



HEALTHY NATIVE YOUTH

IMPLEMENTATION PLANNING & FIDELITY MONITORING

GUEST SPEAKERS: DR. STEPHANIE CRAIG RUSHING &
NICOLE TREVINO

November 14, 2018, from 10-11am PST

Introductions





Today's Agenda

- **Welcome & Welcome Back! (10 min)**
 - A Community of Practice
- **3-minute Recap (5 min)**
- **Implementation Planning (20min)**
- **Fidelity Monitoring (20min)**
- **Practice In Action (5 min)**

Welcome & Welcome Back!



Use the Chat Box to tell us:

- Your Name
- Email Address
- Your role
- How did you hear about this call?

Text HEALTHY to 97779

We Are A Community of Practice



HEALTHY
NATIVE
YOUTH

What is “A Community of Practice”?



Communities of Practice are groups of people who share a concern or a *passion* for something they do, and learn how to do it better as they interact regularly (in our case – monthly).

Three characteristics: a domain (shared identity), a community (who share & help), and a practice.

How Can Collaboration Serve our Youth?

- A mechanism for **collective action**
- A space to **SHARE Strengths and Expertise**
- **HELP**, it: enables another person to solve a problem, to accomplish something, or make something easier
- **PRACTICE**, involves: regular interaction to develop and share tools, concepts, resources, and capabilities for dealing with recurring problems and opportunities



3-minute Recap



HEALTHY
NATIVE
YOUTH

What is Healthy Native Youth?



Search for lessons, subjects and video



HOME

CURRICULA

SUBMIT YOUR CURRICULA

RESOURCES

ABOUT

find curricula

RAISING HEALTHY NATIVE YOUTH
THROUGH CULTURALLY RELEVANT HEALTH EDUCATION



What can the website be used for?



Search for lessons, subjects and videos



HOME

CURRICULA

SUBMIT YOUR CURRICULA

RESOURCES

ABOUT

SEXUAL HEALTH CURRICULA

GIVE US FEEDBACK



COMPARE CURRICULA



VIEW:



FILTER YOUR SEARCH

FINDING THE RIGHT CURRICULA



MULTIMEDIA CIRCLE OF LIFE (MCOL)

Ages
Middle School

Program Setting
Flexible

VIEW MORE



NATIVE IT'S YOUR GAME

Ages
Middle School

Program Setting
Flexible

VIEW MORE



NATIVE STAND

Ages
High School

Program Setting
Flexible

VIEW MORE

To be effective, health curricula must be age-appropriate, culturally-relevant, and reflect the values and learning styles of the learners being taught. Finding curricula that meet these requirements for American Indian and Alaska Native youth can be challenging. *Healthy Native Youth* is a one-stop-shop for educators and health advocates who want to expand learning opportunities for youth.

Click on the program name to learn more about each curriculum, including intended age-group, where it can be implemented, and how much time will be required. Lesson plans, handouts, and supplemental materials are also listed there. Many include recorded videos and webinars to help prepare educators to facilitate each program. Finally, we provide information about how the program was designed or adapted, and evaluated with AI/AN youth.

Your Selected Curriculum



Use the Chat Box to tell us either:

1. WHAT you have selected, or
2. or QUESTIONS you have about selection...

Have questions about the selection process?



Use the Chat Box
to ask questions
about certain
interventions, or
how folks
decided on
theirs...

Implementation Planning



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YOUTH

Steps of Implementation Planning

- Selecting A Curriculum
- Organizational Approval
- Youth and Family Recruitment
- Implementation Planning
- Timeline and Budget
- Fidelity Monitoring
- Participant Engagement
- Crisis Response Plan
- Community Awareness
- Program Sustainability



Putting Together Your Plan



XYZ Tribe's/Organization's Curriculum Implementation Plan

Month/Year – Month/Year

Lead Educator Contact Information

1. Name:
2. Tribe/Organization:
3. Office # (Direct):
4. Cell #:
5. Email:
6. Name of Supervisor:
7. Email of Supervisor:

-
8. Which curriculum did you choose to implement on www.HealthyNativeYouth.org: _____
(Write a few sentences, thinking about the following questions...)

- a. Who weighed in on the decision? An advisory board? Parents? Students?

Topics for Today

- Selecting A Curriculum
- Organizational Approval
- Youth and Family Recruitment
- **Implementation Planning**
- **Timeline and Budget**
- **Fidelity Monitoring**
- Participant Engagement
- Crisis Response Plan
- Community Awareness
- Program Sustainability



Organizing for Your Location

- **When and where will you teach the lessons?**
 - a. During the school day? Afterschool? Weekends? As a summer program?
 - b. Do you have an alternate location as back-up?
 - c. Is the location easily accessible for students?
 - d. Is transportation an issue or could it be a potential barrier? If it is a barrier, what can you do to support your youth's transportation needs?



