

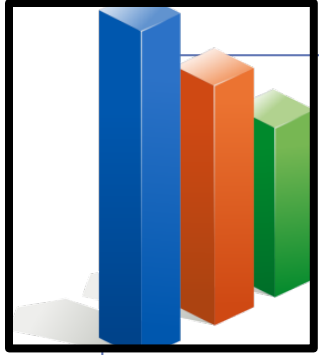
# Planting Seeds: Watching Your APP Workforce Bloom

June 30, 2015  
3:00 p.m.–4:30 p.m. EST



U.S. Department of Health and Human Services  
Administration for Children, Youth and Families  
Family and Youth Services Bureau  
Personal Responsibility Education Program (PREP)

# Webinar Functions



Polls



Chat



Whiteboard

# Webinar Objectives

At the conclusion of this Webinar, attendees will be able to do the following:

- Describe the opportunities for workforce development within the context of the adolescent pregnancy prevention (APP) program.
- Determine at least three strategies for supporting workforce development.
- Identify at least three resources for workforce development.

# Speakers



Jennifer Driver  
Manager of State Support,  
The National Campaign to  
Prevent Teen and  
Unplanned Pregnancy



Abby Hunt, MSW  
Executive Director, Health  
Care Education and Training,  
Indianapolis, IN and  
Madison, WI



Jason Spitzer, MPH  
Program Consultant,  
California Personal  
Responsibility  
Education Program  
(CA PREP)

# Nurturing an APP Workforce

- The APP program provides
  - dedicated staff in states, territories, tribes, and communities;
  - a focus on evidence; and
  - an opportunity to build specific skills.



# Workforce Development



# Poll Question

When hiring new staff for a position, what is the most important characteristic to you?

- A. Drive and passion
- B. Degree
- C. Previous experience
- D. Willingness to learn new skills

# Understanding Mindset

- Individuals mindsets' fall on a spectrum based on their beliefs about themselves and their most basic qualities.
  - Fixed mindset: success is based on innate ability.
  - Growth mindset: success is based on hard work and learning.



*Image courtesy of KROMKRATHOG at FreeDigitalPhotos.net*



# Poll Question

Please select the statement that best reflects your belief.

A. People are generally really good at something or they are not.

B. Skills (such as those needed for work) come with practice.

# Fixed Mindset

- Intelligence is static.
- Either you are good at something or you are not.
- Failure is something to fear.



# Growth Mindset

- Intelligence can be developed.
- Passion and dedication is key.
- Brain is malleable.
- Skill can be enhanced or can be increased by practice.

# Implications for Our Work



- How can this relate to the way we approach our staff?
- Does this change the way we give praise? Why or why not?

