



The Evaluation of Preventing Adolescent Pregnancy Program in Los Angeles Middle Schools

Grantee	Volunteers of America, Greater Los Angeles Project director: Cristina Ramirez, CRamirez@voala.org
Evaluator	Advanced Empirical Solutions (AES) Primaries: Tarek Azzam, Ph.D., Tarek.Azzam@cgu.edu ; Christina Christie, Ph.D., Tina.Christie@ucla.edu
Intervention Name	Preventing Adolescent Pregnancy (PAP)
Intervention Description	<p>Volunteers of America, Greater Los Angeles (VoALA) is implementing <i>Will Power/Won't Power</i>, a pregnancy prevention program of Girls Incorporated for girls ages 12 to 14. The intervention focuses on teaching girls about their health and their reproductive system, healthy relationships, identifying and avoiding risk behaviors, and positive, independent decision making. The 11-week abstinence-plus curriculum focuses on helping girls develop skills, insights, values, personal tools, peer support, and complete information on sexual and reproductive health. It uses interactive and communication learning strategies, such as open discussions, role-play, and small-group activities, to encourage skill development. The goal is to motivate all <i>Will Power/Won't Power</i> participants to make smart choices—either choosing to postpone sex or, if not, using effective protection against pregnancy and disease.</p> <p>Girls in the intervention group participated in 11 weekly voluntary after-school group sessions delivered consecutively, each lasting approximately 1.5 hours. Ten of the 11 sessions provided program content. The last session was a parent/guardian and daughter workshop in which participants shared what they learned with their accompanying adult(s).</p> <p>VoALA program specialists led all program sessions. Program specialists are women in their early 20s who have experience successfully engaging and communicating with teens. Each specialist completed 12 PAP-specific training hours, including in-depth instruction on content, presentation, tools, and behavior management twice during the school year/implementation year.</p>
Counterfactual	Economic Literacy (EL)
Counterfactual Description	<p>Volunteers of America, Los Angeles is implementing Girls Inc.'s <i>Equal Earners, Savvy Spenders</i> curriculum, designed to teach middle school girls about personal finance and economics. Sample topics include loan options, investment risk and return, consumer tips, credit card use, labor laws, economic equity for women and girls, work-life balance, and global economics. This curriculum uses interactive learning strategies, such as group discussion about how girls are a part of the economy, hands-on activities on how to budget and save, and opportunities to practice skills learned. Other key topics include how to manage, invest, and save money and how to help others through philanthropy. The curriculum imparts skills about how to manage personal finances responsibly and become an economically independent adult.</p> <p>Girls in grades 6 and 7 received 10 weekly after-school sessions of EL, with each session lasting approximately 1.5 hours. All 10 sessions provided program content.</p> <p>Program specialists who completed 10 EL-specific training hours provided the EL curriculum. Specialists are women in their early 20s who have experience successfully engaging and communicating with teens. Their training included in-depth instruction on content, presentation, tools, and behavior management. Each specialist completed comprehensive training twice during the school year/implementation year.</p>
Primary Research Question(s)	<p>What is the impact of the PAP curriculum relative to the EL curriculum on participants' delay of sexual activity (non-intercourse) onset one year after the end of the program? (Note: Baseline assessment asks whether or not girls are sexually active at program start)</p> <p>What is the impact of the PAP curriculum relative to the EL curriculum on participants' delay of sexual intercourse one year after the end of the program?</p>
Additional Outcomes	Sexual health knowledge, perceived barriers to sexual health, contraceptive use, sexual intentions

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Sample	The study sample includes 927 6th- and 7th-grade girls from Los Angeles, Culver City, Lynwood, and Downey Unified School Districts. There were five cohorts of middle school girls. To be eligible for the study, girls must have parental/guardian consent.
Setting	Girls Inc. program specialists implemented PAP and EL sessions after school in the classrooms of the public schools the girls regularly attended, across the four participating school districts (Los Angeles, Culver City, Lynwood, and Downey Unified School Districts) in the greater Los Angeles area. Each school site hosted one treatment and one control classroom each semester.
Research Design	<p>The evaluation is a randomized controlled trial. Program specialists recruited girls during orientations, lunch periods, and fairs for approximately two weeks at the beginning of each semester and occasionally during the week before the academic year. Girls received program information and, if they expressed interest in the program, a registration packet to complete at home with their parents/guardians and return to the Girls Inc. site contact within one or two days.</p> <p>The Girls Inc. project director randomized participants as soon as they submitted a verified parental/guardian consent form. Beginning in the fourth cohort, girls were randomized after submitting a verified consent form and attending an introductory session. The project director randomly assigned girls to classrooms by adding names to each line of a workbook of randomization spreadsheets developed by the evaluation team. Lines were pre-assigned an ID number and classroom assignment for individual participants. Ten lines on each spreadsheet were coupled into five pairs for girls who enrolled with a friend using a Girl + 1 clustering strategy that enabled girls to be assigned to condition together to increase enrollment and retention. Although each line had a different participant ID for individual participants, coupled lines shared a classroom assignment so that a small number of the girls were randomized in pairs. As a clustering adjustment, one randomly selected girl from each cluster will be included in the analysis.</p> <p>The evaluation team collected two types of data to address the primary research questions: survey data and attendance data. The survey data included responses to demographic and sexual behavioral items before the intervention, immediately following the intervention, and 6 and 12 months after the end of the intervention. In addition, Girls Inc. collected attendance data during implementation to assess dosage.</p> <p>The evaluation team also collected qualitative data to help contextualize outcomes, including classroom observations and focus groups with study participants. The evaluation team observed 10 percent of all classes implemented during the semester to assess implementation fidelity and participants' engagement. The evaluation team conducted focus groups with each cohort (following the post-intervention survey) to learn about implementation quality and cultural and/or religious practices that might shape what girls know about sexual activity, sexual intercourse, and pregnancy.</p>
Impact Findings	To be determined when data collection and analysis are complete.
Implementation Findings	To be determined when data collection and analysis are complete.
Schedule/Timeline	Sample enrollment, randomization, and baseline survey data collection ended March 2014. The immediate post-survey survey ended in June 2014, the 6-month post-survey ends in November 2014, and the 12-month post-survey ends in June 2015. A final report, which focuses on 12-month post-survey data, will be available to the Office of Adolescent Health in 2015-2016. VoALA also implemented the high school equivalent of <i>Will Power/Won't Power</i> , called <i>Taking Care of Business</i> with a small cohort of high school-aged girls. Following recruitment and retention challenges, they ceased implementation in 2013. VoALA will report on this study as an appendix to the final report.