

In Texas, a teenager gets pregnant every 10 minutes.¹ No Kidding: Straight Talk from Teen Parents (No Kidding) is a program developed to address the problem of teen pregnancy in Texas by introducing teenagers to the realities of teen parenting and by providing information about establishing paternity and child support laws. Teen parents, called "peer educators," deliver the No Kidding curriculum to secondary students. No Kidding is available for classroom or community presentations in three different formats: (a) three 50-minute sessions, (b) two 90-minute sessions, or (c) one abbreviated session. The goals of the No Kidding program are to increase participants' knowledge of paternity and child support and to change attitudes such that participants acknowledge the time and maturity necessary in parenting and the desirability of establishing paternity.

The No Kidding curriculum was first presented to high school classrooms during the fall of 2004 in Austin and during the spring of 2006 in El Paso. In May 2009, a third site was launched in Houston. This report examines the expanse of the program and its impact on the teen parent peer educators and students who attended No Kidding presentations. To investigate these effects, staff at Shore Research, Inc. examined: (1) the numbers of participants attending the presentations and the cost per participant; (2) the effect of participation on the program's peer educators; and (3) the changes in knowledge and attitudes of students who attended No Kidding presentations. Although this report aggregates the results across sites, staff at each site also conducts independent evaluations. Additional information regarding the program and the ongoing evaluations can be obtained by contacting Gilbert Chavez at the Office of the Attorney General in Austin Texas.

In Austin, evaluators collected data from nearly all interns and 548 students to understand how No Kidding changed participants' knowledge of and attitudes towards teen parenting and paternity. Students completed surveys of knowledge and attitudes regarding paternity and child support. Interns completed surveys of knowledge and their experiences in the program. Additionally, male peer educators in Austin participated in a focus group to examine the recruitment and retention efforts that targeted fathers who participated in the program. The Austin program has a fatherhood specialist to facilitate recruitment and retention of fathers, who was interviewed as well. Evaluators observed several No Kidding presentations at which student surveys were collected.

The report is divided into three sections. The first section delineates the number of presentations and participants across the three sites: Austin, El Paso, and Houston. Demographic characteristics of the students and peer educators from Austin and El Paso are reported and the cost per participant is reported for the Austin site only. The second section details the results of the peer educators' knowledge surveys and the focus groups on the Fatherhood Initiative in Austin. The third section reports the results of the students' knowledge and attitude surveys for students in one particular school district, the Austin Independent School District (AISD).

Findings indicated that:

- A total of 15,020 youth participants and 204 adults in the Austin, El Paso, and Houston areas attended No Kidding presentations. The overall number of youth participants in 2008- 2009 was 23% higher than was the number the previous year. In Austin the number of participants decreased by 14%, while in El Paso the number increased by 111%.
- In Austin, the overall budget for the program was \$186,664, and the cost was approximately \$24 per participant.
- In Austin, training for peer educators was effective in increasing the knowledge of the interns and provided information for interns to draw on when they presented the No Kidding curriculum. Follow up

¹ Texas Department of State Health Services. <http://www.dshs.state.tx.us/famplan/tpp.shtm>

trainings as well as on the job experience further increased the peer educators' knowledge of the No Kidding curriculum.

- Peer educators who returned from previous years retained most of their knowledge indicating that attendance at the initial trainings every year may be unnecessary.
- Students in Austin had a significant increase in knowledge about paternity from the beginning to the end of the program. Before the No Kidding presentations, middle school students scored an average of 51% on a survey of knowledge about paternity. After completion of the program, they scored an average of 76%, an increase of 25 percentage points. High school students scored an average of 64% before the program. On average, knowledge scores increased to 82%, an 18 percentage point increase.
- Middle and high school students' attitudes toward becoming young parents showed movement in the desired direction.

The No Kidding Program has been shown to be consistently effective in increasing peer educators' and students' knowledge of paternity and child rearing issues and in helping students' attitudes become more mature as well. Because of this finding, recommendations this year focus on program efficiency and refinement as sites mature in their delivery of the program. For newer sites, it is suggested that site managers review past findings and reports to understand the challenges that occur in the process of site and program development. In this way, it is hoped that sites can mature while avoiding some of the pitfalls inherent in the development process by learning from the work of predecessors.

