



Evaluation Approaches to Assess Progress on Addressing Social Determinants of Teen Pregnancy

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*Working Together with Diverse Communities Institute: Promoting
Health Equity in Community-Wide Teen Pregnancy Prevention
Initiatives*

September 20-23, 2011

Atlanta, GA

Session Objectives

- Understand selected examples of evaluation approaches for addressing social determinants of teen pregnancy
- Understand and address challenges to evaluating social determinants of teen pregnancy; and
- Have a better understanding of how best to comprehensively integrate evaluation approaches into their evaluation plan.



Key Terms

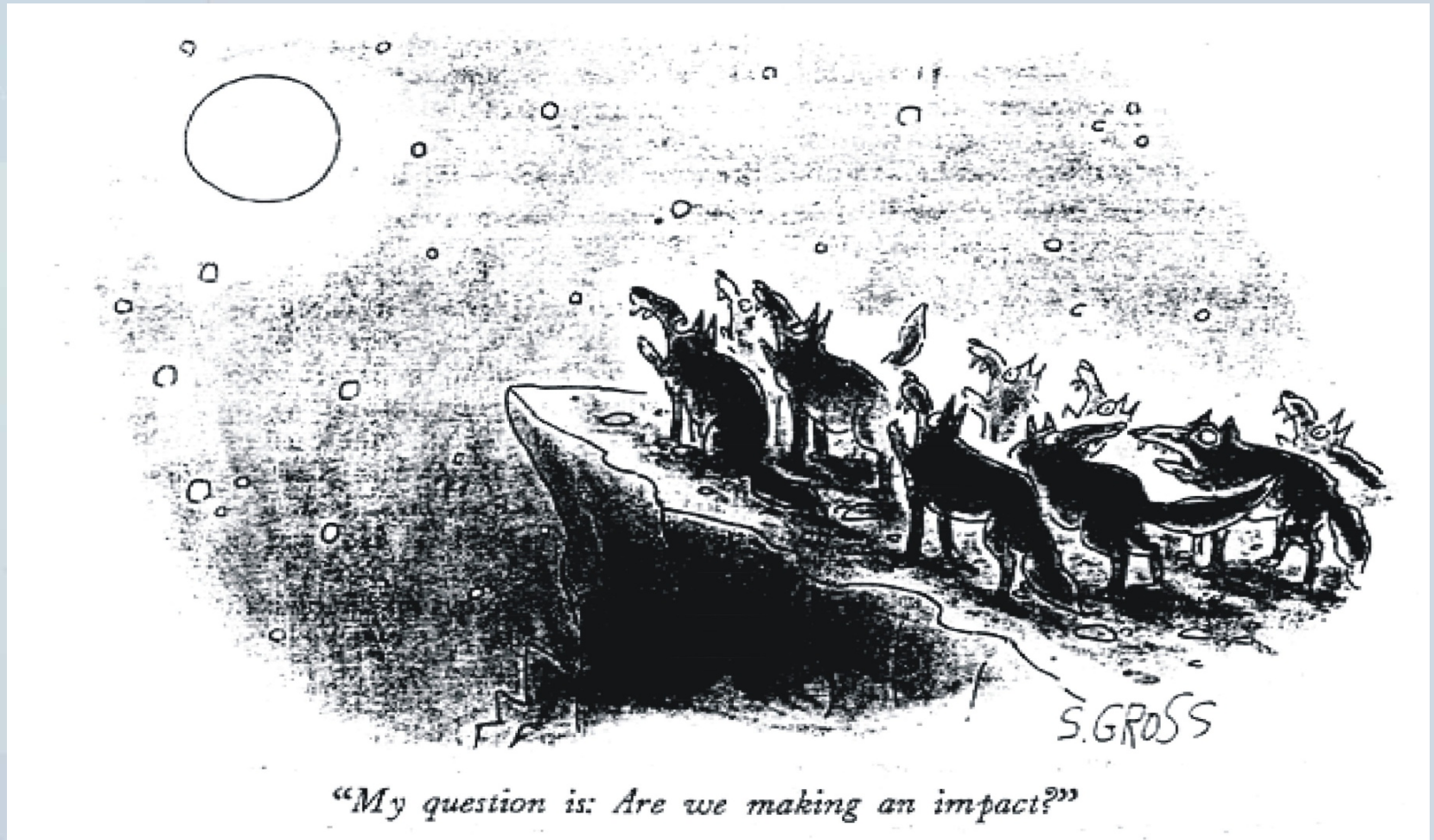
- Social Determinants
- Working with Diverse Communities
- Environmental Strategies
- Evaluation



Social Determinants of Effective Learning

- Staying on Time
- Learning from Others
- Asking good questions

Are We Making an Impact???



What is Evaluation?

