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HOW TO USE PERFORMANCE MEASURES DATA TO DOCUMENT & IMPROVE OUTCOMES

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▶ **Grantee & Award #:** Young Women on the Move (90TS0093)

▶ **EBP:** Love Notes 3.0 & 4.0 SRA

▶ **Funding** Agency: Family & Youth Services Bureau

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INTRODUCTION

- **Purpose**
  - ✓ Strategies & Approaches
  - ✓ Assess Change At Exit
- **Learning Objectives**
  - ✓ Methods & Techniques
- **Overview**
  - ✓ Study Type & Setting

LEARNING OBJECTIVES

Understand the use of analytic methods & techniques to facilitate analysis of <u>performance measures data</u>.

Interpret & synthesize the results to identify areas where improvement is needed.

Identify approaches for engaging partners in interpretation and to enhance understanding and buy-in.

COMMUNITY CONTEXT

- USD500 reported low graduation rates (74% vs. 88% statewide) and high poverty rates (>75% receive free or reduced-price meals) (1 & 2).

- 20% of WYCO adults 25+ (1 in 5) earn a BA/BS vs. 34% in the US (3).

- 16% of WYCO residents live in poverty vs. 11% in the US (3)

- 11%-14% of live births statewide (2020-2022) were reported for WYCO females 15-17 years, and 10-12% for females 18-19 years (1).

OVERVIEW

▶ **Implementation Setting: C-SRAE Evaluation**

✓ Love Notes (LN) SRA (in-school) – 4 Semesters

✓ 3,000+ Urban High School Students Consented (Passive)

✓ Hispanic Ethnicity 59%-70% | Black 20%-26%

✓ Males 50%-55% | Females 43%-49%

PROJECT OBJECTIVES

► **Support gains in knowledge, skills, & attitudes that value SRA, and personal responsibility & self-sufficiency. Lessons encourage:**

• Improved decision-making, relationship skills, increased goal-orientation ➡ delay parenting until key markers are met.

► **Improve the ability of teens & parents to talk about sex.**

► **Can EB programming reduce the risk for teen pregnancy?**

YOUTH INTENDED OUTCOMES

1
- Improved decision-making skills

2
- Increased communication & self advocacy skills

3
- Greater healthy relationship knowledge & skills

4
- Stronger commitment to goal-oriented behaviors

5
- Decreased risk behaviors & improved SDH

EVALUATION PRESENTATION OBJECTIVES

▶ **Describe the methods & techniques** used to support evaluation and analyze survey data (e.g., *t*-Tests, sub-group analyses, & a 90 day F/U).

▶ **Examine program outcomes** & identify opportunities for improvement using de-identified data.

   ✓ **Is their evidence that participant intentions improve _after participation_)?**

▶ **Engage partners in interpretation** of the findings to expand understanding and collaboration.

ASSESSING CHANGE AT EXIT

- Students were asked whether their intentions changed on key items.

- Original Response Categories :

| Much More Likely=1 | Somewhat More Likely=2 | About The Same=3 | Somewhat Less Likely=4 | Much Less Likely=5 |

- **The classroom average change in likelihood (*t*-Tests) were** computed to assess change at exit for statistical & practical significance.

ASSESSING CHANGE AT EXIT: RESPONSE RECODING

Exit Survey Items 8-12	Original Value	Recoded Value
Much More Likely	1	**+2**
Somewhat More Likely	2	**+1**
About the Same	3	**0**
Somewhat Less Likely	4	**-1**
Much Less Likely	5	**-2**

SINGLE ARM STUDY: SUMMARY

Frequencies
- 4 Semesters
- Few Differences
- One Dataset

Class IDs
- Teacher & Period
- 94 Entry Classes
- 97 Exit Classes

Responses
- t-Tests ran
- No Change=0
- α =.05

ASSESSING CHANGE AT EXIT: *t*-TEST ANALYSES

▶ **Participation positively impacted students' intentions across all classrooms, with positive means,** on items related to:

✓ Decision Making (9a-9d) (*p<.001* & d=.80 to d=2.31)

✓ Goal Orientation (10a & 10b) (*p<.001* & d=3.45 to d=3.57)

✓ Healthy Relationship Knowledge & Skills (11a-11c) (*p<.001* & d=2.70 to d=4.14).

