I Got TPP Funding to Replicate an Evidence-Based Program – Now What?
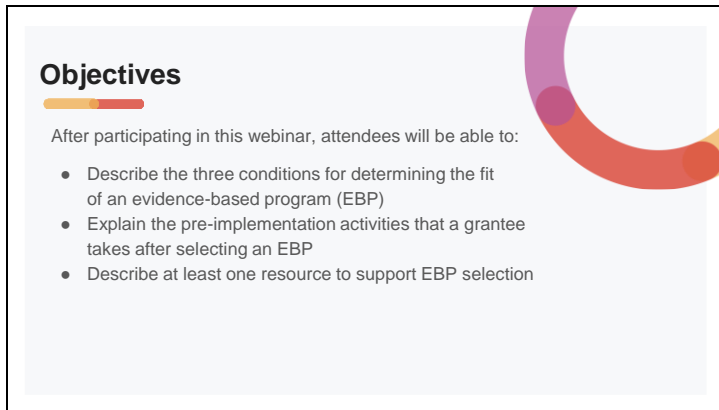August 16, 2023
Transcript

Slide 1

[Megan] Welcome, everybody, welcome. We're just opening up from the waiting room. Just going to give it a second as folks move from the waiting room into the main room. Just want you to know you're in the right place. Welcome, welcome. Welcome, welcome. Really, really nice to see so many familiar names. Welcome, welcome. So I'm gonna get started with kicking this webinar off. Hi, everybody, I'm Megan Hiltner, with the Reproductive Health National Training Center, and I am delighted to welcome you all to today's virtual workshop, "I Got TPP Funding to Replicate an Evidence-Based Program- Now What?" So I have a few housekeeping announcements here before we begin. Everyone in this webinar is muted, given the large number of participants. We plan to have some time for a small group discussion in the second half of the webinar. So stick around for that. In a moment, I'm going to share what those small group breakout room topics are. So throughout the presentation, you can kind of be thinking about which one you'd like to join. You can ask questions at any point during this webinar, during the chat function. We are recording today's webinar and the link to that recording, along with the slides and a transcript, will be available on RHNTC.org within the next few days. So that can be shared with others. Closed captioning has been enabled for this webinar. To view that, you can click the CC icon at the bottom of your screen. And you know what, we really want your feedback. It's really important to us at the RHNTC and it really has allowed us to make really good improvements based on what you say and what works for you and how we might improve. So please take a moment and you can open up that evaluation link in the chat and you can consider completing this evaluation real-time as we're going through this webinar. If you are interested in getting a certificate of completion for attending the webinar, you can be logged in to RHNTC.org. And when you complete the evaluation, you can receive that certificate. And I wanna let y'all know that this presentation was supported by the Office of Population Affairs. Its contents are solely the responsibility of the authors and do not represent the official views of OPA or HHS.
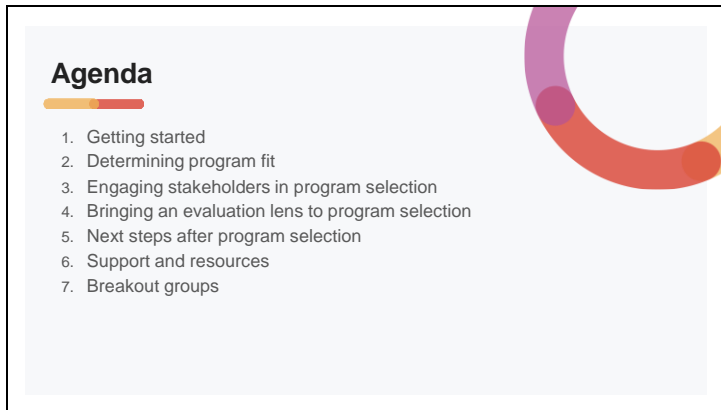
Slide 2

Objectives

After participating in this webinar, attendees will be able to:

- Describe the three conditions for determining the fit of an evidence-based program (EBP)
- Explain the pre-implementation activities that a grantee takes after selecting an EBP
- Describe at least one resource to support EBP selection

[Megan] For y'all that have been recently funded to replicate evidence-based programs, or EBPs, we'll be using that acronym a lot during this webinar, selecting an EBP that meets your community's need is an important next step. The purpose of this virtual workshop is really to provide guidance on identifying and selecting an EBP to help you feel more confident and informed as you navigate this process. We'll also be sharing some considerations for implementation and monitoring. However, the focus of this webinar and virtual session will really be on the process for identification and selection of EBPs during the planning period of your project. After participating today, we hope that you'll be able to describe three conditions for determining fit of an EBP, explain the pre-implementation activities to take after selecting an EBP and describe at least one resource to support EBP selection.

Slide 3

Agenda

1. Getting started
2. Determining program fit
3. Engaging stakeholders in program selection
4. Bringing an evaluation lens to program selection
5. Next steps after program selection
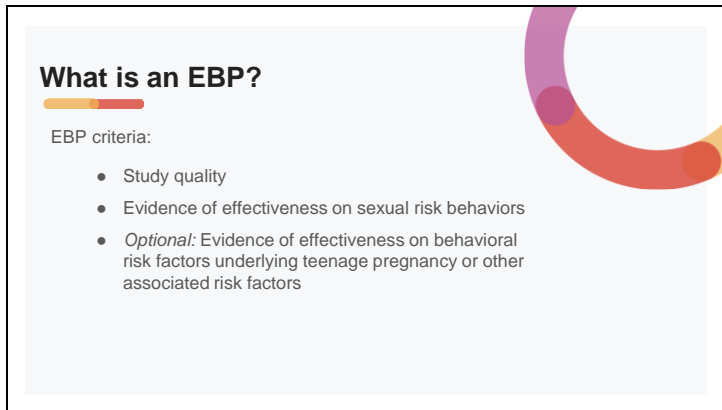6. Support and resources
7. Breakout groups

[Megan] Now we know this is a big topic and we really wanted to be thoughtful about how we organized our time together. We took in also into consideration what y'all said in your registration of things that you're really thinking about and we also took into consideration things we'd heard from the past, grantee training advisory group and our conversations with past grantees. So we want you to let you know, we've really tried to be thoughtful about how we organized our session. The first half will be didactic and we'll be sharing a lot of tools. During the getting started portion of the webinar, Jaclyn Ruiz, from the Office of Population Affairs, will be providing an overview of what qualifies as an evidence-based program. And she'll share OPA's EBP approval guidance. We'll also discuss the planning period timeline and she'll share some initial steps and then we'll share also some replication frameworks that you may be thinking about as you go through this process, as well as revising your community needs assessment and logic model. So then we're gonna move into the content related to determining program fit, engaging stakeholders, and bringing evaluation into the program selection. We'll touch on the next steps after program selection and we'll also review some support and some resources available to you all. And so I mentioned a little bit ago that the second half, we're gonna get into some breakout rooms. And we've also heard from you that you really like talking to your peers. So we wanna hold space for that activity. Here are the three options that you can think about in as you think about joining a breakout group. There will be one group focused on high school and middle school settings. There'll be a second group on after school/community-based/ faith-based/clinic-based settings. And a third group based on juvenile justice settings. This aligns with what we saw in your registration as well. So think about that and later on we'll open those breakout groups and you can join. Final note, throughout this webinar, that chat box is gonna be popping with a lot of hyperlinks. We are gonna be mentioning a lot of resources, but we do not want you to feel like, oh gosh, what was that message that was just chatted out? Don't worry about writing those down, we're just gonna be sharing them as we talk. But at the end of this webinar, we've compiled a few slides that synthesizes all of those links. So don't worry about missing anything. They're all there for your convenience.