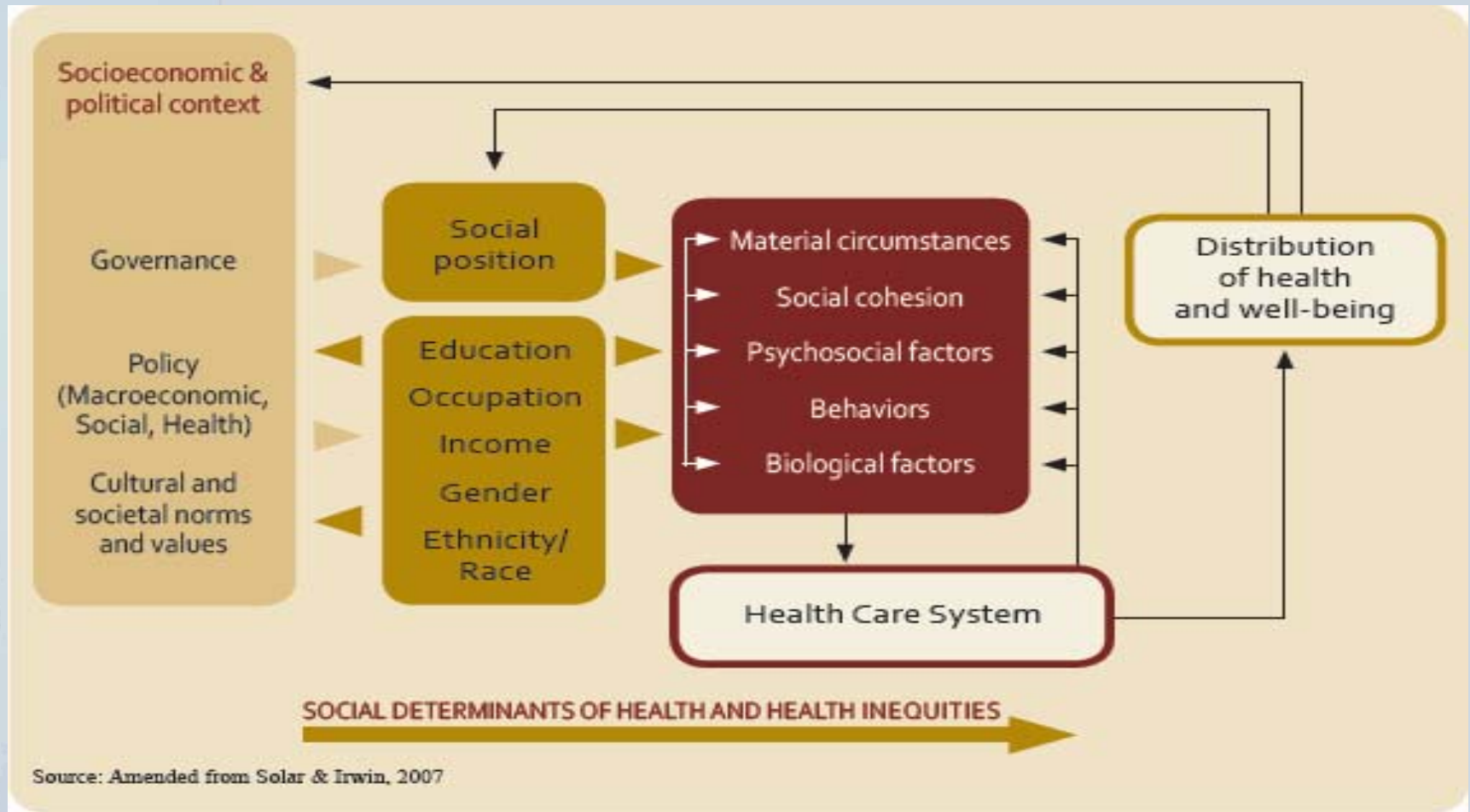
Traditional	Collaborative
<p>Done to the program</p>	<p>Done with the program</p>
<p>Evaluator operates apart from the program</p>	<p>Evaluator operates in concert with the program</p>
<p>Evaluator decides</p>	<p>Evaluator advises</p>
<p>Evaluator retrieves information from program staff as needed to plan and carry out the study</p>	<p>Program staff are participants in planning and carrying out the study</p>
<p>Evaluator interacts relatively infrequently through the program director</p>	<p>Evaluation interacts regularly through the program staff and other stakeholders</p>



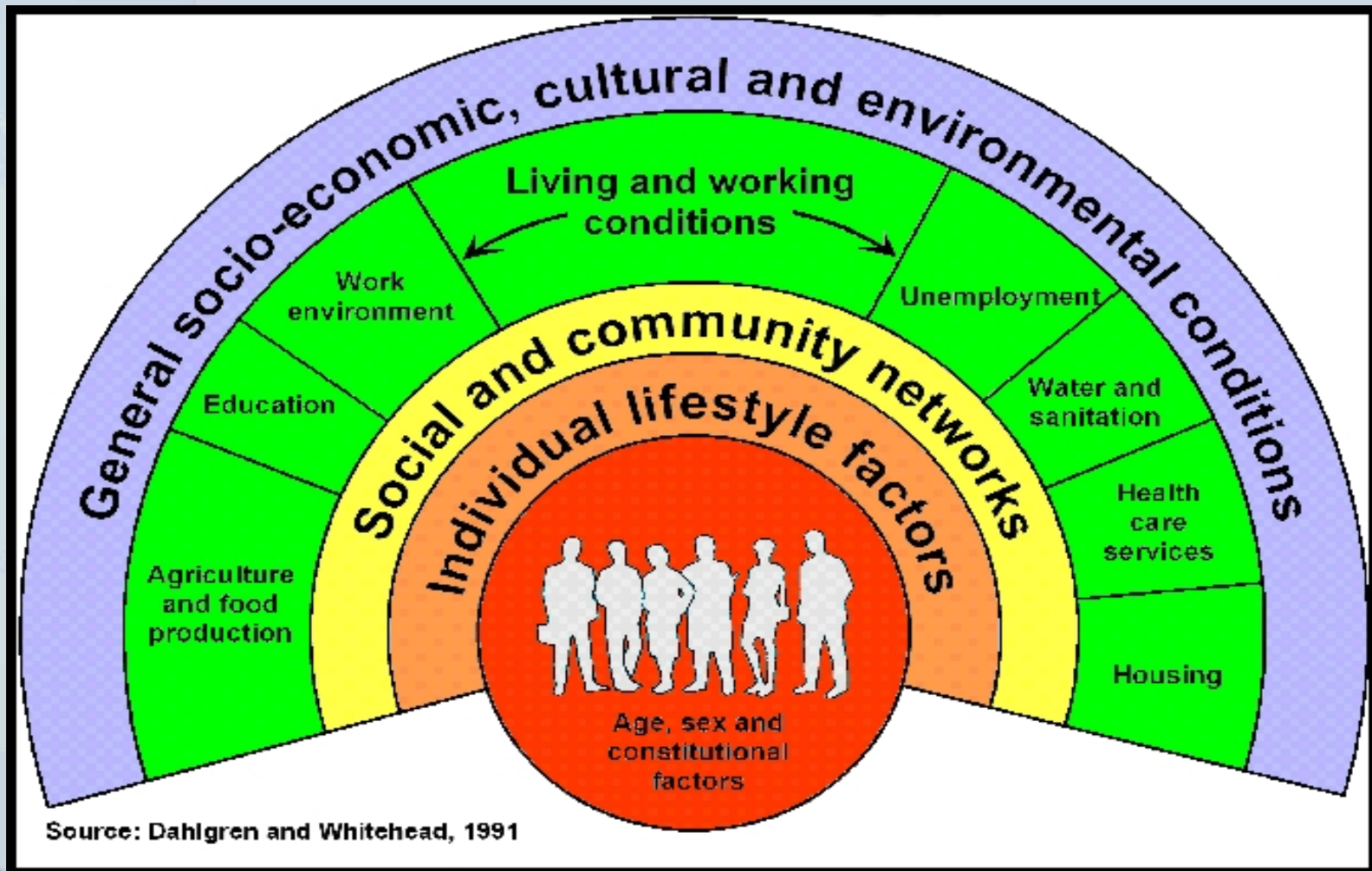
Why do we evaluate what we do?

