

2024 ADOLESCENT PREGNANCY  
PREVENTION GRANTEE CONFERENCE



BUILDING BRIGHTER FUTURES  
WITH TODAY'S YOUTH LEADERS

JUNE 25-27 | SAN FRANCISCO, CA



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# Protective and Risk Behaviors of High School Youth and Their Associations with Key Outcomes

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# Outline



Introduction of Performance Measures



Research questions



Methods: Data, variables, analysis method



Results: Descriptive, crosstabs, regressions



Conclusions, limitations, and next steps



Discussion

# Introduction

- The primary purpose of collecting performance measures is to obtain information from all grantees on the extent to which the program objectives are being met.
- Although performance measures are not designed to assess program effectiveness, they could help improve service delivery and promote continuous quality improvement and assessment of data quality.
- They can also be used to highlight subgroups of youth that need more attention or topics/areas of learning that are associated with desired outcomes.

# Research questions

This analysis addresses the following questions

1. What is the distribution of youth at entry and exit by their background characteristics, risky behaviors, and protective behaviors?
2. What is the association between background characteristics of youth and risky behaviors?
3. What is the association between background characteristics of youth and protective behaviors?
4. What is the association between background characteristics, risky behaviors, and protective behaviors with sexual activity outcomes?

# Data

- Data collected from youth at entry and exit in 2022-2023
- Restricted analysis to high school students and excluded impact surveys.
- Due to the lack of ID for each youth in the data, there was no opportunity to link youth from the entry and exit data.

# Variables

- Background variables: age, grade, sex, ethnicity (Hispanic or not Hispanic), and race
- Risky behaviors:
  - Alcohol consumption, smoking, tobacco use, electronic vapor, marijuana, and pain medication.
  - **Entry:** If they performed the behavior in the last 3 months (Yes/No)
  - **Exit:** If they reported that they are **less likely** (somewhat and much less) to perform the behavior after the program (Less likely vs about the same or more likely)

# Variables Continued

- Protective behaviors:
  - These include variables from questions such as “saying no peer pressure” or “talk with parent/caregiver about sex”
  - **Entry:** If they performed these behaviors all or most of the time, some of the time, or none of the time OR if the youth stated the behavior was very true of me, somewhat true, or not true at all.
  - **Exit:** If they reported they are **more likely** (much or somewhat more) to perform the behavior after the program (more likely vs about the same or less likely)



