



Building the Evidence Base for Teen Pregnancy Prevention Programming

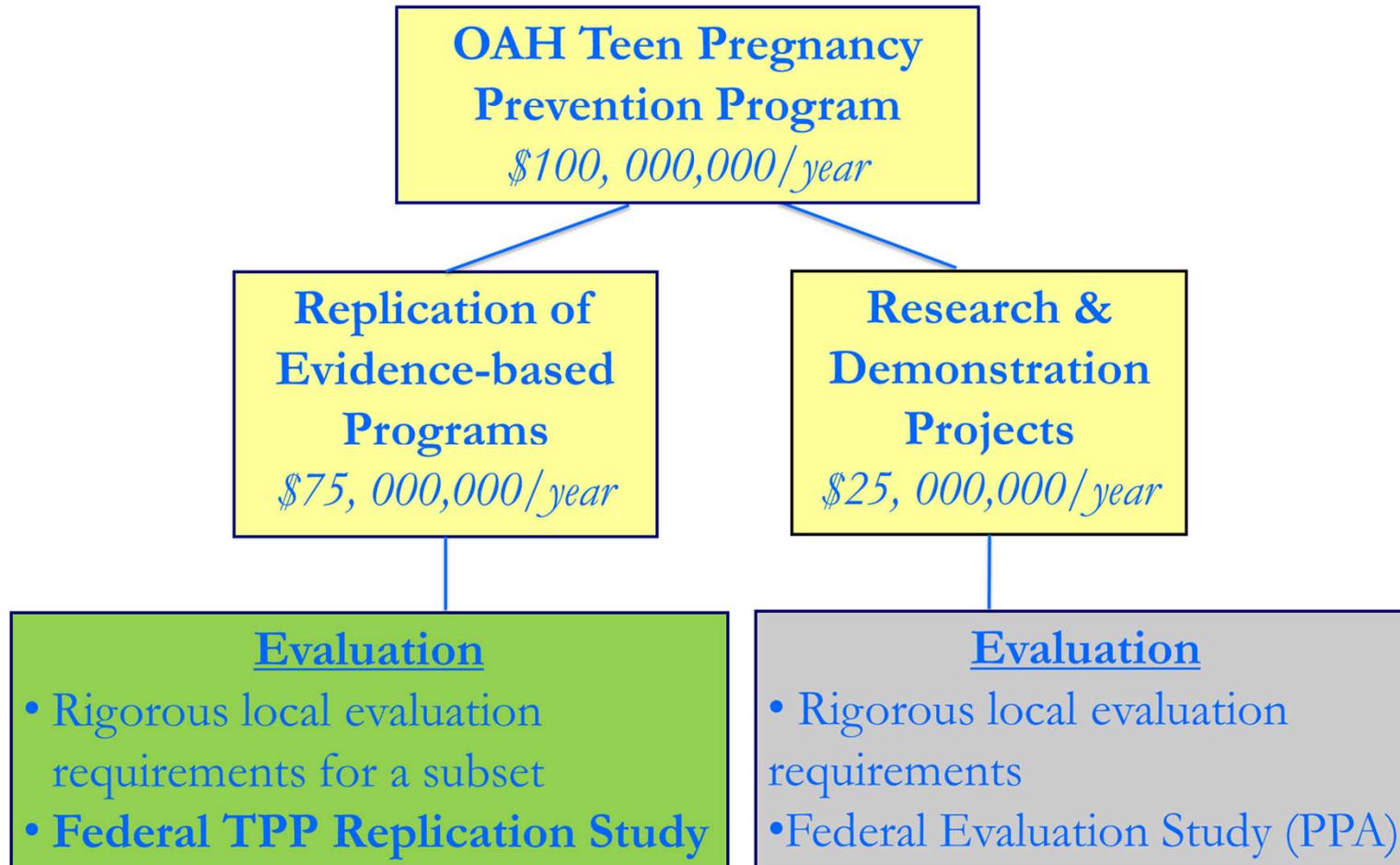
Evaluating Innovation and Replication

October 19, 2013

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American Evaluation Association Conference
Washington, D.C



Teen Pregnancy Prevention Initiative



Tier 1 – Replication Evaluations



- Generate evidence about generalizability of program effectiveness
- Provide updated information about effectiveness
- Expand evidence about these programs, often tested only once before
- Series of rigorous experimental design evaluations (both local and federal)

Tier 2 – Research and Demonstration



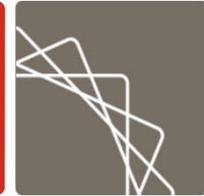
- To support research and demonstration programs that will develop, replicate, and test additional models
- Includes innovative or untested programs as well as those with less rigorous evidence of effectiveness
- Rigorous local and federal evaluations

Federal Evaluations



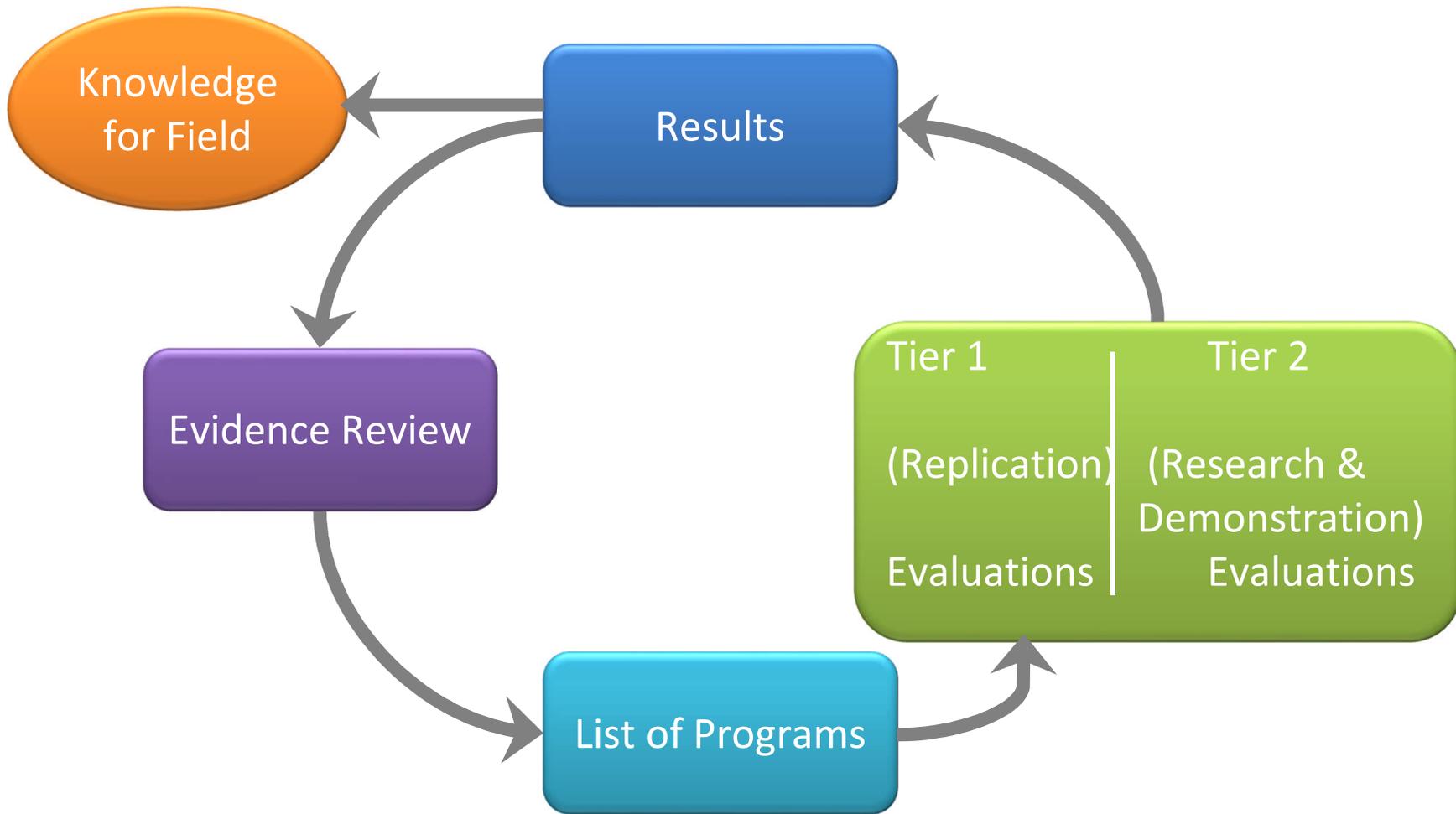
- Teenage Pregnancy Prevention (TPP) Replication Study
- Evaluation of Adolescent Pregnancy Prevention Approaches (PPA)
- Evaluations of other state programs (PREP, Pregnancy Assistance Fund) and community-wide interventions

