Faculty Development Grant- 2008  
Faculty Development Report—submitted June 2009  
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These were my goals for the grant (from my application). I was able to fulfill all 3 of these goals. The following report discusses what I was able to accomplish and ties it in with these goals.

1. Read up on current ATM theories, practices, and evaluations
2. Create Summaries of ATM evaluation practices
3. Network with several ATM program evaluators nationally (try to track down any local ATM programs)

The faculty development grant enabled me to have release time in order to work on the program evaluation of an Abstinence Based Education (ABE) program through New Beginnings Crisis Pregnancy Center in Edwardsville, IL. “ATM” (Abstinence till marriage) is also used synonymously.

1. Read up on current ATM theories, practices, and evaluations
   As part of this process, I attended the National ABE conference in Washington DC to learn about ABE processes and the Health and Human Services granting agency requirements for program evaluation. It was interesting to find that there is a lot of information out there that talks about how to “talk about” ABE/ATM such that you don’t get the knee-jerk reactions to the term as well as how to talk about in ways that will produce better “sound bites!”

   Part of reading up on the practices was actually delving into the particulars of the grant and what they required for evaluation purposes. In between the time that I wrote the evaluation section and the awarding of the grant, several requirements were changed by the granting agency. Therefore, I modified the evaluation plan to be in alignment with these changes.

   I also was able to travel to Illinois where the programs are taking place and I met with the lead people on the project and conducted educational sessions with them and asked for their input into the process to make the evaluation run more smoothly. There are 2 areas of evaluation: outputs and outcomes. I had to make sure that the forms (and how the data was gathered) and data entry procedures were consistent with what the granting agency needed as well as what the crisis pregnancy center needed. I also wanted to make these forms and procedures as efficient and sensible as possible (as well as easily followed, as there were multiple educators and agencies partnered with this one who would be using these procedures).

   Part of this time was used to recruit and train 2 people who lived in the Edwardsville area that would collect and enter the program evaluation data into the computer.

2. Create Summaries of ATM evaluation practices
   Another part of this project was conducting a scholarly literature search and completing summaries of each scholarly assessment that had been conducted in the past several years. I
wanted to provide a “resource library” for the crisis pregnancy center that they could use (staff and clients).

3. Network with several ATM program evaluators nationally
I was able to network with the program evaluators at the National Conference. One of the things I learned was that most evaluators are not academics. That was surprising. These are people who have set up their own businesses and who call themselves “experts” in program evaluation (and grant writing to get these grants). Therefore, what I learned is that these people are competitive and not willing to share much with others (I might steal their client base!). I also learned that there is a lot of money in this kind of business and people are “working it!” Therefore, I “networked” at this conference but did not keep up with anyone as they are not interested in pooling resources or sharing “best practices.” It was very sad.

I was able to further my “networking” by contacting some people who work with ABE here in Santa Barbara. Janelle Houston (a Westmont student—now graduate) was one of the educators and I was a resource to her and her efforts—sharing the curriculum and some of the program evaluation principles with her.

Additional Work:
One additional piece that I was able to complete was designing parent feedback (evaluations) for the workshops the agency was doing with parents. The agency provided sessions for parent to attend that provided the information the kids were receiving in “Game Plan” and “Navigator” curriculum (one is for high school the other for junior high), to answer any questions parents had, and to encourage parents to be involved (and take the lead) in their own children’s sexual education. I was also able to gather formative feedback using these evaluations and provide the results to the agency.

Summary statements:
This grant was instrumental in providing the time to complete this foundational work that will be used for the next 5 years of the grant in order to assess whether ABE is effective in helping kids make better choices for their lives.

On a personal note, I wanted to let you know that the curriculum mostly helps these kids think about what they want for their lives and how to make the best choices now to help them achieve their goals. So, although this is called “abstinence based education” there are only a few units that address sexuality. Most of it deals with the whole person and his/her future. I was surprised to find that out when I was asked to help with this project, as my views were shaped by media releases that said that it was all about “saying no to sex.” I was pleasantly surprised by the content of the curriculum and how it urges kids to talk to their parents about sexual health and any other questions they have, as the parents are the most important sources. I don’t know if this program will be effective in delaying the onset of sexual intercourse, but I think it gets kids thinking about how their big and small decisions they make on a day to day basis can make a difference in their lives.