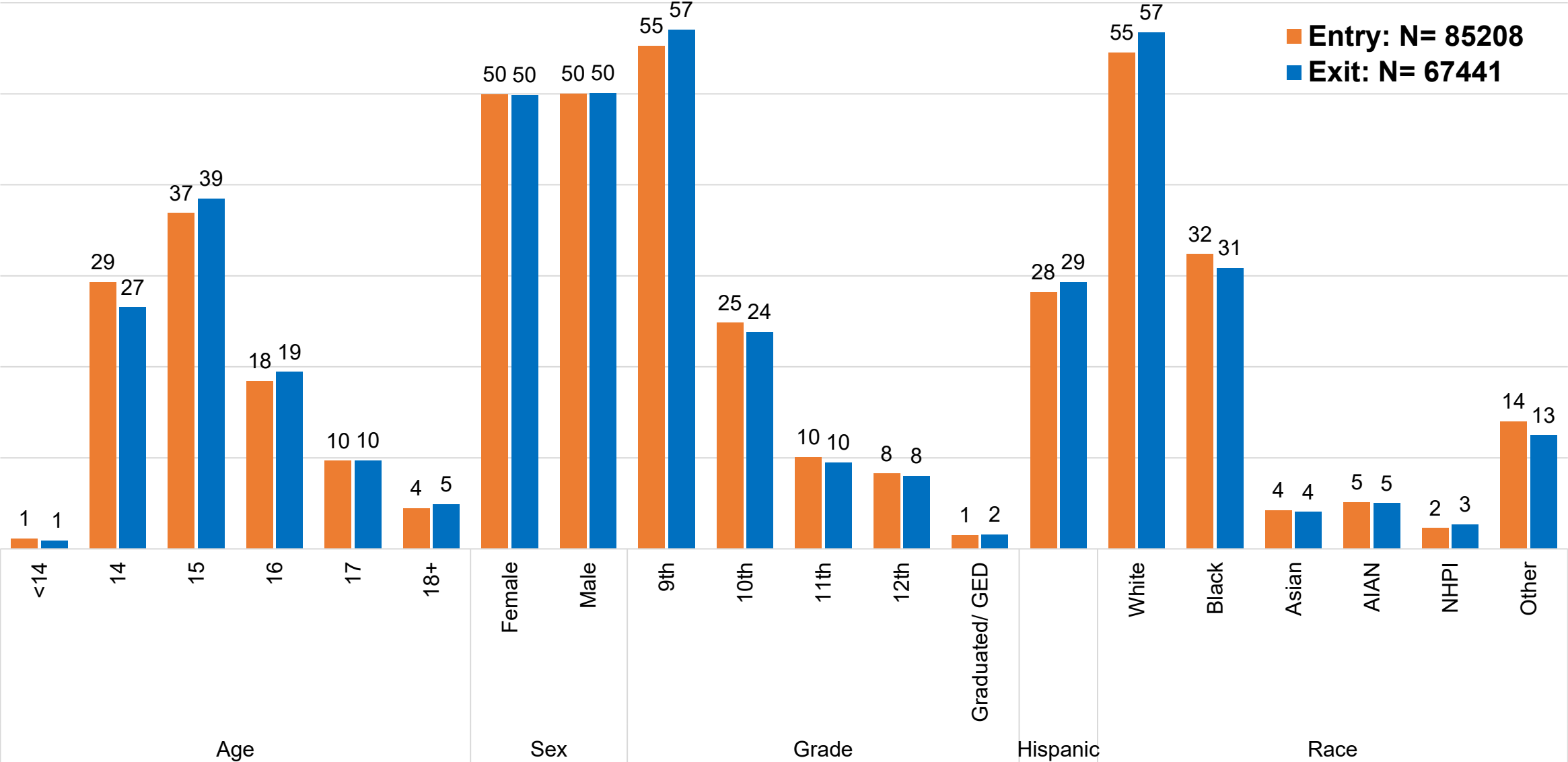
# Variables Continued

- Main outcome variables:
  - **Entry:** If the youth ever had sex (Yes/No)
  - **Exit:** If the youth is planning to abstain from sex after the program (Yes/No). “Not sure” was combined with “No”. We are interested in studying an affirmative “Yes” response.

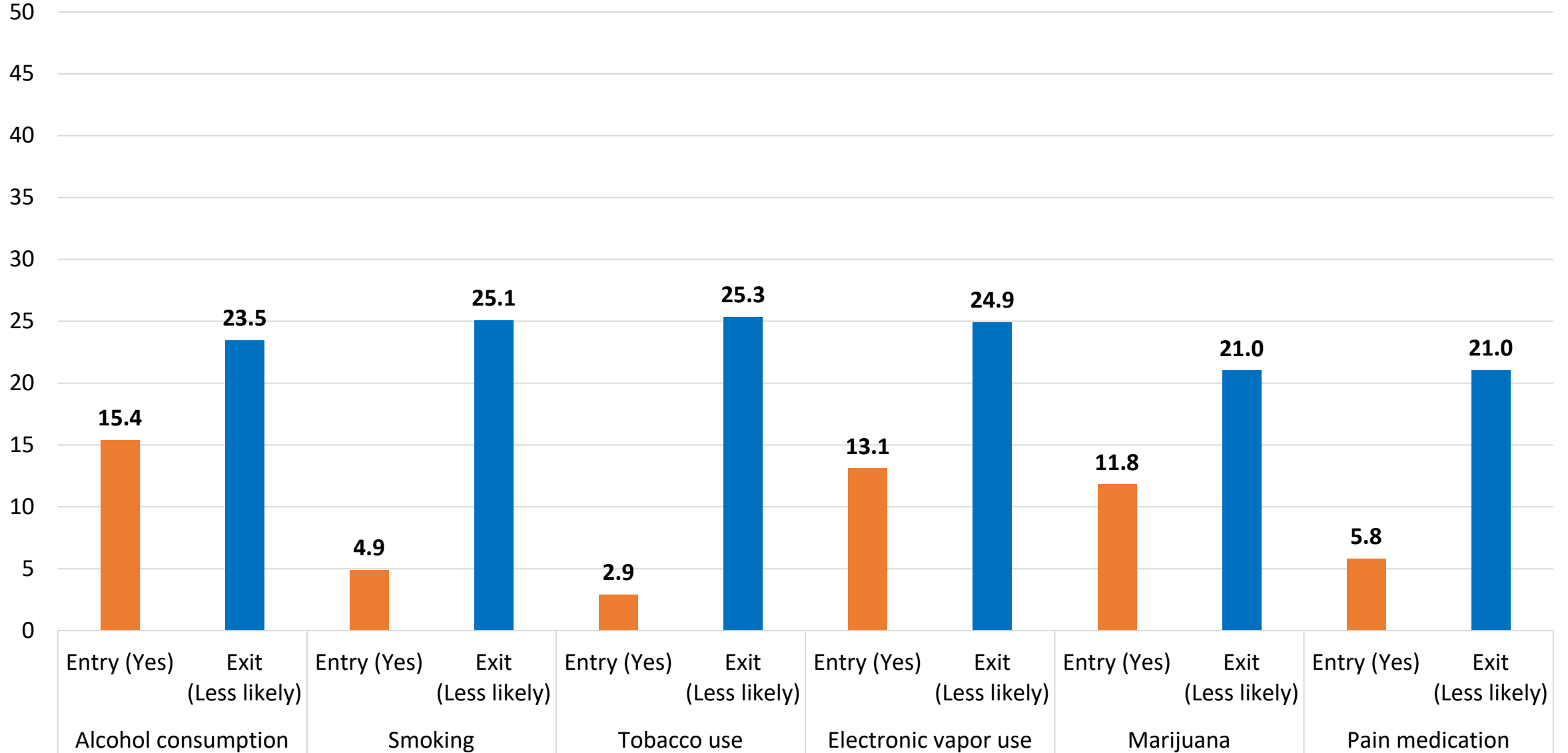
# Methods

- Performed descriptive statistics of all variables
- Crosstabulation between background variables and risky behaviors and protective behaviors and tests of association.
- Unadjusted and adjusted logistic regressions with main outcomes of ever had sex and plan to abstain from sex (will only show adjusted results).
- The adjusted regressions controlled for background variables.

