SECTION 4: EDUCATION & TECHNICAL ASSISTANCE

FACILITATOR

Description

Education and technical assistance are often a routine part of an MCH program's menu of activities to build the capacity of individuals, families, communities and partners to successfully address adolescent health issues. This might include the provision of information, data, resources and skill-building opportunities necessary for the development, implementation and evaluation of adolescent health initiatives.

Education and technical assistance can be provided directly to the public — youth, their families and other consumers of services. The goal is to provide information and build skills to:
■ Make informed decisions;
■ Access appropriate services; and
■ Have a role in developing systems and services that target adolescents.

Education and technical assistance can also be provided to professionals - those individuals, organizations and partners that address youth issues. The goal is to build workforce that is able to effectively improve the health of adolescents. These efforts strengthen the professional knowledge and skill base to:
■ Understand adolescents and their health issues;
■ Adopt evidence-based strategies to address these issues;
■ Plan, implement and evaluate programs; and
■ Develop effective systems to address adolescent health issues, including partnerships and collaborations.

This section is divided into 3 Sections or Elements:
■ Public education
■ Professional education
■ Technical assistance

FACILITATOR

Element #1: Public Education

GOAL:
Identify the level of and adequacy of efforts to educate the public about adolescent health issues

Activity 1A:

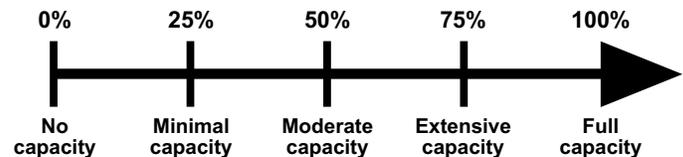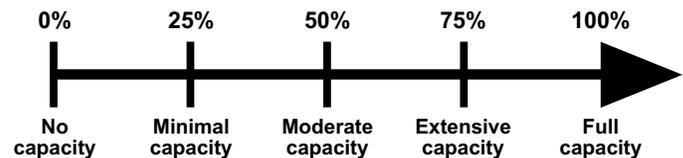**"Map" the adolescent health-specific and –inclusive public education activities**

1. **Using the matrix of programs in the agency that address adolescent health, list the public education activities within the agency; outside of agency if agency is actively involved.**

2. **Group under the program that manages the activity.**

3. **List the following information:**
    - Name of educational activity
    - Methodology
      - Social marketing campaign
      - Information lines
      - Websites
      - Newsletter or other print publications (e.g. factsheets, brochures)
      - Advertising of adolescent health services
      - Other?
    - Target audience
    - Indicate if:
      - Adolescent-specific (Adol); or
      - Inclusive of adolescents (Incl) – *mark in different color markers*

DISCUSSION:
- What is the goal of public education activities?
- Success in meeting these goals?
- Gaps?
- Appropriate for target audience?
- Staff expertise?
  - Expertise with Adolescent health
  - Expertise with Communications
- Collaboration or coordination across activities?

RATING:
- Using the data gathered and discussion, individual participants rate the organization's capacity for this element. Select ratings anywhere from 0-100% capacity.
- Develop consensus rating for this element.

0%	25%	50%	75%	100%
No capacity	Minimal capacity	Moderate capacity	Extensive capacity	Full capacity

FACILITATOR

Element #2: Professional Education

GOAL:
Identify the level of and adequacy of professional education aimed at ensuring a workforce skilled to effectively address adolescent health issues

Activity 2A:

"Map" the adolescent health-specific and –inclusive professional education activities

1. **Using the matrix of programs in the agency that address adolescent health, list the professional education activities within the agency; outside of agency if agency is actively involved.**

2. **Group under the program that manages the activity.**

3. **List the following information:**
   - Name of educational activity
   - Methodology
     - IPT - In person trainings
     - DE - Distance education (e.g. teleconference, webcasts, web-based self paced trainings)
     - TTT - Train-the-trainer
     - IS - Information-sharing (e.g. websites, listservs, newsletters, distribution of adolescent resources/ toolkits)
     - Other
   - How methodology is chosen (e.g. needs assessment, best practices)
   - Target audience
   - Frequency
   - Indicate if:
     - Adolescent-specific (Adol); or
     - Inclusive of adolescents (Incl) – *mark in different color markers*

DISCUSSION:
- Effective in building the adolescent health knowledge and skills of professionals? (especially for those that are adolescent-inclusive)?
- "Goodness of fit" between methodologies and their target audiences?
- Skill of trainers (e.g. skilled in training, knowledge of adolescent health and strategies)?
- Effectiveness in reaching those who need to be trained?
- Enough?
- Gaps?
- Collaboration, partnerships or coordination across activities?
  - If yes, how effective is collaboration or coordination?
  - If no, would this be helpful?
- Efforts to recruit, train and retain professional skilled in adolescent health

RATING:
- Using the data gathered and discussion, individual participants rate the organization's capacity for this element. Select ratings anywhere from 0-100% capacity.
- Develop consensus rating for this element.

