

BAYLOR INSTITUTE FOR STUDIES OF RELIGION CASE STUDY

THE OHIO ADOLESCENT HEALTH CENTERS: A COLLABORATIVE MODEL FOR SEXUAL RISK AVOIDANCE EDUCATION



PROGRAM ON PROSOCIAL BEHAVIOR
BAYLOR INSTITUTE FOR STUDIES OF RELIGION



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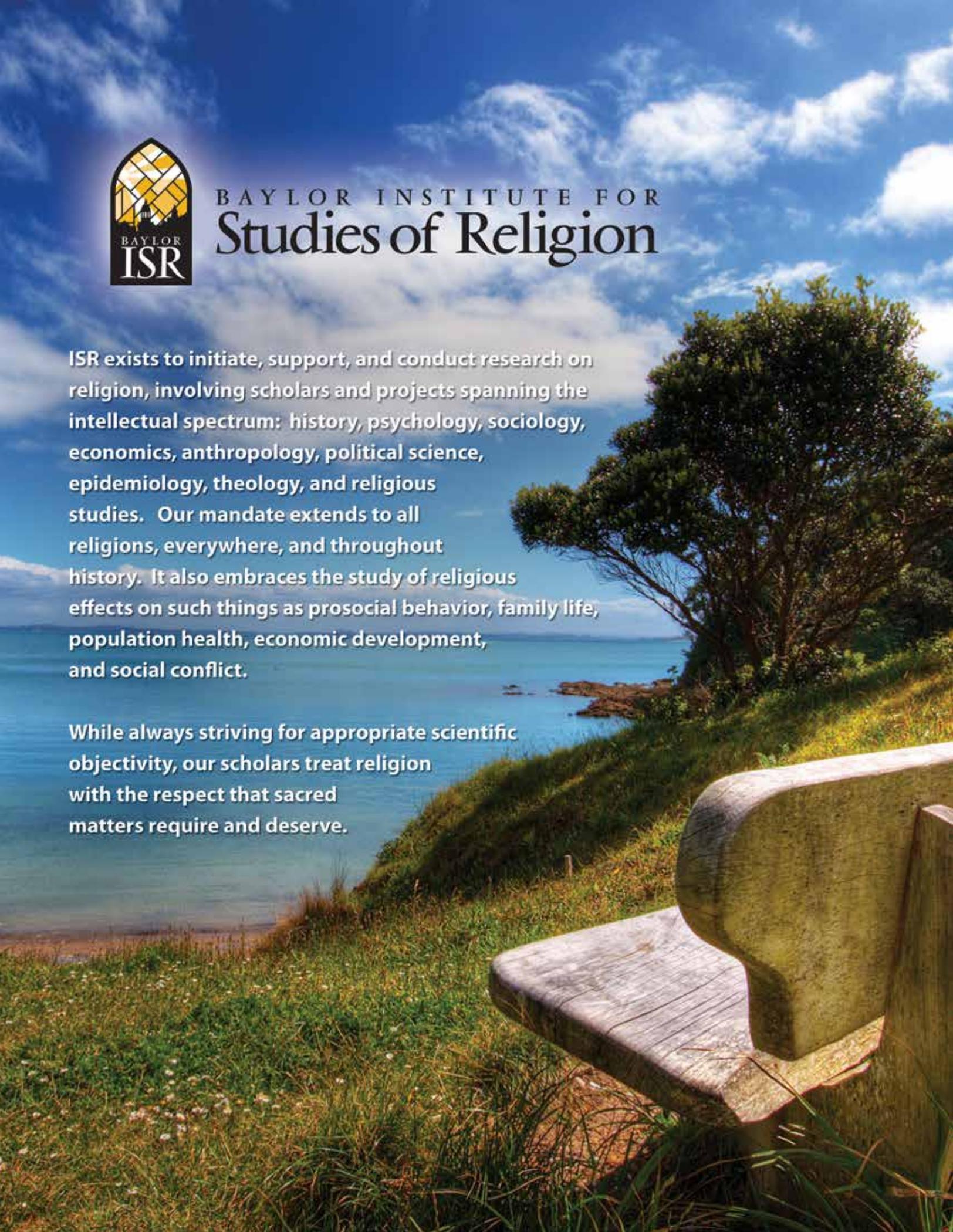
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“WHAT I LIKED MOST ABOUT RSVP IS HOW IT TALKS ABOUT WHAT NORMAL KIDS SHOULD BE DOING AT MY AGE. I AGREED WITH ABSTINENCE AND I LEARNED THAT THERE ARE MORE RISKS IN RELATIONSHIPS. ONE WAY I WILL BE ABSTINENT IS BY STAYING AWAY FROM PEOPLE WHO WOULD PRESSURE ME TO DO RISKY THINGS.” 7TH GRADE SUMMIT CO. STUDENT

EXECUTIVE SUMMARY

The Ohio Adolescent Health Centers (OAHC) is a unique statewide intermediary of 19 community-based organizations undertaking the task of addressing high-risk youth behavior through relationship skills building and related sexual risk avoidance (SRA) strategies across the state. Based on a carefully-designed sampling of the more than 100,000 students receiving programming during the 2014-15 Academic School Year (ASY), OAHC achieved the following outcomes, as measured by the percentage increase in the proportion of students providing the expected response¹ in three different categories of questions,² from pre- to post:³

- An increase from pre- to post, ranging from 32% (9th graders) to 42% (7th graders), in the proportion of students providing the expected answer on general knowledge questions pertaining to SRA;⁴
- An increase from pre- to post, ranging from 41% (10th-12th graders) to 63% (7th graders) in the proportion of students providing the expected answer on personal knowledge questions pertaining to SRA;⁵ and
- An increase from pre- to post, ranging from 21% (8th graders) to 31% (10th-12th graders), on questions concerning personal intentions relating to SRA.⁶

Other key findings were:

- The percentage increase in the proportion of students from Appalachian Counties providing the expected answer was 30% higher than for students from urban or other (e.g., suburban or other rural) counties;
- The impact of SRA programming was stronger, in terms of the percentage increase in the proportion of students providing the expected answer pre- to post, in counties with low pregnancy rates versus counties with high pregnancy rates in terms of: General knowledge (12% higher), Personal knowledge (37% higher), and Personal Intent (38% higher);⁷
- An analysis of the projected cost-benefits associated with providing SRA classes to an estimated 61,347 unduplicated students, grades 7 to 12, during Academic School Year (ASY) 2014-15 yields an estimated annual return of \$5.12 for every dollar expended.

¹ The expected response refers to the response to a variety of General Knowledge, Personal Knowledge, and Personal Intent that are consistent with successful sexual risk avoidance.

² The original survey instrument contained 25 questions. The analysis in this report is based upon a sub-set of ten questions, selected based on their direct relevance in terms of measuring knowledge, skills and attitudes relating to sexual risk avoidance.

³ Pre- to post refers to changes in student answers to an identical survey administered before the SRA program (pre) and after completion of the SRA program (post).

⁴ These are questions aimed at 'testing' the student's knowledge concerning various aspects, effects and consequences associated with sexual activity, its relationship to other high-risk behaviors, and the benefits of choosing abstinence.

⁵ Personal knowledge questions are likewise aimed at 'testing' knowledge but, unlike the GK/A questions above, include personal pronouns (i.e., "me", "my", "I"), perhaps involving more personal introspection and application of the question in responding.

⁶ These questions move beyond simply being an indication of knowledge or attitude towards some type of intention or action on the part of the student (i.e., saying "no" to someone trying to have sex with them, or pledging to remain abstinent until marriage).

⁷ OAHC actually provided SRA programming to about 100,387. The 61,347 unduplicated students is based on the assumption that about 33% of these students will receive SRA program twice from grades 7 to 12, and another 33% will receive SRA programming three times during that time period.

INTRODUCTION

The Ohio Adolescent Health Centers (OAHC) is a unique collaborative model for statewide implementation of Sexual Risk Avoidance (SRA) programming across the state, with federal funding provided through the Maternal and Child Health Block Grant (a/k/a Title V). The OAHC is essentially an intermediary model, with The RIDGE Project, Inc. of Ohio currently serving as both the programmatic and fiscal agent for the collaborative, ensuring that Ohio Department of Health's School and Adolescent Health Department (ODH/SAH) receives the data necessary to account for Title V funds.⁸

The OAHC consist of 19 different provider organizations (see Appendix I for a brief description of each member), using one of seven different curricula (see Appendix II for a summary description of each curricula), providing SRA educational services to, approximately, 100,000 students in 90% of the state's 88 counties, and reaching about 20% of all the 12-18 year olds in the state. At an annual budget of a little over \$2.2 million, this averages out to a cost of only about \$20 per student. Although Title V has funded SRA programming for youth since 1992, the OAHC intermediary model has only been in operation for the past five years. This unique collaborative model provides two primary benefits:

1. It simplifies the administrative burden for ODH; and
2. It facilitates a community of practice (CoP) model, whereby collaborative members share best practices and experiences with one another in support of a continuous improvement process.

The primary requirement from ODH (the fiscal agent for Title V funds in Ohio), apart from providing data on the number of students receiving SRA educational services, is for OAHC to provide evidence of OAHC's commitment to the continuous improvement process in the work of its collaborative members.

The primary purpose of this case study evaluation is to report out programmatic results concerning the effect and impact that SRA educational services have on its students, primarily by means of a pre/post survey analysis on a range of topics relevant to the education and training they received. In addition, this case study is designed to enhance the lessons learned and sharing of best practices among collaborative members by identifying measures and metrics for the development of an OAHC continuous improvement process.

⁸ Intermediaries are organizations that occupy the space in between at least two other groups or entities. Intermediary organizations operate independently of these two groups and provide distinct value beyond what the parties alone would be able to develop by themselves. At the same time, intermediary organizations depend on those parties to perform their essential functions. Intermediaries, for example, can bridge the gap between disadvantaged populations and the resources they need. Intermediaries, for example, can play a key role in coordinating the efforts of fragmented community and faith-based organizations. Rather than working in isolation, influential and well-networked intermediaries are uniquely positioned to play a key role in coordinating resources locally and beyond.

1. Through increased knowledge and strategies for promoting a positive learning environment, credited seminars are offered to teachers and material presented is required to be implemented in their classrooms.
2. The National Hispanic Family and Youth Outreach (NHFO) is an organization for family strengthening and youth empowerment targeting migratory families. They work to equip the entire family to support healthy risk avoidance decisions by migratory youth. They have been serving Ohio families through: youth teaching programs afterschool and during the summer, in collaboration with the Texas Migrant Council. NHFO provides parents with pamphlets and host parent information and educational events. NHFO's mission is to provide curriculum-based sexual risk avoidance education onsite at migrant camps and afterschool programs and also collaborate with Latino events.
3. The TYRO ROP (Rites of Passage) program, created by OAHC member The RIDGE Project, Inc., is a year-long student mentoring program for at-risk youth. The TYRO ROP program is different from other youth intervention programs due to the length of time for implementation and the breadth of life skills topics covered. This program recognizes the need to address the overall development of youth. It is not restricted to crisis intervention, but is a catalyst for both prevention and intervention by addressing the student holistically and guiding them through adolescence into responsible adulthood. TYRO is a Latin word that means "student" or "apprentice" or "someone learning something new"; "a warrior". The curriculum is adapted from a traditional rites of passage program and tailored to meet the needs of today's youth. In addition to covering sexual risk avoidance topics, TYRO ROP also addresses a broader base of relationship skills, anger management, financial responsibility, community involvement, leadership, and communication skills.
4. Your Future-OntheLine™ MS Magazine (2 issues per year) is Operation Keepsake, Inc.'s youth-driven publication designed to give middle school students an opportunity to explore journalism, photography, and graphic design through working on a written publication. The magazine provides youth a written forum to—Stand Up and Speak Out—on issues they feel is relevant. Students submit stories, poems, cartoons, and photography throughout the school year for potential publication in the magazine. Each issue features stories about "local youth" and theme-related content emphasizing a risk behavior as well as positive youth development topics. The magazine is often used during classroom discussions and as a leave-behind tool for classroom teachers to continue the conversation. An additional issue is distributed during the school year as a message reminder. A request for submissions from students is sent to the schools at the beginning of each semester. The magazines are also used as a community awareness vehicle and distributed to unserved schools, libraries, and medical offices. A parent/teacher discussion guide is included with each issue.