Common Elements Across Evaluations



- Standard set of core behavioral outcomes
- Standard measurement of core implementation outputs (dosage, adherence to fidelity standards)
- Same guidance and process for adaptations – requires identification of core program components and provides assurance of what is being tested

Evidence-Building Cycle





**BOLD
THINKERS
DRIVING
REAL-WORLD
IMPACT**





Evaluating an Innovative Program

The Teen Prevention Education Program (Teen PEP) in North Carolina

Carolyn Layzer
Abt Associates Inc.



Acknowledgements



- Funding from USDHHS, OAH - grant number TP2AH000018
- Views of authors
- Client: Center for Supportive Schools (formerly Princeton Center for Leadership Training, PCLT), Principal Investigator: Dr. Sherry Barr
- Evaluation Collaborators: Lauren Rosapep, Nicole Brooke, Meredith Kelsey – Abt; and HiTOPS Implementation Manager: Rodney Crownover

Research & Demonstration Level



- Teen Pregnancy Prevention Program (TPPP)
- This tier: to evaluate promising strategies to reduce teen pregnancy & related risk behaviors
- One of 19 programs funded
- Federal Adolescent Pregnancy Prevention Approaches (PPA) evaluation → program impacts
- Abt evaluation → **implementation study**

Background on Teen PEP



- Developed, launched, widely used in NJ
- Brought to NC
- Proposed & implemented as part of TPP in NC (currently starting 3rd cohort implementation)
- Peer Education Model
- No experimental evaluation prior to TPP grant; limited quasi-experimental design evidence (1 matched comparison study, in NJ)

Peer Culture

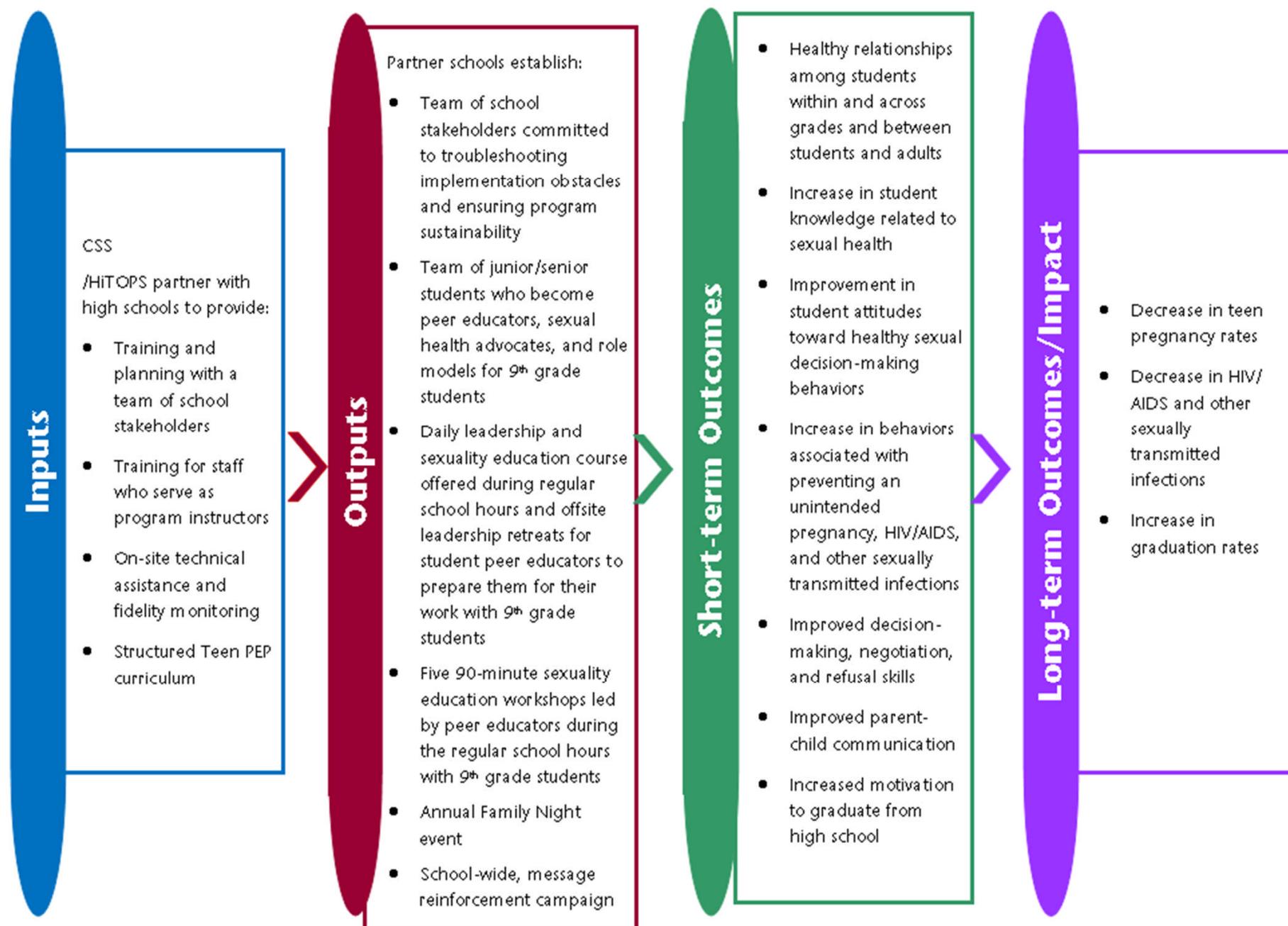


- *Heard on Rock Creek Park path this morning:*

“[unintelligible]...lots of good food and sex...”

