



Calhoun County Public Health Department

Teen Outreach Program[®]

October 2012 - September 2013



Promoting healthy behaviors and teaching valuable life skills to teens ... helping teens develop a sense of purpose.

What is TOP®?

Wyman's Teen Outreach Program® (TOP®) is comprehensive, evidence-based youth development strategy that promotes the positive development of adolescents through a combination of curriculum guided group discussion and volunteer service learning. Wyman's TOP® uses four flexible levels of curriculum, as well as an integrated community service learning guide. The four levels of curriculum are age-appropriate to the needs of adolescents ages 12-17, designed to be interactive and engaging, and cover a wide variety of developmental topics of interest to teens.

TOP® works by connecting youth to positive adult role models, holding high expectations matched with high levels of support, and providing opportunities to make a real difference in their communities. These fundamental goals are the asset building blocks that adolescents need during this crucial phase of their development. Core activities across the curriculum levels include values clarification, relationships, communication/assertiveness, influence, goal-setting, decision-making, adolescent development and sexual health, and community service learning.

The overall Calhoun County TOP® goal is to reduce the teen pregnancy rate in Calhoun County.

In national studies, TOP® has demonstrated the following behavioral outcomes:

Evidence based:

Teens that complete Wyman's TOP® experience:

- 52% lower risk of suspension
- 60% lower risk of course failure
- 53% lower risk of pregnancy

Observed:

- 60% lower risk of school dropout

Calhoun County Implementation

The Calhoun County TOP® program began in the 2010-2011 school year. To complete the program, the participant must attend 90% of club meetings and perform a minimum of 20 hours of community service during the nine-month program period.

During the 2012-2013 school year, there were 191 hours of TOP® club meetings held.

Population Served

A total of 86 Calhoun County students participated in TOP® during the 2012-2013 school year. Out of those, 62 (72%) participants completed the program requirements of attending 90% of club meetings and performing 100% of required community service hours. The average club size was 14.3 participants. The majority of participants were female (66.7%) and racial or ethnic minorities (59.7%). Only about half (50.7%) of participants lived with both their mother and father and a third of students lived in single-parent homes.

Demographic Characteristics of TOP® Participants

| | N | % |
|---------------------------------|----|--------|
| Total | 86 | 100.0% |
| TOP® Club | | |
| Northwestern A | 11 | 12.8% |
| Northwestern B | 13 | 15.1% |
| Springfield A | 15 | 17.4% |
| Springfield B | 11 | 12.8% |
| Harper Creek A | 12 | 14.0% |
| Harper Creek B | 24 | 27.9% |
| Pre-Survey Demographics* | 75 | 100.0% |
| Gender | | |
| Male | 25 | 33.3% |
| Female | 50 | 66.7% |
| Grade Level | | |
| Sixth grade | 11 | 14.7% |
| Seventh grade | 30 | 40.0% |
| Eighth grade | 34 | 45.3% |
| Race & Ethnicity | | |
| Black | 22 | 29.3% |
| White | 31 | 41.3% |
| Hispanic | 7 | 9.3% |
| Two or more races | 10 | 13.3% |
| Other | 4 | 5.3% |
| Living Situation | | |
| Mother & Father | 38 | 50.7% |
| Parent & Step-parent | 10 | 13.3% |
| Single Parent Home | 23 | 30.7% |
| Other | 4 | 5.3% |

*Pre-survey count is different than the total number of participants due to participant guardian opting out of survey or participant joining after the fourth week of club meetings. Also, participants can choose not to answer questions, so all sections may not equal the same number.

