

What is Going on with CAPP Component 2?

Learning Community Meeting for CAPP Component 2
February 6, 2020

Objectives

- Brief review of our Component 2 journey
- Let's hear from providers: What works? What is challenging?
- How are we doing evaluating Component 2 programming?
- Questions

Component 2 Objectives

Increase percentage of adolescents who live in supportive and cohesive communities

- Implement multi-dimensional educational, vocational, economic and recreational opportunities for youth on multiple health and developmental related topics that introduce them to new situations, ideas and people, and challenge them to build or learn skills
- Potential strategies: Service learning, mentoring, healthy relationship training, youth as advocates...

Long-Term
Outcomes

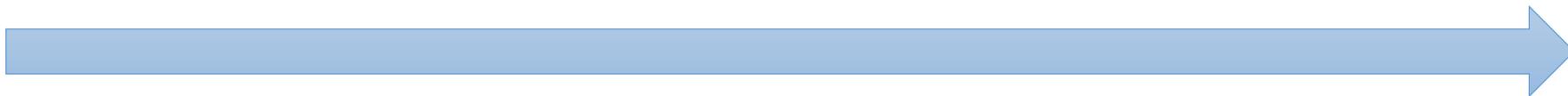


Potential
strategies,
general
activities



Program Examples

- Peer education or leadership programs: training, youth engagement, community outreach
- Training topics: Social activism, social media work, creative expression, rights, reproductive health
- Create series/menu of learning opportunities at central location(s)
- Topics similar to former Core Strategy 3: adulthood preparation topics



12 months

1 session

Our Process to Determine Outcomes

Review effective youth
development programs



Build logic models for C2
programming



Narrow down desired
outcomes across sites

Features of Positive Developmental Settings

Physical and Psychological Safety

Appropriate Structures

Supportive Relationships*

Opportunities to Belong

Positive Social Norms

Support for Efficacy and Matterings*

Opportunities for Skill Building*

Integration of Family, School and Community

National Research Council (2002)

