

WISE – Working to Institutionalize Sex Ed: Evaluation Report 2021 – 2022

prepared by Highland Nonprofit Consulting



GEORGIA CAMPAIGN FOR
ADOLESCENT POWER & POTENTIAL
Education • Prevention • Action
For Adolescent Health

CONTENT

PROJECT BACKGROUND	3
PROJECT FINDINGS.....	3
Strategy 1. Scan and Engage	3
Strategy 2. Design	4
Strategy 3. Implement	4
Training Evaluation Findings.....	4
Implementation findings	6
Student Changes in Knowledge, Attitudes and Intentions.....	6
District Profiles	9
SUMMARY OF FINDINGS AND RECOMMENDATIONS.....	10
Strategy 1. Scan and Engage	10
Strategy 2. Design	10
Strategy 3. Implement	10

PROJECT BACKGROUND

The Georgia Campaign for Adolescent Power and Potential (GCAPP) is a statewide nonprofit organization whose mission is to improve the overall health and well-being of young people in Georgia to ensure a more powerful future for all. The Working to Institutionalize Sex Education or WISE program is a strategic initiative designed to explore key strategies that eliminate barriers to comprehensive sex education (CSE) in schools, thereby paving the way for institutionalizing CSE. GCAPP serves as the lead agency for Georgia WISE.

Each year, GCAPP evaluates Georgia WISE to identify successes, challenges and lessons learned. In the 2021-2022 school year, GCAPP was successful in training over 749 teachers and reaching over 108,403 students with comprehensive sex education*. Findings indicate that teachers gained valuable knowledge and skills and were able to successfully implement CSE despite the continued challenges caused by the COVID-19 pandemic. Results also suggest that students increased their knowledge, attitudes and intentions towards delaying sexual behavior.

*Note: The number of students reached is based on the number of students in the grades where CSE is taught (5th-9th grades, varies by district) across the districts served.

PROJECT FINDINGS

In the 2021-2022 school year, Georgia WISE:



Reached 108,403 students



Trained 749 teachers & 1 administrator



Supported CSE in 171 schools in 13 districts

GCAPP continued making significant progress towards building infrastructure for school based CSE by engaging 13 school districts and the Department of Juvenile Justice in five of seven identified priority regions. GCAPP has trained 31 WISE Peer Mentors across six districts to support CSE.

STRATEGY 1. SCAN AND ENGAGE

Strategy Area 1 focuses on identifying potential new district partners, developing relationships with key stakeholders in identified districts and working to increase knowledge and support for CSE among key stakeholders, assess the level of readiness for CSE implementation and increase district partners' ability to develop effective strategies to select and implement age-appropriate, evidence-based curricula that fit with community mores and values.

In 2021-2022, despite the ongoing pandemic, GCAPP sustained existing, long-term relationships and leveraged these and other key relationships to cultivate partnerships with four new districts and a private school.

STRATEGY 2. DESIGN

Strategy Area 2 focuses on engaging key stakeholders in a review of current sex education policies and the adoption of more comprehensive policies and on building greater infrastructure and support for CSE throughout Georgia. In 2021-2022, GCAPP engaged stakeholders in partner districts in the adoption of CSE and policy review and participated in statewide advocacy efforts.

STRATEGY 3. IMPLEMENT

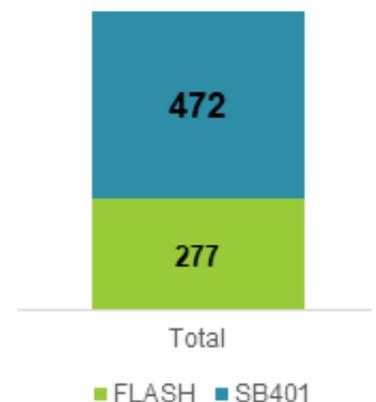
Strategy 3 focuses on building teachers' capacity to implement CSE with fidelity and quality in the 2021-2022 school year. To assess improvements in capacity, GCAPP collects and analyzes data from participating teachers, district coordinators and students and uses findings to improve upon program implementation and sustainability. In the 2021-2022 school year:

- GCAPP trained a total of 749 school-based staff and 1 administrator.
- Teachers reported increased capability and comfort level implementing CSE.
- GCAPP provided technical assistance and implementation-boosting support to 171 schools.
- FLASH and the Rights, Respect and Responsibility (3 R's) were implemented in 171 schools in thirteen different districts.
- A total of 108,403 students throughout GA were eligible to receive CSE.
- Student pre-post data indicates increases in knowledge about abstinence, anatomy, STDs, HIV, effective communication and healthy relationships and improvements in attitudes, intentions and motivation to negotiate sexual behavior and take preventive action.
- Teacher focus group data indicates that teachers feel that the selected curricula meet the needs of students and that they are comfortable and capable of implementing CSE.
- Given the ongoing COVID-19 pandemic, GCAPP continued to adapt and provide alternate ways for teachers to receive needed support and assistance.
- A summary of key findings from teacher training evaluation and student pre-post-test data is below. While CSE was implemented in 171 schools, the number of students for whom we have pre and post survey data is low (n=3,420 and 2,706 pre- and post-tests). As a result, findings may not be representative of those served.

TRAINING EVALUATION FINDINGS

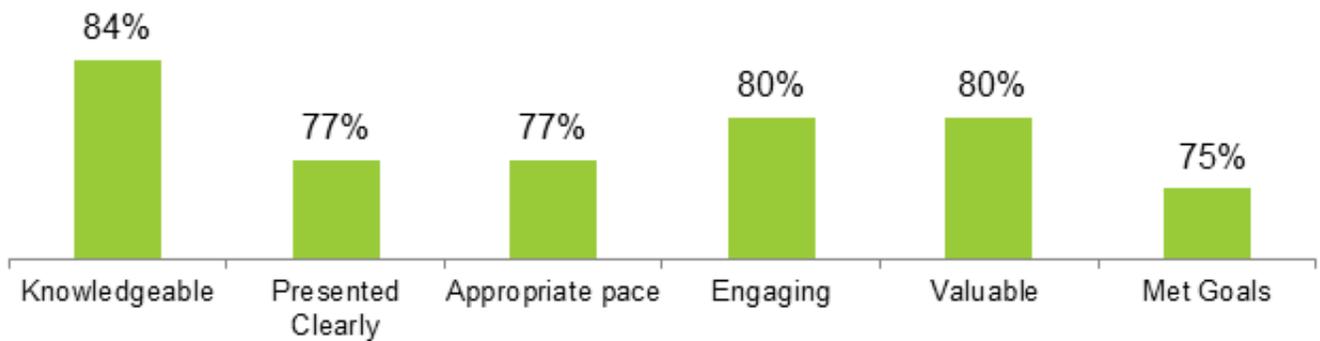
In 2021-2022, GCAPP trained 749 teachers in the FLASH curriculum and Georgia's comprehensive sex education law (SB401) in the Department of Juvenile Justice, two individual schools (Woodward Academy and International Community School) and seven different school districts –APS, Bulloch, DeKalb, Grady, Savannah-Chatham, Rockdale and Walton counties. In addition, 1 administrator from Rockdale County was trained.

Figure 1. Teachers Trained



Upon completion of each of the trainings, participants were asked to provide feedback on the training and describe their knowledge and skills gained. Training evaluation data from 373 of the 749 individuals trained was analyzed (50% response rate). Evaluation findings indicate that participants liked the training and felt they gained valuable knowledge and skills.

Figure 2. Percent of Participants that Strongly Agreed with Training Content and Pace (n=373)



When asked what aspects of the training were most useful, 20% of participants reported that all aspects of the training were helpful while 32% noted the information gained. Others appreciated the interactive nature, the sexual violence focus and learning how to answer difficult questions.

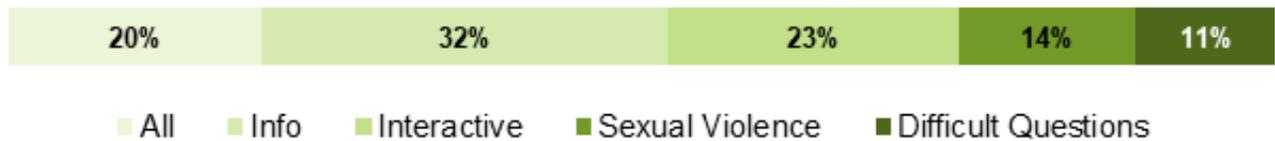


Figure 3. Most Useful Aspects of Training (n=332)