“[unintelligible]...an’ I’m really focused on graduation...”

TEEN PREVENTION EDUCATION PROGRAM (TEEN PEP) LOGIC MODEL

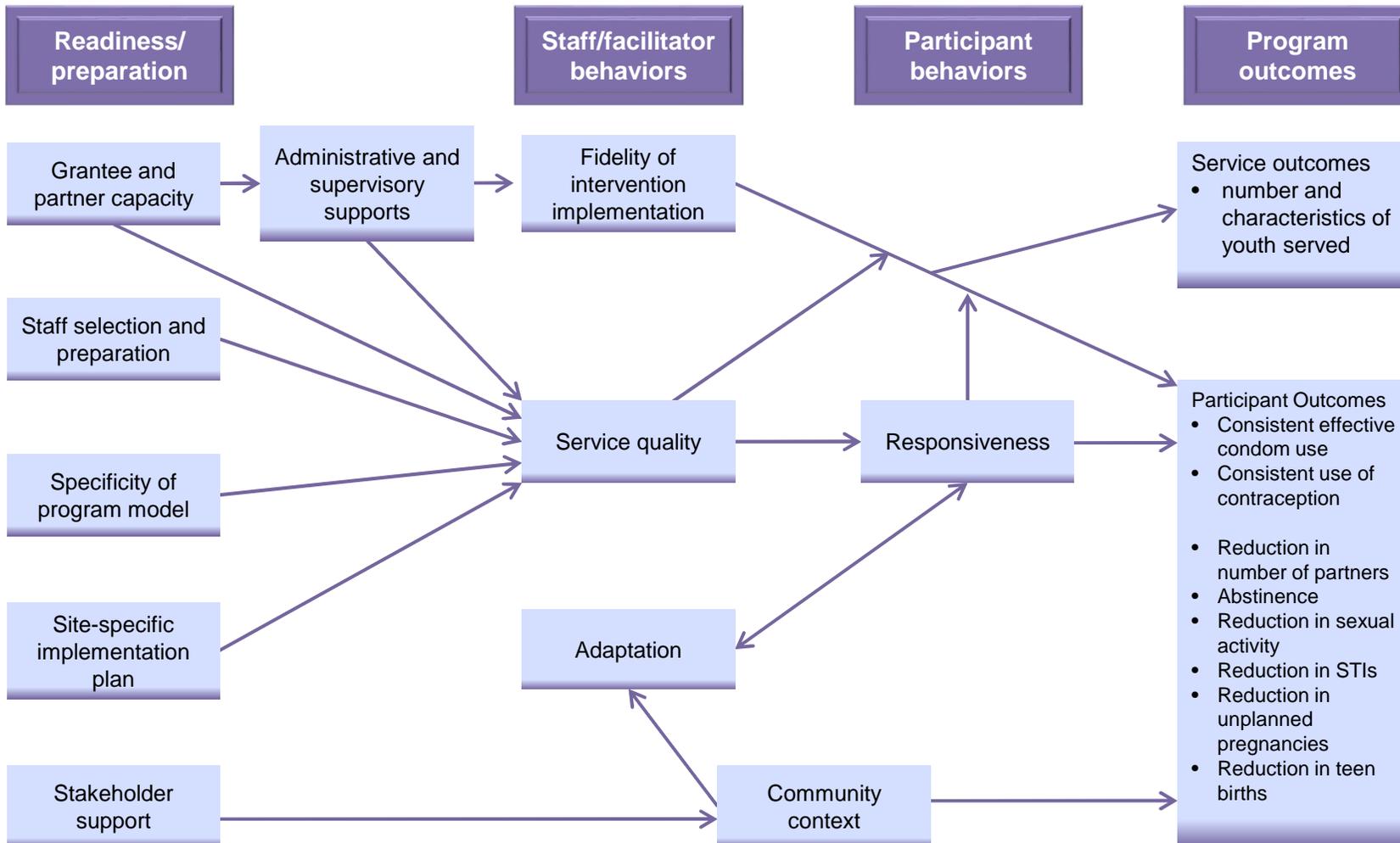


Research Questions for Implementation Study



- **How** was Teen PEP **implemented** in North Carolina? Were core program components implemented, according to the program's logic model?
- **How** did participants (adult and youth) **respond** to the program?
- What were the **perceived benefits** of program participation among the target population (9th grade students)?

Evaluation Framework



Setting & Populations

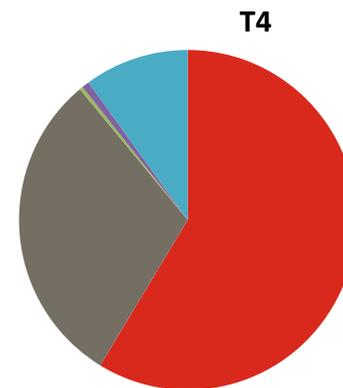
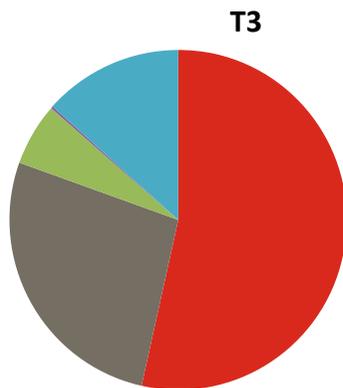
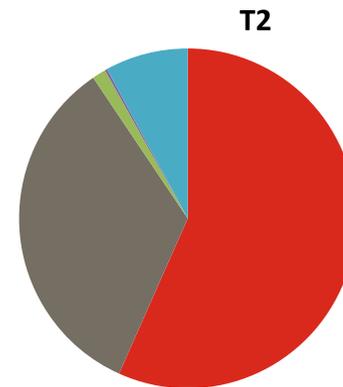
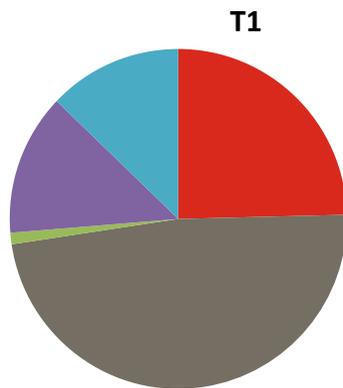


- Schools in NC (4 Tx, 3 C in cohorts 1 & 2; target: 12 schools total—will be 7 Tx, 5 C)
- Workshop participants: 799 ninth-grade participants in first 2 cohorts; 3rd cohort currently being recruited (5 schools)
- Peer educators: 62 junior and senior students
- School stakeholder teams (4 program schools, 3 control group schools)

Populations – Race, ethnicity



- Treatment Group Demographics (fairly similar)