Academic, Reproductive, and Self-Efficacy Outcomes

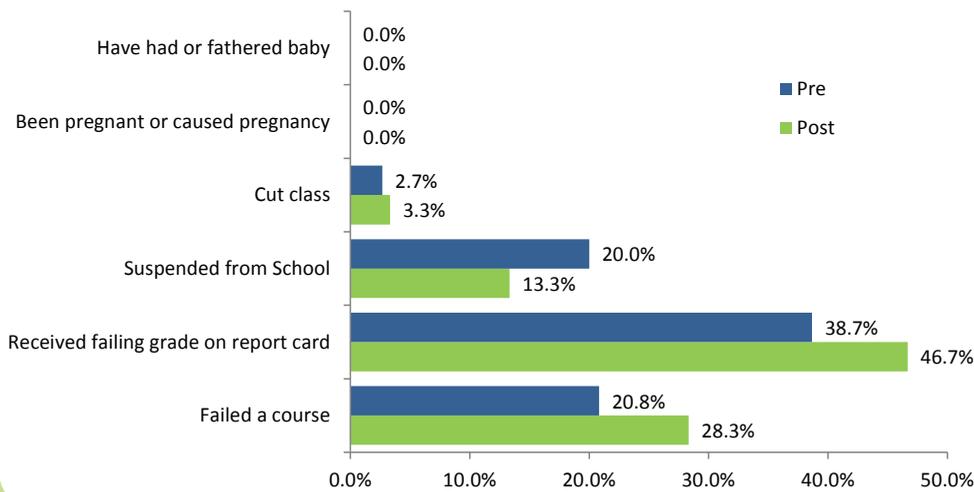
TOP® participants were asked to complete a pre-intervention and post-intervention survey to evaluate the effectiveness of the TOP® program in encouraging and supporting healthy behaviors. The surveys asked the participants to report academic and reproductive behaviors and outcomes.

The results of the pre- and post-intervention surveys indicated an overall decrease in the proportion of students who were suspended from school. Participants were more likely to report failing a course, receiving a failing grade on their report card, and cutting class. However, among students who reported failing courses, fewer courses were failed during the present school year compared to the previous school year. No students reported becoming pregnant, causing a pregnancy, having a baby, or fathering a baby during the previous school year or the current school year.

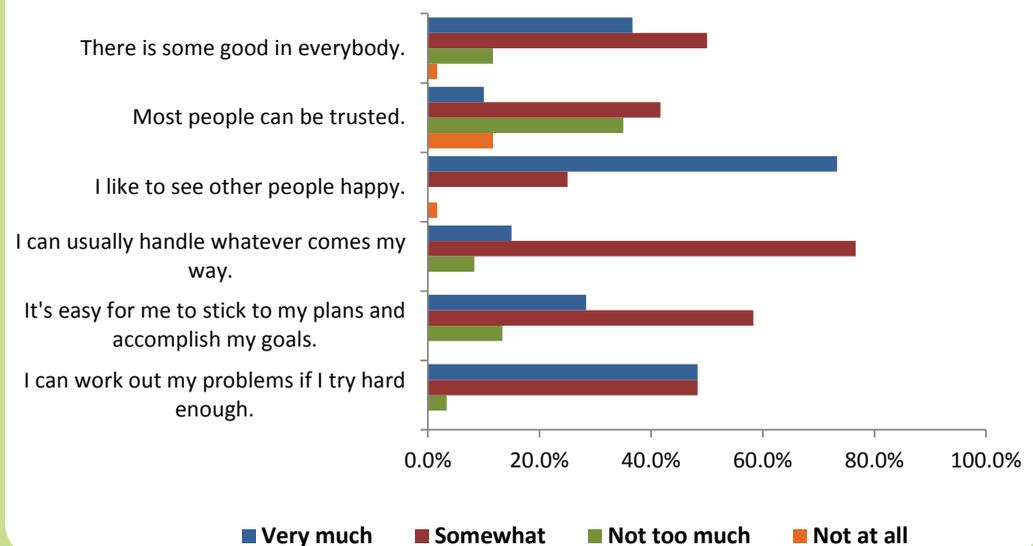
Participants were also asked to gauge their beliefs regarding self-efficacy. Self-efficacy is an important domain of individual protective factors such as self-esteem and self-confidence. Overall, students reported high levels of self-efficacy. Over 90% of students reported being able to work out their problems, handle problems, and liking to see other people happy. Most students (above 80%) reported being able to accomplish their goals and believing that there is some good in everyone. Only about half of students reported that they believed that most people can be trusted.