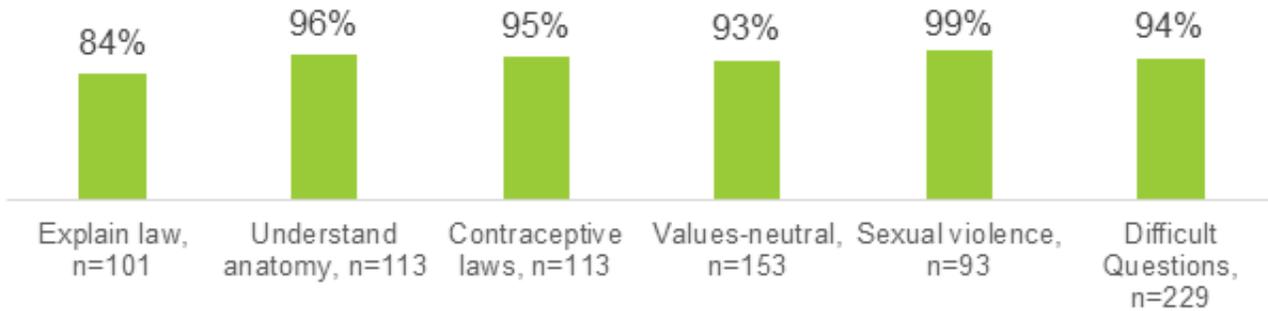
When asked what aspects of the training were least useful, 85% of participants indicated that the training was useful and did not have any least useful aspects. Thirteen participants noted that they did not like the breakout sessions and forty participants shared other feedback including that they did not like that it was virtual, that some of it was repetitive, that it was too long and that they did not like being instructed on how to answer questions, especially those that are best answered by parents. Some requested more scripted answers and additional lessons and information.

Participants were asked to rate their level of agreement with one or more of the following statements relating to knowledge and skills built during the training:

- I am able to explain Georgia comprehensive sex education law.
- I understand the basics of the female and male reproductive systems.
- I understand Georgia laws relevant to contraceptive distribution and parental consent.
- I am able to teach sex education as a values-neutral facilitator.
- I understand the basics of sexual violence.
- I am confident I can answer difficult questions.

The chart below presents the percent that strongly agreed and/or agreed with these statements. Nearly all participants reported feeling equipped with the knowledge and skills to teach sex education and to answer difficult questions.

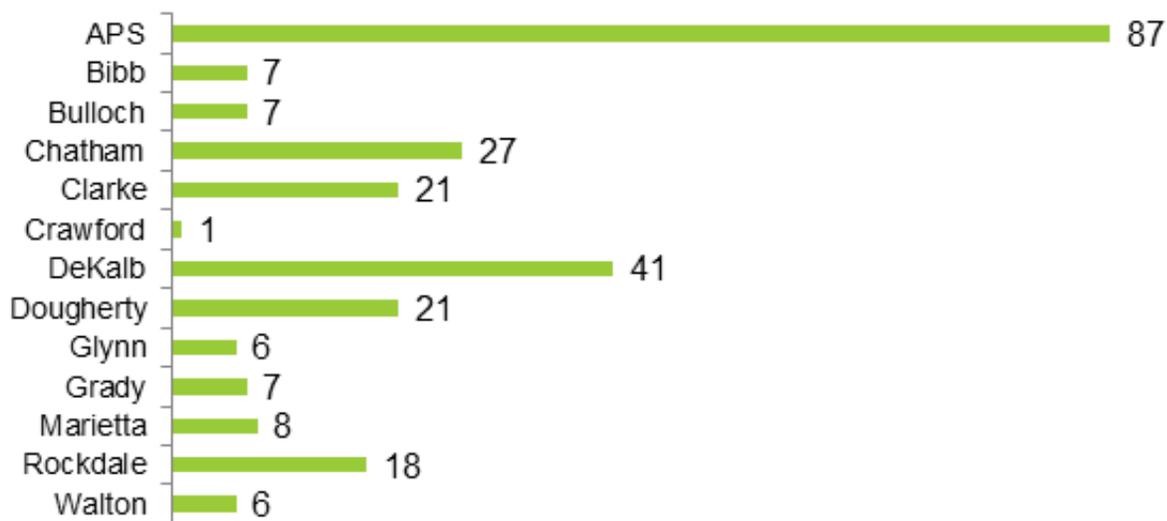
Figure 4. Percent of Participants with Knowledge and Skills Built during Training



IMPLEMENTATION FINDINGS

CSE is currently being implemented in 171 schools throughout GA. Implementation was maintained in legacy school districts and WISE was implemented in 18 new schools in one district and in one new school affiliated with the Department of Juvenile Justice.