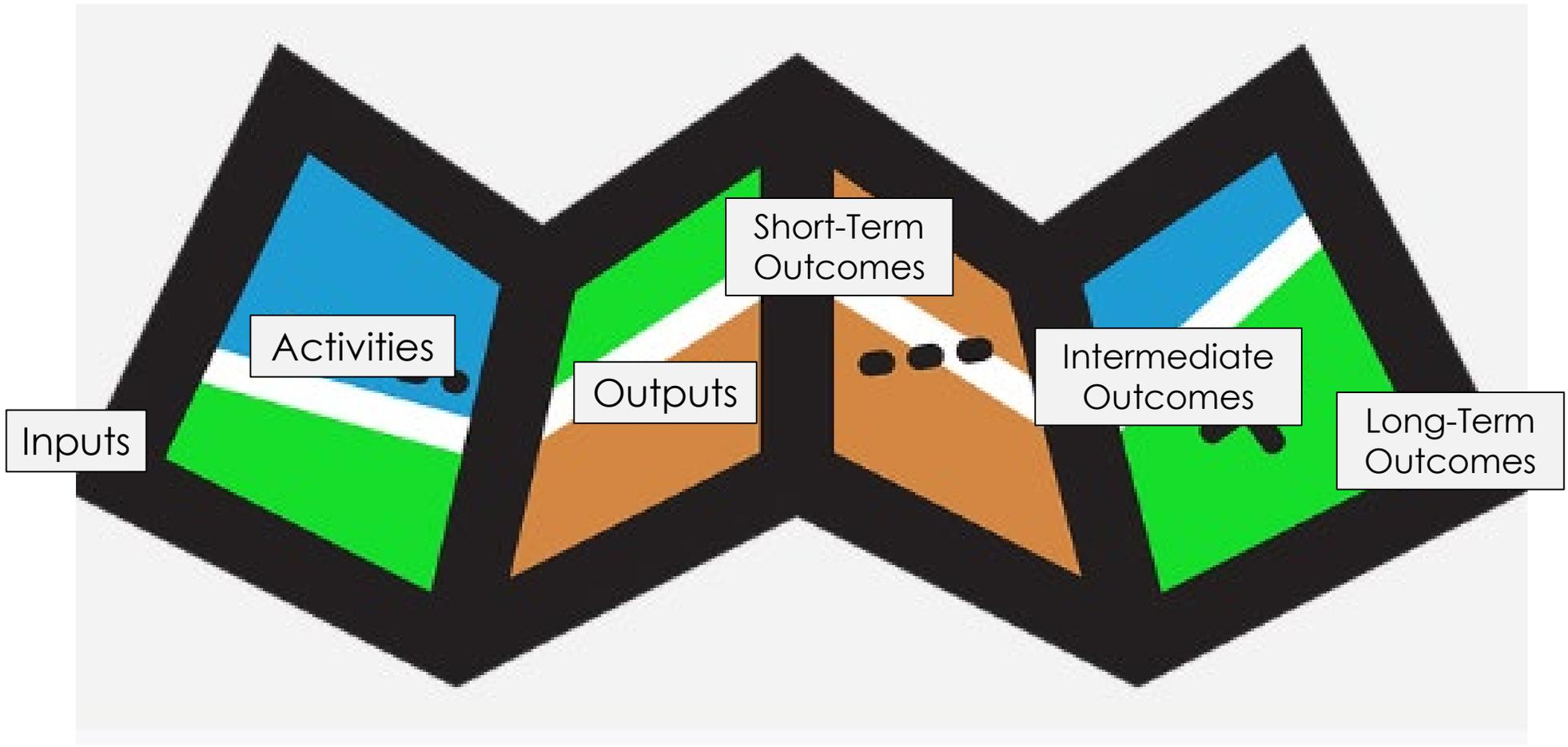


**Duration:
9 months
and
longer**

Youth Development Programming

- Promote bonding
- Foster resilience
- Promote competencies in several domains
- Foster self-determination
- Foster spirituality
- Foster self-efficacy
- Foster clear and positive identity
- Foster belief in the future
- Provide recognition for positive behavior
- Provide opportunities for prosocial involvement
- Foster prosocial norms

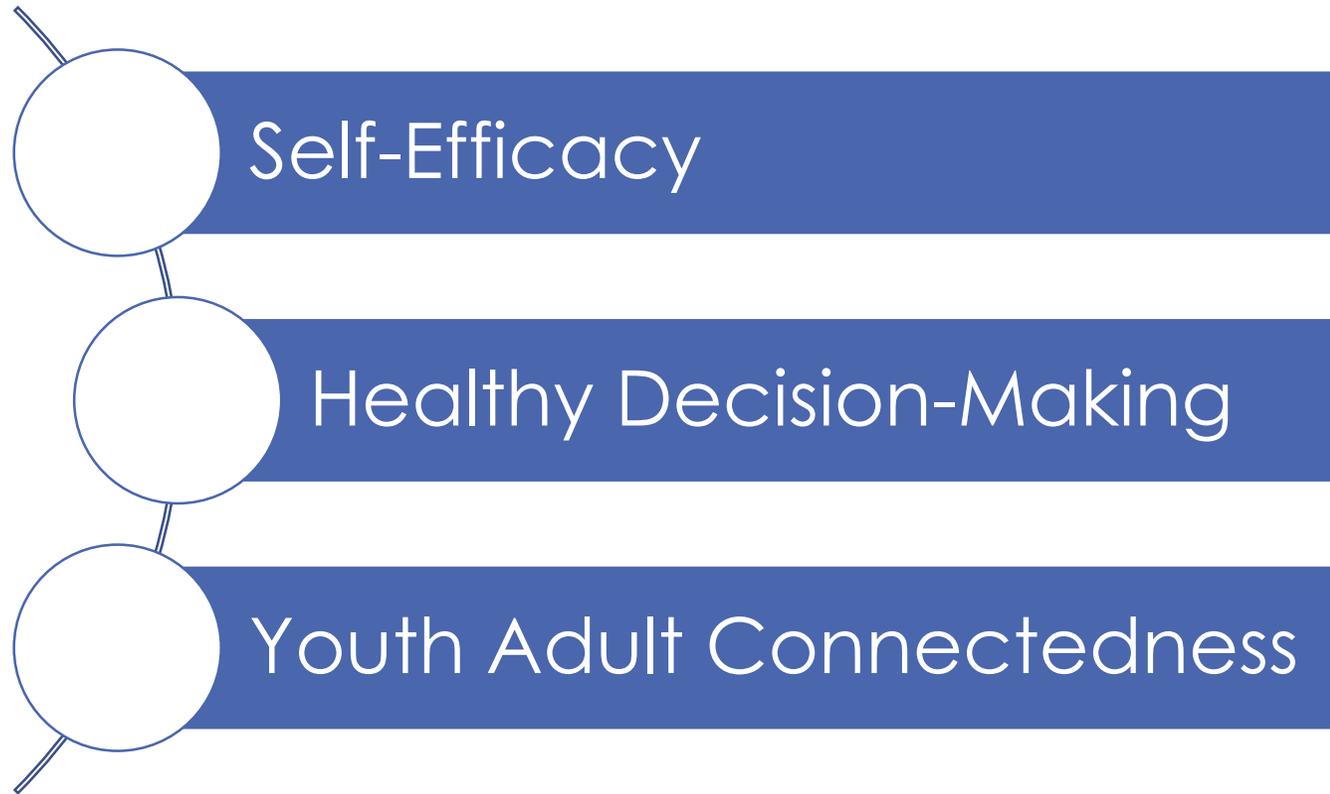
Catalano, R.F. et al. 2004. Positive Youth Development in the United States: Research Findings on Evaluations of Positive Youth Development Programs. ANNALS, AAPSS, 591.



