

OHIO PREP 2023-2024 FEDERAL DATA EVALUATION



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The Ohio Department of Youth Services

Prepared by:

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Acknowledgments

The Ohio Personal Responsibility Education Program (PREP), administered by the Ohio Department of Youth Services (ODYS), is part of a larger national initiative to decrease teen pregnancy rates and the spread of sexually transmitted infections among youth. Linda Holmstrand and Melanie Quolke served as external evaluators from Ohio University's Voinovich School of Leadership and Public Service and are the authors of this report. Sam Belkin, Margaret Hutzel, Hong Ji, Katarina Kroutel, and Robin Webb provided support in data checking and revisions.

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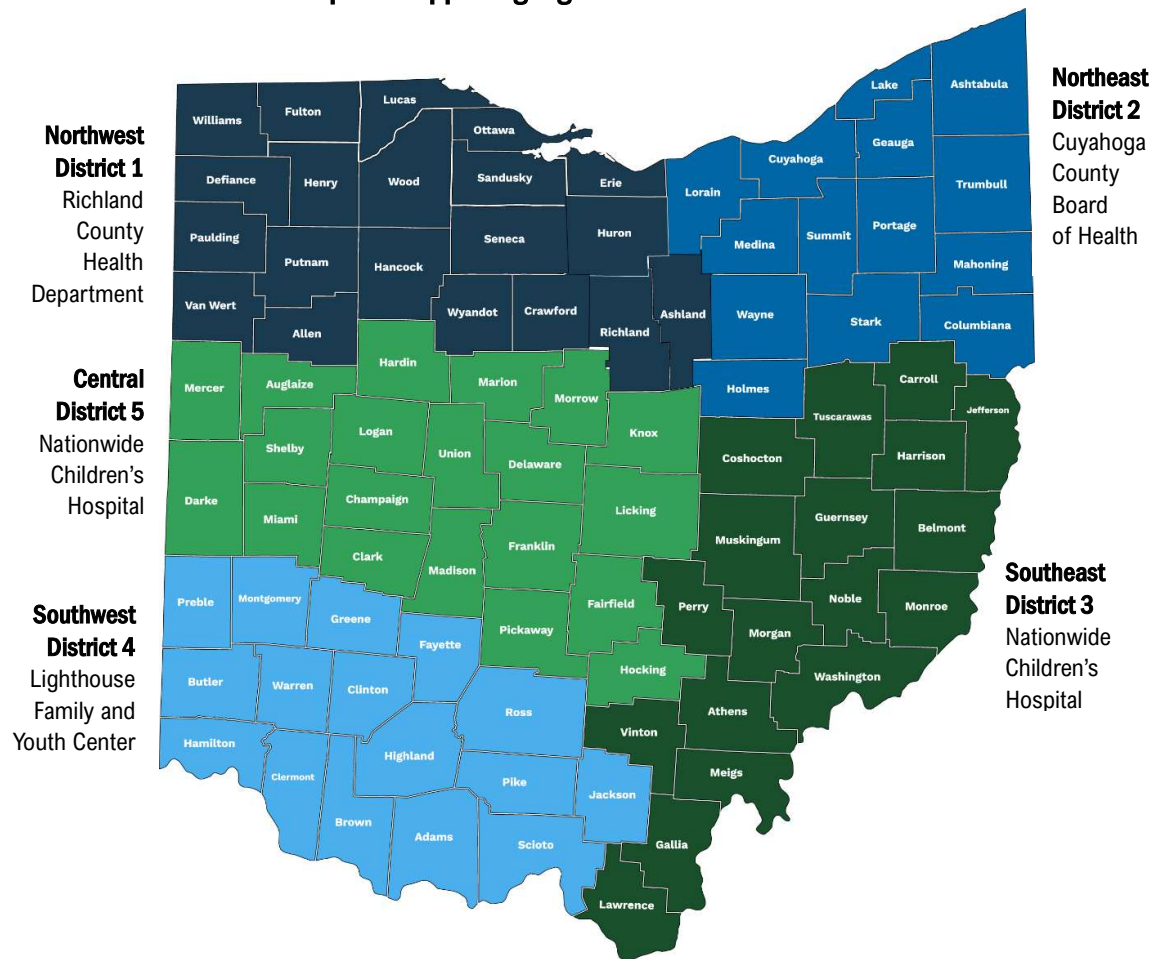
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Ohio PREP District Map

Figure 1. Ohio PREP Districts map and supporting organizations



Introduction

The Ohio Department of Youth Services (ODYS) administers the federally funded Personal Responsibility Education Program (PREP), to reduce Ohio's teen pregnancy and sexually transmitted infection (STI) rates among youth primarily residing in the juvenile justice system or foster care. Agency staff working in a variety of organizations in the state are trained to deliver evidence-based pregnancy prevention and sexual health education programming to adolescents. The goal is to encourage healthy lifestyle choices and reduce rates of pregnancy and STIs for high-risk youth and young adults. Ohio PREP includes pregnancy prevention, contraception, and STI prevention. In addition to these topics, adulthood topics are incorporated into the curriculum including healthy relationships, career and education planning, and financial literacy.

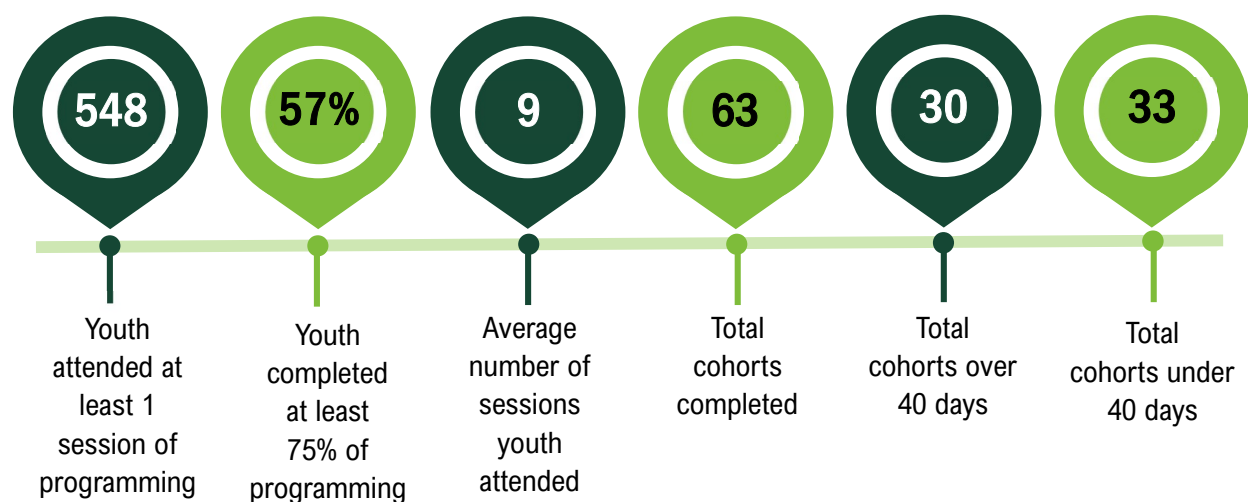
The first Department of Youth Services (DYS) PREP cohort began in August 2017. Since early 2020, Ohio PREP implementation is coordinated by five district sub-grantees, a shift from the previous nine regional sub-grantees. ODYS contracts with Ohio University's Voinovich School of Leadership and Public Service to

be the external evaluator. The sub-grantees and Voinovich School evaluators collected a variety of data to inform this evaluation. This report addresses the period from October 1, 2023 through September 30, 2024. The youth data reflects cohorts that ended during the reporting period but may have started in the previous program year. During the reporting period, evaluators analyzed youth and facilitator survey data collected before and after the trainings, attended district coalition meetings and trainings, held virtual site visits with each district, reviewed data collection instruments with district staff, and participated in the virtual and in-person statewide meetings to stay apprised of program activities.

Youth Attendance Data

During the program year, **548** Ohio youth participated in at least one session of PREP programming, with **315 (57%)** completing at least 75% of programming. Figure 2 shows some of the key data points from the youth attendance data for all districts. Table 5 in the appendix disaggregates these and additional data points by district. On average, youth participants attended **nine** out of the 13 sessions in the program. This included an average of **six** sessions of Making Proud Choices! (MPC) and an average of **three** sessions of the Adulthood Topics. Table 6 in the appendix shows the youth attendance for groupings of sessions disaggregated by district.

