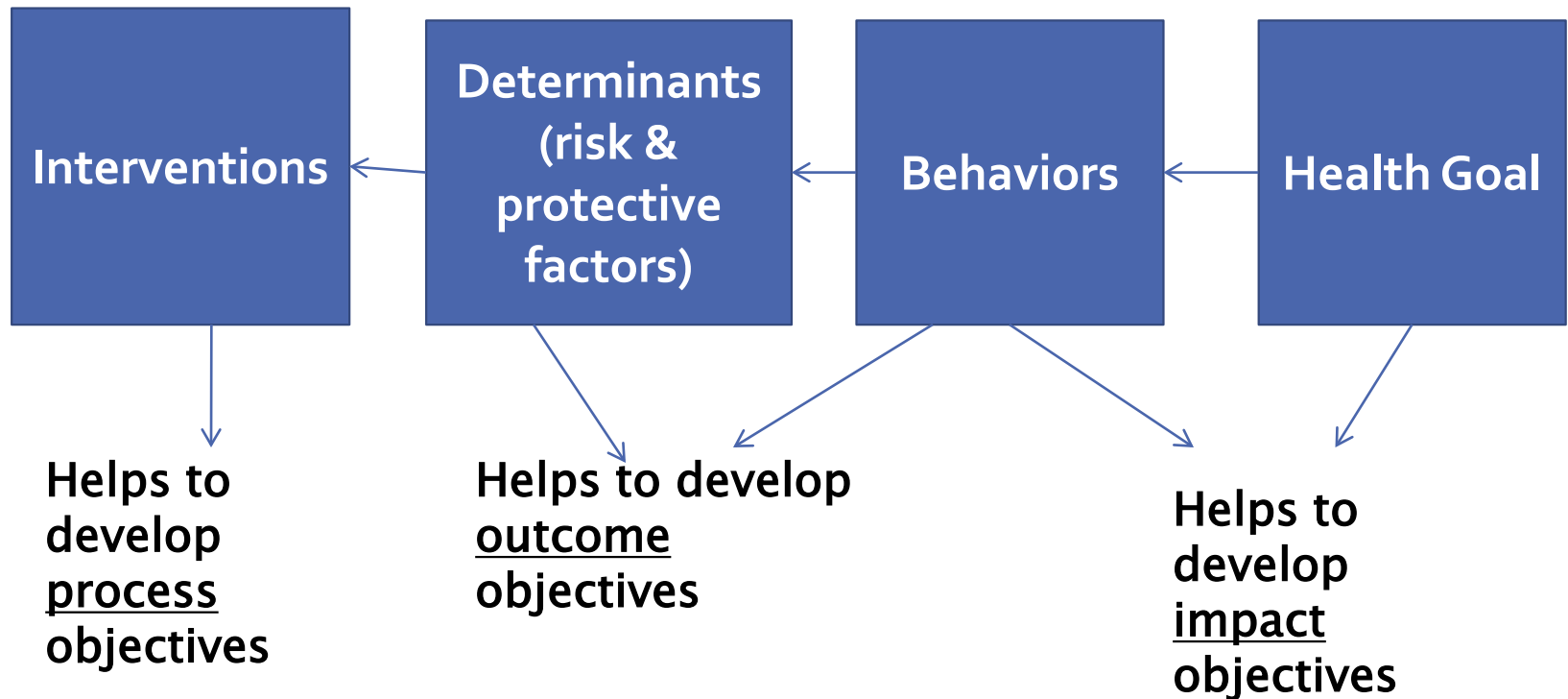
Now:
Office of
Population
Affairs (OPA)

- Focused on US youth ages 19 or younger
- Measured impact on sexual behavior or its health consequences
- Examined the impacts of an intervention using quantitative data and statistical analysis
- Used an experimental or quasi-experimental design.

<https://www.hhs.gov/ash/oah/evaluation-and-research/resources-evidence-based-tpp-programs/index.html>

Program Development/Logic Model

What are the goals, target population, and objectives or desired outcomes?



