

2015-2016 PREP EVALUATION

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INTRODUCTION

BACKGROUND

The Personal Responsibility Education Program (PREP) is a federally-based initiative in the United States to educate young people on abstinence and contraception. The desired outcome is 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. These service projects have included making dog toys for animal shelters, helping to organize a community-wide AIDS walk, and developing a bullying awareness project.

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

FOCUS GROUPS WITH PREP PARTICIPANTS

As part of a larger evaluation of PREP programming in the state of Iowa, the University of Iowa conducted focus groups with TOP and Wise Guys participants. The goal of this evaluation was to explore the successes and challenges related to program participation as perceived by the participants themselves, identify areas for improvement, and gain insight into the impact of PREP programming on participants. The study outlined in this report describes the findings of these focus groups with adolescent TOP and Wise Guys participants. Trained moderators from the University of Iowa led each group 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. TOP participants were asked additional questions related to the service learning component of the program.

All focus groups were audio recorded and transcribed. A total of 11 focus groups were conducted with a total of 120 adolescents at six locations in Iowa. The breakdown of the focus group participation by site is outlined in the table below.

FOCUS GROUP locations, counts, and type of program evaluated

Location	Number of groups	Number of participants	Program
Council Bluffs	2	18	Wise Guys
Mason City	3	34	TOP
Mount Pleasant	1	11	Wise Guys
Ottumwa	1	9	TOP
Marshalltown	3	42	TOP
Sioux City	1	6	TOP

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 evaluation 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. The study outlined in this report describes the findings of these interviews with TOP and Wise Guys facilitators.

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 8 interviews were conducted. Two graduate students who did not conduct the interviews analyzed the transcripts for important themes and topics. Interviews were also compared to previous years for relevant topics and themes.

ENTRANCE AND EXIT SURVEYS WITH PREP PARTICIPANTS

As part of a larger evaluation of PREP programming in the state of Iowa, 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, 2015 and July 31, 2016. Between 8 and 38 program hours were delivered per cohort for an average of 24 hours. For all cohorts, 97.4% of program hours intended were delivered. A total of 903 participants attended at least one program session. Six hundred seventy six participants attended sessions in school during school hours, 114 attended a session in school after school hours, 93 attended sessions in a community-based organization, and 20 attended sessions in a juvenile detention center. Ninety-four participants (41.4%) who attended sessions outside of school hours sessions completed at least 75% of the intended program hours.

FOCUS GROUPS WITH PREP PARTICIPANTS

Likes

Main components of both programs that participants liked included: the fun, interactive, flexible and open/comfortable learning environment, the quality of the knowledge learned, and the connection built with their peers, instructors, and the community through service learning.

Participants agreed that the program was “more fun” than other classes, which was one of the reasons they attended as many sessions as possible. Food and prizes contributed to the fun. One TOP participant said, “*It doesn’t even feel like a class. It doesn’t have the stress.*” Another

explained, *“You get to have fun, get to do stuff that usually you don't get to do. Ask questions that normally you wouldn't ask in front of the whole class. Well in front of many teachers.”* A Wise Guys respondent also said, *“It's like a recess, but we're still learning.”*

A TOP participant explained the interactive nature of learning about STIs using stuffed STDs as a teaching tool: *“It's not like you were talking to a kindergartener. Not like being mean or anything but, it was fun to have that back and, like, to think that people still use that [hands on] technique of teaching.”*

Regarding the hands on, flexible, and comfortable nature of the classroom, several students shared their thoughts:

“She has a lot of fun activities. She gave us the choices, choice one and choice two. Then we had to discuss what our reasoning for choosing that choice was.”

“Even if something's not in our agenda but we want to learn about it, she'll squeeze it in and make it so we do learn about it. Or give us information to research it at home. That way we still have information.”

“We have a TOP suggestion box over there. So, during the class or after class you can put, like, you can write something and put it in there, and if it's something you don't wanna say out loud, the teacher reads it, once a week, and she gets all of them and she can answer them, not directly towards you but talk about it in the class, not singling you out.”

Bonding with both facilitators and peers was an important factor for the adolescents surveyed. *“She's here if we need a counselor, even though she's not a counselor! Or even if she's supposed to be leaving, she'll stay after to talk to people,”* one TOP participant exclaimed about their instructor. Another said, *“She makes us feel like we matter. She wants everyone to be involved.”* A third TOP participant stated, *“And having such a positive teacher, she's a role model.”* Additionally, a Wise Guys participant explained one of the important reasons why two of his experiences with facilitators were so positive. *“I really like the teachers. They were both really nice, and they were able to listen, like a lot if you had a question or something they would answer it honestly and not try to use, like, code words like parents try to do.”* Another Wise Guys participant in a different group said of their facilitator, *“He sees eye-to-eye with us on, like, almost everything. He's open.”* A third Wise Guys participant said, *“We were like a team and not just like a bunch of kids doing things.”*

The open nature of the classroom contributed to positive perceptions of the program.

Both groups shared similar sentiments, *“I would recommend it because, you know, it's a fun group and you're not scared to. It's a place where you can be [open] about stuff so if you have something to get off your chest, you can tell the staff or you tell the group and it's off your chest.”* Another student shared, *“You know, it's confidential, and you feel safe. You feel comfortable to participate.”*

All TOP focus groups expressed interest in service learning and even wished they could have done more service projects. They enjoyed helping their community and the skills they gained while doing so. *“You have to work together. There were, like, 20 of us doing this huge project, and that's good because you need teamwork skills, if you have a job when you're older. And then especially after we graduated from the program we still went and checked on it. It ended in*

January and we don't go with the group anymore, but we still make sure that there's still clothes on the racks for people to come and get, we check on it all the time."

Knowledge learned was also a large component of positive impact the program had on participants. A Wise Guys respondent said, *"Learning about how, just, to be a smarter person, in general, about situations that come up."* Important topics participants cited would stick with them in the future included:

- Sexual education & STD prevention
 - Consent
- Positive and negative consequences
- Community resources
 - Family planning
 - Mental health
 - Suicide prevention hotlines

Changes

There was no explicit negative feedback regarding the programs. Time and scheduling seemed to be the biggest issue participants had with the program. They expressed that the course would be better if they didn't have to miss other classes to attend Wise Guys or TOP and that it would be beneficial to have the program more than once a week. One participant said, *"We'll get into a project, and we'll do it for a little bit and then, by the time we get half of it done, it'll be time to leave, and then we just have to, basically, wait a week."* Almost all focus groups mentioned that they would have appreciated more hands-on activities or activities outside of the classroom. One Wise Guys participant shared, *"I mean we did a lot more, different activities than last year. Just the amount of people that you have, it's a different environment and it's kind of good having more people, because then you get involved more."* A TOP participant explained, *"We would always talk a lot about bullying, but we never really did anything to stop it."*

TOP participants also expressed interest in more service learning activities, *"We were doing a lot of lessons. I was thinking, if we had to raise awareness for something or community service, then we should actually go out and do that."* They also appreciated choice, flexibility and being able to contribute to their learning experience. *"I feel like they should, the first day you should do a survey of what they want to learn about. And kind of go around and focus it more on what us students choose more than what is chosen for us."*

"I like the fact that we gotta choose what we wanted to do for each service learning project."

What Participants Learned

Participants in both programs identified learning about goal setting, communication, consequences of actions, problem solving, healthy interpersonal relationships, alcohol and drug awareness, and bullying. They also mentioned sexual health, consent, mental health, suicide prevention, dealing with stress, community resources and service to the community. No participant responded negatively or said that he/she did not learn anything while participating in

either program. All respondents expressed the benefits of learning and participation in either TOP or Wise Guys programming.

Some illustrative examples from the focus groups include:

“I feel like this program's all about bettering yourself while helping other people too.”

“We learned there can be good and bad consequences. If you're about to do something, you have to ask yourself a question first. Which is, um, what are the consequences if I do this, what are the reactions of what's going to happen if I do or do not do it.”

“We learned about consent and then a bunch about condoms and woman's and men's bodies. I think I learned something every day.”

“If someone has problems, like, it helps them with suicide prevention. It helps them with, like, drinking problems and drugs.”

“Female condoms. I didn't know there were female condoms.”

“You'd say I feel instead of saying that you caused this or they are this. It's a way to not place blame on anybody. It's a way to express how you feel without making anybody else upset.”