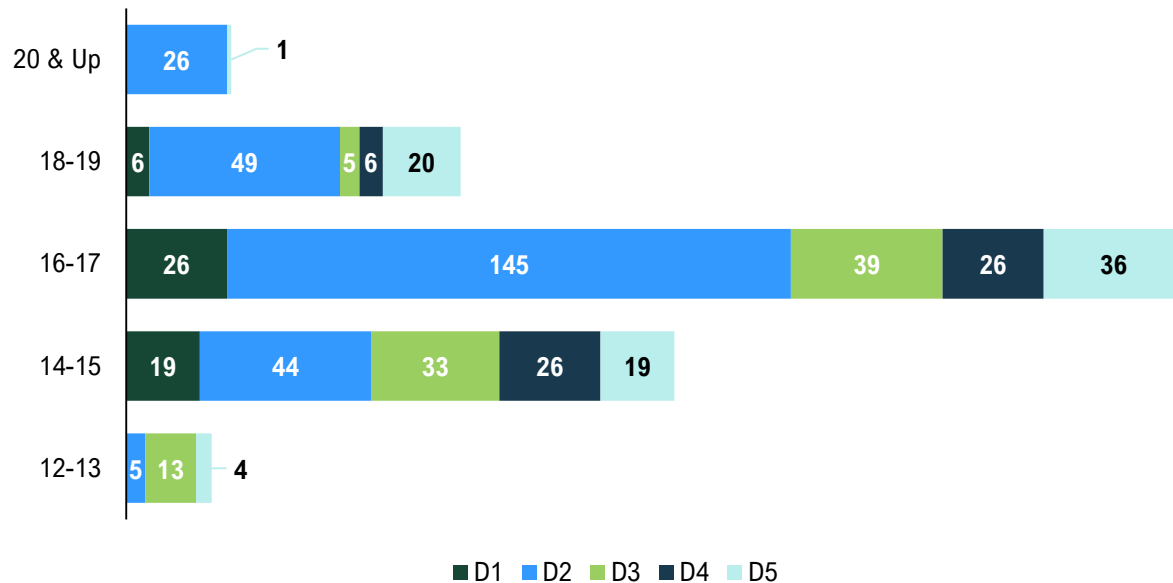
Figure 2. Youth attendance data for all districts



Ohio PREP is typically delivered to youth in small groups, referred to as cohorts, within residential and community settings. During the reporting period, Ohio facilitated **63** cohorts, with the average cohort length of **44 days**, and the shortest occurring over **two days** and the longest cohort occurring over **162 days**. **Thirty** cohorts spanned more than 40 days, and **33** cohorts were completed in less than 40 days.

Youth were predominantly at the high school level (**92%**), and also primarily **male (74%)** across all districts. Table 7 in the appendix shows the district-level data by gender and school level. The average age was **16**, with most participants in the **16–17** age range. Figure 3 illustrates the age distribution of PREP participants broken out by district. Table 8 in the appendix displays the age counts and average age for each district.

Figure 3. Number of youth by age group and district



The largest percentage of youth (**49%**) were in a *juvenile detention setting*. Of the youth in a *juvenile detention setting*, **20 percent** were in a DYS facility. The next highest setting after the *juvenile detention setting* is *community-based organizations* at **15 percent**, followed by a *foster care setting* at **12 percent**, and then a *residential mental health treatment facility* at **11 percent**. The rest of the youth fell in one of the other setting categories, but no other setting exceeded eight percent. Table 9 in the appendix shows the participant counts for each setting disaggregated by district.

Youth Entry Data

A total of **419** youth entry surveys were included in this analysis for cohorts ending between October 1, 2023, and September 30, 2024. Two versions of the survey are distributed according to school level. **382** youth completed the high-school-level survey, and **37** completed the middle-school-level survey. Table 10 in the appendix specifies the number of entry surveys per district disaggregated by school level. Various demographic questions are also collected on the entry survey. Figures 4–7 highlight demographic information from youth participants.

A majority (**75%**) of youth served were in grades **9–12**, with the most in **11th grade**, followed by **10th grade**. Table 12 in the appendix shows the number and percentage of youth per grade grouping. Youth were able to select more than one race to represent themselves, with most youth identified as *Black or African American* (**56%**), followed by *White or Caucasian* (**37%**), and then *Other* (**10%**) where participants can provide a supplemental race not listed. The remaining categories of *American Indian or Alaska Native*, *Asian*, and *Native Hawaiian or Other Pacific Islander* cumulatively came to **seven percent**, while two **percent** of participants declined to answer. Table 11 in the appendix displays the counts and percentages for these race categories.



419

Youth completed the entry survey



High School Entry: **91%**
Middle School Entry: **9%**

Figure 4. Youth by grade ($n = 410$)



Figure 5. Youth by race* ($n = 419$)



*7% fell in the remaining categories of American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander. 2% declined to answer. Other is a write-in response.

Figure 6. Youth by Hispanic or Latino origin ($n = 407$)

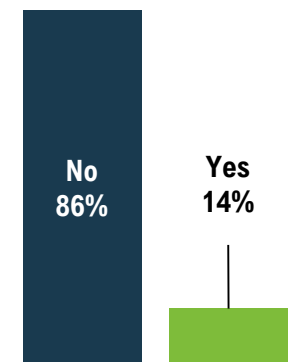
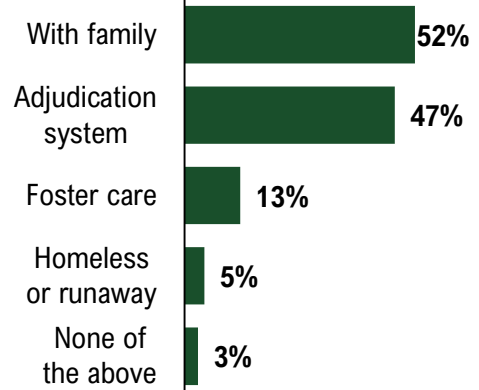


Figure 7. Youth by current living situation ($n = 419$)



Youth may select more than one response to their current living situation; thus, many youths will report their temporary living situation in addition to their permanent living situation. More than half of youth indicated they were currently *living with family* (52%) and a little less than half indicated they were *in juvenile detention center, juvenile group home, and/or under the supervision of a probation officer* (47%). Table 14 in the appendix displays the counts for each living situation by school-level survey type.

The school-level survey type also determines whether participants will receive questions regarding sexual intercourse and the use of birth control methods such as condoms, pills, shots, patches, rings, IUDs, or implants. These questions are omitted from the middle-school-level survey. A total of **376** high school students responded to the question “*have you ever had sexual intercourse?*” **Three hundred and thirteen (83%)** indicated prior experience with sexual intercourse, while **63 (17%)** indicated no history of sexual intercourse prior to entering the program. Figure 8 shows the percentage of youth who reported having had sex prior to entering the program, experiencing pregnancy (either as a parent or partner), and having had a prior diagnosis of an STI. Youth were also asked to report the number of sexual partners they had in the past three months, as shown in Figure 9.

Figure 8. Participant sexual behavior and health outcomes prior to entry into the program ($n = 376$)