# Percent distribution of High School Youth by Background Variables



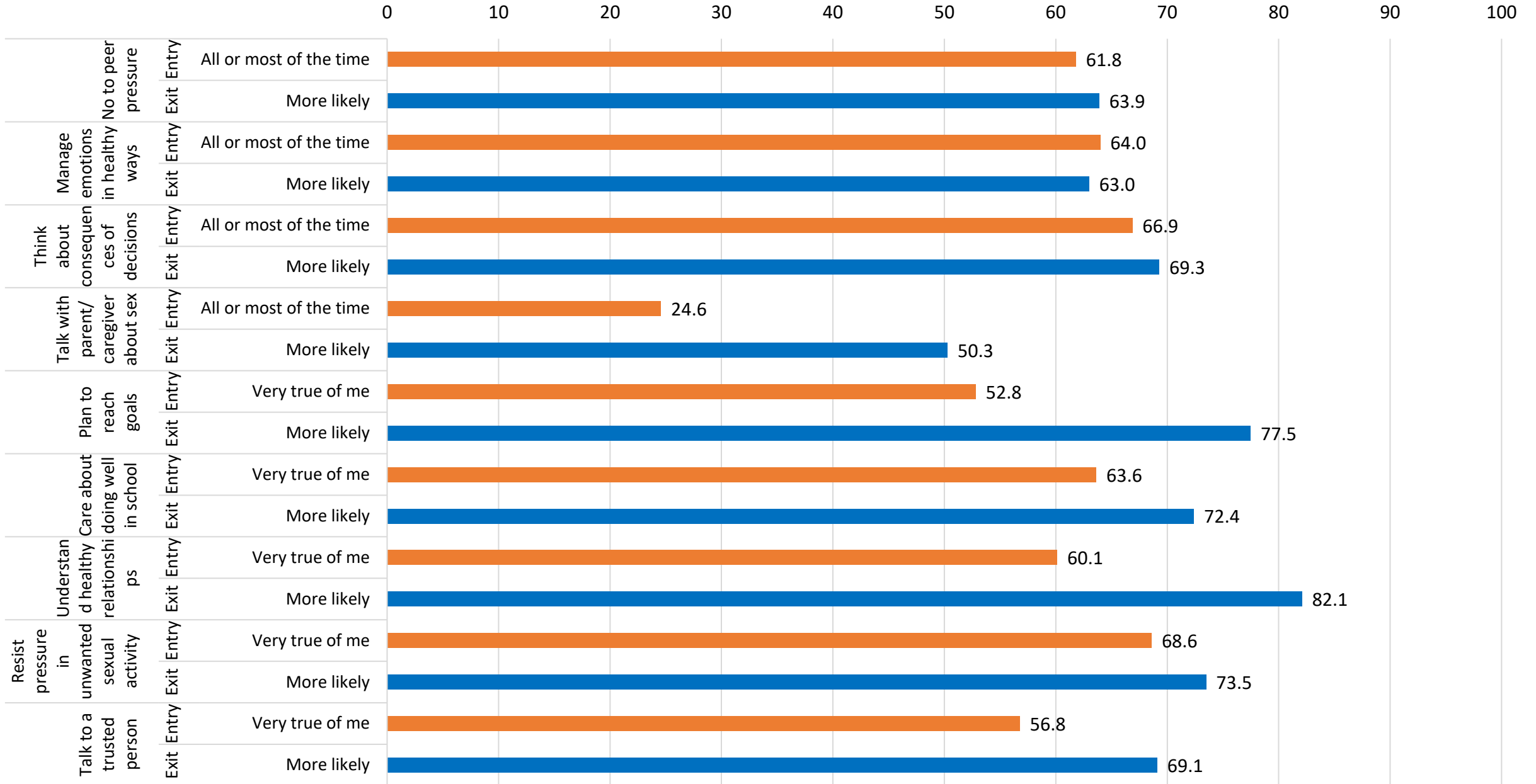
# Risky Behaviors



# Risky behaviors by background variables

- Risky behaviors increase with increasing age at entry. In general, no pattern by age at exit for being less likely to perform risky behavior.
- Except for smoking and tobacco use, risky behaviors were significantly higher among female youth compared to males at entry.
- There were no significant differences by sex in being less likely to partake in smoking, tobacco use, electronic vapor, and use of pain medication at exit.
- Significant differences at entry found by ethnicity and race except for Asian youth
- Hispanic and Black youth indicated they were less likely to partake in all risky behaviors at exit, and American Indian or Alaskan Native youth for three risky behaviors