In addition to knowledge gained, participants described valuable skills and knowledge they will remember and incorporate in their lives in the future. Some examples include:

“Kinda where to go. To get an STD checked out. Or the pregnancy test.”

“I thought we learned a lot about taking the steps necessary in any situation that involves something that could be bad, or to prevent something bad from happening.”

“A lot more on the baby subject. She really got into, like, making sure you have a safe environment, a safe bank account, and all that kind of stuff before it, you know, that's a lot more work than people really imply that it is.”

“Even there could be social media problems for you that you gotta watch out for, because nowadays either giving people, or they're getting your information whether you have all these settings and stuff on or not. So start watching your privacy nonetheless because you don't want somebody knowing what you're doing all the time. And you just gotta take all the steps that we were taught.”

Becoming A Source Of Information

Some respondents hesitated to label themselves as an expert, however, respondents from both groups discussed how they had learned useful things that could make them a resource for friends and family based on their participation in the programs. Students shared who they talked to about the program and what information was shared:

“Well, when they told us how expensive a baby was. I told my friend and was like, nope!”

“Like, the condom and like how easily sexually transmitted diseases are passed.”

“They come to me, like, about their boyfriend did this, or they're going through this. So, I talk them through it and then we fix the problem.”

“My brother recently had a baby, and he was 18 so I gave him some life tips.”

“I share it with my parents. Most of the time. Like cool facts that we learned in the class.”

“My little brother. Some of the time we talk about the mental health classes and that kind of stuff. At the middle school he really doesn't have any people to talk to, and I feel like this class would definitely be something for their age group, they need someone to... like, talk to. That they don't see every day.”

“Well, I told my parents every time we go do something in this class, I'd tell them, like, how fun it was and, like, you're not doing the same thing over and over again. I mean I keep learning about different stuff all the time while, like, strengthening your communication skills.”

“We talked about the ACT, the Acknowledge, Care, and Tell. Um, with the self-hurting. And I know someone who, uh, was hurting themselves so I recommended it to them.”

“If I saw a friend of mine not taking precautions, I would basically help them out and just kinda give them the information that I've learned. Like hey, don't do that. Or hey, you can do this a lot better. So you don't get in trouble.”

“My brother. To wear a condom next time. And where to get yourself checked.”

Service Learning

TOP included a service learning component. Participants in the focus groups were asked to define or describe service learning as well as how they felt about doing it and why they thought service learning is included in the program.

Many students' shared similar sentiments:

“It's trying to teach you about how other people don't really have enough.”

“It teaches kids to be more helping and considerate of others besides themselves.”

Another student thoughtfully said, *“One thing I also like about the TOP program is, like, we're an alternative school, people talk bad about the alternative school, like, we get to go help the*

community and make our school look better as a whole. We're all, like, equal and good. So we don't always have, like, people (nagging) on our backs about how bad the alternative school is and how we shouldn't be here."

The majority of participants described a positive experience and recognized the connection between skill building, serving the community, and teamwork. When describing how students felt about the service learning component of the program, the following responses were shared:

"What you can do to give back to the community. And different ideas and things that you can do to make yourself better."

"To teach people good life skills."

"You build social skills."

"Teaches us responsibility and respect."

"Takes one person to make a difference. You don't need, you really don't need a whole group, but it's nice to be able to work as a group to do it."

"I think it taught us, like, not that we were realizing it at the time, but I think it taught us, like, skills for jobs."

" 'Cuz teens are all about themselves, and then, like, they don't think about the other people around them, so getting involved in community service and all, that's, like, really an eye-opener."

"And also with, like, planting trees, we got good life lessons. When you're going out in the, your community planting trees, like, we did it around the Good Shepherd, and there were the old people outside and they were saying how we're such a good group of kids and how we're all really nice, and that it's good that we're helping the community. And it just, made me feel great."

"It was good to see their reactions. When we went to the fire station they, uh, answered the door and were pretty shocked that we had something for them and they asked us to come back and meet everybody."

PHONE INTERVIEWS WITH PREP FACILITATORS

Overall, facilitators have had a generally positive experience delivering the TOP or Wise Guys curriculum. They described their programs as successful and beneficial components of their participants' education and growth. Success was measured through participant attendance, individual participation, and response to the program. Furthermore, themes and topics discussed from interviews from the current year did not differ significantly from those of the previous year.

“I enjoy meeting with the youth every week. For the most part they enjoy the lessons that are presented. So overall, I'd say it's a pretty good experience.”

“Overall it's been very good. Wise Guys has been very, very well regarded. The program is seen as a very positive aspect in the school district. We have a lot of support on many different levels, from students, teachers, parents, administrators, counselors.”

“It was outstanding...because the kids really needed the information.”

Likes

Participants in the program were receptive to a number of topics in the curriculum. Particularly, discussions concerning sex and sexuality were described as the most popular for participants. Aspects of the program that participants enjoyed included having a peer group, performing hands on or interactive activities, and having a trusted adult figure who answered sensitive questions.

“I'm with 9th to 12th graders, so they really like to talk about sex, so any relationship or sexuality, I think they enjoyed those. And I think, you know, because we are providing education, but, you know, they're too afraid to ask other adults so I think the way that the lessons are, that they're getting the education without preachy stuff.”

“One of their favorite lessons is the steps to use a condom.”

“Doing an activity where they wore drunk goggles and rubber gloves... they had to dress a Barbie doll to simulate how you can be physically impaired... I think that was a real eye-opener. They liked the hands on activities plus they learned something.”

“And they just, you know, they just really like it most of the time. They enjoy having a group where they can just talk and not have to worry about what other people are gonna say.”

“I think they enjoyed some of the different topics...some of them included role playing. Some kids really get into that, [and] they think that's really fun.”

(For WISE GUYS) “...the thing that I think they really enjoyed was the camaraderie that they had with other guys. They liked the uh, concept of having it just for guys.”

“Students have a...opportunity to share their thoughts and feelings about topics that might not have otherwise come up, in a controlled [environment].”

“They just enjoy some of the activities we did in class and just being able to talk about things that matter to them...without feeling judged...and getting the information they need.”

For those in the TOP program, the service-learning activities were often stated as the participants' favorite component, with facilitators also commenting on the positive reaction of community partners towards service learning activities.

“Well one thing I think being at the alternative school is that they can have a bad reputation, you know, that they're bad kids, or they're in there 'cuz they're troublemakers or whatever. And I think by doing the projects and getting them out in the community, especially working with the elementary students, that people recognize that they were good kids.”

“Another person said that without the service learning component that they probably wouldn’t like TOP, or they wouldn’t have come to TOP.”

“They said that they were glad they participated [in TOP]... and that by and large the most meaningful [was] the community service portion. They felt like they were really making a difference.”

Some facilitators also stated that having community partners present about topics such as suicide prevention and sexually transmitted diseases was well received, but others stated engaging community partners to come in and speak to the class was difficult and did not occur.

“Reaching out to other people in the community that do similar kinds of programs is really helpful and a good resource.”

“We partner with [an organization] and they just have expertise in that area... so we decided to...work with them.”

Changes

Facilitators described a number of positive changes seen in participants through completing the program and that the program met students’ needs. These included participants making healthier life decisions, becoming more communicative with peers and facilitators throughout the course of the program, becoming more accepting of other students, developing confidence in decision making and goal setting processes, and increasing knowledge of available community resources.

“I think the programs are good in that they get students talking, sharing ideas. A lot of times the students know what’s the right answer, what they think that they should be doing but they don’t always hear and get the reinforcement that yeah, that is the right thing to do. So I think being able to share it in a group and hearing other students agree with those opinions. You know I think it helps reinforce those behaviors.”

“I think there’s just a more, there’s a general better acceptance, maybe of one another.”

“They just get way more open. You know, the first couple of months they don’t really interact between...each other in the group. They’re somewhat uncomfortable and they’re easily annoyed. But by the end of the...nine months they really have developed...tolerance...[and] learned to understand each other”.

“I also have seen some additional communication with their parents.”

“Just overall being more aware of what’s available for them in their community. And if there is a need, how they can [use that] resource.”

“Confidence, leadership, and pride. I think they were really proud of some of the projects that they had done.”

Support And Barriers

Overall, support from local, state, and federal agencies was satisfactory among facilitators. Facilitators also stated that schools, community organizations, and other associates were

supportive and encouraging of their programs. They also stated barriers and difficulties in running their program, which included having a conducive environment for attendance and participation, the length of the program and participant drop out, and scheduling around other activities. Facilitators did not state that participant resistance was an issue for their programs.