Section 1

BACKGROUND

The Sexual Risk Avoidance (SRA) movement began as a ground swell of parents, educators, and community partners that both individually and collectively worked to educate, equip and empower youth to achieve optimal health and resulting in a cohesive network of providers serving Ohio youth. Federal support of Sexual Risk Avoidance (SRA) programming in Ohio began through the Adolescent Family Health Act (a/k/a Title XX) in 1986 and continued through 1992. Between 1998 and 2007, ODH/SAH began issuing 2-3 years grants to a variety of community-based programs through a funding stream created as part of the Title V Maternal and Child Health Program through the Welfare Reform Act of 1996 to address poverty prevention. Since then, funding has been awarded to SRA programs in Ohio through another federal grant program known as SPRANS (Special Projects of Regional and National Significance) at \$2.4 million, the pre-cursor to the Community-Based Abstinence Education (CBAE) program initiated during the Bush Administration in 2006. CBAE funding for Ohio recipients included total funding of \$4.3 million per year which all was awarded to SRA providers from 2006 to 2010, when it was abruptly halted at the federal level.

The current OAHC collaborative consists of grassroots community organizations that have been leaders in SRA education, always keeping the optimal health of Ohio's youth as their keystone. Prior to the formation of OAHC, many of the original organizations began meeting regularly for networking under the name the Abstinence Education Network (AEN). As Catherine Wood, current Chairman of the OAHC Board and an instructor hired in January of 1987 under the first SRA grants recalls:

The collaboration assembled an incredible group of providers to implement an Ohio Campaign which strengthened the partnership of providers in the state through SRA trainings, curriculum trainings, school programs, a media campaign and mentoring groups.

Up to 2010, ODH/SAH was issuing separate grants to individual community-based organizations throughout the state, which required a considerable amount of administrative resources to execute contracts and monitor performance and compliance. The OAHC intermediary model helps to streamline the compliance function for ODH/SAH without compromising their responsibility to the federal government in terms of accounting for the proper expenditure of funds.

The relationships among grassroots SRA organizations continued to grow and strengthen until, in 2010, they formed the Ohio Adolescent Health Centers (OAHC), and made the decision to apply for the ODH Title V funds collectively, with The RIDGE Project, Inc. – one of the OAHC members – serv-

ing as the fiscal intermediary. The RIDGE Project, Inc., on behalf of OAHC, was awarded the four-year contract, which was subsequently extended an additional year by ODH/SAH.

The RIDGE Project, now a well-established community-based program known primarily for their work with prisoners and their families,⁹ actually got their start through SRA program funds back in 2000. Through their unique TYRO Rite of Passage (ROP) program (see section 3 for an analysis of TYRO ROP outcomes), the RIDGE continues to work with at-risk youth and their families. Cathy Tijerina, Co-Executive Director, describes the decision-making that went into assuming the role as OAHC intermediary:

There was already a high level of cooperation and coordination among the AEN members, and we thought that going the next step and applying as a single collaborative would be a more effective and efficient way to reach more students with the resources provided through ODH. For us at the RIDGE, it has required a lot of time and effort, but it has been well worth the effort, and I think ODH would agree that we are getting more program dollars to educate kids and less going towards administrative purposes. Our goal all along was to serve as an incubator, providing the administrative expertise and support for OAHC until it was ready to stand on its own two feet and become incorporated as a separate non-profit organization that would apply for, manage and distribute grant funds among its members for the purpose of providing SRA educational services.

All OAHC Partners adhere to Federal guidelines for Title V funding and utilize an integrated practice-based approach alongside an evidence-based design.¹⁰ The methodologies used build from a research-based theoretical framework. Peggy Pecchio, a board member and key voice within OAHC, described the varied models and theories that undergird the SRA teaching used by OAHC member organizations:

The SRA curricula draw from a wide variety of models and theories, such as the Health Belief Model, which is a conceptual framework that describes a person's health behavior as an expression of health beliefs, to Social Learning Theory, which posits that people learn by observing others. Other theories incorporated into SRA curricula are: Social Development Theory,¹¹ Transtheoretical Model,¹² and Resilience Theory.¹³

⁹ For more information about the RIDGE Project, Inc., see the Baylor ISR case study entitled Stronger Families, Stronger Society: An Analysis of The RIDGE Project, Inc. at <http://www.baylorisr.org/publications/case-studies/>.

¹⁰ Federal Title V dollars awarded through the Ohio Department of Health are required to adhere to the Federal guidelines (A-H), Section 510 of the 1996 Welfare Reform Act, which requires educational or motivational programming to explicitly teach the following:

¹¹ Social Development Theory argues that social interaction precedes development; consciousness and cognition are the end product of socialization and social behavior.

¹² The Transtheoretical Model (Prochaska & DiClemente, 1983; Prochaska, DiClemente, & Norcross, 1992) is an integrative, biopsychosocial model to conceptualize the process of intentional behavior change.

¹³ Resilience refers to the process of overcoming the negative effects of risk exposure, coping successfully with traumatic experiences, and avoiding the negative trajectories associated with risks.

More specifically, Sexual Risk Avoidance (SRA) programming encourages the prevention of risk behaviors and elimination of all associated risks of those behaviors as the surest way to achieve optimal health. As Cheryl Biddle, another leading voice within OAHC, explains:

SRA follows the common public health model to address risky behaviors and covers a variety of topics to help students achieve optimal health. Some of the topics covered include: Puberty/Human Growth and Development, Healthy vs. Unhealthy Relationships, Dating Violence, Pregnancy Prevention, Human Trafficking Awareness, Parent-Child Engagement, Drug and Alcohol Prevention, Character Education, and Poverty Prevention and the attendant economic benefits of Marriage.

OAHC: Birth of an Intermediary

The concept and value of intermediary organizations has become more recognized and accepted in recent years, both in terms of government granting programs (beginning with the Compassion Capital Grants in 2000) and other initiatives in the non-profit sector, such as collective impact.¹⁴

Below is a brief description of the OAHC intermediary, based on a framework developed by Richard Ramos for the Latino Coalition for Faith and Community Initiatives.¹⁵

Find: To seek out community-based organizations providing similar programming.

OAHC effectively built a statewide network of SRA programs, originally through the AEN and formalized into the OAHC.

Fund: Provide grant support to these organizations

OAHC, through The RIDGE Project, Inc., applied for Title V funds collectively, then distributed the funds to collaborative members, with The RIDGE Project serving as the fiscal intermediary and assuming most of the administrative burden for accounting for funds and assuring compliance with ODH/SAH.

¹⁴ Kania, John and Kramer, Mark; Collective Impact: Stanford Social Innovation Review; Winter 2011.

¹⁵ For more information, see http://www.baylorisr.org/wp-content/uploads/case_latino1.pdf.

"THEY LEARNED ANATOMY OF REPRODUCTIVE SYSTEM, RESPONSIBLE DECISION MAKING, QUALITIES OF GOOD FRIENDSHIPS, LOVE VERSUS LUST, AND THE IMPORTANCE OF REMAINING ABSTINENT." URBAN-SUMMIT CO. MS TEACHER, 6TH GRADE



Form: Provide technical assistance and capacity-building training.

Through quarterly meetings, ongoing communication with regular conference calls, and community trainings through its intermediary; support the growth and development of SRA programming; improve data collection and reporting; keeping collaborative members informed of key issues relating to state policy shifts and impact on the field of SRA education.

Feature: Promote the work of collaborative members and highlight their accomplishments.

OAHC facilitates lessons learned and sharing of promising practices among collaborative members. OAHC promotes the work of its Partners to build and expand relationships and strengthen the network of resources across Ohio.

Melissa Walther, OAHC Project Director, describes the growth and development of the OAHC intermediary:

We have accomplished the 'Find' and 'Fund' aspects of the intermediary model, and while we will continue to expound upon that accomplishment, we are currently focusing our efforts on improving and strengthening our 'Form' and 'Feature' functions. For example, when Baylor University presented the pre/post survey results of our students at our last meeting¹⁶ [in November of 2015], it was essentially the first time that OAHC members had been given this kind of feedback on what students were responding to from the various curricula. Our goal is to build off of this and provide survey results back to collaborative members in a more systematic way.

Section 2

METHODOLOGY + FINDINGS

OAHC School-Based SRA Programming

The first step in the evaluation process was to develop a Logic Model for OAHC in order to articulate the outcomes expected from student SRA education and training efforts (see Appendix III). The most widely implemented method of SRA education through the OAHC is curriculum-based SRA programming offered to students ages 12-18 during the school day.

¹⁶ See Appendix II for the survey results presented to OAHC members during their November 2015 quarterly meeting

This evaluation focuses on:

1. General Knowledge and Attitudes (Short-term Outcome) – Increasing the number of students that agree that:
 - Using alcohol and/or drugs makes teens more likely to have sex
 - There are financial benefits to waiting until marriage to have sex
 - Having sex as a teenager can cause depression
 - Most teens who have had sex wish they had waited

2. Personal Knowledge and Attitudes (Short-Term Outcome) – Increasing the number of students that agree that:
 - It is important to be married before I have sex
 - Having sex now can negatively affect my marriage in the future
 - It is not okay to have sex with someone I love before I get married

3. Personal Skills and Intent (Intermediate Outcome) - Increasing the number of students that:
 - Pledge to remain sexually abstinent until marriage
 - Agree that "Saying "no" to sex as a teen can help me reach my goals as an adult."

This analysis is based on student survey results of OAHc participants for SRA services provided during the 2014-15 academic school year. The survey data contained matched pre- and post-survey results from about 5,100 students, a randomized, representative sampling of about 5% of the estimated 100,000 Ohio students, grades 6-12, that received SRA curriculum during the 2014-15 academic school year. This analysis is based on pre/post findings from 10 of the 25 questions included in the ODH survey,¹⁷ selected through discussions with OAHc leadership in terms of the topics and objectives most germane to the OAHc teaching objectives.¹⁸

School-Based SRA programming Classifying the OAHc survey questions

The 10 questions chosen out of the 25 questions in the survey, in consultation with OAHc leadership, were then classified by the type of question, as follows:

¹⁷ See Appendix IV for a copy of the most recent ODH pre and post survey forms.

¹⁸ Survey results associated with 6th graders, who received a different survey from the 7th-12th graders, is not included in this analysis.

I. General Knowledge/Attitudes: These are questions aimed at 'testing' the student's knowledge concerning various aspects, effects and consequences associated with sexual activity, its relationship to other high-risk behaviors, and the benefits of choosing abstinence. These general knowledge/attitudes (GK/A) questions make no personal reference to the student themselves, but instead are phrased in more general terms. Below are the four selected GK/A questions¹⁹:

1. Having sex as a teenager can cause depression.
2. There are financial benefits to waiting until marriage to have sex.
3. Using alcohol and/or drugs makes teens more likely to have sex.
4. Remaining abstinent until marriage shows respect for yourself and your girlfriend/boyfriend.

II. Personal Knowledge/Attitudes: Personal knowledge questions are likewise aimed at 'testing' knowledge but, unlike the GK/A questions above, include personal pronouns (i.e., "me", "my", "I"), perhaps involving more personal introspection and application of the question in responding. The four selected PK/A questions are as follows:²⁰

1. Having a sexually transmitted disease could cause me to become sterile (not be able to have children).
2. Having sex now can negatively affect my marriage in the future.
3. It is okay to have sex with someone I love before I get married.
4. It is important to be married before I have sex.

III. Personal Skills/Intent: These questions move beyond simply an indication of knowledge or attitude to speak of some type of intention or action on the part of the student (i.e., saying "no" to someone trying to have sex with them, pledging to remain abstinent until marriage). The two selected personal skills/intent (PS/I) questions are as follows:²¹

1. I have made a personal pledge to remain sexually abstinent until marriage.
2. Saying "no" to sex as a teen can help me reach my goals as an adult.

¹⁹ The four items of General Knowledge/Attitudes were found to have acceptable-to-good inter-item reliability coefficients at pre- (= .651) and post-survey (= .781).