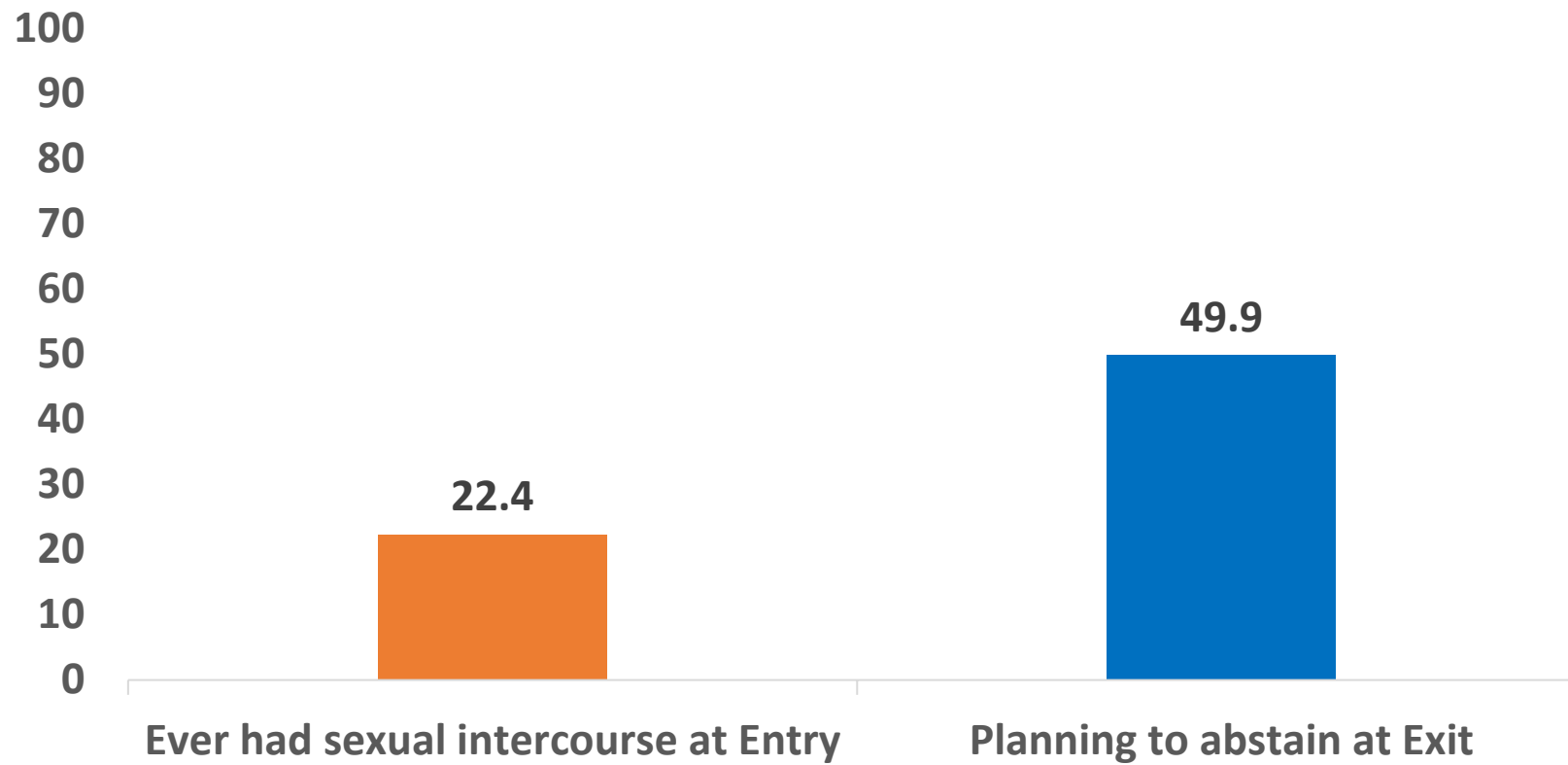
# Protective Behaviors



# Protective behaviors by background variables

- With few exceptions, all background variables were significantly associated with protective behaviors at entry and at exit.
- This indicates there are disparities by background variables in having these protective behaviors at entry and plans to more likely have behavior at exit.
- For instance, female youth were more likely to have protective behaviors at entry except for saying no to peer pressure and managing their emotions. Female youth were also more likely to say they plan to perform these behaviors at exit compared to males.