- Accountability:
 - Accountability can be to any of a number of stakeholders (funder, program staff, clients, community, etc.).
- Program improvement:
 - Evaluation helps us improve existing programs.
- Knowledge development:
 - Evaluation helps plan future programs.
- Social justice:
 - Evaluation can tell us if the most vulnerable populations are receiving appropriate and effective services.

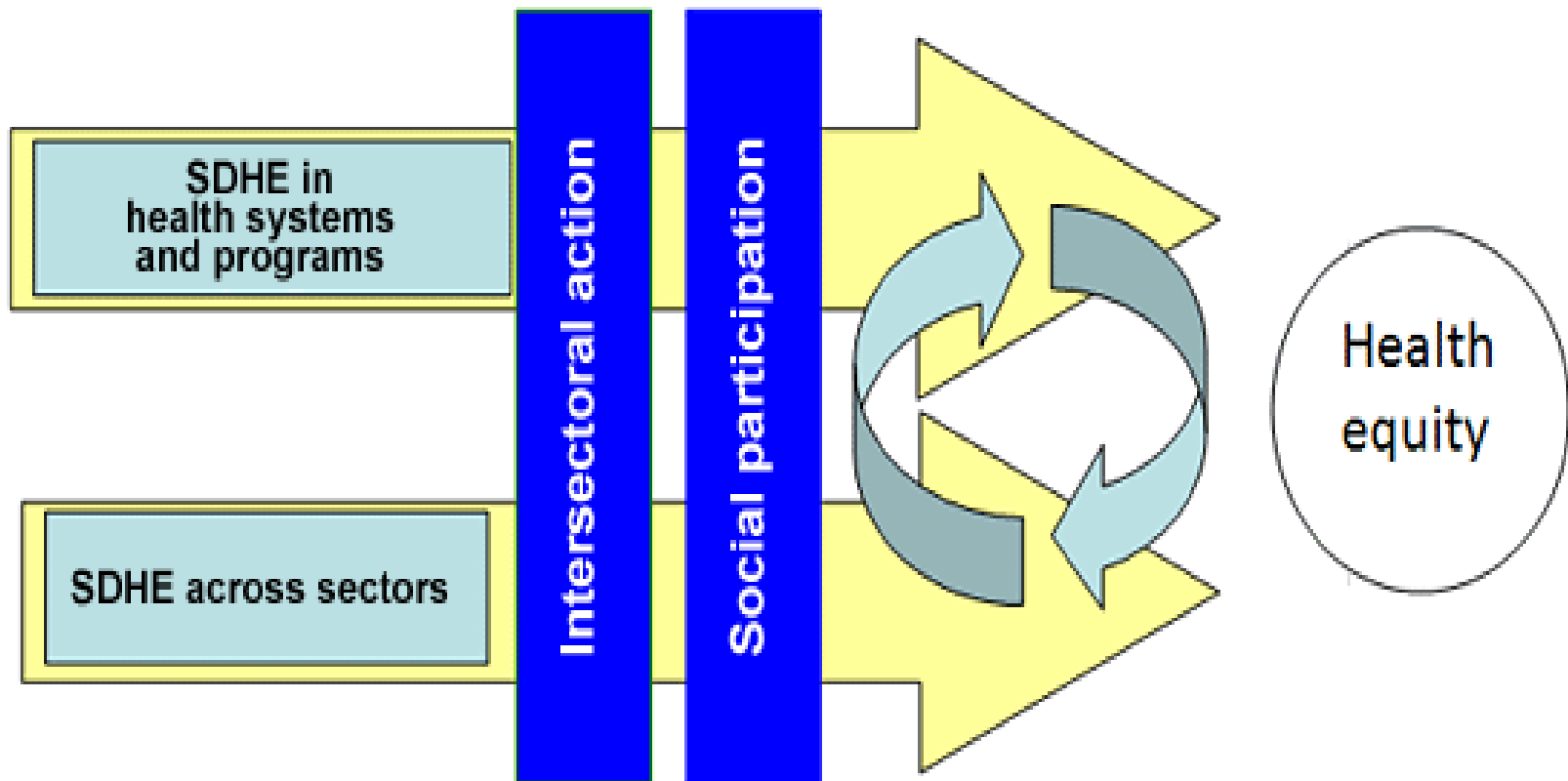
Social Determinant Example



Social Determinant Example



Social Determinant Example



Source: Adapted from "Discussion Paper 2: CSDH Framework for Action"

Social Determinant Example

Social Determinants of Health at different ecological levels

Biophysical determinants

Genetic risks
Physical disabilities
Neurological disabilities

Early learning & child care determinants

Encouragement of exploration
Mentoring in basic skills
Celebration of developmental advances
Guided rehearsal and extension of new skills
Protection from inappropriate disapproval, teasing or punishment
A rich and responsive language environment

*encompasses a wide variety of knowledge, skills, and behaviours such as those surrounding pre/post natal care, nutrition, life skills, parenting techniques, etc.