# Mindset Continuum

Fixed



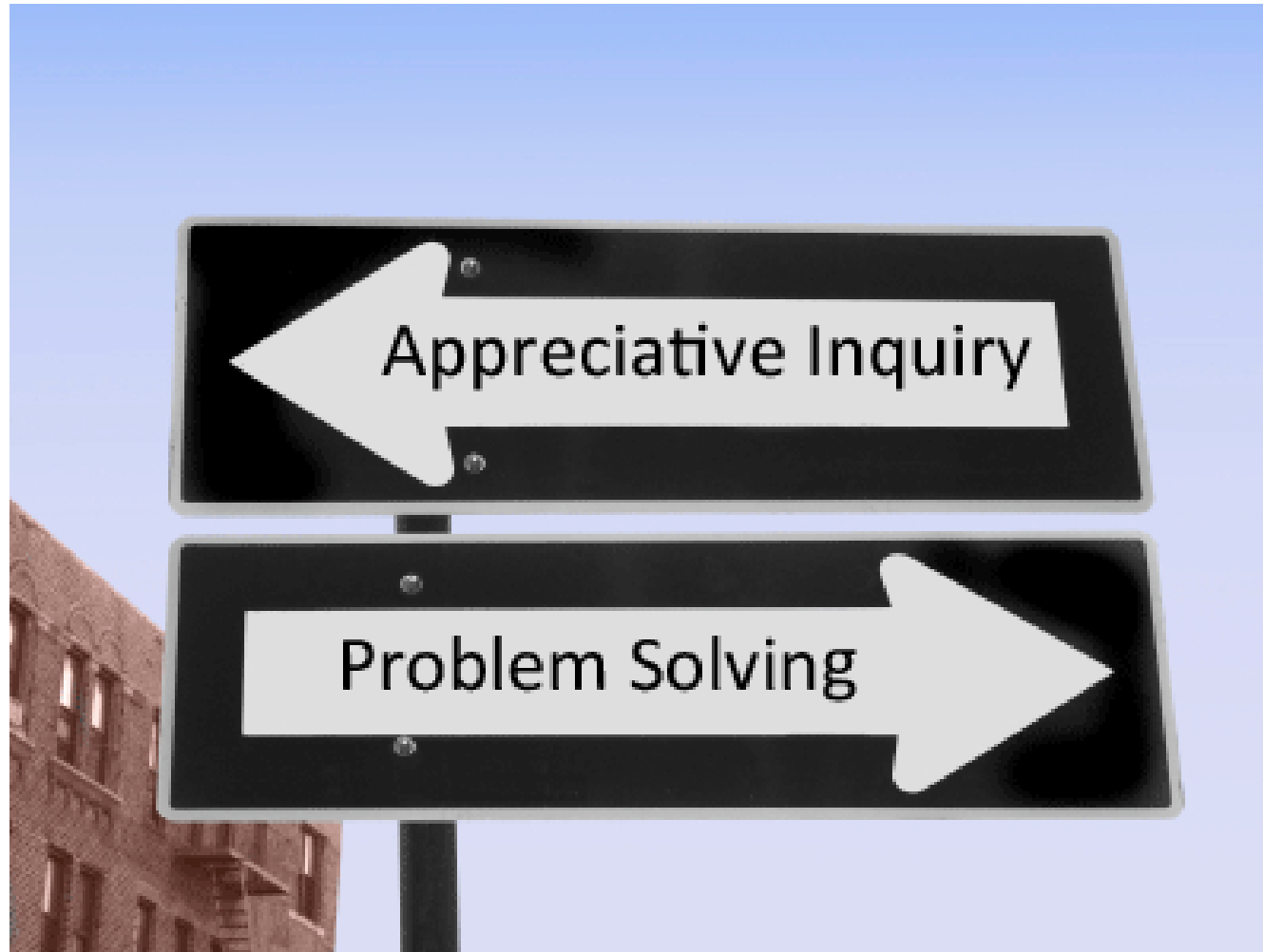
Growth

# Poll Question

When correcting problems at work, we typically do the following:

- A. Identify the problem first and then correct it.
- B. Identify what is working and then adjust.
- C. Just let problems fix themselves.
- D. Problems? What problems? We rock!

# Appreciative Inquiry



# Appreciative Inquiry: Three Principles

1. People are drawn toward the positive.
2. Thoughts and words create worlds.
3. You create the world you pay attention to.





# Grantee Panel Discussion: How FYSB Grantees Are Supporting Workforce Development in their States and Communities



**Moderator:** Becky Griesse, MPH

Senior Manager State Support,  
The National Campaign to  
Prevent Teen and Unplanned  
Pregnancy