Your Timeline

- **What is your timeline for implementing the curriculum?**
 - a. How often will you meet?
 - b. How many lessons will you cover per day, week, month?
 - c. Will you offer one lesson over multiple days? Multiple lessons in one day?
 - d. Will you collect a baseline survey to evaluate the training?



Get the Community Involved!

- **Will you invite guest speakers?**
 - a. Clinic staff:
 - b. Health educator:
 - c. Counselor:
 - d. Teen parents:
 - e. Youth in treatment/recovery:
 - f. HIV+ community member:



[illegible]

Implementation Planning

MAJOR DATES

Brainstorm possible start and end dates for your program, then identify key evaluation dates, important community events to work around (pow wows, home coming, etc.), and other dates to avoid (holidays, school closures, etc.).

Program Start Dates (start as early as you can)	Program End Dates (give yourself a few extra make up dates)	Evaluation Dates (plan for pre- and post- evaluation)	Important Community Events (plan around community-wide gatherings)	Additional Dates to Consider (consider other dates to plan around)

PROGRAM IMPLEMENTATION TIMELINE

Think ahead! What do you need to plan ahead for in each season of implementation?

FALL

SPRING

SUMMER

Time to Get Deep...Real Deep!



Use the Chat Box
to tell us what
questions you
have about
Implementation
Planning...

Fidelity Monitoring

- Selecting A Curriculum
- Organizational Approval
- Youth and Family Recruitment
- Implementation Planning
- Timeline and Budget
- **Fidelity Monitoring**
- Participant Engagement
- Crisis Response Plan
- Community Awareness
- Program Sustainability



Fidelity Monitoring

What does Fidelity mean in the context of curriculum-based youth programs?

Fidelity Monitoring

□ Includes monitoring for:

- ▣ Timing (start/stop)
- ▣ Location
- ▣ Facilitators
- ▣ Dates of Delivery
- ▣ Attendance

□ Also includes:

- ▣ Adaptations to core components
- ▣ Type of Adaptations
- ▣ Challenges
- ▣ Successes
- ▣ Youth Engagement
- ▣ Cultural Teaching

Core Components of Curricula

- **Pedagogical- the method of content delivery**
 - Large Group, Small Group, Mini-Lecture, Brainstorm, Individual Work, Reflection, Worksheets, Research, Role Play, Demonstrations, Videos, Values Clarification, Social Media Sharing, Cultural Teachings
- **Content**
 - Topics discussed or covered such as sexual health, drug and alcohol abuse, etc.
- **Program Structure**
 - # of sessions
 - Length of sessions
 - # of students
 - Order of sessions
- **Audience**
 - Intended audience (Native Youth)
 - Age range

Why Monitor Fidelity

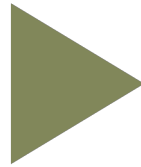
Why is it important to monitor fidelity? Is this just an unnecessary administrative step?

Making Adaptations



Pause

- Adding or changing sessions or content
- Changing session order
- Changing timing on session or activities



Play

- Tailoring for relevance
- Making more interactive
- Updating statistics or information that is out of date



Stop

- Changing a core component of the curriculum
- Deleting sessions
- Turning interactive activities into lectures
- Changing Materials