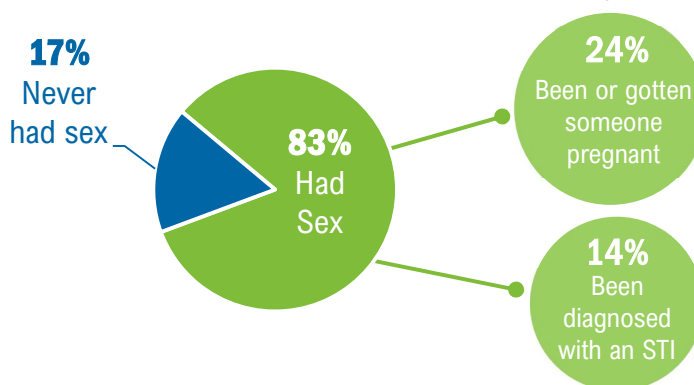
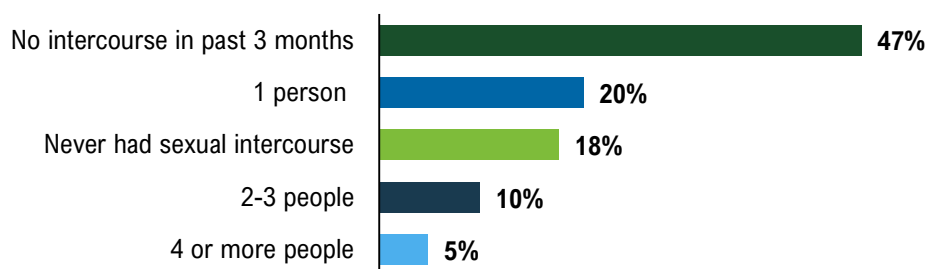
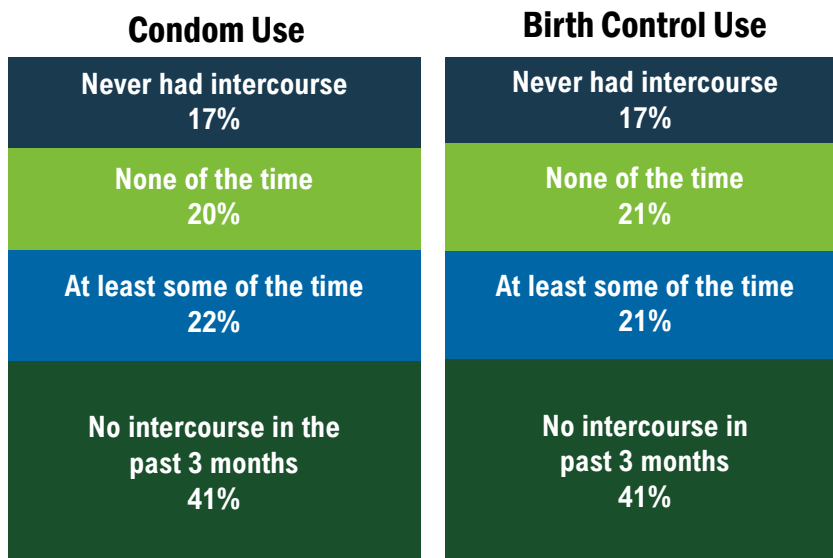


Figure 9. 20% of high school youth reported having one partner in the past three months ($n = 373$)



Lastly, youth are asked about their use of condoms and birth control when engaging in intercourse over the past three months. Figure 10 illustrates youth condom use on the left and birth control use on the right, with at least **21 percent** of youth using condoms or birth control at least some of the time. Tables 15-20 in the appendix display the counts and percentages for the high school sexual behavior questions prior to entry into the program.

Figure 10. Percentage of youth condom and birth control use ($n = 370$)



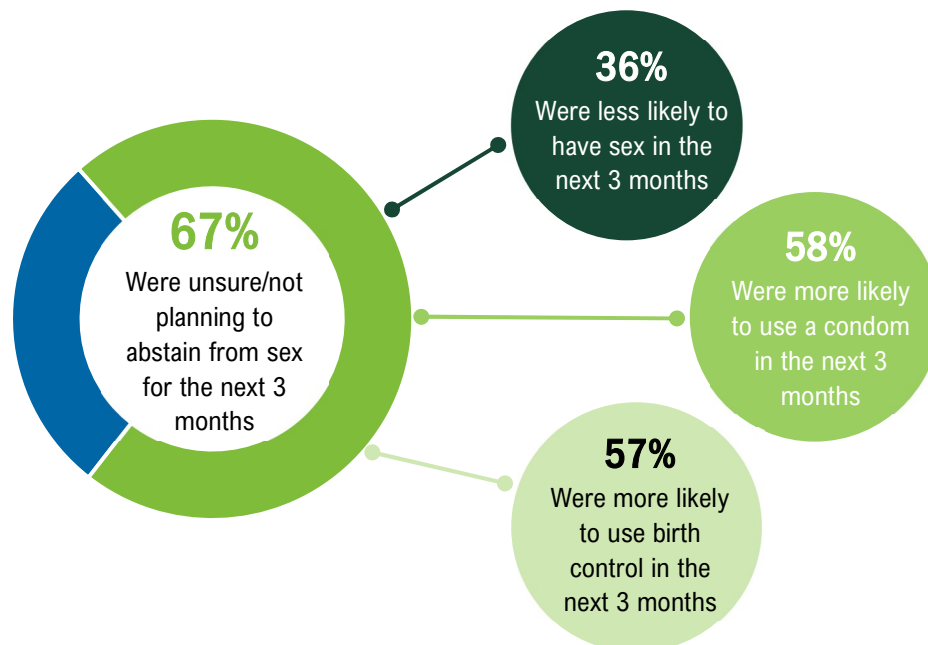
Youth Exit Data

A total of **345** youth completed an exit survey between October 1, 2023, and September 30, 2024. Two versions of the survey are distributed according to school level. **Three hundred and seventeen** youth completed the high-school-level survey, and **28** completed the middle-school-level survey. Table 21 in the appendix specifies the number of exit surveys per district disaggregated by school level.

At program completion, **312** high school youth were asked about their intentions to abstain from sexual intercourse over the next three months. **Eighty-seven** high school participants (**28%**) indicated they would abstain from sex over the next three months and were asked four follow-up questions about how their plans for the future, social and emotional consequences, and risks of STIs or pregnancy influenced their decision. At least **74 percent** of participants rated these questions as very or somewhat important.

Two hundred and twenty-five (72%) high school youth answered *no* or *not sure* to abstaining from sexual intercourse over the next three months and were asked three additional questions regarding why they choose not to abstain from sex. These questions assessed their likelihood of having sex, using a condom, and using birth control during that time. Figure 11 shows youth intentions regarding sexual activity and contraceptive use. It highlights the percentage of youth reported being *much* or *somewhat less likely* to engage in sexual intercourse over the next three months, as well as those who indicated they are *much* or *somewhat more likely* to use contraceptives, such as condoms or birth control. Tables 22–25 in the appendix display the count and percentages for each of these supplemental questions.

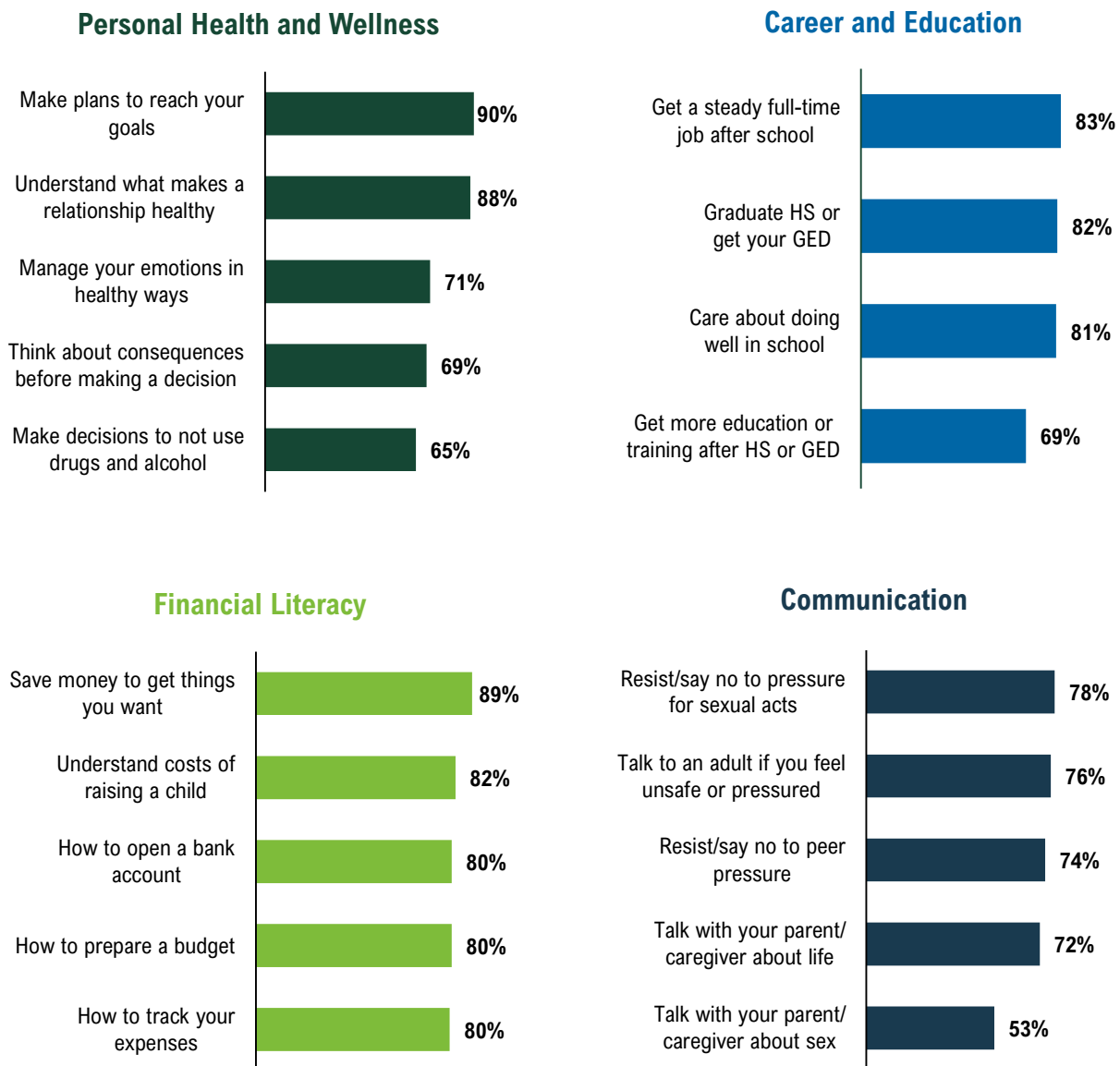
Figure 11. Youth intentions toward sexual activity and contraceptive use after the program (*n* = 312)



