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2016-2017 PREP EVALUATION

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Introduction

Background

The Personal Responsibility Education Program (PREP) is a federally-based initiative in the United States to prevent unintended pregnancy and transmission of sexually transmitted infections, including HIV/AIDS. PREP programming targets at-risk youth ages 10-19 that are homeless, in foster care, live in rural areas or in geographic areas with high teen birth rates, or come from racial or ethnic minority groups. PREP programming models are based on evidence-based practices that have shown to be effective in delaying initiation of adolescent sexual activity, increasing contraceptive use, and reducing rates of unintended pregnancy. PREP curricula may also address topics related to healthy relationships, adolescent development, healthy life skills, parent-child communication, financial literacy, and educational and career success. The U.S. Family and Youth Services Bureau (FYSB) awards individual states with funding for implementation of PREP programming. States may choose which programs are implemented under PREP from among 35 evidence-based programs selected by the federal government. In the state of Iowa, the Iowa Department of Public Health (IDPH) is the administrator of state PREP funding. IDPH awards contracts to community-based organizations and agencies through a competitive grant process. Each site must demonstrate the need for PREP funding in their community and their capacity to deliver an evidence-based program to the adolescent population. The state of Iowa currently offers funding for the implementation of two PREP curricula: the Teen Outreach Program (TOP) and Wise Guys, described in more detail below.

Top

The Teen Outreach Program® (TOP) is a comprehensive, evidence-based youth development curriculum that promotes the positive development of adolescents aged 12–18 years through a combination of group discussion and community service learning. Core activities across the curriculum include values clarification, healthy relationships, communication, goal setting, decision-making, development, and sexual health. The most unique aspect of TOP is the community service learning component, in which youth engage in 20 hours of service over the nine-month implementation period.

Wise Guys

Wise Guys is a 12-week curriculum designed to prevent adolescent pregnancy by educating and empowering 11–17 year-old males to make informed sexual decisions. The evidence-based program is designed to empower young male participants with the knowledge and skills needed to make educated decisions, encourage participants to respect themselves and others, helping participants to understand the importance of male responsibility, and improving communication with parents, educators, peers, and others.

Methods

Phone Interviews with PREP Facilitators

As part of a larger evaluation of PREP programming, the University of Iowa conducted phone interviews with TOP and Wise Guys program facilitators in Iowa. The goal of this data collection was to explore the successes and challenges related to program administration as perceived by the facilitators, identify areas for improvement, describe needs for program continuation, and gain insight into the impact of PREP programming on participants. Trained interviewers from the University of Iowa conducted each interview based on a semi structured qualitative instrument. Participants were asked about their attitudes toward the program, reasons for participation, facilitators and barriers to program participation, expectations for the program, and knowledge and skills gained as a result of program participation. All interviews were audio recorded and transcribed. A total of nine interviews were conducted. Transcripts were reviewed by a graduate student not involved in the data collection. Themes and trends in the transcripts are highlighted below.

Phone Interviews with PREP Stakeholders

As part of a larger evaluation of PREP programming, the University of Iowa conducted phone interviews with program stakeholders in Iowa. A trained interviewer from the University of Iowa conducted each interview based on a semi structured qualitative instrument. Participants were asked about their involvement in PREP at their organization, perception of the program, impact of the program, and ways to improve PREP. All interviews were audio recorded and transcribed. A total of eight interviews were conducted. Transcripts were reviewed by a social scientist not involved in the program or data collection. Themes and trends in the transcripts are highlighted below.

Entrance and Exit Surveys with PREP Participants

As part of a larger national evaluation of PREP, the University of Iowa analyzed entrance and exit surveys completed by PREP participants. Entrance surveys collected demographic information, non-sensitive questions, and sensitive questions. Exit surveys collected demographic information, questions to gauge perceived program effects, and questions to assess the response to the program. All PREP participants who completed the entrance and exit survey were included in this analysis. Summary data was produced for the demographics, orientation, sensitive, non-sensitive questions, perceived program effects, and response to program. T-tests were performed for sensitive and non-sensitive questions, perceived program effects, and response to the program, where applicable. Significance was set at $p < 0.05$. The data was analyzed using Microsoft Excel and SPSS version 22.

Summary of Findings

Program Attendance

All programs were completed within the report period of August 1, 2016 and July 31, 2017. Between eight and 33 program hours were delivered per cohort for an average of 15 hours. For all cohorts, 99.0% of program hours intended were delivered. A total of 928 participants attended at least one program session. Eight hundred ninety six attended sessions in school during school hours, 22 attended sessions in school after school hours, four attended sessions in a community based organization, and six attended sessions in a clinic.

Phone Interviews with PREP Facilitators

All facilitators described having a generally positive experience delivering the TOP and Wise Guys curricula. Programs were seen as contributing positively to participant's development and growth while meeting the needs of the participants, particularly concerning topics around sex and sexuality. Very few challenges were mentioned in delivering the programs, but scheduling was noted by many facilitators to be difficult. Facilitators felt supported at the local, state and federal level. Themes and topics discussed from previous years interviews did not differ significantly from those of previous years.

Likes and Dislikes

Facilitators reported that participants enjoyed being in the program and experienced very little push back from participants. Facilitators did not report dislikes on specific topics or activities beyond students not feeling comfortable discussing the topics. Participants enjoyed the material covered in the program, the group discussion, being able to share their experiences and learn in a safe, judgement free space, forming peer bonds, and the hands on or interactive elements of the program. Incentives, such as food, clothing, or other prizes, were also mentioned as being an important factor in participants liking the program.

Facilitators delivering the TOP program specifically mentioned the service learning component to be a foremost like of the participants, but some mentioned having trouble engaging students initially. Facilitators delivering Wise Guys specifically mentioned that having a group for males only was a positive for participants.

"I think that Teen Outreach Program was a space that they felt super comfortable"

"They LOVE the topic that we talked about, they would've liked to have more information on sex and sexuality"

"I've never heard them (outrightly) say they didn't like anything"

"They loved when we went out in the community"

Changes

Facilitators stated that participants became more open and comfortable, both in general and regarding discussing topics such as sexual health and sexuality, as the major change seen. These changes in communication occurred between the facilitator, the participants, and others, such as friends or partners. Other changes noted include engaging in safe sex practices such as condom usage, postponing sexual initiation, accessing community resources such as STI testing, improving self-image or confidence, focusing on school work,

"Some of the most successes had to do with just developing relationships

the willingness for these kids to kinda open up and share some deep, personal things"

"Just developing a... better rapport with them. A lot of the children have had issues with trusting adults"

"It's just exciting to know that they're there, we've even had female students who've come to our clinic. To get birth control and STI testing as well. Because their male friends or boy-

friends.”