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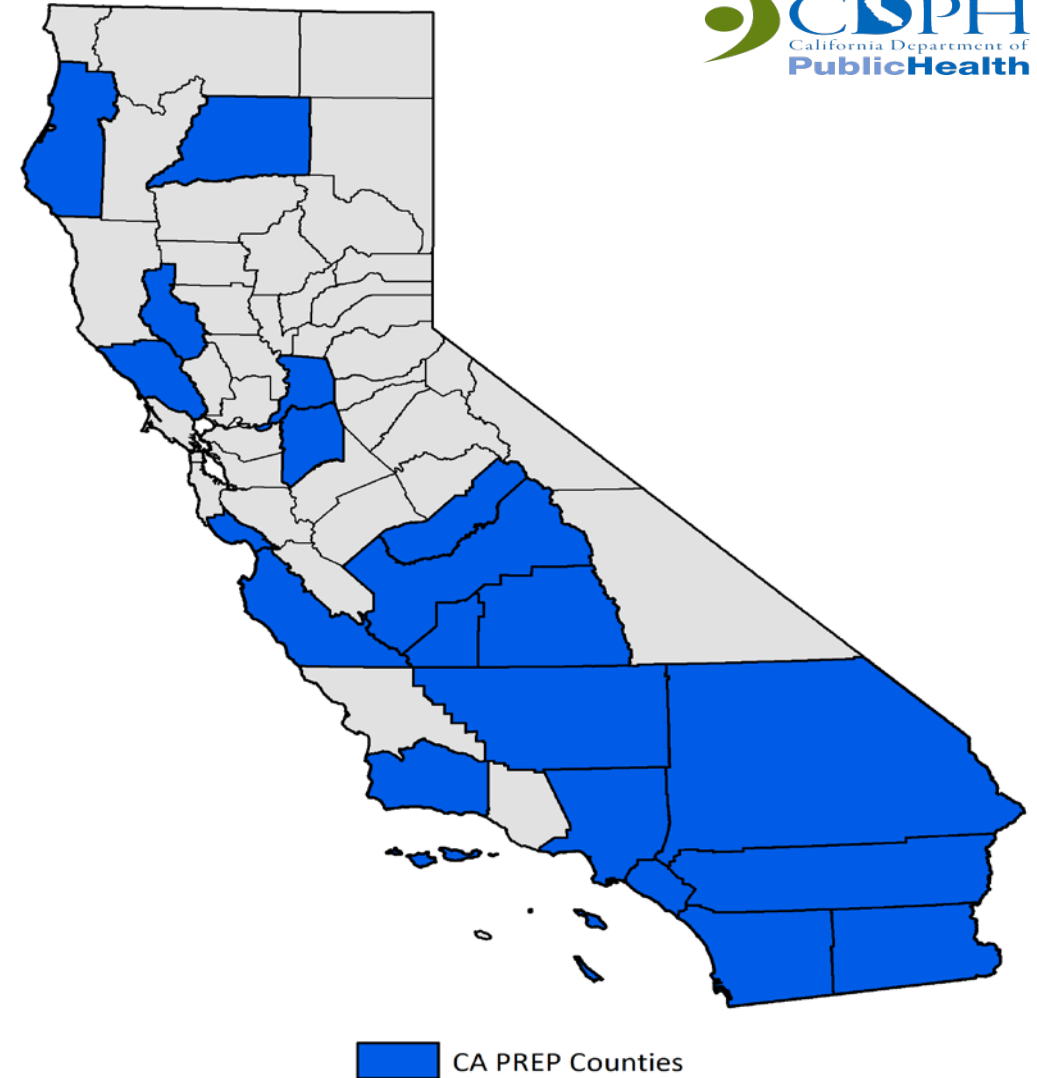
# CA PREP Overview: 2012–2015

- 21 funded agencies representing 19 counties.
- County-level eligibility is based on adolescent birth rate.
- During 2013–2014:
  - 16,077 youth entered CA PREP services.
  - 13,704 youth completed the program.
  - There was an 85% retention rate.

# CA PREP Overview: 2015–2018



- 22 funded agencies will represent 20 counties.
- Eligibility will be based on California Adolescent Sexual Health Needs Index (CASHNI).
- The next phase of CA PREP begins July 1, 2015.