✓ Principles of The Success Sequence (12a-12f0 (*p<.001 to* & d=1.16 to d=3.35).

ASSESSING CHANGE AT EXIT:
DECISION MAKING & GOAL ORIENTATION

One Sample T-Test: Classroom Average Change All Semesters					
Has participation made you . . .	*t* (97)	*p*-Value	Effect Size	Class Mean	SD
9a. Resist peer pressure.	16.00	<.001	1.62	.74	.46
9b. Manage emotions.	19.84	<.001	2.00	.85	.43
9c. Consider consequences.	22.90	<.001	2.31	.95	.41
9d. Talk w/ parent(s) about sex.	7.94	<.001	.80	.40	.50
10a. Make plans to reach goals.	34.17	<.001	3.45	1.20	.35
10b. Do well In school.	35.32	<.001	3.57	1.19	.33

ASSESSING CHANGE <u>AT EXIT</u>:
HEALTHY RELATIONSHIP SKILLS

One Sample T-Test: Classroom Average Change All Semesters					
Healthy Relationship Skills-	*t* (97)	*p*-Value	**Effect Size**	**Class Mean**	**SD**
Has participation made you . . .					
11a. Better grasp healthy relationships.	40.96	<.001	4.14	1.32	.32
11b. Resist or say not to pressure for sex.	29.58	<.001	2.99	1.13	.38
11c. Seek a trusted adult to talk to if uncomfortable or pressured.	26.74	<.001	2.70	1.02	.38

RISK AVOIDANCE & THE SUCCESS SEQUENCE: ASSESSING CHANGE AT EXIT:

One Sample T-Test: Classroom Average Change All Semesters					
Has participation made you . . .	*t* (97)	*p*-Value	Effect Size	Class Mean	SD
12a. Delay sex until after HS?	18.07	<.001	1.83	.78	.43
12b. Delay sex until after college?	14.89	<.001	1.50	.71	.47
12c. Delay sex until after married?	11.46	<.001	1.16	.57	.49
12d. Delay parenting until married.	23.97	<.001	2.42	.90	.37
12e. Work FT before you get married.	31.55	<.001	3.19	1.13	.35
12f. Work FT before having a child.	33.17	<.001	3.35	1.17	.35

SUB-GROUP ANALYSES AT EXIT: SEMESTER, SCHOOL, GENDER, & SURVEY TYPE

Participation positively impacted students' intentions <u>across schools</u> on all domains (*p<.001 to p=.04* & d=.42 to d=7.93) except for:

- Attitudes about substance use (8a-8f) (2 schools).

- Intent to talk with parents about sex (9d) (1 school).

Participation significantly impacted students' intentions <u>for English & Spanish test takers</u> (*p< .001 to p=.029* & d=.33 to d=4.25) except for:

- Alcohol & cigarette use (8a & 8b) (Spanish version).

SUB-GROUP ANALYSES AT EXIT: BY RISK STATUS

- We also studied the role of risk status at baseline (BL) on outcomes.

- Classes with low and high percentages of sexual activity & substance use were grouped to assess the impact on intentions.

- Results showed that classes with **both** low & high-risk values at BL reported significant change in intentions with medium-large effects.

SUB-GROUP ANALYSES <u>AT EXIT</u>: BY RISK STATUS

▶ Change in intentions at exit for:

▶ Decreased **alcohol use** was strong *(p<.001 and d=.61 to d=.81)* for classes with low (≤9.9%) and high (10.0%-57.1%) BL use.

▶ Lower **marijuana use** was strong *(p<.001 & d=.79 to d=.70)* for classes with low (≤7.4%) and high (7.5%-57.1%) BL use.

▶ Lower **pain medication use** was strong *(p<.001 to p=.001 & d=.51 to d=.91)* for classes with low (≤5.5%) and high (5.6%-28.6%) BL use.