In addition to the evidence-based curriculum, the PREP program includes content on healthy decision making and adulthood topics. Youth are asked if being in the program has made them *more likely, about*

the same, or less likely to make 19 healthy decisions. The questions are grouped into four themes: physical health and wellness, career and education, financial literacy, and communication. Figure 12 presents the percentage of participants who are *much* or *somewhat more likely* to respond positively to these healthy decision questions. Tables 26–29 in the appendix display the counts and percentages for the participants who answered *much* or *somewhat more likely* to each question.

Figure 12. Youth responding much and somewhat more likely to make healthy decisions after attending PREP programming



Youth participants continue to hold strong perceptions of PREP programming. Figure 13 illustrates the percentage of youth responses for the rankings of *all of the time*, *most of the time*, *some of the time*, and *none of the time* for the five program perception questions in the exit survey. At least **78 percent** of participants indicated *all* or *most of the time* to each question.

Additionally, youth are asked to rate from *not at all satisfied* to *very satisfied*, on two questions related to the information received on abstinence, condoms, and birth control. At least **85 percent** of participants were very or somewhat satisfied with the information received through the programming. Figure 14 demonstrates the rankings for each of the satisfaction questions.

Figure 13. Program perception rankings from PREP youth at exit

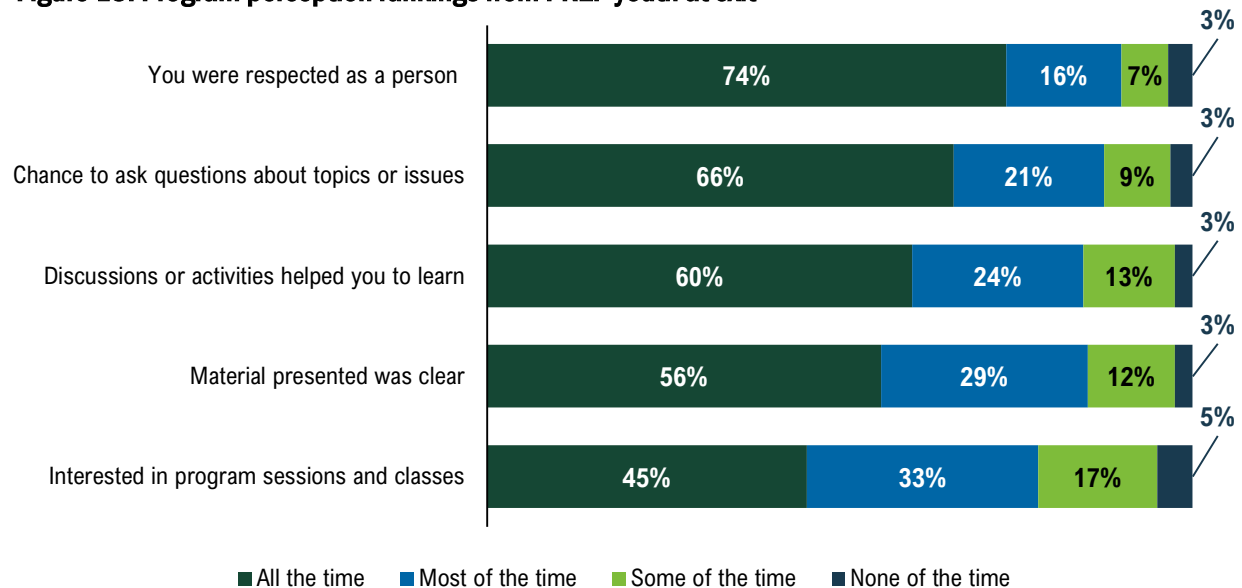
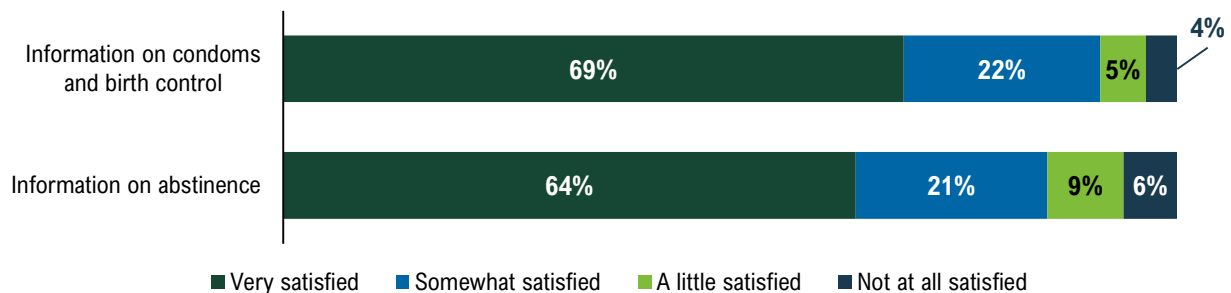


Figure 14. Program satisfaction ratings from PREP youth at exit



The program exit survey includes five open-ended questions to gather youth feedback on their experiences. As mentioned earlier, youth generally had positive perceptions of the PREP program, with many reporting that they liked everything and had no suggestions for improvement. Key themes from their responses are summarized in Table 1, which includes the questions, the top themes identified, and supporting quotes.

Table 1. Key themes from five open-ended questions with illustrative quotes

Question	Key Themes	Quotes
What are the three most important points you learned from this program?	Condoms/Birth Control/Abstinence	<i>"To wear a condom or use birth control."</i>
	Sexual Health (STIs, HIV, AIDs, etc.)	<i>"How to protect against STIs/HIV."</i>
	Healthy Relationships	<i>"I learned the difference between a healthy and unhealthy relationship."</i>
What did you like most about this program?	Sexual Health & Protection	<i>"It was very clear instructions on how to be safe, remember the consequences, and be in a happy relationship with appropriate boundaries."</i>
	Everything	<i>"The learning opportunity and hands on experience."</i>
What did you like least about this program?	Miscellaneous	<i>"Being uncomfortable but not in a bad way."</i>
	Sexual Health & Protection	<i>"It was a little uncomfortable when we had to practice using a condom."</i>
What would you have wanted to learn in this program that you didn't?	Nothing	<i>"I don't think there was anything we didn't learn that was related to this program."</i>
	Addition/Modification to Topic	<i>"More life skills on how to do taxes, budgeting, setting up your life."</i>
Are there any other thoughts or ideas you have that could make this program better?	Nothing	<i>"I love this program, it's very helpful. Thank you!"</i>
	Content	<i>"Less corny/better quality videos."</i>

Beyond the Birds and the Bees (BBB) Data

Beyond the Birds and the Bees (BBB) is a two to two-and-a-half-hour curriculum designed for parents, caregivers, and professionals, to promote open dialogue between adults and youth regarding safe sex. The training educates participants on safe sex practices and provides information on Ohio laws related to consent and relationships. The curriculum is delivered both online and in person.

During the reporting period, district one trained **32** participants, district two trained **18** participants, district three trained **19** participants, district four trained **20** participants, and district five trained **seven** participants. Between October 1, 2023, and September 30, 2024 a total of **96** individuals completed the on-line post-training survey, which asks participants to reflect on their experience in this course. The training continues to receive a very positive response from attendees with more than **87 percent** extremely or mostly satisfied with the training content, length of training, pace, and facilitators.

Participants were presented with a set of questions related to the curriculum topics and rated their level of skill before and after the training. Figure 15 displays the percentage who reported feeling extremely or mostly skilled before and after attending the program.

Figure 15. Percentage of BBB attendees who felt mostly or extremely skilled in curriculum topics before the course compared to after the course.