Psychosocial determinants

Participation in civic activities and social engagement
Strong social networks
Feelings of trust
Feeling of power and control over life decisions
Supportive family structure
Positive self-esteem

Other individual-level determinants

Decreased drug & tobacco use
Regular physical activity
Safe sexual activity

Child Health

Parent & Family Health

Community Determinants (Protective)

Safe and healthy physical environments
Supportive economic and social conditions
Open and stimulating learning environments
Supply of nutritious food and water
Availability of affordable housing
Availability of meaningful, paid employment; flexible & supportive work environments

Community Health

Service System

Parenting-focused individual determinants*

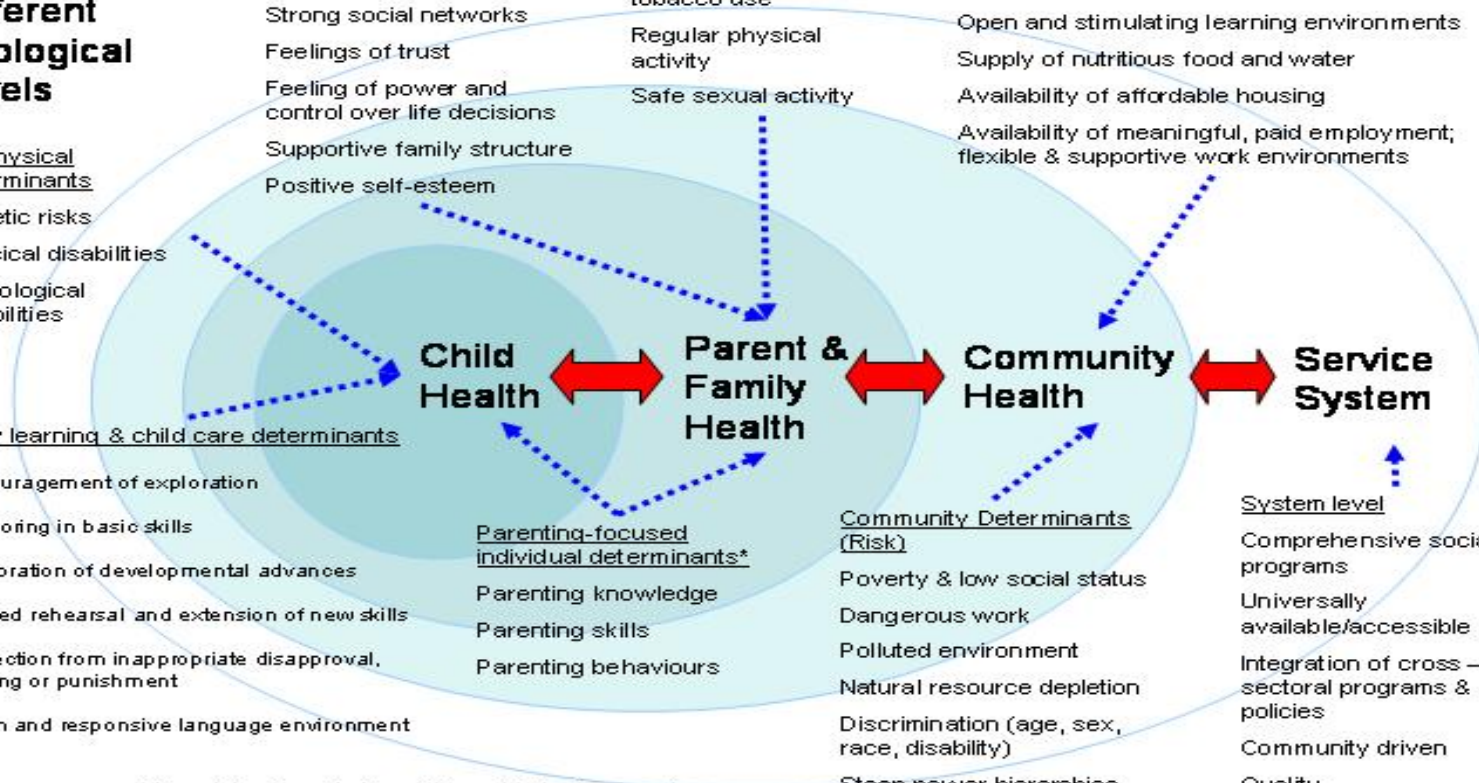
Parenting knowledge
Parenting skills
Parenting behaviours

Community Determinants (Risk)