“They’re thinking of the consequences of having sex...think that helped postpone them to be sexually active.”

Facilitators on Program Success

Facilitators attributed the success of the program to a number of factors. Having adequate and sustained support from partners, having relevant program materials to the participants, developing a relationship with participants over time, establishing the program as a safe space for participants, the group format of the program rather than being a strictly educational program, and being able to incentivize participation.

“I think the cooperation that we have with the schools”

“I think just giving them the permission that it’s a safe space, and you’re not gonna get judged for whatever you say. You know, just keeping it inclusive and keeping it nonjudgmental is so important”

“Since we are with them on a weekly basis throughout the school year, you need to know the students a little bit better. Developing that trust, I guess for them to share and be a little bit more authentic”

Support and Suggestions for Improvement

Facilitators felt adequately supported at the local, state, and federal levels. Facilitators generally noted how the organizations they delivered the program in, whether it be a school or other community organization, were extremely supportive of the program and worked with the facilitator to help deliver the program. Some facilitators noted that they would like more support in seeking out additional sites, reaching out to school districts, or advertising the program.

Facilitators often mentioned that having a venue to share ideas and experiences with each other would be helpful and would appeal to the facilitators. Two facilitators specifically mentioned the need for more opportunities for hands on training.

“I’ve got a lot of that good support with my staff, and administration and such.”

“My school is very supportive. I’m very grateful for that. The teachers that are in the regular classrooms that I’m in are very helpful. You know, you guys over there, you know, always extending offers for whatever I need”

“I am really happy with my administrator for the PREP grant”

“As PREP throughout the state, it would be great if we had, we don’t get to see each other very often and compare notes...When we do have meetings, to get us together. Um, there just seems like there’s never enough time”

“Maybe educating the public on what PREP does, as more of a positive youth development program, versus a sex ed program”

Challenges

Facilitators reported few challenges to implementing or successfully running the PREP program. Challenges encountered include: maintaining attendance, scheduling conflicts, behavioral issues with students, and engaging students, both with program topics and with the service learning component for TOP facilitators. TOP facilitators also mentioned a major challenge to completing the service learning component of the program was transportation.

“Yeah, the nine months being there every single week was probably a challenge for some”

“When I came on Fridays, there would be a lot of students who decided they didn’t want to go to school that day”

“Challenges in the classroom, yes. With the behavior issues with kids not wanting to participate, refusing to participate”

“It’s always a continuing challenge for me to get them excited about community service. To get

them to actually participate”

“When we were trying to look for transportation options to our service learning projects or our celebration, it was limited”

Needs for program continuation

Facilitators stated two needs for program continuation. All facilitators stated that continued funding would be required for program continuation. While support was stated to be good at the local, state, and federal level, continuing support from agencies and community partners was also stated as a requirement for program continuation.

Curriculum

While all the facilitators stated that the program met the needs of their participants, the curricula were mentioned as areas for improvement to better meet the participants’ needs by expanding the topics covered and updating program materials. One facilitator mentioned that newly introduced pilot lessons worked well, and that they would continue using those. Facilitators wanted topics expanded, such as sexuality, sexual orientation, gender issues, substance abuse, and mental health, and materials updated to be more inclusive and more relevant. One facilitator gave the example of a lesson using an example of going to a record store, which participants would not be familiar with.

Additionally, facilitators stated that having additional curricula beyond Wise Guys and TOP would be helpful for meeting the needs of other populations that are not currently served, such as older individuals, co-ed groups that do not have the time to have TOP delivered, or a female only group.

“They really wanted more information on sexual orientation....The Teen Outreach Program. It only has two or three lessons on sexuality”

“The second half of the year I started using some of the TOP...pilot lesson. And I really, I liked the pilot lessons a lot better”

“I mean, obviously the curriculum was a little dated, but I know we’re getting a new curriculum”

“I feel like, maybe some of the lessons were, you know, maybe we had to just change some wording or change some things in there to make them more relevant for right now”

Phone Interviews with PREP Stakeholders

Roles of interviewees

Nine participants were interviewed. Participants held a variety of job titles. Three were counselors, one was an administrator, and others had titles like Graduation Coach, Learning Support Specialist, or Program Coordinator. One participant was a teacher and only one of the participants was currently also serving as a co-facilitator for the PREP group. Another respondent had co-facilitated in the past and two respondents regularly sat in on the group meetings, but were not facilitators. All other respondents described their roles as primarily marketing the program to students and/or recruiting or identifying appropriate students for involvement. Some also mentioned their role as including arranging logistics like scheduling or room reservations in order to make the program possible at their institution or organization.

Expectations

When asked what their expectations had been regarding the program, five of nine respondents indicated that they hoped that students would learn communication skills and four specifically mentioned that they would like students to have information about or learn to communicate more effectively about particularly sensitive topics like relationships and sexual health.

“A lot of my kids, in my class, are on the spectrum and, so they don’t communicate with everyone very easily and I was hoping that would kind of help them to, you know, they were new here anyway, and then feel a little bit more at ease talkin’ about these kind of issues. ‘Cuz

we've talked about, well we did talk about pregnancy and all that, too, but we talked about a LOT of different kinds of issues."

"I think communication. I was drawn to the aspect of kids learning about the, the topics and subjects and then also the, the encouragement to communicate with parents about those things."

Three respondents mentioned that they were interested in the program because it was geared toward males and three also noted that they thought the program would provide culturally relevant instruction and/or appropriate adult role models that would benefit their students.

"It also gives the boys another male in the building to identify with and confide in, that they won't, wouldn't with a female."

"We wanted somebody that has maybe more expertise than us at certain areas. So we did get that. The other thing is, it's an outside voice, a community agency coming into the building. And sometimes I think the kids take that better than hearing it from us, some of the topics we do discuss here. So I was really looking for an outside voice, somebody from the outside that had better expertise than we did."

As Evidence-Based Curriculum

When asked directly about their perceptions of the program specifically as an evidence-based curriculum, all respondents believed that this was a positive quality. They expressed the belief that the anecdotal successes they noticed with students were supported by the evidence-based nature of the curriculum and some respondents indicated their belief that this quality was directly related to its success, popularity with students, and longevity in their institutions.

"I've been involved in this realm of social emotional learning, for about 17 years in the schools. I've seen programs come and go. I happen to come from a background of believing that re-search-based programs are the only programs that should be put in place because it's a waste of time and money if we're just wingin' somethin' in that hasn't been tested and proven to be effective."