Target Behaviors

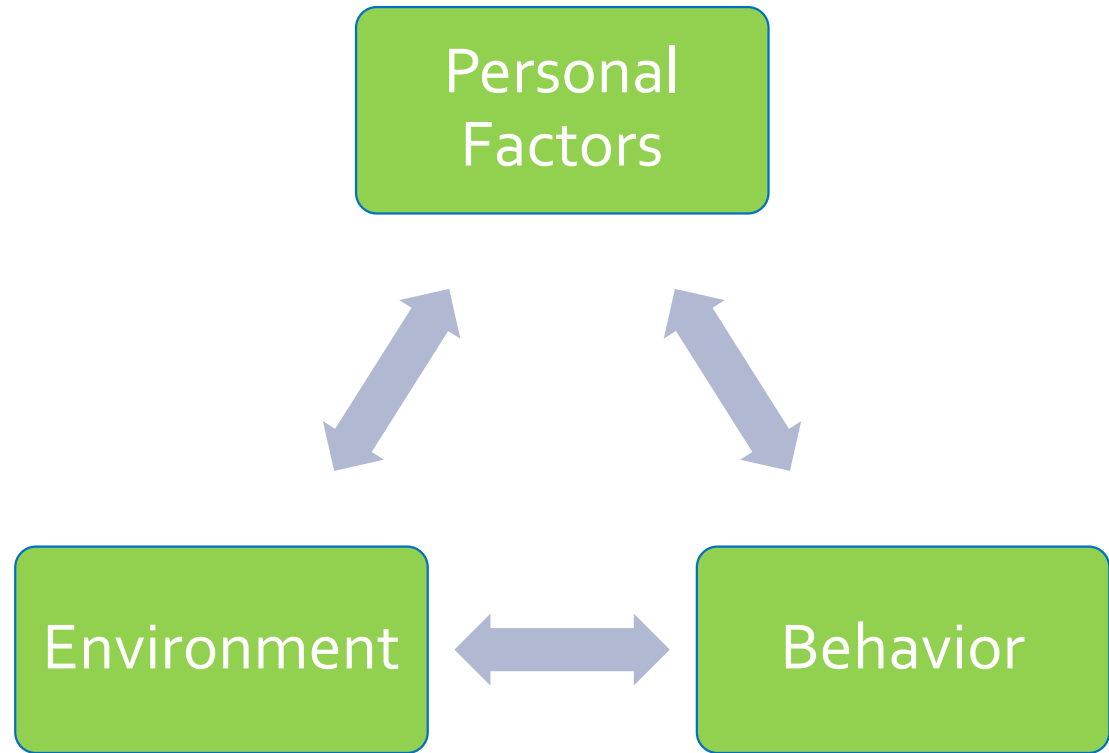
- Increase age of first sexual intercourse
- Increase the correct and consistent use of condoms and contraception
- Decrease number of sexual partners
- Decrease frequency of sex

Risk & Protective Factors

Kirby & Lapore, 2007

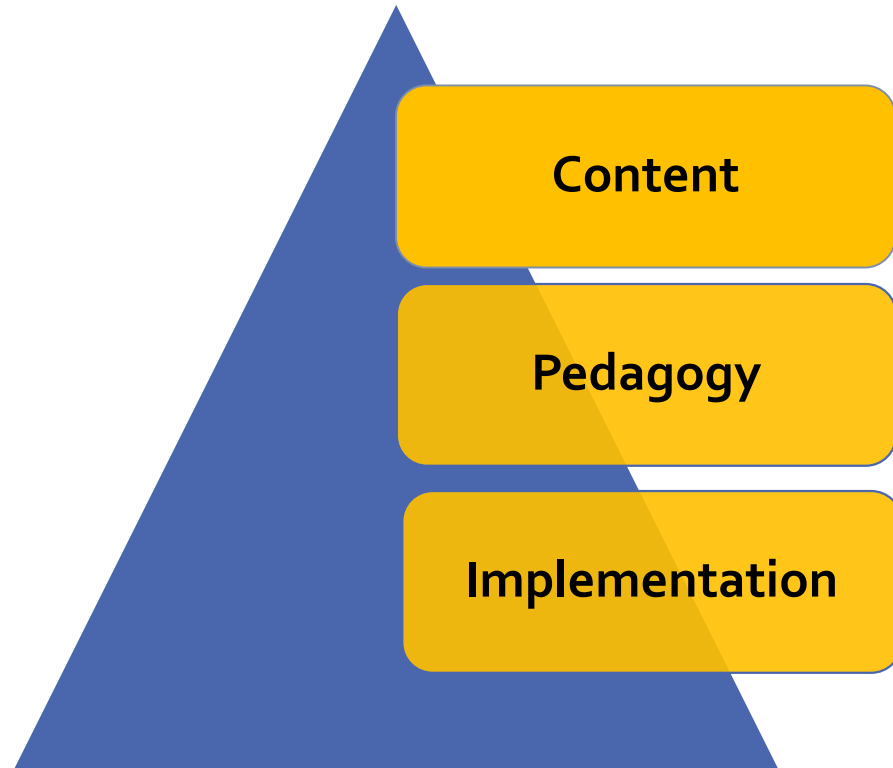
- Communities (exposure to violence and substance use)
- Families (expressed sexual values, relationship & communication with parents, presence of both biological parents)
- Friends and peers (poor performance in school, drug use, permissive and unprotected sex)
- Romantic partners (e.g. older boyfriend)
- Non-sexual factors such as plans for the future, etc.
- Individual's own sexual values and attitudes
(*strongest connection to sexual behavior*)

