

# Engaging Adolescent Males in Teen Pregnancy Prevention

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**May 24, 2022**

# Webinar Logistics

- Mute when not talking
- Turn off video if you experience any connection issues
- Type questions in the chat
- Time reserved for Question & Answer at the end
- Take off “everyone” if you want to directly message with someone
- Transcript & recording will be available



# National Teen Pregnancy Prevention Month (NTPPM) – Significance

- Celebrates the significant decline in rates of teen births in the United States over the past 30 years and highlights continued efforts to reduce teen pregnancy among vulnerable youth, allowing them to reach their full potential.



# Significance of NTPPM

- According to the CDC, in 2020, a total of 158,043 babies were born to women aged 15–19, for a birth rate of 15.4 per 1,000 women in this age group. This is another record low for U.S. teens and a drop of 7.94% from 2019.
- 2020 birth rates for teens:
  - Age 15–17: 6.3 births per 1,000 females – down 6.35% from 2019 (6.7)
  - Age 18–19: 28.9 births per 1,000 females – down 7.61% from 2019 (31.1)
- Despite the decline in teen pregnancy, In 2019, the birth rates for Hispanic teens (25.3 per 1,000) and non-Hispanic Black teens (25.8) were more than two times higher than the rate for non-Hispanic White teens (11.4 ). The birth rate for American Indian/Alaska Native teens (29.2) was highest among all races/ethnicities.<sup>1</sup> (CDC, 2019).

# Digital Media Toolkit



[2022 NTPPM Digital Toolkit](#)





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*We Think Twice* amplifies the voice of this generation and is a movement *with* teens *for* teens! Do you have youth ages 13-19 who may be interested in joining the campaign to become a *We Think Twice* Insider? As an Insider youth are incentivized for providing feedback on new ideas, designs, and products. Have them sign up today!

[www.wethinktwice.acf.hhs.gov/take-action](http://www.wethinktwice.acf.hhs.gov/take-action)

#### EXPOSURE

64,874

Users

71,536

Sessions

90,702

Pageviews

Website

#### EXPOSURE

12,289,685

Post Impressions  
(Paid and Organic)

4,615,539

Post Reach  
(Paid and Organic)

48,050

Profile Visits  
(Paid and Organic)

Insta

# POP QUIZ

What percentage of young men aged 15–19 years report that they would be very upset or a little upset if they were to get a female pregnant?



20%  
50%  
80%  
100%

# POP QUIZ

What percentage of young men aged 15–19 years report that they would be very upset or a little upset if they were to get a female pregnant?

**And the correct answer is...**



**80%**

Source: Chernick LS, Siden JY, Bell DL, Dayan PS. A Qualitative Assessment to Understand the Barriers and Enablers Affecting Contraceptive Use Among Adolescent Male Emergency Department Patients. Am J Mens Health. 2019 Jan-Feb;13(1):1557988319825919. doi: 10.1177/1557988319825919. PMID: 30819063; PMCID: PMC6440070.



# Agenda

1. Working to Engage Young Men: Strategies, Lessons Learned & Sharing
2. Grantee Spotlight: Bristol Hub
3. Grantee Spotlight: TELACU
4. Question & Answers



# Webinar Objectives

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At the conclusion of this 90-minute webinar, participants will be able to:

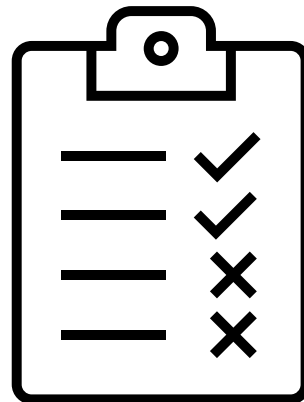
1. Discuss how male youth can be engaged to address harmful gender stereotypes that can perpetuate negative outcomes, including those related to pregnancies and sexually transmitted infections (STIs);
2. Identify at least two strategies to increase recruitment and retention of male youth in their programming, including vulnerable youth;
3. Gain an understanding of real-time strategies used from the experiences of two APP grantees and;
4. Reference one resource to learn more about engaging male youth in pregnancy and STI prevention programming.



# Poll

Which objective are you most looking forward to?