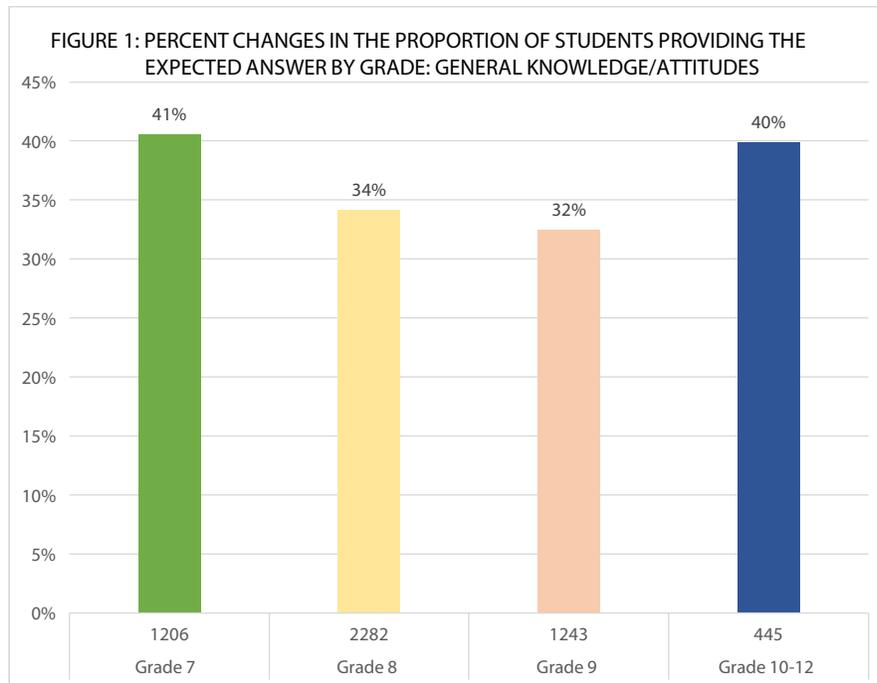
²⁰ The four items of Personal Knowledge/Attitudes had acceptable internal reliability at pre-survey (= .682) and good reliability at post-survey (= .739).

²¹ The two items of Personal Skills/Intent were found to have acceptable internal reliability at pre- (= .671) and post-survey (= .695).

The Primary Performance Metric

The analysis presented represents the percentage change in the proportion of students providing the expected answer from pre- to post-survey. This particular metric helps focus on things students learned from the class (i.e., that they did not know before) and, more importantly, changes in personal resolves/intentions based on going through the class. This is why the Personal Skills/Intent (PS/I) are in some respects the most important finding, to the extent that it most closely reflects changes in outcomes/behaviors in connection with receiving the OAHC curriculum. In section 4, when we make ROI estimates based on outcome projections, we will be specifically utilizing survey findings as the basis for our assumptions.

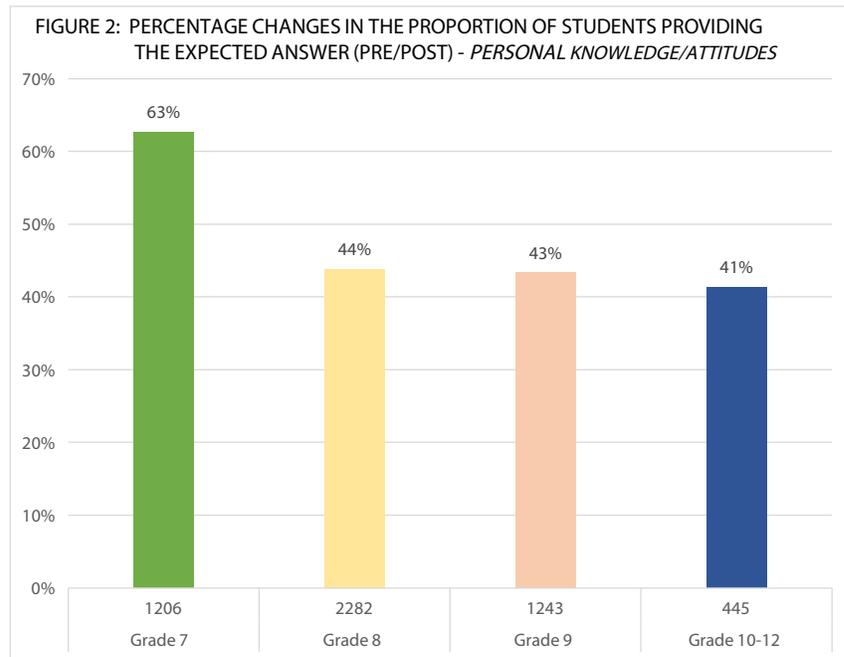
FINDINGS



Interpreting the Results

As shall be shown in the findings, results vary for a number of reasons, including: age (i.e., grade-level), geography (e.g., Appalachian, urban and other), and the comparative poverty rates of different counties where OAHC curriculum is delivered. One significant factor that may be contributing to some difference in results, which we were unable to identify in the data, are students that may have taken SRA curriculum in previous

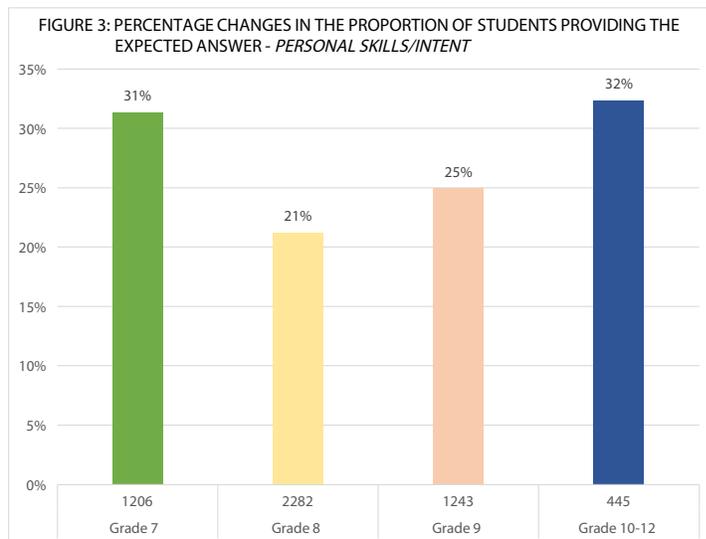
years and were therefore, more knowledgeable on certain questions in the survey (i.e., PK/A and GK/A questions) prior to taking the class during academic year 2014-15.



1. Curriculum by Age (Grade)

GENERAL KNOWLEDGE/ATTITUDES

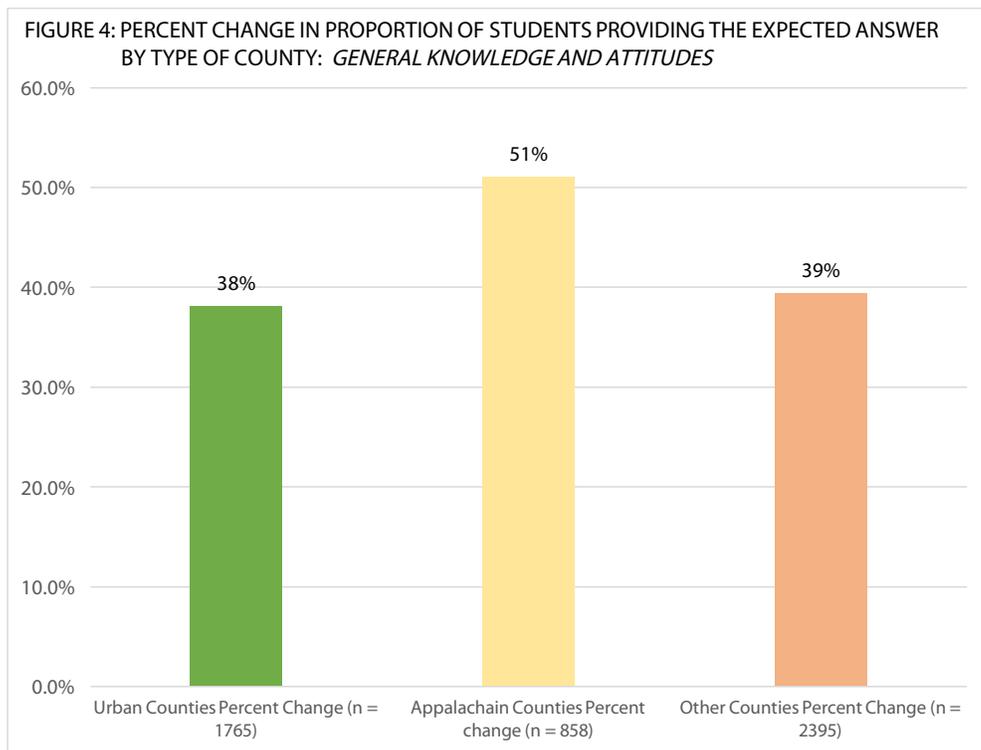
Figure 1 shows the impact of OAHc programming by grade level for the General Knowledge/Attitudes (GK/A) questions. The most significant impact relating to GK/A questions was in the



7th grade (41%), closely followed by 10th-12th grade respondents (40%).²²

²² Paired-samples t-tests showed statistically significant difference in the average of GK/A items between pre- and post-survey ($p = .001$) for each grade group: Grade 7 (3.705 vs. 4.377); Grade 8 (3.883 vs. 4.459); Grade 9 (3.804 vs. 4.322), and Grade 10-12 (3.710 vs. 4.203). Thus, the observed percentage changes can be considered as significant.

One possible explanation for the increase in grades 10-12 is the greater likelihood of more “serious” relationships in the upper grades causing them to consider more carefully the impact of their choices (i.e. they are facing the choice and really “taking in” the information). The lower increase in the proportion of 8th and 9th grade students providing the expected response, conversely, may simply be that they aren’t convinced and need a bit more relationship experience to see how significant the choice could be for their future.



PERSONAL KNOWLEDGE/ATTITUDES

Figure 2 (prev page) on the impact of Personal Knowledge and Attitudes show a significantly higher increase in personal SRA knowledge in comparison with students in 8th through 12th grades.²³ This is a somewhat predictable result, given the fact that, for the majority of students, 7th grade is the first time they are presented with SRA-related information.

PERSONAL SKILLS/INTENT

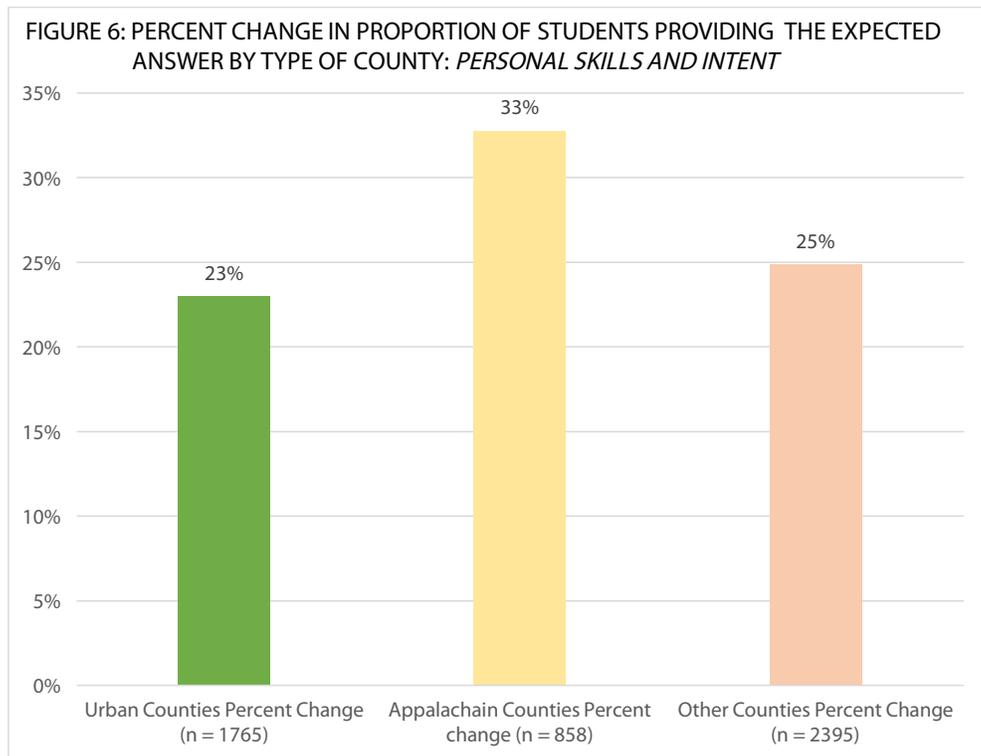
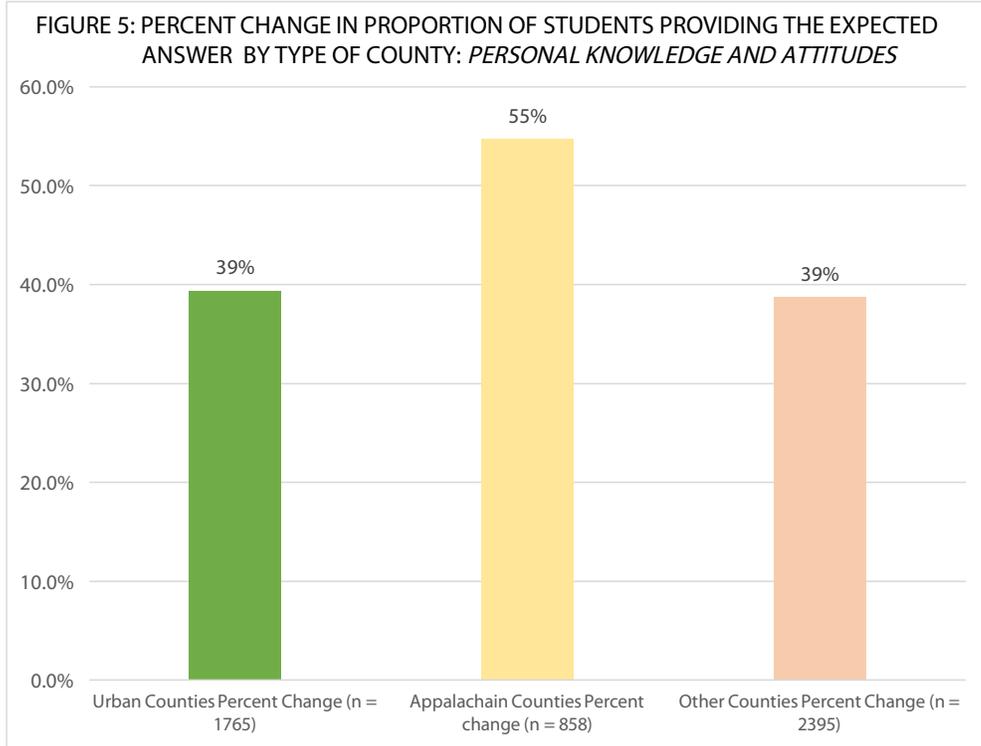
Figure 3 (prev page) shows the percentage change in Personal Skills/Intent, which seems to follow a similar pattern to the General Knowledge/Attitudes result.²⁴ It is an encouraging finding that the highest