“One of the programs is just an after-school program, they have no reason to come, they don't get any credit for it, they just, I'm at their mercy for them to come. And if they come, that's great, and if they don't they, no, no big deal for them. The other program, we're at the parents' mercy because it's an after-school program, and the parents have to get them there. And if the parents aren't getting them there, then they're not coming. And so that's one of my biggest challenges is just that, if it's in a school it works great, but if it's not in a school it's, it's a big of challenge.”

“I guess the biggest challenge that I've had, if I have to say it's challenging, is balancing my program with the other stuff that the kids at the alternative high school are doing. Sometimes the students are struggling with grades, so they'll have to drop the program because they need to focus on grades.”

“I got, I always say this, but attendance. School attendance is pretty rough.”

“The challenge this semester for us has been, there's been a lot of testing in the school.”

“Sometimes the service learning piece sometimes can be challenging just because I work within that 50-minute, sometimes 40-minute [window and it] can choke up our time.”

“Doing projects outside of class time rarely works, so trying to get in some lessons and service time rarely works.”

“The classroom teacher being in there was challenging. He was not supportive at all with the youth. In fact he would be carrying on side conversations with them when we were trying to have class.”

(Alternative school setting) “I don't know the exact number but we'll say I started the program in September [with] 20 students, and by the time May came around there's only 6 students left.”

Needs For Program Continuation

The most commonly cited need to continue providing programming was funding. Additionally, having a location for program delivery and sustained support from partners were also cited as needs to continue providing the program. Facilitators also wanted to see additional curriculum development or classroom materials for sexuality, LGBTQ issues, drug and alcohol abuse, and mental health issues in order to better meet the needs of participants. In addition to more curriculum development, facilitators want guidance on incorporating technology into current lessons or developing different activities involving the use of technology.

“I would like to see more on human sexuality, I would like to see, there's nothing in the curriculum about sexual orientation or LGBT issues which is a huge deficit. There's really nothing about anatomy, basic anatomy, that's really, I mean there is some basic anatomy in the very first book which is for 6th and 7th graders, or 7th and 8th graders, but there isn't any in the

future books and it's lacking and in the third and fourth book there's nothing about sexually transmitted infections and that's a huge deficit.”

“There's nothing on drugs and alcohol abuse which are huge, huge issues for teenagers.”

“That's lacking on my part but some way to incorporate technology like, how can they use their cell phones with this lesson or how can we use music, you know, or I don't really. And I always have 'em use their cell phones sometimes, but if there was something in front of me that said, hey! You can do this, you know.”

“Updating the curriculum is a must.”

“Maybe giving us more current ideas of how to modify the lessons.”

“I remember at times thinking [that] having some additional resources or if there would be some way other TOP facilitators [could meet] online...that we could go and look and see what other facilitators have used.”

“Updating more frequently what other communities are doing as far as service learning...it might be nice to have better, new ideas [for service learning].”

PARTICIPANT ENTRANCE SURVEY

Two hundred nineteen participants completed the PREP Participant Entrance Survey. Of all of the participants, 136 participants were male and 81 were female while 2 did not respond to the gender question. Participants' ages ranged from 12 to 21+ years of age with an average age of 15.94 years.

Figure 1 shows the grade distribution of the participants. Forty-nine participants indicated Hispanic ethnicity, 163 participants indicated they were non-Hispanic while seven 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. Furthermore, 180 participants responded that they identified as straight, 10 responded that they identified as gay or lesbian, 26 responded that they identified as bisexual, three responded something else/not decided, and one student was exempt (Figure 4). Finally, one student identified as transgender.