"If somebody can show me that this curriculum has been effective in other places and with kids that are like ours, or kids that are different than ours. I mean that, that always helps get us over the hump that you, uh, I don't like to try things that are, maybe you're gonna fail at, because it just doesn't work. That's very beneficial for us when it comes to making a decision on, do we do this or do we not do it?"

Expansion of Program

When asked about whether the program had expanded since it had been implemented, seven participants indicated that the program had expanded. The remaining two respondents said that the program had maintained its size and presence at the institution but they either were not sure whether it had expanded or didn't believe that it had grown since it started.

"My school, well I guess we ran one group the first time, but we run, usually run two groups per year just in my school. The district has expanded the program, added more groups at different schools."

"Yes. Like the first year we had one [group of 8th grade boys]. And then, the next two years we've had two and had to increase the number allowed in attendance. And next year it is scheduled to do in 7th and 8th grade both. So two groups in both grade levels."

"It used to only be one period a day but we found that there were more students that we thought could benefit from participating in it, so we actually expanded it to two periods."

Impacts & Outcomes

The overall trend in responses to questions about the impacts and outcomes of PREP were positive. Even when respondents indicated that they did not have enough information to answer a specific question or didn't have "hard data" to share with the interviewer, their responses indicated a generally positive impression. These impressions were often supported by their direct observations

of students or anecdotal experiences that they seemed to believe likely to be representative more broadly. Additionally, some respondents were asked specifically about any negative outcomes or impressions of the program and none had any to share.

School Environment

When asked how PREP had impacted their school environment, some respondents hesitated to make what might be construed as a causal connection between PREP and the overall school environment or said that they had not noticed any specific impacts beyond the direct program participants. For example, one participant said, *“you know, I see changes all the time. Um, some are for positive and some are for negative, and I can’t link the entire school environment changing back to that particular group, but um, I have seen changes in the individuals who have been through the group, for sure.”* When prompted for more information, this participant related an anecdote that alluded to the positive impacts of the program beyond the participants in the group saying, *“I mean this one kid blurted out somethin’ like, ‘how old do you have to be to buy condoms?’ And then this kid in Wise Guys is like, ‘I’ll ask the teacher next time we meet!’ So, yeah, they’re talkin’ about it!”*

Among those who did notice an impact, all characterized it as an overall positive one. They talked about more and higher quality communication with and among students, more and higher quality information that was available to participants, and how non-participants (including teachers or other school personnel) expressed interest in the program.

(referring to the facilitator) “He has intervened with several different suicide assessments. Because of what he does, he, the kids will reach out to him and then we take it from there.”

“Kids and teachers talk about Wise Guys quite a bit. Um. I have kids that, um, were not part of the program and kids that I’ve never talked to about the program, uh, come up and ask me if they can join the group.”

Use of School and Out-of-School Resources

Five of the nine respondents answered affirmatively when asked if PREP students used more of the school resources available to them. The remaining four said that they either didn’t know or didn’t have enough information to be able to accurately answer the question. One respondent specifically mentioned the use of counseling services as an example while others mentioned how well PREP worked with existing structures, programming, or curriculum already in place.

“They use me. I’ve built relationships with kids through the group that I normally wouldn’t work with. It’s nice to be able to work with some kids that I usually wouldn’t work with and those kids that I develop relationships with seek out help or guidance from me. I’m not a guidance counselor, but they come in to talk to me about grades and attendance and things like that.”

“The volunteer aspect’s been very good for our students in that they get out in the community, which feeds into our standard curriculum about teaching people how to get along with others, and interacting with other adults, interacting with agencies and working together.”

In the response to a question about the impact of the program on the school or the individual student participants, one interviewee had the following to say,

“Those students use the skills that they’ve learned, and the different things that they’ve learned regarding relationships and, you know, using resources, reaching out to adults if they need things. So I’ve seen it indirectly that it does affect the community, or the school. I know some girls that have said to me, said things to me about Wise Guys and their boyfriends have been in it”

Five respondents also said that they did not know or did not think that PREP students used more out-of-school resources as a result of their participation in the program. Others expressed their belief that students probably did use out-of-school resources that they became aware of or empowered to access through PREP.

“I believe that some of them do access, when we talk about places where they can get free testing or free condoms, they access those places.”

"I think we've had, especially in the sexuality area, we've had topics that were discussed in class [that] have raised concerns or raise their level of understanding where then they have made contact with our counselors saying 'hey, is there, so how do I get hooked up with this organization? Or that organization?' So we have witnessed that."

On the Students

All the impacts on or changes in the student participants were characterized by respondents as positive. Respondents noticed improvements in students' use of communication strategies, their willingness to ask questions and seek information, and the relationships that students established both with one another and with faculty and staff.

"The kids that are involved in those classes learn to get along with each other. They work on those kinds of skills, and, I believe, I wouldn't have any hard data, but I do believe, I can think of individual cases where it seems like, throughout the school year, kids have less issues, they get along better with others, they seem to know how to resolve their conflicts in a better way."

"The big one (change) that I notice with the kids is that some of the kids that tend to not be as social as other kids really kind of... come out of their shell, if you will. [...] Kids kind of feel more comfortable, the kids beyond who they're in group with, they interact and they're much more social than, you know, we address stereotypes, so, I think it helps them kind of get over this, you know, their stereotypes of other students."

"They're more open. They're not afraid to ask questions. Some of the kids will say, to me, 'Well I wanna talk to Kirsten about that when she comes.'"

These interview excerpts highlight a broader trend across various interview questions that point to the overall positive outcomes of PREP both for individual student participants as well as how those experiences reverberated in the participants' experience outside the context of PREP. Respondents clearly believed that they saw students enacting knowledge and skills they had (at least partially) acquired in PREP in other areas of their lives.

Staff & Community Reception of the Program

Respondents were asked how they believed PREP was received by school staff and by community members. Some respondents indicated that while they were initially worried about potential "pushback" or negative concerns from parents, it turned out to not be a problem. Three respondents even noted that parents, in fact, were supportive of the program.

"Initially, I was like, 'oh god, we're gonna have parents totally flippin' out about this.' But they weren't! There were kids that WANTED to participate because they heard their friends talking about it. And they liked it."

"It's great for the kids, the parents are receptive to it. [...] I didn't have any negative reactions or non-receptiveness to the program from parents either."

"Our parents, obviously we ask for permission to be involved. We have very little pushback as far as if kids wanna be involved, parents are open to that. We don't see a lot of involvement by our parents in the program from that standpoint. On occasion we'll get some positive feedback, we've never had any negative feedback about the program."