Fidelity Monitoring Logs

Lesson 1 Fidelity Log: We R Native Introduction

Lesson Outline and Core Content Components:	Welcome and Introductions <ul style="list-style-type: none"> • Introduce We R Native Program • Bringing culture into the room • Participant introductions 	Values and Group Agreements <ul style="list-style-type: none"> • WRN Values • Group agreements • Confidentiality and Trauma Statements 	Vision for Our Future <ul style="list-style-type: none"> • Introduce activity • Participants work individually on visions • Group vision sharing and discussion 	Closing <ul style="list-style-type: none"> • Reflection on learning • Preview of next class
Did you complete these Core Content Components?	<input type="checkbox"/> Yes, completely <input type="checkbox"/> Yes, with adaptations <input type="checkbox"/> No (please write why in other notes section)	<input type="checkbox"/> Yes, completely <input type="checkbox"/> Yes, with adaptations <input type="checkbox"/> No (please write why in other notes section)	<input type="checkbox"/> Yes, completely <input type="checkbox"/> Yes, with adaptations <input type="checkbox"/> No (please write why in other notes section)	<input type="checkbox"/> Yes, completely <input type="checkbox"/> Yes, with adaptations <input type="checkbox"/> No (please write why in other notes section)
Please indicate adaptations made, if any:	<input type="checkbox"/> Activity Timing <input type="checkbox"/> Instructional Methods <input type="checkbox"/> Content <input type="checkbox"/> Order of Activities <input type="checkbox"/> Cultural Adaptation <input type="checkbox"/> Other:	<input type="checkbox"/> Activity Timing <input type="checkbox"/> Instructional Methods <input type="checkbox"/> Content <input type="checkbox"/> Order of Activities <input type="checkbox"/> Cultural Adaptation <input type="checkbox"/> Other:	<input type="checkbox"/> Activity Timing <input type="checkbox"/> Instructional Methods <input type="checkbox"/> Content <input type="checkbox"/> Order of Activities <input type="checkbox"/> Cultural Adaptation <input type="checkbox"/> Other:	<input type="checkbox"/> Activity Timing <input type="checkbox"/> Instructional Methods <input type="checkbox"/> Content <input type="checkbox"/> Order of Activities <input type="checkbox"/> Cultural Adaptation <input type="checkbox"/> Other:
Please detail adaptations made:				
Please describe any challenges experienced:				
Did your lesson include a Cultural Teaching (Poem, Song, Activity)? <input type="checkbox"/> Yes <input type="checkbox"/> No	How engaged were youth during this lesson? <input type="checkbox"/> Very Engaged <input type="checkbox"/> Somewhat Engaged <input type="checkbox"/> Not Engaged	Other Notes:		

Monitoring for Quality Improvement

PROGRAM STRENGTHS

What went well last year? How can you repeat your program successes in the next year of programming?

PROGRAM CHALLENGES

What challenges did you face in the last year that you can work around or prevent this year?

PROGRAM OPPORTUNITIES

What new ideas you would like to try this year?



Tools for Planning and Monitoring

Program Planning and Implementation Workbook

Introduction

This workbook is designed to help support organizations in preparing for implementing a curriculum. It includes tools for recruitment, retention, implementation timelining, fidelity monitoring, quality improvement and sustainability planning. While this is not an exhaustive tool, it can provide the basic planning and monitoring tools needed for program success. Planning and monitoring support programs in delivering high quality services to young people while also focusing on continuous improvement. The ultimate goal of youth programs is to continuously offer programs that improve the lives of youth. To reach this goal, it is critical that we see program implementation planning, delivery, and monitoring as tasks that are just as critical as the way we interact with youth. Taking these tasks seriously allows for additional funding, building partnerships, and improving the quality of services you provide to youth.

How to Use This Workbook

Throughout the workbook, you will find examples and notes that should help you customize this tool for your program. These are provided to get you started and help assist with learning new ways of planning and monitoring youth programs. The workbook and tools are easy to modify and adjust to meet your needs. Though there many other aspects of youth program implementation that you should consider- such as site selection, number of youth you want to implement your program with, curriculum selection, safety and crisis planning, youth engagement and leadership and much more- this workbook is designed to provide the basics to get you started. Following this guide and using the tools in this workbook will help create a stronger program and ensure that your implementation is successful. Note: All sheets are meant to be printed in landscape.

Additional Support

If you need help or support with this workbook or any of the tools within it, please contact Nicole Treviño

Email: info@nicoletrevino.com

Phone: 512-827-7101

Recruitment Tracking

Broad Outreach					
Date	Site	Action	Number of Outreach Contacts	Follow-Up/Tasks	Progress
Ex: 6/15/16	OutYouth	Dropped off flyers with staff	left 50 flyers, spoke to director	Will set up a time with Director to come back and speak at an event	Complete
Ex: 6/17/16	HHSC Health Fair	Tabled at Event	20 youth on sign-in sheet	Follow-up calls with those on sign-in sheets	Complete
Targeted Outreach					
Date	Site	Action	Number of Outreach Contacts	Follow-Up/Tasks	Progress
Ex: 6/15/16	Q	Presentation during event	Presentation to 15 prospective participants; Handed out 30 flyers to promote program; Spoke with 5 interested participants	Follow-up call with interested participants	Complete

