

Doing Right By Your Youth: Using Data to Make Evidence-Based Programs Culturally Responsive

Trainers

- **Alexandra Eisler**
Training & TA Coordinator
Healthy Teen Network

- **Vanessa Geffrard**
Training & TA Associate
Healthy Teen Network

Introductions

- Name
- Role
- Organization
- Program



Agenda

- Objectives
- Fidelity & Adaptations
- Achieving Cultural Awareness
- Practice Use of Data
- Small Group Activity
- Adaptation Review Process

Objectives

By the end of this session, participants will be able to:

- 1. Identify at least two concepts of a cultural awareness framework;**
- 2. Identify at least two adaptations based on data;
and**
- 3. Summarize the OAH process for requesting approval of proposed adaptations.**

Group Agreements

- Step up, step back
- Maintain confidentiality
- Be respectful of other's opinions
- Email, text and take calls outside the room
- Use "I" statements
- Participate fully
- Listen actively
- Have fun!

Fidelity & Adaptations

Core Components

- Essential elements or characteristics of a program.
- To maintain a program's effectiveness, its core components must be kept intact when it is replicated or adapted.

(ETR Associates General Adaptation Guidance)

Core Components Are...

Core Content:

- This is **WHAT** is being taught. These pieces of the program are skills-building, practical, necessary knowledge or designed to shift participant attitudes.
 - Examples:
 - Negotiation skills to avoid sexual activity
 - How STIs are transmitted
 - How to avoid pregnancy

Core Components Are...

Core Pedagogy

- This is **HOW** it is taught—the pedagogy of the lessons.
 - **Examples:**
 - Games
 - Demonstrations
 - Role plays
 - Lecture

Core Components Are...

Implementation/Context or Setting

- The **IMPLEMENTATION** of the program such as logistics, setting, participant/facilitator ratio and sequencing of lessons.
 - **Examples:**
 - In School
 - One-On-One with a Facilitator
 - Over 9 months

Fidelity

“Faithfulness with which a curriculum or program is implemented; that is, how well the program is implemented without compromising its core components.”

(ETR Associates General Adaptation Guidance)

Adaptation

“Process of making changes to an evidence-based program in order to make it more suitable for a particular population and/or an organization’s capacity.”

(ETR General Adaptation Guidance)

Adaptation Guidance for OAH Tier 1 Grantees

ANYTHING that was not implemented and evaluated in the original program/curriculum.

How Do You Know If You Need to Adapt?

Based on data!

Kinds of Data You Might Use

- Behavioral data
- Focus groups
- Surveys of participants/community members
- Interviews
- Notes/Fidelity logs (pilot programs, previous programming)
- Others

Sources of Data

- Youth Risk Behavior Surveillance Survey (YRBS)
- CDC Database
- State and Local Health Department
- Department of Education
- Department of Human Services
- Fidelity Monitoring Logs
- Pre and Posttests from your pilot program
- Participant Interviews



Green/Yellow/Red Light Adaptations

- Green Light Adaptations: “Go Ahead”
- Yellow Light Adaptations: “Proceed with Caution”
- Red Light Adaptations: “Stop”



Pilot Data and Culture

What occurred during pilot implementation that may be related to culture?

- Youth
- Facilitators
- Organization
- Community
- Stakeholders

How did you manage those situations?

Achieving Cultural Awareness

Culture

- Age
- Race/Ethnicity
- Religion
- Sex
- Gender
- Sexual Orientation
- Parenting Status
- Previous Sexual Experience
- Family Structure
- Immigration Status
- Socioeconomic Status
- Literacy Level
- ...And many others

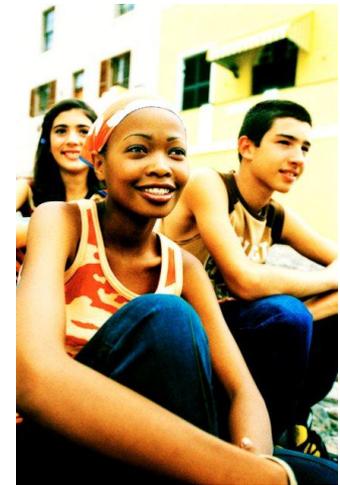
Culture

- “The way we see and do things“ (NCCC, 2011).
- Visible and invisible learned customs and patterns of behaving, thinking and feeling that are shared by a group, community or society.