- *Examine previous reports to determine effective outreach targets and increase the number of youth touched by the program, within budget and time constraints.* At the current program size, the maximum number of presentations that is feasible appears to be between 240 and 300 per year on the basis of the last four program years. In AISD, for example, increasing the number of participants per presentation has not affected student learning thus far.
- *Monitor and work to minimize the intern turnover rate.* Although turnover is an expected part of employment, it costs time and resources. This year staff in Austin hired additional interns to ameliorate the effects of program turnover. Intern retention continues to be a challenge, however, as training additional interns diverts funds away from other program activities, such as presentations. In the future, staff should be vigilant of intern turnover to minimize its effects.
- *Garner the help of male peer educators to recruit additional teen fathers.* The No Kidding fathers indicated that they preferred to talk with current male peer educators during recruitment. For teen fathers, listening to the perspectives of male peer educators may address questions and concerns effectively thus bolstering confidence in and understanding of the program. .
- *Continue to use local organizations and web based social networking sites to recruit qualified young fathers.* Peer educators indicated that these venues were informative and persuasive. Accumulated evidence indicates that these venues were the most productive for recruitment, especially for young fathers.
- *Promote consistency in program messages by training peer educators to stress the topics important to No Kidding.* Peer educators' stories and the information they share are critical to student learning. Results made clear the attention students pay to the life experiences and the messages that peer educators bring to No Kidding classroom presentations. In the future, staff directors may wish to examine student responses regularly to determine what to stress and to help the peer educators focus on these issues.
- *Continue to use survey results to refine the curriculum.* Past evaluations revealed where students' attitudes were inconsistent with program values and where student learning could be improved. Therefore, program staff should work with evaluators to determine where to refine the curriculum and program delivery to see if the message can be more persuasive.

Presentations and Participants State Wide

Across Texas, peer educators presented the No Kidding program 474 times. No Kidding reached 15,267 people. Out of all of the participants, 15,020 were youth, an increase of 23% from the previous year. In addition, 204 adults and 43 peer educators participated in the program.

Methods

Program records were examined to determine the extent of its reach in 2008-09. Records included: (1) the number of classrooms, schools, and districts where the program was presented; (2) the number of teachers, students, and community members who attended No Kidding presentations; and (3) the number of interns at each site. These records were provided for Austin, El Paso, and Houston (where available). All of the remaining data comes from the Austin site only.

Presentations of the No Kidding Curriculum

Table 1 shows the number of times The No Kidding curriculum was presented during the 2008-09 program year. Overall, the curriculum was presented 474 times: 242 were in Austin, 227 were in El Paso, and 5 were in Houston. The Houston site began presenting the curriculum in May, while both Austin and El Paso began in September.

In Austin, eight school districts participated in the No Kidding program and, in El Paso, six school districts participated. Peer educators in the Austin and El Paso areas made presentations in community groups and at local professional conferences as well as in middle and high schools.

Table 1. Number of No Kidding Presentations by Site, 2008-09.

| | Community Groups | Schools | Total |
|--------------|------------------|------------|------------|
| Austin | 15 | 227 | 242 |
| El Paso | 11 | 216 | 227 |
| Houston | 5 | 0 | 5 |
| Total | 31 | 443 | 474 |

Source: No Kidding Program data, Austin, El Paso, and Houston sites, 2008-09, Data as of June 1, 2009.

The No Kidding curriculum was presented in three different formats, a single presentation or a series of presentations broken down into either 2 or 3 days. Of the 474 presentations, 385 were classified as series presentations (81%) and 89 were classified as individual presentations (19%, see Table 2). Approximately 5% of the Austin presentations were individual. In contrast, nearly 34% of the El Paso presentations were individual presentations. The Houston site reported series presentations only.

Table 2. Number of Series and Individual Presentations by Site, 2008-09.

| | Series Presentations | Individual Presentations |
|--------------|----------------------|--------------------------|
| Austin | 230 | 12 |
| El Paso | 150 | 77 |
| Houston | 5 | 0 |
| Total | 385 | 89 |

Source: No Kidding Program data, Austin, El Paso, and Houston sites, 2008-09, Data as of June 1, 2009.

No Kidding reached 443 middle and high school classrooms (see Table 3). In Austin, No Kidding staff spent their time almost equally split between the middle and high school classrooms. Of the 227 school

presentations, 47% were in middle schools and 53% percent were in high schools. The El Paso staff spent more time in the middle school classrooms than did Austin staff. Of the 216 presentations in El Paso schools, 63% were in middle schools, and 45% were in high schools.