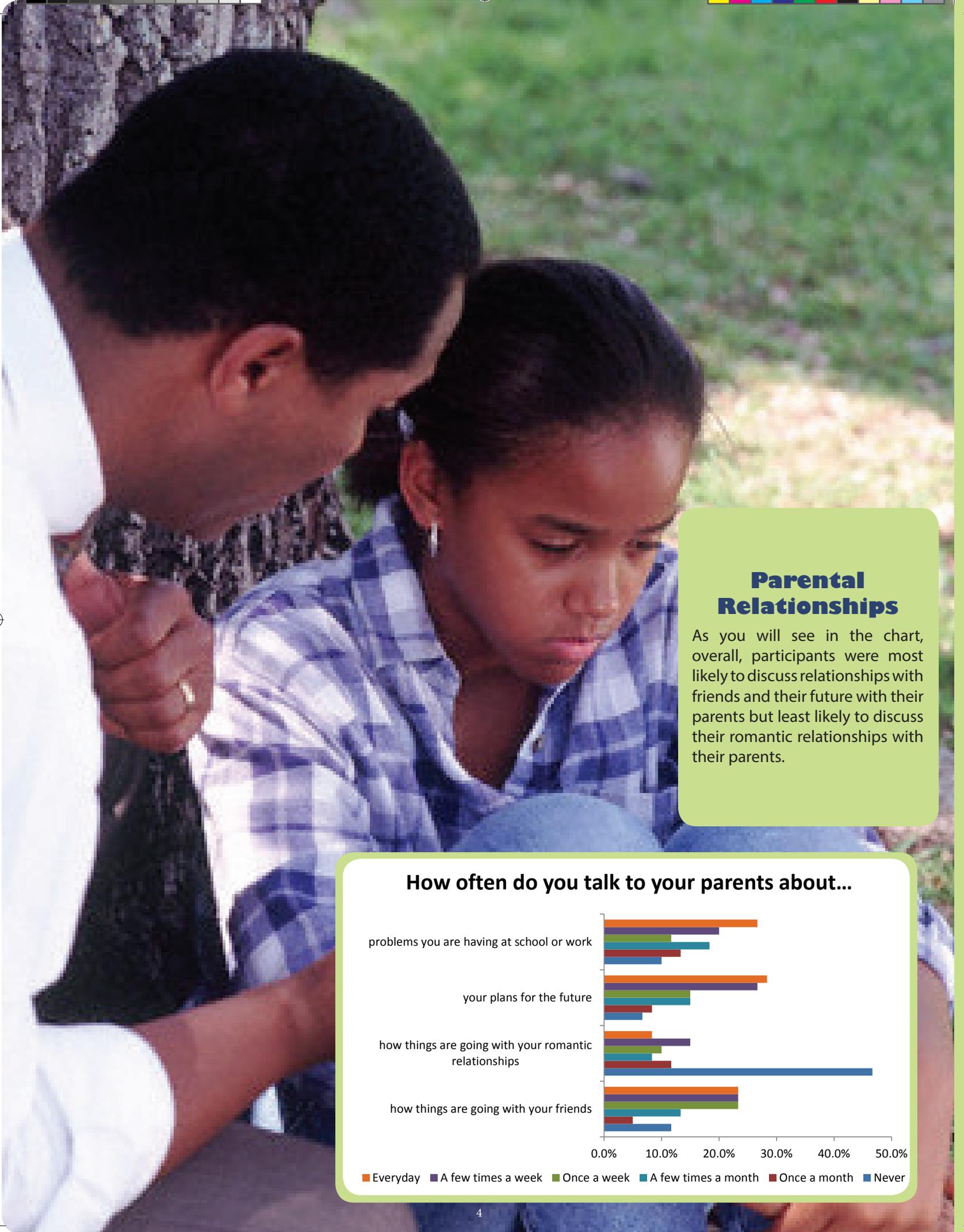
There are two important limitations to consider when interpreting this data. First, participants were compared to themselves during the previous school year, at which point they would have been a year younger than when they received the intervention. As risk behavior tends to increase as adolescents age, this may not be a valid comparison because it essentially requires comparing two different age groups. Second, there may be a degree of recall bias due to the fact that participants were asked to remember academic and reproductive outcomes a year after they occurred. Recall bias would likely underestimate the prevalence of poor academic outcomes during the last school year.