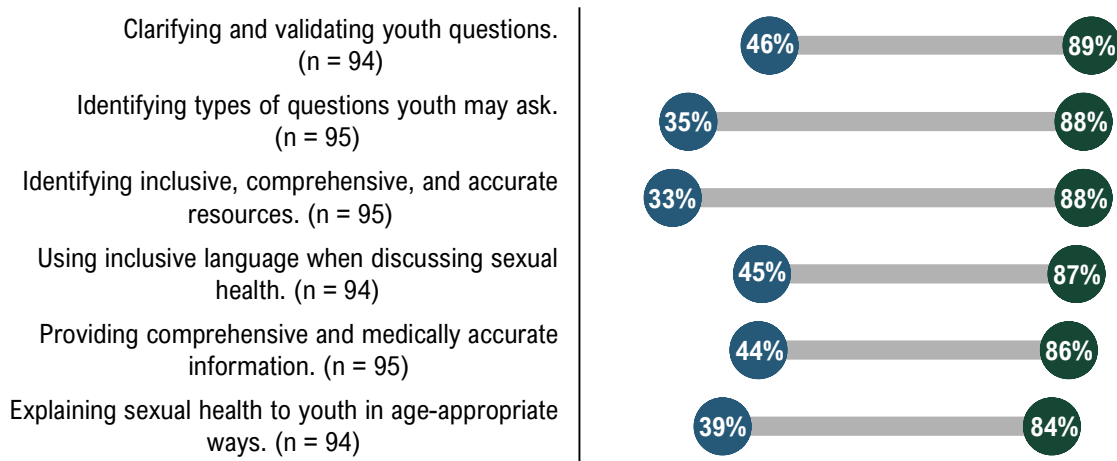
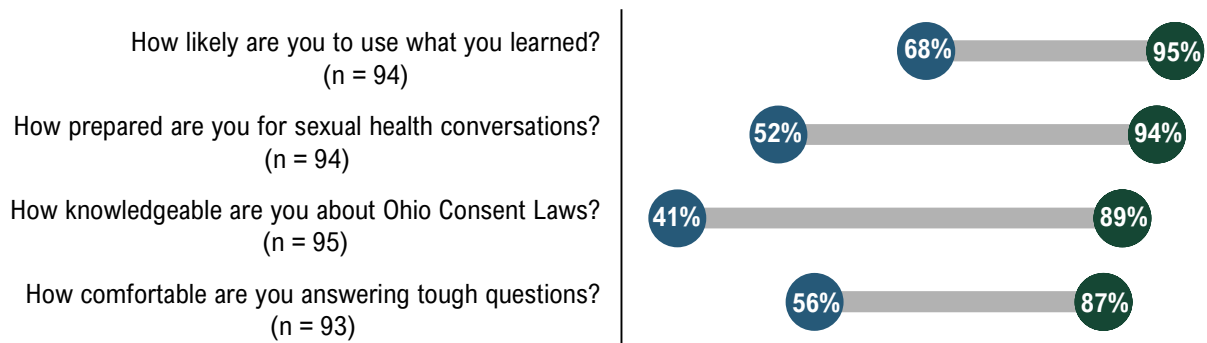


Figure 16 presents the percentage who reported feeling extremely or mostly knowledgeable, comfortable, prepared, and likely to address the curriculum topics before and after the training.

Figure 16. Percentage of BBB attendees with increased competency in curriculum topics before the course compared to after the course.



Participants highlighted their favorite aspects of the BBB course, with five key themes emerging from their responses. Table 2 outlines these themes alongside a participant quote.

Table 2. Key areas of BBB participant satisfaction

Theme	Quote
Practical Information	<i>“Practical demonstrations of conversations with youth about sexual topics.”</i>
Engaging and Interactive	<i>“Interactive portions, real world examples, review of Ohio laws (a tough topic) very well done.”</i>
Knowledgeable Trainers	<i>“The facilitator was knowledgeable and provided education in a great way.”</i>
Safe and Comfortable Environment	<i>“The facilitators made the workshop a safe, comfortable environment in which we could have open conversations about our experiences while learning the material.”</i>
Use of Polls and Surveys	<i>“Live polls helped with conversation.”</i>

Facilitator Training – Pre/Post Survey Data

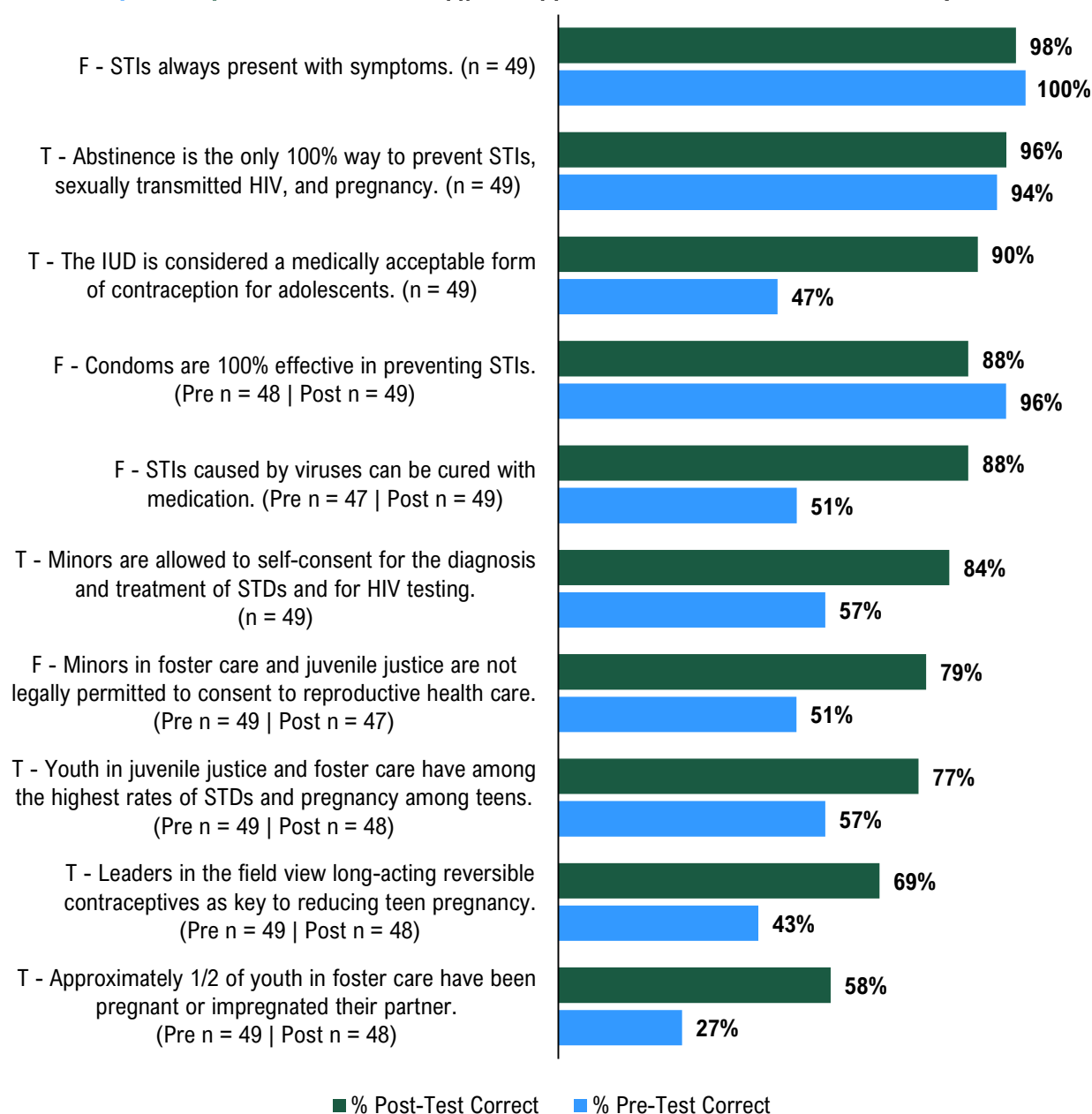
The PREP program is widely implemented across the state of Ohio, with regular training provided to facilitators. The training includes a pre-test and a post-test assessment to evaluate the participants’ knowledge of STI and pregnancy prevention, their understanding of youth rights concerning STI treatment and reproductive health care, and their confidence in implementing the PREP curriculum with youth. Between October 1, 2023, and September 30, 2024, a total of **60** facilitators attended training, and **49** completed both the pre and post assessments. Table 3 denotes the number of pre- and post-surveys for each district.