Figure 5. Number of Schools Implementing per District



STUDENT CHANGES IN KNOWLEDGE, ATTITUDES AND INTENTIONS

Pre and post-test data from approximately 2,000 middle and 515 high school students from Bibb, Bulloch, Crawford, DeKalb and Savannah-Chatham County Schools was analyzed to assess changes in students' knowledge, attitudes, and intentions. Surveys assessed knowledge using a variety of questions about abstinence, anatomy, pregnancy, puberty, HIV and STI's. Questions varied by district, grade level and content. To determine changes in knowledge, the percentage of questions answered correctly was calculated and compared. The figures below present the total knowledge scores before and after implementation for all students for whom we have pre-post data.

Knowledge among middle and high school students increased, with DeKalb middle schools and Bibb high schools exhibiting the largest increase in knowledge. Overall, middle and high school students exhibited accurate knowledge of key concepts delivered after participating in the curriculum in all districts.

Figure 6. Change in Knowledge among Middle School Students by District, n=2000

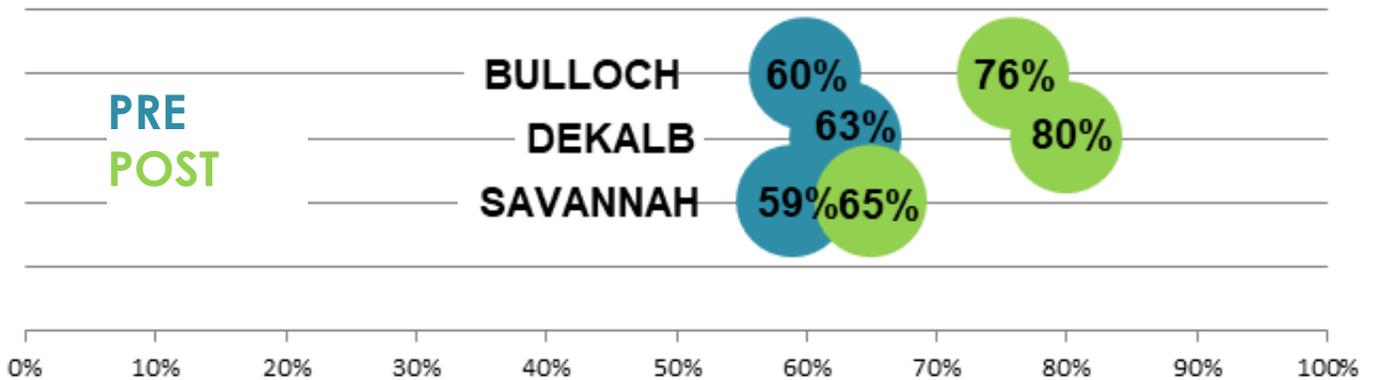
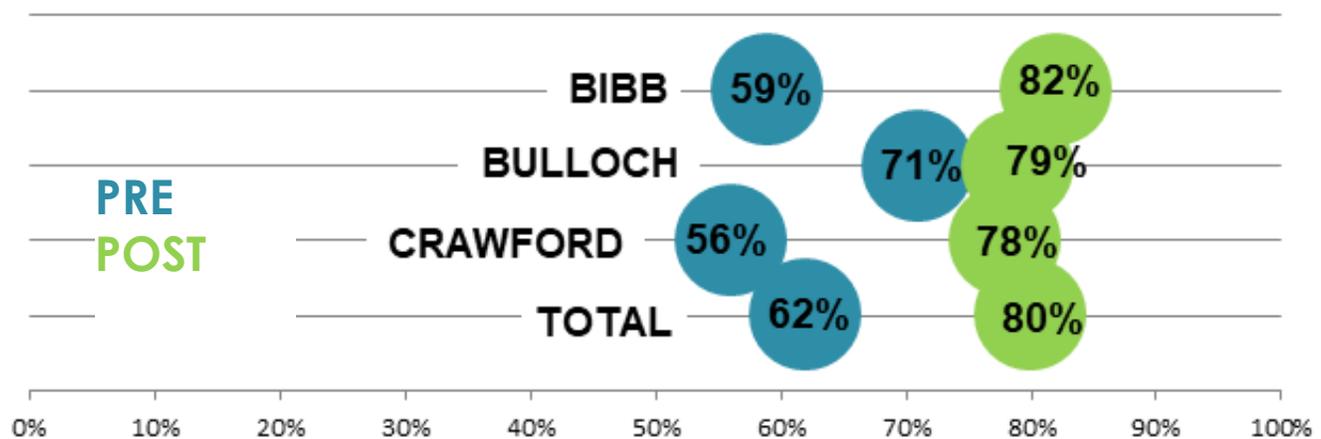