▶ Decreased **sexual activity** *(p<.001 and d=1.14 to d=3.68)* for classes with low (≤13.5%) & high (13.6%-40.0%) BL use.

CHANGE AT EXIT BY ATTENDANCE LEVEL

▶ *The relationship between the classroom average attendance and average intent to change* (items 9a-9d, 10a-10b, & 12a-12e) *was studied*.

    ✓ Only the intent to delay sex until marriage was significantly correlated with the classroom average attendance, with r=.23, and p=.025.

▶ On average, classes with higher attendance typically had higher average intention to change.

90 DAY FOLLOW-UP: DEPENDENT SAMPLES *t*-TESTS

▶ **Entry survey** responses were collected at baseline & 90 days after participation using **dependent samples *t*-Tests** (2 schools).

▶ The mean difference from entry to 90 days after participation showed statistically significant gains with large effect sizes for:

   ✓ Caring about doing well in school (item 10b) & willingness to ask for help if bullied online (items 10d-10e, student/another person).

   ✓ Conversely, the mean difference for having talked to a parent or guardian about sex was lower after participation (item 9d).

SATISFACTION

▶ The class average for satisfaction items ranged from 1.89 to 2.38, where 1=all of time, 2=most of time, and 3=some of time.

▶ No significant differences in satisfaction items was found by semester or site using Analysis of Variance (ANOVA).

▶ One school consistently rated higher on: lessons were clear & helped students to learn, & students felt respected & could ask questions.

PARTNER ENGAGEMENT & SUSTAINABILITY

➤ Partner engagement included:

  ✓ Joint planning for sessions.

  ✓ Debriefings early each semester related to strategizing implementation challenges.

  ✓ A community satisfaction survey administered annually.

  ✓ Co-interpretation of the findings.

➤ By Year 4, the district purchased their own curriculum to teach in a core class & asked for help with MS programming.

SUMMARY

▶ Significant change in intentions at exit was reported across classrooms, by gender, school, semester & survey type with few exceptions.

▶ **Regardless of risk at BL, students responded positively to the lessons** and indicted that they were satisfied "most of the time".

▶ The attendance rate was significantly related to intent to delay sex until married.

▶ Teachers & district officials were engaged in co-implementation and interpretation of the results; new partnership was formed to serve MS students.

NEXT STEPS

- **Conduct post-hoc analyses** to adjust for the family wise error rate (e.g., number of tests ran) using Benjimani Hochberg procedure.

- Analyze & report partner satisfaction survey results.

- Summarize fidelity observations conducted by staff.
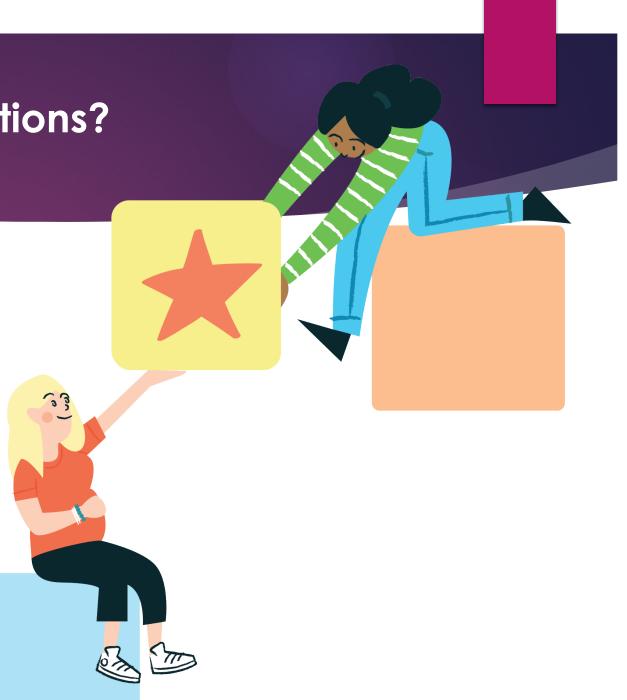
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Questions?

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Session Evaluation

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