

Promoting Positive Adolescent Development Through Successful Implementation of Adulthood Preparation Subjects

Topical Training Webinar Series
July 14 - 16, 2020



U.S. Department of Health and Human Services
Administration for Children, Youth and Families
Family and Youth Services Bureau
Adolescent Pregnancy Prevention Program



MIAMI
Environmental &
Energy Solutions

RTI
INTERNATIONAL

Search >
INSTITUTE



Mathematica
Progress Together

advancing
health
equity

etr.

Child

TRENDS®

Objectives

- As a result of this training, participants will be able to do the following:
 - Understand and define each of the adulthood preparation subjects based upon available research;
 - Explore how to integrate adulthood preparation subjects into program design and implementation to meet the needs of the youth served;
 - Utilize innovative strategies in the implementation of adulthood preparation subjects in APP programs;
 - Reassess implementation of current topics and determine if other adulthood preparation subjects would be a better fit for their program and intended outcomes.

Day 1 Agenda

Afternoon	
3:30 p.m. – 3:40 p.m.	Welcome and Opening Remarks
3:40 p.m. – 3:50 p.m.	Adulthood Preparation Subjects: Historical Perspective, Part 1
3:50 p.m. – 4:20 p.m.	Adulthood Preparation Subjects: Historical Perspective, Part 2
4:20 p.m. – 5:00 p.m.	Results in Action (Breakout Activity)

Day 2 Agenda

Afternoon	
3:30 p.m. – 3:35 p.m.	Welcome Back
3:35 p.m. – 4:10 p.m.	Adulthood Preparation Subjects: Implementation Strategies
4:10 p.m. – 4:20 p.m.	Full Group Activity
4:20 p.m. – 5:00 p.m.	Grantee Panel
5:00 p.m.	Day 2 Wrap-Up

Day 3 Agenda

Afternoon	
3:30 p.m. – 3:35 p.m.	Welcome Back
3:35 p.m. – 4:05 p.m.	Ready, Set, Let's Implement: Exploring the Adulthood Preparation Resource Guide
4:05 p.m. – 4:35 p.m.	Ready, Set, Let's Implement Breakout Activity
4:35 p.m. – 4:50 p.m.	Full Group Activity
4:50 p.m. – 4:55 p.m.	Closing
4:55 p.m. – 5:00 p.m.	Day Three Wrap-Up

ADULTHOOD PREPARATION SUBJECTS: A HISTORICAL PERSPECTIVE, PART 1

LeBretia White

Adolescent Pregnancy Prevention Program Manager

Family and Youth Services Bureau

July 14, 2020



U.S. Department of Health and Human Services
Administration for Children, Youth and Families
Family and Youth Services Bureau
Adolescent Pregnancy Prevention (APP) Program

PREP Legislative Requirements

Title V of the Social Security Act was amended to include the Personal Responsibility Education Program (PREP) on March 23, 2020

Primary Requirements

- Educate adolescents on both abstinence and contraception to prevent pregnancy and sexually transmitted infections, including HIV/AIDS
- Educate adolescents on at least three of six adulthood preparation subjects

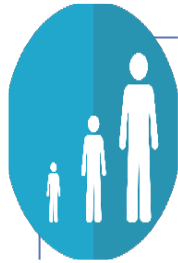


How Do APS Support Holistic Programming?

- Many of the precursors for teen pregnancy are shared across a continuum of behaviors that can significantly affect the overall health and wellness of youth.
- APS are flexible, adaptable and can be tailored to meet the current and evolving needs of youth in your community.



Adulthood Preparation Subjects



Adolescent
Development



Educational and
Career Success



Financial
Literacy



Healthy Life
Skills



Healthy
Relationships



Parent-Child
Communication

Overview of Adulthood Preparation Subjects

- **Adolescent Development** – Is the physical, cognitive, social, and emotional maturation that occurs for youth roughly between ages 10 and 19. Age-appropriate programs and education can support the development of positive social behaviors and relationships; emotional well-being; academic achievement; healthy attitudes and values about adolescent growth and development, body image, racial and ethnic diversity, and related subjects.
- **Education and Career Success** – Obtaining at least a high school diploma or the equivalent is a starting point for long-term career success. Encouraging youths' academic performance and school attendance and engagement may foster improvements in grades and school retention for youth in traditional and alternative education settings. Long-term success can involve multiple paths to completing postsecondary education or training and finding stable and well-paying employment.