Figure 7. Change in Knowledge among High School Students by District, n=515



Surveys assessed students' attitudes towards sexual negotiation using the following questions and five-point Likert scales (e.g. strongly agree to strongly disagree).

1. I would be comfortable saying "no" to someone pressuring me to have sex.
2. If a person does not have sex with their partner, they will likely break up with them.
3. A person who has had sex can choose to abstain (meaning not have sex) again.

The figures on the next page present students' attitudes before and after implementation for all middle and high school students for whom we have pre and post data. The data depicts the percentages that either strongly agreed/agreed or strongly disagreed/disagreed with each of these statements. Among middle school students, there was only a slight increase in attitudes overall. Among high school students, attitudes remained the same or decreased from pre to post implementation.

Figure 8. Change in Attitudes, Middle School Students from Bulloch, DeKalb, Savannah, n=2000

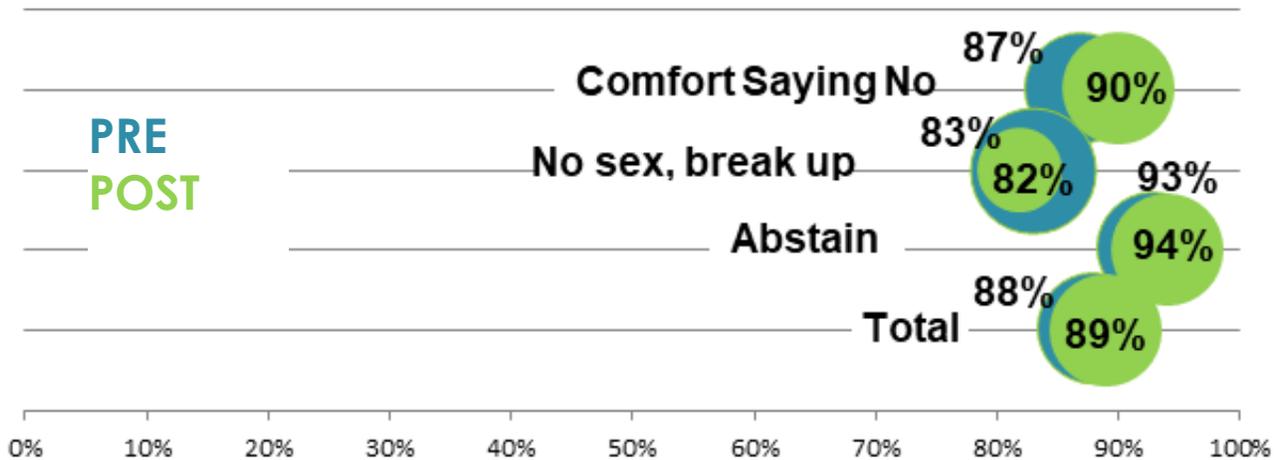
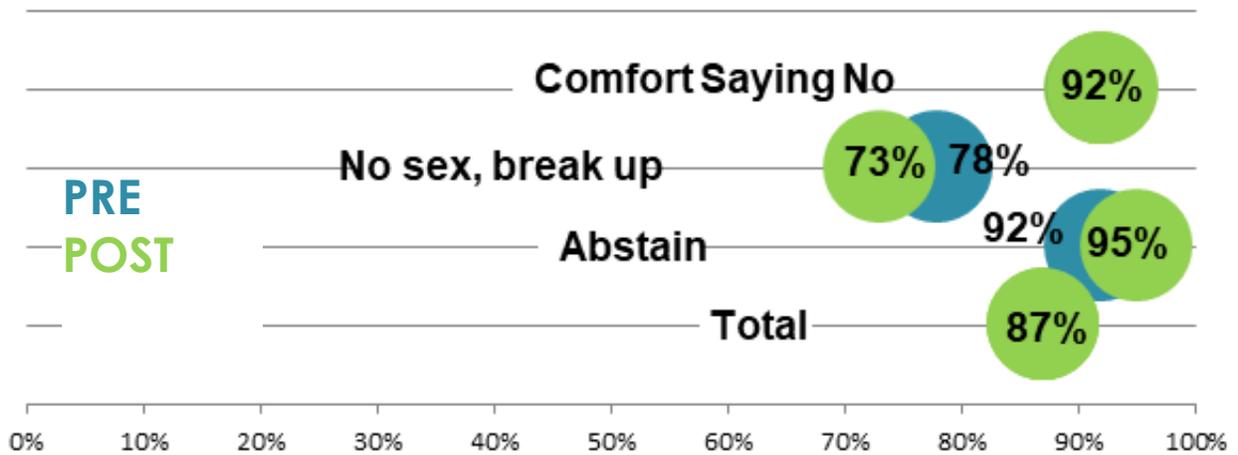