# Main outcomes

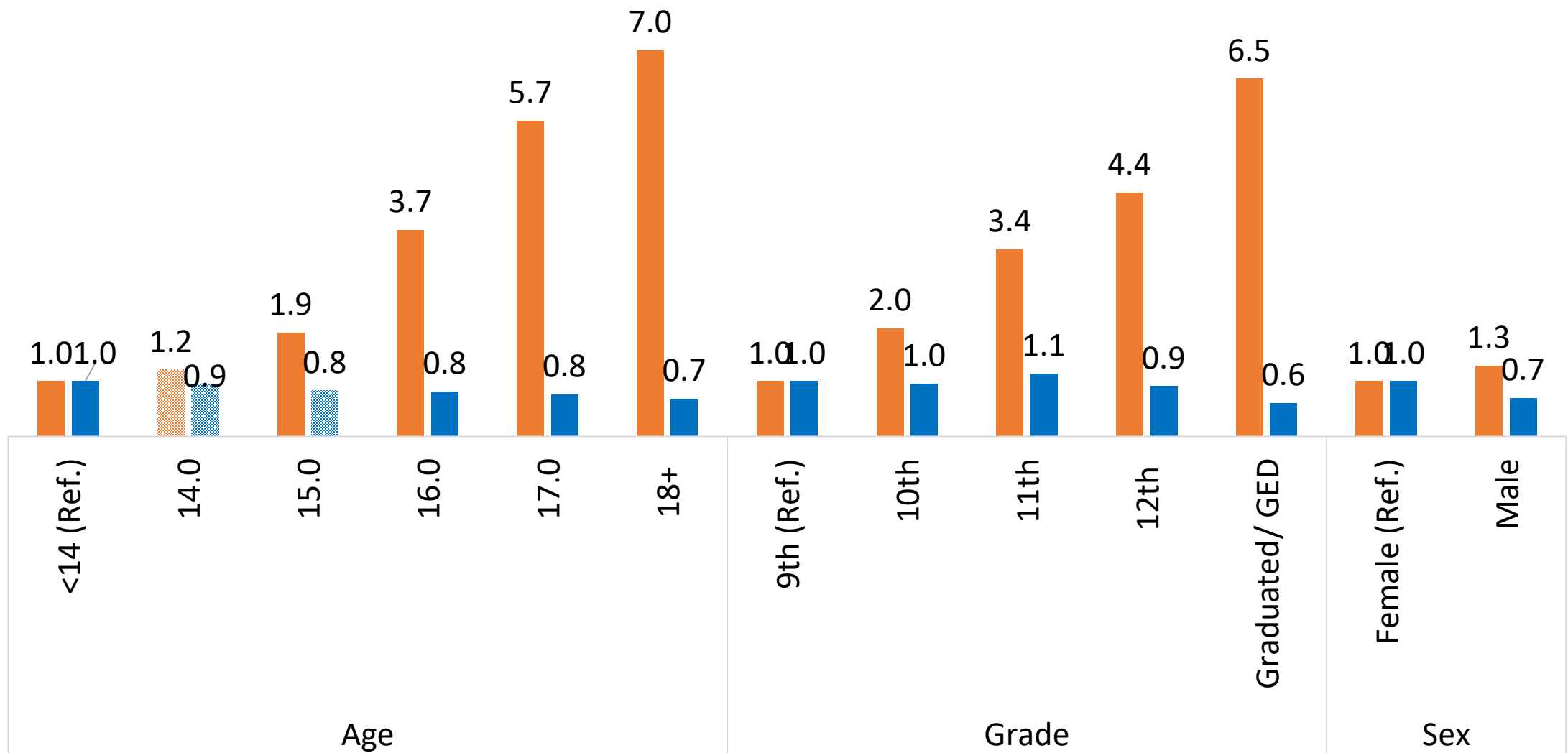


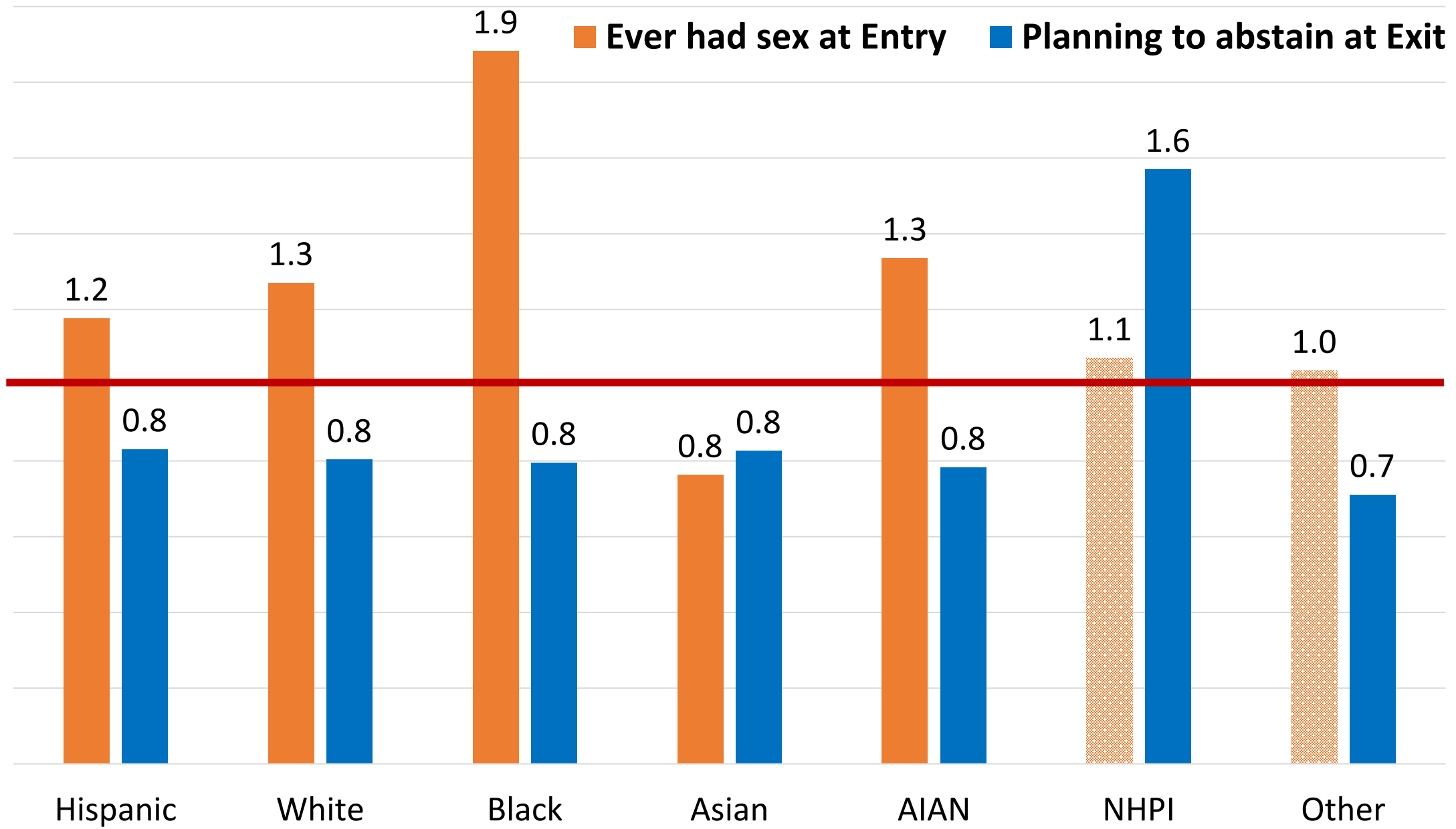


# Adjusted odds ratios from logistic regressions

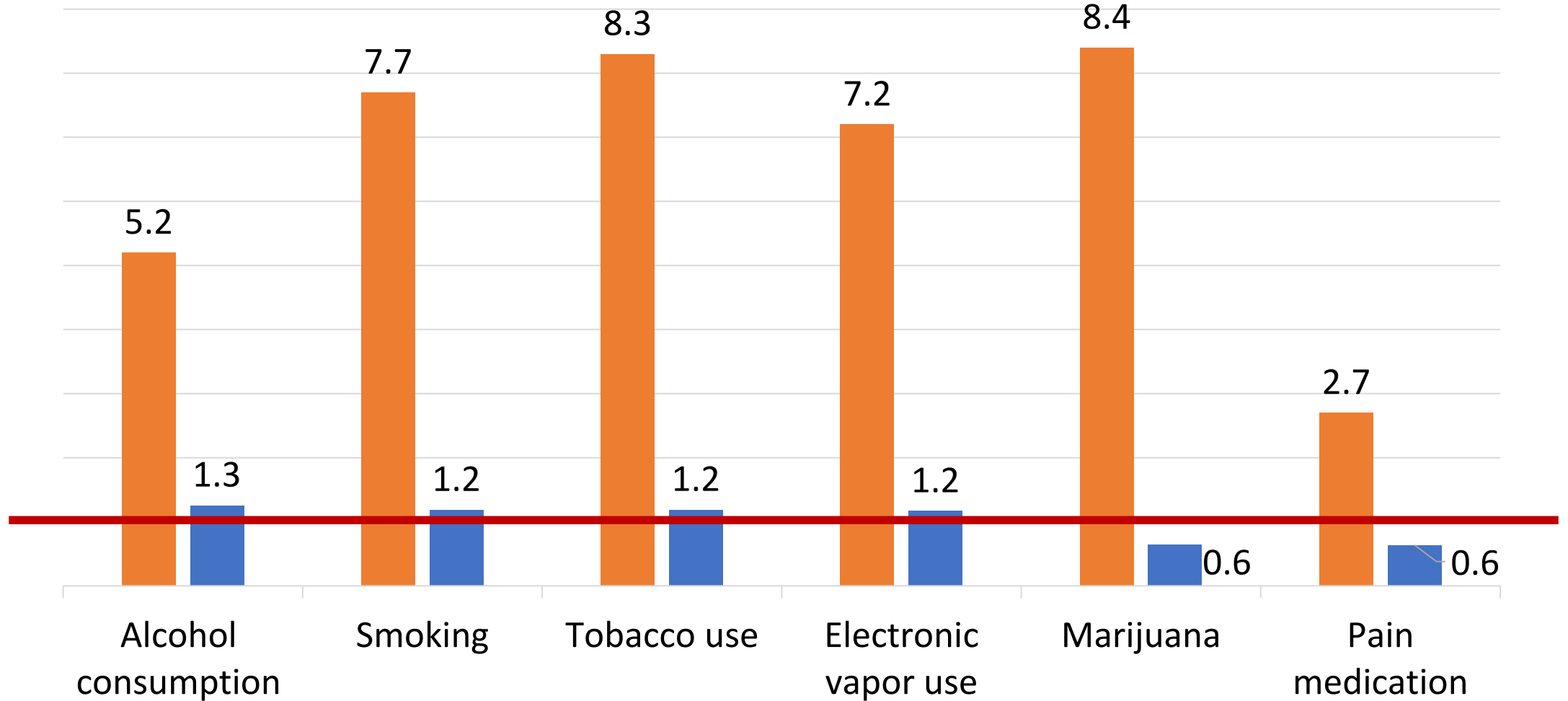
- Fit a logistic regression for each outcome with background variables, risky behaviors, and protective behaviors
- Will show results from entry and exit data side by side but these could not be linked.
- The figures will show odds ratios that were adjusted for background variables.
- Each odds ratio is compared to a reference group that will be indicated in the figures.

