

Packaging Curricula for PREIS Grantees: Planning Ahead for Success

April 4, 2017
3:00 p.m.–4:30 p.m. ET



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

Objectives

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

- Identify steps their programs can take during the planning process to mitigate problems with packaging curricula, including copyrighted curricula components that have been adapted
- Understand copyright and intellectual property concerns related to packaging curricula for program use and evaluation
- Understand challenges and solutions other programs have faced when developing and adapting curricula

Presenters

LeBretia White, Program Manager, Adolescent Pregnancy Prevention Program, Family and Youth Services Bureau

Ana Robledo, Ed.M., Publishing Trade Technical Expert, RTI International

Leslie Clark, Ph.D., MPH, PREIS Grantee, Children's Hospital of Los Angeles

Janene Fluhr, PREIS Grantee, Oklahoma Institute for Child Advocacy

PREIS Purpose

The purpose of the PREIS program is to contribute to the evidence base for adolescent pregnancy prevention interventions that are effective with high-risk and vulnerable youth populations and to fill gaps with new promising program models

PREIS Goals and Objectives

- The goal of the PREIS program is to reduce pregnancies, births, and sexually transmitted infections (STIs), including HIV/AIDS among high-risk youth populations
- The overall objectives of the PREIS program are as follows:
 1. Target those youth populations that are at highest risk of teen pregnancy to prevent adolescent pregnancy and STIs, including HIV/AIDS
 2. Rigorously evaluate the interventions using a quasi-experimental or a randomized controlled trial design
 3. Manualize and package the curriculum
 4. Disseminate lessons learned, best practices, and relevant findings

PREIS Grantees

13 Grantees

- Alternatives for Girls
- Bee Busy Learning Academy
- Capacity Builders
- Children's Home Society of Florida
- Children's Hospital Los Angeles
- ETR Associates
- Future Foundation
- James Madison University
- OhioHealth
- Policy and Research Group
- Public Health Management Corporation
- The Regents of University of California at San Francisco
- The Urban Institute

Populations Targeted

- Pregnant and parenting youth
- Homeless youth
- System-involved youth
- Youth with disabilities
- Native American youth
- Rural youth
- African American and Hispanic youth

Settings

- Hospitals/clinics, detention centers, drop-in centers, housing developments, online, community centers, schools, various others

PREIS Packaging Requirements

- Package the final intervention
 - All intervention materials must be packaged (facilitator's guide, curriculum, workbook, videos, apps, etc.)
 - Implementation-ready (core components, logic model, theoretical framework)
 - Available for replication
- Acknowledge FYSB as a funding source
 - Final intervention
 - All disseminated materials and presentation

PREIS Packaging Support

Grantees receive support for packaging through various methods:

- This Webinar
- The Exchange website (<http://teenpregnancy.acf.hhs.gov/>)
- PREIS Grant Administrative Guidance
- Assigned PREIS Project Officer
- Training and Technical Assistance Contractor
 - Future resources
 - Individual support and technical assistance

Copyright, Fair Use, and Publishing Curricula

**Presented by:
Ana Robledo, Ed.M., RTI
International**

Copyright, Fair Use, and Publishing Curricula

- In this section, we will cover the following:
 - Copyright, Fair Use, and Creative Commons
 - Additional packaging issues:
 - Having Internet components in your curricula
 - Reaching out to publishers

Intellectual Property

Legal concept whereby creations of the mind (e.g., text, illustrations, design templates) are protected by law so that people can earn recognition or financial benefit from what they invent or create

What Is Copyright?

- Copyright is a type of intellectual property right (along with patents, trademarks, etc.)
- Copyright applies to literary and artistic works
- Copyright specifically includes the rights to do the following:
 - Reproduce copies of the work
 - Prepare derivative works based on the original piece
 - Distribute copies to the public
 - Display and perform the work publicly

Copyright

- Copyright is conferred automatically to the author without the need for registration
- The original work cannot be reproduced, adapted, distributed, etc., by another party without explicit permission of the copyright owner
 - Copies of the work usually include a statement on copyright, indicating conditions for reuse or contact information for permission requests

Copyright

- Copyright can also be transferred or licensed, but only through express assignment in writing
- Copyright protection expires 70 years after the death of the author when the work becomes in the “public domain”
- Copyright legislation varies from country to country

Developing Curricula “from Scratch”

- Although materials are developed under an organization, program, or project, they are produced by individuals
- Individuals could claim copyright
- “With a few narrow exceptions, in cases in which a work is commissioned or made for hire, the copyright belongs to the employer or entity that commissioned the work” (Zimmerman, 2015)
 - This is true if it is supported by a written agreement in which the writer, illustrator, or designer explicitly acknowledges that copyright belongs to the organization that commissioned the work
 - The contract is valid under governing law

Developing Curricula from an Existing Source

- Materials cannot be reproduced or adapted without explicit permission of the copyright owner
- Often, permission is granted under a specific set of conditions and in return of something else, requiring a negotiation