Social and Cognitive Learning Theory



Fidelity

To get the desired outcomes,
the program needs to be
implemented with fidelity
= **true to its core components**



Evidence-Based Programs

Common Features

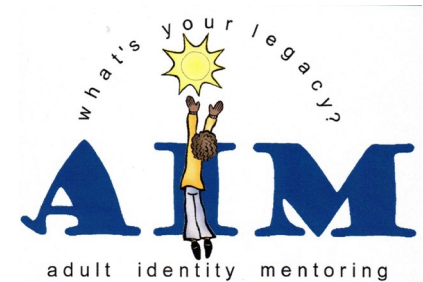
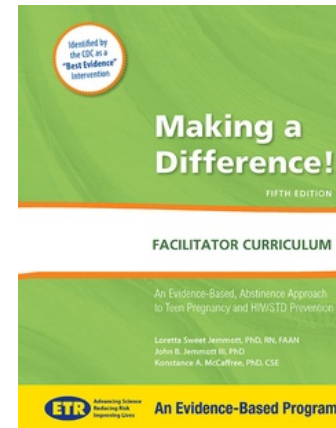
- Written curricula
- Learning objectives and activities with clearly defined time frames
- Instructions for facilitators and educators

Variation

- Priority population
- Duration
- Setting
- Focus
- Cultural frame
- License

EBPs selected

- Making A Difference
- Project AIM
- Teen Outreach Program (TOP)