0%	25%	50%	75%	100%
No capacity	**Minimal capacity**	**Moderate capacity**	**Extensive capacity**	**Full capacity**

FACILITATOR

Element #3: Technical Assistance

GOAL:
Assess the adequacy and effectiveness in adolescent health technical assistance in strengthening the capacity of professionals to address youth health issues

Activity 3A:

**Identify and assess adolescent health-specific and –inclusive technical assistance**

1. **Using the matrix of programs in the agency that address adolescent health from Element #2, mark a "TA" next to those programs that ROUTINELY provide technical assistance to professionals**

2. **Develop generic list of the types of TA provided and to whom**
   - Grant writing
   - Program planning and development
   - Program evaluation
   - Coalition development
   - Partnering with youth
   - Leadership
   - Data, needs assessments
   - Adolescent health
   - Issue specific assistance
   - Other

3. **List the "products" or resources developed for use in TA**

DISCUSSION:
- Effective in helping others build skills and capacity to address **adolescents**?
- Enough?
- Proactive vs reactive?
- Meet the needs?
- Gaps?
- Collaboration or coordination?
- What would make it better?
- What's good?

RATING:
- Using the data gathered and discussion, individual participants rate the organization's capacity for this element. Select ratings anywhere from 0-100% capacity.
- Develop consensus rating for this element.

0%	25%	50%	75%	100%
No capacity	Minimal capacity	Moderate capacity	Extensive capacity	Full capacity
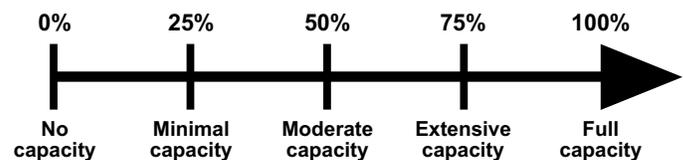
FACILITATOR

Overview of Capacity Area

CONDUCT OVERALL ANALYSIS:

- Strengths
- Challenges
- Opportunities

IDENTIFY TOP ISSUES:

- Brainstorm top issues – remind that these are the issues that need to be addressed
- Develop consensus on top 3-5 issues

Identify the overall rating for the capacity area
(i.e. average the Element scores)

PARTICIPANT

Description

Education and technical assistance are often a routine part of an MCH program's menu of activities to build the capacity of individuals, families, communities and partners to successfully address adolescent health issues. This might include the provision of information, data, resources and skill-building opportunities necessary for the development, implementation and evaluation of adolescent health initiatives.

Education and technical assistance can be provided directly to the public - youth, their families and other consumers of services. The goal is to provide information and build skills to:
■ Make informed decisions;
■ Access appropriate services; and
■ Have a role in developing systems and services that target adolescents.

Education and technical assistance can also be provided to professionals - those individuals, organizations and partners that address youth issues. The goal is to build workforce that is able to effectively improve the health of adolescents. These efforts strengthen the professional knowledge and skill base to:
■ Understand adolescents and their health issues;
■ Adopt evidence-based strategies to address these issues;
■ Plan, implement and evaluate programs; and
■ Develop effective systems to address adolescent health issues, including partnerships and collaborations.

This section is divided into 3 Sections or Elements:
■ Public education
■ Professional education
■ Technical assistance

PARTICIPANT

Element #1: Public Education

GOAL:
Identify the level of and adequacy of efforts to educate the public about adolescent health issues

Activity 1A:

Map and assess the adolescent health-specific and inclusive public education activities

DISCUSSION:
- What is the goal of public education activities
- Success in meeting these goals?
- Gaps?
- Appropriate for target audience?
- Staff expertise?
  - Adolescent health
  - communications
- Collaboration or coordination across activities?