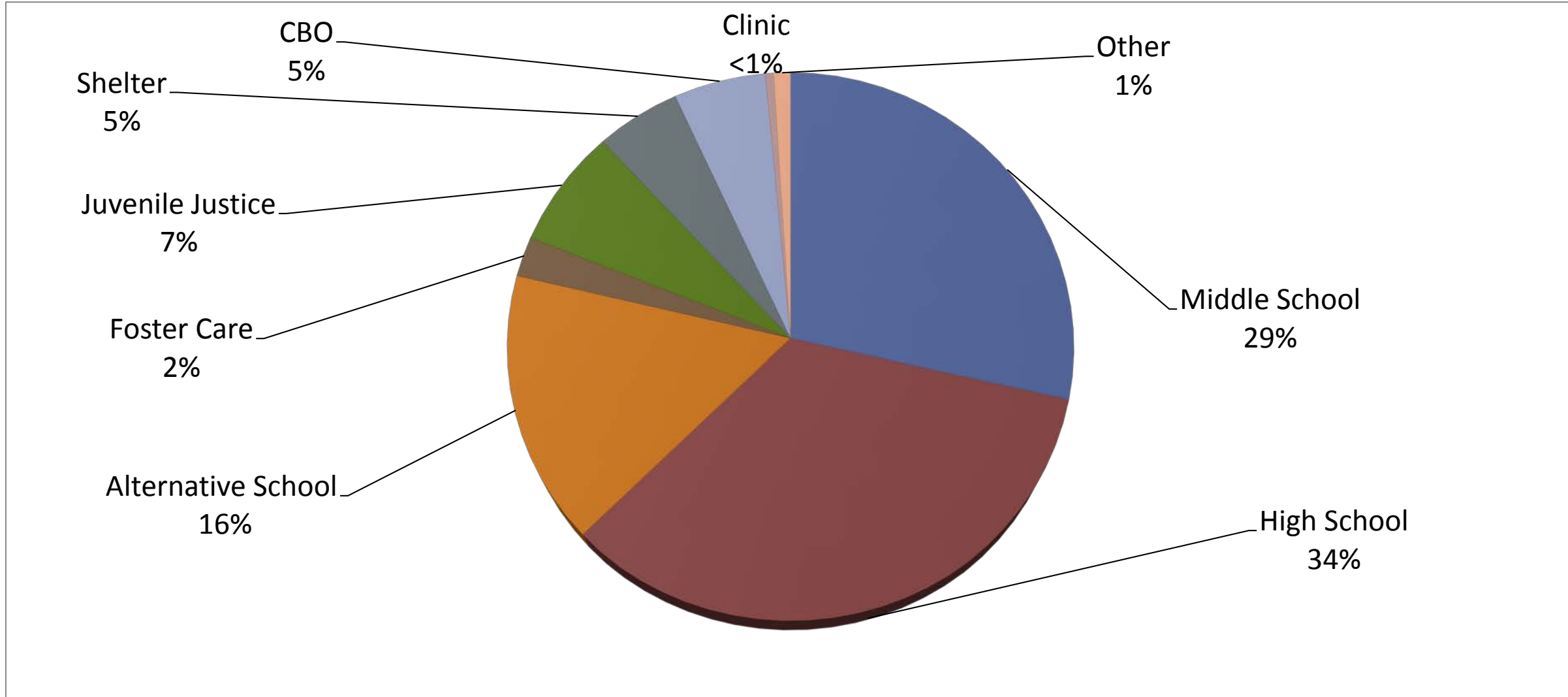
# Evidence-Based Program Models (EBPMs)

- CA PREP agencies use one or more of the following program models\*:
  - Be Proud! Be Responsible!
  - ¡Cuidate!
  - Sexual Health & Adolescent Risk Reduction (SHARP)
  - Making Proud Choices!
  - Power Through Choices



\*Reflects CA PREP EBPMs for the 2015–2018 cycle.