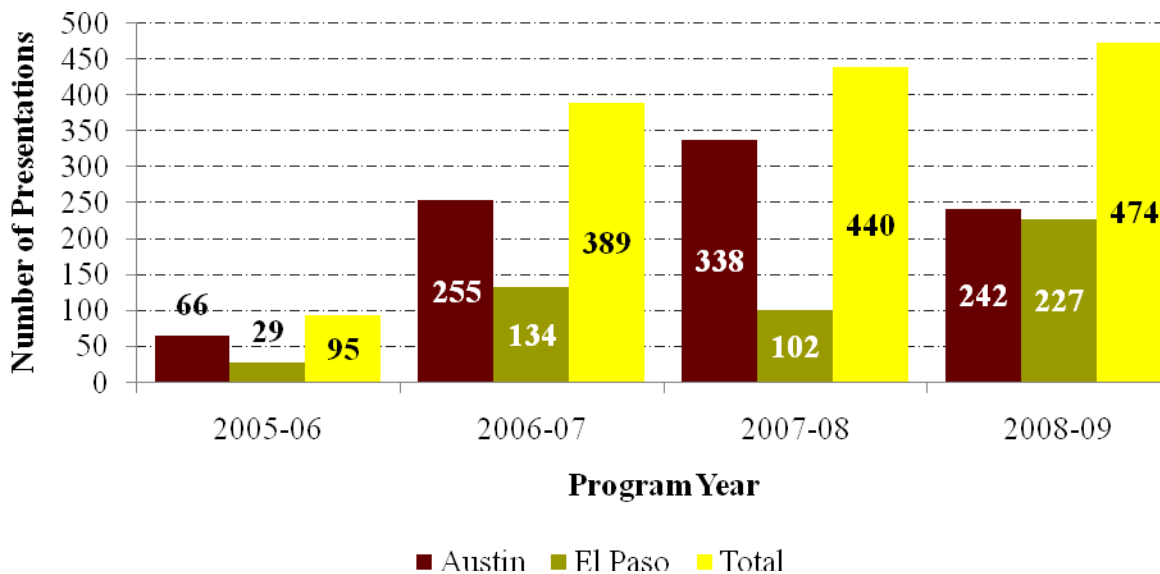
Table 3. Number of Middle and High School Presentations by Site, 2008-09.

| | Middle School | High School | Total |
|--------------|---------------|-------------|------------|
| Austin | 106 | 121 | 227 |
| El Paso | 137 | 79 | 216 |
| Houston | 0 | 0 | 0 |
| Total | 243 | 200 | 443 |

Source: No Kidding Program data, Austin, El Paso, and Houston sites, 2008-09, Data as of June 1, 2009.

Figure 1 displays the number of presentations completed in the Austin and El Paso for each program year. The overall number of presentations has increased fourfold since 2005. The largest increase in the number of presentations overall was between 2005-06 and 2006-07. The Austin site presentations have increased 267% since 2005. The highest number of presentations given in a single year in Austin was in 2007-08 (n=338). In 2008-09, the number of presentations in Austin was 242, down 28% from the previous year. In El Paso, the number of presentations in the current year was almost 7 times as many as in the 2005-2006 program year. Although the number of presentations by site fluctuates, the general pattern is one of steady growth from program inception. This growth has been accomplished through judicious additions of both sites and presentations.

Figure 1. Number of No Kidding Presentations, from Program Years 2005- 2006 to 2008-2009



Source: No Kidding Program data, Austin and El Paso Sites, 2005-09* Houston was not included due to their low numbers.

Participants

No Kidding was seen by 7,457 youth participants in Austin and 7,507 in El Paso (see Table 4 for participation rates) in the 2008-2009 program year. At the Houston site, 56 participants viewed the presentation. Participants included both middle and high school students, teachers, and community leaders. The presenters were No Kidding peer educators who are young parents between the ages of 16 and 23 years.

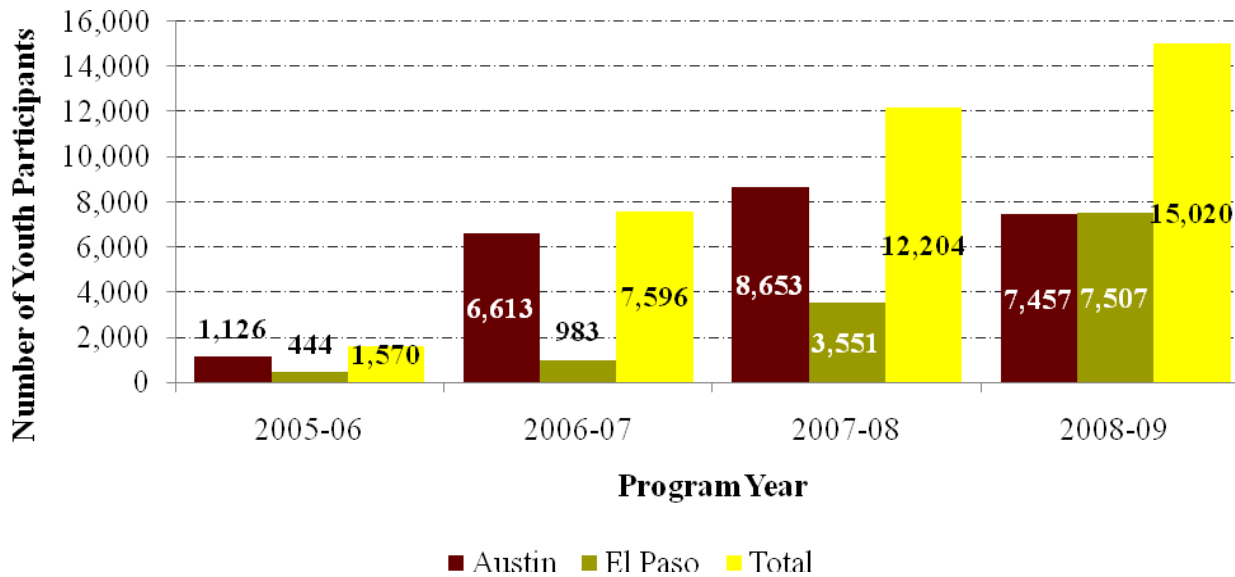
Table 4. Number of Participants in the No Kidding Program, 2008-09.

