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COMPLETE

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Q1 Name of your organization.

Virginia League for Planned Parenthood

Q2 Grant #

20160408

Q3 Grant Period

August 1, 2016-July 31, 2017

Q4 Location of your organization

City	Newport News
State	Virginia

Q5 Name and Title of person completing evaluation.

Hannah Updike, Development Associate

Q6 Phone Number:

(804) 482-6133

Q7 Email address.

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Page 2: Key Outcomes and Results

Q8 Total number of clients served through this grant funding:

1,727

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:

Objective 1: Youth who participate in VLPP's education programs will demonstrate statistically significant increases in knowledge about sexual health and show significant improvements in attitudes related to risk reduction.

VLPP's goal is to reduce the teen pregnancy rate and STI rates in Newport News by providing comprehensive sex education to youth. In order to measure knowledge gained as a result of VLPP's sex education program, VLPP Health Educators distribute a pretest at the beginning of each program and a posttest at the conclusion of the program to all program participants. Data was collected and compiled using Datalink equipment and software, then coded and analyzed using SPSS. Program effectiveness is determined by evaluating the increase in test scores among all participants. VLPP anticipated a 15% increase in knowledge about sexual health as a result of our sex education programs.

From July 1, 2016 to June 30, 2017, VLPP served 1,727 students with The Power to Decide, a multi-session, evidence-informed, comprehensive sex education program for 10th graders. VLPP saw 12% growth in knowledge between pre and post test scores (n=1,198). Post test scores indicated students were better able to identify early symptoms of pregnancy, stages of fetal development, and prenatal care guidelines as a result of this program. Additionally, students improved their knowledge (a 27% increase) of the role that alcohol plays in impairing someone's ability to give consent to sexual activity. Youth who participated in The Power to Decide also demonstrated a 3% positive shift in attitudes and beliefs about sexual health. Specifically, students showed increased willingness to visit healthcare professionals if needed (5% increase), more willingness to use condoms during sexual activity (4% increase), and indicated they would be more likely to practice abstinence as a result of program participation (4% increase).

Objective 2: Youth who participate in VLPP's education programs will be more likely to make healthy choices to protect themselves or their partner from pregnancy and/or STIs.

Since VLPP began our partnership with Newport News public schools in 2008, the teen pregnancy rate (ages 10-19) declined 55% in Newport News (Virginia Department of Health, 2015). Rates of teen pregnancy in Newport News have dropped at a faster rate than several of its neighboring cities including Portsmouth City (37%), Norfolk City (40%), and Hampton City (46%). All Newport News public high schools showed a drop in teen birth rates between 2011 and 2017, most significantly at Woodside High School, which had 21 teen births (all grades) in 2011 and only 3 (all grades) in 2017. As a result of increased access to education and preventative health care services, we expect the teen pregnancy and STI rates to continue to decline in this area.

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

Two challenges were identified with regard to meeting the objectives for The Power to Decide. First, The Power to Decide is an evidence-informed curriculum that uses evidence-based strategies from a variety of sources. 2016-2017 was the first year this specific curriculum was implemented in Newport News Public Schools and some of the lessons had to be adjusted during implementation due to time constraints and participant feedback.

Secondly, there are various behavioral challenges that arise during program implementation at Newport News Public Schools. A classroom teacher is present during program implementation and each teacher has different strategies for maintaining control of the classroom. It is common for VLPP Health Educators to have to stop teaching to redirect behavior (or wait for the classroom teacher to do so) during class and this can make time management and maintaining fidelity a challenge. Though our educators are trained and adept at classroom management, we do anticipate this to be a continued challenge in Newport News Public Schools.

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

This summer, the VLPP Education staff analyzed pre and post test data from The Power to Decide in an effort to streamline the curriculum and the evaluation tools for the 2017-2018 school year. During the curriculum revision, the most popular and engaging activities were identified and the least engaging were replaced with something different. Therefore, though behavioral issues are inevitable during the 2017-2018 school year, VLPP Health Educators now have a better sense of which lessons and activities help keep students on track during the program. Due to these changes, we anticipate a growth in knowledge of over 12% during the 2017-2018 school year.

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

VLPP's Health Educators asked The Power to Decide participants to write on post-it notes anything they enjoyed or would like to change to improve the program. This feedback was used to help make necessary changes to the curriculum during the summer revision process. Some of the student feedback highlights include:

- "I like that Family Life [The Power to Decide] was honest and the teacher was very passionate about her job."
- "I like that if there was a question there was no judgment."
- "I like how we spoke about different families and relationships and one day, just one day, I can forgive my mom for not being in my life."
- "I like that you used the term 'intellectually disabled' instead of 'mentally retarded' when referring to the ID population."
- "I like that we learned about what makes relationships unhealthy because there are too many victims of abuse in this world."
- "I like that we were educated enough to the point to make our own decision[s] in life."