A few respondents indicated that faculty or staff were largely supportive, one respondent said they weren't sure and believed that faculty was likely unaware of the existence of the program. Other respondents focused more on the community or parent reaction to the program and did not specifically mention faculty or staff in their response to the interviewer.

"The organization as far as Council Bluffs schools, it's been very receptive. The student family services director who was involved in having Wise Guys started in the Council Bluffs schools, you know, she was very receptive to it. And then we had a new director of student and family services come in, and he's very supportive of the program. And they actually expanded to do, we have a district teen parenting coordinator who works with all the pregnant and parenting teens and she does a prevention group in three out of the four secondary schools. And the school's very receptive. You know, they're supportive, and I hear good things from teachers and administrators frequently about Wise Guys. And I've never heard any negative feedback."

“As far as our school, it’s been received positively. I mean. Everybody seems to like it, they think it’s (inaudible), and they wanna continue to do it.”

Interviewers also asked respondents about whether they had formed any community partnerships through involvement with PREP. Three respondents didn’t believe that had happened (or at least not specifically in connection to PREP), two respondents didn’t answer this particular part of the compound question about program reception by different groups of people, and two said they didn’t know or weren’t sure about any community partnerships. Two respondents spoke specifically and directly about community involvement in relation to PREP.

“Volunteering is part of our regular curriculum. We make our kids do some volunteering but through TOP, we spent more time volunteering with the Humane Society in town. This year they did some tours at the law enforcement center and had some involvement out there, which has brought some spinoff activities for us. I think we had the law enforcement people in to do some things in another class area.”

“Yeah, with our local nursing home. I think they went over, and maybe it was a couple years ago, but I think they’ve been over this year. [...] And then, we have a local florist who donated some of her time to help do some raised garden beds with our kids. And so teaching them some different gardening skills, and how to have some healthy eating, or, I guess all of that. And then, she’s invited us out to see her stuff. [...] So now, outside of the TOP program, over the summer, we’ll be able to take our kids out to where she’s at.”

Perception of the Program as Successful

Every respondent interviewed indicated that they believed the program was successful. Some mentioned planning to continue or expand their existing offering. Additionally, all respondents answered in the affirmative to a question about whether they would recommend the program. Across the answers to these two questions, participants mentioned some specific aspects or qualities of the program that they particularly appreciated including its specific relevance to adolescents, the importance of a knowledgeable and flexible facilitator, and that they have witnessed students implementing communication and relationship techniques they learned in PREP.

“We’ve seen a positive response from our kids. That they’re respectful even, you know, to our facilitators that come in. They’re always gonna have some of their issues because we are working with a (rougher) population of students. But, when we see those little glimpses of positiveness in them, we just, you know, it’s good to see that because. They’re gaining other skills too.”

“Yes. [...] I just think it’s a great program for kids. And we have great facilitators that have made it that way. So it’s been great at our school. It is the only standing group that I will, so far back there have been several tried, but this is the one that I will support. If someone asks me, I will tell them.”

Implementation

Factors that Facilitated Program Implementation

There seemed to be very little consensus among respondents in regards to what factors eased their implementation of the program. Three respondents mentioned scheduling issues including the flexibility of the facilitator as an important factor in facilitating program implementation. Two respondents mentioned that their familiarity with the program made it easier to manage. Four respondents indicated that qualities of the program or the facilitator were key in implementing the program. They pointed to specific characteristics of the facilitator like professionalism, patience, flexibility, and organization. Some also mentioned things like the fact that the facilitator was not a regular member of the faculty or staff in the institution and that the curriculum was well organized and ready to be implemented.

Challenges of Implementation

There was considerably more consensus about what challenges there were in implementing PREP. Six of the nine respondents pointed to scheduling and logistics as the primary or only challenge

they faced. They discussed the difficulty of coordinating student schedules in ways that maximized attendance and minimized their absences from other classes or activities, having to change meeting rooms in order to accommodate schedules, and making sure that the facilitator had adequate time.

"I would say scheduling is probably the most difficult because we rotate class periods so that the kids don't miss the same class period all the time. And, actually, more so the the length of time the group needs to be held for."

"Just the fact that we, unfortunately, we had to move rooms every time. That might've had a little bit of an impact, but not huge. It was just something beyond our control but otherwise I don't see anything else that made it challenging. [...] there was a few kids in the beginning that were identified that they chose not to participate, only because they did not want to miss the class period, just the way their schedules worked out."

Other challenges noted by respondents related to classroom management and discipline as a result of the facilitator not being trained in this particular area and challenges in getting parents to return permission slips allowing students to participate. One participant said that they did not notice any particular challenges to implementing the program.

Facilitators

Nearly every respondent described the facilitators in ways that highlighted their likeability or approachability, not only from a student standpoint but also from an institutional perspective. No respondent mentioned any negatives or challenges related specifically to facilitators. One of the most frequently-mentioned positive qualities about facilitators included their good organization, preparation, and professionalism. Several respondents noted that the facilitator's flexibility made them easier to work with. Other positive qualities noted by respondents included that the facilitators were efficient, knowledgeable, passionate, consistent, reliable, friendly, and were able to establish positive relationships with students. While respondents did not explicitly say so, it became clear both from the answers to this specific question as well as other interview responses that the facilitators were key components in both being able to implement the program as well as in producing positive outcomes.

"Quite honestly, the two leaders are fabulous. I can always count on them, they're consistent, they're here when they say they're gonna be here."

"She's super easy to work with. She keeps us continuously involved, wants our opinions and thoughts about what we think the kids will respond to. And then gives us also ideas on what she's noticed during facilitation."

"He is very, very approachable. Very open, very friendly. Organized. He's just, he's very good at it."

"I love what they do and he really tries to get the kids to talk about stuff where it's, I'm not sure I could, I couldn't implement, I could not facilitate, I would not be that comfortable."

Changes to the Program

When asked about any changes that had been made to the program, respondents who noted any changes at all mostly referred to issues of scheduling and involvement with more rigorous program evaluation. A few mentioned changes in the facilitator or the facilitator's schedule as specific changes related to PREP.

Program Monitoring

Five respondents indicated that they were aware of some kind of program monitoring taking place while the remaining four respondents weren't sure or didn't know. Those who answered in the affirmative mentioned various types of program monitoring including direct observations, outside agencies like Mathematica conducting large-scale comprehensive monitoring, focus groups, and feedback solicited from the participants by the facilitator.