Slide 4

Getting Started
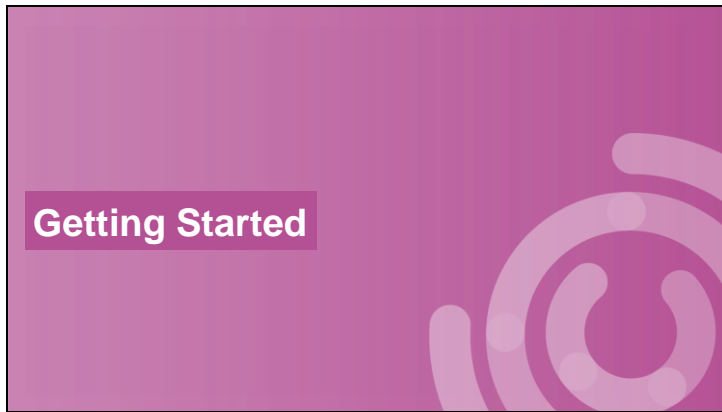
[Megan] All right, are you ready? Okay, so we're gonna do an activity to start. We are gonna do a Menti. Many of you have done Mentis before. You can join this Menti through your phone by accessing that QR code or you can also just put in that actual link, www.menti.com and enter the code. And once you get there, we would love for you to share one word or a short phrase that describes a challenge that comes to mind for you in selecting an evidence-based program. Think about that. So you can share up to five ideas or reflect a challenge that you may be thinking about. But take a moment and and pop those into the Menti. And we're going to show you this in a word cloud. So give it another, ooh, I see a lot of things are going in here. I see a lot of a. Too many, too many, community relationships, community relationships, buy-in, commitment, participation, commitment, parental consent. And with word clouds, the larger the word gets, that's the more times its mentioned. So you may be seeing on your screen, oh, training, commitment. I'm seeing a lot of similarities though in some of these themes. Technology systems management, community buy-in. I'm seeing a lot culture setting, fidelity. What we're hoping this sparks for you is a sense of, there are a lot of folks that also are in a similar situation. And there are some challenges that folks face. We do not want you to feel alone. We want you to know that you've got a community of peers and you've got supports available to you. And if you can share those challenges and be thinking about them at this early phase, we really wanna galvanize the group together to help support you in areas that you might need alignment and support in. So you're not alone. So now I'm gonna turn it over to the outstanding Jaclyn Ruiz, TPP team lead, with the Office of Population Affairs. She's gonna kick things off with what qualifies as an EBP and beyond. So, Jaclyn, I will turn it over to you for this next portion of our presentation.

Slide 5

What is an EBP?

EBP criteria:

- Study quality
- Evidence of effectiveness on sexual risk behaviors
- *Optional:* Evidence of effectiveness on behavioral risk factors underlying teenage pregnancy or other associated risk factors

[Jaclyn] All right, thank you. I'm sure I will probably be the least fun part, so I apologize. Oh, this word cloud is so nice. And that training word sure stands out still, huh? Well, good, if it's so important, let's make sure that we're picking the right evidence-based program, 'cause we know that training takes a lot of time, a lot of resource. So I'll go ahead and get started. So what qualifies as an evidence-based program? Let's talk about that. And Arman, I don't know if you want to go to the next slide already. I still see the word cloud. And no worries. I'm sure everybody's on bated breath waiting, I dunno what is an EBP. Okay, so what is an EBP? So for the Teen Pregnancy Prevention Program, we define an EBP, an evidence-based program, as a program or intervention. I know we use a word program a lot and we probably wanna steer away from that a little bit. So an intervention. That has been proven effective through rigorous evaluation to reduce teenage pregnancy, behavioral risk factors underlying teenage pregnancy or other associated risk factors. Specifically, according to the TPP 23 grant expectations, EBPs that grantees are allowed to replicate, first, must meet the criteria for the quality of an evaluation study established in the HHS, TPP evidence review, what we call the TPPER, the protocol version 6.0. And I know our folks at the RHNTC will drop in the link. But essentially this is a lengthy document that's used by our HHS colleagues to find studies that meet a certain criteria in terms of the rigor of the evaluation that it's met. Secondly, one of those EBPs that you're gonna implement must demonstrate impact on sexual risk behaviors. Again, we're using the same evidence of effectiveness that's outlined in the HHS TPP Evidence Review Protocol version 6.0. Just to note for everybody, the TPP evidence review was updated in March of this year. And in their latest review of studies, the total number of programs that are eligible according to this criteria increased from 43 to 52. 43 programs were identified in the earlier rounds. These are programs like Making Proud Choices, Families Talking Together, Be Proud, Be Responsible. The ones that I'm sure, if you know anything about evidence-based programs, you've heard of over and over again. But we do have nine new programs that were added. And they're anywhere from, there's a text-based program, programs aimed, there are virtual programs, I think one that is called Vision of You, and I could be getting that wrong, so I'm so sorry. But there's virtual based programs, app-based programs, programs geared towards LGBTQ youth, programs for clinics, programs for parents that are brand new, programs that are really expanding the diversity of what's available in the evidence review. And not only are there nine new programs, but the TPPER is in the process of doing yet another review. They did what we call a call for studies. And so folks who may have new programs that they just found impact on or perhaps there are programs that have existed out there that they just haven't yet come across yet are eligible to get reviewed by HHS to become eligible as a TPP evidence-based program. And as we learn of new programs that become eligible through this review, we'll be sure to share that information as well. So, like I said, they just did the call for study, so give it a few months before we actually know what programs might be new. Also, just really interesting, sorry, I'm going a

little off the cuff of the notes, but also what's very interesting for the TPP evidence review, as you all look at it, not just new programs that are available, but new studies that continue to support existing programs. So, for example, Making Proud Choices and, I believe, Families Talking Together are two examples of programs that are oldies but goodies and have new studies that continue to support that they are meeting the evidence and having impact on sexual risk behaviors. So just look at that as you're perusing the TPP evidence review website. Also, in addition to programs that have impact on sexual risk behaviors, you may also implement evidence-based programs that demonstrate impact on non-sexual risk behaviors underlying teenage pregnancy, and what we would consider associated risk factors. So if you do plan on replicating such a program like that, you do need to clearly demonstrate how the outcomes are related to preventing teen pregnancy and are addressing the needs of the community and population of focus. So a reminder that you will need to implement programs in at least three different settings and that a school setting is considered just one setting. Coming soon is also an updated at-a-glance EBP chart that provides a very quick snapshot of eligible evidence-based programs based on the most recent review on the TPPER website. And so for grantees that were funded back with us in 2015, you'll remember this document. We used to use it a lot back then. It was a resource that we would go to a lot because it was a nice primer to get you started in identifying EBPs. It's getting updated, like I said, with the new programs that are available and just updated to make sure it's current and relevant to what's helpful nowadays, not back in 2015. That seems like ages ago. It's not meant to replace a thorough review of EBPs, but the RHNTC will be sharing this resource next week and it's definitely just a handy tool just to get you started.

Slide 6

Planning: The First 6 Months

Milestone	Timeline
Submit fully executed MOA for each partner	Now
Submit non-duplication of efforts documentation	Now
Submit documentation that demonstrates ability to scale replication of EBPs in 3 or more settings	August 31
Revisit initial and/or complete in-depth community assessment	September 30
Obtain approval from OPA for selected EBPs (prior to pilot)	October 15
Hire all key staff	October 31
Complete review of materials related to EBP	November 15