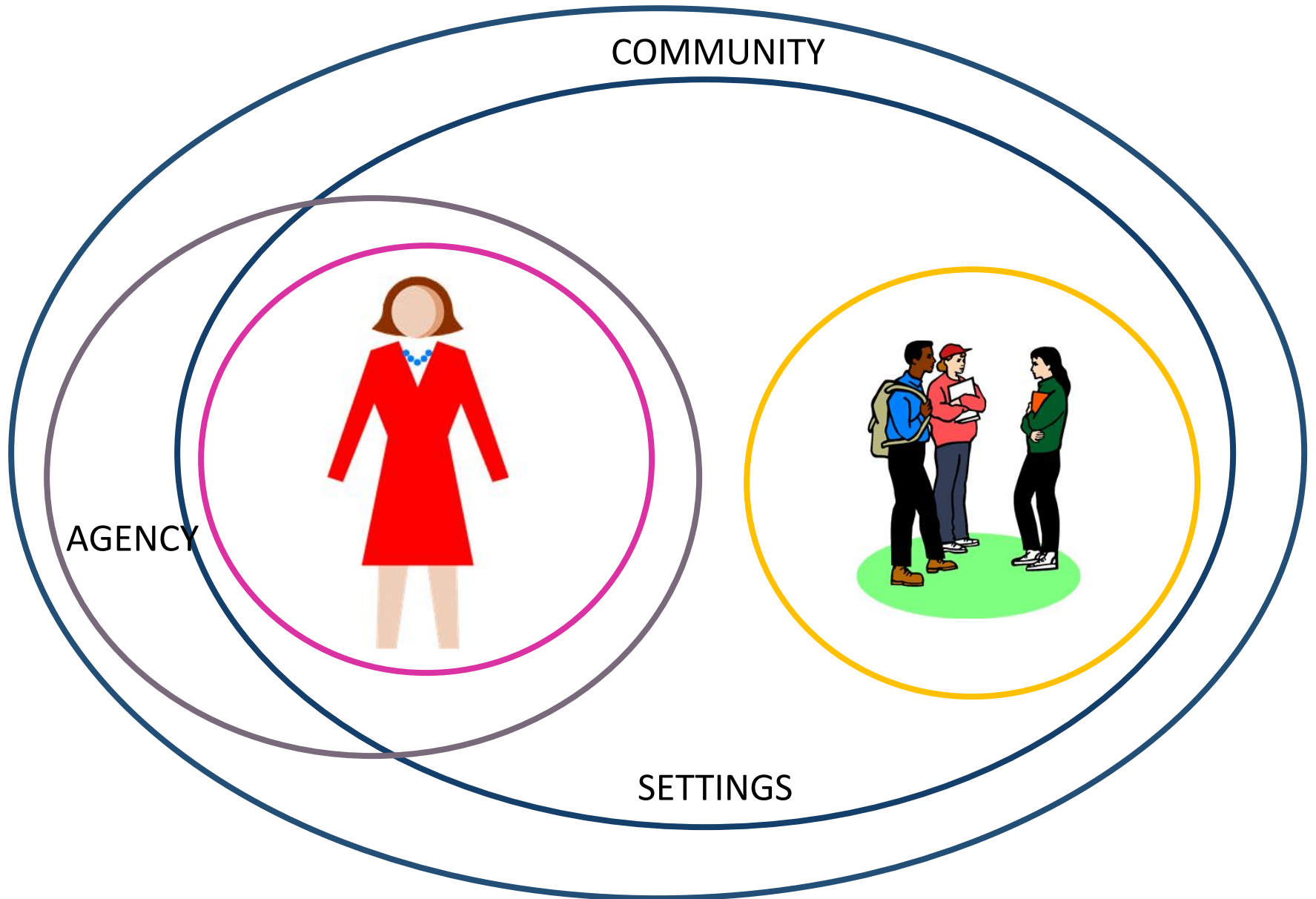


Implementation

Research

Practice

IMPLEMENTATION FACTORS

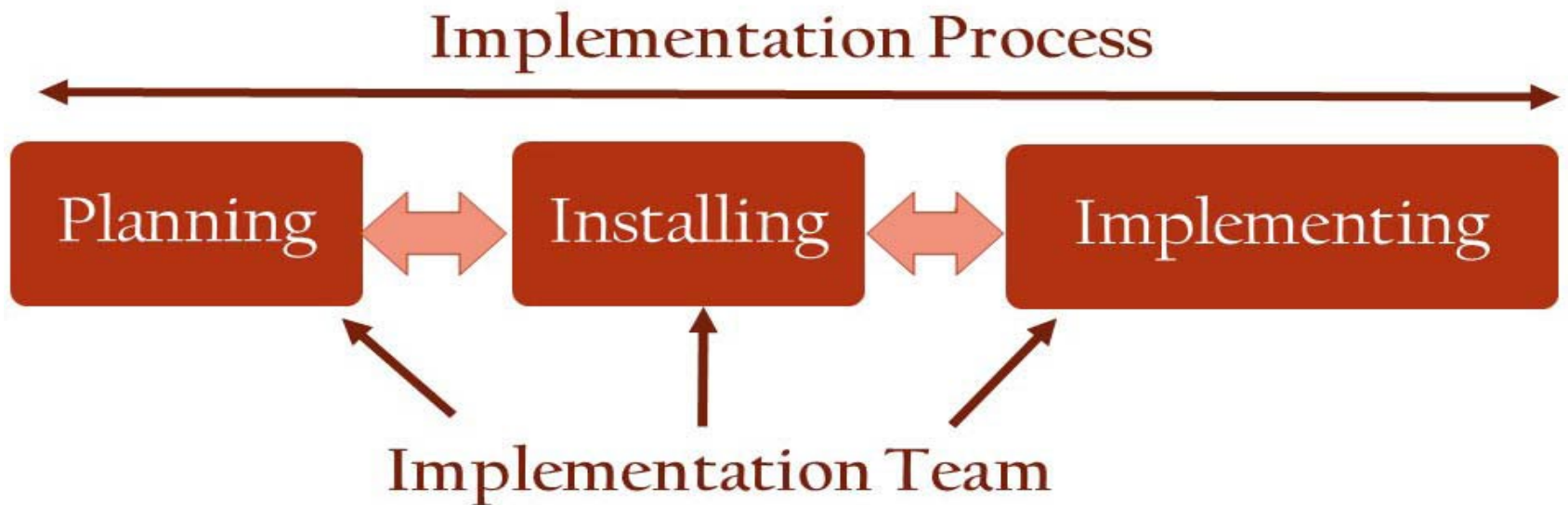


Active Implementa tion



National Implementation Research Network
<http://nirn.fpg.unc.edu/>

It's About Planning!



http://www.actforyouth.net/sexual_health/community/srae/ebp.cfm

Implementation Team

Best Practice in Implementation!

- SRAE Coordinator
- Educators
- Administrator
- Community Stakeholder(s)



Planning Tool

Organizational Support Checklist

Revised 2/22/2017

Administrative Support	Yes	No	Comment	Recommendation
Administration values evidence-based program(s) as an important part of the agency's service delivery.				<ul style="list-style-type: none"> - EBP is highlighted in agency's publications and services - Administration has expressed commitment to EBP and/or CAPP initiative - Administration supports sustainability planning
Administration supports establishing an implementation team				Team members include manager with authority to make decisions for the agency, project staff, and 1 or 2 community partners.
Administration supports community outreach and collaboration to implement EBPs.				- Utilization of agency's community connections and contacts to facilitate EBP implementation
Management Support	Yes	No	Comment	Recommendation
Strives to hire qualified project staff				<ul style="list-style-type: none"> - Clear job descriptions that identify needed competencies and experiences - Educator position is minimum of .5 FTE - Adequate number of staff <i>(For example, has it been considered that large group implementation requires two or more educators?)</i>