| | Interns | Youth Participants | Adults | Total |
|--------------|-----------|--------------------|------------|---------------|
| Austin | 19* | 7,457 | 187 | 7,660 |
| El Paso | 16 | 7,507 | 17 | 7,543 |
| Houston | 8 | 56 | 0 | 64 |
| Total | 43 | 15,020 | 204 | 15,267 |

Source: No Kidding Program data, Austin, Houston and El Paso Sites, 2008-09. *Note: Includes only interns who presented to students.

As the number of presentations increased over the years, the number of youth participants also increased. Figure 2 displays the number of youth participants in the No Kidding program since inception.

Figure 2. Number of No Kidding Participants, 2005- 2006 to 2008-2009



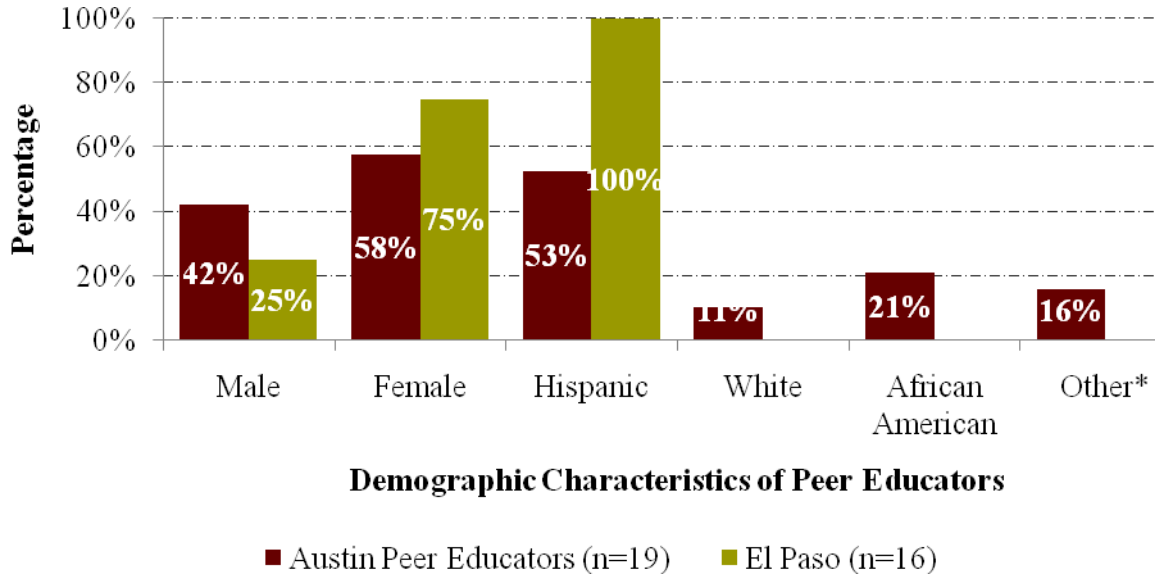
Source: No Kidding Program data, Austin and El Paso Sites, 2005-09

Overall, the total number of participants statewide has increased steadily every year since 2005-06. In Austin, the total number of participants increased each year during the first three years but declined in the fourth year of the program. The overall number of students reached decreased in Austin in 2008-09, at the same time that the number of presentations decreased (see Figure 1). In El Paso, the number of participants has approximately doubled each year since inception.

The reach of the program has grown over the four years of the program (to about double the number at inception). The average number of youth per presentation was 15 in 2005-06. The number of youth per presentation then decreased to 7 in 2006-07. In 2007-08 and 2008-09 the numbers were similar with 35 and 33 youth per presentation, respectively. Although the overall numbers of participants and of presentations in Austin decreased, the average number of youth attending each presentation in Austin increased steadily from 17 in 2005-06 to 31 per presentation in 2008-09, representing a consistent increase in efficiency.

Peer Educators. In Austin, 21 peer educators were employed during 2008-09. Figure 3 reports the demographic characteristics of the Austin interns. Of the 21 peer educators hired, 15 completed the year, two did not complete the initial training, two left because of personal reasons, and two were let go by the program. In El Paso, 16 peer educators were hired and three left in the spring. Figure 3 displays the gender and race/ethnicity of the No Kidding peer educators.