RATING:
- Develop consensus rating for Element 1

PARTICIPANT

Element #2: Professional Education

GOAL:
Identify the level of and adequacy of professional education aimed at ensuring a workforce skilled to effectively address adolescent health issues

Activity 2A:
Map and assess adolescent health-specific and inclusive professional education activities

DISCUSSION:
- Conduct a needs assessment of training needs?
  - If yes, does this guide educational activities?
  - If no, would it help?
- Effective in building the adolescent health knowledge and skills of professionals? (especially for those that are adolescent-inclusive)
- Fit of methodology to target audience
- Skill of trainers (training, issue of training, adolescents)
- Reach those who need to be trained?
- Enough?
- Gaps?
- Collaboration, partnerships or coordination across activities?
  - If yes, how effective is collaboration or coordination?
  - If no, would this be helpful?
- Efforts to recruit, train and retain professional skilled in adolescent health

RATING:
- Develop consensus rating for Element 2

PARTICIPANT

Element #3: Technical Assistance

GOAL:
Assess the adequacy and effectiveness in adolescent health technical assistance in strengthening the capacity of professionals to address youth health issues

Activity 3A:

Identify and assess adolescent health-specific and inclusive technical assistance activities

DISCUSSION:
- Build skills and capacity to address ADOLESCENTS?
- Enough?
- Proactive vs. reactive?
- Meet the needs?
- Gaps?
- Collaboration or coordination?
- What would make it better?
- What's good?

RATING:
- Develop consensus rating for Element 3

PARTICIPANT

Overview of Capacity Area

CONDUCT OVERALL ANALYSIS:

- Strengths
- Challenges
- Opportunities

IDENTIFY TOP ISSUES:

- Brainstorm top issues and develop consensus on top 3-5 issues

Identify the overall "score" or rating for the capacity area (i.e. average the Element scores)

HANDOUT

Professional Education Activities

CHOOSE ONE:

☐ Adolescent Health/Development
☐ Youth with Special Health Needs
☐ School Health
☐ MCH
☐ Alcohol and Other Drugs
☐ Tobacco
☐ Nutrition, Physical Activity, Obesity
☐ Chronic Disease
☐ Injury

☐ Mental Health
☐ Suicide
☐ Reproductive Health
☐ STD/HIV
☐ Health Care
☐ Dental Care/Oral Health
☐ Immunization
☐ Other _____

Professional Education Activity (adolescent health-focused or related)

Name of educational activity: _____

Methodology:
☐ In person trainings, meetings or conferences
☐ Distance education (e.g. teleconference, webcasts, web-based self paced trainings)
☐ Train-the-trainer
☐ Information-sharing (e.g. websites, listservs, newsletters, distribution of adolescent resources/toolkits)
☐ Other _____

Target audience (who you're trying to educate): _____

Frequency: _____

Focus on adolescents (choose one):
☐ Adolescent-specific
☐ Inclusive of adolescents

HANDOUT

Professional Education Activities

CHOOSE ONE:

☐ Adolescent Health/Development
☐ Youth with Special Health Needs
☐ School Health
☐ MCH
☐ Alcohol and Other Drugs
☐ Tobacco
☐ Nutrition, Physical Activity, Obesity
☐ Chronic Disease
☐ Injury

☐ Mental Health
☐ Suicide
☐ Reproductive Health
☐ STD/HIV
☐ Health Care
☐ Dental Care/Oral Health
☐ Immunization
☐ Other _____

Public Education Activity (adolescent health-focused or related)

Name of educational activity: _____

Methodology:
☐ Social marketing campaign
☐ Information lines
☐ Websites
☐ Newsletter or other print publications (e.g. factsheets, brochures)
☐ Advertising of adolescent health services
☐ Other _____

Target audience (who you're trying to educate): _____

Frequency: _____

Focus on adolescents (choose one):
☐ Adolescent-specific
☐ Inclusive of adolescents

HANDOUT

Technical Assistance

CHOOSE ONE:

- ☐ Adolescent Health/Development
- ☐ Youth with Special Health Needs
- ☐ School Health
- ☐ MCH
- ☐ Alcohol and Other Drugs
- ☐ Tobacco
- ☐ Nutrition, Physical Activity, Obesity
- ☐ Chronic Disease
- ☐ Injury

- ☐ Mental Health
- ☐ Suicide
- ☐ Reproductive Health
- ☐ STD/HIV
- ☐ Health Care
- ☐ Dental Care/Oral Health
- ☐ Immunization
- ☐ Other _____

Technical Assistance Efforts (adolescent health-focused or related)

Type of TA provided:
- ☐ TA on specific health issue (e.g. pregnancy prevention, obesity prevention)
- ☐ Grant writing
- ☐ Program planning and development
- ☐ Program evaluation
- ☐ Coalition development
- ☐ Partnering with youth
- ☐ Leadership
- ☐ Data, needs assessments
- ☐ Adolescent health
- ☐ Issue specific assistance
- ☐ Other _____
- ☐ Other _____

Target audience (who you're assisting): _____

Products or resources developed for use in providing TA: _____