Concepts of Cultural Awareness

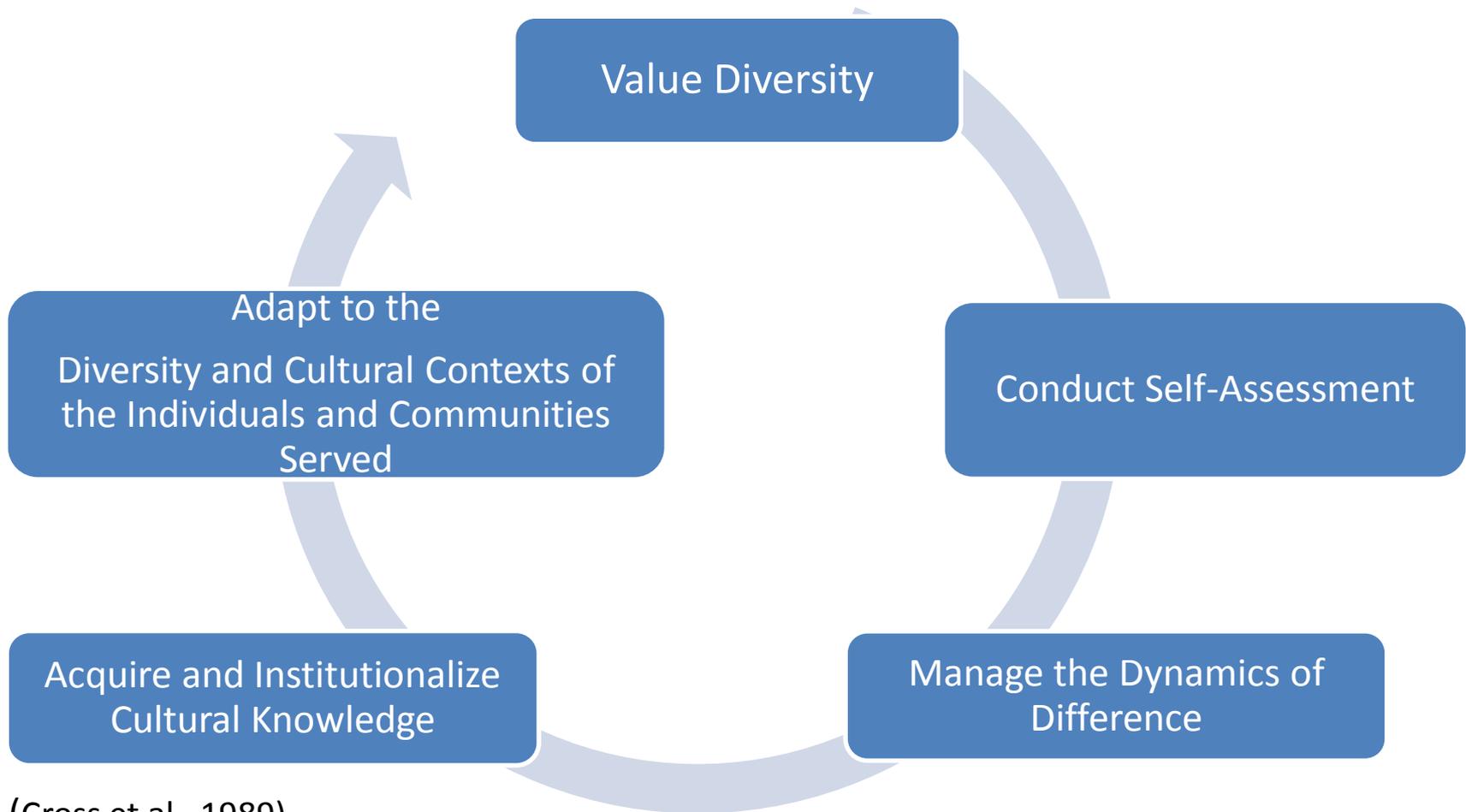
- **Cultural Awareness-** Developing sensitivity and understanding of diverse groups



(National Center for Cultural Competence, 2002).

Conceptual Framework for Achieving Cultural Awareness

(National Center for Cultural Competence, 2002)



(Cross et al., 1989).

Using the Data

Why Use Data?

- Identify and promote growth among individuals/organizations
- Enhance ability to deliver culturally/linguistically competent services
- Identify strengths and limitations at all levels

Benefits of Data

- Gauge the degree to which the needs of culturally/linguistically diverse groups are being addressed
- Establish and recognize future meaningful community partnerships



(continued on next slide)

Benefits of Data (continued)

- Examine if program is being administered with fidelity
- Improve access to services and enabling supports
- Improve structures and practices

Benefits of Data (continued)

- Allocate personnel and fiscal resources
- Determine strengths and areas for growth
- Increase family/community satisfaction with services (i.e., buy-in)