Figure 3. Gender and Race/Ethnicity of No Kidding Peer Educators 2008-09



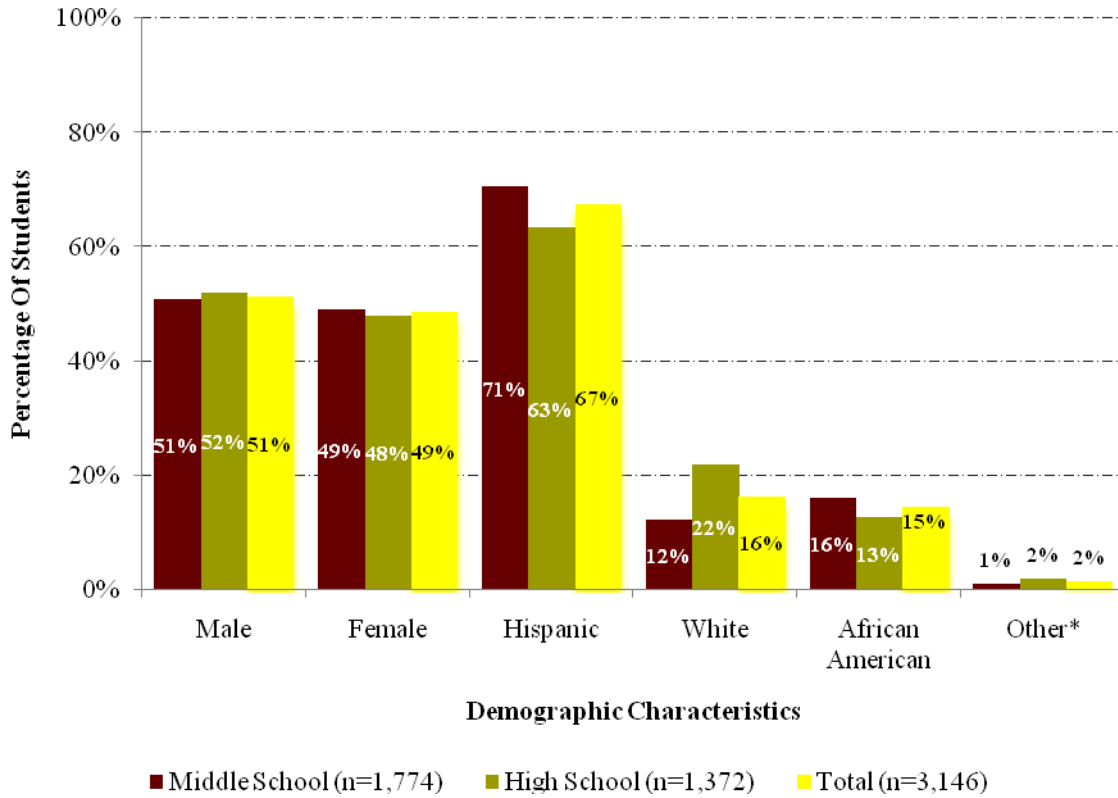
Source: No Kidding Program data, Austin, 2008-09

In Austin, the race/ethnicity of the peer educators closely resembles those of the students they served in AISD (see Figures 3 and 4). Hispanics constituted the largest subgroup in the AISD classrooms where No Kidding presentations were made; similarly, more than half of the peer educators were Hispanic. The largest difference between the students and peer educators was that 16% of the peer educators categorized themselves as “other” whereas only 2% of the students did. In El Paso, all of the peer educators were Hispanic, mirroring the demographics of students attending local middle and high schools. Although the Austin area and El Paso sites both had more female than male peer educators, Austin had nearly as many male as female peer educators, which was most likely due to the emphasis placed on the recruitment and retention of fathers.

Adults. The adults who attended No Kidding presentations included teachers, district officials and community members. In 2008-2009, 187 adults attended No Kidding presentations in Austin and 17 adults did in El Paso. The largest group of adults (n=57) in Austin was teachers and school district officials who attended educational conferences where No Kidding was presented.

Students. In Austin, 7,457 students participated in No Kidding presentations and in El Paso 7,507 students participated. Figure 4 shows the demographic characteristics of all the students who attended presentations in AISD classrooms only. Demographic information for students in the other participating districts and community presentations were not obtained for the 2009-2008 program year.

Figure 4. Race/ethnicity of Students in Classrooms where the No Kidding Program was Presented; 2008-09 (AISD only)

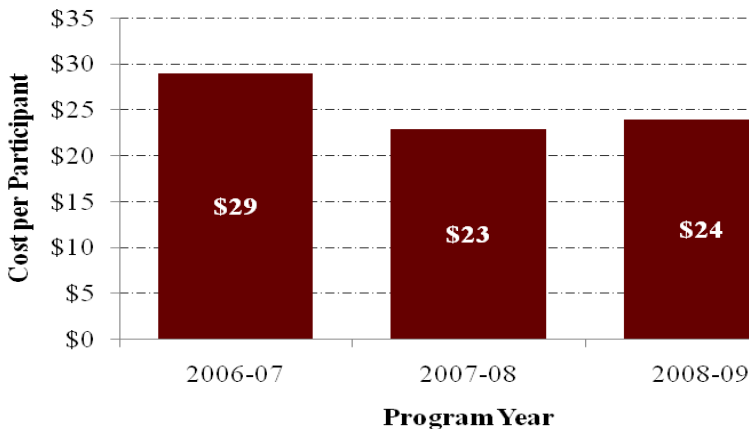


Source: Austin ISD, 2008-09. *Includes students who selected Native American, Asian American, and Other