Supports and participates in Implementation Team				<ul style="list-style-type: none"> - Team composition (higher level management, health educator supervisor, EBP educators, 1-2 community stakeholders) - Team meets regularly - Functions: <ul style="list-style-type: none"> - Develop an implementation plan - Monitor EBP implementation - Evaluation - Quality improvement - Sustainability plan

Build Organizational Support

http://www.actforyouth.net/sexual_health/community/programming.cfm

Moving forward

1. Form an implementation team
2. Assess and address readiness
3. Build capacity to deliver EBP and practice in-house
4. Negotiate the right conditions in the settings you deliver the EBP in
5. Pilot EBP as developed – try to implement according to the guidelines
6. Gain experience with the EBP and identify need for adaptations
7. If needed, plan adaptations

Adaptation Framework



Green – Go ahead! Adaptations that can be made without compromising the curriculum

Yellow – Caution! May compromise core components; seek support from professionals with expertise

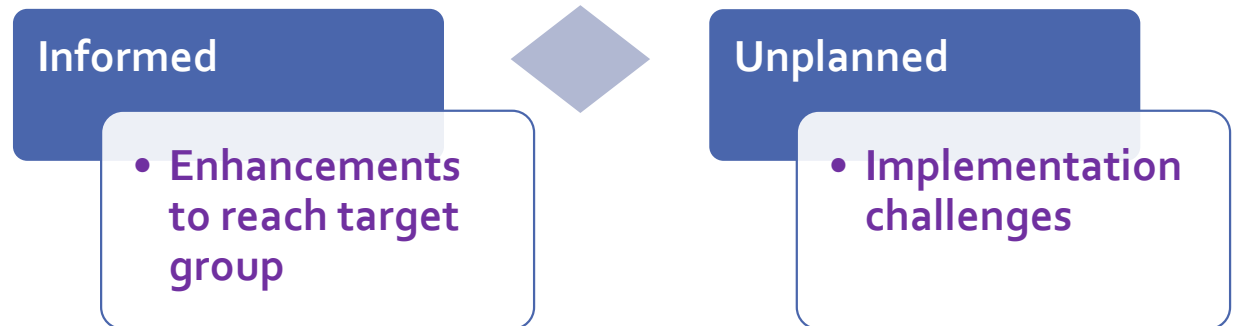
Red – STOP! They will significantly compromise or diminish the core components

Talk to your TA Support Team to plan adaptations.

http://www.actforyouth.net/sexual_health/community/evidence.cfm

Adaptations

Adaptations may need to be made but they have to be made carefully without dismantling the core components.