Figure 1

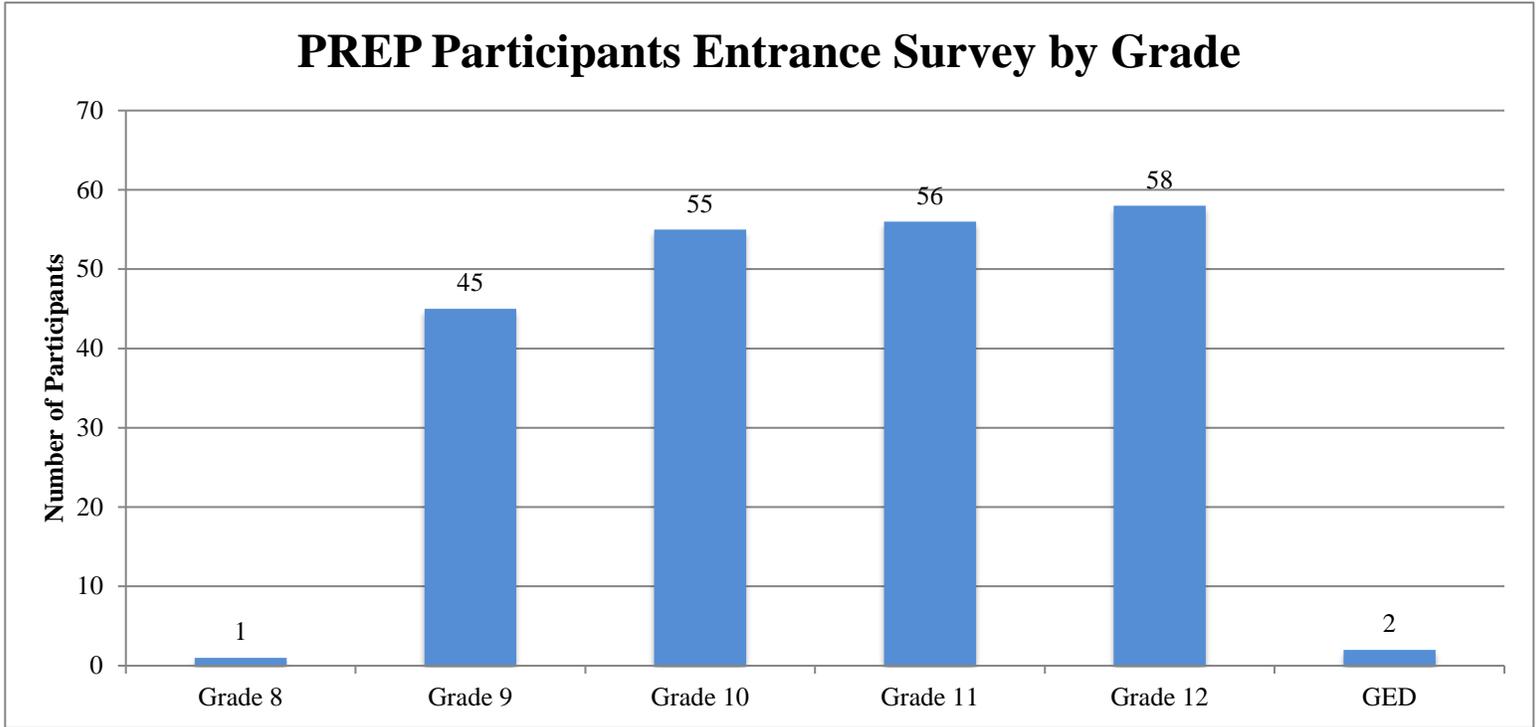


Figure 2

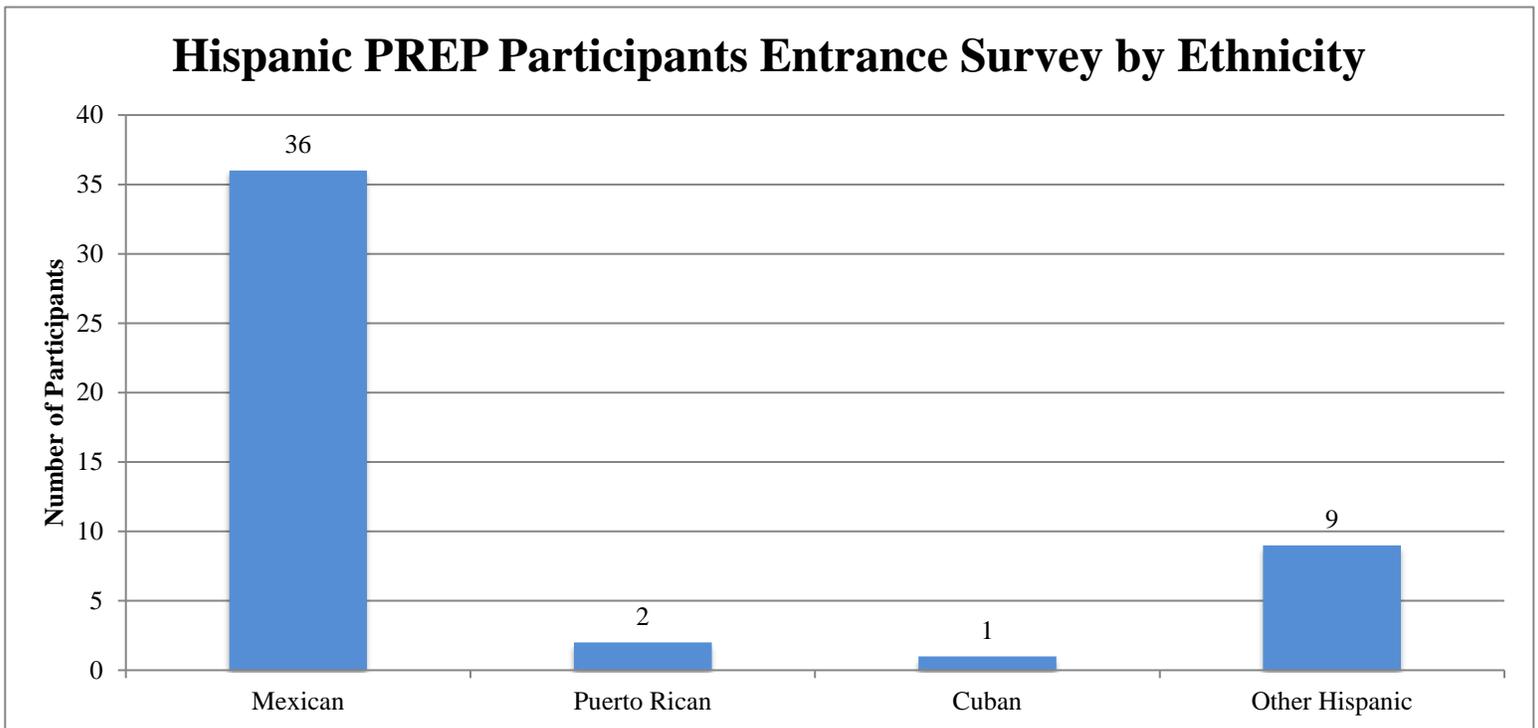


Figure 3

