



OFFICE HOURS

Session 1: Selecting Strategies and Ensuring that Programs Address your Priorities.

July 24, 2020

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Office Hours Sessions

Session 1:

Selecting Strategies and Ensuring That Programs Address Your Priorities

Friday, 07/24/20 3-4PM Eastern

Session 2:

Completing Your State Action Plan

Friday, 08/07/20 3-4PM Eastern

Session 3:

Choosing Meaningful, Measurable, and Moveable ESMs

Friday, 08/21/20 3-4PM Eastern





Agenda

Selecting evidence-based/informed strategies and ensuring programs address priorities and populations

Introductions

Questions and Peer-To-Peer Discussion (50 minutes)

Responses from submitted and chat box questions

Peer to Peer sharing and learning

Review of Tools (10 minutes)

Feedback

Now that you have selected priorities and objectives...

Ask...

Priority Needs

- Refer back to your needs assessment data?

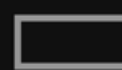


Objectives and Strategies

- Are objectives directly linked to Title V activities?
- Are they directional (increase/decrease)?
- Time-bound?
- Meaningful, moveable, measurable?



2:46/3:56



Questions and Peer-to-Peer Discussion

Guiding Questions:

- Where in the process are you?
- What tools are you using?
- Areas of difficulty?
- Gaps in evidence?
- What adaptations are you using to address disparities?

Enter questions in the chat box
– or –
ask via your microphone

Questions

Submitted Question:

How do we know if programs can actually affect change?

Tips for Strengthening Strategies

Strategies that are *meaningful*. Consider if the program:

- Is based on an evidence-based/informed strategy.
- Has a direct relationship to the NPM.
- Is feasible relative to state priorities and funding.
- Reflects the needs of your populations.
- Has involved stakeholder input and/or buy-in.
- Has potential for improvement over time.
- Addresses disparities or advances health equity.

Activities that are *measurable*. Consider if the program:

- Is quantifiable (percentages, rates) and specific (defined indicator, numerator, denominator).
- Is well-defined, specific, and captures relevant data.
- Has data sources that are available.

Improvements that are *moveable*. Consider if the program:

- Can show improvement over multiple assessments.
- Is sensitive to change over time.
- Is effective with multiple population groups.

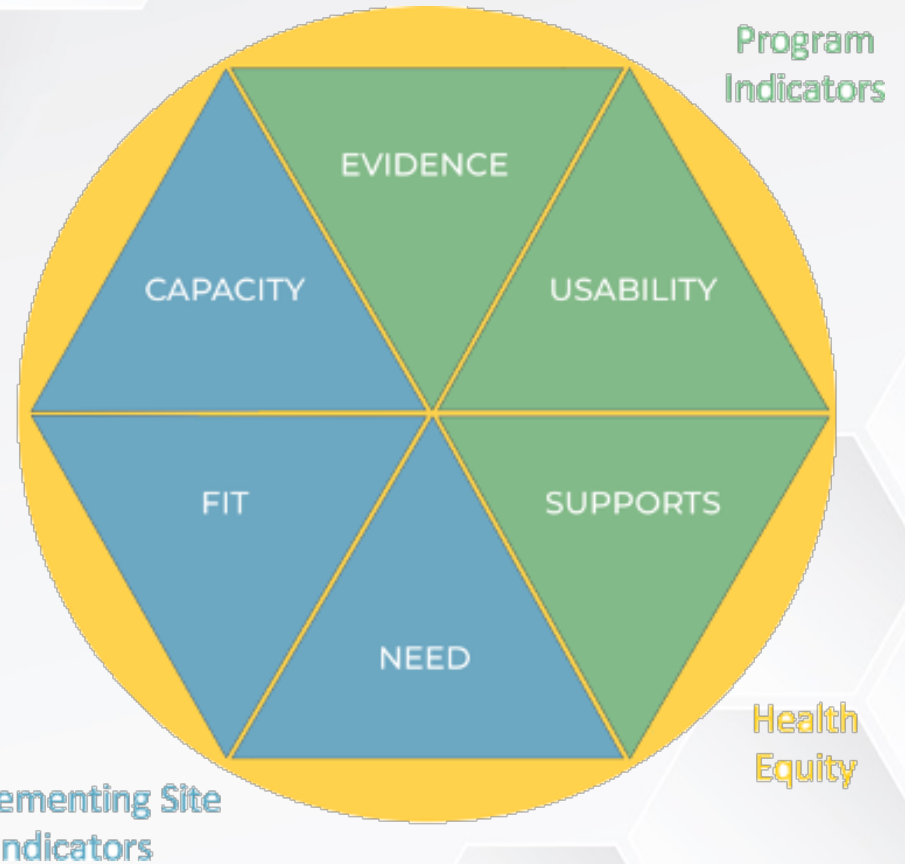
Questions

Submitted Question:

We have a number of competing programs that we're thinking about adopting this year. We have to make some tough decisions about which ones to choose. How would you recommend we go about doing this?

Potential Approach:

Use the [Hexagon Tool](#)...