Overview of Adulthood Preparation Subjects

- **Financial Literacy** – Is having the knowledge and skills needed to understand the financial terminology and concepts that enable adolescents to acquire and manage financial resources successfully. Financially literate adolescents understand the implications of their spending on their current and future financial well-being and are able to make careful choices about how to acquire and spend their money and other resources.
- **Healthy Life Skills** – Are the competencies that enable people to solve problems and deal in positive ways with challenges they face in their everyday lives.

Overview of Adulthood Preparation Subjects

- **Healthy Relationships** – These include marriage and family interactions and are based on trust, honesty, listening, and respect, and allow adolescents to feel supported, connected, and independent. In healthy relationships, adolescents must communicate and establish boundaries.
- **Parent-Child Communication** - Is the exchange of information, opinions, concerns, or advice, either verbal or nonverbal (such as hugging, sharing quality time, and parental modeling) between parents (or caregivers) and children. Effective communication begins during infancy and involves trust, empathy, honesty, sharing of accurate information, and willingness to listen and participate in a two-way conversation.



PMAPS

Studies of **Performance Measures**
and **Adult Preparation Subjects**

Adulthood Preparation Subjects:

Historical Perspectives, Part 2

**Promoting Positive Adolescent Development
Through Successful Implementation of
Adulthood Preparation Subjects**

July 2020

Liz Clary • Heather Zaveri

Sponsorship

- **Sponsored by the ACF Family and Youth Services Bureau (FYSB)**
 - The Office of Planning, Research, and Evaluation (OPRE) and FYSB oversee the project
 - Mathematica and Child Trends are the contractors that support product development and training
- **Project officers**
 - Tia Brown (OPRE) and Christine Zakhour (FYSB)
- **Project staff**
 - Mathematica: Heather Zaveri, Liz Clary, Christopher Jones, Katie Eddins, and Katie Adamek
 - Child Trends: Mindy Scott, Kristin Moore, Monica Arkin, Deana Around Him, and Isabel Griffith

The views expressed in written training materials, publications, or presentations by speakers and moderators do not necessarily reflect the official policies of the U.S. Department of Health and Human Services; nor does mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

Agenda

- **Overview of how we developed the conceptual models for the adulthood preparation subjects (APSs)**
- **Description of the unified framework**
 - Positive youth development in APSs
 - Precursors common to conceptual models
 - Outcomes common to conceptual models
- **Questions**

PREP and APSs

- **PREP grantees have discretion to design their programs while meeting four requirements:**
 1. Replicate evidence-based or evidence-informed program models or substantially incorporate elements of effective programs
 2. Provide education on abstinence and contraceptive use to prevent teen pregnancy and sexually transmitted infections
 3. Educate youth on at least three of the six APSs
 4. Focus on high-risk or vulnerable populations
- **PREP legislation provided limited guidance on programming for APSs**

Conceptual models aim to help grantees to...

- **Understand APSs**
- **Select which APSs to include in their program**
- **Develop or select appropriate content for selected APSs**
- **Target outcomes relevant to their selected APSs**

Key terms for conceptual models

- **Conceptual model**
 - Pictorial representation of the theory or mechanism(s) of change behind the addition of the APS, including how the subject might enhance or expand short- and long-term outcomes for adolescents participating in PREP programs
- **Precursors**
 - The characteristics and attributes that youth might have when they come into the programs, organized by developmental tasks, risk factors, and protective factors
- **Enhanced PREP outcomes**
 - Improvement in outcomes targeted by adolescent pregnancy prevention programs, in particular, sexual activity (abstinence, delay, or decrease in frequency and number of partners), contraception use, and decreased pregnancy and incidence of sexually transmitted infections
- **Expanded PREP outcomes**
 - Improvement in non-sexual health outcomes when the PREP program is combined with content, lessons, or instruction for one APS, such as academic success or physical or mental health