Risk Behaviors Before and After TOP®



TOP® Participant Outcomes

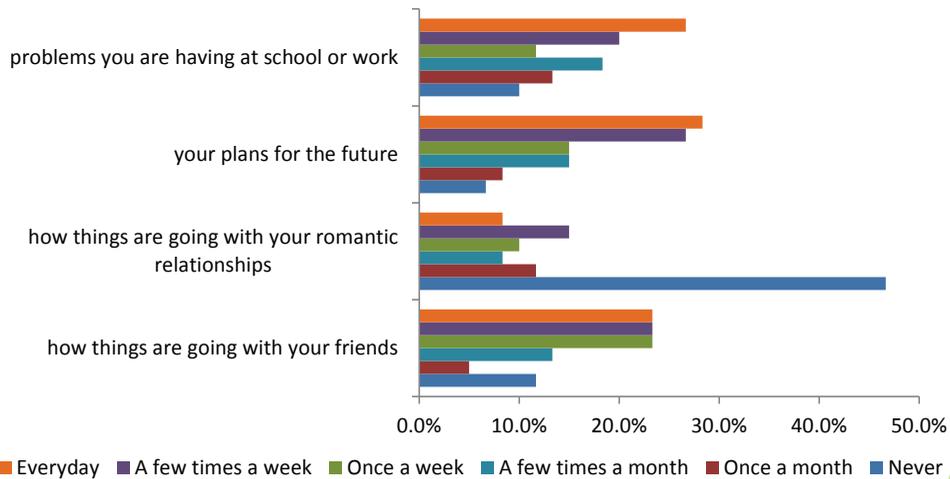




Parental Relationships

As you will see in the chart, overall, participants were most likely to discuss relationships with friends and their future with their parents but least likely to discuss their romantic relationships with their parents.

How often do you talk to your parents about...



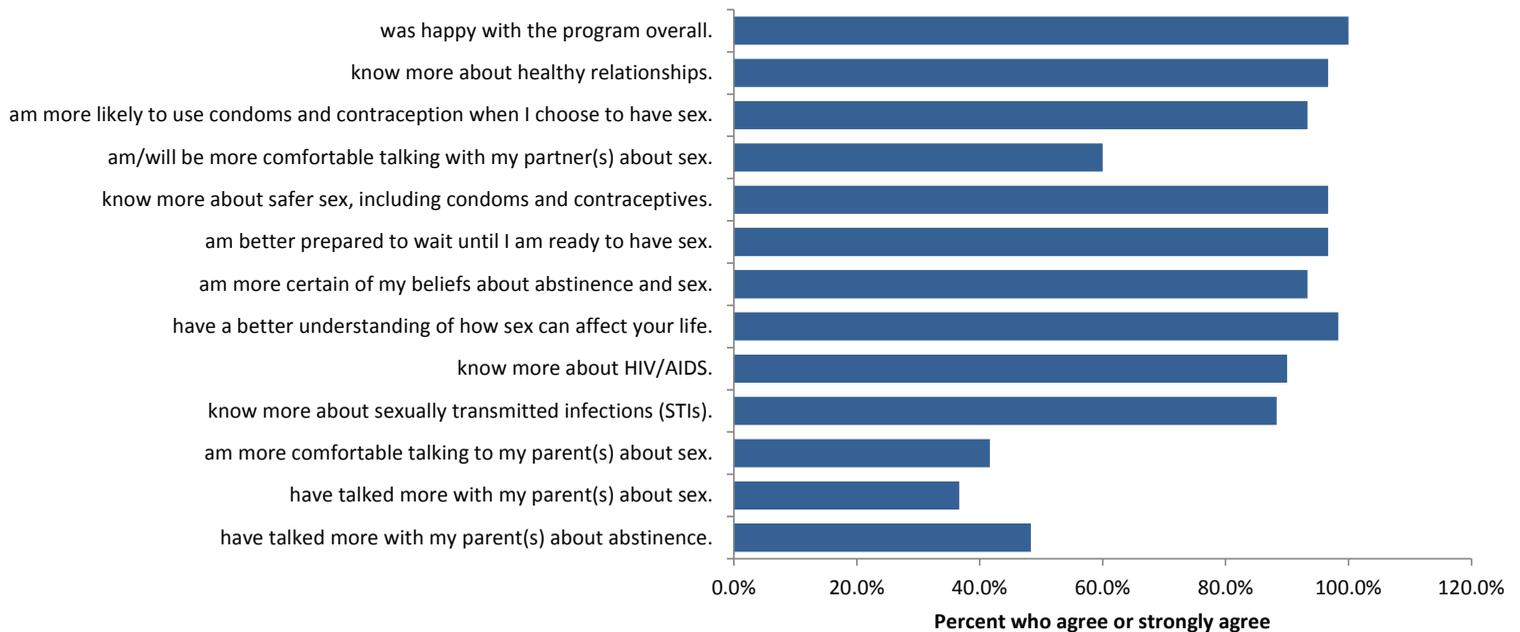
Knowledge and Attitudes about Reproductive Health