[Jaclyn] Okay, so your grant specifies that you have a six month planning period to select EBPs that best fit the youth and communities you'll serve to prepare your settings to implement these selected EBPs and implement them to scale and then also to prepare you for a seamless execution of activities to achieve all the goals of the project. By now, your project officers should have shared the planning period checklist with you, but as a refresher, I believe RHNTC will drop it into the chat as well. We did pull out just a few milestones to bring to your attention on the call today. And just to note that not all the dates in your planning checklist are these hard deadlines. You'll see in the document, not necessarily on the slide, but in the document, the planning period checklist itself, there's some dates in italics, and those are just suggested dates to help you keep on track in meeting all the milestones within that first six months. So to start with, of course, MOUs with the partners that you identified in your application should have been finalized and submitted by now. As you continue to identify new partners, especially new implementation partners, you should also continue to upload integrate solutions, those final MOUs. You should be preparing documentation that demonstrates your ability to scale replication of EBPs in three or more settings. I have gotten a few questions about this documentation that you need to submit. So please be sure to work with your project officer to determine what you do need to submit. In many cases, your work plan, your implementation plans or your MOUs may be able to serve as that documentation, but in the event that it doesn't, your PO will also, just work with your PO and they can help you determine what needs to be submitted. And that's due August 31st. So at the end of this month. We do expect you during this planning period to revisit your initial community assessment just to ensure it provides you with that deep understanding that you need to ensure your project is, especially your programs, are responsive to the needs of the youth and community served. We're hoping you could do this around by September 30th. This is one of those soft deadlines. You should work with OPA to obtain approval for your selected EBPs prior to piloting. And we're expecting that to occur around October 15th. By October 31st, you should have all your key staff hired ideally. And then by November 15th, you should have completed your review of materials related to EBPs. And this is medical accuracy, inclusivity, trauma-informed, all of that. There are definitely more milestones we know in your planning period checklist. And so we just pulled out a few so that you could sort of plant them in your brains, put them in your calendars. And again, these are all meant to keep you on track with readiness for fully implementing your project. And you should use your milestone checklist in conversations with your project officers for sure as you reach out to your TA providers if you have questions about resources that might be available, TA to support you in meeting, the planning period checklist is definitely a very helpful tool in these first six months of your project.
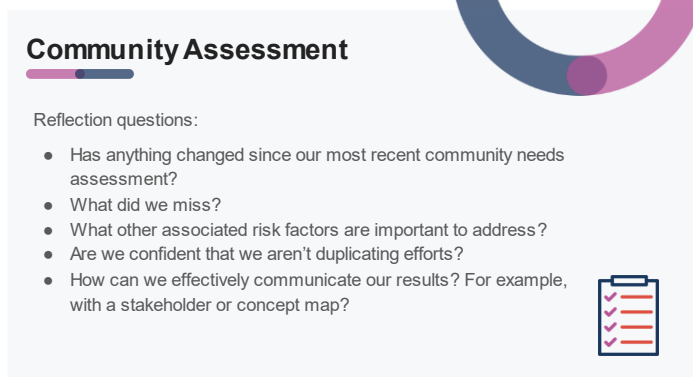
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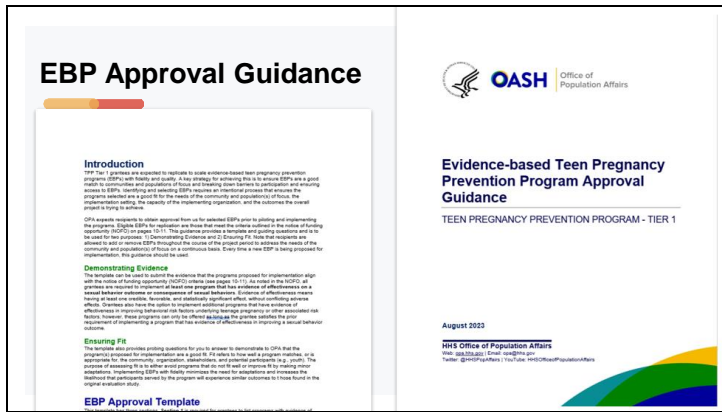
[Jaclyn] And then finally, for me, not for the rest of the team here, we did post recently on MAX.gov guidance to support you in getting approval for your EBPs. And so in the guidance, there's helpful information to remind you about the importance of selecting and scaling EBPs with fidelity and quality. We do think a key strategy for scaling your EBPs is to ensure that you are selecting EBPs that are a good match to the communities and population of focus. This requires an intentional process that ensures that you are picking a program that's a good fit for not only the needs of the community and population, but for your implementation settings, the capacity of your organization or other implementing organizations and are meeting the outcomes of your overall project. We expect you to obtain approval from us, from your project officer for selected EBPs prior to piloting and implementing the programs. And the guidance provides a template and guiding questions to be used for two purposes. One, demonstrating evidence, and you'll see these tables that sort of have you outline what programs you're implementing. As you can imagine, there's less information you have to submit to us if you are implementing a program that's eligible per the TPPER, 'cause that's gone through a very thorough review by us already. Programs that aren't on the TPPER, there's definitely additional information that we'll be collecting from you. And then also for ensuring fit, there's a set of questions that we expect you to sort of go through and use that as conversation with your project officer to determine the fit of the program that you're implementing. For us, just so you know, the reason we're asking you all these questions is what we're really trying to avoid are major adaptations. We want you guys to be set up for success. And the biggest issue we find with grantees, is rushing into an EBP saying we're gonna implement this and then finding out within a month that the school's actually telling you, you only have 30 minutes to implement your program, that none of the parents are gonna consent to allowing you to implement that program. Actually that facility that you're gonna implement in only has youth for three weeks. And you're thinking you're gonna implement a 16 week program. Things like this, when you start removing content, removing activities, making major adjustments to program's really compromising what is that program and you're possibly gonna make it not as effective and reach the same outcomes as before. And I'm sorry if I'm spoiling anything from the RHNTC, it's just so important for us that you guys pick a good fit program from the very beginning. Finally, just in this area, you are allowed to add and remove EBPs throughout the course of your project period. So if you did a whole round of Making Proud Choices and it was okay, but you find out that kids didn't really like it or maybe something has changed in the school that's just making it not a great fit, you don't have to stick with it. You can choose a new program. As new programs become eligible in the evidence-based lists over the course of the five years, try a new program out, absolutely you should be doing that, as long as it's meeting the needs of your community, of your population, and of your organization. Every time you do expect to implement a new EBP, we do expect you to use this form that's part of the guidance. That'll just help us keep track of

making sure you're implementing a program that's eligible. I know RHNTC probably already chatted out the guide on the chat box. It is only available through MAX. This is not a TA product. This is an official OPA guidance. And so the only way you can get it is through your project officer or through MAX. Of course RHNTC has access to it as well, but you will only find it through the MAX website. And I think that's it for me. So I will transition it back to Megan. Sorry, Megan, if I took way too much time. Super passionate about this topic. So thank you so much for having us.

[Megan] Please, no apologies. I appreciate you sharing sort of themes and trends you've heard and sometimes pitfalls that, maybe you can prevent others from having those pitfalls.

Slide 8

[Megan] as we're getting started here. So appreciate all that you share. So, on multiple occasions, I mentioned this earlier that we've talked to other grantees about, hey, what frameworks do you use? What tools do you use when identifying/selecting EBPs? And we've heard many of them say they use different ones, but many said they use getting to outcomes, or GTO. That is one that we've heard about. We've also heard others say they use kind of a mix of a combination of frameworks and processes. Some say they've used the sites like, Youth.gov has a really nice summary of selecting evidence-based programs. So for this webinar, we've pulled together some key elements from these frameworks to really try and bring you some essential steps in this process. And we have, this is such a treat 'cause my colleague, Arman Lorz, is here joining us. He is a RHNTC grantee liaison. And he has decades of experience supporting projects and providing training technical assistance with folks on EBPs and has a deep knowledge of this process. So he's gonna walk us through some activities that are critical and really get us started and looking at, starting with looking at your community needs assessment. So, Arman, over to you.

[Arman] Excellent, thank you very much, Megan and Jaclyn, for providing all that information. And actually I just got really excited to learning about everything that is happening the next six months. So hello, everyone. And before I continue, I want to encourage everyone to continue sending those questions on the chat. I've seen some questions already posted and I do appreciate that. And we'll be collecting those questions and we'll answer them as time permits towards the end. So let's begin. So at this getting started point, you might be revisiting your community needs assessment while also assessing your readiness to implement your new project. Now while all this is happening, you are getting ready to start implementing everything and getting ready for implementation, we want you to consider reflecting on some questions that we have put together for you. So start thinking about what has changed since the time that you conducted your assessment. And that includes the local and federal laws that have changed in the time that you propose the programs that you were going to implement. Think about that. We live in an environment that is constantly changing and that can change overnight. So start thinking of what is different now. Also, think about what did we miss between now and the last community assessments that we conducted in your organization. Now think about what, or has anything changed in the state policies related to adolescent sexual reproductive health? Whose opinion or perspective that we miss when we were gathering all this information or which one do we need to gather still, since we have time? Think about what other associated risk factors must be addressed as part of your program in tandem with the EBP, the programmable intervention that you are planning on implemented. Also, can we confirm that we are not duplicating any other local efforts. What that means is doing the same as other organizations or other agencies, other providers or even with your project

that are duplicating efforts. So I want to make a pause here after asking all these questions and I want you to, please, in the chat, type what other considerations would you take into account when revisiting your community needs assessments? And I have my chat open, so I can see what people are saying and I would like to hear what other considerations would you take into account when revisiting your community needs assessments. It could be overwhelming for some people, I have nothing about anything. I'm still trying to figure out my staff. What am I gonna be doing this weekend? It's totally fine. If there are no considerations, it's totally fine. But I see that case typing, the typical time constraints of youth, absolutely. This is one of the things that we come with great intentions that we start thinking like, "oh, we're gonna implement it, it's gonna be great," but then we come to the reality of, the youth might not be available at the times that we, or they have some constraints on availability. Alicia's saying, "the politics, new data," oh, this is coming too fast for me. But you can see, please, all of you, revisit all these points that have been made on the chat. The cultural norms of the community The leadership change in the community with other partnering organizations. Prior exposure to curricula, what people know. Excellent, excellent. These are great points to take into consideration. We're not bringing all the expertise in all this. And this is extremely helpful for us, and not only for you to realize what is happening in your organization, but also for other organizations to see and go like, oh, I totally forgot to consider this. So we truly appreciate that you are typing all these into the chat. Politics in the schools and the restrictions, working in the south with schools, absolutely. Julio has mentioned, if we are working with rural youth or undocumented, are the EBP sensitive to the needs of these youth?" Absolutely, absolutely. Consider the needs of your community, the youth that you're gonna be serving, their guardians and how the community functions in your jurisdiction. Thank you, thank you very much, everyone, for putting in. I know there's a lot that I did not read, but please, everyone, go back and read all the chat, all these considerations, they're crucial to take into consideration moving forward. So thank you, everyone, who contribute to all these. So yeah, oh, one of the last questions. How can we effectively communicate our results with stakeholders, with concept maps? This is one things that we really need to bring into consideration. That is, people want to see what is happening, what are the results for this. So make sure that you are considering that. And if you haven't, this is an opportunity to put that into your plan.