Cost per Participant

In Austin, 7,457 students attended presentations. The overall budget for No Kidding Austin was \$183,664 and thus the cost per student in Austin was approximately \$25. Taking into account the adults who also took part in the program, the overall cost was approximately \$24 per participant. Figure 5 displays the cost per participant for each program year since 2006-2007. The cost per participant has decreased since this statistic was first examined in the 2006-07 program year.

Figure 5. Cost per Participant 2006-2009



Source: No Kidding Program data, Austin, 2006-09

Peer Educator Learning at the Austin Site

The peer educator training for new interns was effective in increasing the interns' knowledge of the No Kidding curriculum. Additional trainings and interns' on the job experience during the course of the year further increased the peer educators' knowledge. Interns who returned from the previous year retained most of their knowledge. This section presents the findings of the peer educators in the Austin area only.

Methods

Peer educators who were hired in the summer and fall of 2008 completed a survey to examine knowledge before and after the No Kidding training and when the program year ended in May 2009. The goal of the surveys that were administered before and after the training occurred was to assist the No Kidding staff in improving future trainings. The survey administered at the end of the training also alerted the No Kidding staff to peer educators who needed additional training before presenting the program in classrooms. Peer educators who participated in the program in previous years completed the surveys before presenting the No Kidding curriculum and at the end of the program year in May 2009. Peer educators were surveyed at the end of year to determine whether or not they retained knowledge of the No Kidding curriculum and to check for consistency in the delivery of the program. Program staff planned to provide additional training before the next program year for interns whose knowledge decreased over the course of the program year.

Surveys included questions about the No Kidding program, facts about paternity and child support, and parenting issues. Focus groups were conducted with male peer educators to elicit information about recruitment and retention of fathers in the No Kidding program. Data from all of the above sources were used to examine what interns gained from participation in the No Kidding program.

Evaluation Participants

A total of 21 interns were involved in the Austin No Kidding program during the 2008-09 program year. Of the 21 peer educators, two left before the completion of training, two left due to personal reasons, and two were let go, leaving a total of 15 interns. Participation rates in the evaluation activities varied, rates are provided with each activity below.

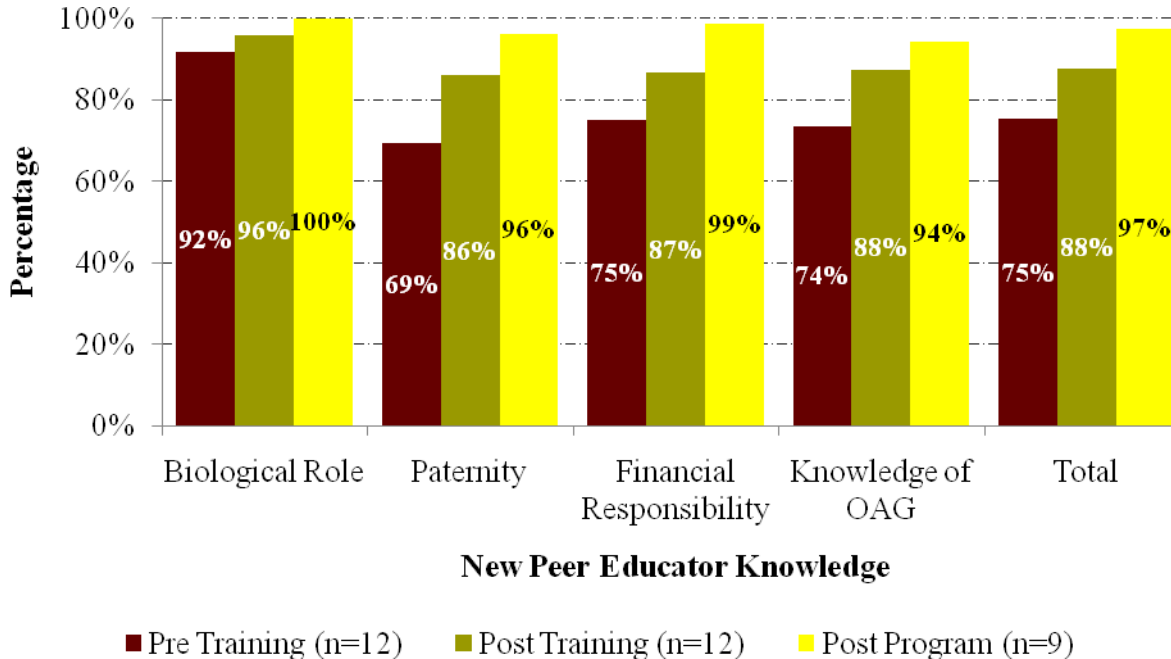
Results

The trainings and ongoing program participation both contributed to an increase in the knowledge of peer educators regarding paternity, child support, the role of the OAG, and responsibilities of parents.