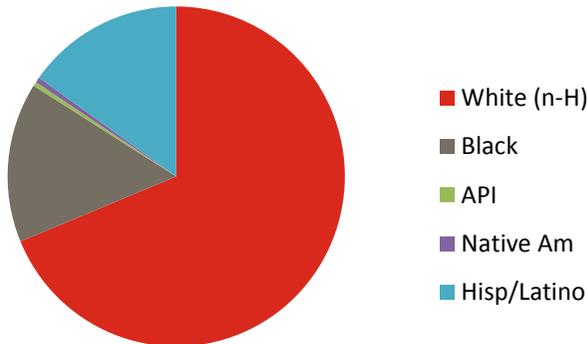


Populations – Race, ethnicity

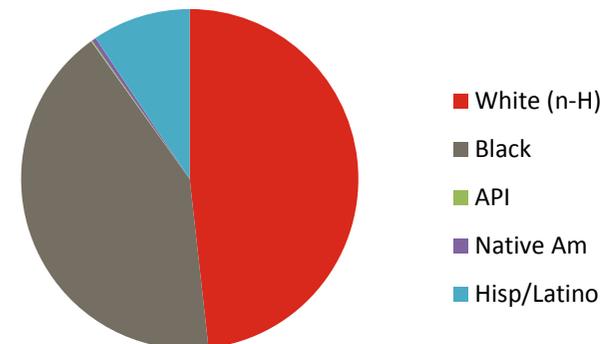


- Control Group Demographics (more W than Tx grp)

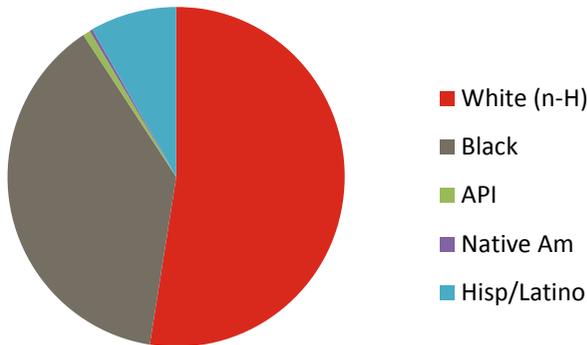
Control 1



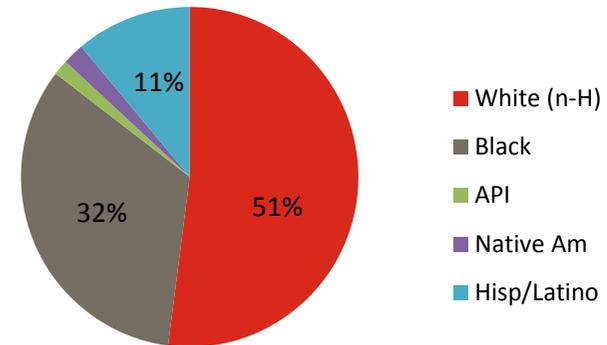
Control 3



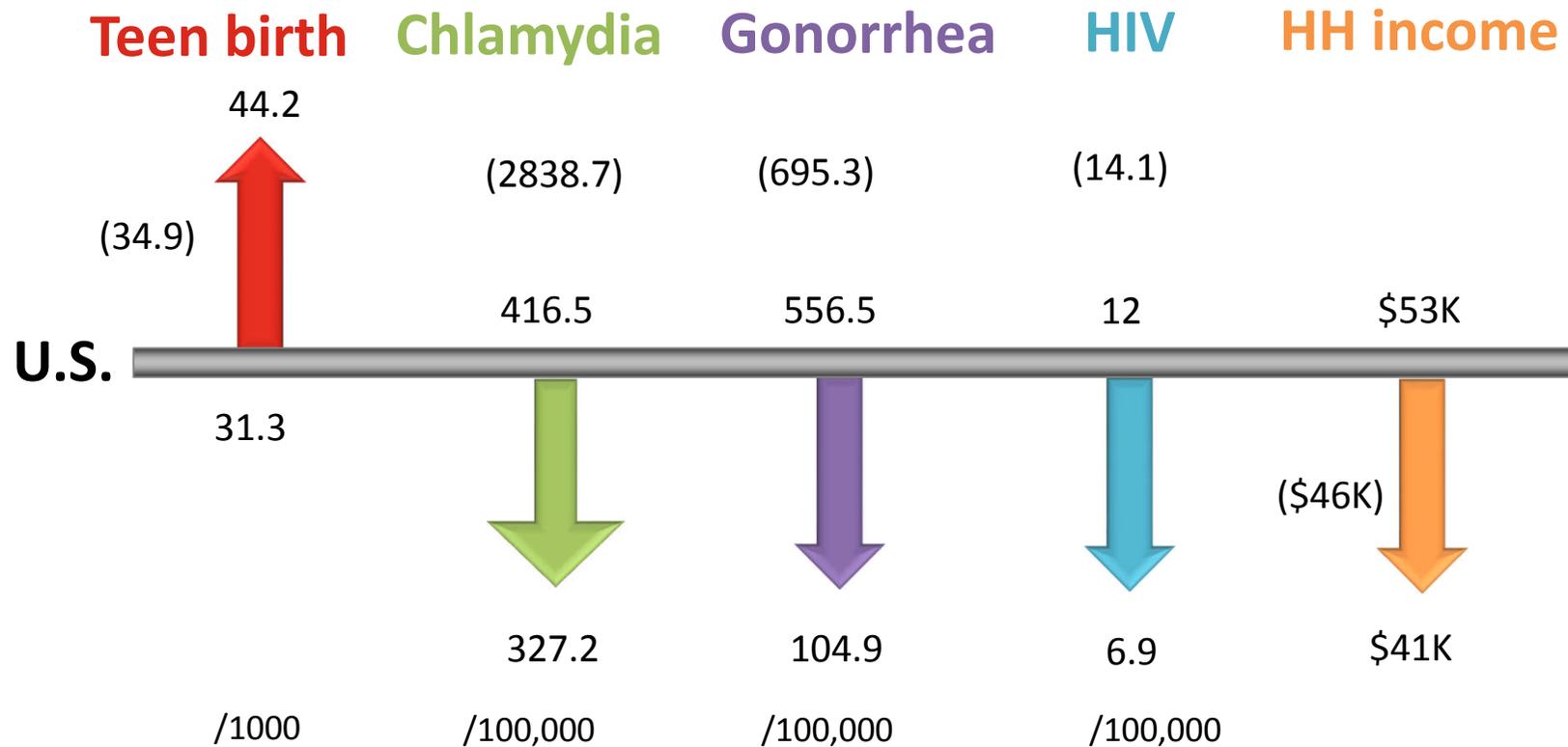
Control 2



Average (all 7)



Populations – Risk Levels



Measurement Tools



- Qualitative
 - Abt’s qualitative inquiry tools
 - Grantee’s own formative evaluation measures (workshop evaluations, end-of-workshop evaluation)
- Survey (PPA study)
- Performance Measures (fidelity, “quality”, attendance, demographic data on participants – collected by grantee and reported to OAH)