Advice for Other Potential Program Adopters or Users

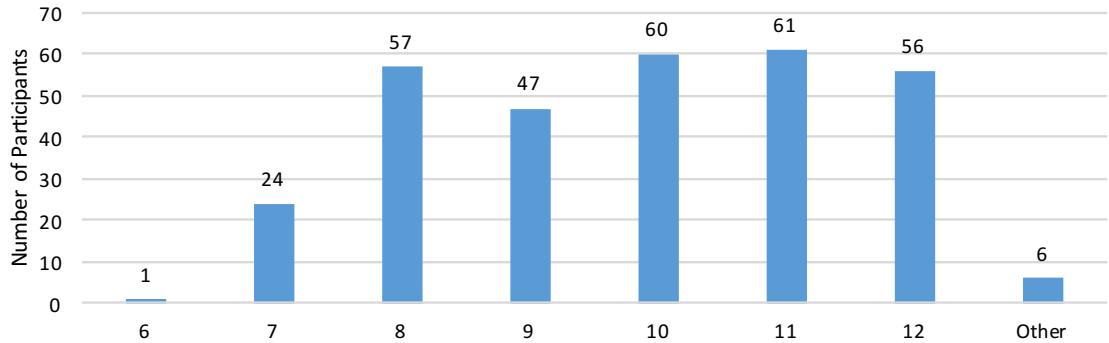
The general trend in response to a series of questions about advice respondents would give to administrators, staff, potential student participants, or funders was that an openness to and familiarity with the program was likely to demonstrate its benefits. In various places throughout the interview, some respondents indicated that they only wished the program could expand to reach more (or all) students at their institution.

“One of things, if at all possible, is try to get more of the students involved. You have to almost make it required to start with but after they get goin’, typically you don’t have to, you know, require it. You know they, they enjoy their time, typically.”

Participant Entrance Survey

Three hundred fifteen participants completed the PREP Participant Entrance Survey. Of those participants, 235 participants were male and 77 were female while three did not respond to the gender question. Participants' ages ranged from 11 to 20 years of age with an average age of 15.28 years. Figure 1 shows the grade distribution of the participants.

Figure 1: PREP Participants Entrance Survey by Grade



Eighty three participants indicated Hispanic ethnicity, 222 participants indicated they were non-Hispanic while ten participants did not respond to the ethnicity question. Figure 2 shows the Hispanic participants' response to the ethnicity question while Figure 3 shows the participants' responses to the race question.

Figure 2: Hispanic PREP Participants Entrance Survey by Ethnicity

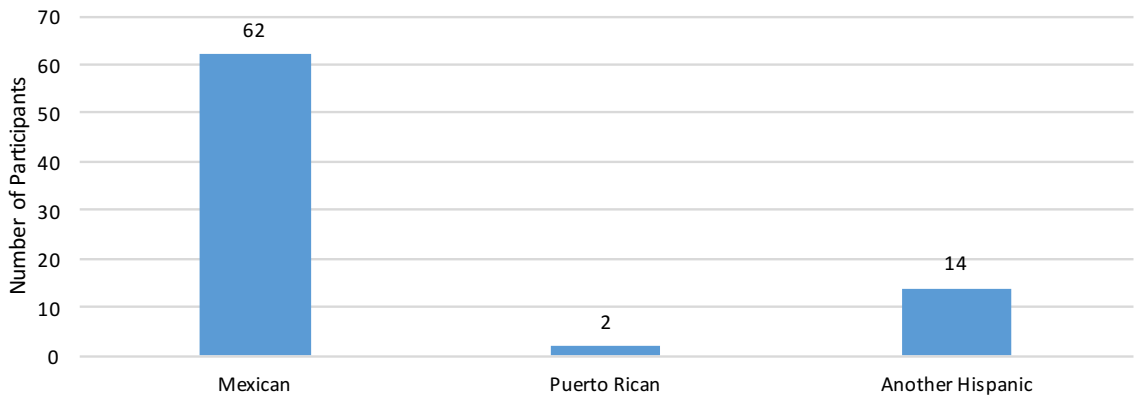
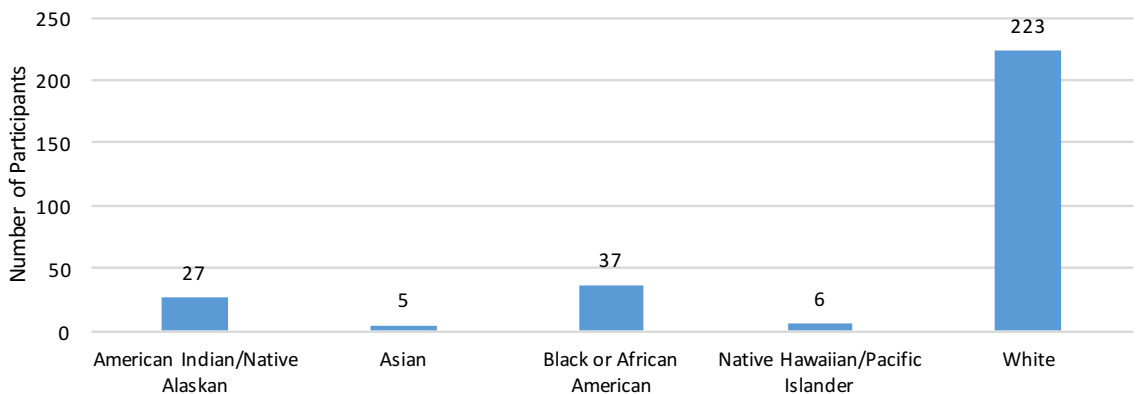


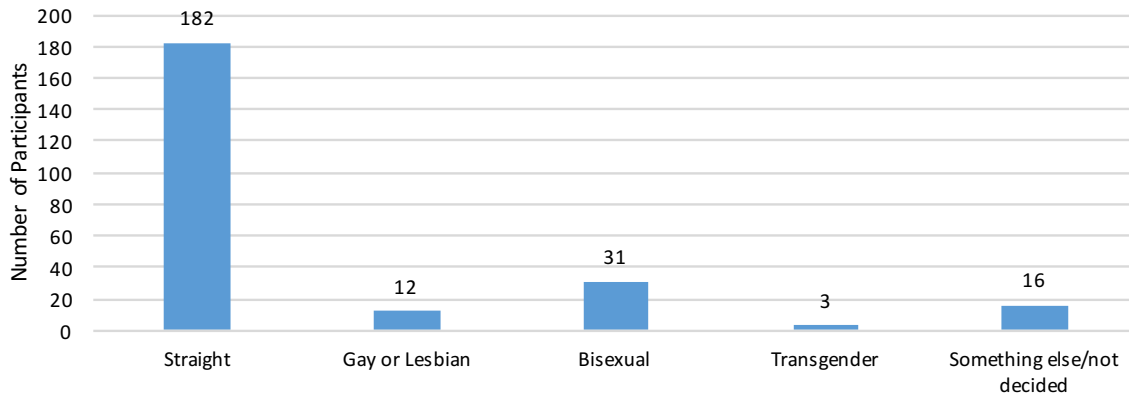
Figure 3: PREP Participants Entrance Survey by Race