²³ Paired-samples t-tests showed statistically significant difference in the average of PK/A items between pre- and post-survey ($p = .001$) for each grade group: Grade 7 (3.711 vs. 4.286); Grade 8 (3.740 vs. 4.263); Grade 9 (3.565 vs. 4.066), and Grade 10-12 (3.350 vs. 3.791). Thus, the observed percentage changes can be considered as significant.

²⁴ Paired-samples t-tests showed statistically significant difference in the average of PS/I items between pre- and post-survey ($p = .001$) for each grade group: Grade 7 (3.960 vs. 4.405); Grade 8 (3.971 vs. 4.373); Grade 9 (3.706 vs. 4.126), and Grade 10-12 (3.351 vs. 3.785). Thus, the observed percentage changes can be considered as significant.

"WE HAVE DONE THIS PROGRAM FOR 25 YEARS AND IT IS EVEN MORE VALUABLE NOW TO OUR STUDENTS THAN IT EVER HAS BEEN." (URBAN-SUMMIT CO. MS TEACHER 7-8 GRADES). URBAN-SUMMIT CO. MS TEACHER, 7-8TH GRADE

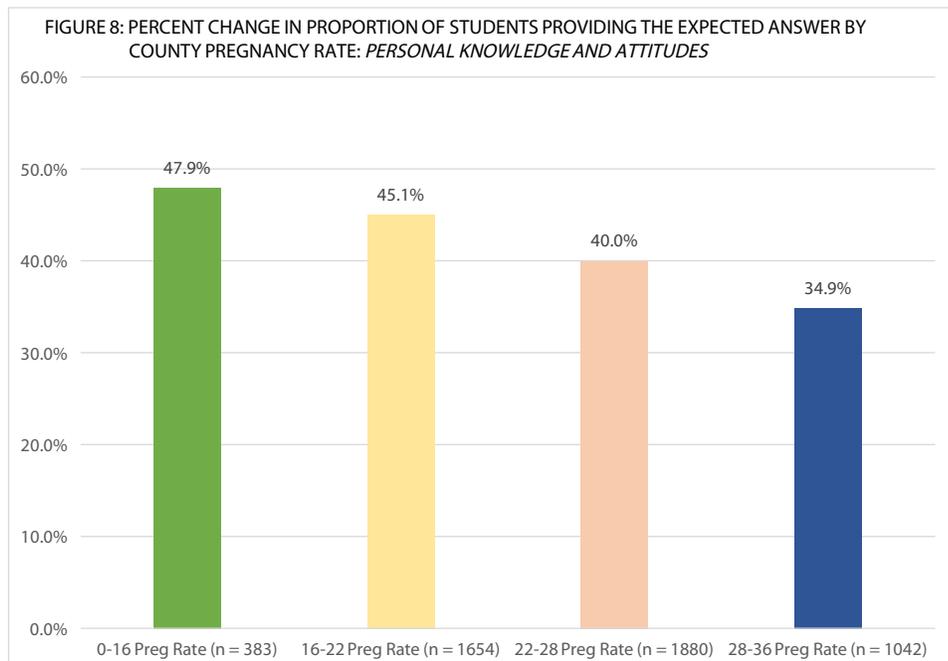
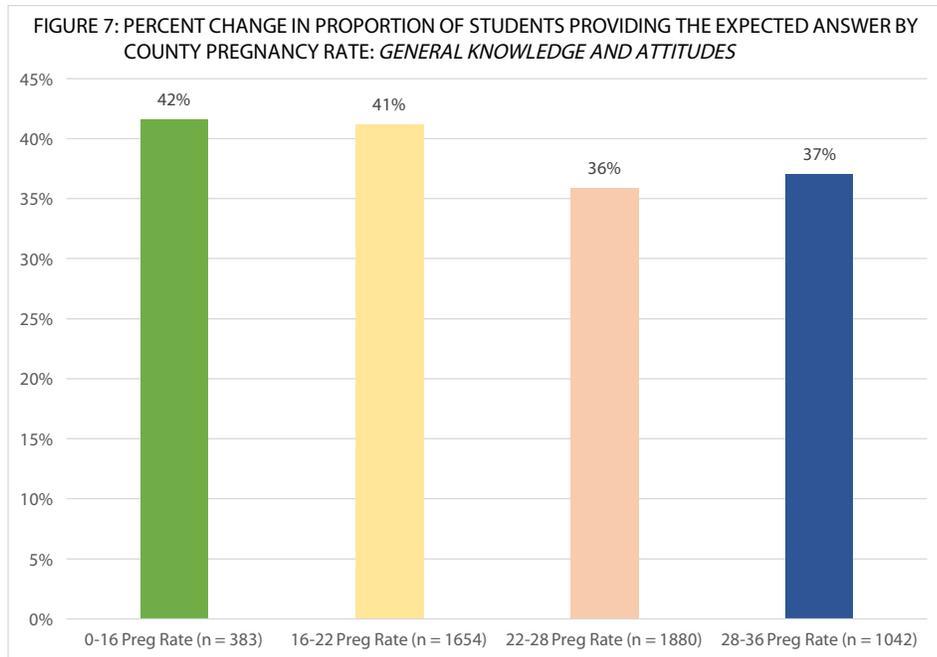




percentage change in the proportion of students providing the expected answer from pre to post occurs in among 10th-12th graders, who are at the age where youth often begin to demonstrate risky behaviors such as early sexual activity, whereas younger students are possibly thinking about more than they are acting out.

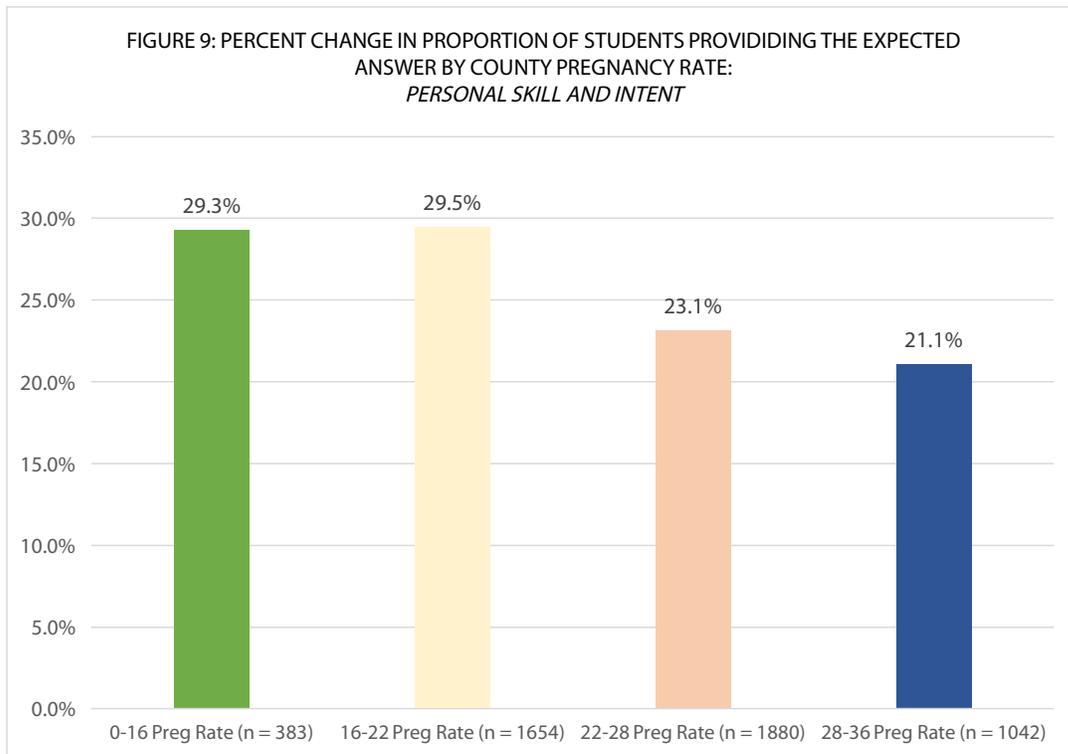
2. Geography (Type of County)

Figures 4 and 5 ^(prev page) below reflect greater improvements in GK/A and PK/A for students in



Appalachian counties (51.0% and 54.7%, respectively), as compared to Urban (38.0% and 39.4%, respectively) and Other counties (39.4% and 38.7%, respectively). Likewise, figure 6 shows a higher efficacy rate regarding PS/I in the Appalachian counties (32.8%) versus urban (23.0%) and other counties (i.e., suburban or other rural) at 24.9%.

We found a similar pattern of results when we compared the percentage change based on the poverty rate of counties. Counties with the lowest poverty rate (less than 10%) showed the highest impact, as measured by the percentage change in the proportion of students providing the expected answer, for the GK/A and PK/A (and a close 3rd in PS/I) was in high poverty counties (i.e., counties with a poverty rate higher than 18%). This is somewhat consistent with the findings in Figures 4-6 regarding geography, where the Appalachian counties showed the highest effect across the board in comparison with urban and other (i.e., non-urban, non-Appalachian) counties.



3. Teen Pregnancy Rate (County)

As shown in Figures 7-9 (prev page), the OAHC program efficacy tends to diminish slightly in counties with higher teen pregnancy rates. This finding corresponds somewhat to Figures 7-9, insofar as urban counties tend to have higher teen pregnancy rates. The difference is 27% lower than in counties with lower

than for counties with lower teen pregnancy rates in terms of PS/I and PK/A, but only 10% than for GK/A.