Slide 9
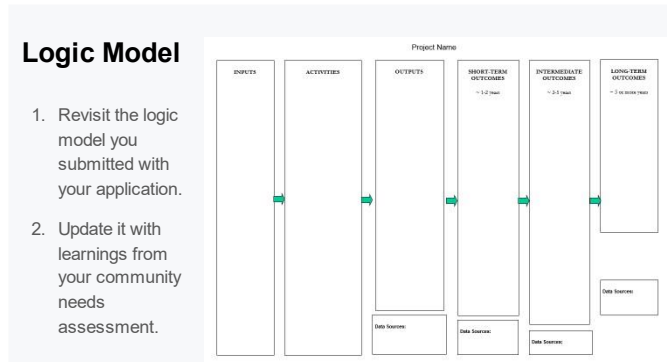
[Arman] So after you have uploaded or updated your community assessment, you can start or take what you have learned and revise the logic model that you created. You might recall that you submitted one with your application. And what you can do is, all they did with any learnings and developed any specific activities and desire outcomes that will inform the basis of the EBP that you have selected, such as new activities related to referral partners or things like that. Now as a refresher, logic models are helpful in program planning. Our focus today is not so much on logic models, however we do have a logic model resource on the RHNTC website and I believe its right there on the chat. And if I missed it, let's make sure that we shared that link with you. And as a reminder, we are sharing all these links with all of you and also this template that you can see on your screen. It's very helpful if you're not familiar with logic models to have something to start with so you don't start from scratch. Now we know that many of you have experienced implementing programs and interventions, so this is gonna be as, thank you, Arman, we already know how to do that. But for those of you who are new, hopefully this is helpful for all of these. And yes, we are offering all these links at the end of the training and also they come in the PDF version of the slides that you receive, and those links are live. You're very welcome.

Slide 10

[Arman] So the next steps of this process includes the actual identification and selection of the evidence-based programs that you will be implementing. So what do you need to pay attention to? Well, you need to narrow it down to a list, first, a handful of interventions that your stakeholders can choose from.
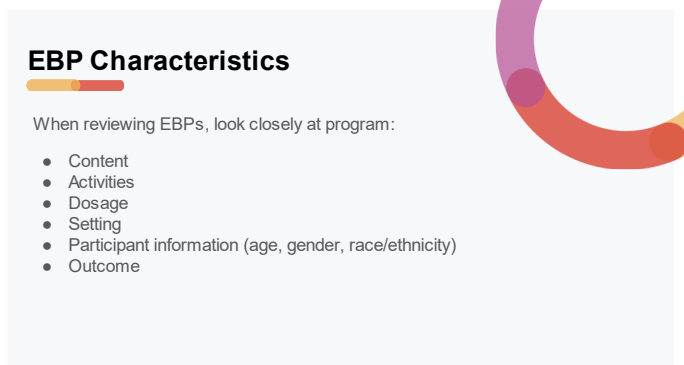
Slide 11

EBPs That Meet the Criteria

Learn more about the 52 programs that meet the criteria for evidence:

- Evidence-Based Teen Pregnancy Prevention Programs at a Glance (snapshot of programs)
- Teen Pregnancy Prevention Evidence Review (comprehensive overview)

[Arman] And we're gonna help you give you some advice on this. So these are two resources that you can check out to narrow the process of identifying the EBPs. So the one that it was mentioned already is, that Jaclyn mentioned, is the coming up soon, the Evidence-Based Teen Pregnancy Prevention Programs at a Glance. We are working with the developers to make some last minute changes to make sure that this is accurate and clear and concise as possible. So we promise you the next week when we see you in DC, we're gonna bring some copies and also, we're gonna post this so you can have digital copies of these. And this is gonna be very helpful. Now this is not the end product that you had just choose from this tool, but this will help you to make a better selection of what is gonna be a good fit for your organization. The second one is Youth.gov. This, Jaclyn also mentioned that it houses the Teen Pregnancy Prevention Evidence Review, the TPPER, website on Youth.gov/evidenceinnovationtpper. So these website summarizes the most recent evidence review findings conducted on April, 2023, if I catch the date correctly. And we are gonna chat that report as well for you to have it. And it highlights the 52 programs that be the criteria for evidence that Jaclyn mentioned earlier. So, again, you don't need to keep track of all these, but if you wanna open them, keep 'em open and whenever you have time, review 'em. So you can have all this information.

Slide 12

EBP Characteristics

When reviewing EBPs, look closely at program:

- Content
- Activities
- Dosage
- Setting
- Participant information (age, gender, race/ethnicity)
- Outcome

[Arman] Now, these summary have information on the program type, the activities, the dosage, the settings, as well as participant information such as age, gender, race, ethnicity, program outcomes, and see what matches your community needs assessment. So let's talk through a made up scenario and try and make the application of this process more concrete. So let's start with what we know to consider what content we may want to and/or need to cover. So let's say for a minute that you are working in Arizona and your community serves both bilingual youth from Mexican descendants and monolingual Spanish youth who recently arrived to the United States. Extremely specific, but this is helpful. All these youth have been exposed to, let's say, human trafficking and parents have told you that they want a program that address teaching youth healthy relationship negotiations, also mental health. And that includes many activities for the youth to be engaged. So you also know that STIs are on the rise in your community from your community's assessment and you take out your at a glance guide and all the resources to identify that project aim and plan A and Love Notes are the perfect match or a good first choice of what could work with your community in that we described. So you'll generate a list of potential programs using Youth.gov, the TPPER website that we've been sharing, that responds to both the parents' needs as well as your community needs assessment findings and how they align with what you propose in your application. So you bring all, you connect all the points. And once you gather these critical information, then you can move on to assess potential problems that fit your needs.
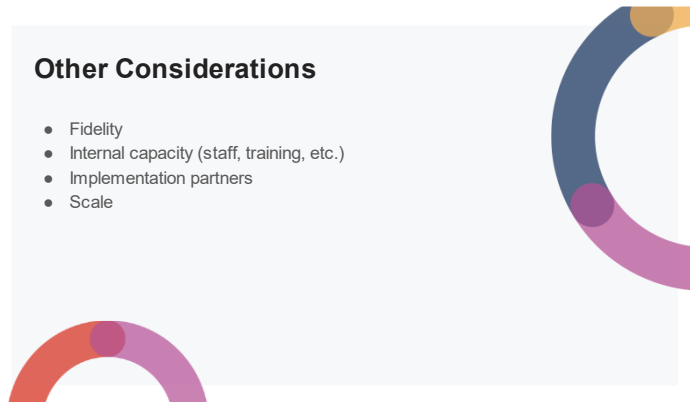
Slide 13

[Arman] So we are gonna try to continue with this example so it all makes sense for all of you. But when it comes to the three factors of determining fit, you need to consider population cost and structure. And I'm gonna clarify on each one of 'em. When it comes to population, you want to or population considers the population studied in the original EBP findings and whether that aligns with your intended population. Now following the same example that I was giving earlier, think about if your program was stated among youth born in the United States and how it will translate into delivering to youth recently migrated from Mexico or any other Spanish speaking country, and because evidence-based programs may work differently with different populations, this is important to compare the population studies with your intended population and to look at whether the program provides information to address variations on the impact of the interventions across different individuals. Specifically, you should look at how the program addresses a need for variations such as age, for example, literacy, the linguistic differences, and whether the data shows that it was conducted and gathered, show any differences in the impact for different individuals or different subgroups. So that is information that you may want to take into consideration. Now, as you think about the cost of your program, it is just not enough to consider initial startup costs. You might also think about what costs are gonna be associated with implementing and sustaining the program, which may include the cost associated with the materials, also with the initial and the ongoing training and the tools and products from the program developers. You can also contact the program developers and negotiate the costs if you want to. And also to ensure that you will be able to sustain the evidence-based program. It's important to determine whether you have the capacity to support the program over time or to identify what resources, that includes the human financial and physical resources that you will be needing to seek out and reallocate to support any sustainability efforts that you want to take into consideration. Now in our scenario, you propose, the same example that we're talking about, in that scenario, you propose to hire two bilingual facilitators and then you realize that you may also need to hire a third bilingual facilitator with a lived experience who understands immigration challenges to focus on the needs of recently migrated youth. That is a cause that you might want to consider as well. So yeah, having said that, let's talk about also structure. So to help ensure that the evidence-based program you select is sustainable, it is important to make sure that the program aligns with the structure of, not only your organization but everything around it so that it is consistent with the organizational culture and also that it aligns with other interventions and programs that you have in place. Now, in the same scenario that we've been talking about, let's say that you realize that you don't have the capacity to provide mental health services related to trauma or human trafficking since we already brought that as a part of the experiences that some of the youth are facing. So for these, you may want to need to consider to develop a formal partnership with another agency who are delivering these services so you can do active referrals as part

of your implementation. So to summarize all these, after careful review of each of these programs for fit, you realize that Love Notes is the EBP that addresses most of the needs of your community and that you need to develop a former partnership with a local migrant resource center and that you might need to hire a third bilingual facilitator who understands immigration challenges. So in the chat we are sharing with you the worksheet that can help you guide determine the perfect fit or the program fit. I don't know, if it's perfect, what I'm saying, but a program feed that is gonna be meeting most of the needs of what the youth needs in your community and what you propose. So remember, it's a match. It's not just what we propose or what the community needs, but how can we serve it together. And thank you, team, for chatting the link on the chat. So that is the program fit that I was talking about, that hopefully this is gonna be helpful for all of you who might need it.