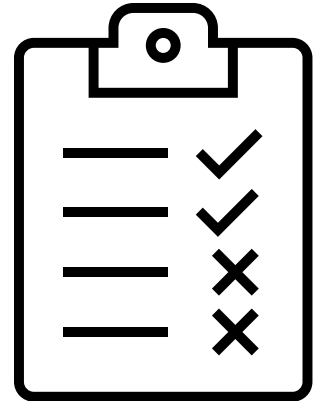
1. Discussion of how male youth can be engaged to address harmful gender stereotypes
2. Learning two strategies to increase recruitment and retention of male youth in their programming, including vulnerable youth;
3. Hearing strategies used from the experiences of two APP grantees and;
4. Reference one resource to learn more about engaging male youth in pregnancy and STI prevention programming.



# Poll

Which funding stream are you representing today? Select all that apply.

1. State Personal Responsibility Education Program (PREP)
2. Tribal Personal Responsibility Education Program (PREP)
3. Personal Responsibility Education Program (PREP) Competitive Grants
4. Personal Responsibility Education Innovative Strategies Program (PREIS)
5. Title V State Sexual Risk Avoidance Education (SRAE) Program
6. Title V Competitive Sexual Risk Avoidance Education (SRAE) Program
7. Sexual Risk Avoidance Education (SRAE) Program (General Departmental-Funded)





# **Working to Engage Young Men: Strategies, Lessons Learned & Sharing**

Héctor Sánchez-Flores  
Executive Director

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501.c.3 established in 1988

**Mission:** To strengthen, rebalance, and/or redevelop the traditional "Compadre" extended family system, based on the principles of "Un Hombre Noble" (A Noble Man).

**Cadre of Experts:** NCN brings together culturally competent nationally recognized leaders from diverse backgrounds in the fields of fatherhood, rites of passage, health, education, family violence, teen pregnancy prevention, cultural competence, juvenile justice, social services, advocacy, trauma, healing and evidence based.

**What We Do:** NCN works in partnership with community leaders and decision makers to create strategic and sustainable systems of change and provides support in the areas of training, technical assistance, collective impact building, research, leadership development, and resource and material development.

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“Within the collective dignity, love, trust and respect of all people, exists the wisdom and resources for a beautiful, harmonious tomorrow.”

-Jerry Tello

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# Historical Perspective

- Traditionally, teen pregnancy prevention and family planning programs concentrated on young women
- Scarcity of educational and clinical services designated for males
- Limited state and federal funding
- Limited evaluations of programs implemented in 1970s



# General Program Goals

- Early 1970's: Men as supporters of their partners' reproductive health
- Young men-centered efforts to increase condom usage
- Focus on costs, liabilities and responsibilities of having children (legal and quasi-legal efforts)



# General Program Goals

- Male Engagement Programs: engage young men as consumers of reproductive health services
- Include young men as part of the solution to reduce teen and unintended pregnancy (partnership mentality)
- Little information on non-hetero normative aspects of life, relationships and reproductive health (young people pushed for relevant information)



I AM A BLESSING  
DIGNITY

I HAVE  
SACRED PURPOSE  
RESPECT

**PALABRA**

Integrity and Commitment

PEOPLE TO TEACH  
AND VALUE ME  
LOVE

A SAFE PLACE FOR  
LEARNING AND HEALING  
TRUST

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# Lessons Learned



- Social support and leadership enhancement programs (Youth Development)
- Nurture environment for continued engagement and development (Rights of Passage)
- Culturally-rooted approaches that:
  - Speaks directly to young men
  - Addresses the realities of young men experience
  - Link to efforts to heal and prepare them to be the adults they want to be

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# Lessons Learned



- Young Men were receptive to learning but information needed to be shared in relevant ways:
  - Respecting that not all families look the same
  - There are many ways to be an engaged father and what type of father do you want to be, if at all
  - Ensuring content was accessible to environment young men lived within
  - Unhealthy aspects of socialization needed to be addressed



# Lessons Learned



- Introduced the concept of family formation and timing of children as part of creating and nurturing relationships and partnerships
  - Family life education
  - Culturally-centered
  - Addressing historic gender norms
  - Visioning what a family looks like to you