Retention Tracking

Retention Strategy 1: Example - Incentives				
Action Steps	Lead Staff	Timeline	Intended Outcomes	Progress/Monitoring
EXAMPLE: Purchase Gift Cards	Zana	6/15-7/1	25, \$50 gift cards purchased	Complete as of 6/16
Retention Strategy 2: Example - Engagement				
Action Steps	Lead Staff	Timeline	Intended Outcomes	Progress/Monitoring
EXAMPLE: Personal calls/texts to youth participants	Jane Doe	6/15-7/1	Ensure continued participation by youth participants	Complete as of 6/16
Retention Strategy 3: Example - Transportation Support				
Action Steps	Lead Staff	Timeline	Intended Outcomes	Progress/Monitoring
EXAMPLE: Purchase Bus Passes for participants	Jane Doe	6/15-7/1	25 Monthly bus passes purchased	Complete as of 6/16

Implementation Plan Schedule: Site 1

It may be helpful to plan by each implementation site if you have multiple sites. This allows you to ask each site for dates that you can or cannot do programming to avoid scheduling conflicts.

This template can be used to plan for multiple program activities (evaluation, consent collection, baseline surveys, implementation days, and pre/post surveys, follow-up activities, etc.) This also allows you to plug in conflicts, such as testing, community events, or other things that might conflict with your implementation schedule.

This template can also be used for separate scheduling efforts. (e.g. recruitment schedule, pre-planning, implementation schedule, evaluation schedule.)

Example of implementation/programming scheduling.

One example of how conflicts can be represented on the template.

While you can develop separate schedules for different types of activities (programming, evaluation, etc.), if you chose to create one comprehensive plan, also consider color

	Implementation Plan Schedule: Site 1				
Week	Mon	Tues	Wed	Thurs	Fri
3/7/2016	Deliver evaluation consent forms.				
3/14/2016	Spring Break- NO CLASSES				
3/21/2016	Distribute evaluation consent forms.	You can use the date here or week number (e.g. Week 1, Week 2, etc.) Use the method that best fits your needs.	Talk with 2A/B and 3A/B about program and consent forms		Deadline to pick up consent forms.
3/28/2016	Baseline survey with participants.	3/29 - 3/30 SCHOOL TESTING		Baseline survey with participants.	
4/4/2016	Implementation Continues- Session 1 in M/W classes	Implementation Continues- Session 1 in T/TH classes	Implementation Continues- Session 2 in M/W classes	Implementation Continues- Session 2 in T/TH classes	
4/11/2016	Implementation Continues- Session 3 in M/W classes	Implementation Continues- Session 3 in T/TH classes	Implementation Continues- Session 4 in M/W classes	Implementation Continues- Session 4 in T/TH classes	
4/18/2016	Implementation Continues- Session 5 in M/W classes	Implementation Continues- Session 5 in T/TH classes	Implementation Continues- Session 6 in M/W classes	Implementation Continues- Session 6 in T/TH classes	
4/25/2016	Implementation Continues- Session 7 in M/W classes	Implementation Continues- Session 7 in T/TH classes	Implementation Continues- Session 8 in M/W classes	Implementation Continues- Session 8 in T/TH classes	
5/2/2016	Implementation Continues- Session 9 in M/W classes	Implementation Continues- Session 9 in T/TH classes	ORGANIZATIONAL TRAINING- Classes may be cancelled		
5/9/2016	SCHOOL TESTING DATES -NO CLASSES				
5/16/2016	Implementation Continues- Session	Implementation Continues- Session	Post Survey with participants	Post Survey with Participants	
5/23/2016	Focus Group with parents		Focus Group with Students		
5/30/2016					

Fidelity Monitoring Tool

Core Content Components (include high level lesson outline here):				
Did you complete these Core Content Components?	<input type="checkbox"/> Yes, completely <input type="checkbox"/> Yes, with adaptations <input type="checkbox"/> No (please write why in other notes section)	<input type="checkbox"/> Yes, completely <input type="checkbox"/> Yes, with adaptations <input type="checkbox"/> No (please write why in other notes section)	<input type="checkbox"/> Yes, completely <input type="checkbox"/> Yes, with adaptations <input type="checkbox"/> No (please write why in other notes section)	<input type="checkbox"/> Yes, completely <input type="checkbox"/> Yes, with adaptations <input type="checkbox"/> No (please write why in other notes section)
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Please detail adaptations made:				
Please describe challenges experienced:				
Did your lesson include a Cultural Teaching?	How engaged were youth during this lesson?	Lesson Notes:		
(Such as: Poem, Song, Activity)?	<input type="checkbox"/> Very Engaged <input type="checkbox"/> Somewhat Engaged <input type="checkbox"/> Not Engaged			
<input type="checkbox"/> Yes				
<input type="checkbox"/> No				