Logic models for C2 programming

We narrowed
down
outcomes





CAPP Component 2 Survey

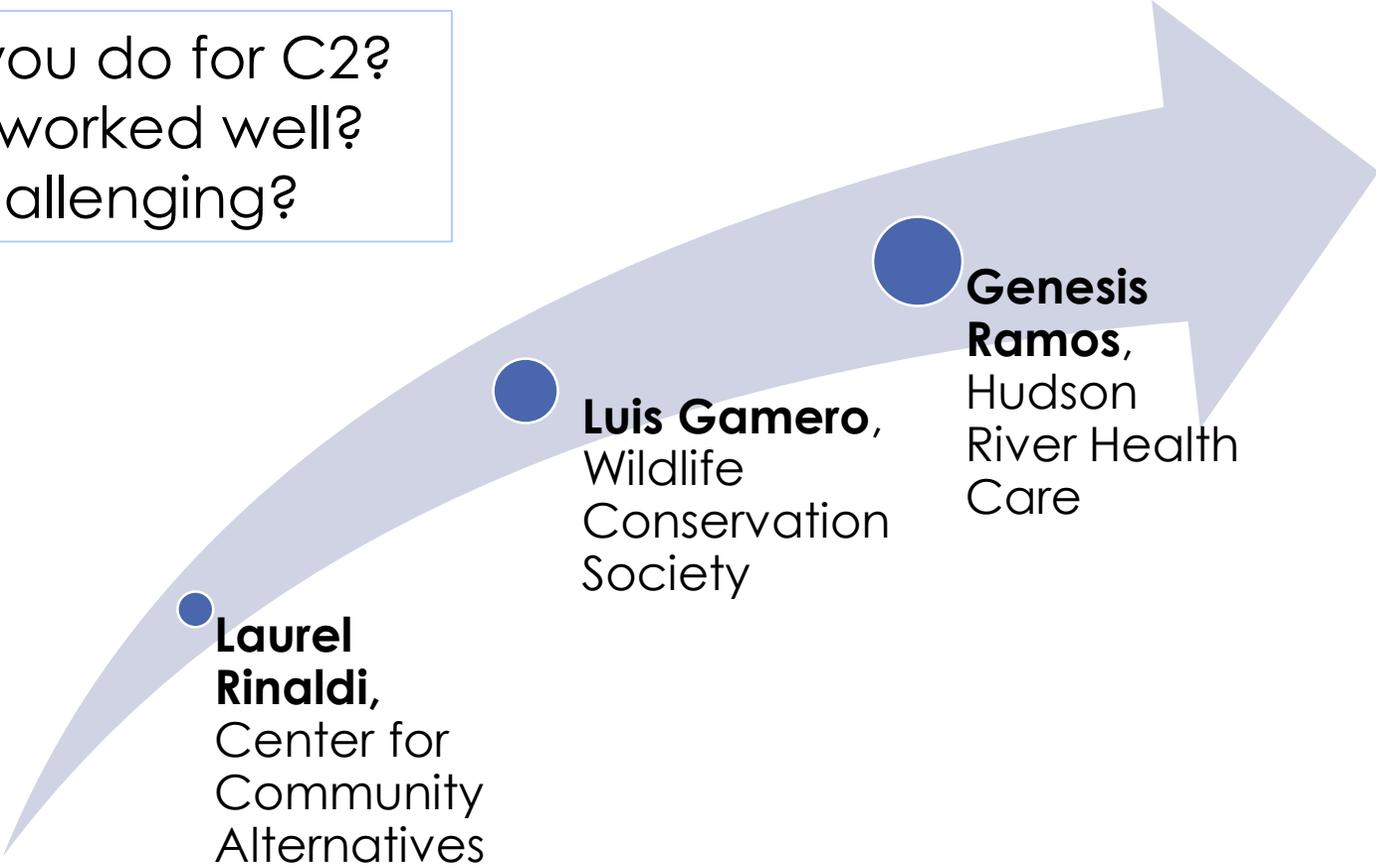
How true are the following statements for you?