# CA PREP Percentage of Youth Reached, by Program Setting, July 2013-December 2014



# Health Care Education and Training (HCET) C-PREP and CAE

- Competitive PREP-3 sub-awardees and IU School of Medicine, multiple sites
- Competitive Abstinence-1 sub awardee and IU School of Medicine, multiple sites
- Focused in Marion County (Indianapolis)



# HCET APP Project Structure

- Collaborative planning starting pre-application
- Existing, experienced sub-awardees (partners) with established work with target audience
  - Fewer partners, larger awards
- Collaborative and frequent site and facilitator monitoring and feedback
- Ongoing training and technical assistance (TA)
  - Annual and ongoing TA, monthly trainings, Web, and face to face, support of outside trainings

# Training and TA





# White Board Discussion

How do you provide training and TA to your staff and partners?

# HCET Training

- Training topics are determined
  - by grant requirements;
  - by the target population;
  - by gaps in partner knowledge;
  - in response to timely events;
  - as requested by sub-awardees;
  - as gaps are determined by collaborative site monitoring/feedback forms; and
  - as requested by other stakeholders (e.g., funder, Department of Children’s Services, Department of Corrections).
- Training is provided face to face, via the Web, and through outside conference support.

# HCET Technical Assistance

- TA is provided formally and informally and can be requested at any time.
- Formal TA
  - TA request form
- Informal TA
  - Work with sub-awardees and key stakeholders to further program goals

# HCET Cultural Proficiency

- Cultural proficiency is addressed through training and TA.
- Cultural proficiency is assessed through a collaborative model of project implementation.

# CA PREP Training and TA Opportunities



- Ongoing training is provided by CA PREP state and contract staff.
- Evidence-based program model trainings include
  - developers training staff to train others;
  - 2-day in-person trainings;
  - interim phone trainings; and
  - Web-based booster trainings.
- TA support Webinars include
  - adulthood preparation subjects;
  - data collection; and
  - topical trainings in response to agency priorities, such as
    - sexual violence prevention,
    - engaging the adolescent brain, and
    - dual use of long-acting reversible contraception and condoms.
- Annual meeting and orientation

# CA PREP Training Topics: Sources

- EBPM training post-course evaluations
- Semi-annual progress report
- Adolescent sexual health annual meeting
- Facilitator survey
- TA support structure
  - Each agency assigned a small team to offer individualized support and guidance with program implementation and data collection
  - Proactive TA or as requested by agencies
  - Regular, internal meetings with all TA support team members

ANY  
QUESTIONS  
?

# Staff Performance and Turnover





# Poll Question

Which of the following describes your APP project?

- A. Staff turnover is not an issue for our project.
- B. Staff turnover is a challenge we are addressing.
- C. Staff turnover is not something we calculate or address.

# CA PREP Staff Performance and Turnover

- Turnover
  - Agency-level processes vary.
  - Data system ensures that only trained facilitators can plan for implementation.
    - Interim trainings
    - Web-based trainings
    - TA support
- Staff performance
  - Adolescent sexual health core competencies
  - Continuous Quality Improvement observation tool
  - The 2015 facilitator survey assessed comfort with material and understanding of fidelity.

# HCET Staff Retention

- Allow time for hiring to match skills with work.
- Build an organizational culture that is supportive of work-life balance.
- Work to ensure adequate funds for project administration.

# HCET Staff Management and Development

- Provide ongoing and annual performance management and feedback.
- Use collaboratively developed key performance indicators.
- Support and budget for staff development.

# HCET Staff Motivation

- Staff are motivated by culture, pay/benefits, and colleagues.
- Staff participate in program design and implementation.
- Staff creativity is encouraged.
- Staff have the freedom to build relationships and explore new projects in line with mission and job description.
- HCET takes a team approach with individual responsibilities.
- HCET provides support at all levels.