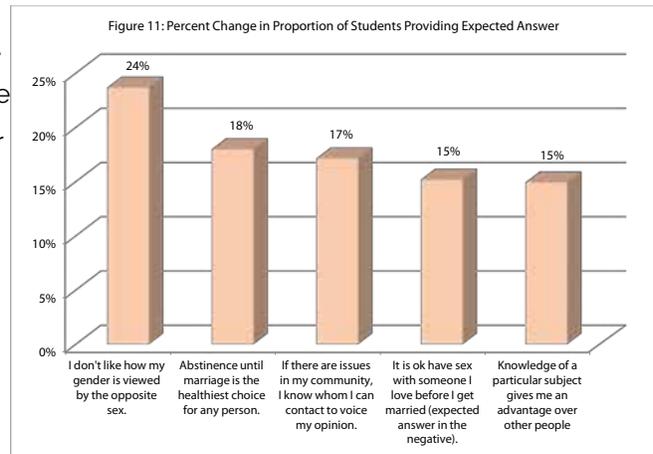
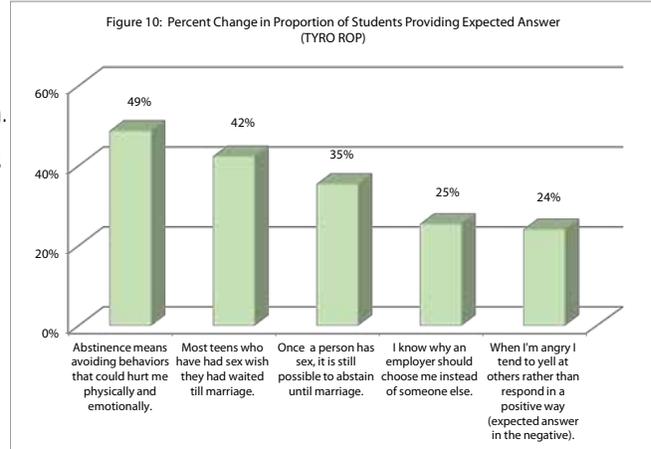
Section 3

COMMUNITY-BASED SRA PROGRAMMING OTHER OAHG FUNCTIONS

Although the bulk of the work done through OAHG is to provide SRA educational services to close to 100,000 students in schools across the state, there are a few other important functions funded through the OAHG contract with ODH. OAHG distributes a middle school magazine, created by one of its members (Operation Keepsake, Inc.), to encourage discussions among students, their teachers, and parents. Parent-child connectedness is also encouraged through podcasts, a resourceful website, and parent equipping classes. OAHG also offers community seminars to educate community leaders on the importance of helping students avoid risky behaviors. Other funded activities include:

1. Effective Educational Seminars Ltd. (EES) is an organization that provides services to many different educational and agency professionals, children/adolescents, and parents. Teachers, administrators, agency personnel, and parents receive training relating to the social/emotional/academic development of children/adolescents. The mission of EES is also to provide quality professional development to enrich educational staff through increased knowledge and strategies for promoting a positive learning environment. Credited seminars are offered to teachers and material presented is required to be implemented in their classrooms.
2. The National Hispanic Family and Youth Outreach (NHFO) is an organization for family strengthening and youth empowerment targeting migratory families. They work to equip the entire family to support healthy risk avoidance decisions by migratory youth. They have been serving Ohio families through: youth teaching programs afterschool and during the summer, in collaboration with the Texas Migrant Council. NHFO provides parents with pamphlets and host parent information and educational events. NHFO's mission is to provide curriculum-based sexual risk avoidance education onsite at migrant camps and afterschool programs and also collaborate with Latinos events.
3. The TYRO ROP (Rites of Passage) program, created by OAHG member The RIDGE Project, Inc., is a year-long student mentoring program for at-risk youth. The TYRO ROP program is different from other youth intervention programs due to the length of time for implemen-

tation and the breadth of life skills topics covered. This program recognizes the need to address the overall development of youth. It is not restricted to crisis intervention, but is a catalyst for both prevention and intervention by addressing the student holistically and guiding them through adolescence into responsible adulthood. TYRO is a Latin word that means "student" or "apprentice" or "someone learning something new"; "a warrior". The curriculum is adapted from a traditional rites of passage program and tailored to meet the needs of today's youth. In addition to covering sexual risk avoidance topics, TYRO ROP also addresses a broader base of relationship skills, anger management, financial responsibility, community involvement, leadership, and communication skills.



Figures 10 and 11 shows results from a pre/post analysis of TYRO ROP attendees, based on a questionnaire designed to capture the full range of issues addressed through the TYRO ROP program. These results represent the top ten areas of impact, as measured by the percentage change in the proportion of TYRO ROP students providing the expected answer from pre to post.

While many of these questions bear similarity to those from the ODH questionnaire, others address broader issues relating to the many risks these youths confront, and their decision-making related to that. For example, in Figure 10, there was a 24% increase in the proportion of TYRO ROP students providing the expected answer to: "When I'm angry I tend to yell at others rather than respond in a positive way" (expected answer in the negative). Also, a similar improvement occurred in Figure 11 in response to the question: "I don't like how my gender is viewed by the opposite sex". These improvements point to broader issues beyond sexual activity per se, such as overall perceptions of their gender by the opposite sex, knowing whom to turn to regarding issues in their community, and the advantages gained by being knowledgeable in particular subjects (as shown in Figure 11).

Section 4

ESTIMATING THE IMPACT OF OAHC PROGRAMMING USING EXPECTED VALUE RETURN ON INVESTMENT ANALYSIS (EV-ROI)

An analysis of the projected cost-benefits associated with providing SRA classes to an estimated 61,347 unduplicated students,²⁵ grades 7 to 12, during academic school year (ASY) 2014-15 yields an estimated annual return of \$5.12 for every dollar expended. This number was derived by comparing the total projected annual savings of over \$11.5 million from 6 measures against the total projected annual budget of \$2,256,000. Over the course of a lifetime, which we refer to as the residual EV-ROI, the projected benefits of a projected 2,699 sexually active youth that engage in sexual risk avoidance (4.4% of the estimated 61,347 unduplicated students receiving SRA educational services during ASY 2014-15),²⁶ along with the projected decrease in other correlated high-risk activities, and an estimated 1,270 youths that choose not to cohabitate before marriage, yields an estimated savings of over \$135 million in public assistance costs avoided, additional income tax revenues from improved educational and career outcomes, and other healthcare-related costs).

Background

The Expected Value-Return On Investment (EV-ROI) methodology allows organizations to represent the impact and outcomes produced by their programs and services in a monetized form.

Sexual Risk Avoidance and preventing the formation of single-parent households

One of the most significant area of savings from this analysis stem from how SRA programs like OAHC result in fewer teen births in the near-term (with an estimated 80% of teen mothers ending up on public assistance) and in the long-term by reducing the number of subsequent young adults from choosing to cohabitate (20% of cohabitation relationships result in pregnancy). The cost-benefits presented in this worksheet represent future public and social costs avoided as a result of more youths that learn and apply the SRA skills taught through these OAHC programs. Because these SRA classes address the issue of high-risk behavior in general, they also include cost-benefits related to reductions in other high-risk behaviors than sexual activity expected through the application of SRA skills.

²⁵ OAHC actually provided SRA programming to about 100,387. This evaluation of the 61,347 unduplicated students is based on the assumption that about 33% of these students will received SRA program twice from grades 7 to 12, and another 33% will receive SRA programming three times during that time period.

²⁶ Specifically, the 4.4% represents the percentage of students whose survey results improved (i.e., moved towards the expected answer from pre to post surveys) by 2 or more points in response to the following questions: "I have made a personal pledge to remain sexually abstinent until marriage", and "Saying 'no' to sex as a teen can help me reach my goals as an adult."

Key Assumptions

The key assumptions that underlie our cost-benefit measures for encouraging SRA amongst teenagers are as follows:

ASSUMPTION #1: The program is providing a minimum of four hours of instruction time with a relatively small class size of youth (i.e., 20-30) in which the SRA instructor is afforded the ability to develop relationships with the youth they are teaching. Based upon our observation of similar types of programs, the relative intimacy of the class (as described further under Assumption #2) is essential when dealing with a topic as sensitive as relationships, sex, and sexuality.

ASSUMPTION #2: The classroom instructor's relationship with the teenagers for whom they are teaching SRA skills extends beyond the realm of decision-making relative to sexual activity. Most people working with young people already know that individuals engaging in one high-risk behavior also tend to participate in other high-risk behaviors. This is because teenage high-risk behaviors often result from how teens value themselves and their bodies, whether it concerns sex, drugs, or other activities that can impact their physical and emotional health. These SRA programs aim to counter those attitudes by instilling in teens a sense of positive self-worth, personal responsibility and the realization that their actions have consequences. Because high-risk behaviors tend to cluster, it follows that when your program gets a teen to avoid one high-risk activity, such as sex, the teen may also refrain from other high-risk behaviors such as substance abuse or smoking.

ASSUMPTION #3: The expected result (i.e., successful outcome) of relationship education for youth ages 16-19 (approx. 2,700 formerly sexually active students (3.75% of total students)) is that they would be sexually abstinent. Therefore, for purposes of this EV-ROI worksheet, we equate sexual abstinence as the desired behavioral outcome for youths in the successful application of SRA skills.

Key Findings

There are 6 interventions/categories of EV-ROI for which we were able to capture enough data in order to make a credible and defensible estimate of annual benefits (including a 7th measure for projecting the residual EV-ROI). Therefore, the following list of results and the global return should be seen as a subset of the total universe of actual benefits and savings experienced by the program participants from these classes. The seventh, relating to future decisions regarding cohabitation, produces future benefits based on decisions and behaviors as a young adult (i.e., after completing high school).

Below is a brief explanation of the rationale and assumptions behind each category:

1. **Projected Annual Savings of \$355,126 from reduced incidences of STIs** – This intervention is based on a reduction of 675 Sexually Transmitted Infection (STI) cases per year, and the estimated costs for treatment. The residual EV-ROI of \$1.4 million is based on 1 year of reduced STI cases (i.e., 675 fewer cases) and the lifetime costs for treatment of any teen that contracted Human Immunodeficiency Virus (HIV).^{27 28}
2. **Projected Annual Savings of \$908,846 from violence avoided (attempted suicide and intimate partner violence)** – These savings are based on a projected reduction of 66 suicide attempts with injury²⁹ (at an average medical cost of \$10,957 per suicide attempt with injury) and 364 fewer incidents of intimate partner violence or IPV (at an average medical cost of \$4,901 per incident). The residual EV-ROI of close to \$4 million is based upon an average of two years of attempted suicides and with injury and an average of 14.2 IPV incidents per victim.³⁰
3. **Projected Annual Savings of \$3,735,111 from law enforcement and medical costs due to underage drinking³¹** – Based on an estimated reduction of 682 underage binge drinkers, at an average cost of \$5,474 per alcohol-involved youth.³² The residual EV-ROI of \$7.5 million is based on an average remaining 2 teen years.
4. **Projected Annual Savings of \$2,264,678 in medical costs associated with pregnancy** – Based upon a reduction of 412 pregnancies and 214 births.³³ The residual EV-ROI estimated savings of \$2.7 million is based on research showing that 18.3% of pregnant teens will get pregnant again during their teen years.
5. **Projected Annual Savings of \$1,123,467 due to improved high school graduation rates among teens demonstrating SRA behaviors** – Based on an estimated 343 additional teens graduating high school, earning an average of \$8,693 more than high school drop-outs, thus generating additional income tax revenues. A study examining the lifetime impact of earnings and income tax revenues derived from those earnings estimates an

²⁷ The Estimated Direct Medical Cost of Sexually Transmitted Diseases Among American Youth. Perspectives on Sexual and Reproductive Health (Volume 36, Number 1, January/February 2004).

²⁸ The Lifetime Cost of Current Human Immunodeficiency Virus Care in the United States; Medical Care, November 2006).

²⁹ Approximately 3.73% of sexually active teens attempted suicide with resulting injury, as compared with only 1.3% of youth demonstrating SRA skills. Youth Risk Behavior Surveillance System (2008) -- Youth self-reporting that they have attempted suicide with injury one or more times in the past 12 months.

³⁰ Costs of Intimate Partner Violence Against Women in the United States; Department of Health and Human Services - Center for Disease Control and Prevention; Atlanta, GA, March 2003.

³¹ Sexually active youth are almost 2 times more likely to report they had five or more drinks on one or more occasions over the past 30 days (YRBSS).

³² According to Underage Drinking Enforcement Training Center (OJJDP), underage drinking cost the citizens of The United States \$68.0 billion in 2007. These costs include medical care, work loss, and pain and suffering associated with the multiple problems resulting from the use of alcohol by youth. This translates to a cost of \$2,280 per year for each youth in the State. Excluding pain and suffering from these costs, the direct costs of underage drinking incurred through medical care and loss of work cost the United States \$22.3 billion each year.