Emphases and Uses of Evaluation Data: Innovative/Untested Program Stage

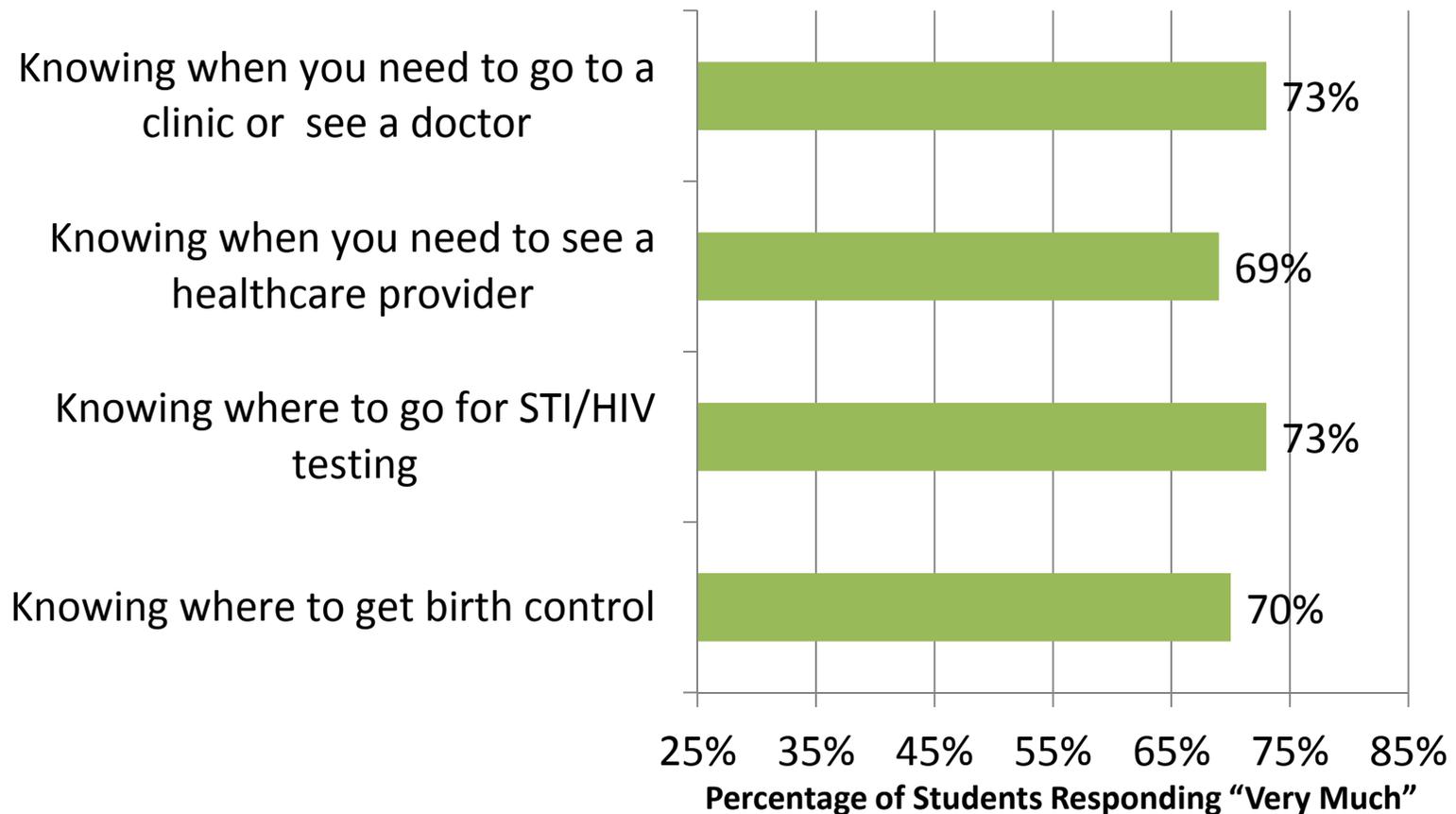


- Formative (grantee/client)
- Explanatory (later, in conjunction with impact study)
- Illustrative (future implementers/interested schools or districts)

Changes in Information/Knowledge (Sexual Health)



Perception of Teen Pep's Impact Reported by 9th Grade Participants: "How much has Teen PEP helped you in each of the following ways? (Very much, somewhat, or not at all)"



Cognitive and Behavioral



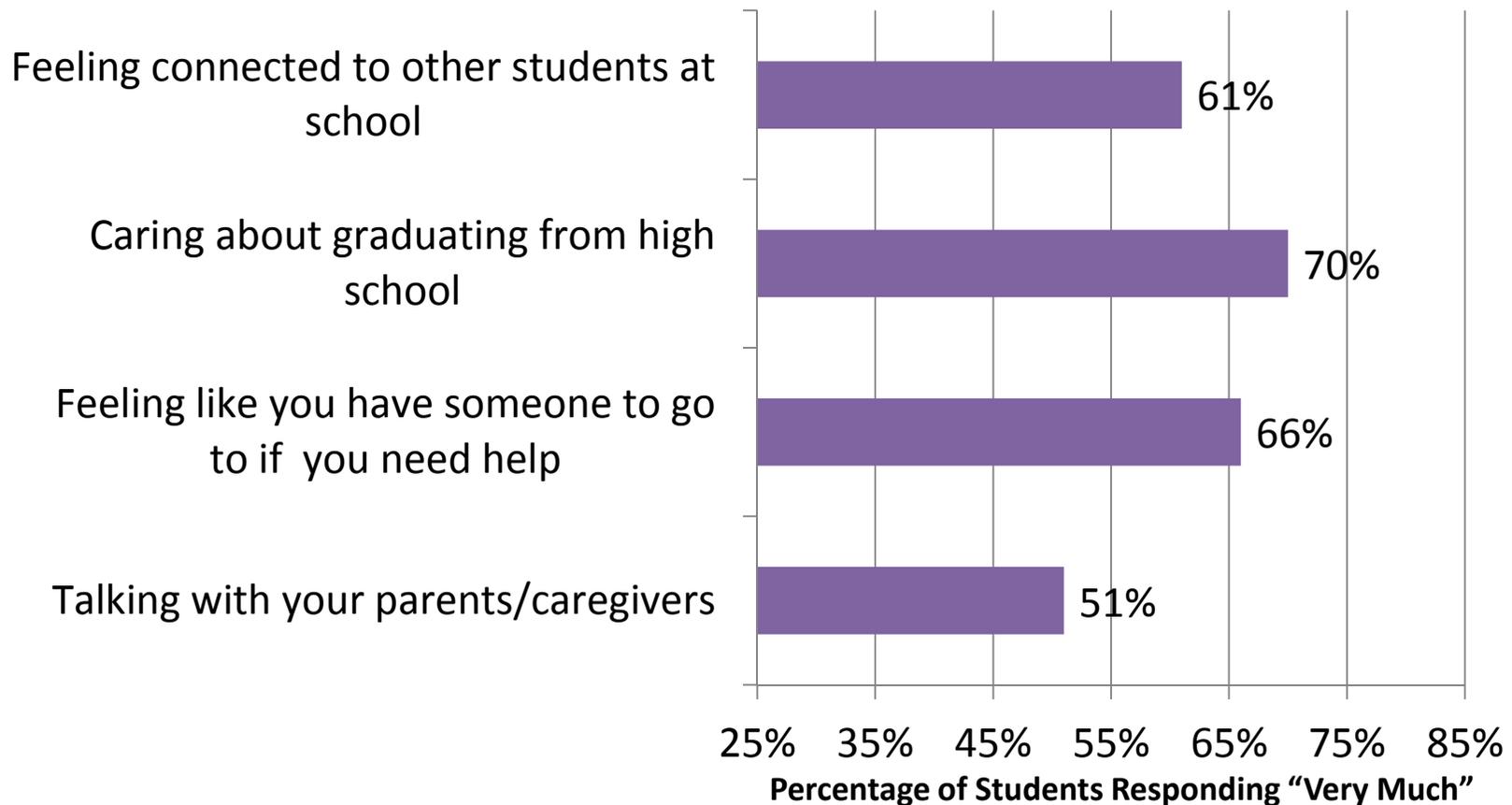
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Connectedness and Self-Concept