Developing Curricula from an Existing Source

- Option A: Transfer of copyright
 - Original copyright owner renounces their rights over the material and hands it over (or sells it)
- Option B: Traditional copyright license
 - Original copyright owner grants license (usually at a price) to reproduce or adapt the work for a specific format or derivation, period of time, or population
 - A license requires a negotiation and eventually expires, although an automatic renewal clause can be included in the contract
- Option C: Creative Commons license
- Option D: Fair use

Creative Commons

- “Creative Commons licenses are legal tools of international use that streamline the process through which copyrighted content can be searched for, discovered, and used” (Creative Commons, 2015)
- Creative Commons licenses facilitate and accelerate the dissemination of content:
 - Conditions for use are pre-stated clearly
 - There is no need to contact the copyright owner
 - Available rights are free

Example Creative Commons License

Copyright © 2017 by authors and
Scientific Research Publishing Inc.

This work is licensed under the Creative
Commons Attribution International
License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>



Open Access

Creative Commons Licenses

Attribution CC BY <p>This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation.</p>	Attribution Share Alike CC BY – SA <p>This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms.</p>	Attribution No Derivatives CC BY – ND <p>This license allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole, with credit to you.</p>
Attribution Non-Commercial CC BY – NC <p>This license lets others remix, tweak, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial.</p>	Attribution Non-Commercial Share Alike CC BY – NC – SA <p>This license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms.</p>	Attribution Non-Commercial No Derivatives CC BY – NC – ND <p>This license is the most restrictive of our six main licenses, only allowing others to download your works and share them with others as long as they credit you, but they can't change them in any way or use them commercially.</p>

Internet Content

- Including content from the Internet, such as a YouTube video, in your curriculum can have copyright implications; it is important to research incorporating this content
- Consult fair use practices for more information:
 - The U.S. Copyright Office's [Fair Use Index](#)
 - The Center for Media and Social Impact's [Code of Best Practices in Fair Use for Online Video](#)
 - YouTube's [Copyright](#) page
 - The [Digital Media Law Project](#) (historical)
- Consult with an intellectual property attorney to be sure

References

Copyright Clearance Center. (2015). *Learn*. Retrieved June 26, 2015, from <http://www.copyright.com/learn/about-copyright/>

Creative Commons. (2015). *Licenses*. Retrieved June 26, 2015, from <https://creativecommons.org/>

U.S. Copyright Office. (n.d.). *More Information on fair use*. Retrieved February 17, 2017, from <https://www.copyright.gov/fair-use/more-info.html>

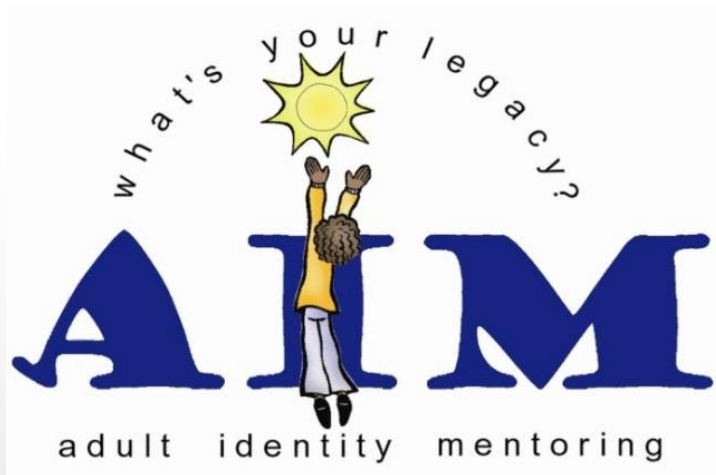
Wilson, K. L., Garney, W. R., Hays, C. N., Nelon, J. L., Farmer, J. L., & McLeroy, K. R. (2017). Encouraging Innovation in Teen Pregnancy Prevention Programs. *Creative Education*, 8, 294–303. <https://doi.org/10.4236/ce.2017.82023>

World Intellectual Property Organization. (2015). *What is intellectual property?* Retrieved September 15, 2015, from <http://www.wipo.int/about-ip/en/>

Zimmerman, M. (2015). *The basics of copyright law: Just enough copyright for people who are not attorneys or copyright law experts*. Fenwick & West LLP. Retrieved February 17, 2017, from <https://www.fenwick.com/FenwickDocuments/2015-03-17-Copyright-Basics.pdf>

Packaging Webinar: Adaptations to Evidenced-based Interventions

Leslie F. Clark, PhD, MPH Children's Hospital,
Los Angeles
University of Southern California



Today We Want to Share with You...