³³ The pregnancy rate among sexually active teenagers (those who had ever had intercourse) was 152.8 pregnancies per 1,000 women aged 15–19. Therefore, 15.28% of sexually active teens became pregnant. U.S. Teenage Pregnancies, Births and Abortions: National and State Trends by Race and Ethnicity. Alan Guttmacher Institute (based on 2006 data).

additional \$167,215 (Net Present Value) in income tax revenues (adjusted for 2015 dollars) for each high school graduate. This yields a total benefit, in terms of additional income tax revenues, of over \$70 million.³⁴

- 6. Projected Annual Savings of \$3,166,399 from public assistance costs associated with fewer teen mothers** – Based on a reduction of 107 single-parent households on public assistance at an average estimated annual cost of \$29,527.³⁵ These taxpayer-funded costs include, but are not limited to: TANF, EITC, SSI, Food Stamp, LIHEAP and Medicaid costs. The residual EV-ROI, based on an average of 10 years of public assistance benefits per teen mother³⁶, is over \$31.6 million.

Additional Residual EV-ROI savings from changed attitudes and behaviors related to cohabitation

- 7. Projected Residual EV-ROI Savings of \$17,810,668 million from fewer single-parent households resulting from cohabitation** – Based on 120 fewer single-parent households, 60 of which estimated to involve public assistance support, predicted as a result of 1,270 youths that decide against cohabitation, at an average residual savings of a little less than \$300,000 per single-parent household receiving public assistance. This is based upon research showing that 20% of cohabitating relationships result in a pregnancy each year,³⁷ and that 80% of pregnancies resulting from a cohabiting relationship results in a single-parent household.³⁸

Section 5

CONCLUSION

The OAHC collaborative model has been successful in Ohio due in large part to the experience of those serving in several key roles. The immediacy with which the collaborative was able to function and begin services to students was due to the experience and willingness of those serving these critical roles, and their dedication to providing SRA services to as many students as possible with the resources provided through ODH.

³⁴ Labor Market Consequences of an Inadequate Education; Rouse, Cecilia Elena; Princeton University and NBER; Prepared for the Equity Symposium on "The Social Costs of Inadequate Education" at Teachers' College, Columbia University; September 2005.

³⁵ The Work Versus Welfare Trade-Off; 2013; Tanner, Michael and Hughes, Charles; Cato Institute (2013).

³⁶ <http://www.nytimes.com/1988/02/07/nyregion/getting-teen-mothers-off-welfare.html>

³⁷ First Premarital Cohabitation in the United States: 2006-2010 National Survey of Family Growth.

³⁸ Premarital cohabitation, childbearing and the creation of one parent families -working paper; John Ermisch; institute for Social and Economic Research (1995).

Catherine Wood, President of Relationships Under Construction (RUC), demonstrated leadership, first through the AEN collaborative and later as the Chair of the Board and Lead Regional Coordinator for OAHC. Ms. Wood has a long history of collecting data from a large geographic area of Ohio, and also has extensive knowledge of the reporting needs and formats for ODH. Wood has managed several state and federal grants including ODH Title V grants for two organizations, SPRANS grants for AEN and RUC and two CBAE grants for RUC along with smaller foundation grants. Her efforts to assure proper data collection laid the foundation for OAHC in their current efforts to establish a more formal Continuous Improvement Process to strengthen OAHC's stewardship of funds for the purpose of SRA education.

Another key component for the success of the OAHC collaborative was the designation of a Project Director that did not have a prior affiliation to any of the OAHC organizations. Ms. Wood described the importance the Project Director role has played for the OAHC collaborative:

Having Melissa [Walther], who has no history with any OAHC partner prior to assuming this position, has been instrumental as a non-partial decision-maker who is best able to step back and determine what steps are for the benefit of the OAHC as a whole. She is also a major agent for encouraging the sharing of best practices, based on her exposure to what different OAHC partners are doing in different aspects of SRA education.

The guidance of the OAHC Board: Cheryl Biddle, Executive Director of Alliance for Healthy Youth, Catherine Wood, and Peggy Pecchio, Executive Director of Operation Keepsake, Inc. and Advisory Committee members: Linda Theis of Women's Resource Center of Hancock County's CARE program and Catherine Tijerina, Co-Executive Director of The RIDGE Project. Their oversight allows for OAHC to share strengths across the state of Ohio and turn competition into collaboration. Each board member and Steering Committee member has implemented numerous state and federal grants.

Lastly, the administration and management of the collaborative and its fiscal accounting was accepted by The RIDGE Project, Inc. They had managed a smaller collaborative of nine providers in NW Ohio and had experience managing state granted funding including Title V through the Ohio Department of Health and OSFI-Mentoring Scholarship Center. They also had managed several larger federal grants including SPRANS, CBAE, Responsible Fatherhood, Pathways to Responsible Fatherhood, OFA-Re-entry, Fatherhood, DOJ, SCA Mentoring of Young Fathers, and The Responsible Fatherhood Opportunities for Reentry and Mobility Project (ReFORM). The systems and processes were already established to manage the financial responsibilities for the collaborative including the processing of the many invoices and reviewing and approving budgets to report to The Ohio Department of Health. Without The RIDGE Project serving in this role, the collaborative most likely would not have been

awarded this funding and OAHc would not have had the opportunity to form. The willingness of The RIDGE Project to accept the risk of being held accountable for all 19 OAHc Partners filled a huge need for the collaborative. Nonetheless, The RIDGE Project always saw their role as transitional, not permanent. As Catherine Tijerina explains:

We were glad to have the opportunity to help get OAHc launched. I think that now we are starting to look at how OAHc can stand alone as its own 501(c)3 as a vehicle for resourcing SRA educational services across the state of Ohio. We are all excited about how we can incorporate data and survey findings more systematically into how we demonstrate the value of services provided through OAHc, in terms of helping youth avoid actions with significant long-term consequences, both for themselves and for taxpayers who shoulder the financial burden of teen pregnancies and single-parent households.

APPENDIX I

Alliance for Healthy Youth

www.all4youth.org

330-864-1359

Alliance for Healthy Youth (AHY) is a non-profit agency in Northeast Ohio providing in-school prevention education including healthy relationship instruction for over twenty thousand students yearly. AHY is licensed by Ohio Mental Health and Addiction Services (OMHAS) to provide an alcohol and drug addiction prevention program. The mission of AHY is to empower, encourage and educate youth to make and keep healthy lifestyle choices with the goal to equip youth with knowledge and skills to make decisions and practice behaviors that enhance health and wellness.

Programs include: RSVP – 5-day evidence based curriculum for middle schools; C.A.T.S. peer educators for middle and high schools; C.A.T.S. Clubs meet weekly in schools for on-going support for vulnerable youth; Human Trafficking Awareness education for youth and adults; Parent education to stop parent-hosted alcohol parties for youth.

Since 1987 over 600,000 middle and high school students have benefited from Alliance for Healthy Youth programs.

For more information please visit these sites:

- www.all4youth.org
- www.brightideasohio.org/alliance-for-healthy-youth-rsvp-program/
- www.mystorytoday.org

Catholic Charities of Ashtabula County

www.doyccac.org

440-992-2121

Catholic Charities of Ashtabula County is a non-profit, multi-service agency serving residents of Ashtabula County. It was established in 1944, and its mission is to provide service to people in need, to advocate for justice in social structures, and to call the entire church and other people of goodwill to do the same.

The Agency currently provides the following programs:

- Basic Needs Assistance

- Housing Counseling
- Financial Literacy Education
- Guardianship
- Representative Payeeship
- Sexual risk avoidance (SRA)education

We utilize the RSVP curriculum for grades 6-8, and Operation Keepsake's, For Keeps, curriculum for grades 9-10. Both are evidence-based curricula, stressing the importance of healthy relationships and good decision-making.

CPC Women's Health Resource, Project Respect

www.projectrespectnwo.org

419-636-2000

Project Respect believes that each generation has the power to shape and change the world. We envision a community of young people who STAND UP against social pressures and STAND OUT as people of character.

We are the character-education program of the CPC-Women's Health Resource in Northwest Ohio. Our programs directly address current issues teens face everyday, including media pressures, bullying, sexting, internet safety, unhealthy relationships, sexual pressures, avoiding STD's and pregnancy, dating violence, and more.

We serve students and adults in 6 counties including Defiance, Fulton, Henry, Paulding, Putnam, and Williams counties of Ohio. Our 5-day interactive program is geared for 6-12th grade students, but we also do special presentations for K-5th grade students, adults, and civic organizations.

Effective Educational Seminars

www.effectiveeducationalseminars.com

419-599-1702

Effective Educational Seminars, Ltd. is an organization that provides services to many different educational and agency professionals, children/adolescents, and parents. Teachers, administrators, agency personnel, and parents receive training relating to literacy and the social/emotional/academic development of children/adolescents. The seminars for educators can be taken for one semester of graduate credit through Ashland University. CEUs are also available for educators and agency personnel. Seminars are held in Water-

ville, Archbold, Van Wert, Elyria, Columbus, Vandalia, Cincinnati, Dayton, and online.

The mission of EES is to provide services that enhance positively in the social, emotional, and academic development of children/adolescents and to provide quality professional development to enrich educational staff to gain knowledge and strategies to promote positive experiences for their students.

Flyers for seminars are available on website: effectiveeducationalseminars.com

Elizabeth's New Life Center

www.elizabethnewlife.org

937-226-7414

Elizabeth's New Life Center (ENLC) provides healthy relationship education to Middle and High School students in Montgomery, Darke, and Preble Counties. Elizabeth's New Life Center uses the Relationships Under Construction curriculum, a 5-day in-school program that acknowledges that behaviors have consequences and encourages healthy decision-making. In addition, we offer a program specifically for high school students called Go for the Gold which is an 8-day in-school curriculum that dives deeply into emotional grooming tactics and exposes the characteristics of healthy vs. unhealthy relationships.

ENLC also subcontracts with LIFE Pregnancy Center which serves Fayette County with the 5-day Choosing the Best curriculum.

Topics covered include healthy decision-making, setting goals, character development, consequences of sexual activity (STI/teen pregnancy/emotions), media/culture, refusal skills, peer pressure, puberty, and developing healthy relationships.

Family and Youth Initiatives

www.familyandyouthinitiatives.org

937-845-0403

Our Real Life In-School Program is a five-day program taught at middle and high school levels in Clark, Greene, Champaign, Logan, and Shelby Counties.

We are currently using the Relationships Under Construction curricula for both middle school and high school levels. Topics covered vary from grade to grade but generally teach decision making, goals, character, consequences of sexual activity (STI/teen pregnancy/emotions), media/culture,

refusal skills/peer pressure, puberty, relationships, and marriage.

Healthy Relationships

614-371-2595

Serving Franklin County and greater Columbus, Healthy Relationships provides educational programs for youth and families to make healthy life choices to meet goals. In-class, after-school, community-based, and court-sanctioned programs are offered to meet the needs of a diverse community.

Healthy Visions

www.healthyvisions.org

513-793-7268

Healthy Visions was founded in 1986. In 2007 behavioral and social issues were added to the 5 day in-classroom program. Choosing the Best for a Safe Teen has reached over 60,000 middle and high school students in Butler, Clermont, Hamilton, Warren counties.

The 5 day in-classroom program teaches prevention so youth understand the consequences of their actions. The program is reinforced through social media, Facebook, Instagram, Twitter, HV Blog.

An independent Google study proves Safe Teen decreases alcohol and drug use, self-harm, dating violence, sex, suicide ideation and out of control anger, and increases youth participation in academics, school activities, goal setting, volunteering and the development of healthy relationships.

Healthy Visions offers Safe Teen online. eSafe Teen modules are available on computers and mobile devices. And offers group and one on one mentoring to at risk high school students and an after school program for at risk teen girls.

Marriage Resource Center of Miami Valley

www.marriageresourcecenter.org

937- 324-3604

Marriage Resource Center of Miami Valley (MRCMV) was launched in 2004 to address the high marriage failure rate in Clark County, Ohio. MRCMV receives funding from a variety of government, private and individual sources. Programs are provided to middle and high school students, singles, married couples (preparation

and renewal), including step-families. MRCMV offers marriage education and mentoring to couples who want to create loving, lasting marriages.

Our motivation stems from three main goals. To make life better for kids, reduce the cost of fragmented families, and creating healthy communities.

Our Mission is to prepare, strengthen and renew marriages through congregational and community partnerships, relationship education and mentoring.

The Marriage Resource Center inspires marriage success and relationship health of couples in the Miami Valley.