Development of conceptual models: Multi-phase process

- **Initial conceptual models and unified framework**
 - Reviewed literature related to each APS
 - Developed conceptual model for each subject
 - Prepared unified framework that connects APS to adolescent pregnancy prevention programming
- **Refined models and framework**
 - Interviewed PREP grantees to understand APS implementation
 - Reviewed additional literature
 - Refined conceptual models and unified framework
- **Final models and framework**
 - Solicited input from broad set of stakeholders
 - Finalized models and unified framework
 - Prepared summary report (forthcoming)
 - Preparing 3 briefs based on emerging topics from the final conceptual models

Development of unified framework

- **Identify elements present in the conceptual model for at least two APSs**
 - Precursors
 - Outcomes
- **Understand how adding APS content can improve expanded and enhanced outcomes**
- **Emphasize importance of positive youth development framework for all APSs**

Draft Unified Framework for APSs in PREP

Common Precursors for Adulthood Preparation Subjects

Developmental Tasks

- Social and emotional skills development (AD, EC, HL, HR, PC)
- Brain and cognitive development (AD, EC, HL, HR, PC)
- Executive functioning, including self-control (FL, HR, PC)
- Identity formation (AD, EC, HL)
- Sexual maturation (AD, HR)

Risk Factors

- Under-resourced neighborhood (AD, EC, FL, HL)
- Youth trauma, resulting from neglect, abuse, or bullying (AD, HL, HR, PC)
- Peer or family involvement in risky behaviors (EC, HL, HR)
- Substance use (AD, HR)
- Poor mental health (AD, HL)
- Life challenges, such as foster care, adolescent parenting, or homelessness (EC, PC)
- Limited parental resources (EC, FL)
- Interpersonal and family violence (HL, HR)

Protective Factors

- Positive relationships with family and peers (AD, EC, HL, HR, PC)
- Involvement in school or community (AD, EC, HL)
- Secure attachment to parents, caregivers, or peers (HR, PC)
- Age-appropriate parental monitoring (HL, PC)
- Positive role models (HL, HR)
- Relationships with trusted adults in school and community (EC, HL)

Adulthood Preparation Programming in PREP

Incorporate positive youth development principles by:

- Engaging youth in their communities, schools, organizations, peer groups, and families
- Recognizing, using, and enhancing youths' strengths
- Promoting positive outcomes through positive and supportive relationships and leadership opportunities

Adulthood preparation subjects:

- Adolescent development
- Educational and career success
- Financial literacy
- Healthy life skills
- Healthy relationships
- Parent-child communication

Common Enhanced PREP Outcomes

- ↓ Risky sexual behavior (EC, HL, HR, PC)
- ↓ Adolescent pregnancy (AD, EC, HR, PC)
- ↑ Abstinence (AD, HR, PC)
- ↑ Condom and contraceptive use (AD, HR, PC)
- ↓ STIs/HIV (AD, HR, PC)

Common Expanded PREP Outcomes

- ↓ Delinquency and disruptive behaviors (AD, EC, FL, HL, HR, PC)
- ↑ Academic achievement (AD, EC, HL, HR, PC)
- ↑ Emotional and social well-being (AD, EC, HL, HR, PC)
- ↓ Substance use (AD, HL, HR, PC)

Adulthood preparation subjects abbreviations: AD: Adolescent development; EC: Educational and career success; FL: Financial literacy; HL: Healthy life skills; HR: Healthy relationships; PC: Parent-child communication

The unified framework identifies precursors and outcomes common to at least two adulthood preparation subjects (APSs) and describes how to integrate positive youth development in APS programming. Please see the individual conceptual models for more detail.

Positive youth development in APSs

- **Incorporate positive youth development principles by:**
 - Engaging youth in their communities, schools, organizations, peer groups, and families
 - Recognizing, using, and enhancing youth's strengths
 - Promoting positive outcomes through positive and supportive relationships and leadership opportunities

Common precursors in unified framework

Precursors	Adolescent development	Educational and career success	Financial literacy	Healthy life skills	Healthy relationships	Parent-child communication
Developmental tasks						
Social and emotional skills development	X	X		X	X	X
Brain and cognitive development	X	X		X	X	X
Executive functioning, including self-control			X		X	X
Identity formation	X	X		X		
Sexual maturation	X				X	
Risk factors						
Under-resourced neighborhood	X	X	X	X		
Youth trauma, including neglect, abuse, or bullying	X			X	X	X
Peer or family involvement in risky behaviors		X		X	X	
Substance use	X				X	
Poor mental health	X			X		
Life challenges (such as foster care, adolescent parent, or homelessness)		X				X
Limited parental resources		X	X			
Interpersonal and family violence				X	X	
Protective factors						
Positive relationships with peers and family	X	X		X	X	X
Involvement in school or community	X	X		X		
Secure attachment to peers and parents					X	X
Age-appropriate parental monitoring				X		X
Positive role models				X	X	
Relationships with trusted adults at schools and in community		X		X		