Two years ago, the TOP® evaluation process was expanded to focus more on knowledge and attitudes about reproductive health. An additional survey tool was developed in partnership with the Michigan Department of Community Health to evaluate these outcomes. This survey was distributed to participants at a single time point, at the conclusion of the program. The table and graph on this page present the results of questions about communication, sexual health knowledge and intent, and the overall happiness with the program. Each question is answered by strongly agree, agree, disagree, or strongly disagree. Percentages reported are those who responded strongly agree or agree.

Fewer than half of TOP® participants reported talking more with their parents about abstinence and sex or being more comfortable talking with their parents regarding issues of sex and only 60% of participants reported feeling more comfortable talking with their partner or future partner about sex. However, over 90.0% of participants reported knowing more about STIs, HIV, and having a better understanding of how sex can affect one's life. Likewise, over 90.0% of participants reported being more certain of their beliefs regarding sex and abstinence, being better prepared to delay sexual activity, and knowing more about safe sexual behaviors. Additionally, more than 90% of participants reported they would be more likely to use condoms if they chose to have sex and more than 90% reported they knew more about healthy relationships. All students said that they were happy with the program overall.

| | After the TOP® Program... | | |
|-----------------------|---------------------------|----------------------------|---|
| | I know more about STIs | I know more about HIV/AIDS | I have a better understanding of how sex can affect your life |
| Total | 90.0% | 91.7% | 98.3% |
| Gender | | | |
| Male | 95.0% | 95.0% | 95.0% |
| Female | 87.5% | 90.0% | 100.0% |
| Race | | | |
| White | 91.7% | 87.5% | 95.8% |
| Non-white | 88.9% | 94.4% | 100.0% |
| Living Situation | | | |
| Both parents | 93.6% | 90.3% | 96.8% |
| Parent and stepparent | 100.0% | 100.0% | 100.0% |
| Single parent | 77.8% | 88.9% | 100.0% |
| Other | 100.0% | 100.0% | 100.0% |

After the program I...