Furthermore, 182 participants responded that they identified as straight, 12 responded that they identified as gay or lesbian, 31 responded that they identified as bisexual, and 16 responded

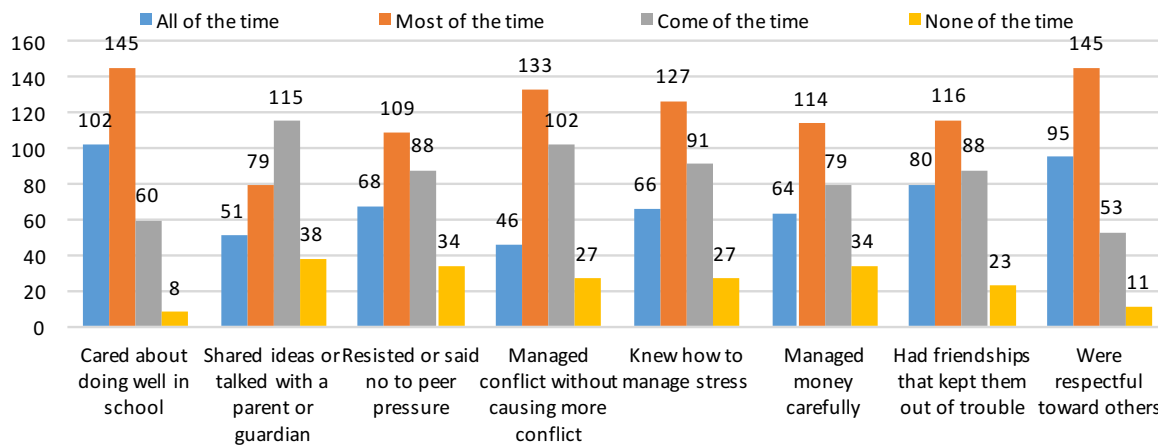
something else/not decided, while 81 were exempt from the sensitive questions (Figure 4). Finally, three students identified as transgender.

Figure 4: PREP Participant Entrance Surveys by Sexual Orientation



PREP participants were asked eight non-sensitive questions and responded to each question with either “All of the time (3)”, “Most of the time (2)”, “Some of the time (1)”, or “None of the time(0)”. The participants’ responses to the eight questions are shown in Figure 5.

Figure 5: PREP Participants’ Responses to Non-Sensitive Questions



Participants were also asked seven sensitive questions. Of the students who responded to the sensitive questions, 137 participants had intercourse at least once in their lives while 92 had never had intercourse. Of the 137 participants who had intercourse, 31 had been pregnant or had impregnated someone else. Twenty one participants had been/gotten someone pregnant one time while eight had been/gotten someone pregnant two times, and one participant had been/gotten someone pregnant three or more times. In the past three months, 26 participants did not have intercourse, 71 had intercourse with one person, 22 had intercourse with 2-3 people, and 16 had intercourse with four or more people. Figure 6 shows the number of participants who intend or do not intend to have intercourse in the next six months. Figure 7 shows the participants use of birth control and condoms in the past 3 months. There were no significant differences between male and female participants for the responses shown in Figures 6 and 7.

Figure 6: PREP Participants' Intentions to Have Intercourse in the Next 6 Months

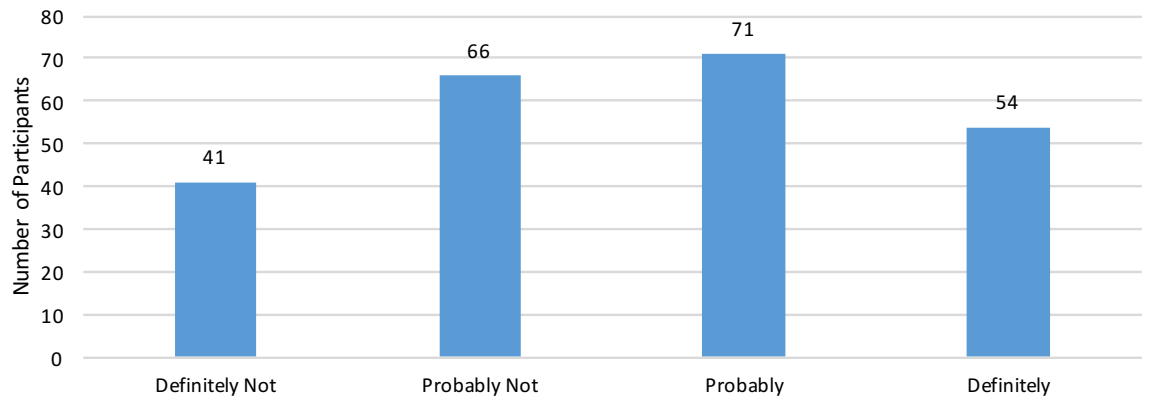
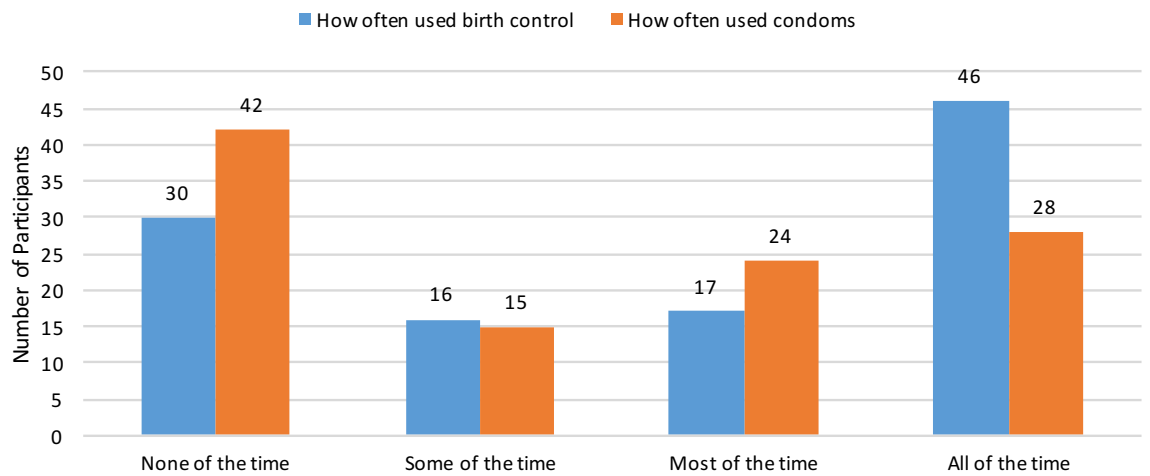