Figure 9. Change in Attitudes, High School Students from Bibb, Bulloch and Crawford, n=515

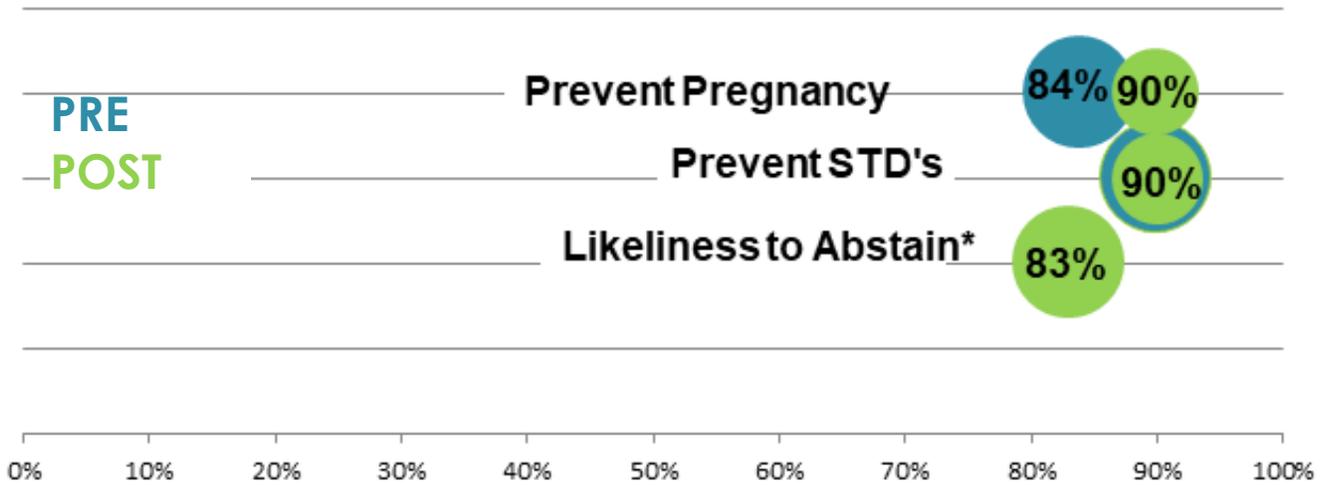


Surveys assessed students' intentions regarding sexual behavior using the following questions and Likert scales (e.g. strongly agree to strongly disagree):

1. I feel motivated to avoid getting pregnant or getting someone pregnant at this time in my life.
2. I feel motivated to avoid getting or spreading an STD at this time in my life
3. After this class, I am more likely to abstain from having sex.

