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Q1 Name of your organization.

Planned Parenthood Pasadena and San Gabriel Valley

Q2 Grant #

24199

Q3 Grant Period

May 18, 2018 through May 18, 2019

Q4 Location of your organization

| | |
|-------|-----------------|
| City | Pasadena |
| State | CA |

Q5 Name and Title of person completing evaluation.

Rachel Abelson, Director of Institutional Giving

Q6 Phone Number:

626-794-5737 x109

Q7 Email address.

rabelson@pppsgv.org

Page 2: Key Outcomes and Results

Q8 Total number of clients served through this grant funding:

410

Q9 Describe the project's key outcomes and results based on the goals and objectives. Use the following format: State the Goal: State Objective 1: Describe the Activities, Results and Outcomes for Objective 1: State Objective 2 (if applicable): Describe the Activities, Results and Outcomes for Objective 2: State Objective 3 (if applicable): Describe the Activities, Results and Outcomes for Objective 3:

The primary objective of this grant was to expand the number of public school teacher trainings to three more school districts (80 teachers trained in total during the grant period) in order to reallocate direct education hours towards serving more foster and transition-age youth.

We encountered both successes and challenges in meeting this objective. During the grant period, we provided three teacher trainings to two new school districts: Pasadena Unified and Glendale Unified. In total, we trained 59 teachers, administrators, and other youth-serving staff from these districts, including school nurses and social workers. All school staff responsible for delivering sexual health education to both middle and high school students in Glendale and Pasadena participated in our trainings. Although we only reached two new districts, Pasadena and Glendale are the largest school districts in our service area, and helping both achieve compliance with the California Healthy Youth Act was a big step towards achieving our long-term goal of ensuring all schools in our service area are offering comprehensive and inclusive sexual health education. Glendale Unified has 32 schools in total, serving more than 26,000 students, and Pasadena Unified serves over 17,000 students.

As will be discussed below, we encountered challenges in developing partnerships with new districts and in encouraging administrators to understand the importance and the value of becoming compliant with the California Healthy Youth Act. For instance, we spent months developing partnerships with Arcadia and Alhambra Unified School Districts, only to have potential teacher trainings canceled at the last minute by the districts' Boards. However, during the grant period, we also built new partnerships with Eagle Rock and Los Angeles Unified School Districts, and we will be providing teacher trainings to schools in these two districts over the summer.

The unanticipated success of this grant was how quickly and effectively we were able to reallocate education resources to better serve the large population of foster and transition-age youth housed in our service area. During the grant period, we provided direct education to 223 foster and transition-age youth through 29 sessions, thus exceeding our goal by over 70 students. (We originally projected to provide at least 20 direct education sessions to at least 150 foster and transition-age youth.) These sessions occurred at the Department of Child and Family Services, Hathaway Sycamore, Hillside, Youth Moving-On, Foster Kinship Care at the Pasadena City College, and Boys and Girls Republic, among others. With the passing of Senate Bill 89, which now mandates sex education for foster and transition-age youth as well as special trainings for their caretakers, we have encountered many new opportunities to provide both direct education and caretaker training to serve this population. During the grant period, we provided five trainings with 128 staff, social workers, and resource families from organizations serving these youth. These trainings were very similar to our teacher trainings but were more trauma-informed and tailored to meet the unique needs of foster and transition-age youth.

For all trainings for teachers and youth-serving staff, from both public schools and foster agencies, we provided pre- and post-tests which included questions on knowledge gained, attitudinal and value shifts, and empowerment levels. In general, teachers and staff participating in these trainings increased their knowledge and skills by 33%.

Q10 Please describe any challenges/obstacles the organization encountered (if any) in attaining goals & objectives.

A major challenge during the grant period was that our Manager of Community Education and Outreach resigned from her position in February 2019. This manager had been on staff with our organization for over eight years and left to devote more time to raising her young children. This was a setback because this manager was largely responsible for overseeing our Planned Parenthood affiliate's education program, and in particular, she was responsible for building partnerships with new community organizations, including school districts. Without a manager to helm the program, it has been difficult to solidify partnerships with new districts over the past four months. Nevertheless, we have continued to forge new collaborations, and as we already noted, we have two new trainings booked with both Eagle Rock and LA Unified.

It also continues to be a challenge to track outcomes for our direct education work with foster and transition-age youth. Due to the transient nature of this population and the limited time we can spend with each young person, it can be difficult to perform pre- and post-tests, and thus, it is a challenge to collect enough stable data to properly evaluate this work.

Q11 How did you overcome and/or address the challenges and obstacles?

Finding the right candidate to replace the previous Manager of Community Education and Outreach has been an arduous process. We have already completed one search for a replacement but have had to restart our search due to lackluster candidates. Over the course of the grant period, we have learned the value in having a senior staff member networking with school districts in order to pave the way for future teacher trainings. For these reasons, we have decided to elevate the future leadership of this program to a director level. We are also looking for a candidate that has relevant experience in program evaluation in order to create new evaluative tools to gauge the efficacy of our direct education work with foster and transition-age youth. Our affiliate has a long history of partnering with graduate students from the USC School of Social Work to develop evaluative tools for different health care and health education programs, and it is our hope to partner with USC once again to develop an evaluative tool for our foster youth health education curricula, one that our future Director of Education can implement in the coming year.