Table 3. Number of unmatched pre/post facilitator surveys within the reporting period

District Number	Pre-Survey Count	Post-Survey Count
District 1	2	1
District 2	34	35
District 3	1	1
District 4	0	5
District 5	23	16
Total	60	58

Figure 17 shows the percentage of matched pre/post survey respondents who answered each question correctly on the pre-survey and post-survey, indicating an overall improvement in nearly all areas. However, two questions—whether sexually transmitted infections always present with symptoms and whether condoms are 100 percent effective in preventing STIs—had slightly lower scores on the post-survey compared to the pre-survey. Although these scores decreased, they remained high at 98 percent and 88 percent, respectively, on the post-test. This decrease may be attributed to factors such as retroactive interference—where recent learning affects previous knowledge retention—or by participants second-guessing, overthinking, or responding differently due to new information or stress.

Figure 17. Percentage of participants who answered the 10 knowledge questions correctly on the facilitator pre- and post-test with the true (T)/false (F) correct answer indicated before the question.



Additionally, confidence in delivering the PREP curriculum improved, with at least **94 percent** of participants agreeing or strongly agreeing that they felt prepared to teach youth in each area of PREP. Table 34 in the appendix presents the pre-survey and post-survey confidence scores for each curriculum area, showing the percentage of participants who responded with agree or strongly agree.

Participants provided positive feedback on the training through three open-ended questions, noting its effectiveness and suggesting minimal improvements. One participant commented, *“Great training and experience. Helped me grow a lot, would recommend,”* and another said, *“Very informative and able to help many youths with this curriculum.”* The majority felt that no improvements were needed, as one participant shared, *“Nothing, everything was great, keep up the good work.”* Table 4 presents additional key themes from the open-ended responses along with illustrative quotes.

Table 4. Additional key themes from three open-ended questions with illustrative quotes

Question	Additional Key Themes	Quotes
What are your overall thoughts about this training?	Content (Including the knowledge, skills, materials, etc.)	<i>“I learned a lot of very useful information through this training and was corrected on ‘Myths’ that are widely recognized and often times referred to as ‘Truth’ or ‘Facts’. This was a very eye-opening experience that I am grateful to have participated in.”</i>
	Implementation (Including Facilitators/ Environment)	<i>“I felt that the presenter did an outstanding job of sharing and explaining the material. He was knowledgeable and well-prepared for all questions.”</i>
What strategies, content, and/or materials did you find most helpful in the training?	Strategy	<i>“Role playing, open dialogue with group to establish understanding.”</i>
	Content	<i>“The knowledge and facts about protection and sexual health. The activities to present to the youth.”</i>
What do you feel should be changed to improve this training?	Change/Modify	<i>“Change the order of the sessions. I know that PREP is an Ohio thing, but I really do think that consent and healthy relationships need to be way prior to having the sex talk. It seems really backwards.”</i>
	Addition/Update	<i>“Update videos. Update adult modules. The check writing section should include how to utilize apps (CashApp, Venmo, PayPal, Zelle) for bill paying, creating budgets, transferring money, etc.).”</i>

Site Visits

In July 2024 virtual site visits were held with each district. One visit included an evaluator and a district coordinator; the rest involved an evaluator, the district coordinator, and a supervisor or other project staff. Coordinators were not required to include others in the meeting. A script covering topics such as

coordinator roles, community partner recruitment and engagement, newsletters, coalition meetings, training, curriculums, data collection, and successes and challenges guided the discussion. The purpose of this summary is to illustrate the main points and themes identified from these site visits.

Overall District Status

- Quarterly newsletters provide a means of promoting PREP to a broad audience.
- Beyond the Birds and the Bees is well received by community partners.
- Coalition meetings have seen low attendance this year. Most districts provide a speaker relevant to PREP subjects. Some districts are making meetings more interactive to increase attendance. The purpose of coalition meetings is unclear and is being revisited at the statewide monthly meetings.
- Wellness Day is a key success, engaging youth and in some districts, staff, through activities focused on mental health and well-being.
- Recruitment remains a significant challenge, especially in reaching new agencies. Districts are employing a variety of tools and strategies to improve outreach, but the effectiveness varies.
- More youth have received PREP than last year. This has been accomplished by using agency facilitators as well as districts stepping in to facilitate modules and some cohorts.
- All districts reported satisfaction with the support they are receiving to implement PREP. Monthly statewide calls were viewed as extremely important and positive.
- Districts report high satisfaction with the support they receive from DYS staff.
- There is a recurring call for more uniform guidelines and expectations across districts. A few of the unclear program aspects included: cohort duration, participant age eligibility, which entry and exit surveys to administer, and data collection report formats.

Outreach to Existing and Potential Community Partners

All districts prepare and distribute quarterly newsletters, though the reach and impact vary. All districts have a list serv that is used for distribution; some also post the newsletter to their website. These newsletters are meant to keep communication lines open with existing partners, provide educational content, promote upcoming workshops and coalition meetings, and encourage potential partners to reach out and learn more about PREP. There is some uncertainty about how many recipients actually read the newsletters, and districts are exploring ways to improve engagement through them.

Districts plan relevant speakers, send out advance notice, and always have a virtual option for coalition meetings, but each district has faced “low” attendance. To increase attendance some districts have provided CEUs or raffled a book. Some districts are considering making the meetings more interactive, focusing less on delivering education and more on obtaining input related to PREP from participants. Overall, the purpose of coalition meetings is unclear to districts. Some see the meetings as a time to educate on a PREP-related topic, others see it as a way to bring PREP facilitators together (but admitted that typically doesn’t happen because facilitators are always with youth clients and not likely to attend), and all feel it is a way to introduce new organizations to PREP.

The Beyond the Birds and the Bees curriculum is delivered both virtually and in person, depending on the host’s preference. Districts have received positive feedback from participants, and some highlight the curriculum’s effectiveness in introducing adults to the subject matter being taught to youth. One district

noted the effectiveness of training several staff from one organization, as this training is often the critical factor that influences an organization to then sign on to implement PREP.

The Wellness Day initiative, which includes activities focused on mental health and well-being, has been well received across the districts. Although there were initial challenges in planning, particularly with secure facilities, the events have successfully engaged youth, with activities like art therapy and mindfulness sessions being particularly popular. There is inconsistent agreement on the topics to cover, the frequency of holding wellness days, and who should participate in them.

All of the coordinators spoke about having recruitment/marketing plans and strategies to identify and recruit facilities and organizations to implement PREP. With the recent option to include schools, two districts said their plans will have to be reworked. Various tools are used for recruiting, including phone calls, flyers, brochures, targeted emails, in-person meetings, and virtual meetings. All districts spoke about recruitment as the most challenging aspect of the implementation. Even when an organization is very interested in implementing, the length of time it takes from expressing interest to implementing its first cohort can be months, and typically it has nothing to do with the availability and willingness of the district staff.

PREP Training and Implementation

There is variation in how districts plan and complete their training of facilitators/educators. The main strategies are to plan trainings ahead of time and open the training to any interested organization, or alternatively, to deliver training at the request of an agency that is ready to implement PREP. Each strategy has varied levels of success for each district. Trainings have been virtual and in person to meet the needs of participants.

The number of participants in training also varies. Some districts train as few as one to three people from one agency, while others train participants from multiple agencies in their district. Additionally, training takes different amounts of time by district, ranging from two eight-hour sessions to multiple hours over multiple days. Some include some pre-work by participants before attending the training.

This deviation poses problems for districts at multiple levels. The range of different training styles and schedules makes it difficult for districts to help each other by sending prospective partners to other districts for training. In addition, concerns are raised about the consistency of program implementation. With everyone training differently, it is reasonable to expect that PREP programming may be implemented differently as well. Reviewing minimum training expectations is a need to ensure that program implementation stays consistent across the state.

There continues to be a demand for PREP in the state; however, each district identified having a pool of trained facilitators as a common challenge. Coordinators report program issues such as being short staffed—not having enough coverage to allow staff to attend the entire length of training, staff being available for training only during specific times of year, and staff turnover leading to a need for a facilitator to implement the program on short notice. Districts have been flexible and try to accommodate the training needs of organizations without compromising the integrity of PREP. Additionally, districts have stepped in and facilitated cohorts for agencies.