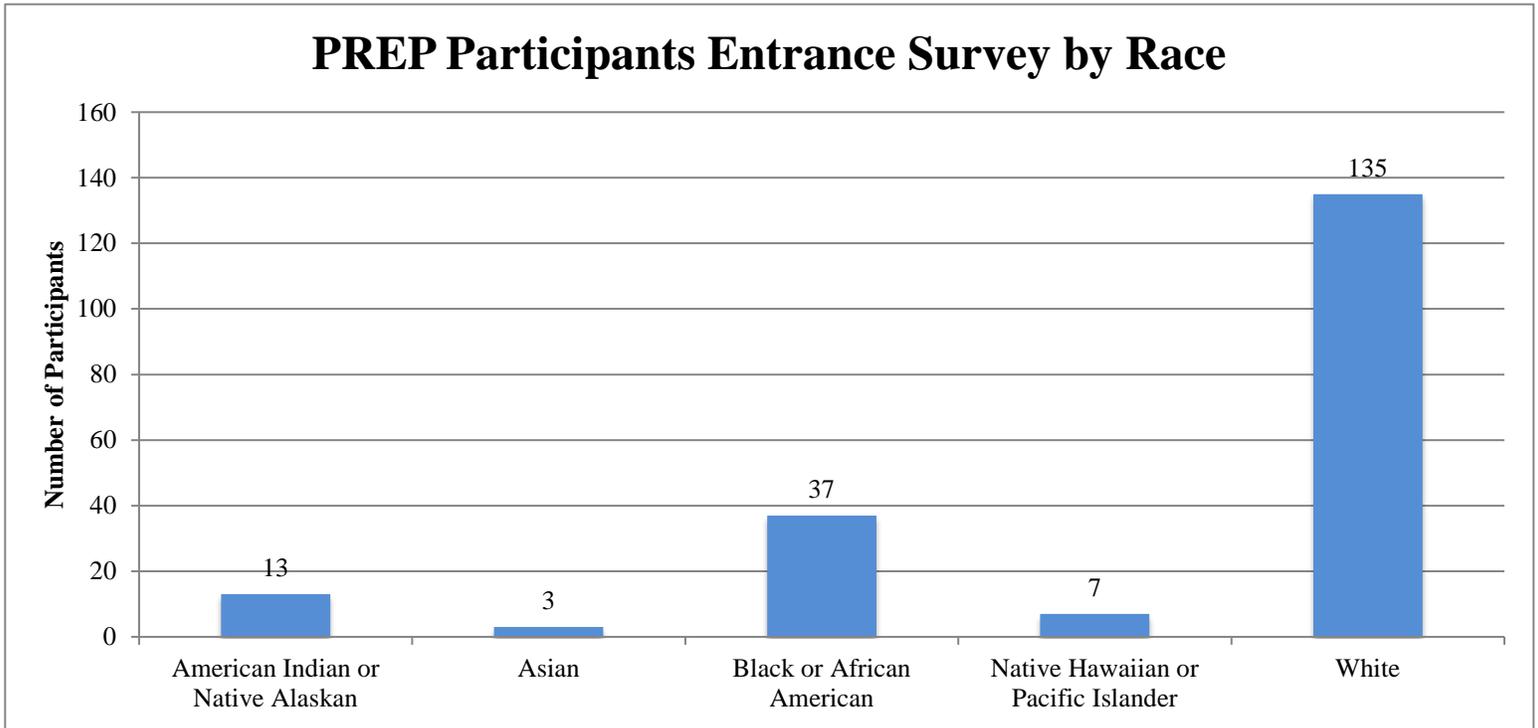
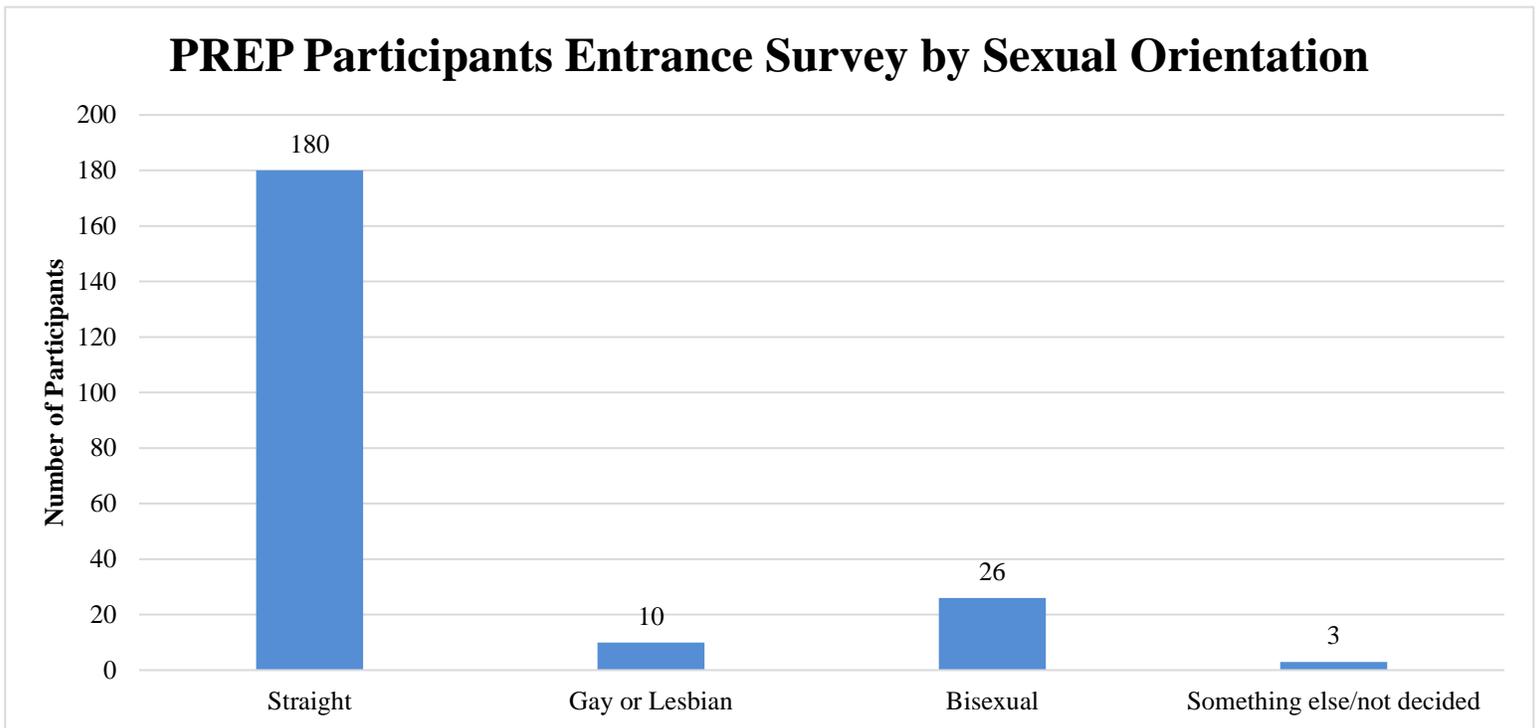


Figure 4



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.