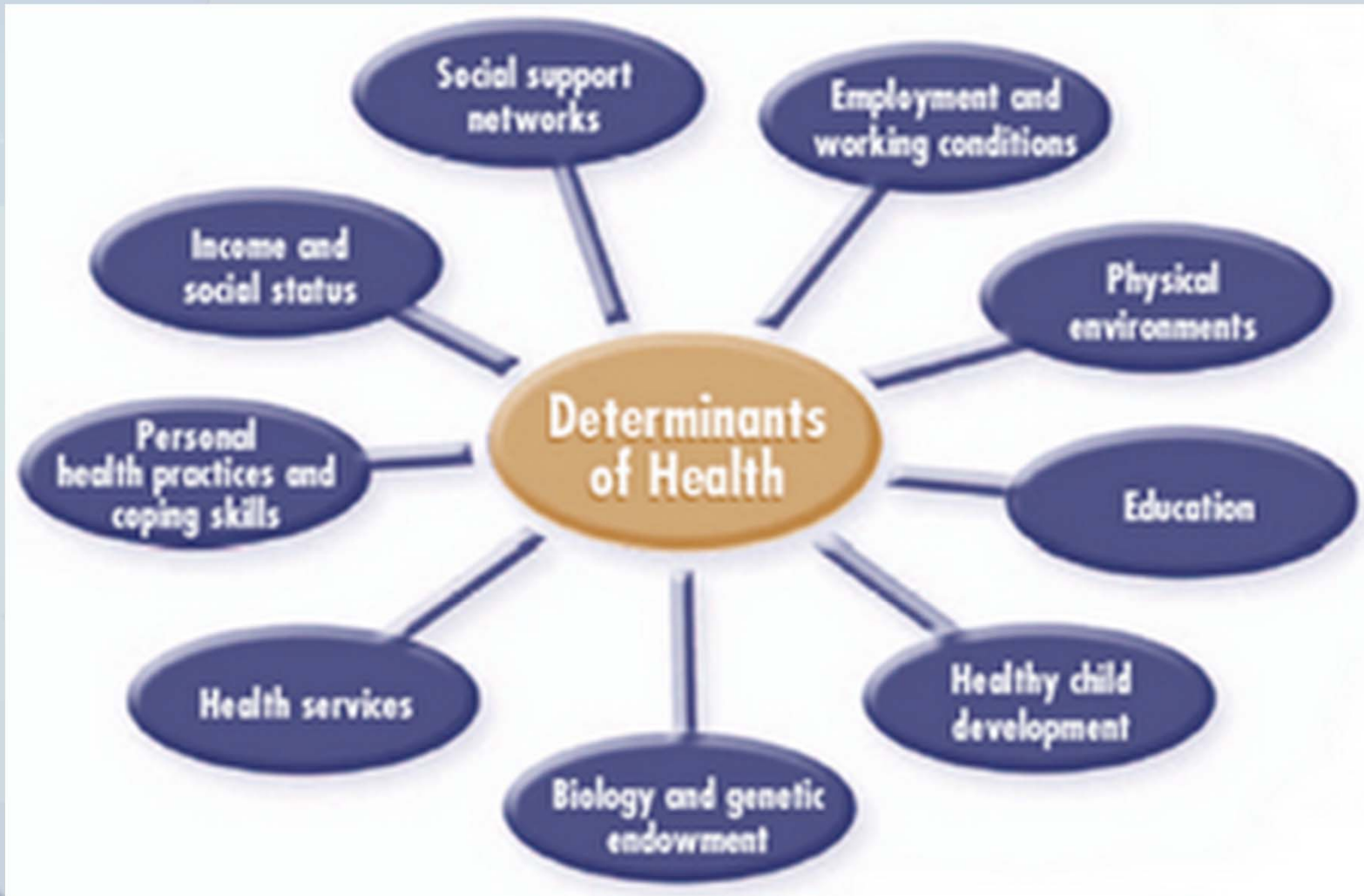
Poverty & low social status
Dangerous work
Polluted environment
Natural resource depletion
Discrimination (age, sex, race, disability)
Steep power hierarchies

System level

Comprehensive social programs
Universally available/accessible
Integration of cross – sectoral programs & policies
Community driven
Quality
Accountability



Social Determinant Example





Threats to Community

- The options and resources in their neighborhood
- The quality of their education
- The safety of their workplaces
- The cleanliness of their water, food, and air
- The nature of their social relationships



Social Determinants

- Availability of resources to meet daily needs, such as educational and job opportunities, living wages, or healthful foods
- Social norms and attitudes, such as discrimination
- Exposure to crime, violence, and social disorder, such as the presence of trash
- Social support and social interactions
- Exposure to mass media and emerging technologies, such as the Internet or cell phones
- Socioeconomic conditions, such as concentrated poverty
- Quality schools
- Transportation options
- Public safety
- Residential segregation




Physical Determinants

- Natural environment, such as plants, weather, or climate change
- Built environment, such as buildings or transportation
- Worksites, schools, and recreational settings
- Housing, homes, and neighborhoods
- Exposure to toxic substances and other physical hazards
- Physical barriers, especially for people with disabilities
- Aesthetic elements, such as good lighting, trees, or benches



Session Objective 1

Understand selected examples of evaluation approaches for addressing social determinants of teen pregnancy



• **Session Objective 1**

- Evaluation design determined by targeted social determinant
- Evaluation design influenced by strategy type (individual vs. environmental)



Identifying your Social Determinants

- What are they?
- How did you identify them?
- How will they inform your evaluation?

Social Determinant & Strategy Alignment

Sample Social Determinants of Teen Pregnancy Grantees may potentially address	Sample Strategies Grantees may consider to address social determinants of teen pregnancy
<ul style="list-style-type: none">• Sense of powerlessness of members of the community	<ul style="list-style-type: none">• Use of 'Promotoras' in engaging Latina parents and families around teen pregnancy prevention• Engaging non-traditional community stakeholders in decision-making and policy change
<ul style="list-style-type: none">• Unemployment	<ul style="list-style-type: none">• Inter-sectoral Action- Engaging business community leaders so they can create internships etc. for teens
<ul style="list-style-type: none">• Thoughts of suicide	<ul style="list-style-type: none">• Comprehensive teen pregnancy prevention programs that also incorporate stress management• Improving access to mental health counseling for youth in teen pregnancy prevention programming

Social Determinant & Strategy Alignment

Sample Social Determinants of Teen Pregnancy Grantees may potentially address	Sample Strategies Grantees may consider to address social determinants of teen pregnancy
<ul style="list-style-type: none">• School connectedness	<ul style="list-style-type: none">• Circle processes with school teachers and youth to improve teacher-student relationships
<ul style="list-style-type: none">• Parent/child communication about sex & condoms or contraception before youth initiates sex	<ul style="list-style-type: none">• Parental education around how to communicate with youth about sex & contraception, as well as guidance around parental supervision, and monitoring of teens
<ul style="list-style-type: none">• Low educational aspirations and plans/hopes for the future	<ul style="list-style-type: none">• Employment counseling, general and academic mentoring, community involvement• Implementing interventions that focus on building self-esteem and resiliency• Creative arts promotion and involving youth in sports



Innovative Approaches

- Case Studies Designs
- Systems Change
- Mixed Methods
- Longitudinal Growth Models



Recruitment and Retention

- Working with low capacity communities (poor readiness)
- Working with males
- Using incentives
- Using referrals



Data Collection: Hard to Reach Populations

- Tracing and Tracking
- Innovative incentives
- Social Media



Session Objective 2

Understand and address challenges to evaluating social determinants of teen pregnancy



Session Objective 2

- Measuring Adaptation
- Measuring Fidelity – Individual Strategies
- Measuring Fidelity – Environmental Strategies
- Assessing Reach/Penetration – Environmental Strategies
- Identify appropriate comparison or control communities or populations



Environmental Strategies

- Can impact community norms related to teen pregnancy
- Can impact laws, regulations, policies, and practices
- Are sustainable
- Focus on context
- Population-based in approach



Implementation Fidelity

- Did sites implement strategies as designed and intended?
- Were adaptation made?
- Were adaptations culturally appropriate?