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# Lessons Learned



- Reinforcing that fatherhood is a lifelong commitment requiring effective communication and lifelong learning
  - Desire to be a father
  - Choosing to be a father
  - Dismantling less healthy constructs
  - Develop effective coparenting communication
  - Child development and nurturing

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# Lessons Learned

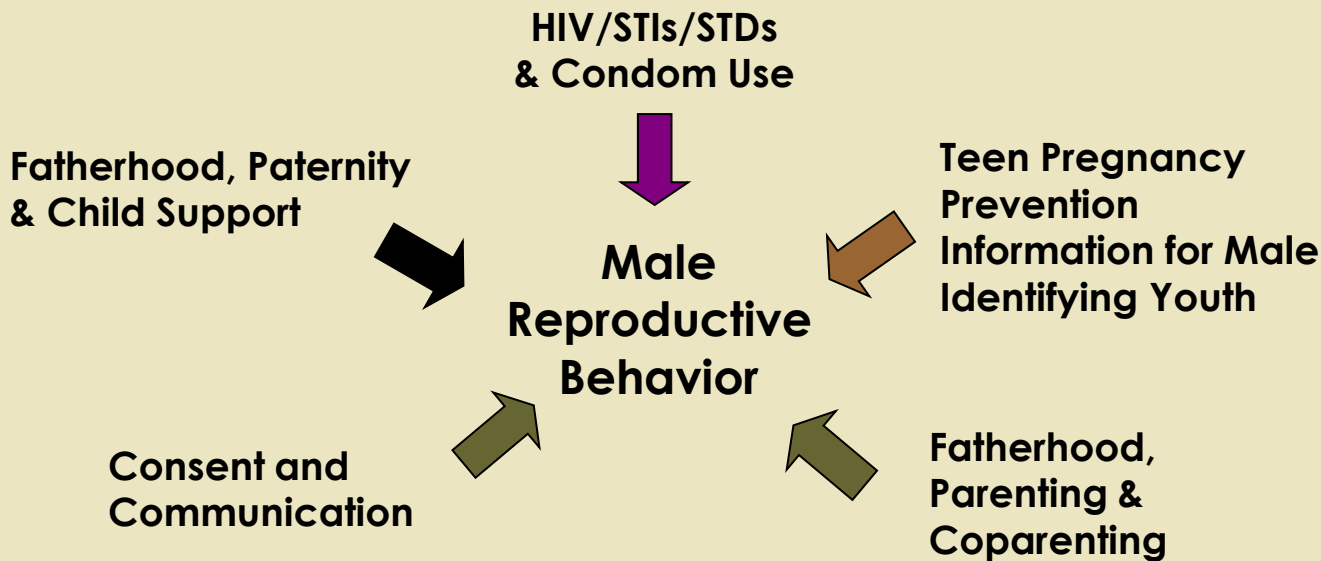


- Programs worked to connect young men with clinical services in addition to providing health information and education:
  - School-based Clinic
  - Community-based Services
  - Behavioral Health Services

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# Intersecting Topics of Male Reproductive Decision-making & Behavior



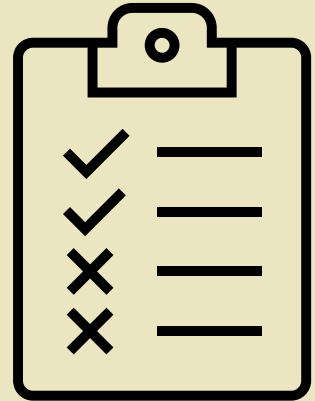
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# Poll

Which topics are currently included in your programming? (Select all that apply.)