	Not at all true (1)	Hardly true (2)	Moderately true (3)	Exactly true (4)
I can always manage to solve difficult problems if I try hard enough. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If someone opposes me, I can find the means and ways to get what I want. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy for me to stick to my aims and accomplish my goals. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I could deal efficiently with unexpected events. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thanks to my resourcefulness, I know how to handle unforeseen situations. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can solve most problems if I invest the necessary effort. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can remain calm when facing difficulties because I can rely on my coping abilities. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am confronted with a problem, I can usually find several solutions. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I am in trouble, I can usually think of a solution. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can usually handle whatever comes my way. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can say no to activities that I think are wrong. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<http://www.actforyouth.net/resources/capp/tools/capp-component2-sample-survey.pdf>

Provider Voices

What do you do for C2?
What has worked well?
What is challenging?



Laurel Rinaldi,
Center for
Community
Alternatives

Luis Gamero,
Wildlife
Conservation
Society

Genesis Ramos,
Hudson
River Health
Care

C2 Evaluation

How to Select Programs for Evaluation

Programs need to meet all criteria

1. **One consistent group** of youth participates in a program
2. The program provides structured activities that include **intentional skill building**
3. The **same program leader** stays involved throughout the program
4. The program meets regularly for **at least 2 months**

http://www.actforyouth.net/sexual_health/community/capp/comp-two.cfm

Keep in mind –

Not all C2 program efforts have to be evaluated

But all C2 funded providers need to survey at least 1 program



How many surveys should be completed?

Talk with your Evaluation support team member!

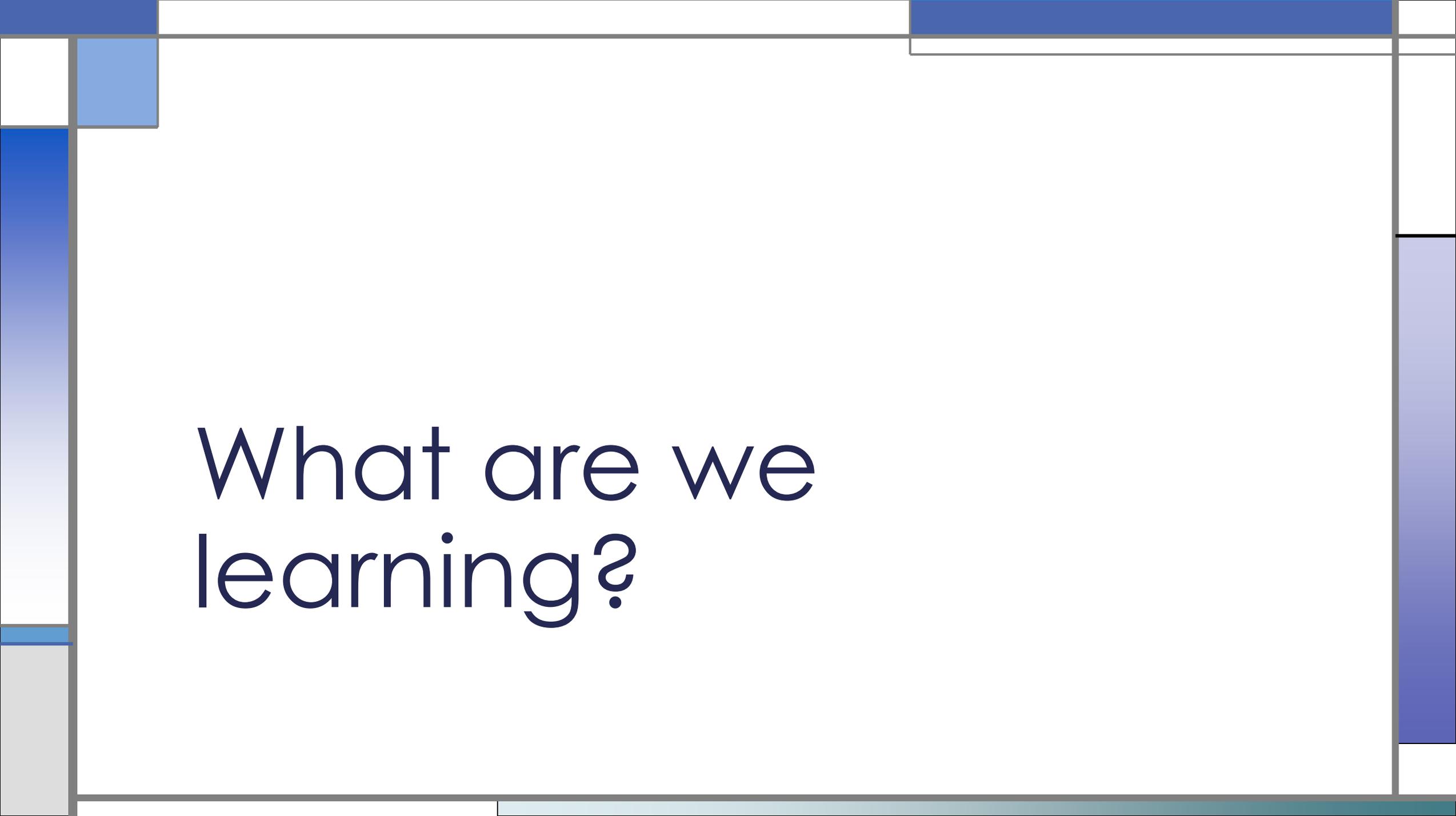
If you will reach 50 or fewer youth, **all** must complete the survey.