Slide 14

Other Considerations

- Fidelity
- Internal capacity (staff, training, etc.)
- Implementation partners
- Scale

[Arman] Now if you are new grantees selecting EBPs for the first time or if you are transitioning to a new EBP, keep in mind these other considerations. The first one is fidelity. Now fidelity is essential or is actually, basically, or essentially following the core components or the what, the how and the logistics of how a program is implemented, that particular program or intervention. Now, if the program you are exploring would require a great deal of adaptation to maintain fidelity, that is a sign somehow that this EBP might not be the best fit or might not be a fit at all. So also a word of caution, do not blend programs together, since these programs were designed with core components. We're not saying that you shouldn't or that you cannot implement multiple programs in a coordinated matter. Yes, you can do it and that is often an effective strategy. Just don't try to blend them all together. And also, I do want to mention our folks at Mathematica who have developed tools and resources on the core components of EBPs. Now check out these resources that we are about to share from Mathematica that help you with making sure that core components of EBPs are maintaining as part of your implementation. The one thing that I want to say is that more you know about the evidence-based programs that you are selecting, thank you, the more that you are about to, to know about the evidence-based programs that you're selecting, the better off you will be. If you need additional information and make an informed decision, you may want to consider reaching out their program developer or others that have implemented the program to ask some questions and get some advice from them. Also, I'm gonna plug in contact your liaisons. They have a lot of experience who can help you to answer some of the questions or put you in contact with people who have done it in the past and they have learned good lessons for all that. We have also an entire e-learning module on adaptations and it's called introductions to adaptations that we're gonna share that in the link as well. And I'm so glad that Megan warned you that we were going to share lots of resources. Just keep them in mind. And also for those of you who did not get the PDF but are watching the recording, you can access these live right now. So related to EBP implementation with partners, one of the things that we need to consider when it comes to this is think about what's acceptable in an implementation settings. So some of you mentioned and the considerations, the cultures, the values, the norms that are part of a community. Also, physically what's available? Is there a room to implement intervention? Do we have access to internet? Is that gonna be needed? Do we have to be in person? Do we need to print all the information? And any other logistics that would make it possible. So, for example, if you know, in a residential facility you'd seek around for a maximum of six weeks, then a 16 week program is not gonna be feasible. If a school can only provide 30 minutes a day for your intervention, then a program where lessons take entire hour isn't feasible. And I would say this, I have delivered some trainings where this has been a challenge. And we have talked about TA, technical assistance providers on how to tailor these without going a lot into adaptation that it could be helpful for this, but please do take this into consideration. And one of the

things that I'd also want to emphasize with all these is remember that ensuring all implementation partners have the capacity to implement the program ahead of time. And that can help you with limit some of the challenges in the infrastructure that you might experience in the future. Now looking at potential barriers in gaining staff buy-in on the EBPs that you're consider is gonna be crucial for all these. So get their feedback and include 'em in the selection and in the planning process. This is gonna be helpful for all of you. And finally, remember to think about scaling. Now scale doing your identification and selection process. Or actually when we say that we want you to scale, we mean on how you can expand the new locations or with a new group of people or new group of participants. The actual scaling doesn't need to happen at this time, but considering these possibilities are important to have on your radar at the beginning of this process. Now I see still a lot of questions that are coming in the chat. I'm so happy that all are these and we will be addressing that towards the end of this presentation.

Slide 15

Associated Factors

Select an EBP that addresses relevant factors or find other ways to address them (e.g., partnerships, referrals).

- Trauma
- Transmission of STIs, including HIV
- Substance use
- Bullying
- Mental health, including the impact of social media
- Unhealthy relationships
- Runaway youth and homelessness
- Human trafficking
- And more

[Arman] Now, finally, one of the things that I want to talk about is determining, when it comes to fit, is there are multiple factors that may have bubble up in your community needs assessments associated with teen pregnancy that might be relevant for you to also consider when selecting an EBP. Or those may include trauma and that is the trauma that youth or unique communities where you will be replicating EBP maybe experiences. Some examples of these might be displacement or losing a large numbers of family members closely together, abuse, natural disasters. So think of all these things that could happen. Definitely, you do want to consider the transmission of sexually transmitted infections or diseases, including HIV. I really want to emphasize this one because STI and teen pregnancy rates can be an indicator of adolescent sexual health in your community. And this is included also in your focus. So this is a given, but the point is recognizing that chlamydia, gonorrhea, syphilis are the most common. That would be something that you would want to consider as well. I also mentioned HIV and that is included hesitation to get tested, not seeing a doctor regular, things like that. They need to be considered in part of your implementation. When it comes to substance use rates, substance use, the substance use most being used in specific communities and how these relates to teen pregnancy statistics. So it's not just the factor of substance use, but how the substance use is affecting youth. What are the substance that they are using? Things like that. One that comes up a lot other times is bullying and its relationship with pregnancy. Also mental health, including the emerging need to address the impact of social media and other priorities to support social, emotional, and behavioral wellbeing of youth. Now many of your programs will not address these, except for STIs and HIV, but you need to consider, how am I gonna be addressing that in tandem with the program that I'm gonna be implementing? So keep that in mind. The other one that we think about is unhealthy relationships, also runaway youth or youth experience a lack of fixed, regular and adequate nighttime residence. That is important, and one that I use already on one of my examples is human trafficking, recognizing the signs of it and taking the first step to address that. Now the important point here is that EBPs shouldn't be the all and all of everything. These grant program is meant to be holistic and provide the support youth need through various means. So there are minor adaptations that can be made to address some of these issues. So, for example, ensure the programs are implemented with a trauma-informed approach. That is one that we get all the time. So think of all that. And that is some of the things that we need to consider, those associated factors and how they affect youth.

Slide 16

Engaging Stakeholders in Program Selection

[Arman] So all the thing that we have heard really loud and clear is engaging others in the program selection, specifically engaging stakeholders is also essentially determining the fit. This is one of the expectations of your grant. And one of the things that we have heard from TPP grants of the previous grant cycle is that this aspect of selecting an EBP is an area where requesting training and technical assistance would be extremely helpful. So we are hoping to plant some seeds for your efforts in these areas and support you as you cultivate these activities further so. So continue thinking about what assistance you might need and how to engage stakeholders and who would they be. So I want to think, because we're gonna be talking about stakeholders, in the chat, I want to see some examples of stake stakeholders that you may want to engage in your community. And I would like to see all the responses. Who do you think are the stakeholders in your community that you may want to engage? These are time where I need to bring my popcorn and start looking. Yes, absolutely, youth, I'm so glad that came out first because that is the first group of people that you want to engage. Parents, absolutely. Caregivers, absolutely. School administrators, community-based organizations, facilitators, faith leaders, community leaders, gatekeepers. Yes, yes, and yes. We want all of these. And think of the non-traditional also that we haven't tapped in the past. That would be a great resource to provide to become a stakeholder. Other youth serving organizations, gatekeepers, principals of schools, community leaders, public health staff, community clinics and community health. Excellent, youth serving organizations, faith-based organizations, obviously depending on your community. Thank you, Tris, for saying that. And absolutely, Adorath, thank you very much for adding that. Tribal elders and councils. There are plenty of stakeholders that you may think of. If you haven't thought of any of these, make sure that you're taking a screenshot of all these, taking notes on all these, this is gonna be extremely helpful of seeing who else we are missing on the table.
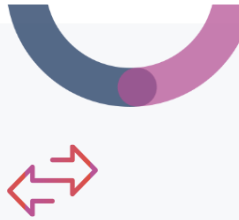
Slide 17

Identify Stakeholders

- Youth!
- Parents/caregivers
- Schools
- Youth centers
- Faith-based organizations
- Clubs
- Foster care centers

- Juvenile detention/ justice centers
- Program facilitators
- Program administrators
- Food and nutrition assistance programs
- Immigrant and refugee programs

[Arman] So having said that, these slides gonna come like, yep, all those were mentioned. So you do want to engage the youth, parents, caregivers and other communities such as schools, youth centers, faith-based organizations, clubs, foster care centers, juvenile justice and detention centers, program facilitators, program administrators, food and nutrition assistance programs, immigrant and refugee programs, and many, many more, including the tribal elders and councils, that would provide great information and great advice for you to select and implement your programs.