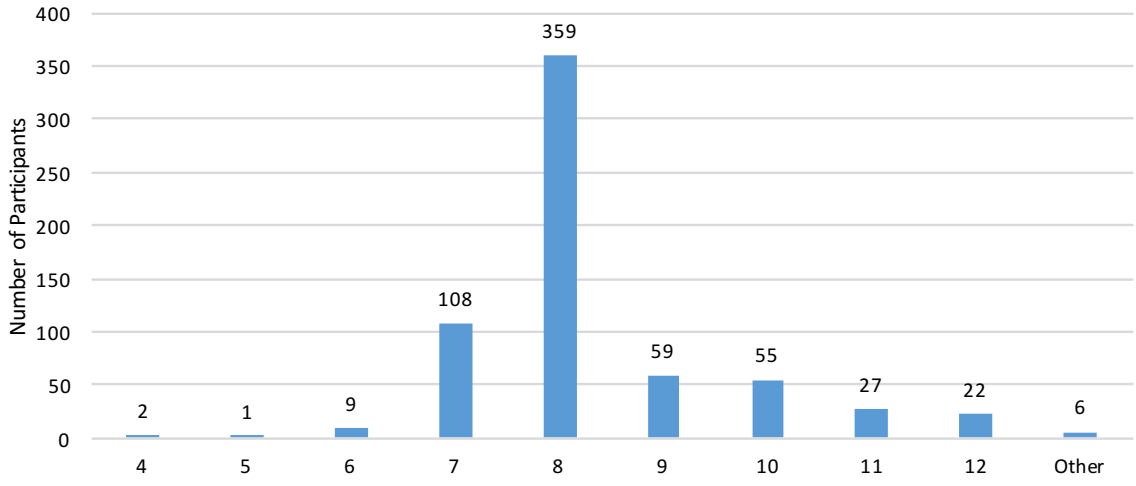
Figure 7: PREP Participants' Use of Birth Control and Condoms Over the Past 3 Months



Participant Exit Survey

Six hundred fifty three participants completed the PREP Participant Exit Survey. Of the participants, 442 were male and 197 were female while fourteen did not respond to the gender question. Participants' ages ranged from 10 to 21+ years of age with an average age of 13.98 years. Figure 8 shows the grade distribution of the participants.

Figure 8: PREP Participants Exit Survey by Grade



Two hundred thirty four participants indicated Hispanic ethnicity, and 394 participants indicated they were non-Hispanic while 25 participants did not respond to the ethnicity question. Figure 9 shows the Hispanic participants' response to the ethnicity question while Figure 10 shows the participants' responses to the race question.

Figure 9: Hispanic PREP Participants Exit Survey by Ethnicity

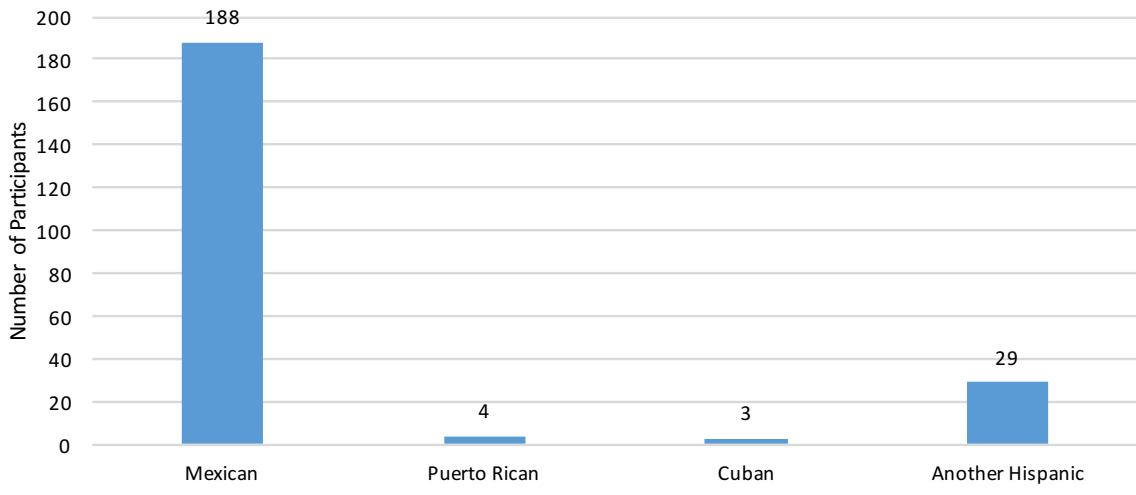
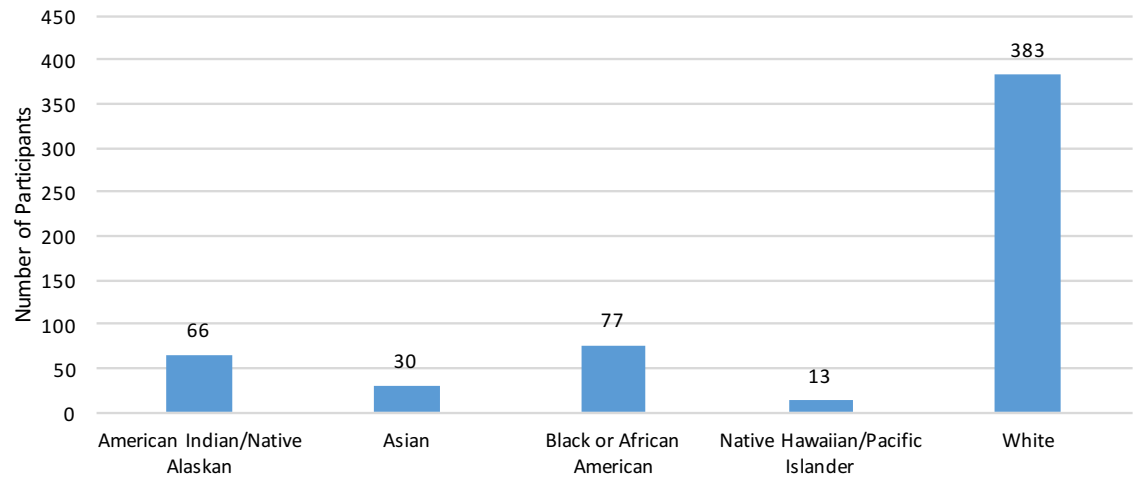
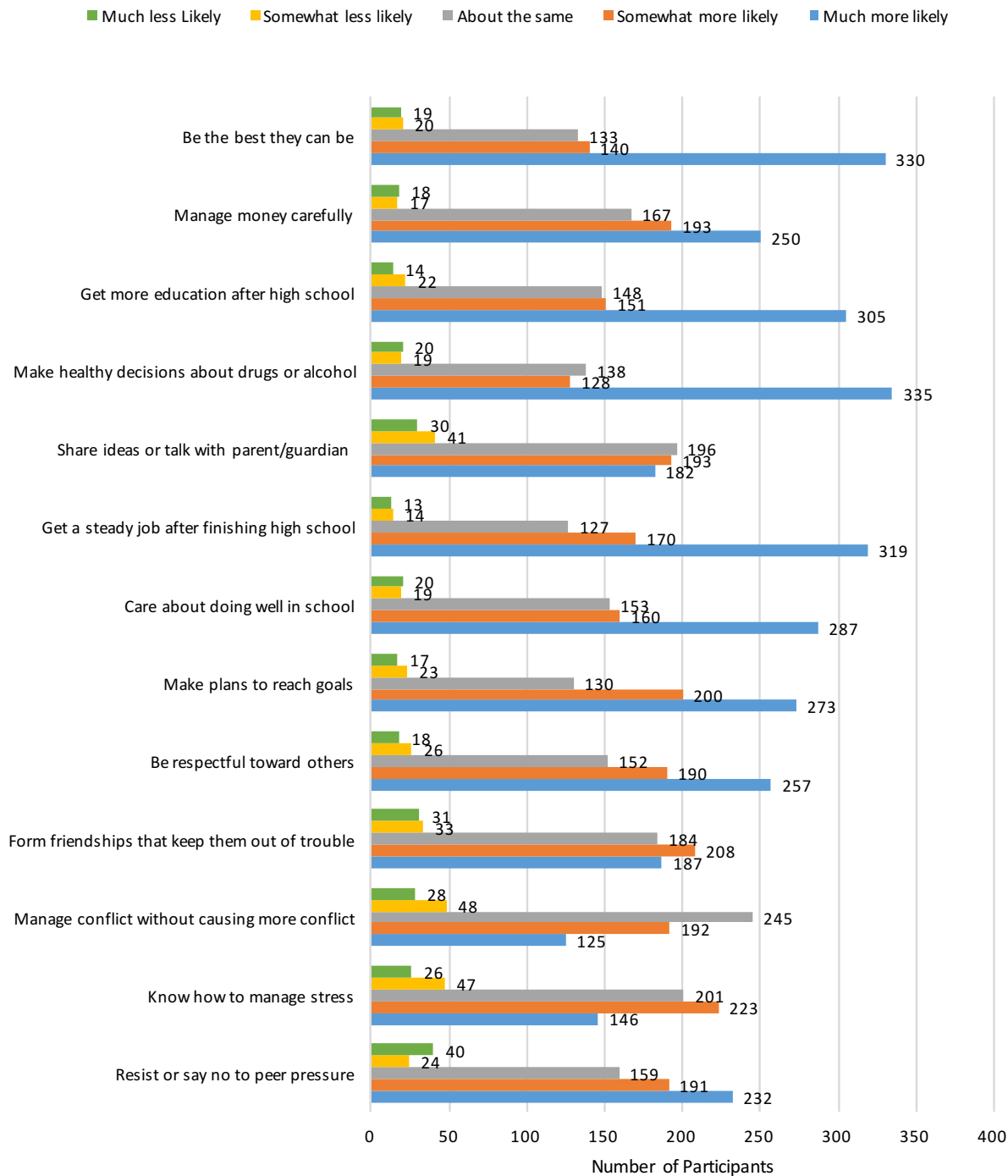