Common outcomes in unified framework

- **Enhanced PREP outcomes**

- ↓ Risky sexual behavior (EC, HL, HR, PC)
- ↓ Adolescent pregnancy (AD, EC, HR, PC)
- ↑ Abstinence (AD, HR, PC)
- ↑ Condom and contraceptive use (AD, HR, PC)
- ↓ Sexually transmitted infections/HIV (AD, HR, PC)

- **Expanded PREP outcomes**

- ↓ Delinquency and disruptive behaviors (AD, EC, FL, HL, HR, PC)
- ↑ Academic achievement (AD, EC, HL, HR, PC)
- ↑ Emotional and social well-being (AD, EC, HL, HR, PC)
- ↓ Substance use (AD, HL, HR, PC)

Questions?

Thank you!

- **Liz Clary**
 - lclary@mathematica-mpr.com
- **Heather Zaveri**
 - hzaveri@mathematica-mpr.com

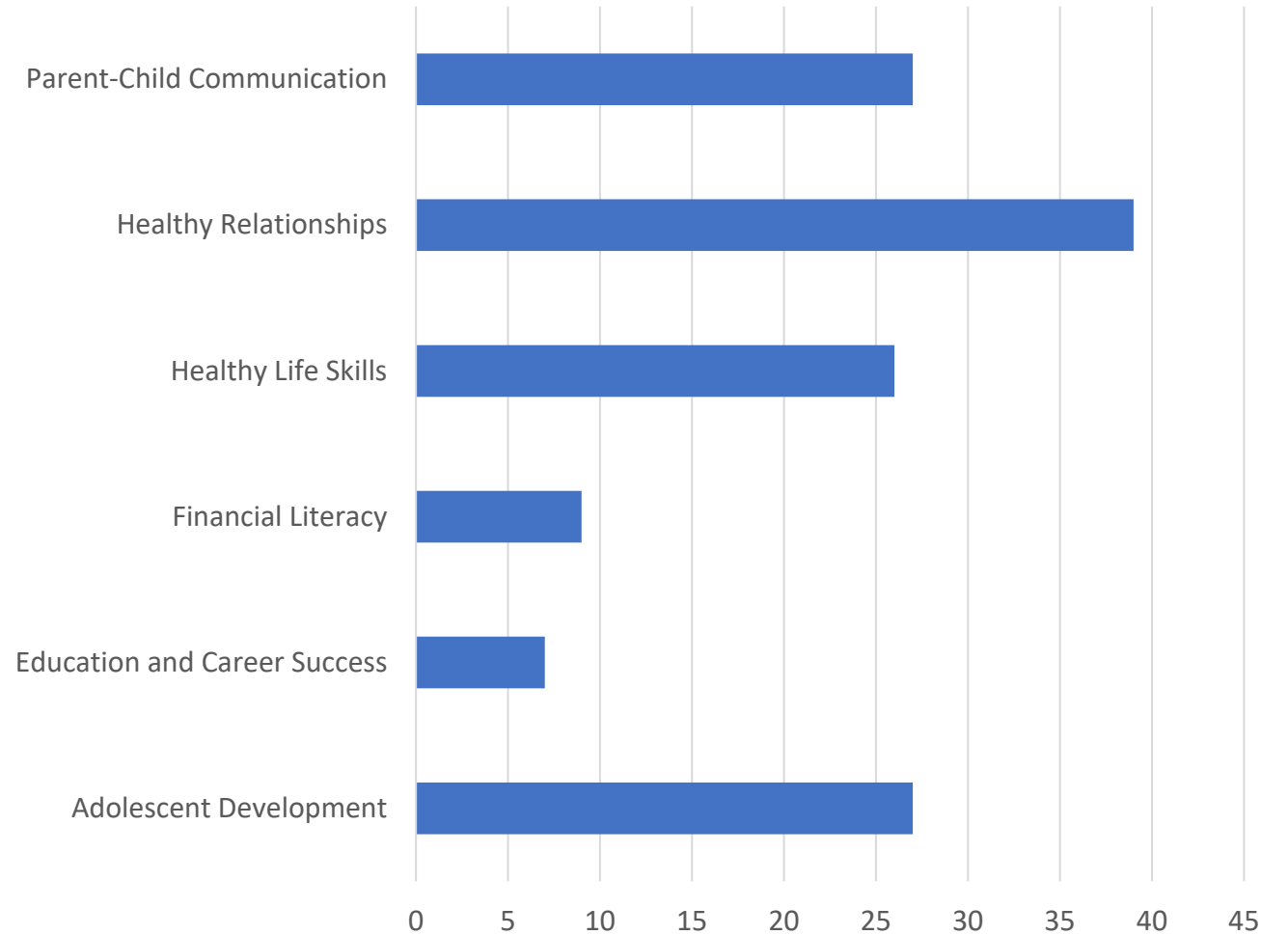


Results in Action



APS Implementation Among Attendees

APS Topics Indicated by Registrants as Addressed
During Programming (number)



Common Challenges

Buy-in from youth
and parents

Difficulty
integrating and
implementing APS
into programming

Logistics issues
(time and
resources)

Interest from
other stakeholders
in specific APS
topics covered

Lack of resources
on specific topics
(i.e. Financial
Literacy)

Additional Information Requested



INFORMATION ABOUT CURRICULA