Example: Implementation Fidelity Rubric

		Missing	Weak Fidelity	Moderate Fidelity	Strong Fidelity
Core Activity	Rationale	0	1	2	3
Mass media/social marketing/social norms plan has been written and documented and identifies: 1) goals and objectives; 2) the target audience; 3) behaviors or norms targeted; and 4) strategy to be used.(I-A)	A written plan ensures that a strategy has been thought out and that key aspects of the campaign have been considered. This process will help assess readiness to implement a mass media campaign strategy and ensure that it is well-researched and well-designed.	No plan written.	Plan in place, but only addresses 1 of the 4 components.	Plan in place, but only addresses 2 or 3 of the 4 components.	Plan in place, and addresses all 4 components.
Formative research conducted to understand and test the target audience responses to the messages, media channels (web, TV, billboards, person-to-person, etc.), and messenger/spokesperson (if applicable).(I-A)	Formative research on the actual message, medium, spokesperson, etc., ensures that the message is credible with the target audience. In addition, formative research should be conducted with non-target audience to ensure that the campaign does not have any unintended consequences.	No formative research conducted.	Formative research conducted on 1 of the 3 components.	Formative research conducted on 2 of the 3 components.	Formative research conducted on all 3 components.
Collect and report local data to reinforce message prior to, and after the campaign.(P-R)	The use of local data will help ensure that the target population believes or buys into the message. Data from other areas/schools/regions allow target populations to think that the data do not apply to them.	No data collected.	Non-local data reported.	Data collected, but not reported, or only reported prior to OR after the campaign.	Local data collected and reported both prior to, and after the campaign.

Example: Implementation Fidelity Rubric

Core Activity	Rationale	Missing	Weak Fidelity	Moderate Fidelity	Strong Fidelity
		0	1	2	3
Research (literature review, focus groups, testing with surveys, etc.) conducted to determine appropriate frequency of exposure for target audience. (P-R)	The appropriate frequency of exposure will vary depending on the channel, purpose of the campaign, and other factors. Researching the appropriate level of exposure will ensure a successful campaign.	No research conducted on appropriate frequency of exposure for target audience.			Research conducted to determine appropriate frequency of exposure.
Message repeated appropriately, as determined by research.(I-A)	The campaign should be repeated to ensure message retention. The frequency of exposure should be implemented according to the research results.	Campaign message not repeated.	Message repeated, but less frequently than research suggests will result in a successful campaign.		Message repeated at frequency research suggests is appropriate to ensure a successful campaign.



Measuring Reach & Penetration

- Community Surveys
 - Key Informants
 - Target Populations
- Telephone Surveys (awareness)
 - Stratified Random Sampling



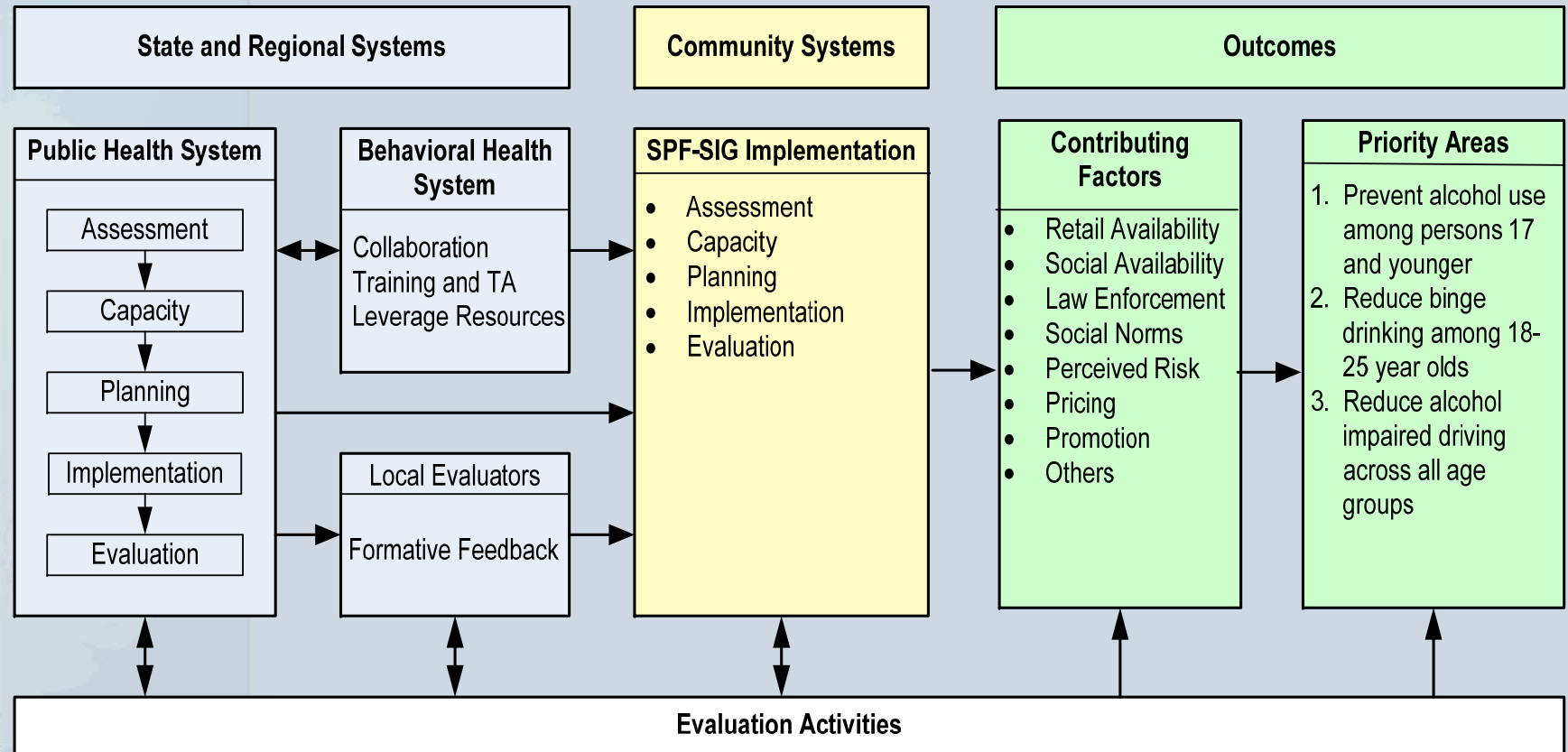
Session Objective 3

Have a better understanding of how best to comprehensively integrate evaluation approaches into their evaluation plan