Slide 18

Cultivate Your Network

To support the community and the diverse populations you serve in a holistic and culturally responsive manner.
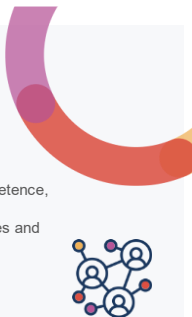
- Prioritize stakeholder engagement
- Specify stakeholder roles
- Develop a communication plan

[Arman] So I do want to emphasize that the success of your programs is highly linked not only to youth, but also by cultivating a diverse network to support the community and the diverse populations that they serve in a holistic and cultural responsive manner. So start thinking or continue thinking about the planning and how to prioritize stakeholder engagement and identify, I think my, there you go, prioritize that. And also identify the roles that each one will bring on supporting the youth. And definitely develop a communication plan that involves creating a message that speaks to them and their interest in youth development. Usually what I have seen in the past is that we create a plan that benefits our program and organization. And that is great, you should be doing that. But also, when you are communicating with these other organizations, these partnerships, talk about the benefit that they will get from this partnership. That is gonna be crucial to having a successful partnership. So these are the things that I wanted to mention when it comes to this plan. Now one of the most common mistakes that I have seen is really forming that formal partnerships, is to make partnership one sided. I already mentioned that. So, for example, an agency might ask for referrals to their youth program from a clinic because youth could benefit from their services of the agency that they are providing. But the clinic might be thinking, "what is the win for me on this partnerships?" So you may want to emphasize how your agency, not only will do the same back, referring back to the clinic, but also that could offer the youth some help with little things that the clinic would value. Like, for example, completing the paperwork in advance to minimize any of the wait time at the clinic on the days that are walk-in. So think about creatively how you can do this in a equitable manner that both, organizations and the youth, of course, benefit from this. So in the chat, and thank you, Jaclyn, for sharing all that in the chat as well. Now, in the chat I also wanna share a few additional resources for this topic. The first one is the stakeholder mapping tool. This is gonna be very, very helpful for those of you, if that is helpful, if that's something you want to do or you haven't done yet or that you want to emphasize, look at that. And also the engaging diverse community tools. They live on the RHNTC website. So make sure that you are taking a look at that. And remember, engage your RHNTC liaison to help you plan and integrate these activities.

Slide 19

Meaningful Youth Engagement

An inclusive, intentional, and mutually respectful partnership between youth and adults.

- Promotes the development of important life skills, social competence, and positive personal traits
- Recognizes that youth are the experts on their own experiences and challenges
- Understands pivotal youth experiences
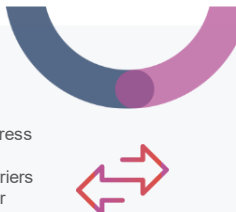- Includes diverse experiences and perspectives

[Arman] I know that I'm covering a lot of information. And this is extremely helpful. We have a few more points that we want to make. And on that note, let's make sure that we'll understand what meaningful youth engagement and inclusive, intentional, and mutual respective partnerships between youth and adults. So I would like to, let's see, I am going to just give a quick review of what this means. So we're talking about a meaningful engagement. We're talking about being respectful and honoring that youth are the experts when it comes to youth experience, what they have experienced and what it's like to be a youth. I want to think like, "yeah, I can work with youth, I remember when I was young," but that was 20 years ago. So as much as I know how it is to be a youth nowadays, there is a big gap on how things work and how they were back on the day when I was young. It also means listening to understand the experiences that youth have that are crucial for the development. That is gonna be something that we really want to take into consideration. And it also, like we already mentioned, it includes diverse experiences beyond racial diversity, youth who are sexually active, those who believe and practice abstinence, those who have experienced pregnancy, those who have a support system, those who lack a support system or a social environment. So think of bringing this diversity to your decision making in how to engage youth. So that's what I wanted to talk about when it comes to meaningful engagement.

Slide 20

Strategies for Engaging Youth

- Invite youth input into program selection
- Hold listening sessions with youth
- Create a Youth Leadership Council (YLC)
- Talk with youth about how they want to be an involved partner in program implementation

[Arman] Now another activity that is important to occur at the early stage in determining fit is forming and engaging the youth advisory group or youth leadership council in this process. Remember, the meaningful engagement youth is key and now is the time to start thinking about this. So consider ways to implement a strategy that honors and amplifies the youth perspective and fosters meaningful relationship between the adults and the youth. So there are some other tools or resources that we're sending to you on the chat. And remember, I will never get tired of saying this, next time that you see me smile is because I've a lot to say. Engage your liaison in these conversations, in these activities if you're still from a youth advisory group, and they can help you with that. We are sharing tool, the community advisory group and youth leadership in the chat. That is guidance on how to do it. And also working with advisory groups and youth leadership councils. These two resources are gonna be very helpful for you to take into consideration moving forward if you don't have your youth advisory group in place yet or if you need to or if it's time to revamp it or add more members, depending on what do you have.

Slide 21

Parents and caregivers

- Share program content and relevant data to address parents' concerns
- Build relationships to minimize interpersonal barriers
- Consider practical solutions that make it easy for parents to participate

[Arman] So I have been saying, and one of the things that we have heard loud and clear is that involving the youth, involving parents and caregivers and involving the community. So for some communities, parents and caregivers were skeptical of these programs. To ensure that you are working in partnership with them, engage them in the conversations from the beginning and in the activities. This gonna be careful, this gonna be a careful activity that we, and a thoughtful activity that you may want to consider so you don't run into bumps on the road when you are talking about some of the activities that the program is gonna talk about and parents didn't know that that was going to be part of the curricula. Make sure that you are involving them so they know exactly what to expect. So in this case, when involving parent and caregivers, share the proven content and relevant data to address the parents' attitude and perceived need for the programming for their youth. Also build relationships to minimize any interpersonal barriers with them and consider any practical solutions that make it easy for parents to participate and to be involved. So, for example, when you are planning the, when planning parent and caregiving engagement, consider some input from parents who favor your efforts and input from those who might not be or who might be on defense about some issues or activities, such as condom use demonstration, for example, or condom use negotiation or discussion about gender identity. So you want to bring this perspective, not only the ones that you really want support on, but those challenging situations, so you can see the other's perspective and start thinking of solutions and maybe bring everyone to the solution table to identify what could work in these situations. So parent engagement must be a meaningful and serve as valuable input for your consideration. So some parents and caregivers want to be involved in the planning of the programs. Others want to be volunteering, others just want to give donation. So whatever it is that they want to be involved, make sure that you validate and you accept that with gratitude and that you make meaningful engagement. And consider what caregivers recommend that, what they recommend does not conflict with what youth recommend with the program's core components and with what you all can do. So that is a good match for everyone. So there's another link that we want to chat for you, is the mobilizing continue parental support. And it provides a good example of how you may want to conduct a survey of parents in the community. Also remember to engage your liaison, there's my smile, the one that I promised you that I was going to give you. Remember to engage your liaisons on these activities. This is gonna be extremely, extremely helpful.

Slide 22

**Partners**

You are not alone!

- Identify potential partners to work with you
- Consider implementation partners, referral partners, and others
- Develop formal agreements

Keep in mind: You might not be able to finalize an MOU until after you select your EBPs.