Participants were also asked seven sensitive questions. Of the students who responded to the sensitive questions, 110 participants had intercourse at least once in their lives while 99 had never had intercourse. Of the 110 participants who had intercourse, 23 had been pregnant or had impregnated someone else. Sixteen participants had been/gotten someone pregnant one time while seven had been/gotten someone pregnant two times. In the past 3 months, 15 participants did not have intercourse, 59 had intercourse with 1 person, 21 had intercourse with 2-3 people, and 13 had intercourse with 4 or more people. Figure 6 shows the number of participants who intend or do not intend to have intercourse in the next 6 months. Figure 7 shows the participants use of birth control and condoms in the past 3 months. Males ($M=1.56, SD=1.171$) were more likely to intend to have intercourse compared to females ($M=1.13, SD=1.018$) $t(177.366)=2.813, p=0.005$. There were no other significant differences between male and female participants for the responses shown in Figures 6 and 7.

Figure 5

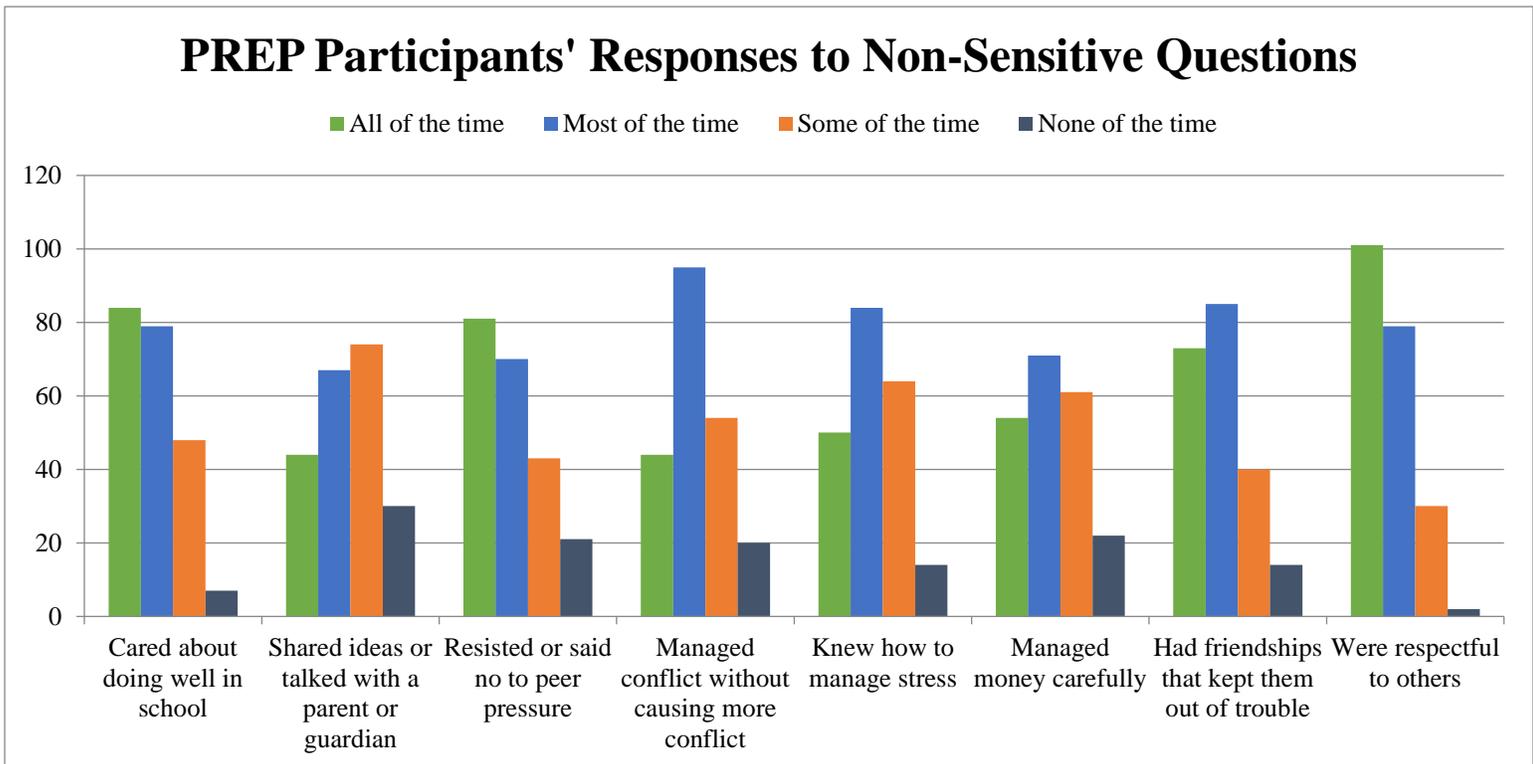


Figure 6

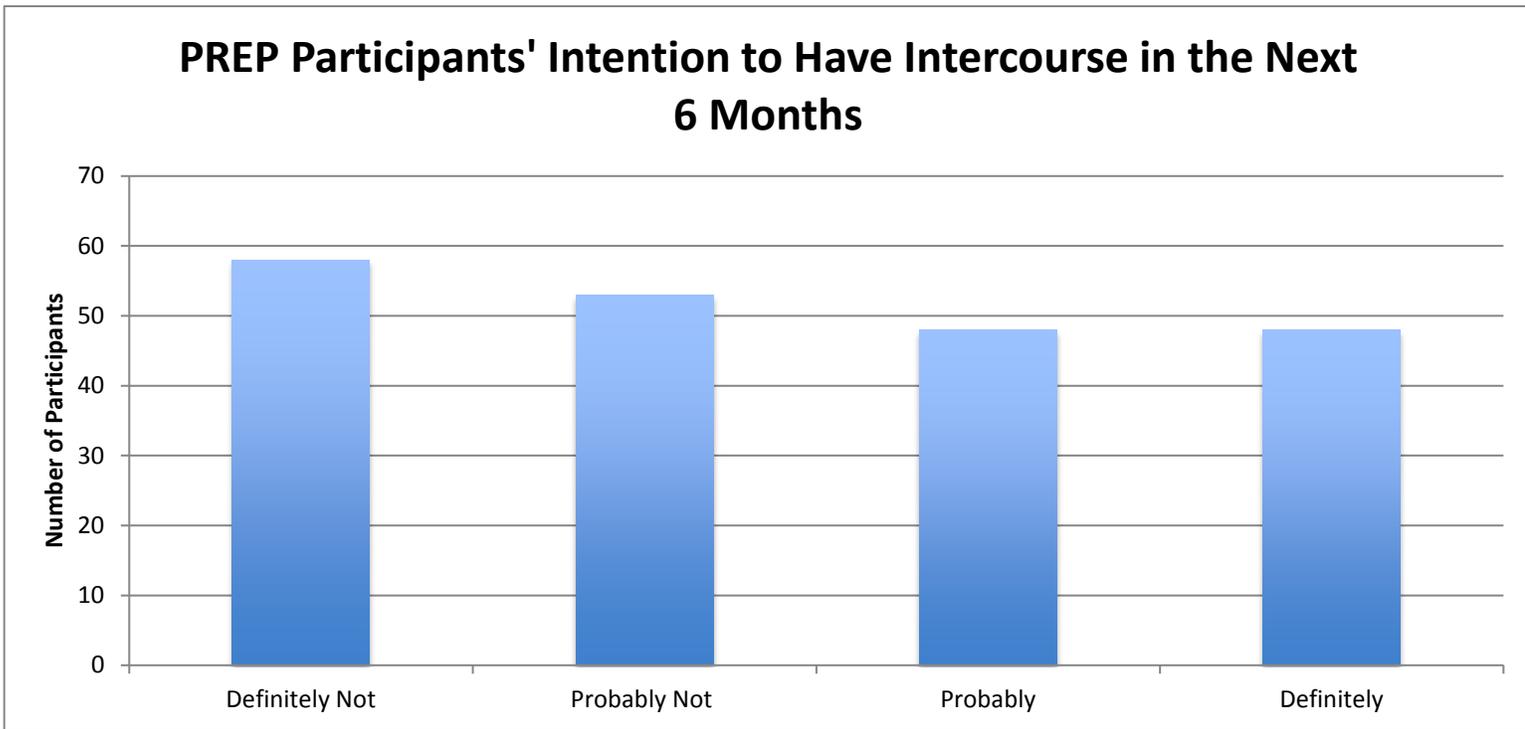
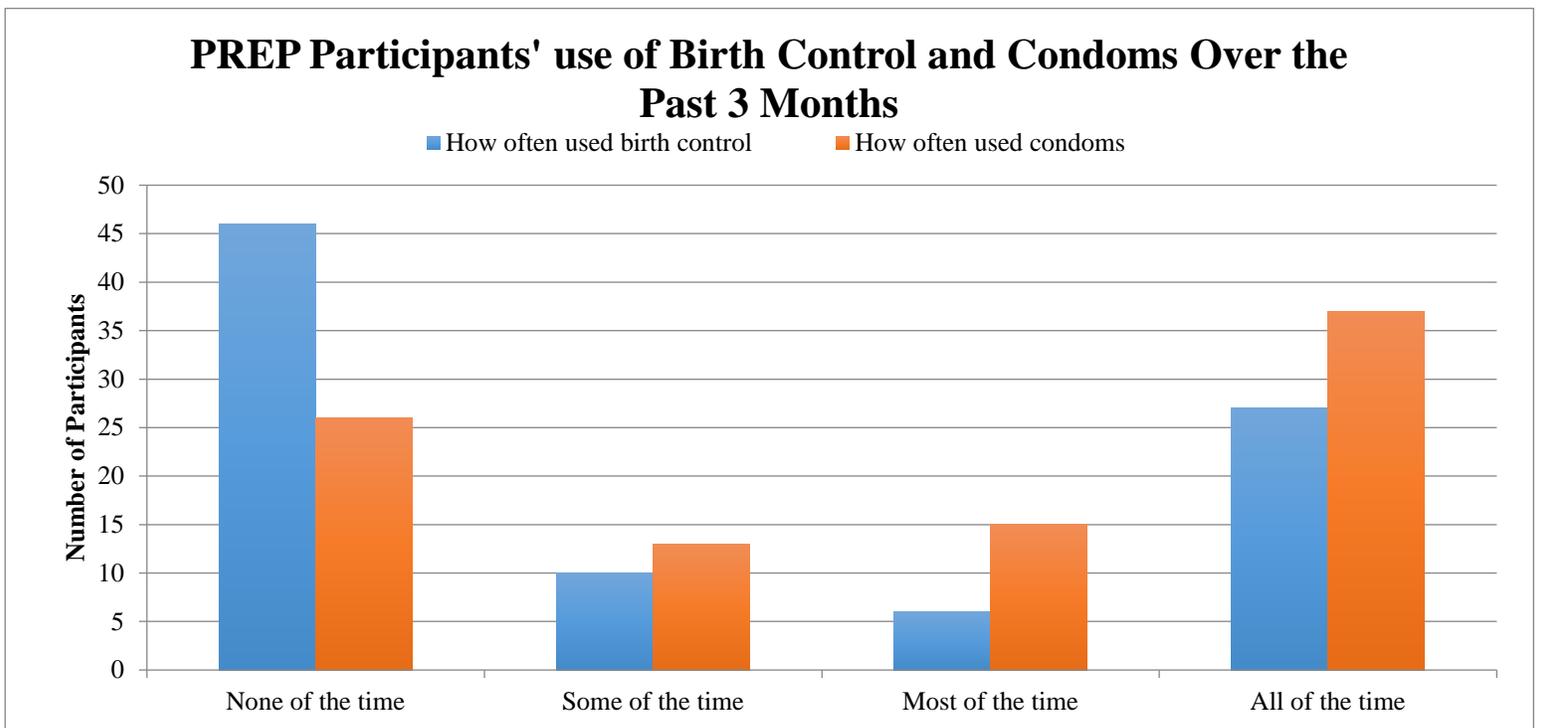


Figure 7



PARTICIPANT EXIT SURVEY

Five hundred fifty seven participants completed the PREP Participant Exit Survey. Of the participants, 321 were male and 229 were female while 7 did not respond to the gender question. Participants' ages ranged from 10 to 21+ years of age with an average age of 15.02 years. Figure 8 shows the grade distribution of the participants. Two hundred seventeen participants indicated Hispanic ethnicity, and 317 participants indicated they were non-Hispanic while 23 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 8