Quality Improvement Tracker

	Strengths	Challenges	Solutions/Ideas
Program Planning			
Ex. Developed Implementation Plan	Plan provides a timeline for our work	We had to work around several school holidays	advance to support earlier planning
Program Implementation			
Ex. Began program implementation at 1 site	implementing early which will allow us to finish program before spring break	We still have 2 other sites that will need to be scheduled around spring break	site will be used for future years to propose an early start to programming
Curriculum			
Ex. Selected a curriculum	We went through a thorough process to select	The selection process took a very long time.	earlier so we don't delay the start of programming
Implementation Site Coordination			
Ex. 2 out of 3 sites have been identified and scheduled	Site coordination at 2 sites is really strong	3rd site is still not identified, the location we wanted to use is not available at the time we want to deliver programming.	next year, we'll set a criteria for the type of site we want to implement in, such as no gyms or cafeterias since the open space doesn't allow for good discussion.
Partnerships and Contracts			
Ex. 2 contract facilitators have been secured	We have 2 facilitators to start programming with	facilitator, but we are having trouble finding the right person.	members who work well with children and begin the process earlier in the grant year.
Evaluation Activities			
Ex. Evaluation tools are finalized	We have pre and post surveys developed for programming as well as consent forms and online tools set up	forms are very complicated, parents couldn't make sense of them and they weren't originally translated into other languages.	Next year we'll color code forms and make it simpler for parents to complete consent forms. We'll also translate forms before sending.
Staff Training and Development			
Ex. All but 1 staff has received curriculum	Most staff are trained on the curriculum and ready to	The 1 staff person who missed training will have to get caught	We'll try to schedule staff training earlier next year and make the

Sustainability Planning

Progress Made

Resources Needed

Notes

Partnerships

Ex. Implementation Sites

Ex. Secured 2 new schools and 1 community based organization that will partner on implementation after the grant ends

Memorandum of Agreement for new partners

Funding

Ex. Program Donors/ Funding

Ex. Met with 2 foundations and 1 individual donor to provide presentations on the project

Follow up meetings with donors and a handout with program outcomes and needs

Knowledge Management

Ex. Quality Improvement Planning

Ex. Recording lessons learned and outcomes for the project

Integrate lessons learned into next proposal and develop a quality improvement plan.

Staff Retention

Ex. Maintaining Staff

Ex. All 4 facilitators have been retained throughout the course of the first year.

Conduct interviews with each staff to identify their needs and growth opportunities.

Practice in Action



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What do we KNOW? What can we SHARE?



1. Like *Healthy Native Youth* on Facebook,
2. Post to the Group
3. Receive a back-to-school kit!

Promotional Materials



**HEALTHY
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 www.healthynativeyouth.org
 [@healthyN8Vyouth](https://twitter.com/healthyN8Vyouth)
 Listserve: Text "YouthNews" to 22828
 Text Message: Text "Healthy" to 97779
 fb.com/HealthyNativeYouth
 native@npaihb.org



ENGAGING. RELEVANT. EFFECTIVE.

HealthyNativeYouth.org is a one-stop-shop to expand learning opportunities for Native youth. The site includes curricula, trainings, and tools to help you deliver age-appropriate health programs.



Next Steps/ Collaboration...



□ **Next Steps:**

How do you engage parents, guardians, family members (e.g. recruitment, community building, updates, marketing)?

How do approach answering family/ caregiver questions?

□ **Who Can I invite to the next call?**

Parent Engagement & How to Answer Parent Questions

Guest Speakers: Jennifer Torres & Nicole Trevino

December 12th (Wed.), 10-11am PST



Community of Practice Goals

Second Wed. of every month from 10-11PST	Community of Practice Focus
September 12 th	Using HNY to Select A Curriculum
October 10 th	Organizational Approval & Youth Recruitment
November 14 th	Implementation Planning & Fidelity Monitoring
December 12 th	Parent Engagment & How to Answer Parent Questions
Janurary 9 th	Youth Engagement: Social Media, Text Messaging
February 13 th	Technical Assistance for Selected Curriculum & Trouble Shooting Tech Issues
March 13 th	Cultural Connectedness: Supporting curriculum with Enhancement Activities
April 10 th	LGBTQ2S Inclusion
May 8 th	New to the Rez: Becoming an Ally, Understanding & Working with Tribal Communities
June 12 th	Tap into Online Resources: We R Native & I Know Mine
July 10 th	Stay Connected: Community Engagement
August 14 th	HNY Feedback Session

Thank you! Other questions?

Contact:

Amanda Gaston, MAT
agaston@npaihb.org



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