[Arman] And the last one that I wanna talk about is partners. So think about who your partners are. So one of the questions that we always want to ask, and we know the answer, but you know, is, are you alone in addressing the problem in supporting the youth in your community? We know the answer is no, and we really know that, yet we want to emphasize that all communities have several nonprofit organizations and several social community institutions that are addressing similar problems at the community level. There are others who have been working on these for some time and it's a wise decision for you to try to find out who this others place are. So there is a video, I'm not gonna share the video, but I found it on Youth.gov website. And on the Getting Started tab presenting five, it's on the Getting Started tab. And these video talks about five reflection questions. And I think we have the link. If not, I'm gonna look at it and I'm gonna post it, share with all of you, but when you visit the webinar, you can look at that with the link. But the presenter describes this type of collaboration as being part of the Avengers. If you are a Marvel fan, which I know it was great few years ago, I'm routing that it's still good. If you're a fan of this Avenger movies, this collaboration was presented as being part of the Avengers. You really want Thor and all the other Avengers on your side in addressing the problem because no one can do this work alone. So I truly encourage you to think about how it is that you are partnering currently with organizations, with your community and how does your addressing parts on the problem may overlap with others and where you can work together, or when you can just let 'em do what they do best and they can let you do what you do best. And I haven't referring to this as developing formal partnerships to this end. So what we're talking about is securing memorandum of understanding with other partners. We understand that some of you are still finalizing this or some of you have already done this. If you identify new partners, make sure that you get those in place. And with this, let me just add too that some of you might not be able to secure those memorandum of understanding with your agencies until you have identified your programs that you will implement. And that is okay, just keep in mind to make sure that you have done this before you start implementing your programs. Now, if you'd like to see an example of memorandum of understanding understanding, we are gonna share that on the chat as well. And also a cover letter to help you with these if you would like to see an example and you can borrow parts of it or you can just edit it to make it sure it fits the needs that you will have. Now I'm gonna make a pause here because I want to bring a concept that we usually don't think about this early on the selection process, and that is evaluation. We're not gonna go into evaluation and deep evaluation, but there are some concepts that we want to take into consideration and that evaluation perspective as we start to define and selecting some of those programs. So I'm gonna pass it to Megan to talk about that for a few slides.

Slide 23
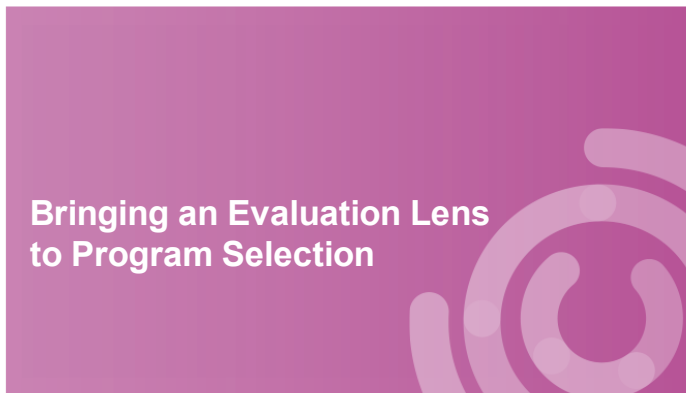
[Megan] Perfect, thanks, Arman, and thanks for all of the helpful tips. And y'all, whether you're an evaluator or not, it is just really important to have this in mind, have familiarity with evaluation elements that may come up when selecting EBPs. Just remember, tier one programs are not research grants, nor is there any requirement for you to do anything related to evaluation beyond monitoring and improvement of your program. But evaluation can really help you gain some insights when choosing an EBP. And once chosen, evaluation can help support the implementation of the program and serve as a source of quality improvement to ensure the programs are implemented in an equitable, safe, supportive, inclusive way. So on this next slide, we've just highlighted a few

Slide 24

Evaluation Informs Selection

Phase	Evaluation's Role
Program selection	• Determine the nature of the program. • Analyze influences that affect the program. • Use values from different stakeholder groups. • Conduct a community needs assessment to prioritize the values different stakeholder groups.
Data collection	• Collect data that can answer stakeholders' inquiries and concerns. • Emphasize program outcomes and look into program inputs and implementation.
Program evaluation	• Use evaluation results as evidence to make decisions about the program (promote, modify, or terminate the program)

Source: The Role for an Evaluator: A Fundamental Issue for Evaluation of Education and Social Programs

[Megan] to really just keep in mind and to have that evaluation lens. So, for example, it could be that you wanna gain more insights on your community needs assessment. You can work with evaluation if you have an evaluator or you are thinking about how you might do that. That element can help inform your EBP identification and selection. Also, with regard to continuous improvement, think about how things are getting done and think about how you're refining your implementation plans or setting priorities for staff training based on feedback. Really these are evaluation activities. So those are the two that we wanted to share. We're just gonna keep moving forward because I want to get to the section where y'all talk to each other. So the next part of the presentation is getting at just,

Slide 25

Next Steps After Program Selection
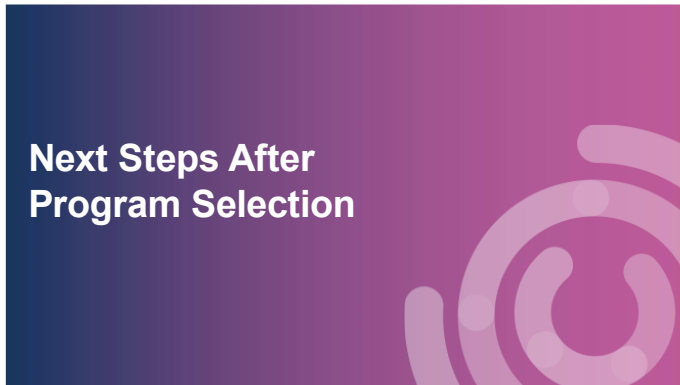
[Megan] we wanna just make reference to another topic, after program selection. We wanna mention that this process might look different for different agencies, but a couple of things to keep in mind.

Slide 26

After Program Selection

- Contact the EBP developer to negotiate a purchase price
- Set up a training plan
- Strengthen your program implementation plan (including logic model)
- Hire new staff and conduct professional development, as needed
- Pilot your selected program and make adjustments, as needed
- Implement the program with fidelity (request adaptations only when absolutely necessary)
- Plan for program sustainability

[Megan] We've heard from a few grantees that really recommend, this is from the GTAC, the Grantee Training Advisory Council. We've heard from them, but we're like, give us some words of advice to share with folks that they recommend. Contact that EBP developers to negotiate purchase price. They said, this is a really key step and it can't hurt. So that was one hot tip they gave. Also, work to set up a training plan. You'll need to get your facilitators trained up on the program you select and some developers offer those trainings at set times. If you have an implementation plan already, work with what you have and strengthen it with what you've selected. If you're starting from scratch, an implementation plan that takes into account the how and it really does take into account the how and the why. This plan really supports your ability to determine what your agency has the capacity to implement if they have the capacity to implement that program and what needs to be in place. Planning can really help you understand and assess the resources needed and move forward thoughtfully. So many of you may be in hiring mode. You may be like, "oh, I gotta staff up." And that was referenced in the scenario even that Arman shared. So there is an OPA brief that we've posted on our RHNTC website and it's a really nice guide called Employing and Retaining the Best Facilitation Staff for Adolescent Sexual Health Programs Guide. It offers some really nice tips for thinking about hiring. So that could be one resource for you. Again, we're flooding you with these that we've put at the end of this slide set. And one other thing I'd love to give a shout out to is, there is a grantee listserv that was mentioned during the webinar that OPA led around MAX.gov, when they were describing MAX.gov. There will be this email listserv and it will be launched here soon. But you all can use that listserv to pool resources among each other, possibility for the purposes of training. It might be cheaper for a developer to do a training worth for 20 folks, but maybe you only have 10. So you could reach out on that listserv and say, "anyone else need training on this?" You could reach out to your project officer if you are like, I don't know about, how do I do the MAX.gov login, da-da-da. Our agency liaison can help you too. But I just wanted to put that out there as a concrete tip for using your community to support you. So that's the extent of what we're gonna go through regarding sort of the next step. All right, so we've been referring to, we've been pooling together these resources. We've been chatting 'em out, chatting 'em out. So Arman's gonna go into and just really highlight quickly some of these resources and then we're gonna get into breakouts. So, Arman, back to you.

Slide 27

Support and Resources

[Arman] Thank you very much, Megan. So there is a lot of resources available for all of you. So in the next few slides, I'm just gonna just list everything that we have shared with you on the slides, the links.

Slide 28

Resources: About EBPs

- TPP Evidence Review Protocol (v. 6.0) (HHS)
- Teen Pregnancy Prevention Evidence Review   (HHS)
- Evidence-Based Teen Pregnancy Prevention Programs at a Glance
- Using Evidence to Improve Youth Outcomes   (HHS)

[Arman] And here are several resources for you. We're talking about these evidence tools, the one that we are about to create. There's a of new programs added to the TPPER website. So keep all that in mind. And again, you know the EBP at a glance, that isn't logged yet, but will be soon. And we promise you that we're gonna bring some hard copies next week in the orientation meeting in DC. And I also want to clarify that all these links are live and you have received a PDF version of the slides and you can access them directly from there or you can access them from here that we are sharing with you as well.