Using Kindles for Surveys

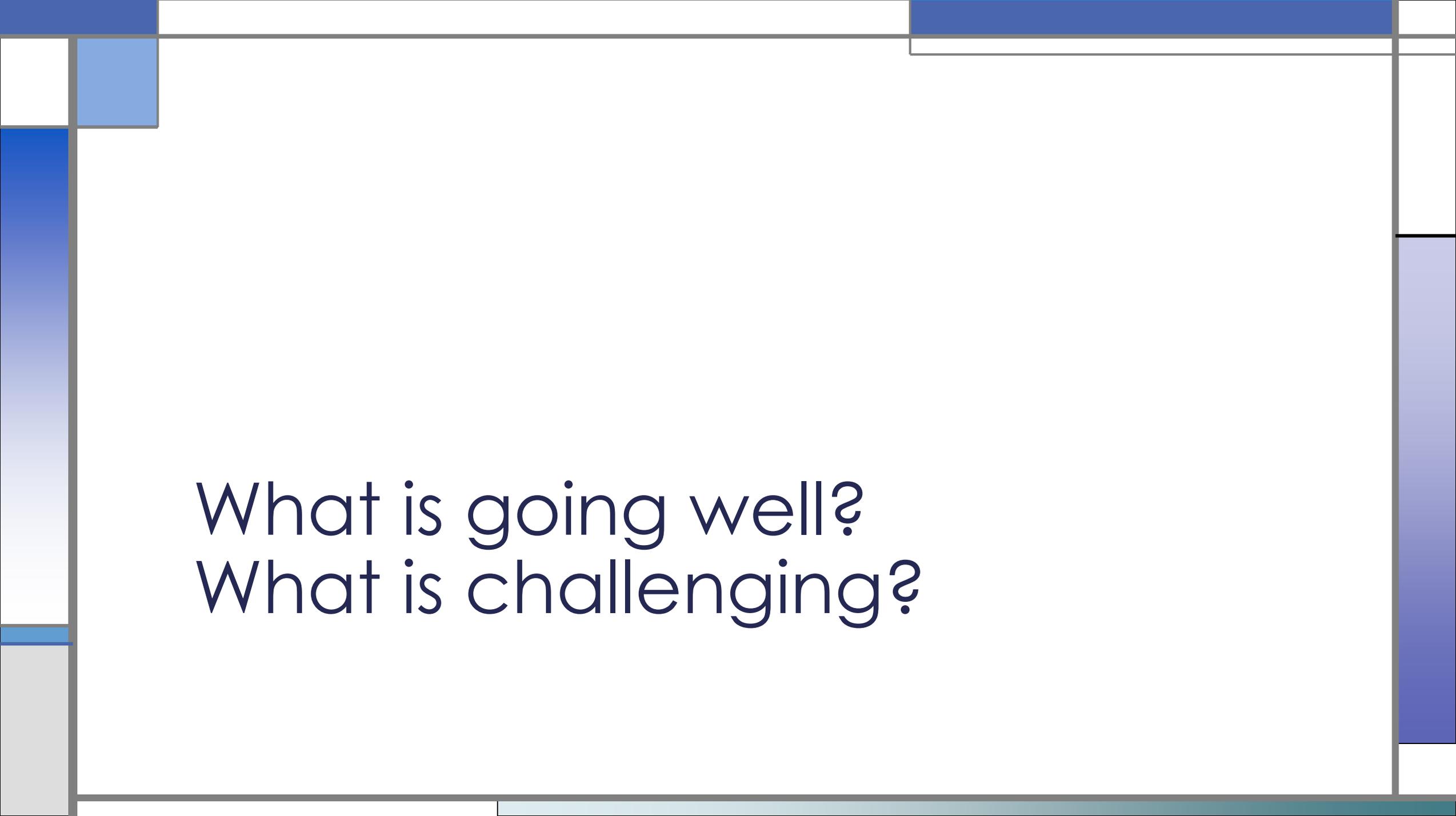
- Get site permission!
- Same Kindle setup:
<http://www.actforyouth.net/resources/capp/tablet-setup.pdf>
- Same Qualtrics login
- Download “Component 2” Survey
 - Use this for both pre and post surveys
- Each participant must have a unique ID to allow for matching