Intern knowledge of parenthood and paternity. Peer educators' knowledge of paternity and child support was examined to determine whether participation in the trainings made them effective presenters. Peer educators completed survey items about (1) the role of the Office of the Attorney General in child support and paternity; (2) parents' financial responsibilities in matters of paternity and child support; (3) legal definitions of paternity; and (4) the responsibilities of biological parents. An overall knowledge score was also calculated as the sum of the scores of each of the four categories.

New peer educators. The 12 new peer educators in Austin who participated in training completed the pre and post-training surveys. In all, nine of the new peer educators completed the post-program survey. The new peer educators' knowledge of program facts increased overall and in the four categories over time. The results of the longitudinal analysis are presented in Figure 6.

Figure 6. Austin Site **New Peer Educators'** Average Percent Correct on the Survey of Paternity and Child Support Knowledge, 2008-09.

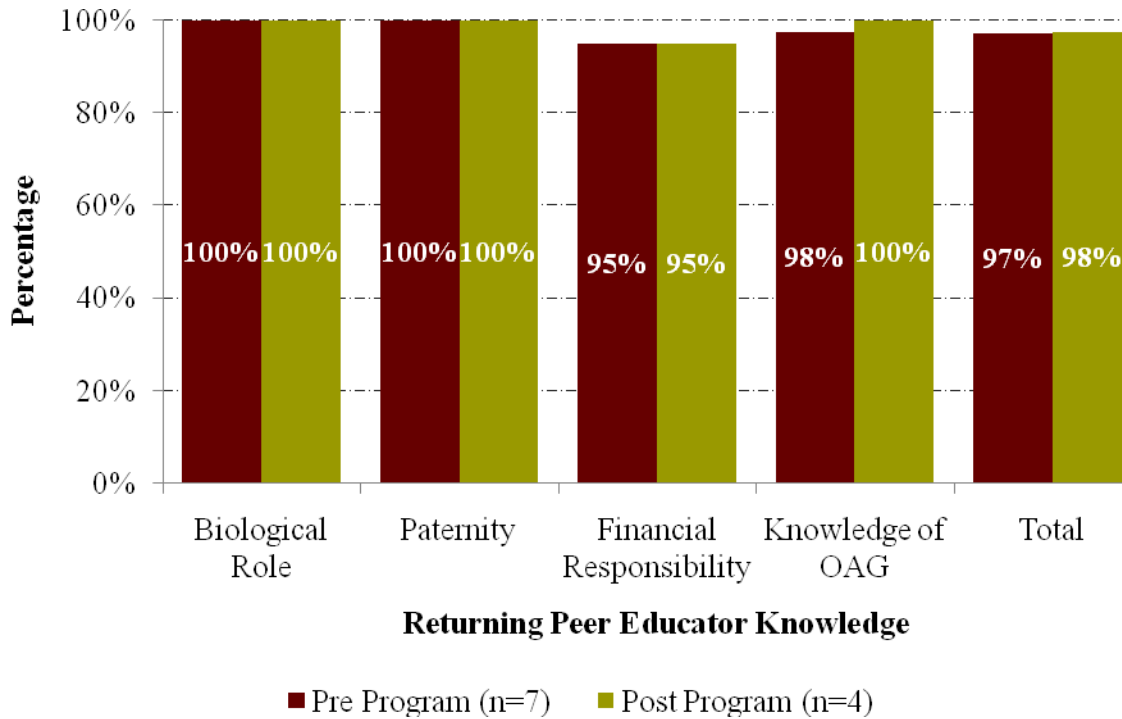


Source: Intern Surveys 2008-09.

The new peer educators began the program with some knowledge of the material covered in the No Kidding training curriculum. As was the case in previous years, the initial training was effective in increasing the knowledge of the peer educators regarding program facts. Results show that peer educators scored between 86% and 96% after training for each of the four categories examined. However, knowledge continued to increase over the course of the year as well, indicating the effectiveness of ongoing training and program implementation. By the end of the program, peer educators scored higher in all areas of knowledge, with an overall average of 97%.

Returning peer educators. Returning peer educators were interns who had participated in training and made presentations in at least one program year prior to the start of 2008-09. Seven peer educators returned: two for the second program year, four for the third year, and one for the fifth year. Because many of the interns had been in the program for several consecutive years, staff determined that returning interns would only be surveyed before they began presenting to be sure they retained the necessary knowledge and at the end of the program year in May 2009 to examine any changes that had accrued during the year. All of the seven returning peer educators completed the pre program survey and four completed the post program survey. As expected the peer educators were highly knowledgeable and retained that information over the course of the year (see Figure 7).