Maximum Freedom

www.maximumfreedom.org

513-407-2028

Maximum Freedom, Inc. (MFI) mission is to empower students with medically accurate sexual health and relationship education to achieve a lifetime of maximum freedom from unhealthy, unwanted consequences. MFI's dynamic four-day classroom presentations address unhealthy relationships, unplanned pregnancy, sexually transmitted infections, and other consequences of sexual activity in the teen years. The program empowers teens with both credible scientific information and strategies for making healthy choices regarding relationships, sexual activity, and other high-risk behaviors.

Our core values are to promote child/family well-being, advance public health and safety, and strengthen local communities. MFI also presents afterschool discussion series and youth group programs in a variety of non-school settings. Additionally, parent workshops that MFI offer provide tools that equip parents to communicate with their teen regarding sexual decision making.

Since MFI's founding in 2010, each year the program serves between 8,000 - 10,000 students in over 40 middle schools and high schools in the Cincinnati area including Butler, Clermont, Hamilton and Warren counties.

National Hispanic Family and Youth Outreach

419-388-8980

The National Hispanic Family & Youth Outreach was founded in 2004 as a non-profit organization for family strengthening and youth empowerment. Since then we have been serving Ohio families and youth teaching bilingual programs afterschool and during the summer. We are currently educating

and outreaching to Migrant families to continue providing health education at migrant camps.

We also collaborate with the Texas Migrant Council at fairs serving 929 attendees in 2010 though from year to year the attendees can vary at Delta, Miller City, Liberty Center and Fremont. We network with the community organizations; Voces Unidas, Hispanic Awareness Organization, Pathstone, Ohio Migrant Center, Trinity Lutheran, Wauseon High School Club and Napoleon National Society.

We also offer afterschool programs and activities to youth empowering and encouraging them to make healthy lifestyle choices. We provide parents with pamphlets and host parent information and educational events. Our mission is to provide curriculum-based sexual risk avoidance education onsite at migrant camps and afterschool programs and as well collaborating with Latino events.

Operation Keepsake, Inc.

www.operationkeepsake.com

330.486.0602

OK, Inc. is a non-profit organization committed to promoting healthy behavior among teenagers. OK, Inc. is one of the largest and longest-running providers of relationship education in the country. The purpose of OK, Inc. has remained consistent for over twenty-five years—to challenge young people to develop healthy relationships and strong character so they may develop to their fullest potential in life.

OK, Inc.'s job is to help youth focus on their education, make positive life choices, and chase their dreams!

We partner with middle and high schools, community groups, and parents, in Northeast Ohio, providing educational programming to more than 20,000 middle and high school youth in over 130 schools and youth organizations each year. OK, Inc. provides curricula, instructors, publications, and community events covering adolescent health concerns like healthy relationships, teen dating violence awareness and prevention, positive decision making, alcohol and drug abuse prevention, and personal financial management.

Pregnancy Center of Greater Toledo, RSVP

www.rsvptoledo.org

419-513-6842

Serving the greater Toledo area, we provide SRA education utilizing the RUC curriculum to middle schools, high schools, community groups, parents, and teachers. We encourage youth to set goals and achieve optimal health.

Pregnancy Decision Health Centers

www.pdhc.org

www.common senseculture.org/

614-888-8774

The Common Sense Culture Program is offered by PDHC as its prevention arm. We serve over 6,000 students and teachers in Franklin and Fairfield counties in 43 middle and high schools. Our 4-day program employs a sexual risk avoidance curriculum that is not only informative but engaging to the young people our presenters see each week.

We address topics such as: decision making and choices, goals and future orientation, teen pregnancy, STIs, media influence, peer pressure and relationships.

Our teachers have the rare ability to share these important life messages in a way that not only holds the attention of the students, but makes serious and sometimes uncomfortable topics fun and easy to discuss.

Pregnancy Support Center, Sold Out

www.soldout4me.com

330-455-7500

Sold Out is a Sexual Risk Avoidance program that serves 6-12 grade students in Stark County at no cost. It's existed for 36 years serving schools without any charge under the umbrella of Pregnancy Support Center which is now called Pregnancy Choices.

The Sold Out Program currently serves approximately 30 schools in the Stark County area which includes middle schools and high schools combined. The Sold Out Program served 6,500 unduplicated students during the 2014-2015 school year. The program is designed to come alongside educators, youth leaders and parents to empower young people to make healthy choices.

Presenters are available for 4-day classroom presentations that are research-based, medically accurate and age-appropriate for each grade level using the Relationships Under Construction curriculum written by Catherine Woods. Using discussion and interactive demonstrations, Sold Out presenters teach students how to build healthy relationships and grasp the benefits of avoiding sexual activity at this time in their lives.

Relationships Under Construction

www.relationshipsunderconstruction.com

740-965-2046

Relationships Under Construction (RUC) is a character and relationship education program for grades 6-12. We provide five sessions of presentations in public and private middle and high schools for each grade level.

Relationships Under Construction teaches youth the blueprint for strong future families. Our program addresses character development, goal setting, how to recognize healthy and unhealthy relationships, and dating violence while exploring the issues of fatherhood, motherhood and healthy family formation.

RUC teaches sexual risk avoidance (SRA). Consequences of sexual activity including sexually transmitted infections and diseases, teen pregnancies, and emotional bonding can negatively impact future relationships. RUC helps teens and parents understand why avoiding these risks is so important for a healthy future.

RSVP of Licking County, Project Reach

www.projectreachonline.com

740-349-1808

Resources Encouraging Abstinence Character and Health is a project of The Responsible Social Values Program (RSVP) of Licking County. RSVP was founded in 1987 as a sexuality education program for middle schools. It quickly expanded to reach grades 5 through 10 and is now a required part of the curriculum in most school districts in both Licking and Perry County.

Today's youth are bombarded with mixed messages concerning sexuality. Project REACH is specifically designed to reinforce the benefits of delaying sexual activity and wise decision making. Project REACH combines information and goal oriented activities with humor to affect adolescent attitudes and behavior, foster self-esteem, and develop better family relationships.

Project REACH actively encourages student participants to become involved during the presentations instead of being passive listeners. The program is a thoughtful way to encourage students to look ahead to what life offers based on the decisions they make today.

Finally, Project REACH has been designed to reinforce, not replace, the vital information only a parent can relay to their son or daughter concerning this important

The RIDGE Project, Inc.

www.theridgeproject.com

419-278-0092

***Administrative Agent of current grant project funded by ODH*

Founded by Ron & Catherine Tijerina in 2000, The RIDGE Project is a non-profit organization dedicated to empowering generational responsibility in individuals and improving the lives of families throughout the state of Ohio.

The RIDGE Project believes strong families produce strong and healthy children who will then pass that legacy on to future generations. Through our TYRO Suite, we work with incarcerated fathers, couples, and youth to restore families. Through our youth program we work to establish young leaders who can stand up against the negative influences, peer pressures and low expectations that exist for young people in society today.

The RIDGE Project's TYRO ROP (Rites of Passage) curriculum is designed to guide youth (at risk, general population and youth leaders) along the path to responsible adulthood. The TYRO ROP program has forty-five 60-90 minute workshops which can be offered during a class at school or as an after-school program. Traditionally, the program is delivered weekly for 45 weeks. However, by increasing either the number of days or hours, TYRO ROP can be condensed to either one full academic year or as an after school program lasting nine weeks.

Women's Resource Center of Hancock County, CARE

www.wrchancock.org/inyourschool.html

419-424-9948

The purpose of the C.A.R.E. Program is to give teens the tools to build healthy lives and futures. C.A.R.E. (Character And Relationships Education) reaches 3,500 students in grades 6-10 each year in all Findlay City and Hancock County Schools and extends to private schools, at-risk programs, and youth groups as well.

The C.A.R.E. Program promotes positive relationships through good character, good choices, and good critical thinking skills. It provides current and medically-accurate stats, studies, and stories, as well as creative teaching methods, interactive classroom experiences, and a safe environment for dialogue.

APPENDIX II : CURRICULUM SUMMARIES

Responsible Social Values Program (RSVP) Curriculum

RSVP is an evidence-based prevention education curriculum for students in sixth, seventh, and eighth grades. Students who have participated in RSVP have demonstrated statistically significant improvements on pre/post written surveys that measured key variables related to adolescent sexual behavior. RSVP is designated as medically accurate by the Administration of Children and Families, and is A-H compliant for Title V funding.

- OAHC Programs using RSVP: Alliance for Healthy Youth; Catholic Charities of Ashtabula County; Project REACH

Relationships Under Construction Curriculum

Relationships Under Construction, RUC, is written to be part of a community-based abstinence program that is multi-faceted. RUC can stand alone but is even more effective when a community-based plan is implemented. Just like a marketing plan would put in place different approaches for getting a message across, abstinence education must be diverse. Classroom presentations, assemblies, web parties, materials, and curriculum can reach students in the schools but reaching the community is also necessary. Parent and community meetings, teacher training, teacher in-services, billboards, radio and television spots, internet web sites, newsletters, articles in newspapers, promos and a multitude of other approaches are important.

Relationships Under Construction is written to build a student's knowledge and information base each year. Each grade level can stand alone but it is meant to build upon the previous year. Relationships Under Construction provides the best results when all levels, grades 6-12, are implemented in each school.

Evaluation for ATM Education and Central Ohio AEN is provided through the Applied Research Center at Miami University in Middletown, Ohio. A universal classroom evaluation, assembly evaluation and professional seminar evaluation is included in this curriculum. All components of this evaluation have been well-tested and are continuing to produce data that proves abstinence until marriage education works. By using this curriculum, you can implement the universal evaluation tools which have been designed to test the Title V, Section 510 criteria, A-H and be assured you will have excellent evaluation results.

Each lesson in Relationships Under Construction is designed to cover a 45 minute classroom period. There is more than enough information for each day which allows the abstinence provider to choose what will best fit the class and the school in which they are teaching. It also allows some material to be available to be used in a mentoring situation where you may see some of the same students and could continue more of the lesson. The other option is to ask the classroom teacher to allow for more than five days of instruction.

Relationships Under Construction high school curriculum has eight lessons. All eight can be implemented for the best results but if only five days are available use lessons 2, 3, 4, 5 and 8. You will find many uses for

several of the lessons in both middle and high school. Sixth, seventh and eighth grade lessons are five days each.

- OAH Programs using RUC: RUC; Pregnancy Decision Health Centers-Common Sense Culture; Elizabeth's New Life Center; Pregnancy Center of Toledo; Women's Resource Center of Hancock County-CARE; Pregnancy Support Center of Stark County-Sold Out; Healthy Relationships; Family and Youth Initiatives; Marriage Resource Center of Miami Valley; Maximum Freedom

Constructing Safe Relationships

Constructing Safe Relationships is a teen dating violence curriculum designed to help young people, their parents and the adults who influence them understand the dangers of teen dating violence and equip them to guard against human trafficking. It's has two lessons for 7th grade, two for 8th grade, and three lessons for 9-10th grade.

- OAH Programs using: RUC

For Keeps

Taught by outside facilitators, For Keeps was a five-day curriculum with 40-minute sessions that focused on character development and the benefits of abstinence and tried to help students understand how pregnancy and sexually transmitted diseases can impede their long-term goals. It also emphasized the psycho-emotional and economic consequences of early sexual activity. The curriculum was intended both for students who had become sexually active and for those who had not.

- OAH Programs using: Operation Keepsake

Choosing the Best:

- 6th Grade: Choosing the Best Way: Down-to-earth and hands-on, these 6 sessions keep students involved through self-discovery and interviews with friends, parents or guardians, and class partners. Videos that open each lesson lead naturally to discussion. This lively curriculum creates the foundation for an informed commitment to healthy relationships and the Abstinence Pledge. These are 50-minute sessions.
- 7th Grade: Choosing the Best Path: Creative and engaging, these 8 sessions keep middle-schoolers involved. Videos that open each lesson lead naturally to discussion. In each 50-minute segment, they learn the facts about risks and consequences of sex before marriage, as well as the benefits of choosing healthy relationships. Step by step, students develop the skills, character, and commitment to remain abstinent until marriage.

c. 8th Grade: Choosing the Best Life: Direct enough to command teens' attention, this 8-session curriculum also helps communicate, dynamically and positively, the value of committing to abstinence. Videos that open each lesson lead naturally to discussion. Each 50-minute segment balances information about healthy choices with role-plays that help guys and girls practice saying "NO."

