PREGNANCY PREVENTION INTERVENTION IMPLEMENTATION REPORT

Program Name
Teen Outreach Program (TOP)

Developer
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Program Description and Overview
The *Teen Outreach Program (TOP)* is grounded in a youth development framework. *TOP* is built on a belief system that youth should be valued and given opportunities to grow. The development of supportive relationships with adult facilitators is a crucial part of the model, as are relationships with other peers in the program. All youth in the program build a foundation of success from three essential goals:

1. Healthy Behaviors- positive, constructive actions that allow young people to be successful now and later in life;
2. Life Skills- competencies necessary to grow into healthy, self-sustaining adults; and
3. Sense of Purpose- knowledge of their own worth as they contribute to their communities through meaningful service.

TOP is implemented through two primary avenues: *Changing Scenes* curriculum and Community Service Learning. Both components are delivered over a nine-month school year. The *Changing Scenes* curriculum is divided into four separate levels. Sessions from different levels can be mixed throughout the year for *TOP* Clubs based on their needs. The *Changing Scenes* is divided as follows:

- <u>Level 1:</u>   Focused on youth ages 12 to 13 years old.
- <u>Level 2:</u>   Focused on youth ages 14 years old.
- <u>Level 3:</u>   Focused on youth ages 15 to 16 years old.
- <u>Level 4:</u>   Focused on youth ages 17 years old.

Core Components
Content Components
- *TOP* Educational Peer Group Meeting
- Community Service Learning
- Positive Adult Guidance and Support
- Curriculum components (*Changing Scenes*):
  - Relationships
  - Values
  - Communication and Assertiveness
  - Influence
  - Goal-Setting
  - Decision-Making
  - Adolescent Development and Sexual Health

Pedagogy Components
- Staff knowledgeable in adolescent development; youth development link to teen pregnancy prevention; and current education "best practices"
- Provide a physically and emotionally safe setting
- Share decision making power with students
- Allow students to have an active voice
- Help youth identify appropriate service projects
- Youth are seen as assets and resource

- Staff commit at least 5 hours per week for 9 months
- Staff receive 3 days of training for certification
- Consistent facilitator throughout the year

Implementation Components
- Used at least one trained *TOP* facilitator per club that is consistent throughout the year (available to be trained for three days and has acquired the skills to deliver *TOP* with fidelity)
- Program delivered over at least nine months
- At most, 25 youth per club (ages 12-17)
- Replication Partner must reach at least 500 teens (minimum scale)- not necessarily each individual club
- Club meets at least once per week with *TOP* trained facilitator
- Facilitator administer pre- and post-tests to teens
- Adhere to *TOP* curriculum
- Conduct the community service learning component
  - Teens in program must participate in at least 20 hours (or more) of community service learning
  - Focus on learning aspect
- Transportation as needed for youth to community service projects
- Facilitators self-assess program performance and mid-year and year-end
- Settings:
  - After school;
  - In school; or
  - Community-based
- *TOP* Replication Partner visits each club annually
- Wyman will visit each *TOP* Replication Partner club in first year and every second year thereafter

Target Population
  Target population evaluated
- High school youth in grades 9-12
- Males and females
- Disadvantaged and high-risk youth

  Potential additional target populations noted by developers
- Middle school youth ages 12-14

Program Setting
  Program setting evaluated
- In school classrooms
- After school

  Potential additional program settings noted by developers
- Community-based organizations

Program Duration
  Three primary program duration criteria must be met:
- 9 months of programming
- 25 sessions (minimum) of group meetings/curriculum
- 20 hours (minimum) of community service learning

Curriculum Materials

Curriculum materials are available from the Wyman Center at
http://wymancenter.org/wyman_top.php.

Adaptations
Basic allowable adaptations
- All proposed adaptations must be approved by the Wyman Center prior to implementation
- Change in target population (age, ethnicity, etc.) is allowable. *TOP* is grounded in a youth development framework. The program approach is more critical to successful outcomes than the specific target population.
- *TOP* can be implemented in different settings- after school; in school; and community sites.
- Sexual Health materials may be omitted during implementation. Organizations may NOT add any other components to the program in place of the Sexual Health materials provided by *TOP*.
- The *TOP* surveys are required in this model but other surveys may be used for data collection in addition to the *TOP* data collection surveys.
- Programs may implement more than 20 hours of community service learning per year. Twenty hours is the lowest dosage limit for this component.

Program Focus
TOP focuses on the promotion of youth development.

Research Evidence

Study Citation:	Allen, J. P., Philliber, S., Herrling, S., & Kuperminc, G. P. (1997). Preventing teen pregnancy and academic failure: Experimental evaluation of a developmentally based approach. *Child Development*, *68*(4), 729-742.
Study Setting:	High schools in 25 sites across the United States
Study Sample:	695 high school students in grades 9 through 12

- Mean age 15.8 years
- 67% African American, 19% white, 11% Hispanic, 3% other
- 85% female and 15% male

Setting Design:	Randomized controlled trial. The program was evaluated in high schools at 25 different sites around the country. Within each site, participants were randomly assigned, either individually or by classroom, to either a treatment group that received the intervention or a control group that received whatever regular curricula and programs each school provided. Surveys were administered before and after the program, at the beginning and end of the school year. Data for all 25 participating sites were pooled for analysis.
Study Rating:	The study met the review criteria for a **high** study rating.

Study Findings: When the program ended at the end of the school year:

- Female adolescents participating in the program were significantly less likely to report a pregnancy during the academic year of the program.

- The study did not estimate program impacts on male adolescents' reports of having caused a pregnancy because self-reported rates on this outcome were too low.

The study also examined program impacts on rates of school suspension and course failure. Findings for these outcomes were not considered for the review because they fell outside the scope of the review.

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