- Adapting and reinventing an evidence-based intervention (EBI) into different programs
- Working with a developer and what to include in a memorandum of understanding (MOU)
- Addressing packaging for “end users” and dissemination mechanisms when adapting
- Strategic marketing and promotion of your new program

Project AIM-inspired Programs



Working with a Developer:

Examples from AIM Service Center

- Project AIM for children of Chinese immigrants in Manhattan
- Public Health Department of New York: Adding comprehensive sex education to meet state-level requirements
- Ateypi Identity Mentoring: (9th grade Lakota American Indians)
- Public Health Department/University of San Juan, Puerto Rico: Tailoring
- CDC Global AIDS Program: Project AIM Africa - Project AIM as “value added” to existing HIV EBIs in schools (Botswana)

Working with a Developer: Memorandum of Understanding

- Source content: public domain vs. intellectual property
- Licensing and intellectual property
- Role and compensation of developer
 - Consultant, capacity provider, collaborator
- Decision-making process and timeline
 - Determined by funder and post funding activities
- Publishing of adapted or reinvented curriculum

Consider Packaging and Dissemination Mechanisms as Part of Adaptation Process

- **Setting contexts**
 - Structural systems changes to enhance and sustain intervention
 - Example: Moving Project AIM from community back into classrooms
- **Intervention staff**
 - Example: Case managers using with intervention with existing clients
 - Example: Teachers as interventionists
- **Content and implementation core element changes**
 - Example: AIM4TM Added core elements, changes in activities

Marketing: “Falling for” your Curriculum

- Falling at first sight: Curriculum’s “fit” with their services
 - Compatible: “This is what we do!”
 - Fulfills an aspiration: “This is what we’ve been wanting to do!”
- Show (off) your program’s strengths
 - Provide CBA agencies with what they need
 - Conferences, Websites, interviews, stories, roundtables
- Consider what end users need in making their decisions
 - Brochures/videos: testimonials of youth/facilitators
- Be responsive to needs
 - Build in support in handbooks, workbooks, trainings
- Wed your program to agency services
 - Could it feasibly become part of agency programming?

Concluding Comments

- Clarify ownership and responsibilities for dissemination explicitly at front end (e.g., MOU)
- Think about packaging for end users and dissemination mechanisms during adaptation
- Strategic marketing should be dictated by the end users, platforms, and funding streams



Oklahoma Institute for Child
Advocacy

Adapting Power Through Choices

Presented by:

Janene Fluhr






Power Through Choices

- Developed in mid-1990s by Richard Barth and Marla Becker
- Revised in 2008-2009 by the Oklahoma Institute for Child Advocacy
- Rigorous evaluation conducted under PREIS funding during 2010–2016



Intellectual Property

-  (Copyright)
- **TM** (Trademark)
- Engage an attorney specializing in intellectual property law
- The process of securing copyright and/or trademark protections can take a year or longer to complete, so start early and expect delays
- Take budget considerations into account



Issues to be Considered

- Establishing or negotiating authorship
 - Written agency policy addressing ownership of work products developed in-house
 - Assignment of copyrights
 - Licensing rights to use materials
- Issues related to rights/licensing should be clearly outlined in MOUs and/or contracts



Things We Could Have Considered Earlier

- Consulting with an intellectual property attorney from the beginning
- Collecting contractor assignments as work was done:
 - Logo and artwork development
 - Video production
 - Original photography
 - Marketing collateral
- Documenting dates that materials were developed, first used, and first used in “interstate commerce”



Manual or Materials Development

- Expect curriculum/material to evolve and change as findings lead to refinement
- The materials used during research may be different than final market-ready version
- Training others for replication may illuminate additional needs for refinement
- Timing of copyright application:
 - Protecting initial materials may be a wise course of action
 - Significant changes may require a subsequent application

Guided Question and Answer

Presenters will respond to questions previously submitted to FYSB PREIS Project Officers.

This will be followed by an open question and answer session.

Guided Question & Answer

- What should you say and ask for in your publishing agreement?
- What should you expect to hear from publishing companies?
- What do publishers look for from developers?
- If you have permission to adapt a curriculum, can that curriculum be published?
 - How do you determine authorship of an adapted curriculum?
 - How do you work with the publisher to ensure the curriculum is only published after it has been tested?

Guided Question and Answer

- How have grantees developed their pricing structures for their programs?
- Will we have access to grantee contact info/distribution lists for strategic marketing?
- Are there any other tips for marketing the program?
- What kinds of topics should grantees address with the developer now as opposed to later when they are ready to package and disseminate?
- Should grantees have discussions around what happens if the curriculum makes the TPP EBI list now or wait until after the analyses?

Additional Questions?

Contact Information

If you have additional questions, please contact:

Ana Robledo, prepta@rti.org

Leslie Clark and Mona Desai, lclark@chla.usc.edu and
mdesai@chla.usc.edu

Janene Fluhr, jfluhr@oica.org, 405-235-5437 ext. 112

Your FYSB Project Officer

Webinar Evaluation

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

<https://www.surveymonkey.com/r/H7C7CB5>

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