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

VLPP's goal is to reduce the teen pregnancy rate and STI rates in the Greater Richmond and Greater Hampton Roads areas by providing comprehensive sex education to youth so they are able to make healthy and empowered decisions about their futures. VLPP provides education and support in public schools, colleges, and community-based organizations such as homeless shelters, foster care service agencies, and residential treatment centers.

The need for age-appropriate, medically accurate sexuality education is great in our communities, particularly for youth who are at a high risk of experiencing an unintended pregnancy or STI. Older teens are at the highest risk for unintended pregnancy and STIs, and teens from low-income backgrounds, those who have experienced violence, those in foster care or correctional facilities, and those with disabilities are at an even higher risk. Participants in our programs learn about topics such as contraception, sexually transmitted infections, condom use, healthy relationships, communication skills, negotiation skills, healthy relationships, decision making, pregnancy, and family planning.

This grant has supported VLPP's efforts to reduce the teen pregnancy and STI rates among school-aged youth in Newport News. VLPP has provided sex education in Newport News Public Schools since 2008. Between 2008 and 2015, the teen pregnancy rate (ages 10-19) declined 55% in Newport News and has dropped at a faster rate than several of its neighboring counties, including Portsmouth City, Norfolk City, and Hampton City. All Newport News public high schools showed a drop in teen birth rates between 2011 and 2017, most significantly at Woodside High School, which had 21 teen births (all grades) in 2011 and only 3 (all grades) in 2017.

VLPP's success in Newport News Public Schools has also encouraged surrounding counties in southeastern Virginia to reach out to VLPP for technical assistance as well as for programming needs. For example, VLPP recently secured funding to pilot a sex education program in Suffolk, Franklin, and Southampton Counties to address high teen pregnancy and STI rates in the region.

Page 3: Budget

Q14 Please provide a budget expenditure report of the approved line items. Include a brief narrative on how the funds were used to fulfill grant objectives.

Grant funds from the S.L. Gimbel Foundation were used to support the salary of a full-time Health Educator and program needs for The Power to Decide, our tenth-grade comprehensive sex education program in Newport News Public Schools. Budget expenditure report attached via email.

Page 4: Success Stories

Q15 Please relate a success story:

A 10th grade female student in one of the Newport News Public high schools wrote VLPP's Health Educator a letter on the last day of the program (transcription of letter below). The letter described how much she enjoyed working with the educator and how much she got out of the program. Toward the end of the letter, the student expressed that after the program, she felt inspired to pursue a career as an obstetrician.

"I dread today being our last day together, wish I could have made better planning or asked ahead of time when our last day would be so I could make a better "card" :) There are certain things that attract people to others, well, I like the way you dress! I know personally most days I threw on clothes and run out the door to the bus!, but putting and organizing clothes is not always easy, your scarfs always match and girl!!! The shoes! Haha! Love them! Hope your Christmas and New Year is filled with joy and pure happiness!

P.S. I do want to say I was present for my mom's half-sister birth 9 months ago! It was amazing! I got to cut the umbilical cord because my "step-dad" wouldn't it was like being present at my own birth and have been constantly wanting to make a book about my experience like the movie "If I Stay." If you have not seen the movie, I strongly suggest you do! The girl is present at her own death and it is just fully emotional, I want to capture the same feelings that I had when I was there with my mom. My original plan was to become a flight attendant and at the same time go to college for business so I can market myself as an artist. After our decision (discussion?), I am considering going to college for an obstetrician. Like a doctor, it would take a while but because of you, I seriously think and feel like this is something I should do, something I want to do, and I wouldn't have to give up art, I could do that part time. My dad once told me I have a real good talent in art for painting and didn't want me to waste my talent but what if my talent is what I'm passionate about, it wouldn't matter what it is.

So thank you for your help even if you didn't realize.

Thank you."

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.

Women & Children

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	53
Asian/Pacific Islander	3
Caucasian	25
Hispanic Latino	13
Other	6

S.L. Gimbel Foundation Fund

Q21 Approximate percentage of clients served from grant funds in each age category.

Youth ages 13-18

100

Q22 Approximate percentage of clients served with disabilities from grant funds.

Respondent skipped this question

Q23 Approximate percentage of clients served in each economic group.

Respondent skipped this question

Q24 Approximate percentage of clients served from grant funds in each population category.

Students

100