1. HIV/STIs/STDs and condom use
2. Information for male identifying youth
3. Fatherhood, parenting or co-parenting
4. Consent and Communication
5. Fatherhood, paternity and child support





# Additional Topics Addressed

- Teen pregnancy prevention (causes and consequences);
- Male reproductive sexual development and anatomy;
- Abstinence
- Relationship violence, physical and sexual abuse, dating/acquaintance rape, and violence prevention
- Culture and values
- Anger management
- Introspection and reflection
- Homophobia



# Reproductive Health: Foundation of Health Maintenance for Men

- Young men are often in the best general health of their lives:
  - Does not mean everything is good (asthma)
  - Learning differences
  - Unaddressed trauma
- Normalizing health check-up and support seeking attitude



# Focusing on Young Men Reinforces

- Their role in family formation and decisions to start families
- Promoting sexual and reproductive health is keys to enhancing their overall health and reduces potential health risks
- Reinforces protective habits that can preserve the the lifelong health of young men



# Why Focus on Young Men?

- A comprehensive STD/STI/HIV prevention approach includes men
- Enhance community efforts to reduce unplanned pregnancies
- Historically young men had sex earlier and had more partners (prevention and intervention)
- Normalize behaviors that help them develop and achieve their goals



# Innovations Needed

- Develop education strategies that serve all male identifying members of our community
- Reinforce that the health of young men is a necessary component of a healthy community (their health matters)
- Determining if, and when, information is offered in CO-ED or gendered spaces
  - Both can be effective but need to be clearly understood



# Innovations Needed: Continued Creativity

- Health Educators and Clinical Providers should be open to updating ways of communication that resonate with young people
- Integrate new information that makes comprehensive health education relevant
- Creating a “place” where young can comfortably ask questions and apply information they learn



# Health Educators as Sheros & Heros

- Build the muscle of adaption and adjustment to meet the needs of young people with consideration to:
  - Ethnicity
  - Community context
  - Age and development
  - Gender
  - Orientation of attraction and affection
- Recognize young men as consumers and develop education efforts that are responsive to changing norms and realities
- Share with Funders and Supporters so they too can adjust



# Health Educators as Sheros & Heros

- Young Men of early programs went on to develop careers in:
  - Community organizing
  - Philanthropy
  - Organizations services
  - Community health centered
  - Executive roles in varied areas of community services







## Principles of "An Honorable Person"

- Is a person of their word
- Has a sense of responsibility for their own well-being and that of others in their circle
- Rejects any form of abuse; physical, emotional, mental or spiritual, to themselves or others
- Takes time to reflect, pray, and include ceremony in their life.
- Is sensitive and understanding
- Is like a mirror, reflecting support and clarity to one another
- Lives these values honestly and with love



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# Appreciation & Gratitude

- Mentors and guides
- Young men who shared and informed
- Colleagues who were deeply committed to young people
- Cultural leaders
- Youth development specialists



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# Teaching PREP to Adolescent Male Youth at The Bristol Hub

Presenter – Alex Mihavics







## Things to remember



- The less PREP programming is like school, the better
- Engage participants with active, physical activities (more than you think)
- Create and refer to your Group Agreement whenever possible
- Model appropriate behavior (especially reactions)

The less like  
school, the  
better



### At school, youth typically...

- Sit
- Follow school rules
- Are graded or assessed
- Are not given opportunity for immediate feedback

### During PREP classes we...

- Encourage movement
- Follow group agreement
- Focus on gaining experiences
- Debrief often



Engage  
participants  
with active,  
physical  
activities  
(more than  
you think)



- Most of our teens have identified themselves as preferring hands-on (kinesthetic) activities
- Million Dollar Question: how do you make lesson plans “hands-on”
  - Only use sitting when it’s required for what participants are being asked to do
  - Incorporate physical examples as much as possible
  - Pair a physical action with a simple random selection process (spinner or dice from a board game, dart board, bozo buckets to choose a review question)
  - Use a discussion ball or talking ball

## Refer to your Group Agreement whenever possible



- Write it down and post it somewhere visible
- Offer to add things to the agreement after the first few lessons
- Use positive reinforcement!
- Hold youth accountable by citing a specific item on the Group Agreement
- If needed, group may suggest consequences of not following Group Agreement



Model  
appropriate  
behavior  
(especially  
reactions)

- Walk the talk
- Teens key in on how adults react to making mistakes
- Boundary pushing is common—expect it



## Important skills for facilitators

- Patience
  - It will take time to establish trust with the group, don't rush it
  - Remember that new instructors will get better with more experience
- Flexibility
  - Use teachable moments whenever possible
  - Have an outline but be willing to shift things around based on participants
- Humor
  - Use humor to establish rapport and break the tension
  - Don't be a robot! Just be real, participants will notice and appreciate it.