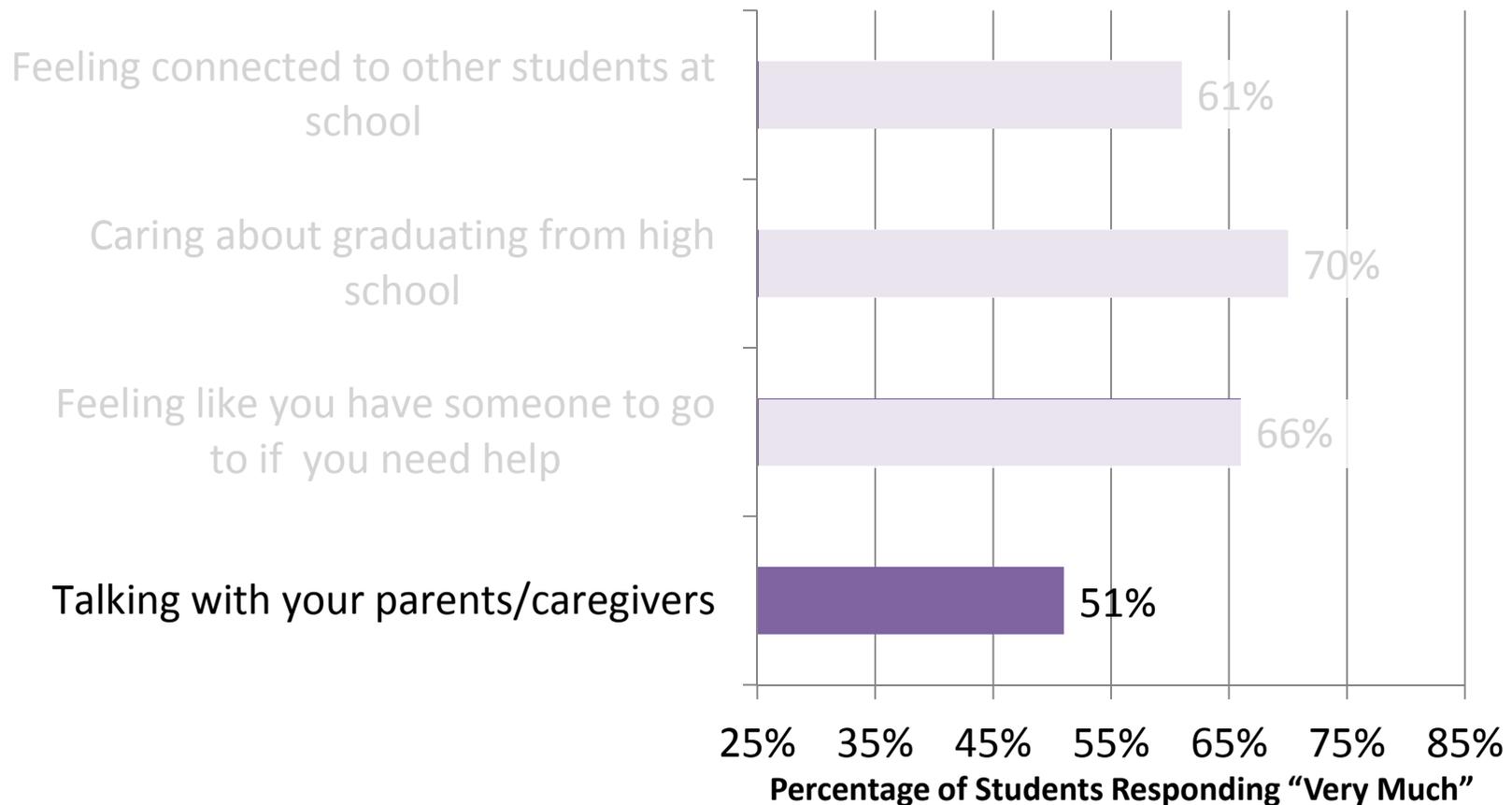
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Connectedness and Self-Concept



Perception of Teen Pep's Impact Reported by 9th Grade Participants: "How much has Teen PEP helped you in each of the following ways? (Very much, somewhat, or not at all)"



Perspectives of Stakeholders and Workshop Participants



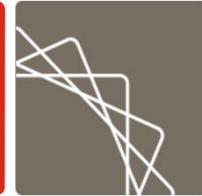
- Stakeholders: Identified areas of uncertainty about program; praise for training, on-site support, and quality of materials; value of program for their setting
- Adult Workshop Participants: Very positive about program, supportive of message and approach, pleased with youth performance

Challenges & Limitations



- Access to counterfactual condition
- Challenges in keeping control group schools engaged
- Needs companion rigorous impact study

Implications for this stage



- Close relationship between client (developer) and evaluation team(s) – strengths and challenges, limitations
- Client's/Developer's need for information; use of information
- Need larger number of sites – guard against false attribution
- Still needs impact findings – ditto

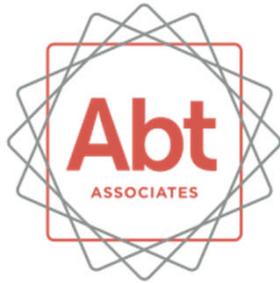
Questions?





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Evaluating a Single Replication

The Teen Outreach Program in Hennepin County, MN

Kim Francis, Abt Associates



Overview of Presentation



1. Evaluation objective and context
2. Brief tour of the evidence review standards
3. Evaluation approach
4. Key challenge and implications

Evaluation Priorities



Deepen evidence
base on one EBP

Answer questions
important to grantee



Fidelity standards ♦ *Evaluation evidence standards*



Hennepin County, MN

31 schools

7th - 12th grade

Traditional, charter,
alternative

3 CBOs & 12 staff

~90 TOP™ classes or
“clubs”/year

Age 14 (mean)

54% female

16% Hispanic

36% African American

29% White

19% Two or more races

13% Asian

25% ever had sex at
baseline



Classroom lessons

(25 weekly meetings for 9 months)

Community service learning (20 hours)

Youth development

Positive adult guidance/support
Youth choice
Pro-social/Safe space
Values neutral