Figure 10: PREP Participants Exit Survey by Race



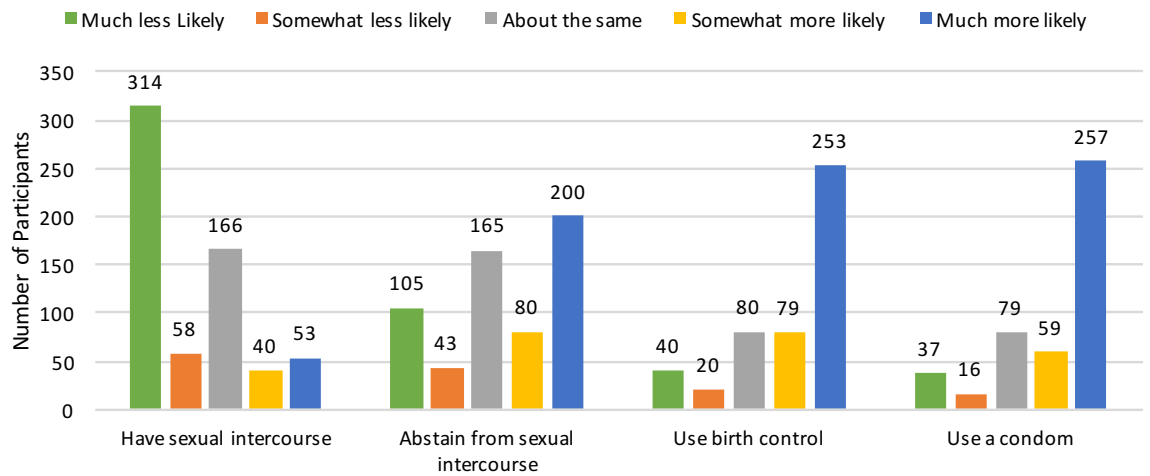
Participants were asked 13 questions to assess the perceived program effects and responded “Much more likely (5)”, “Somewhat more likely (4)”, “About the same (3)”, “Somewhat less likely (2)”, or “Much less likely (1)”. The participants’ responses to the 13 questions are shown in Figure 11.

Figure 11: PREP Participants' Responses to Perceived Program Effects



Participants were also asked four questions to assess the response to the program and responded either “Much more likely (5)”, “Somewhat more likely (4)”, “About the same (3)”, “Somewhat less likely (2)”, or “Much less likely (1)” with questions about contraception also having an option for “Will abstain from intercourse (0)”. The participant’s responses to the four questions are shown in Figure 12.

Figure 12: PREP Participants' Response to Program Intention in Next 6 Months



Participants were asked eight questions to assess the response to program and responded either “All of the time (5)”, “Most of the time (4)”, “Some of the time (3)”, “A little of the time (2)”, or “None of the time (1)”. The participants’ responses to the eight questions are shown in Figure 13.

Figure 13: PREP Participants' Response to Program