A photograph of a piece of white lined paper with vertical lines. The word "Questions?" is written in a large, cursive, black marker. Below the word, a thick, curved black line is drawn, and the tip of the black marker is visible in the bottom right corner of the image.

Questions?

# Challenges



# Challenges: HCET Perspective

- Structural changes in partner agencies to support effective federal APP project management
- Ensuring that partner staff are skilled at both facilitation and recruitment/retention or that a structure is in place to ensure that both happen
- Assisting in management of cultural shifts to support APP project implementation and evaluation



# Challenges: CA PREP Perspective

- In-person trainings are available.
  - Development of interim trainings
- California is a large, populous state with highly diverse regions.
  - Strong data system ensures built-in quality assurance and monitoring
  - Versatile TA support model

# Successes



# Successes: CA PREP Perspective

- Data system design serves as a check to ensure new facilitators are trained.
- TA support structure and consistent contact with sub-awardees allow for
  - the ability to respond to needs quickly; and
  - frequent opportunities for sub-awardees to share training needs.



# Successes: HCET Perspective



- Build new capacity and abilities to manage federal and state funds among partner organizations.
- Build a cadre of leaders from diverse organizations implementing APP programs with hard-to-reach youth.
- Implement and evaluate EBP PYD approach in diverse settings.

# Successes: HCET Perspective

- Increase community ability to implement and effectively evaluate EBP.
- Contribute to the body of knowledge/research: PYD with foster care, juvenile detention, and GLBTQ.
- Implement and measure the effectiveness of EBP focused on delayed initiation of sex among young teens.
- Implement and assess this project management, training/TA, and evaluation model for effectiveness.

# Summary

- Ongoing training and support is key.
- Frequent contact and communication can help identify and overcome challenges.
- Partners come to the project with varying levels of experience and expertise; it is important to support the growth among all partners.
- Evaluation and feedback can be used to improve services provided.

# Q & A



# Resources

## Growth Mindset

- [Mindsets: Developing Talent Through a Growth Mindset](#)
- [Boosting Achievement with Messages that Motivate](#)
- [Even Geniuses Work Hard](#)

## Appreciative Inquiry

- [The Center for Appreciative Inquiry](#)
- [Generic Processes of Appreciative Inquiry](#)
- [Appreciative Inquiry Handbook for Leaders of Change](#)
- [When Is Appreciative Inquiry Transformational? A Meta-Case Analysis](#)



# Resources

## Workforce Development:

- [A Strategic Approach to Public Health Workforce Development and Capacity Building](#)
- [http://www.childtrends.org/wp-content/uploads/2006/12/child\\_trends-2007\\_06\\_15\\_rb\\_prodevel.pdf](http://www.childtrends.org/wp-content/uploads/2006/12/child_trends-2007_06_15_rb_prodevel.pdf)
- [52 Free Development Opportunities for Non-Profit Staff](#)
- [http://www.hhs.gov/ash/oah/oah-initiatives/teen\\_pregnancy/training/Assests/staffretention-tipsheet.pdf](http://www.hhs.gov/ash/oah/oah-initiatives/teen_pregnancy/training/Assests/staffretention-tipsheet.pdf)
- [http://www.hhs.gov/ash/oah/oah-initiatives/ta/experience\\_expertise\\_miller.pdf](http://www.hhs.gov/ash/oah/oah-initiatives/ta/experience_expertise_miller.pdf)

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For more information, including California adolescent health data and background information about CASHNI:

<http://www.cdph.ca.gov/data/statistics/Pages/AdolescentHealthData.aspx>

This Webinar is available on the Communities of Practice Website: <https://prep.rti.org/>.

Questions about this Webinar and topic can be sent to [PREPTA@rti.org](mailto:PREPTA@rti.org).

# Webinar Evaluation

- Please complete the following evaluation related to your experience with today's Webinar

<https://www.surveymonkey.com/s/JM9CM8N>

- If you attended the Webinar with other team members, please share the link and complete the evaluation separately