For licensed programs they need to be approved by developers.

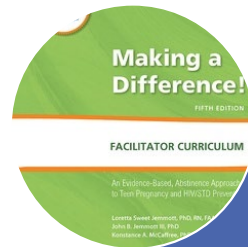
Upcoming Trainings



NYC 8/20-22



NYC 9/11-12



B'ton 10/2-3

Next Steps



TA Needs Assessment Interviews

Online Reporting System

Next SRAE
Webinar

Sept 10
11:00am-
12:00pm

The screenshot shows the user interface of the Sexual Risk Avoidance Education (SRAE) Online Reporting System. At the top, there is a blue header with the ACT Youth Center of Excellence logo on the left and the text "Sexual Risk Avoidance Education (SRAE) Online Reporting System" and "Logged in as ACT For Youth" on the right. Below the header, the main content area is light blue and contains three columns of information:

- Tips for best user experience:**
 - Use one of these browsers:
 - Internet Explorer
 - Edge
 - Chrome
 - Safari
 - Firefox is NOT supported
 - Do NOT use your browser's "back" button, use only the navigation displayed on the web site.
 - To cut/copy/paste, use your browser's Edit menu, OR use keyboard shortcuts. Right clicking will not work for cut/copy/paste.
 - This web site requires a consistent internet connection. If your speeds are variable, you may experience pauses as data is passed to and from the server.
 - Click the link below to check out the Online Reporting System overview webpage for information on using this system and to access optional tools for data collection.

[Online Reporting System Overview](#)
- Navigation buttons:**
 - Start a new EBP cycle
 - Update an existing EBP cycle
 - View or correct submitted cycles
 - Biannual Report
 - Organizations
- Definitions:**
 - Definition:** A cycle is a complete implementation of an EBP (all modules) with a unique group of youth participants. Implementation data must be reported for each cycle.
 - Definition:** A session is one time the group of youth participants comes together; it is defined by date. You may facilitate activities from more than one module in a session. You should NOT have more than one session with the same date in a single cycle.
 - Reminders:**
 - Record the unique cycle name you create; you will need this to find and enter additional information about the cycle.
 - Implementation data need to be submitted within two weeks of the end of a cycle.

Questions?

The screenshot shows the ACT for Youth website. The header features the logo on the left and the tagline "Your Online Source for Positive Youth Development" on the right. A search bar is located in the top right corner. Below the header is a navigation menu with categories: Youth Development, Adolescence, Sexual Health, Publications and Events, and About Us. The main content area displays a breadcrumb trail: Home > Sexual Health and Development > Supporting Adolescent Sexual Health > SRAE Initiative > SRAE Overview. The page title is "Sexual Risk Avoidance Education Initiative" with a "printer-friendly" link. A descriptive sentence states: "This section provides an overview and resources for SRAE providers in New York State." Below this is a map titled "SRAE-funded projects" showing locations in New York State, including Buffalo, Rochester, Syracuse, Ithaca, Albany, and Saratoga Springs. The map also shows major highways like I-190, I-81, I-88, and I-90.

Program Resources

- SRAE Initiative
- SRAE Overview
- Component 1: EBPs
 - Making a Difference
 - Project AIM
 - Teen Outreach Program
- Component 2: Activities
- Component 3: Parenting Education
- SRAE Shared Resources
- SRAE Online Reporting System

Home > Sexual Health and Development > Supporting Adolescent Sexual Health > SRAE Initiative > SRAE Overview

Sexual Risk Avoidance Education Initiative

printer-friendly

This section provides an overview and resources for SRAE providers in New York State.

SRAE-funded projects

Map showing SRAE-funded projects in New York State, including locations like Buffalo, Rochester, Syracuse, Ithaca, Albany, and Saratoga Springs.

http://www.actforyouth.net/sexual_health/community/srae/