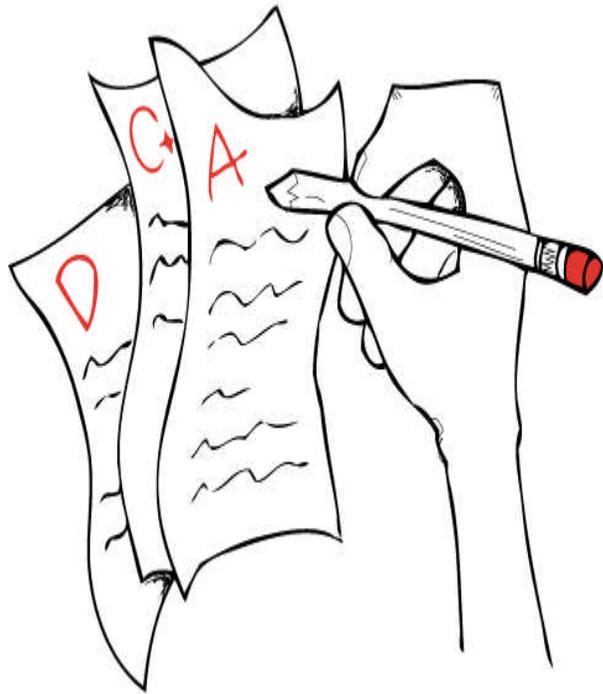
Goals

Healthy Behaviors
Life Skills
Sense of Purpose

Evidence Review Standards



High Moderate Low



Design

Attrition

Baseline equivalence

Re-assignment

Confounding

http://www.hhs.gov/ash/oah/oah-initiatives/teen_pregnancy/db/eb-programs-review-v2.pdf

Approach for Single Replication



Impact study



*“We know there is evidence suggesting that TOP works, but does it work **here** at this **scale**?”*

Implementation study



*“To what extent was TOP implemented with **fidelity**?”*
*“**What does it take** to implement TOP with fidelity in this setting?”*

Impact Study Outcome Areas



Increase school attachment &
success

Increase self-efficacy
& civic awareness

Decrease sexual risk-taking
behaviors*

Design and Data Sources



Impact	Implementation
<ul style="list-style-type: none">• Cluster random assignment (teachers)• Stratified by school• Two student cohorts n = 1,644• Youth surveys --short- & longer-term follow-up	<p>Dosage and fidelity to model</p> <p>Youth perspective</p> <p>Staff perspective</p> <p>Counterfactual</p>



Meeting the Attrition Standard

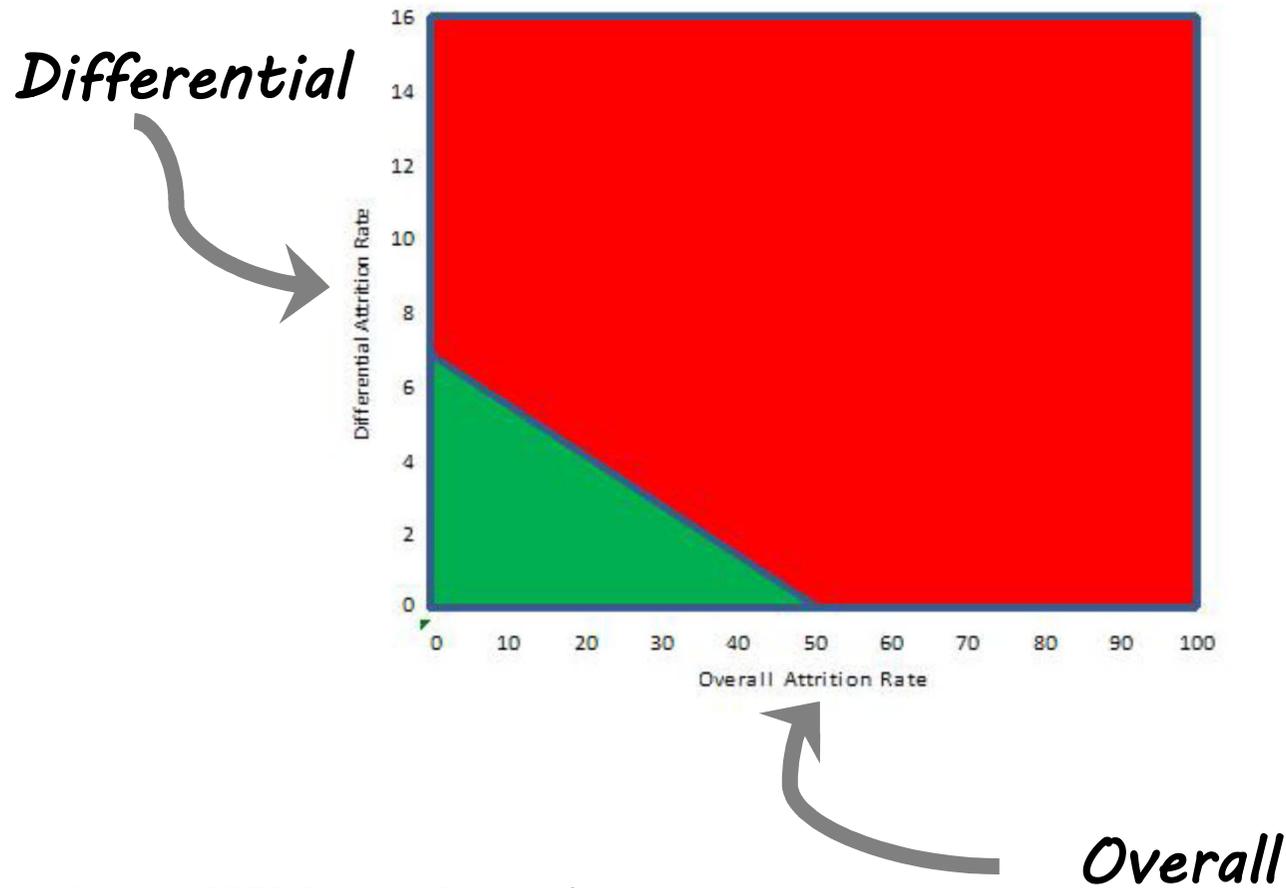
(1) Highly mobile sample.

(2) How random assignment is implemented.

Sample = students expected to participate in the study **as a result of random assignment** - not as a result of consent.

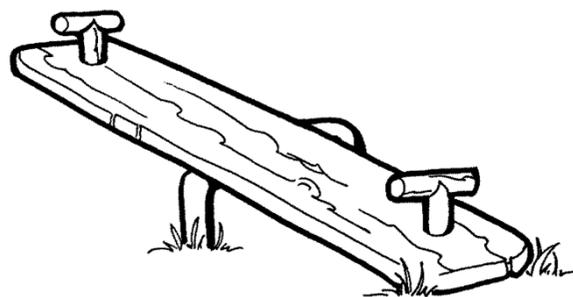
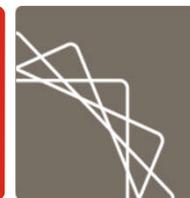
Randomize cluster → students in clusters → consent (subset)

Attrition Standard



Source: PPER Review Protocol, 2012

Our Experience



Design decisions have implications for meeting evidence standards

Ongoing balance between resources and rigor

Intermediary/grantee fills crucial role as TA provider

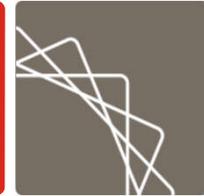


Evaluating Multiple Replications: The Federal Replication Study of the Teen Pregnancy Prevention Program

Meredith Kelsey
Abt Associates, Inc.

