

Testing the Waters

Pilot Testing Your Program
Webinar Presented by the National Campaign to
Prevent Teen and Unplanned Pregnancy

Katy Suellentrop
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Objectives

- Increased knowledge of the steps needed to conduct a successful pilot test.
- Increased awareness of the importance of documenting all steps of their program pilot.
- Increased familiarity with examples of how other programs have used pilot tests to improve their program implementation.
- Increased awareness of key lessons learned for pilot testing a program.



Schedule for today

- General overview of pilot testing
- Specific examples from the field of lessons learned from pilot testing in various settings
- Q & A



What is a pilot test?

- Trial run
- Opportunity to try your program before full-scale implementation
- Can provide helpful information so that full-scale implementation goes more smoothly

A pilot test is not

- Training for the facilitators
- Just a requirement to check off before focusing on the full-scale implementation
- A waste of time



Benefits of a Pilot Test

- Confirm readiness for full-scale implementation
- Opportunity to learn target population's reaction to the program



Benefits of a Pilot Test

- Opportunity to help you determine how to allocate time and resources
- Can help ensure that you are well prepared to measure the success of the program

Before Your Pilot Test, You Should Have Already...

- Engaged a working group of community partners
- Conducted a needs assessment
- Selected your program



Before Your Pilot Test, You Should Have Already...

- Identified core components and activities of your program
- Hire and train staff
- Developed a work plan and timeline



Before Your Pilot Test, You Should Have Already...

- Selected a pilot test group
- Developed an evaluation plan and instruments
 - Including process and outcome measures and tools as well as fidelity monitoring tools

Tips to Keep in Mind

- Develop a system to monitor and capture what you learn from the pilot test
 - Consider:
 - Reflection time for facilitators to provide feedback
 - Participant satisfaction surveys



Tips to Keep in Mind

- Test your program according to plan first
 - Adjust if you need to (after you've pilot tested)



Tips to Keep in Mind

- Don't get carried away
 - Remember the pilot test findings are preliminary and if you followed the pre-pilot test steps you shouldn't have to make major changes to your program
 - What if the results suggest that you do need to make changes to your program?
 - Revisit your program logic model and talk to your project officer

Tips to Keep in Mind

- Share the good news and involve the community



Specific Examples

- Tonya Johnson
 - Baltimore City Health Department
- Shannon Sainer
 - Colorado Youth Matter



**Maximizing Lessons Learned from Pilot
Demonstrations
February 28, 2011**

Tonya Johnson, CHES

**Community Health Educator Supervisor
Adolescent and Reproductive Health
Baltimore City Health Department**


Title X Programs

- Began 1970, Public Health Service Act
- Mission: provide individual comprehensive family planning and related health services
- Services: reproductive exams, contraception counseling and supplies, breast and cervical cancer screening, STI/HIV testing and prevention counseling, health education



Baltimore City Health Department Adolescent & Reproductive Health Services— Family Planning Clinics

- Sites: 3 primary locations, additional community sites
- Gender - 92% female
- Race/ethnicity- 82% African-American, 16% Latino, 2% Caucasian
- Current sources of funding: Title X, MD state support through the MD State Dept of Health and Mental Hygiene, and OPA HIV Integration Grant



Baltimore City Health Department
Adolescent & Reproductive Health Services
Healthy Teens and Young Adults Center (HTYA)

- Began 1990, one of 3 community centers
- Provides full reproductive health & education
- Partners with community-based organizations to implement evidence-based/informed curricula, such as *Making Proud Choices (MPC)*, *BART*, *Reducing the Risk*, and *Power Through Choices (PTC)*

Developing Programming for Marginalized Youth

- Community assessments supported the need to develop services for foster youth
- Researched existing curricula and selected *Power through Choices (PTC)*.
- Connected with curriculum developers
- Identified a community-based (CBO) site where services to foster youth were provided



Preparing to Pilot Test

- Staff was identified to create teams
- Training was provided
- Teams adapted the curriculum (based upon ETR Associates Green/Yellow/Red Adaptations)
- Teams decided session logistics



Implementing the Pilot Test

- Curriculum sessions were scheduled immediately after a CBO required class
- Food and participation incentives were provided
- Teams documented sessions through feedback notes
- Teams met periodically to discuss curriculum sessions



Implementing the Pilot Test

- Pilot test was implemented with African American males and females, ages 14-19
- *PTC* curriculum was provided to 280 foster youth
- 60% completed all sessions, average session size, 7-10



Lessons Learned

- Know the target population and community.
- Partner with a CBO that has access to the target population. Do your homework!
- Develop facilitation teams with CBO partner to ensure commitment and buy-in to curriculum implementation
- Ensure that the logistics maximize the implementation of the curriculum



Lessons Learned

- Provide food for the participants and incentives. It keeps the participants motivated.
- Review session notes and feedback from facilitation teams
- Solicit feedback from participants
- Review facilitation team notes and participant feedback to determine if adaptation is needed.



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The Pilot of ¡Cuídate! [Take Care of Yourself] HIV Prevention Program in a School

Shannon Sainer, MSW

Colorado Youth Matter

¡Cuidate! [Take Care of Yourself]



Overview

- Six 1-hour sessions focused on knowledge/skill-building for HIV prevention and partner/family communication.
- Latino youth ages 13-19 yrs. old
- Incorporates Latino cultural values, music, video and names in role plays
- Originally studied in after-school, community based organizations

Background



- Effectiveness: In two rigorous studies, it:
 - ▣ Reduced: incidence of sex, # of sex partners, and frequency of unprotected sex
 - ▣ Increased: use of condoms among sexually active youth
- Colorado was 1 of 3 replication sites in the US during the CDC Replication Process for Effective HIV Prevention Programs
 - ▣ 1 Denver area high school, 9th grade gym classes

Pre-Pilot Test Planning



- Curriculum was selected because:
 - ▣ Community need and fit
 - ▣ Timing & opportunity for collaboration
- **Sought principal and key stakeholder buy-in**
- Researched school, district, and state policies and procedures related to sexual health education

Pre-Pilot Test Planning



- **Followed school, district, and state policies:**
 - ▣ School Health Curriculum Review Committee Approval
 - ▣ Signed MOU with school to provide curriculum
 - ▣ Parental consent process (opt-in parental consent)
 - ▣ Parent information sessions on curriculum

Pre-Pilot Test Preparation

- Trained facilitators on curriculum
- Arranged class schedule, locale and recruitment process with school administrators/teachers
- Recruited students and collected parental consent
- Created evaluation tools and received approval for program use



Pilot Test Period



- Pilot tested curriculum and evaluation tools
- Used fidelity monitoring tools
- Implemented 6 times: 93 students
- After: Made adjustments to eval tools & curriculum when possible, based on feedback of students & facilitators.

Critical Lessons Learned: Pilot Testing Programs in a School

- **Get buy-in from school and community:**
 - Principal
 - Teachers
 - District personnel
 - Parents
 - Youth
 - Counselors
 - Health advisory committee



Critical Lessons Learned

- ❑ Ensure school capacity for implementation
- ❑ Follow policies and procedures to a “t”
- ❑ Prove the need for programming
- ❑ Provide incentives
- ❑ Train facilitators
- ❑ Stay on top of school calendar



For more information...



- A detailed description of our experience piloting *iCuídate!* in a school setting can be found here:
- Mueller, T., Castaneda, C., Sainer, S., Martinez, D., Herbst, J., Wilkes, A., Villarruel, A. (2009). The Implementation of a culturally based HIV sexual risk reduction program for Latino Youth in a Denver area high school. *AIDS Education and Prevention*. 21, Supplement B, 164–170, 2009.

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