Session Objective 3

- Logic Model Development
- Mixed Methods Approaches
- Evaluation Feedback Loops

Logic Models and Evaluation Planning





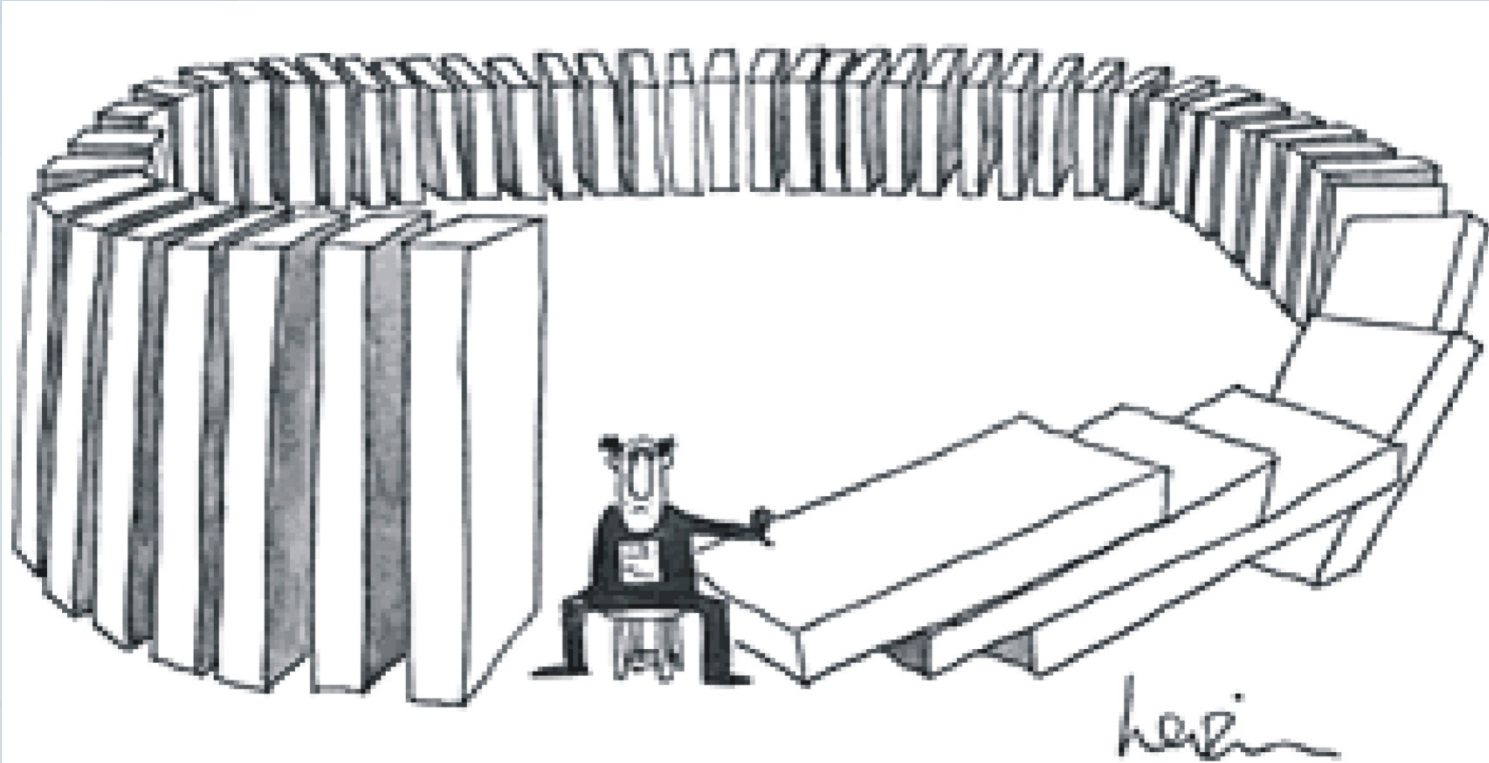
Mixed Methods Approaches

- Converting Process Data
- Latent Profile Analysis (LPA)
- Using Latent Class Profiles (LCP)