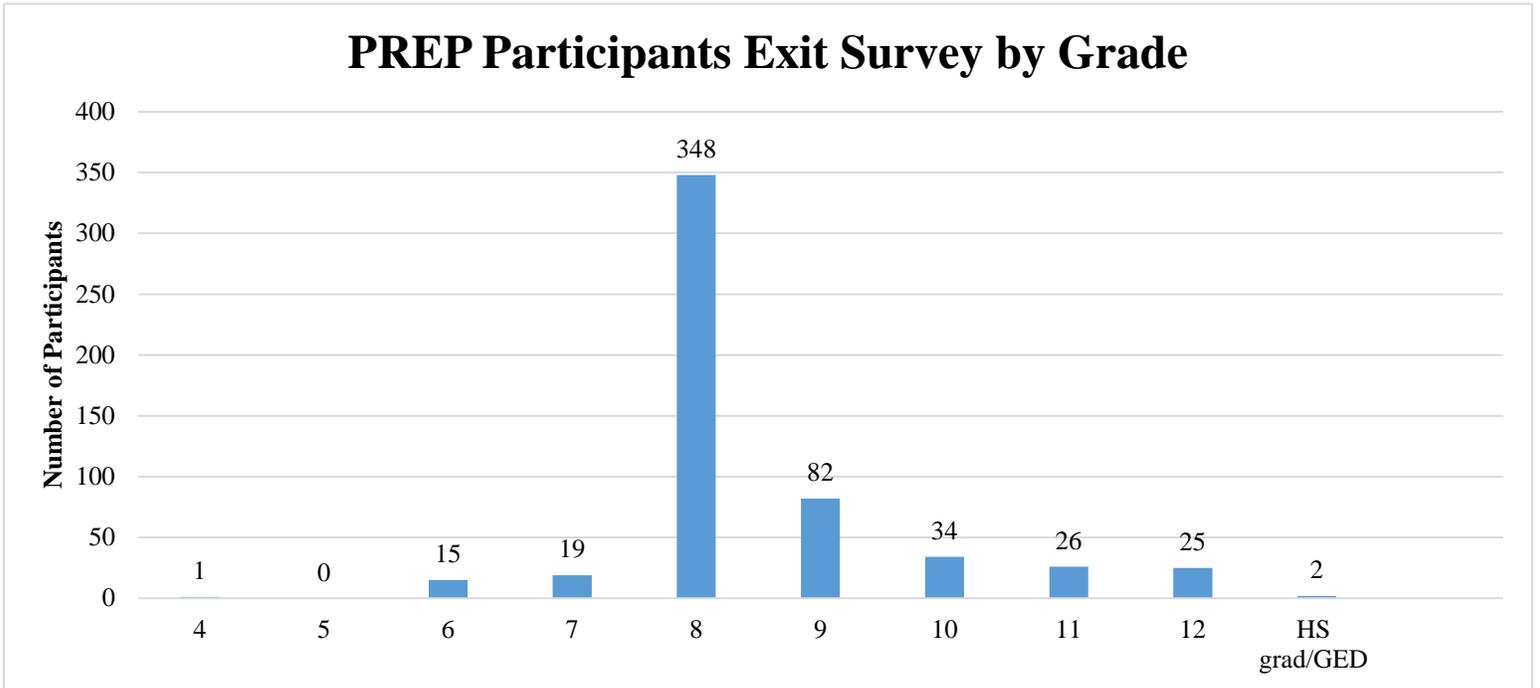


Figure 9

Hispanic PREP Participants Exit Survey Ethnicity

PREP Participants Exit Survey by Race

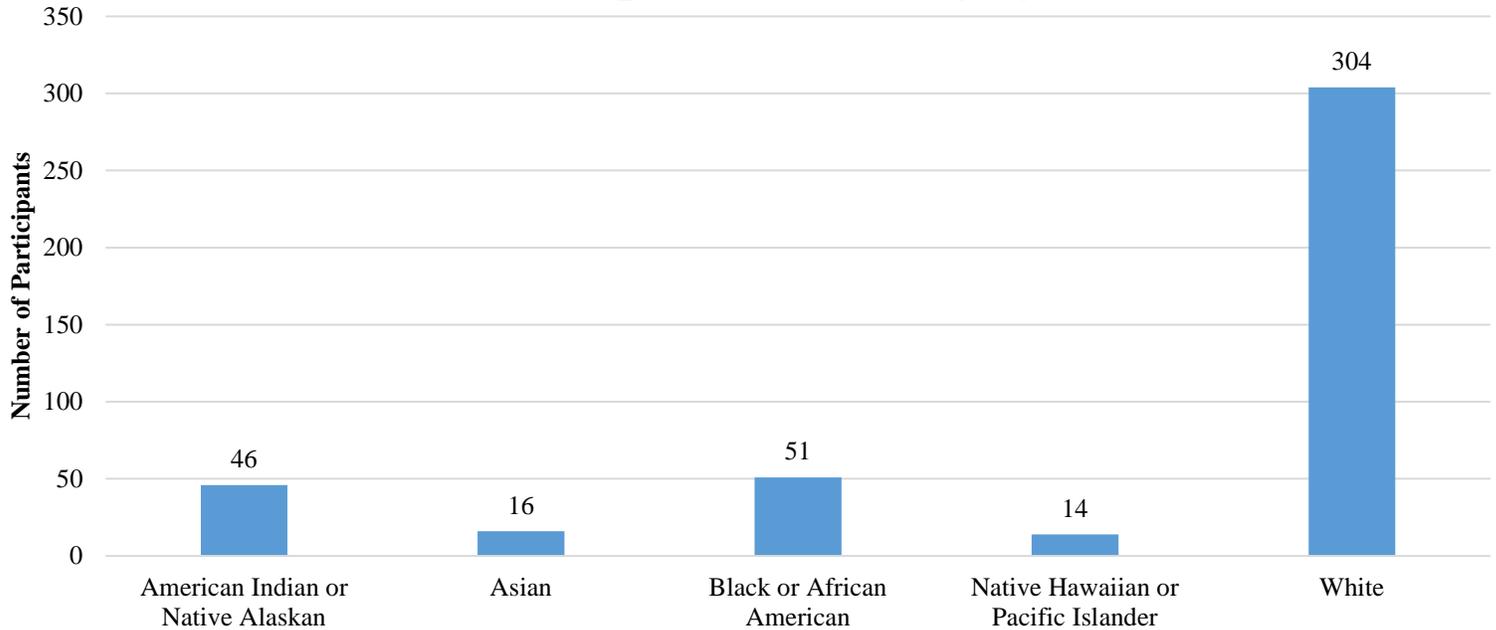


Figure 10

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.

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.

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. Participants were asked four questions to assess the response to 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)”. The participant’s responses to the four questions are shown in Figure 12.