At present, our Planned Parenthood affiliate is undergoing a \$8.8 million expansion campaign to open three new health centers and strategically expand our health care and health education programs. To date, we have already raised over 70% of our goal, and this funding includes \$500,000 that is earmarked for hiring new staff in health education. This pool of funding has helped us to already hire a new community health educator and will support the salary of the future Director of Education.

Q12 Describe any unintended positive outcomes as a result of the efforts supported by this grant.

An unintended positive outcome of this grant is that our Planned Parenthood affiliate has very quickly become a leader and an expert in providing sexual health education for foster youth and their caretakers. For over two decades, we have been offering health education resources for this population, and now with the passing of Senate Bill 89, we have been granted more opportunities to reach these young people and partner with the agencies that serve them. As our original proposal noted, Pasadena and the San Gabriel Valley house the largest foster youth population in Los Angeles. Although other Planned Parenthood affiliates in California serve this population, no other affiliate has the same level of experience nor do they reach the same number of young people and youth-serving staff. Increasingly, California affiliates are reaching out to our health educators to request lesson plans and resources to meet the unique needs of these especially vulnerable young people.

To help assist these other Planned Parenthood affiliates, we are now working on packaging an evidence-based, trauma-informed sexual health education toolkit tailored to foster and transition-age youth, including curricula for three age groups: late elementary school students, middle school students, and high school students. Each curriculum will include four to six core lesson plans to meet the comprehensive sexual health requirements of the new California mandate (Senate Bill 89). Over the coming year, we will distribute this specialized curricula across the Planned Parenthood Affiliates of California and share with the Planned Parenthood curriculum database, which reaches Planned Parenthood affiliates across the country.

Q13 Briefly describe the impact this grant has had on the organization and community served.

Foster and transition-age youth are more likely to experience teen pregnancy, more likely to be sexually assaulted, and more likely to be sex trafficked; they are also the least likely to receive sexual health education. This grant made it possible for our Planned Parenthood affiliate to implement more sustainable ways to impact public school students, while enabling us to explore more direct means to address the negative sexual health outcomes of foster and transition-age youth. In terms of public schools, this grant enabled us to reach a secondary audience of 43,000 local students and to ensure that these young people receive sex and relationship education that is comprehensive, inclusive, and in full compliance with the California Healthy Youth Act. In terms of foster youth, the generous support from the S. L. Gimbel Foundation made it possible for us to provide direct sexual health education to 223 young people in out-of-home care and to train 128 of their caretakers to be supportive and knowledgeable allies for local foster youth.

In the long term, this grant will enable our affiliate to disseminate our specialized curricula for foster youth across the state of California and to other Planned Parenthood affiliates across the country.

Page 3: Budget

Q14 Please provide a budget expenditure report. Also, provide a budget narrative that explains how the funds were utilized, what was purchased, what were the expensed items based upon the budget that was submitted.

Manager of Community Education and Outreach: \$8,000

Senior Educator: \$15,000

Junior Educator: \$15,000

External Affairs Administrative Coordinator: \$4,000

Benefits: \$8,000

Our grant expenditures hewed closely to the original budget. Funds were used towards education staff salaries and benefits. We did include funding for an administrative coordinator to support the work of our two community health educators, and we also reduced the amount allocated to the Manager of Community Education and Outreach, since this staff member left our Planned Parenthood affiliate in February.

Page 4: Success Stories

Q15 Please relate a success story:

Our greatest success is how many partnerships we have been able to forge with local foster youth agencies to train their staff and resource families. While it has been challenging to provide this training to school districts, it has been heartwarming to see how many organizations that serve foster youth are beginning to champion sexual health education for the young people and families they serve.

Q16 Please relate a success story here:

Respondent skipped this question

Q17 Please relate a success story here:

Respondent skipped this question

Page 5: Organizational Information

Q18 Which category best describes the organization. Please choose only one.

Medical/Health/Public Agency

| | | |
|--|-------------------------------------|-----------|
| Q19 What is the organization's primary program area of interest? | Health & Human Services | |
| Q20 Percentage of clients served through grant in each ethnic group category. Total must equal 100% | African American | 10 |
| | Asian/Pacific Islander | 15 |
| | Caucasian | 6 |
| | Native American | 1 |
| | Hispanic Latino | 46 |
| | Other | 22 |
| Q21 Approximate percentage of clients served from grant funds in each age category. | Youth ages 13-18 | 52 |
| | Young Adults (18-24) | 5 |
| | Adults | 43 |
| Q22 Approximate percentage of clients served with disabilities from grant funds. | No clients served with disabilities | 80 |
| | Mentally/Emotionally Disabled | 20 |
| Q23 Approximate percentage of clients served in each economic group. | At/Below Poverty Level | 65 |
| | Working Poor | 35 |
| Q24 Approximate percentage of clients served from grant funds in each population category. | Single Adults | 43 |
| | Families | 5 |
| | Abused Women/Children | 52 |