Slide 29

Resources: EBP Selection and Planning

- EBP Approval Guidance
- Logic Model Example Template
- Using Your Logic Models as a Tool to Guide TPP Program Refinement and Evaluation Webinar
- Program Model Fit Worksheet
- TPP Program Components Resources

[Arman] There is also here some more on selection and planning of the EBPs, including some that we have already shared with you and some new ones. Take a look at that as well whenever you have the chance.

Slide 30

Resources: Stakeholder Engagement

- Listen Up! Youth Listening Session Toolkit
- Assessing Your Project's Youth Partnerships
- Stakeholder Mapping
- Engaging Diverse Community Partners Job Aid
- Strategies for Engaging Parents and Caregivers in TPP Programming Tip Sheet
- Mobilizing Continued Parental Support for Sex Education Workshop (recording and slides)

[Arman] And then more on stakeholder engagement, some of the ones that we have mentioned and a couple more that we did not mention but would be helpful for you if you want to take a look at them.

Slide 31

Resources: Evaluation

- A Framework for Program Evaluation: A Gateway to Tools
  (Community Tool Box)
- The Role for an Evaluator: A Fundamental Issue for
  Evaluation of Education and Social Programs (Luo, 2010)
- Mathematica technical assistance and support

[Arman] And there are some more on evaluation that you may want to think of, all these and many more leaving our RHNTC website. Please access them to ensure that you are being successful implementing this and that you have all the information, that you consider as many things as possible. These links are live, so you can access them in one place. And also, I want to call out Mathematica, that they offer evaluation support to grantees. Look out for more specific guidance on how you can talk with them as you would need to make sure that you are getting all the information. And with that, I mentioned earlier, I've been emphasizing to engage your RHNTC grantee liaisons to help you with these activities.

Slide 32
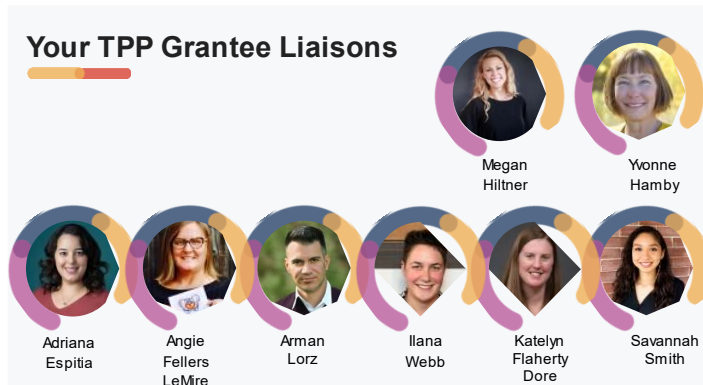
[Arman] This a list of who they are. So to request a TA, you can reach out to them directly, to your grantee liaisons or even your program, project officer. And I know for a fact that each organization has received an email from their respective liaison to introduce themselves and take advantage of this excitement that we're all feeling about starting these new funding cycle and contact your liaison. These are all the liaisons as per these tier.

Slide 33

Request TA at RHNTC.org/granteesupport
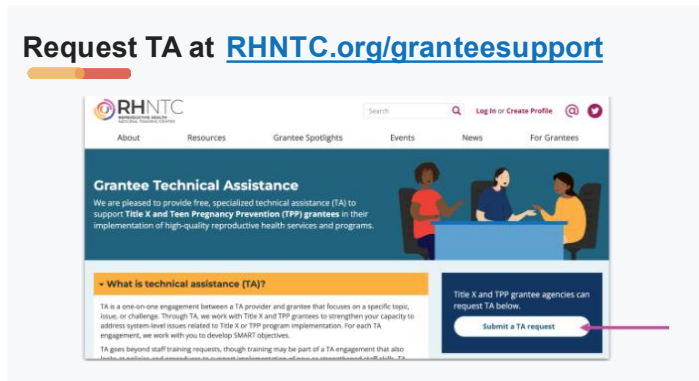
[Arman] And if you are like Arman, if you're more like an introvert and you appreciate those conversations, but if you want to prefer and to avoid that back and forth on email introductions, you can also go to our website and submit a technical assistance request through our website. There is information for you and these are the ways that you can engage your liaisons with you.

Slide 34

Breakout Groups

Room 1: High School/Middle School Setting (with captions)

Room 2: After School/Community-Based/Faith-Based/ Clinic-Based Setting (with captions)

Room 3: Juvenile Justice Setting (no captions provided)
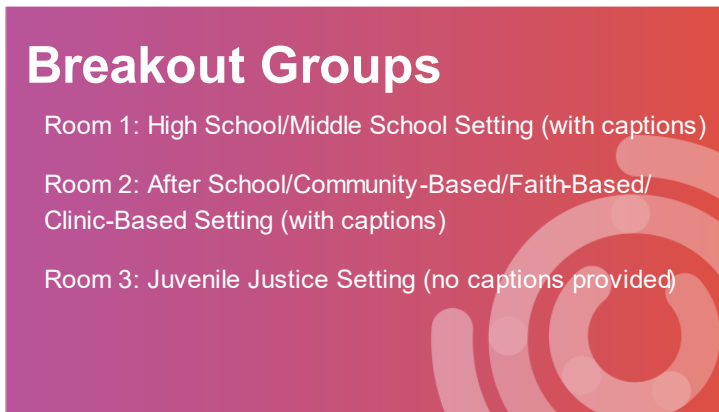
[Arman] Now we do want to, and Megan mentioned this, the breakout rooms that we're going to have. We want to give you an opportunity to discuss together some of the expectations that you have from replicating EBPs in your jurisdiction. And we'll give you about 20 minutes for the discussion and some extra minutes for introductions. Now each room will have a couple of liaisons. We're gonna be there to facilitate the discussion. We're not gonna just throw you there, and have a conversation, everyone. We are gonna be there to help you facilitate the discussion. Megan mentioned these three rooms. The first one is high school and middle school settings. And Megan is gonna be on that one, I believe, with Savannah. They're gonna be facilitating that discussion. Then we have the after school/community-based/ faith-based organizations and clinic-based settings. I'm gonna be in that one along with Angie and Annie. We're gonna be, the three of us, facilitating that discussion. And then we have the juvenile justice, I just became tongue twist, juvenile justice setting. And that is gonna be Ilana and I believe, Adriana, you're gonna be on that one as well. So we are going to start the breakout sessions and you can join the one that you find the most helpful, that is gonna be more applicable to what you're having in mind. Now, keep an eye on the timer at the top of the right corner of your breakout room because that would tell you how much time we have left. And after we finish that discussion, we will come back here just to highlight one of the things that we hear from each one of the breakout rooms that it came up as a service on these discussions. So if you don't mind, Nancy, sending us to the breakout rooms. We are gonna be ready for all these. And as a reminder, the first two, the school settings and the after school/community-based organization and faith-based and clinic settings, they're gonna have closed caption and those are gonna be the only ones who are gonna have closed caption, per your request when you're registered. So, Nancy, if you don't mind sending us, that would be great. And actually I gave instructions a little bit about your, you can select the one, you will select the one that you want.

[Megan] Yes, exactly, Arman.

[Arman] Thank you, Megan,

[Megan] There's a breakout room popup that just popped up and you can click Join to the one you'd like to join.

Debrief

Q&A | What questions do you have for us?

Slide 37

[Megan] Well, welcome back, everyone. I know we are almost out of time here. We had planned to do a bit of a share out, but I don't think we're gonna have much time for that. But one just big reflection is, for those of you going to the in-person meeting next week, take advantage of that time together to share some of these tips, questions among each other. The planning committee has really brought in ample time for peer discussion. You may have seen that in the agenda. So I wanna encourage you to do that. And I just would love to just do a quick, oh, and I did wanna make a comment to this 'cause there was a question in the chat box and Jaclyn just made mention to this. Somebody asked about the materials review. There will be more guidance provided on materials review, 'cause that process is gonna look different from the past. There'll be a webinar at the end of month. But it will be discussed at the meeting next week. But in the near term, you can reach out to your project officer to learn more about materials review in case that is where you're at in this process. So just a huge thank you to you all for carving out time and joining and joining the conversation, engaging in the chat. A huge shout out to Jaclyn for joining and sharing, and for colleagues of mine that peppered the chat box with resources, we want you to know we're here for you. And if you haven't already joined the RHNTC listserv, it's monthly e-news that is sent out and you can stay tuned into other events, webinars that you can sign up for. And it also tries to provide timely information on resources available as well. So with that, just thanks, again, for joining. Thank you, Arman, for a thorough, dynamic presentation. And we look forward to seeing many of you next week, but otherwise in the TPP sphere as we move forward together. That concludes this webinar.

[Arman] Thank you, everyone.

Slide 38

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