Figure 11

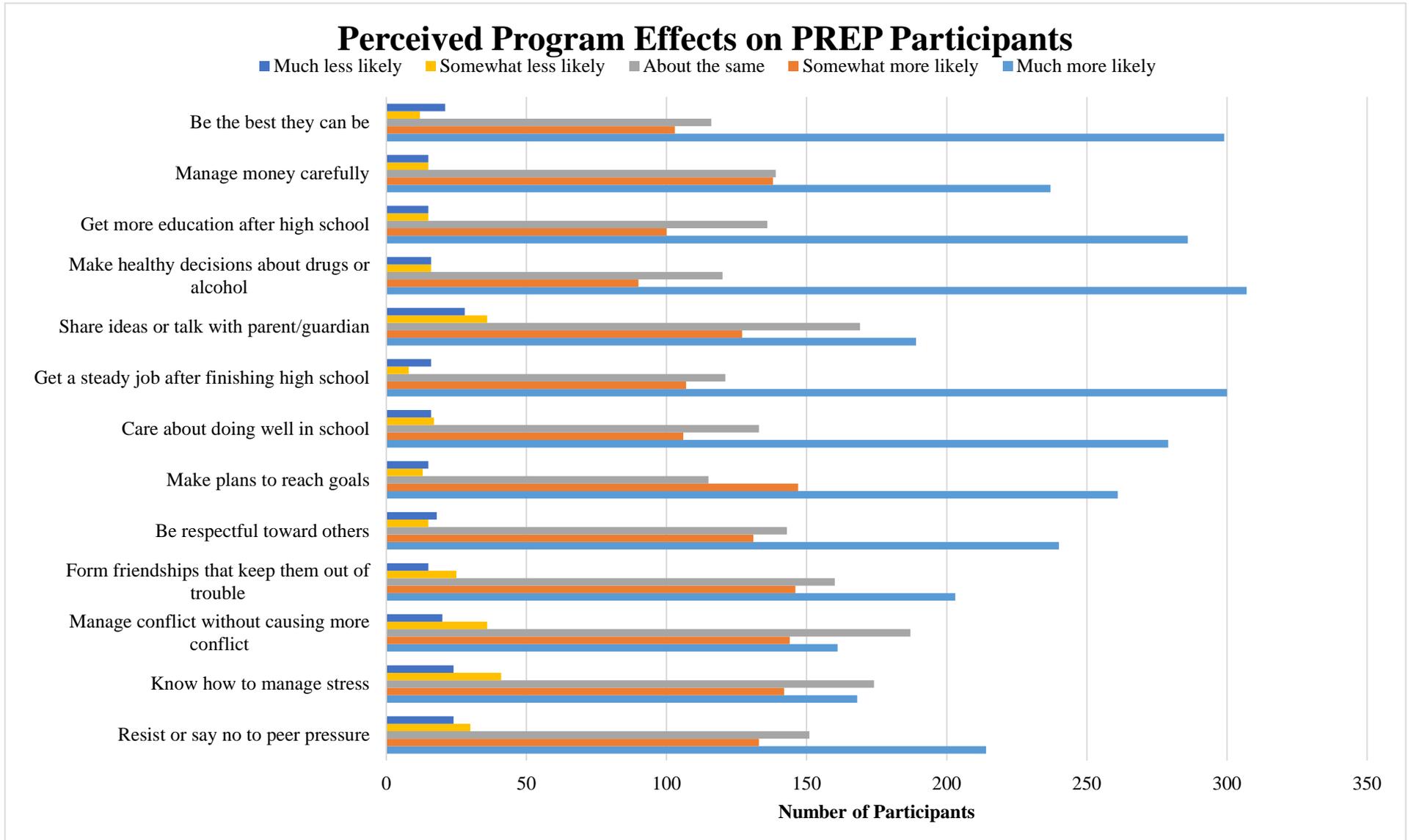


Figure 12

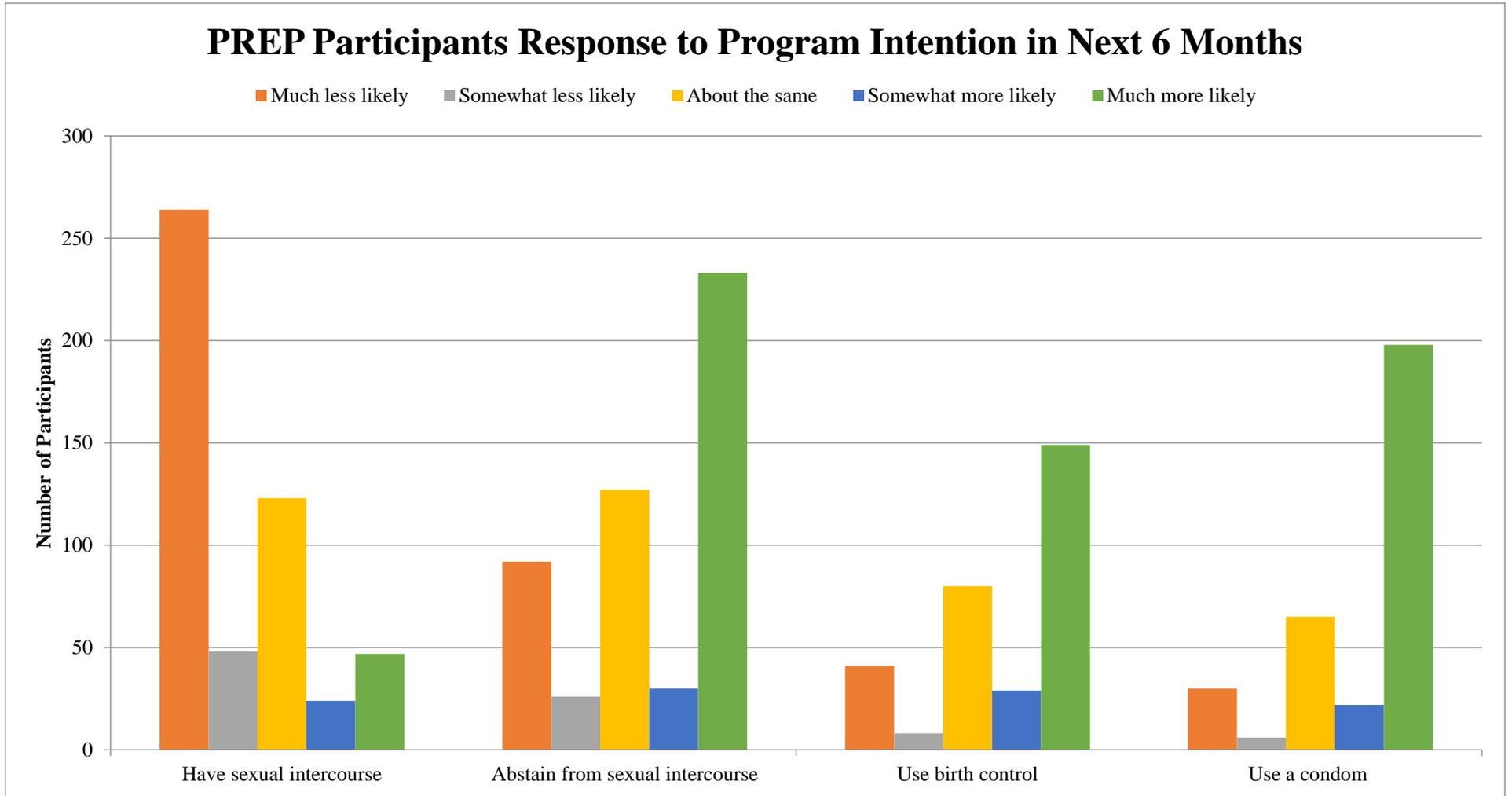
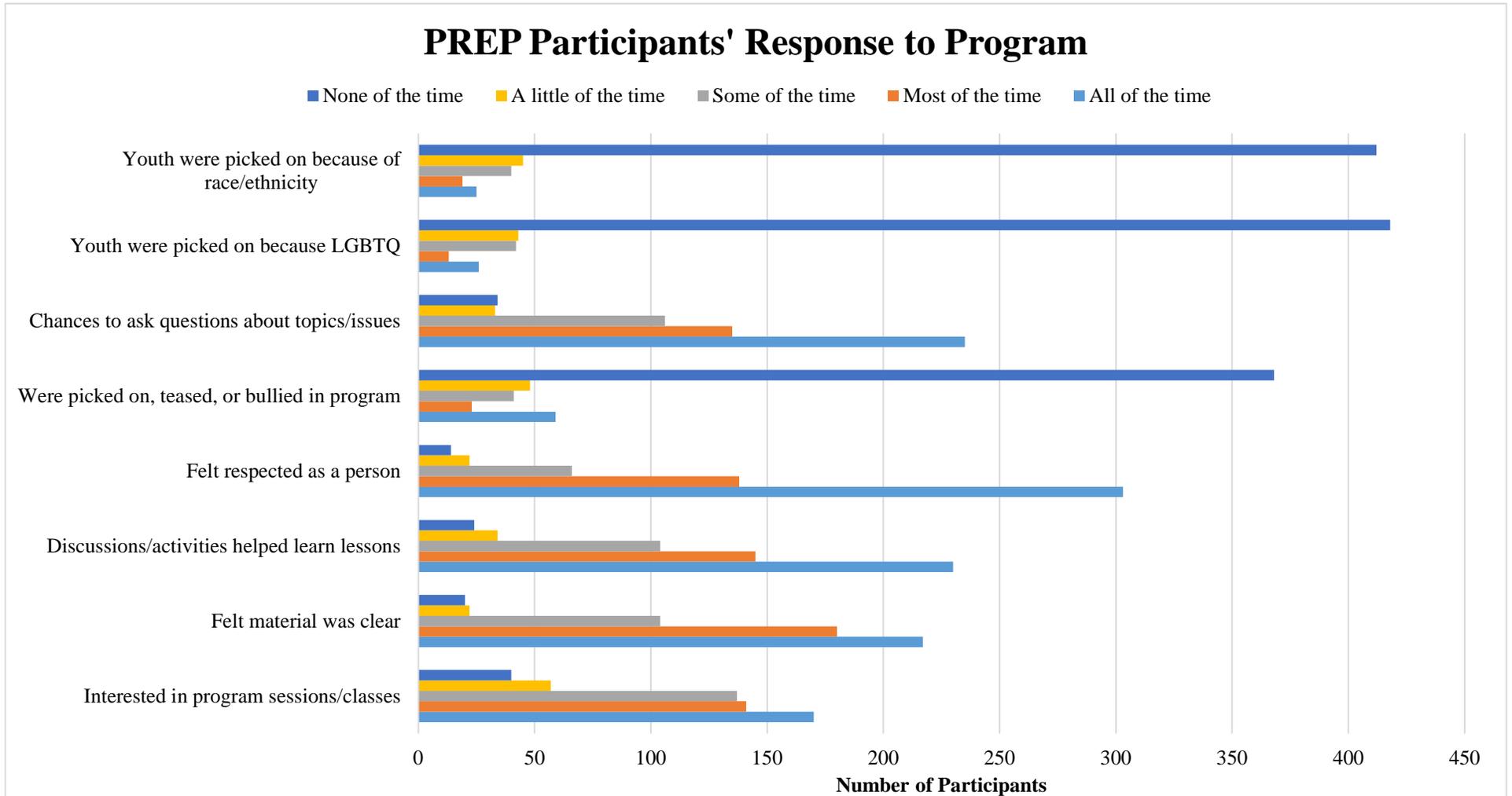


Figure 13



CONCLUSION

The feedback about both TOP and Wise Guys programming was extremely positive. All respondents enjoyed the interactive, fun, flexible, comfortable, and confidential learning environment as well as the quality of the knowledge learned, and the connection built with their peers, instructors and the community through volunteering. There was little to no negative feedback regarding either program. Most changes or suggestions for improvement concentrated around time and scheduling. Respondents also expressed that the course would be better if it was not offered early in the morning and if they did not have to miss other classes to attend Wise Guys or TOP. Several participants suggested that it would be beneficial to have the program more than once a week. Participants also expressed interest in more service learning activities.

Focus group respondents from both groups were eager to discuss, in detail, many of the topics they learned including problem solving, decision making, sexual health, mental health and community resources. Hands on activities, service learning and community work continued to be favorites of the students. Most importantly, due to their participation in PREP, respondents felt they not only benefited from the program personally but that they learned useful things that allowed them to serve as a resource for friends and family.

Facilitators also provided positive feedback for both TOP and Wise Guys. PREP was viewed as an important program and provided participants with needed information and experiences. Facilitators did suggest a desire for updated or improved curriculum materials and felt the programs were well supported locally as well as by state and federal agencies.

Entrance and exit surveys described the population served and their characteristics. Exit surveys in particular showed that adolescents perceived beneficial effects of program participation through responses to the perceived program effects and responses to program questions, such as being more likely to use birth control.