MATERIALS THAT CAN BE USED TO INCORPORATE INTO PROGRAMMING



INSIGHTS FROM OTHER GRANTEES ABOUT THEIR IMPLEMENTATION STRATEGIES AND TOOLS



CLARIFICATION ABOUT DEFINITIONS AND REQUIREMENTS

Next Steps



Breakout rooms for deeper discussion about some of the challenges and solutions



Two rounds of breakout rooms

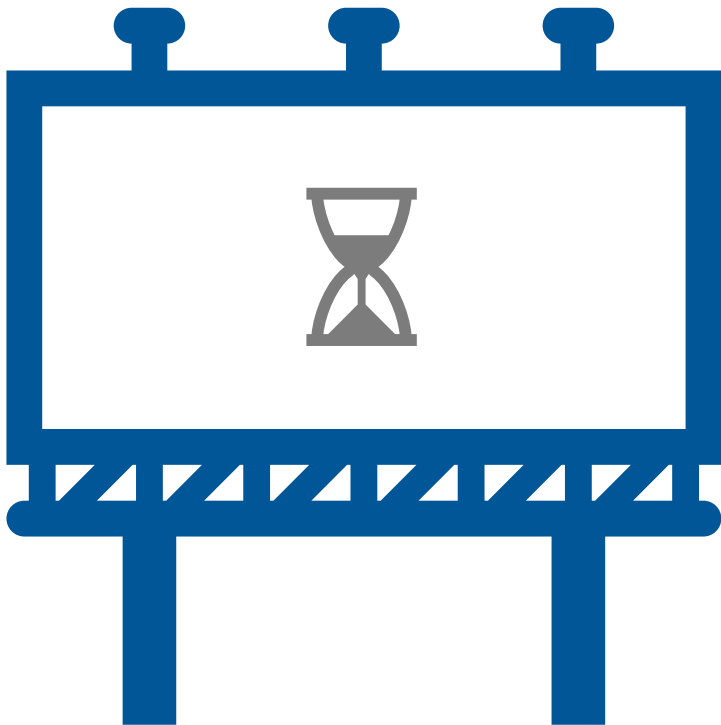
You will receive a note when there is 5 minutes left and when there is 1 minute left



Thank you for your patience!

We're assigning/reassigning breakouts. Here are a few things you can do while you wait.

-  Stretch
-  Coffee, tea, beverage
-  Email
-  Restroom





Discussion

Introduce yourself, your organization, the APS topics covered, and a favorite APS-related activity.

- What changes, if any, have you made due to virtual implementation?



Discussion Question

- What activities do you use to implement APS?



Discussion Questions

- What challenges or barriers have you experienced when implementing APS in your program?
- Do you have any solutions to offer?



Discussion Question

- What is one strategy that you would share with your colleagues related to APS implementation?