Questions

Submitted Question:

How can we adapt strategies in light of challenges posed by COVID-19?

e.g., strategies that have a school-based component that have to continue being effective even if schools remain closed for part or all of the new school year.



Just-In-Time Resources

1. The Evidence: (transference of evidence)

Online Learning

- [Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies](#)
- [The Effectiveness of Online and Blended Learning: A Meta-Analysis of the Empirical Literature](#)

Telehealth/Telemedicine

- [Telehealth Competencies](#) – MCH Navigator
- Telemedicine – [WWFH: Scientifically Supported](#)
- [Teledentistry Strategies](#) – OHRC
- Adolescent Well-Visit: [NPM Webinars](#) (also oral health) see webinar 4

Social media and online marketing [Evidence TA Brief](#)

2. Practice

Online Learning: NPM 11: TX Increase medical home provider education and NPM 12: Increase in transition provider education

Telehealth: NPM 11: CO Number of practices offering pediatric behavioral health services

Social Media: 11 states are doing

3. Innovation: We have to be humble about this. Engage with school partners to learn what they are doing

[Supporting Families in the Post-COVID World: Using Technology to Maximize Reach and Remain Connected](#)

Monday, August 3, 2020

3:00pm to 4:00pm ET

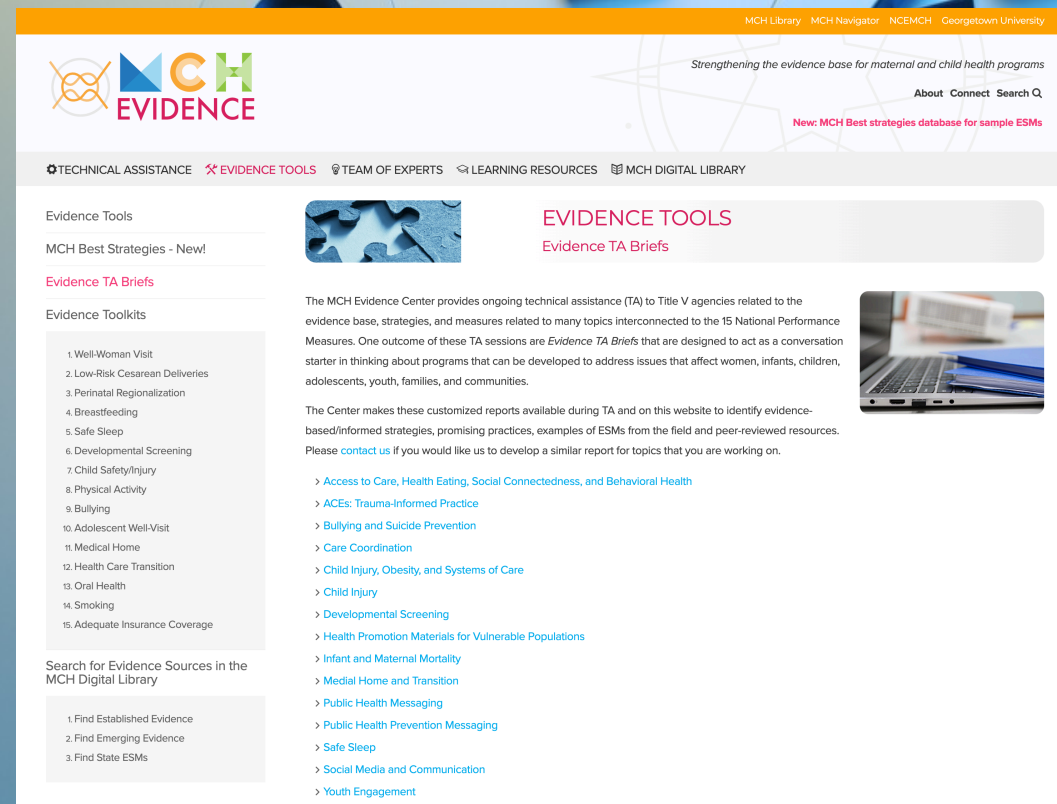
Questions

Submitted Questions:

One of our state priorities is addressing systemic racism through cultural competency. What is the evidence for programs addressing the issue?

[Could you provide] information around what states have done around postpartum anxiety/depression?

<https://www.mchevidence.org/tools/briefs/>



MCH Library MCH Navigator NCEMCH Georgetown University

Strengthening the evidence base for maternal and child health programs

About Connect Search Q

New: MCH Best strategies database for sample ESMs

TECHNICAL ASSISTANCE EVIDENCE TOOLS TEAM OF EXPERTS LEARNING RESOURCES MCH DIGITAL LIBRARY

Evidence Tools

MCH Best Strategies - New!