- OAHC Programs using: Healthy Visions; ENLC—LIFE pregnancy Center in Fayette Co.; CPC Women's Health Resource of NW Ohio-Project Respect; National Hispanic Family and Youth Outreach

TYRO ROP

TYRO ROP is an adaptation of traditional rites of passage programs. Its focus is specifically tailored to meet the needs of youth who live in the current American social context. Each activity is tailored to meet the need of youth who live within our distinct historical era. TYRO Rites of Passage program is different from other youth intervention programs; most are only focused on one particular area of life struggle (drug prevention, safe sex, etc.) Instead, this program recognizes the powerful need to address the overall development of youth. It is not restricted to crisis intervention, but is a catalyst for both prevention and intervention.

TYRO ROP has been designed for every child, regardless of his/her perceived risk profile. The underlying idea is to move all children into healthy, responsible adulthood. Without proper guidance, all children are at risk of engaging in unhealthy behaviors. The essential goal of TYRO ROP is to prepare boys to be men and girls to be women.

The TYRO ROP program has 45 sixty or ninety minute workshops. Traditionally, the program is delivered weekly for 45 weeks. However, by increasing either the number of days or hours, TYRO ROP can be condensed to either one full academic year or as an after school program lasting nine weeks.

Warrior Pledge: I am a WARRIOR. I am a Person of Honor, Integrity, and Promise. I pursue all righteousness. I love my family. I will not put my family in harm's way. There is nothing that will keep me from doing the right thing. I am an Ambassador of Hope and a Person of Discipline. I am a Person worth following.

- OAHC Programs using: The RIDGE Project; National Hispanic Family and Youth Outreach; Marriage Resource Center of Miami Valley

Making Abstinence Possible

Partnering with teachers and parents, the mission is to empower students with medically accurate sexual health and relationship education to achieve a lifetime of Maximum Freedom from unhealthy, unwanted consequences.

School-based curriculum for grades 7, 8 and HS

Duration: 3 days (50 minutes/day)

Topics include:

- Decision making/how choices can affect one's future
- Goal setting
- Character development including importance of self-control, self-discipline, respect for self and others
- Introducing abstinence
- Anatomy/human reproduction
- Consequences of premarital sex including STI's/STD's, pregnancy and emotional consequences
- Healthy vs. unhealthy relationships and dating violence
- Marriage
- Progression of sexual activity /importance of boundary setting
- Avoiding other risk behaviors (drugs, alcohol, smoking)
- Empowering students towards abstinence/refusal skills
- Developing personal plan
- Concept/importance of secondary abstinence for those who may have been sexually active
- OAHC Partner using: Maximum Freedom

Safe Dates

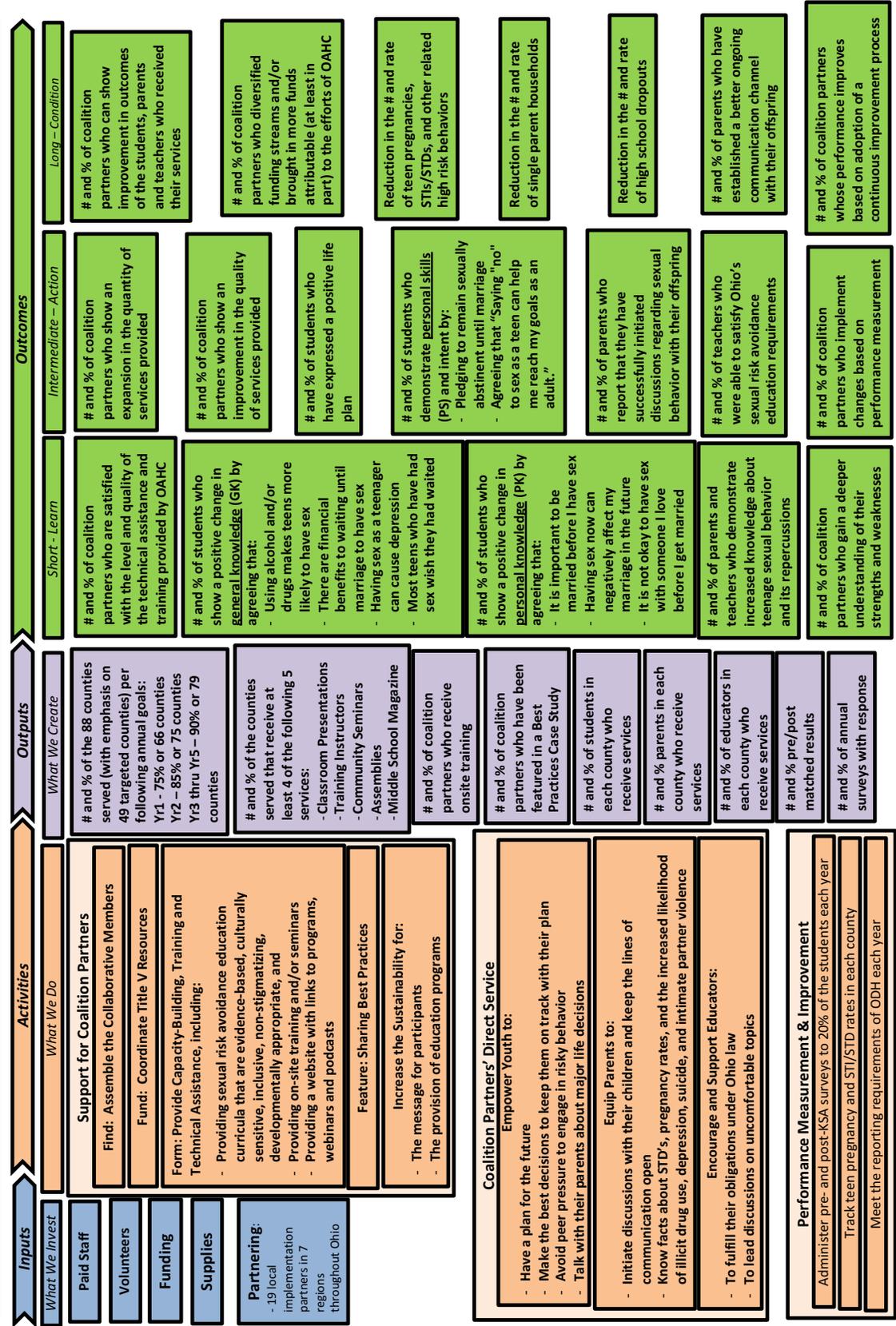
The Safe Dates curriculum is a ten-session program that targets attitudes and behaviors associated with dating abuse and violence. Each session is approximately 50 minutes in length. Safe Dates can be flexibly scheduled (e.g., daily or weekly sessions).

- OAHC program using: CPC Women's Health Resource of NW Ohio-Project Respect

APPENDIX III

OHIO ADOLESCENT HEALTH CENTERS (OAHC) LOGIC MODEL

Mission Statement: The Ohio Adolescent Health Centers is a collaborative of Sexual Risk Avoidance Organizations from across the state of Ohio whose mission is to empower youth, equip parents, and encourage educators so that youth make healthy choices regarding pre-marital sexual activity that has the potential of derailing them from achieving their life goals.



APPENDIX IV

OAHC SEXUAL RISK AVOIDANCE

Survey- Revised

Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. The best way to avoid getting pregnant as a teen is to wait until marriage to have sex.	<input type="radio"/>				
2. I can say "no" if someone tries to get me to have sex.	<input type="radio"/>				
3. It is not important to be married before I have sex.	<input type="radio"/>				
4. How much do you agree with this statement? "I will probably live together (cohabit) with my significant other before marriage."	<input type="radio"/>				
5. I'm not comfortable talking to my parents about sex.	<input type="radio"/>				
6. Saying "no" to sex as a teen can help me reach my goals as an adult.	<input type="radio"/>				
7. Most of my close friends are abstinent.	<input type="radio"/>				
8. Most teens who have had sex wish they had waited.	<input type="radio"/>				
9. It is okay for me to be sexually active as long as I use birth control.	<input type="radio"/>				
10. Once a person has had sex, it is possible to stop having sex.	<input type="radio"/>				
11. Using alcohol and/or drugs makes teens more likely to have sex.	<input type="radio"/>				
12. Abstinence is staying away from behaviors that could hurt me.	<input type="radio"/>				
13. A girl can't get pregnant by having sex only once.	<input type="radio"/>				
14. How much do you agree with this statement? "I will most likely have sex while unmarried."	<input type="radio"/>				
15. There are financial benefits to waiting until marriage to have sex.	<input type="radio"/>				
16. I am responsible for the decisions I make.	<input type="radio"/>				
17. Teens can't have STI/STDs without knowing it.	<input type="radio"/>				
18. Having sex as a teen can have lasting emotional consequences.	<input type="radio"/>				
19. Remaining abstinent until marriage shows respect for yourself and your girlfriend/boyfriend.	<input type="radio"/>				
20. Some STDs put you at higher risk for getting infected with HIV.	<input type="radio"/>				
21. Having sex now can negatively affect my marriage in the future.	<input type="radio"/>				
22. I have made a personal pledge to remain sexually abstinent until marriage.	<input type="radio"/>				

ABOUT THE AUTHORS

Byron Johnson is Distinguished Professor of the Social Sciences at Baylor University. He is the founding director of the Baylor Institute for Studies of Religion (ISR) as well as director of the Program on Prosocial Behavior. Johnson has just completed a series of studies on Boy Scouts and Eagle Scouts and is launching a longitudinal study of Boy Scouts in collaboration with colleagues at Tufts University. Professor Johnson was the principal investigator on a recent project funded by the Department of Justice to produce a series of empirical studies on the role of religion in prosocial youth behavior. He is a former member of the Coordinating Council for Juvenile Justice and Delinquency Prevention (Presidential Appointment). A leading authority on the scientific study of religion, the efficacy of faith-based organizations, and criminal justice, Johnson's recent publications focus on the impact of faith-based programs on recidivism reduction and prisoner reentry, and is the emphasis of his book, *More God, Less Crime*. Before joining the faculty at Baylor University, Johnson directed research centers at Vanderbilt University and the University of Pennsylvania. He is the 2013 Big Brother of the Year for Big Brothers Big Sisters Lone Star of Texas.

William Wubbenhorst served a total of 13 years as a Senior Management Consultant and Return On Investment (ROI) Specialist for ICF International and Macro International. He also serves as a Non-Resident Fellow for the Institute for Studies of Religion (ISR) at Baylor University. Over the years, William Wubbenhorst has collaborated with professors from several prestigious academic institutions, including Baylor University, Boston University and Harvard University. He has published a variety of peer-reviewed journal publications and case studies. He co-authored *Demonstrating the Value of Social Service Programs: A Simplified Approach to Calculating Return on Investment* -- a peer-reviewed article, published in the *Foundation Journal* (September 2010). Mr. Wubbenhorst co-authored an article entitled: *Assessing the Effectiveness of the Violence Free Zone in Milwaukee Public Schools*, published in the *Journal of Knowledge and Best Practices in Juvenile Justice & Psychology* (2013). Additionally, two recent case studies were published through the Baylor Institute for Studies of Religion entitled: *Community Transformation in West Dallas: A Sustained Collective Between Churches in 2012*, and *Multi-State Mentoring Research: The Center for Neighborhood Enterprise's Violence-Free Zone (VFZ) Initiative*. Other recent Baylor ISR publications related to prisoner re-entry and recidivism include: *Recidivims Reduction and Return On Investment: An Empirical Assessment of the Prison Entrepreneurship Program* (2013), *Stronger Families, Stronger Society: An Analysis of the RIDGE Project, Inc.* (2014).

Sung Joon Jang is research professor of criminology and co-director of the Program on Prosocial Behavior in Institute for Studies of Religion at Baylor University. His research focuses on the effects of family, school, peers, religion, and community on crime and delinquency, including drug use. His latest research examines how religiosity not only protects an individual from the effects of strain and emotional distress on deviant coping behavior but also contributes to the process of desistance from crime among offenders. Professor Jang's studies have been published in journal of criminology, sociology, psychology, and social work.

Sumner Wubbenhorst is currently employed as a Technical Data Analyst for Social Capital Valuations, LLC (SCV) since 2014. He received acknowledgements in two previous research case studies published by Baylor University's Institute for Studies of Religion in 2014 and 2015: Community Transformation in West Dallas and Multi-State Mentoring Research and The Center for Neighborhood Enterprise's Violence-Free Zone Initiative. Mr. Wubbenhorst has also assisted SCV on program evaluations and Return On Investment (ROI) analyses for federally-funded Healthy Relationship and Family Strengthening programs, such as: Community Marriage Works (Indianapolis, IN), Marriage Works! Ohio (Dayton, OH) and Anthem Strong Families (Dallas, TX).



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