# Questions?

- Thank you to Sara at the VT Department of Health; Ricky, Katy, and the folks at RTI; and Taylor Welch, Hub Director



**Bringing Relationship Education to Latinx Youth**

John Lewis, Program Manager  
Arena Lam, Evaluator





# Lessons Learned: Keys to Connecting and Impacting Young Men

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“

I've shared my workbook with some of my friends and sisters showing them the signs of red flags and how a relationship can end up being like a bad volcano explosion.

I've been able to share with some of my friends whose boyfriends like to control who they talk to is very unhealthy and knowing for me when I am ready to have a boyfriend, I'll be sure to be picky in choosing him but not in any hurry.

- Teen Participant

## Male Participant Experiences – Focus Groups

- **Focus groups with youth who participated in all-male Project Rise lessons:**
  - Youth felt more comfortable in the single-gender Project Rise lessons
  - Youth appreciated that the facilitators protected the privacy of the single-gender groups
  - Some suggested mixed-gender lessons so that they can learn from the opposite gender's perspectives

“

“I think [single-gender classes] changed the class in a good way, because you’re more comfortable with what you’re saying and you don’t get judged by females or males.”

”

“More trust since some of us could relate to each other.”

“I felt safe with the conversations.”

## Male Participant Experiences – Focus Group

- **Male youth highlighted the importance of having a skilled facilitator who could relate to youths' experiences and facilitate open and honest conversations:**
  - “My experience was my facilitator was good. They were understanding when it came to our feelings or experiences. They were relatable and shared similar experiences.”
  - “...comfortable talking about [relationships] as well as charisma to keep others involved and interested in the lessons at hand.”
  - “He was cool, relatable, kept the conversation going. He put things in ways we understood. He was a great teacher.”
  - “[A good facilitator is] someone who interacts with their students and makes them feel welcome, always upbeat. [Facilitator] did an exceptional job at this. I felt invited when joining the meetings and always felt included in the conversation.”
  - “I felt like I was able to be more connected with the program.”

# Male Participant Experiences – Exit Surveys

- The focus group findings aligned with the preliminary exit survey findings (1 = None of the time, 4 = All of the time):
  - Youth felt **respected as a person** “all of the time” (mean = 3.7)
  - Youth were **satisfied with the program** “all of the time” (means 3.5–3.8)

# Preliminary Exit Survey Outcomes

- Youth who participated in all-male Project Rise lessons (n = 25) reported that the Project Rise program made them (1 = Much less likely, 5 = Much more likely):
  - “Somewhat more likely” to “much more likely” to engage in **self-regulation and positive decision making** (means = 4.3–4.6)
  - “Much more likely” to engage in **goal setting** (means = 4.6–4.7)
  - “Somewhat more likely” to **speak up about bullying** (means = 4.4) and to feel **comfortable talking with their parents, guardians, or caregivers about sex** (mean = 4.0)
  - “Much more likely” to **better understand what makes a relationship healthy** (mean = 4.8)

# Preliminary Exit Survey Outcomes

• Youth who participated in all-male Project Rise lessons (n = 25) reported that the Project Rise program made them (1 = Much less likely, 5 = Much more likely):

- “Much more likely” to **talk to others about and resist dating violence and coercion** (means = 4.7–4.8)
- “Somewhat more likely” to “much more likely” to **follow the Success Sequence** (means = 4.3–4.9)

# Preliminary Exit Survey Outcomes

- Approximately half of the male youth (56%) planned to abstain from sex as a result of being in the Project Rise program
- Of those who planned to abstain, the following reasons were “very important” to them (means = 3.8–4.0):
  - Risk of getting someone pregnant or getting an STI
  - Possible social and emotional consequences
  - How it might affect their plans for the future



“

Project Rise has helped me realize how important it is setting my goals and values now at 13 years old. I love playing soccer and wouldn't want unhealthy choices to affect my passion for playing. I don't want to be a teenager dad or drop out.

- Teen Participant



**Bringing Relationship Education to Latinx Youth**

# Questions?



# Contact Information

## Training and Technical Assistance

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