Ohio overall has more trained facilitators and served more youth than a year ago. All district coordinators emphasized that increasing these numbers requires consistent communication with facilitators or agency contacts. The coordinators provide agencies with necessary cohort materials, clearly labeled data collection instruments, and incentives for participants. They also offer to facilitate modules; anything that seems to be a barrier to implementation is addressed by the coordinator. All agreed the “best” community partners are the ones that communicate with the coordinators, even if it’s a delay or a need to postpone implementation. Coordinators indicate there is considerable time spent following up with agencies that are interested and sometimes trained to facilitate but don’t respond to emails and calls.

When asked if any district staff had facilitated PREP cohorts themselves, most districts said they had facilitated or co-facilitated at least one cohort during the past year because of identified needs from an organization. At this time, districts do have the capacity to facilitate or assist with facilitating some cohorts.

The switch to paper-based forms for entry, exit, attendance, and fidelity has improved data quality and has worked well for most districts. One coordinator said facilitators pass out and get the documents completed only because it’s part of PREP, and it is not a priority to accurately complete them. Another said that, a few facilitators preferred completing fidelity online but have generally adapted. One coordinator noted that online data entry would not work well because most participants do not have access to the technology needed to complete the documents online.

Program Support and Consistency

Districts report high satisfaction with the support they receive from DYS staff. Scharron Kane received praise for her efforts to move PREP forward and increase the number of youths served. All districts appreciated the willingness of DYS to reach out to organizations on behalf of PREP. The statewide monthly meetings were noted as critical for information sharing and ensuring consistent communication among all participants. All districts expressed a need for more consistent and written guidance from both the funder and evaluators.

Successes and Challenges

Districts were asked to reflect on the past year and discuss what has gone particularly well. Overall, they talked enthusiastically about having trained more facilitators and having served more youth this year. One described this progress as the district *“feeling the energy of PREP and sharing it with others.”* Former community partners are returning, and new ones are being engaged. The work is still hard, and it takes time to form and continue a relationship, but overall, there is more enthusiasm for the work with each new partnership formed and cohort served.

Districts shared success stories, such as Wellness Days that engaged large numbers of youth, and specific instances where the program made a significant impact on individual participants. These stories underscore the program’s importance and positive influence in the lives of young people.

Recruitment and facilitator turnover remain significant challenges across the districts. Nonetheless, the districts are committed to the program and have seen positive outcomes from their efforts.

Conclusion

The Ohio Personal Responsibility Education Program (PREP) for 2023–2024 has made great strides in tackling teen pregnancy and sexually transmitted infections (STIs) among high-risk youth. The success of Ohio PREP is largely due to the dedicated efforts of district coordinators, trainers, and facilitators. Their commitment to delivering evidence-based education has been instrumental in the program's effective implementation and positive youth outcomes. The inclusion of adulthood topics alongside traditional sexual health education has provided a well-rounded approach to youth development.

Although there have been challenges, like recruiting agencies and organizations to provide PREP and facilitator turnover in existing partner organizations, the program has shown resilience. The support from the Ohio Department of Youth Services has been crucial in addressing these and other implementation obstacles. The positive feedback from participants and the measurable improvements in their knowledge and behaviors highlight the program's impact on Ohio's youth.

Looking ahead, it will be essential to continue enhancing organization recruitment strategies, providing frequent facilitator training, and maintaining high standards of program delivery. The Ohio PREP program serves as a model for effective youth education and empowerment, contributing to healthier futures for Ohio's youth.

Appendix

Table 5. Youth attendance data by district

Data Point	D1	D2	D3	D4	D5	Total
Number of youths to attend at least 1 session	51	269	90	58	80	548
Number of youths to complete 75% of programming	45	146	47	22	55	315
Number of cohorts over 40 days	1	18	2	6	3	30
Number of cohorts under 40 days	6	12	6	0	9	33
Total number of cohorts	7	30	8	6	12	63
Average number of sessions attended	12	9	9	8	10	9
Average number of MPC sessions attended	7	6	6	5	7	6
Average number of Adulthood Topic sessions attended	4	3	3	3	3	3
Number of entry surveys completed*	51	203	79	21	65	439
Number of exit surveys completed**	45	178	60	11	51	345

Data Source: PREP Attendance Records | *Youth entry surveys | **Youth exit surveys

Table 6. Session-based youth attendance by district

Session Groupings	D1	D2	D3	D4	D5	Total
0 Sessions MPC	0	5	3	4	0	12
1-2 Sessions MPC	2	36	4	10	1	53
3-4 Sessions MPC	2	33	16	9	2	62
5-6 Sessions MPC	4	56	7	11	22	100
7-8 Sessions MPC	43	139	60	24	55	321
0 Sessions Adulthood Topics	6	66	24	12	22	130
1-2 Sessions Adulthood Topics	0	32	22	13	4	71
3-4 Sessions Adulthood Topics	2	60	17	9	3	91
5 Sessions Adulthood Topics	43	111	27	24	51	256

Data Source: PREP Attendance Records

Table 7. District-level youth data by gender and school level survey type

Data Point	D1	D2	D3	D4	D5	Total
Sex - Male	46	199	55	40	65	405
Sex - Female	4	70	35	16	15	140
High School (HS)	50	258	75	49	71	503
Middle School (MS)	1	11	15	9	9	45

Data Source: PREP Attendance Records

Table 8. District-level youth age demographics

Age	D1	D2	D3	D4	D5	Total
12-13	0	5	13	0	4	22
14-15	19	44	33	26	19	141
16-17	26	145	39	26	36	272
18-19	6	49	5	6	20	86
20 & Up	0	26	0	0	1	27
Average Age	16	17	15	16	16	16

Data Source: PREP Attendance Records

Table 9. District-level youth setting demographics

Program Setting	D1	D2	D3	D4	D5	Total
Juvenile Detention Setting	28	66	46	0	18	158
DYS Facility (Circleville, Cuyahoga Hills, or Indian River)	0	84	0	0	26	110
Community-Based Organization	23	38	17	3	0	81
Foster Care Setting	0	37	25	4	0	66
Residential Mental Health Treatment Facility	0	0	2	36	20	58
In School, during School	0	44	0	0	0	44
Clinic	0	0	0	0	16	16
Other	0	0	0	15	0	15

Data Source: PREP Attendance Records

Table 10. Entry surveys by district and school-level-survey type

District Number	Number of MS Entry Surveys	Number of HS Entry Surveys	Total Number of Entry Surveys
1	1	50	51
2	11	192	203
3	14	65	79
4	2	19	21
5	9	56	65
Total	37	382	419

Data Source: Youth Entry Surveys

Table 11. Youth race upon entry to program

Race - Multi-select question	Number	Percentage
Black or African American	238	54%
White or Caucasian	171	39%
Other (Write-in)	42	10%
Remaining Categories	33	8%
Declined to Answer	9	2%
Total	439	X

Data Source: Youth Entry Surveys

Table 12. Youth grade upon entry to program

Grade	Number	Percentage
6th - 8th	38	9%
9th - 10th	163	38%
11th - 12th	163	38%
Other	66	15%
Total	430	100%

Data Source: Youth Entry Surveys

Table 13. Youth ethnicity upon entry to program

Hispanic or Latino?	Number	Percentage
Yes	56	13%
No	371	87%
Missing	12	X
Total	427	X

Data Source: Youth Entry Surveys

Table 14. Youth current living situation by school-level-survey type upon entry

Current Living Situation - multi-select	Number High School	Number Middle School
Living with family	213	18
Youth in foster care	45	9
Youth marked homeless or runaway	20	1
Youth marked in adjudication system	192	18
None of the above	12	1
Total	399	40

Data Source: Youth Entry Surveys

Table 15. Youth sexual behavior prior to entering the program

Have you ever had sexual intercourse?	Number	Percentage
Yes	313	83%
No	63	17%
Missing	6	X
Total	376	100%

Data Source: Youth High School Entry Surveys

Table 16. Youth sexual partners prior to entering the program

During the past 3 months, with how many people did you have sexual intercourse?	Number	Percentage
No intercourse in past 3 months	177	47%
1 person	75	20%
Never had sexual intercourse	66	18%
2-3 people	37	10%
4 or more people	18	5%
Missing	9	X
Total	373	100%

Data Source: Youth High School Entry Surveys

Table 17. Youth safe sex practices around condoms prior to entry into the program

If you had sexual intercourse in the past 3 months, how often did you or a partner use a condom?	Number	Percentage
I have had sexual intercourse, but not in the past 3 months	151	41%
None of the time	74	20%
I have never had sexual intercourse	64	17%
Some of the time	38	10%
All of the time	25	7%
Most of the time	18	5%
Missing	12	X
Total	370	100%

Data Source: Youth High School Entry Surveys

Table 18. Youth safe sex around birth control practices prior to entry into the program