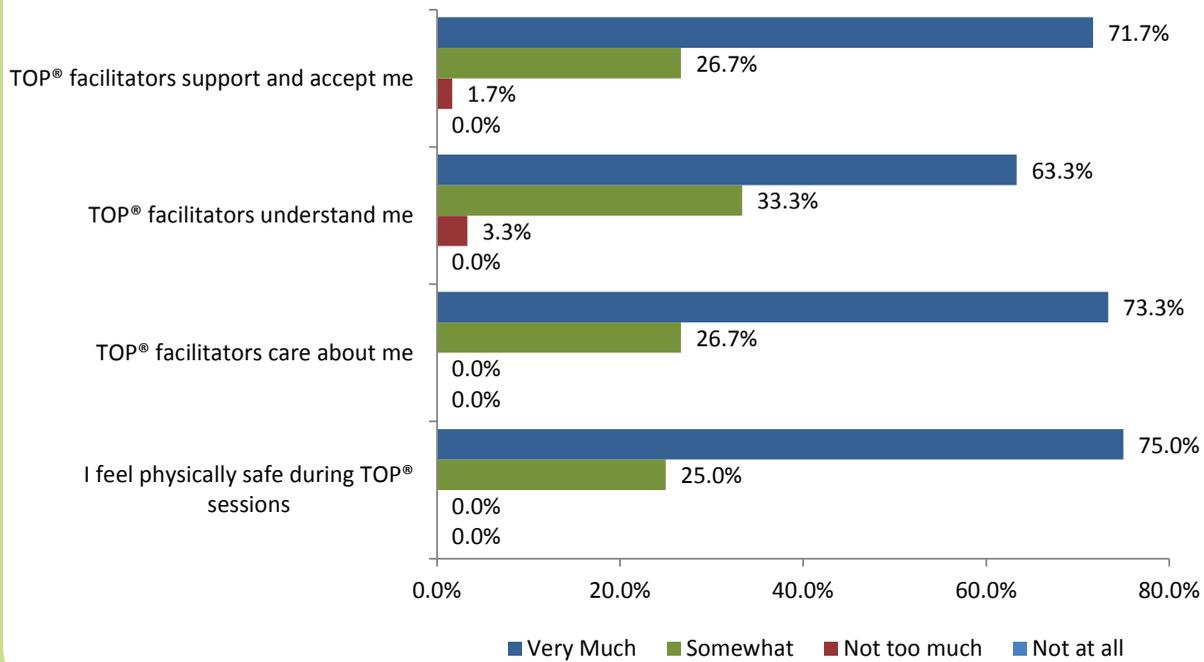


Safety and Belonging

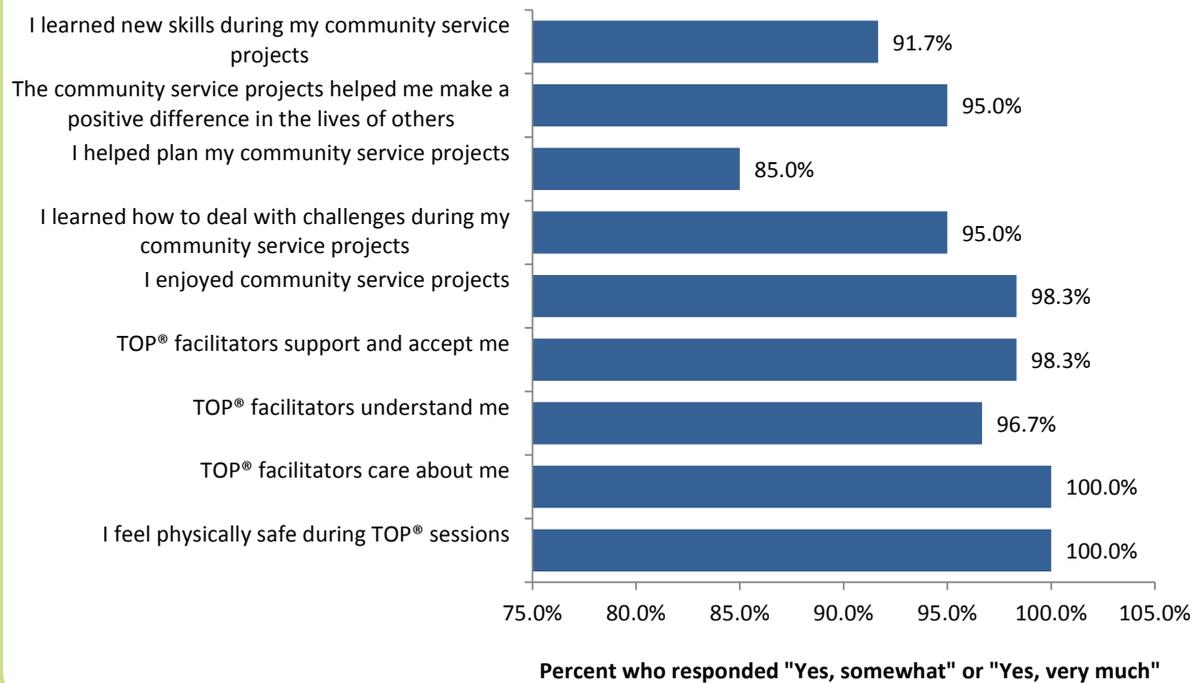
Participants were asked to report on various measures of their perceived safety and belonging in TOP®. The graphs below represent the results of these questions. Responses were measured on a scale of agreement from very much to not at all.

The overall majority of participants reported feeling safe, understood, and supported in the TOP®. Participants gave favorable responses in relation to the community service projects they completed as well.