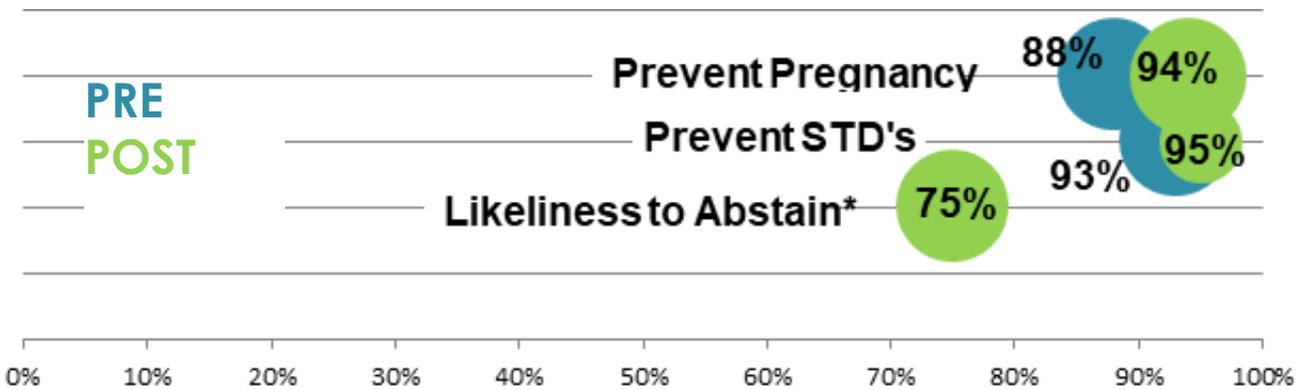
The figures below present students' intentions before and after implementation for all middle and high school students for whom we have pre and post data. The data depicts the percentages that strongly agreed/agreed with each of these statements. Intentions among both middle and high school students were already fairly high and thus, changed very little from pre to post. The majority of students agreed that they were more likely to abstain after the class, with fewer high school students reporting that they were likely to abstain.

Figure 10. Change in Intentions, Middle School Students from Bulloch, DeKalb, and Savannah, n=2000



*Post only

Figure 11. Change in Intentions, High School Students from Bibb, Bulloch and DeKalb, n=515



*Post-only

DISTRICT PROFILES

To assess the effectiveness of the training and technical assistance provided to school districts, the evaluator conducted focus groups with four DeKalb County teachers and 33 Bulloch County teachers and interviews with each District coordinator in May 2022. Other districts (e.g. APS, Marietta, Savannah) were invited to participate but only DeKalb and Bulloch opted to.

Findings suggest that teachers were able to implement CSE effectively, that they feel the selected curricula meet students' needs and that GCAPP provides useful and high-quality training and technical assistance. Results also indicate that teachers need more time to implement the programs with fidelity and that they would like to be able to address students' questions about certain topics more thoroughly.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

Findings from the evaluation of GA WISE indicate that while the adoption and implementation of comprehensive sex education policies and programs has increased throughout the state, the need to continue to advocate for and provide support for CSE is great. Below is a summary of key findings, next steps and recommendations related to each of the key strategies for GA WISE.

STRATEGY 1. SCAN AND ENGAGE

GCAPP is currently actively working in thirteen school districts in five of the seven regions defined in the Georgia pipeline and signed formal, multi-year agreements with several new districts in 2021-2022 to implement mandated sexual violence prevention and comprehensive sex education. GCAPP should:

- Continue to leverage existing relationships to cultivate new partnerships.
- Continue to identify and assess district readiness and guide additional new districts towards CSE implementation beginning with the mandated sexual violence prevention.

STRATEGY 2. DESIGN

GCAPP is poised to support districts seeking to review and revise their sex education policies and develop several key strategic alliances to build support for CSE throughout the state in 2021-2022. GCAPP should:

- Continue to develop and participate in statewide and national partnerships and advocate for CSE throughout the state.
- Continue to provide the necessary guidance and information to district advocates seeking to review and revise policies when desired.

STRATEGY 3. IMPLEMENT

In the 2021-2022 school year, GCAPP trained 749 teachers in evidence-based curricula. After receiving this training, teachers provided students with comprehensive sex education and sexual trafficking and sexual violence curricula. Teacher training evaluation data indicates that teachers gained increased knowledge and skills. Student survey data indicates that the curricula were effective in increasing students' knowledge and increasing their intentions and motivation to take preventive action.

To ensure continued effectiveness of teacher training and implementation, GCAPP should:

- Continue to use evaluation data to make improvements to the implementation process.
- Continue to train and prepare peer mentors as school-based guardians of long-term institutionalization.
- Continue to capitalize on demand for the mandated sexual violence prevention program and provide existing and new district partners with this supplementary curriculum.

GCAPP



GEORGIA CAMPAIGN FOR
ADOLESCENT POWER & POTENTIAL
Education • Prevention • Action
For Adolescent Health

1849 The Exchange SE, Suite 200, Atlanta, GA 30339

Phone: (404) 524-2277

gcapp.org