If you had sexual intercourse in the past 3 months, how often did you or a partner use birth control OTHER than condoms?	Number	Percentage
I have had sexual intercourse, but not in the past 3 months	152	41%
None of the time	78	21%
I have never had sexual intercourse	62	17%
All of the time	38	10%
Most of the time	23	6%
Some of the time	17	5%
Missing	12	X
Total	370	100%

Data Source: Youth High School Entry Surveys

Table 19. Youth pregnancy status prior to entry into the program

To the best of your knowledge, have you ever been pregnant or gotten someone else pregnant?	Number	Percentage
No	189	50%
Yes	91	24%
Not sure	51	14%
I have never had sexual intercourse	44	12%
Missing	7	X
Total	375	100%

Data Source: Youth High School Entry Surveys

Table 20. Youth STI status prior to entry into the program

Have you ever been told by a doctor or other medical provider that you had a sexually transmitted infection (STI)?	Number	Percentage
No	322	86%
Yes	52	14%
Missing	8	X
Total	374	100%

Data Source: Youth High School Entry Surveys

Table 21. Exit surveys completed by district and school-level-survey type

District Number	Number of MS Exit Surveys	Number of HS Exit Surveys	Total Number of Exit Surveys
1	1	44	45
2	10	168	178
3	10	50	60
4	0	11	11
5	7	44	51
Total	28	317	345

Data Source: Youth Exit Surveys

Table 22. Youth intentions toward sexual intercourse after the program

Intentions toward abstaining from sexual intercourse for the next 3 months	Number	Percentage
Yes	87	28%
No	89	28%
Not Sure	136	44%
Missing	5	X
Total	312	100%

Data Source: Youth High School Exit Surveys

Table 23. Youth who responded no or not sure about intentions toward sexual intercourse in the next 3 months

Intentions toward sexual intercourse in the next 3 months	Number	Percentage
Much more likely	55	25%
Somewhat more likely	24	11%
About the same	63	28%
Somewhat less likely	28	13%
Much less likely	52	23%
Missing	95	X
Total	222	100%

Data Source: Youth High School Exit Surveys

Table 24. Youth who responded no or not sure about intentions toward condom use in the next 3 months

Intentions toward condom use if you were to have sexual intercourse in the next 3 months	Number	Percentage
This question does not apply to me because I choose to not have sexual intercourse in the next 3 months	32	14%
Much more likely	99	45%
Somewhat more likely	29	13%
About the same	26	12%
Somewhat less likely	6	3%
Much less likely	30	14%
Missing	95	X
Total	222	100%

Data Source: Youth High School Exit Surveys

Table 25. Youth who responded no or not sure about intentions toward birth control use in the next 3 months

Intentions toward birth control use if you were to have sexual intercourse in the next 3 months	Number	Percentage
This question does not apply to me because I choose to not have sexual intercourse in the next 3 months	33	15%
Much more likely	96	43%
Somewhat more likely	29	13%
About the same	30	14%
Somewhat less likely	7	3%
Much less likely	26	12%
Missing	96	X
Total	221	100%

Data Source: Youth High School Exit Surveys

Table 26. Exit Survey - Youth expressing likelihood of making healthy personal health and wellness decisions

Personal Health and Wellness	Number Much & Somewhat More Likely	Percentage Much & Somewhat More Likely
Manage your emotions in healthy ways	239	71%
Make decisions to not use drugs and alcohol	219	65%
Think about the consequences before making a decision	233	69%
Make plans to reach your goals	297	90%
Better understand what makes a relationship healthy	298	88%

Data Source: Youth Exit Surveys

Table 27. Exit Survey - Youth expressing likelihood of making healthy career and education decisions

Career and Education	Number Much & Somewhat More Likely	Percentage Much & Somewhat More Likely
Care about doing well in school	267	81%
Graduate high school or get your GED	267	82%
Get more education or training after high school or completing your GED	225	69%
Get a steady full-time job after school	272	83%

Data Source: Youth Exit Surveys

Table 28. Exit Survey - Youth expressing likelihood of making healthy financial literacy decisions

Financial Literacy	Number Much & Somewhat More Likely	Percentage Much & Somewhat More Likely
Save money to get things you want	292	89%
Feel confident about how to open a bank account	262	80%
Feel confident about how to prepare a budget	261	80%
Feel confident about how to track your expenses	257	80%
Understand the costs associated with raising a child	268	82%

Data Source: Youth Exit Surveys

Table 29. Exit Survey - Youth expressing likelihood of making healthy communication decisions

Communication	Number Much & Somewhat More Likely	Percentage Much & Somewhat More Likely
Resist or say no to peer pressure	253	74%
Resist or say no to someone if they pressure you to participate in sexual acts	265	78%
Talk with your parent, guardian, or caregiver about things going on in your life	244	72%
Talk with your parent, guardian, or caregiver about sex	178	53%
Talk to a trusted person/adult if someone makes you uncomfortable, hurts you, or pressures you to do things you don't want to do	257	76%

Data Source: Youth Exit Surveys

Table 30. Youth program perception ratings for all or most of the time

How often in this program...	Number All or Most of the Time	Percentage All or Most of the Time
Did you feel interested in program sessions and classes?	250	78%
Did you feel the material presented was clear?	270	85%
Did discussions or activities help you to learn program lessons?	268	85%
Did you have a chance to ask questions about topics or issues that came up in the program?	279	87%
Did you feel respected as a person?	286	90%

Data Source: Youth Exit Surveys

Table 31. Youth satisfaction ratings for very or somewhat satisfied

How satisfied are you with...	Number Very & Somewhat Satisfied	Percentage Very & Somewhat Satisfied
The amount of information you received about abstaining from sex (choosing not to have sex)?	271	85%
The amount of information you received about condoms and birth control?	287	91%

Data Source: Youth Exit Surveys

Table 32. BBB participant skill confidence for six activities

Activity	Before Feel Extremely & Mostly Skilled	After Feel Extremely & Mostly Skilled	Difference
Explaining sexual health to youth in age-appropriate ways. (<i>n</i> = 94)	39%	84%	45%
Providing comprehensive and medically accurate information. (<i>n</i> = 95)	44%	86%	42%
Using inclusive language when discussing sexual health. (<i>n</i> = 94)	45%	87%	43%
Identifying inclusive, comprehensive, and accurate resources. (<i>n</i> = 95)	33%	88%	56%
Identifying types of questions youth may ask. (<i>n</i> = 95)	35%	88%	53%
Clarifying and validating youth questions. (<i>n</i> = 94)	46%	89%	44%

Data Source: BBB participant post surveys

Table 33. BBB participant satisfaction ratings

Program Elements	Extremely Satisfied	Mostly Satisfied	Somewhat Satisfied	Not at all Satisfied
Content (<i>n</i> = 94)	62%	30%	7%	1%
Length (<i>n</i> = 93)	53%	39%	9%	0%
Pace (<i>n</i> = 93)	56%	35%	8%	1%
Facilitators (<i>n</i> = 94)	72%	24%	3%	0%

Data Source: BBB participant post surveys

Table 34. Percentage of PREP facilitators who strongly agree and agree from pre-test to post-test for confidence questions

I feel like I can effectively teach youth	Percentage Strongly Agree/Agree Pre-Test	Percentage Strongly Agree/Agree Post-Test	Difference
How to actively listen.	92%	96%	4%
How to complete a job application.	86%	96%	10%
How to successfully interview for a job.	86%	96%	10%
How to develop healthy relationships.	84%	96%	12%
That abstinence is the only 100% way to prevent pregnancy, HIV, and other STDs.	76%	96%	20%
How to communicate with their partner about sexual issues.	88%	94%	6%
How to remain safe in a relationship.	88%	94%	6%
How to differentiate between financial "needs" and "wants."	88%	94%	6%
How to recognize the warning signs of an abusive relationship.	86%	94%	8%
How to talk with a partner about preventing unprotected sexual intercourse. (Pre <i>n</i> = 48 Post <i>n</i> = 49)	83%	94%	11%
How to create a personal resume.	80%	94%	14%
To use facts when making sexual decisions.	76%	94%	18%
How to talk with a partner about staying abstinent.	73%	94%	20%
How to manage money.	73%	94%	20%
How to create a budget.	69%	94%	24%
How to reduce their risk for STDs, HIV, and unplanned pregnancy. (Pre <i>n</i> = 49 Post <i>n</i> = 48)	71%	94%	22%

***n* = 49, unless otherwise noted.**

Data Source: Facilitator Pre- and Post-Surveys