Evidence TA Briefs

Evidence Toolkits

1. Well-Woman Visit
2. Low-Risk Cesarean Deliveries
3. Perinatal Regionalization
4. Breastfeeding
5. Safe Sleep
6. Developmental Screening
7. Child Safety/Injury
8. Physical Activity
9. Bullying
10. Adolescent Well-Visit
11. Medical Home
12. Health Care Transition
13. Oral Health
14. Smoking
15. Adequate Insurance Coverage

Search for Evidence Sources in the MCH Digital Library

1. Find Established Evidence
2. Find Emerging Evidence
3. Find State ESMs

EVIDENCE TOOLS

Evidence TA Briefs

The MCH Evidence Center provides ongoing technical assistance (TA) to Title V agencies related to the evidence base, strategies, and measures related to many topics interconnected to the 15 National Performance Measures. One outcome of these TA sessions are *Evidence TA Briefs* that are designed to act as a conversation starter in thinking about programs that can be developed to address issues that affect women, infants, children, adolescents, youth, families, and communities.

The Center makes these customized reports available during TA and on this website to identify evidence-based/informed strategies, promising practices, examples of ESMs from the field and peer-reviewed resources. Please [contact us](#) if you would like us to develop a similar report for topics that you are working on.

- > [Access to Care, Health Eating, Social Connectedness, and Behavioral Health](#)
- > [ACEs: Trauma-Informed Practice](#)
- > [Bullying and Suicide Prevention](#)
- > [Care Coordination](#)
- > [Child Injury, Obesity, and Systems of Care](#)
- > [Child Injury](#)
- > [Developmental Screening](#)
- > [Health Promotion Materials for Vulnerable Populations](#)
- > [Infant and Maternal Mortality](#)
- > [Medial Home and Transition](#)
- > [Public Health Messaging](#)
- > [Public Health Prevention Messaging](#)
- > [Safe Sleep](#)
- > [Social Media and Communication](#)
- > [Youth Engagement](#)

Chat Box and Peer-to-Peer Discussion

Public Square Test

- Will your stakeholders understand the priorities and actions that you have decided on based on your needs assessment?
- Could you stand in a community public square and explain what you want to do?
- Do your activities have the “power” to be understood? Are they representative? Are they data driven?

Communication Power

Proxy Power

Data Power

To prioritize, choose the activities with the best data power, then rank those activities that have the best chance to “make a difference” and be adopted by the community and your partners.

Resources: ESM Development Guide

Evidence

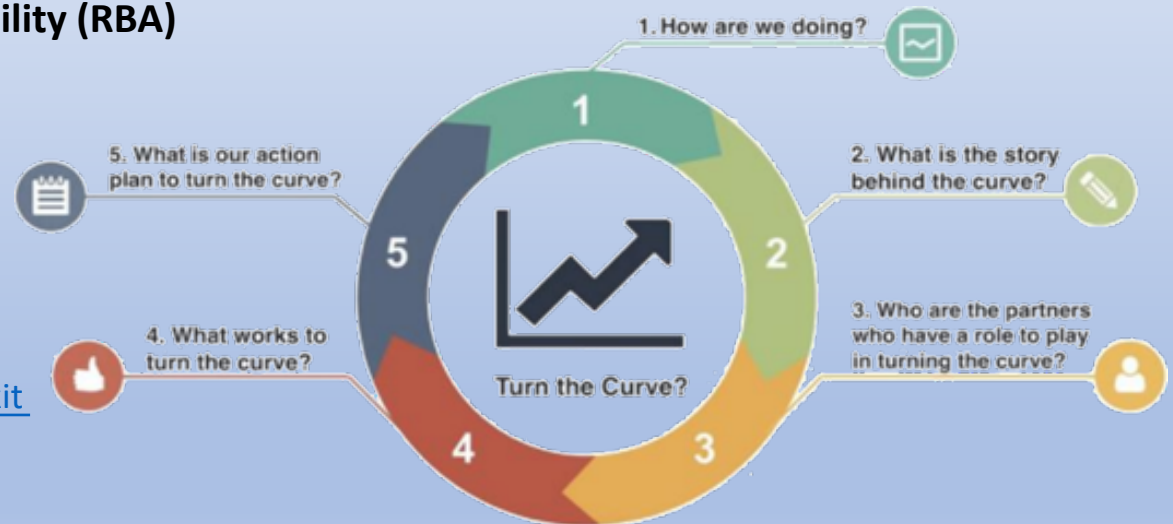
- **Strategy Shortcuts.** MCHbest database and Innovation Station.
- **Equity Lens.** Science-Based Intervention Approach (Harvard University): What about it works? How does it work? For whom does it work (and not work)? In what contexts does it work?

Planning Process: Results-Based Accountability (RBA)

- [Turn the Curve Approach](#)
- [MCH Turn the Curve Population-Level Tool](#)

Implementation Tools

- Health Equity:
 - [Collaborating for Equity and Justice Toolkit](#)
 - [Race Equity Impact Assessment \(REIA\)](#)
- [Hexagon Tool](#)



<https://www.mchevidence.org/documents/ESM-Development-Guide-04-2020.pdf>

Next Session

Completing Your State Action Plan

Friday, 08/07/20 3-4PM Eastern

mchevidence@ncemch.org

Feedback

This session and what types of T/TA you need now and over the next six months

<https://www.surveymonkey.com/r/Technical-Assistance>