ID Best Practices

- Numeric only (no letters!)
- Always unique
 - Do **not** restart with number 1 with a new group
 - **NO** birthdates
- Use a different lead number for different sites
 - Site A starts at PID 101
 - Site B starts at PID 201
 - Site C starts at PID 301



What are we
learning?



What is going well?
What is challenging?



Home > [Sexual Health and Development](#) > [Supporting Adolescent Sexual Health](#) > [CAPP and PREP](#) > CAPP Component Two

Program Resources

CAPP and PREP

CAPP and PREP 101

CAPP and PREP Toolkits

Working with ACT for Youth

For Educators

Evidence-Based Programs

Trauma-Informed Approach

Community Readiness

CAPP Component Two

Webinars

Shared Resources

Blog: The Hub!

Training Calendar

Referrals

CAPP initiative referrals are more than just handing a young person a brochure about services. The referral process is described in the document below, where you'll also find a form to help you

CAPP Component Two

printer-friendly

The CAPP initiative strives to enhance adolescents' social and emotional development, as well as promote environments that support young people's health and safety. With this focus on broader [youth development](#) outcomes, some CAPP agencies received Component Two funding to:

- implement multi-dimensional educational, vocational, economic, and recreational opportunities for youth on multiple health and development topics that introduce them to new situations, ideas, and people, and challenge them to build or learn skills; and/or
- implement mechanisms to refer individuals to other federal, state, county, city, school district, and local community service providers for physical, social, emotional, educational, and developmental support and services as necessary.

Agencies that received Component Two funding proposed a wide range of programming, including youth leadership programs, peer education, social activism and social media production, and training institutes focused on work readiness, life skills, and relationship skills. Programs varied from long-term involvement of one year to short, intensive summer programs.

Best Practices for Youth Development Programming

Effective youth development programs build competencies in many areas, increase self-efficacy, expand opportunities and recognition for youth, and increase healthy bonding with others. Generally, research has established that effective interventions last nine months or longer. These findings are reflected in the [features of effective youth development settings](#), which currently serve as a guideline for youth programs.

To help CAPP agencies design effective Component Two programs, Jutta Dotterweich presented findings from youth development research in a learning community meeting in 2017:

[CAPP Component Two: Best Practice](#)

[Webinar Recording \(4/17/17\)](#)

http://www.actforyouth.net/sexual_health/community/capp/comp-two.cfm

Program Resources

- ACT for Youth: Preparing Youth for Adulthood
http://www.actforyouth.net/sexual_health/community/adulthood/
- ACT for Youth: Social and Emotional Learning Toolkit
http://www.actforyouth.net/youth_development/professionals/sel/
- Afterschool Alliance: STEM Curriculum
<http://www.afterschoolalliance.org/STEM-curriculum.cfm>



Questions?

Thank You!