Small Group Work

- 20 minutes to complete
- Discuss prompt questions
- Be prepared to share



Small Group Work

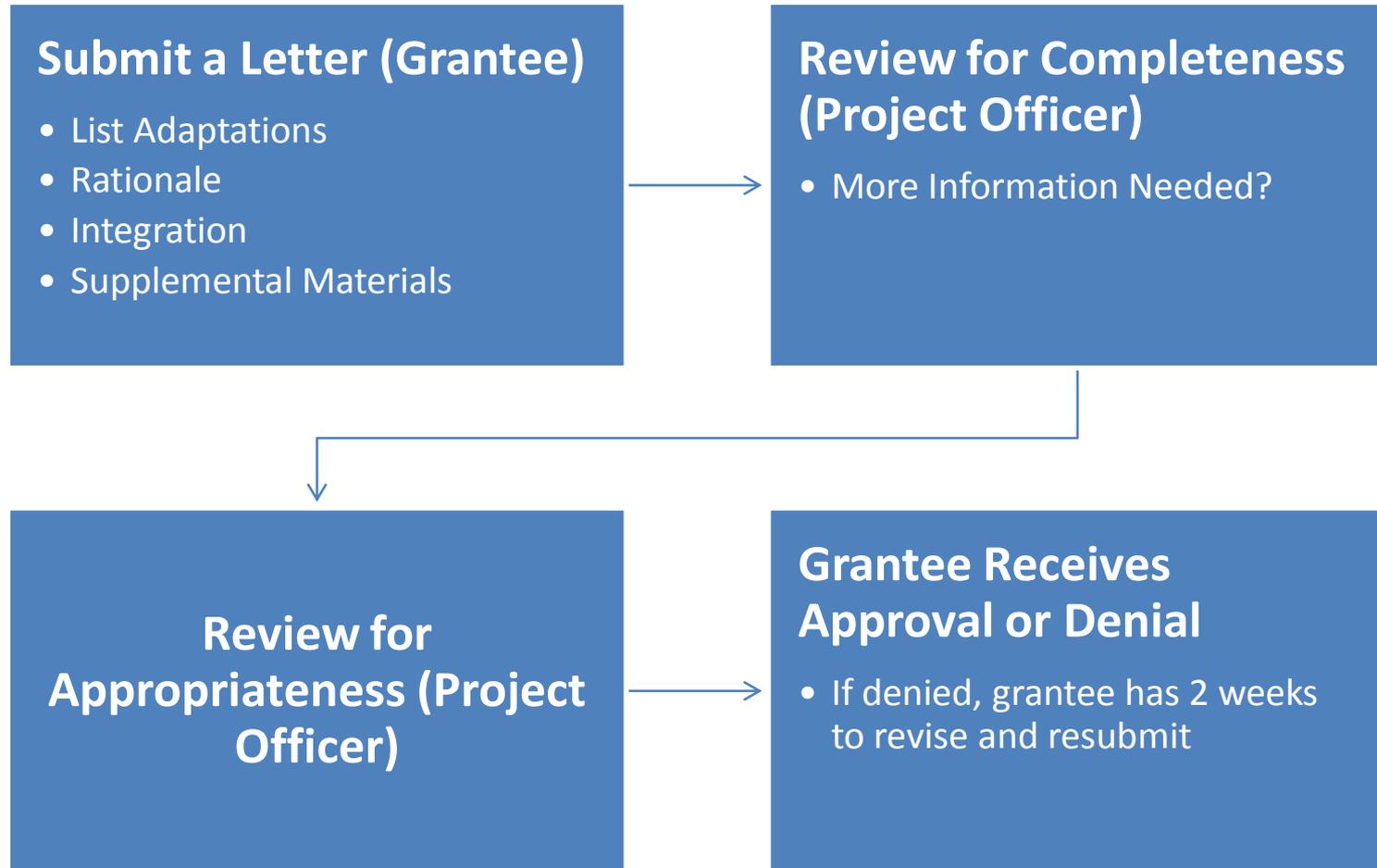
- What adaptations are you considering?
- Are they Green or Yellow Light adaptations?
- What additional data do you need to make informed adaptations related to cultural context?
 - Youth
 - Facilitators
 - Organization
 - Community
 - Stakeholders

OAH Adaptation Review Process

What OAH Says About Adaptation...

- Approval of adaptations is **not** a one-time activity
- Adaptations can be proposed throughout the course of the grant period
- All adaptations must go through the review process
- All Adaptations must be approved by your OAH project officer.

OAH Adaptation Review Process



Closing

- **Final Thoughts**
- **Evaluations**



Thank You!

Alexandra Eisler

Alexandra@Healthyteennetwork.org

Vanessa Geffrard

Vanessa@Healthyteennetwork.org

1501 St. Paul St., Suite 124

Baltimore, MD 21202

410-685-0410

www.healthyteennetwork.org



Healthy Teen Network

Sources Cited:

- Cross, T., Bazron, B., Dennis, K., and Isaacs, M. (1989). *Towards a culturally competent system of care volume I*. Washington, D.C.: Georgetown University Child Development Center, CASSP Technical Assistance Center.
- National Center for Cultural Competence . Winter, 2002. Washington, D.C.: Georgetown University Child Development Center, CASSP Technical Assistance Center.