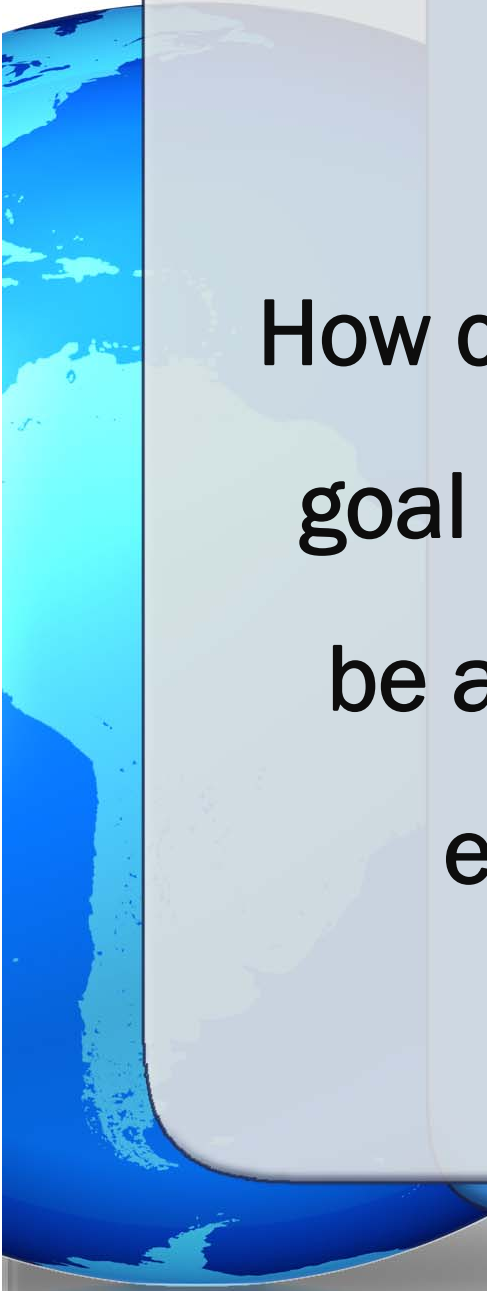
Latent Class Profiles

- A latent class profile would be the pattern of responses for any particular latent class or group of respondents. If looking at co-morbidity of internalizing disorders, you could have a group with high probability of anxiety and alcohol abuse, a group with elevated probability of anxiety and depression, a group with likely PTSD and everything else.

Developing a Feedback Loop



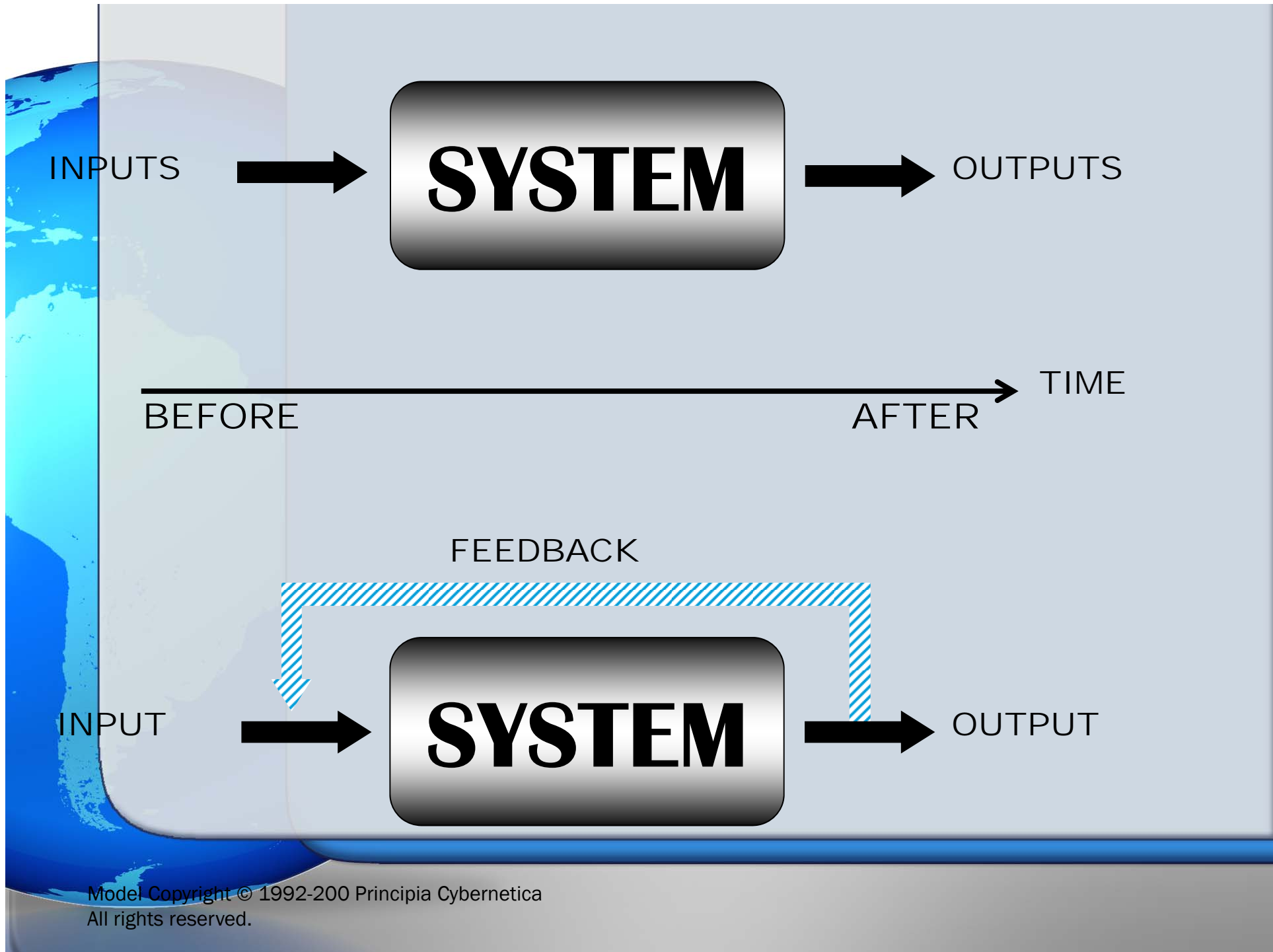
No problem, I created a feedback loop.



How can a stable organization whose goal is to maintain itself and endure be able to change, evolve, and use evaluation to its advantage?

What is a Feedback Loop?

A pathway whereby information about the results of a program is sent back to the input of the system in the form of meaningful data.



Why Bother with Feedback?

- Facilitate and accelerate development or progress
- Make shifts to stabilize and/or improve the system
- Identify points along the system where additional information is required

Strategies for Creating a Feedback Loop

- Reinforce the importance of a learning organization
- Use your logic model as a starting point
- Recognize that evaluation questions provide a “domain” of feedback
- Find or create practical information outlets
- Prioritize information sent back into the system
- Formalize mechanisms for moving feedback through the system
- Commit to the feedback loop

The feedback loop allows us to *reframe* program imperfections and related processes.





Evaluation Challenges

Open Forum & Discussion



•Open Forum

- What's on your mind????
 - Comparison Communities
 - Comparable Measures
 - Social Determinant and Strategy Alignment
 - Mixed methods approaches
 - Implementation Fidelity (Individual vs. Environmental)
 - Developing Feedback Loops