■ Ever had sex at Entry ■ Planning to abstain at Exit





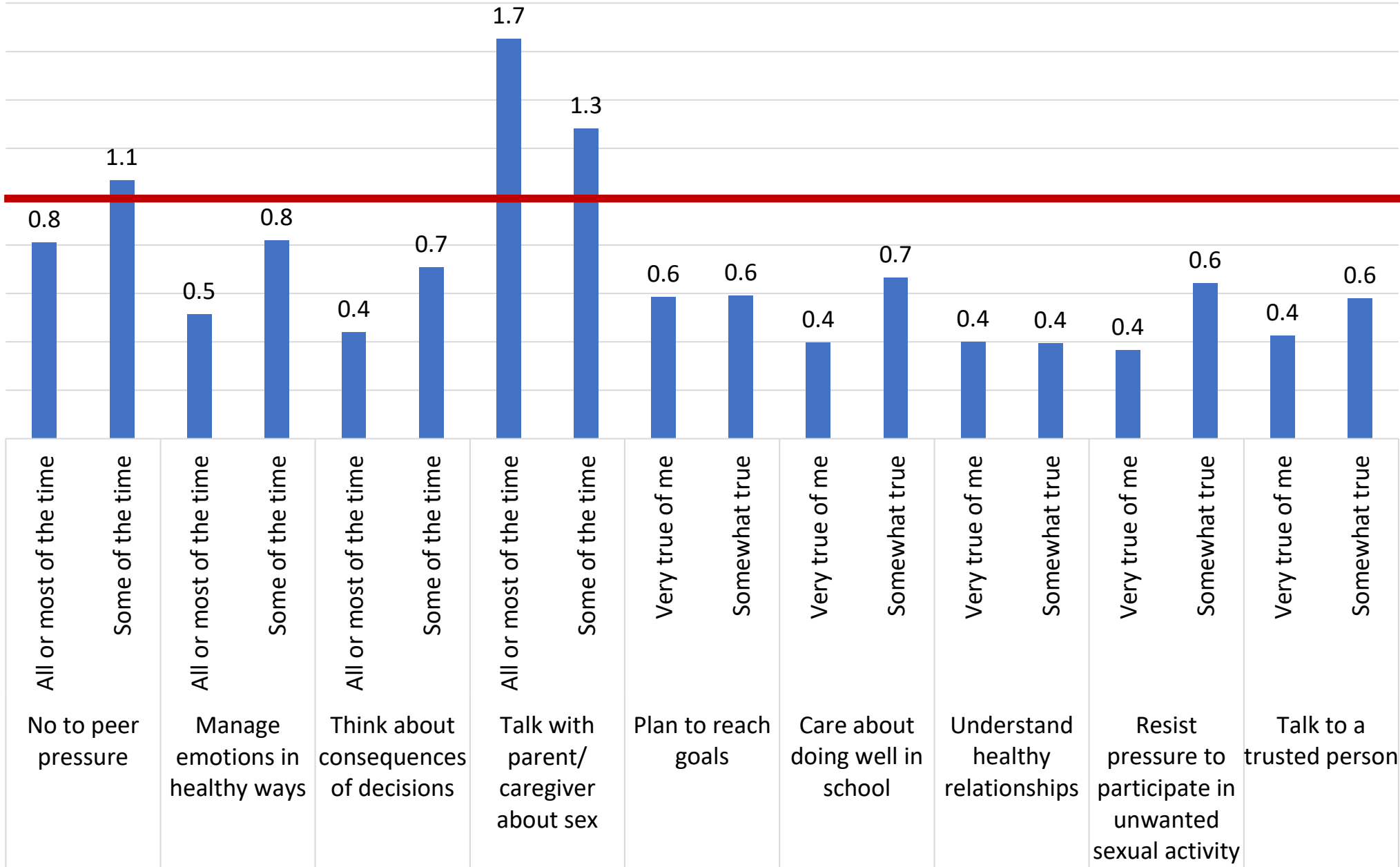
# Risky Behaviors



■ Ever had sex at Entry/  
Yes had behavior compared to No

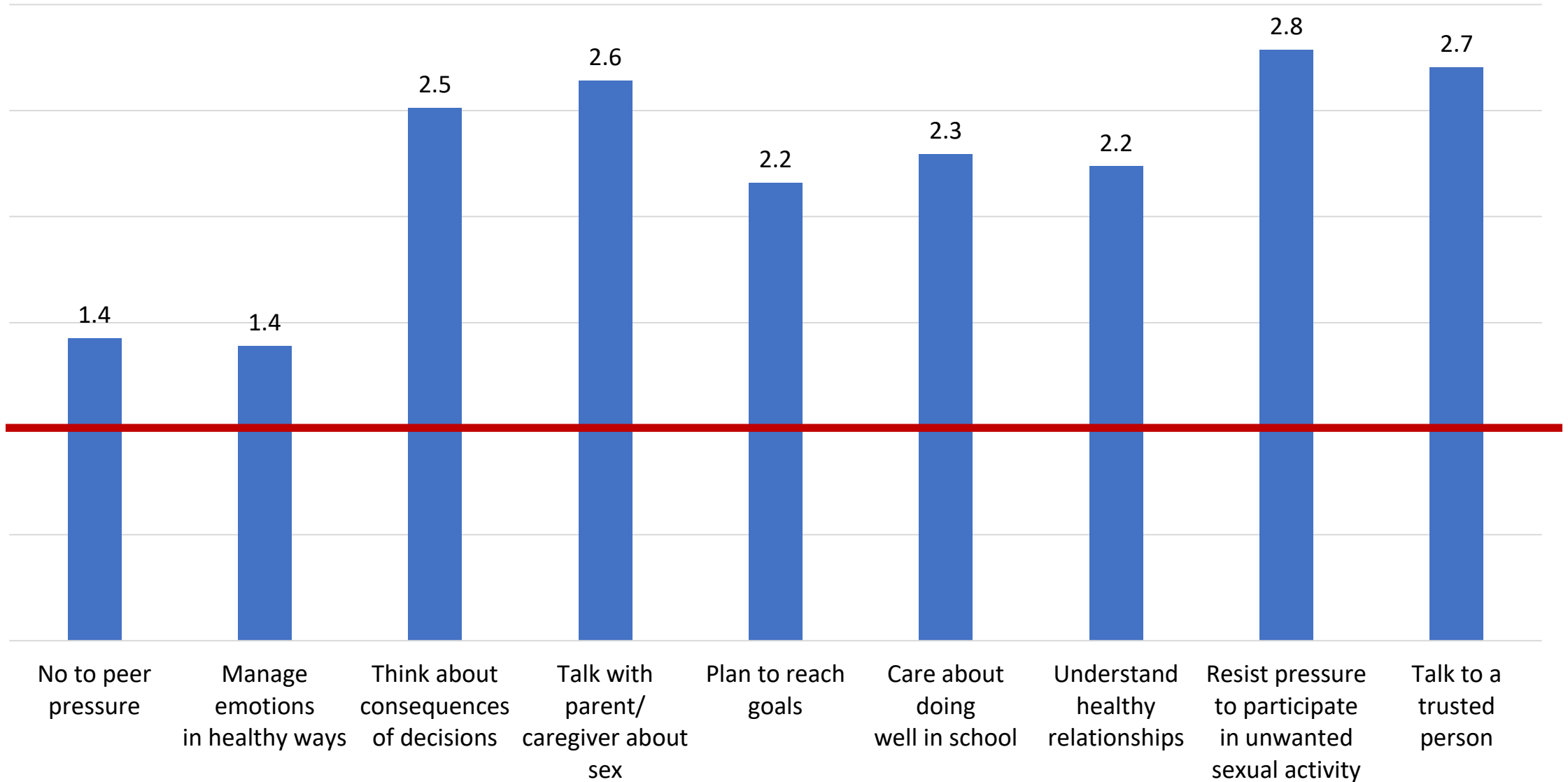
■ Planning to abstain at Exit/  
Less likely to partake in behavior compared to more likely or same

# Ever had sex at Entry with Protective Behaviors



Reference is  
None of the  
time or  
Not true at all

## Planning to abstain at Exit and being more likely to have protective behavior compared to less likely or about the same



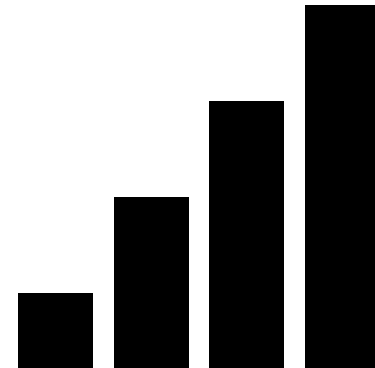
# Poll questions

Go to

[www.menti.com](https://www.menti.com)

Enter the code

**7803 5084**



# Conclusions – Areas of growth

- Among high school youth, there is a low proportion of the programs administered to higher ages or high grade levels even though we found that these youth are more likely to engage in risky behavior and sexual activity.
- Risky behaviors and protective behaviors significantly differ by subgroups of youth at entry and exit indicating disparities remain.
- Parent-child communication was relatively lower than other protective behaviors.
- Significant differences by background variables and planning to abstain from sex.



## Conclusions – Good news

- About a quarter of youth indicated they are less likely to engage in risky behaviors after the program at exit.
- High rates of youth who said they are more likely to engage in protective behaviors at exit (more than 60% for most).
- Half of youth planning to abstain from sex at program exit.
- As expected, engaging in risky behaviors is highly and positively associated with ever having sex. However, planning to not partake in risky behaviors increased odds of abstaining from sex at exit.
- Performing protective behaviors was negatively associated with ever having sex, as expected. In addition, indicating to be more likely to partake in protective behavior increased odds of abstaining from sex.

# Next Steps

- Trend analyses at the provider, program, and youth levels.

If data becomes available:

- Addition of geographic data to examine disparities by region, state, or urban versus rural
- Addition of sexual orientation for background information so it's possible to examine disparities in this area
- Linking entry and exit data

# Limitations to the analyses

- Reporting bias, youth may be giving the responses they perceive as the favorable responses.
- We don't know what youth actually do at exit, we only measure what they say they plan to do.
- We cannot link entry and exit data to better understand the effect of these educational programs on each youth.
- Could not control for geographical area as this information was not in the data.
- Data is not representative of youth in the US.

# Discussion

- How do you address data quality issues?
- How do you address missing data?
- What are some ways you use your performance measures data?
- What is working well with asking youth the survey questions for your performance measures data collection?
- What can be improved with asking youth the survey questions for your performance measures data collection?

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# Questions?