Safety and Belonging



Safety and Belonging



Success/Client Stories

At Harper Creek Middle School, one facilitator reported that the TOP® Club helped participants understand each other better. Various friendships were made with students that might not have ever talked with another.

At Springfield Middle School, TOP® facilitators reported observing several quiet and shy TOP® youth grow in confidence and speak up in the club and take on leadership roles. Teachers have commented that several students are participating in more classroom discussions. The TOP® clubs are a mix of 6th, 7th and 8th graders, some with very strong personalities. They learned to work together and utilize each other's talents. Springfield Middle School's academic requirements for athletes and other after-school programs are supported in the TOP® program. TOP® club members have their grades checked weekly for eligibility as if they were in a sport or other after-school program. Facilitators helped many students catch up in their classes and worked on time management.

Battle Creek has a very large Burmese community and TOP® facilitators have had the pleasure of watching a very quiet, shy, but very hardworking ESL (English as a Second Language) student, blossom into a TOP® club member. This youth utilized homework assistance, made friends with the other students outside of the Burmese community, and contributed to community service projects.

During the month of March, almost all of Springfield's TOP® students read to the elementary students in the school district. Facilitators watched several shy and quiet students face their fears and get up in front of a classroom of 30 students and read their favorite children's book.

During the year-end celebration, the Northwestern Middle School TOP® facilitator asked the students what they liked most about being in TOP® club. Several of the responses were:

- the learning activities
- talking about friendships
- talking about sex
- doing the community service
- expressing feelings to each other without fear and we feel like a family

Some of the teens will be going on to high school next year and they expressed sadness that there was not a TOP® club for them there. Several students earned community service hours by volunteering at an adult foster care home for people with developmental disabilities. They were able to form relationships with the residents and intend to continue volunteering over the summer months.

Community Service Events

During 2012-2013, including all six clubs, 1,909 hours of community service were performed. Details of the students' community service for the year are below:

- **Harper Creek Middle School (HCMS):** The group community service projects that Harper Creek decided upon were two bake sales. Between the two, the clubs raised \$650 with proceeds going to help families that they adopted for the holidays and for the Random Acts of Kindness program that the HCMS counseling staff runs. This program helps make new students feel welcome and helps students who might be having a tough time by putting notes and treats in their lockers. The program also helps to purchase necessities for students who are in need (i.e., clothes, toiletries).
- **Springfield Middle School:** Overall the clubs participated in 12 community service projects, including the organization of over 30 holiday baskets, the tying of fleece blankets for next year's baskets, reading to Valley View, Franklin and Coburn Elementary school students, collecting over 200 pairs of jeans for the Teens for Jeans Campaign, and assisting at the 18th Annual Empty Bowls Luncheon.
- **Northwestern Middle School:** The clubs participated in projects such as putting together informational packets for CentraCare and making Christmas cards for the residents at a nursing home.



Calhoun County Public Health Department Teen Outreach Program® (TOP®)

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Teen Pregnancy Prevention Partnership (TP3) Membership (serving as TOP® Advisory Council)

- | | |
|---|--|
| Albion Health Care Alliance | Family & Children Services |
| Alternatives | Health Equity Alliance |
| Alternative Education for Pregnant & Parenting Teens | Integrated Health Partners |
| Battle Creek Community Foundation | La Leche League |
| Battle Creek Public Schools | Lakeview School District |
| BC Pulse | Marshall Public Schools |
| Bronson Battle Creek Hospital | NAACP Youth Council |
| Calhoun County Public Health Department | Nottawaseppi Huron Band of the Potawatomi |
| Calhoun Intermediate School District | Nurse-Family Partnership |
| Community volunteers | Oaklawn Hospital |
| CityLinc | Planned Parenthood of Mid and South Michigan |
| Community Action | Regional Health Alliance |
| Community Fatherhood | School Wellness Program |
| Connect Health Services | Substance Abuse Council |
| Dennisha's Village | Summit Pointe |
| Early Childhood Connections | United Way of the Battle Creek and Kalamazoo Region |

Funding for the Teen Outreach Program® is provided through the Michigan Department of Community Health and the CCPHD.