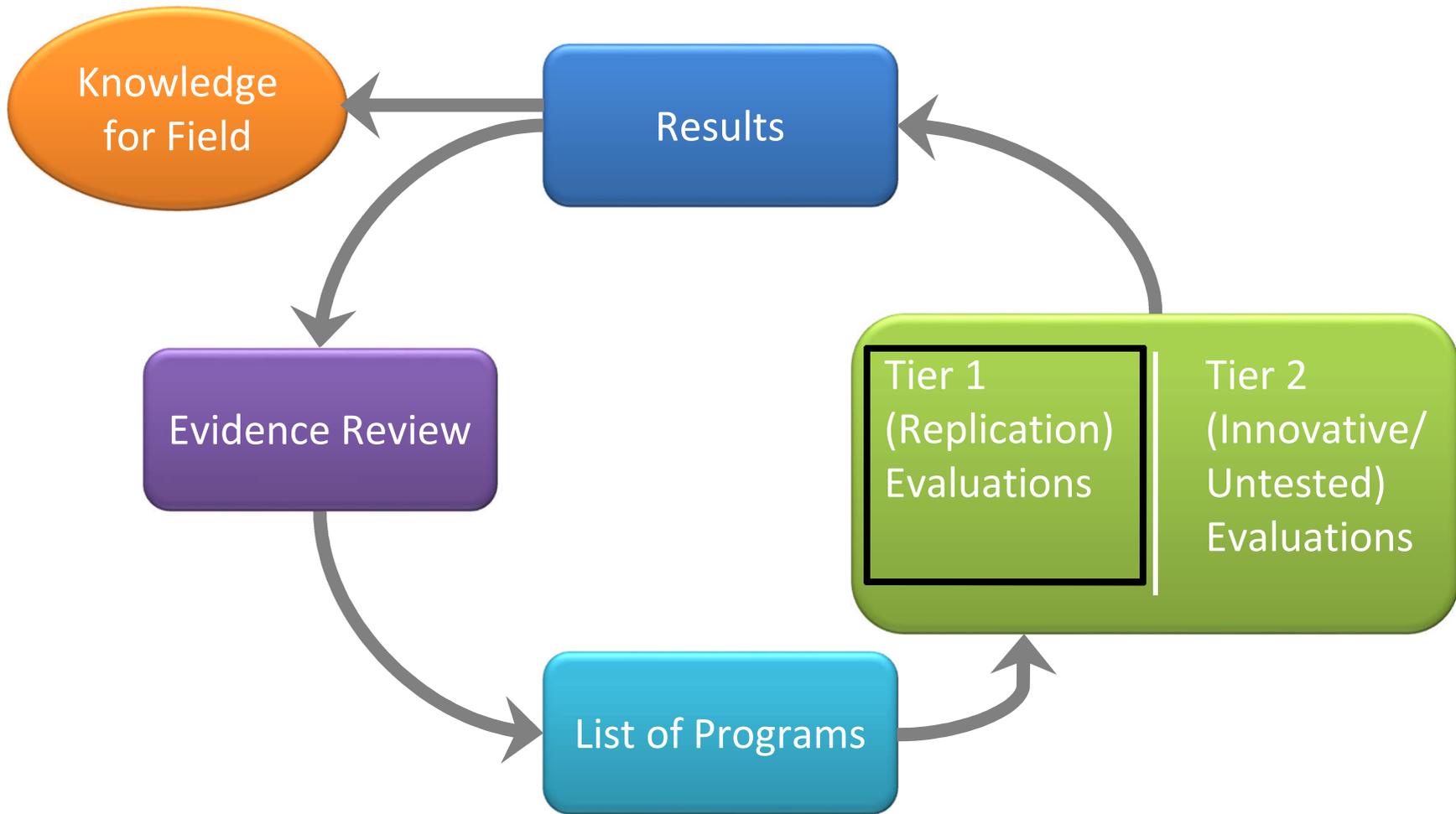


Overview of Presentation



- TPP Replication Study background
- Impact Study
- Implementation study
- Initial challenges
- Replication study in context

Evidence-Building Cycle



Project Overview



- The study seeks to learn (1) how effective are *replications* of a program model across different settings and populations and (2) how grantees implement their replications of evidence-based programs. The evaluation will include:
 - Individual impact studies in 9 sites (combination of Tier 1 AB and Tier 1 CD grantees)
 - Implementation/process study
- Impact study will explore whether the program replications affect participants':
 - Risky sexual behavior; Attitudes and beliefs about risky sexual behavior
- The implementation study will describe program design and operations in each site, issues related to replication and fidelity to the program model, help interpret impact results and identify lessons for future service delivery

Why Focus on Replications?



- To provide a better understanding of what happens when evidence-based programs are implemented in different settings, with different populations, on a larger scale, and evaluated objectively.
 - Provide updated information about program effectiveness
 - Expand the existing body of evidence about these programs (often a single study, with limited short-term effects)
 - Understand what happens when program models are replicated outside a research context, in real-world settings
- The range of replications offers an opportunity to look in depth at implementation challenges of several program models as they move to larger scale replication (and will help in exploring variations in effectiveness)

Model Selection



- Three program models that represent very different assumptions about how to intervene and what the intervention might achieve:
 - ***Reducing the Risk***: Based on the belief that knowledge, motivation and social skills can be communicated/developed in a standard classroom setting (delivered in larger groups).
 - ***¡Cuidate!***: Unique in its focus on Latino youth; a small-group, HIV/AIDS prevention curriculum; based on the belief that culture-specific values can be used to support protective beliefs, attitudes and behaviors.
 - ***Safer Sex***: A clinic-based model; based on the belief that the development of a relationship of trust through one-on-one supportive interaction can change motivation and behavior of young women.

Impact Study: Measures and Data Collection



Outcome Measures

- The surveys for the study have been developed for use across all federal evaluations, but include questions of local interest or that are specific to the program model being evaluated.
- Participant outcome measures required by OAH are embedded in the surveys and will be reported to OAH on an established schedule.

Data Collection

- Data on study participants will be collected at three time-points: at baseline; at a short-term follow-up; and at a longer-term follow-up.
- All participant surveys will be web-based, using audio-assisted computer self-interviewing (ACASI).
- Where feasible, local evaluators or their staff will be enlisted to assist with data collection.

Implementation Study



- Combination of performance and fidelity data (collected by grantees), interviews with program staff and partners, document reviews, observations, and routine monitoring calls
- Will look at the extent to which the program model in each replication site was implemented as planned
- Will document the challenges to full implementation of the program model and how they were addressed
- Will begin to assess aspects of program implementation that are associated with program impact (or absence of impact) within site and program model.

Initial Challenges



- Majority of grantees did not plan for rigorous study at the beginning
 - Required renegotiating agreements with partners, schools and/or agencies
- Capacity at local level to support requirements of evaluation
- Nature of interventions and implications for evaluation
 - Length, individualized, small group

Replication Study in Context



- Will answer important questions about replication of several key program models
- Will generate evidence about specific program models that would otherwise not have been documented
- Complements other efforts at both the local and federal level

Additional information



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