Figure 7. Austin Site **Returning Peer Educators'** Average Percent Correct on the Survey of Paternity and Child Support Knowledge, 2008-09.



Source: Intern Surveys 2008-09.

Peer educators scored perfectly on the pre and post program survey in the areas of the biological role of parents and the definitions of paternity. In the content area of financial responsibility, peer educators scored 95% correct on both the pre and post program surveys.

Father Peer Educators

The No Kidding program has been challenged in the past to recruit and retain young fathers. Evaluators have conducted focus groups with fathers and interviewed the fatherhood program specialist annually to explore how No Kidding fathers are recruited and what factors they feel are related to retention. This year, four of the fathers attended the focus group held at the end of the program year in May.

Of the seven new male peer educators who were hired at the beginning of the 2008-09 program year, four remained in May of 2009. Two new fathers did not complete training and one new father left due to personal reasons midway through the program year. Of the three returning fathers, two fathers were let go, and one father no longer met the age qualifications for participation.

Recruitment. The four fathers present at the focus group were recruited into the program four different ways. One found the program during an internet search, “I just remember browsing across YouthLaunch. I was probably looking for some community things and then I came to YouthLaunch ...so that’s how I found out about it.” Another father found out about the program from the program coordinator, “They [No Kidding staff] just went to the school and they were talking to the momsand one of the moms said, *Well, they need dads.* And then [No Kidding staffer] came up to me and said, *I heard you’re good with babies and you have one of your own.* And I say *yeah* and she started telling me about the details and everything.” One father was recruited through a local organization that helps youth and families succeed. The father said, “I was already working with a father group through [community organization] and they said that I’d be a perfect candidate for this program.” The fourth father was recruited through another peer educator, “I found out through him [another peer

educator]. He had a baby about a year before I did and so I knew about the program because he talked about it and stuff and it worked with my school schedule.”

Fathers had several different reasons for wanting to work with No Kidding. Two of the peer educators stated that they valued how No Kidding staff were able to accommodate their work and personal schedules. Two of the four fathers wanted to be involved in their community to help. One said, “When I became a father, one thing, my father wasn’t really involved in my life, so one thing I kind of obligated myself to was I wouldn’t want my child to walk in my shoes so when I became a father and they told me about this program I thought it was the perfect opportunity to give back. I could be involved at the same time and I could still be there with my child. I mean, it wasn’t for the income but that’s a plus. Even if they didn’t pay me I just enjoy the fact of letting my story be known and tell the kids.” Another father was interested in the program because he thought it was a “good fit” for him. He commented, “Besides the fact that it’s good for working into your school schedule. I do have a background in media and youth media, specifically, and so it seemed like an appropriate genre to get into, speaking to youth, and I also have a background in public speaking and communication stuff so it all just seemed like a good fit.”

After discussing how they found No Kidding, the fathers were asked if the program met their expectations. The father with a friend in the program felt that the experience was what he expected. Another father felt that his experience with No Kidding was not what he expected. He said that he did not expect to gain close relationships with his fellow peer educators and he thought he might have difficulty working with the students. He said, “We’re going to have a hard time getting to the class and then the kids are laid back, you know, especially once you interact with them and get on their level.”

Fathers offered several suggestions specific to the recruitment of fathers. One suggestion was to have fathers in the program attend recruiting sessions to encourage other fathers to apply. In this way, potential recruits could hear from others in similar life situations how the program might fit their own circumstances. Another suggestion was to create and keep current a MySpace or Facebook page for No Kidding.

The fatherhood specialist reported using referrals from local organizations who work with fathers and child care facilities to recruit potential peer educators. No Kidding staff preferred to meet with potential peer educators at the organizations in addition to handing out flyers. The No Kidding staff asked mothers who were applying to ask the father of their child to fill out an application.

The recruitment for the 2008-09 program year was successful in that No Kidding staff was able to hire approximately equal numbers of men and women. The program hired three men and three women during the summer and four men and four women in the fall. In the future, No Kidding plans to hire more peer educators than needed to account for attrition.

Retention. During the focus groups, fathers were asked what No Kidding could do to encourage them to remain in the program. Fathers mentioned the girls’ organizing activities outside of the program, such as spa days, and stated that they would like to do more activities with just the fathers in the group. The program specialist also reported that the program did not have as many ‘father only’ activities as it did ‘mother only’ activities. Staff included the mothers and fathers when planning activities and felt that the group events worked better than did events planned for just one gender. Staff stated that in the past mothers felt left out of father only activities. Based on focus group feedback, staff has intends to schedule two father only events per semester.

The fathers stated that they would like more training, especially for peer educators who join the program mid-year. One father who joined the program after initial training stated that he was uncertain about how to tell his story. One father who received preliminary training said, “I had a lot of training and stuff. It was a lot different for me. But that’s a big thing. There needs to be a way to integrate either a faster paced training program or something.”

All of the four fathers who participated in the focus group felt that they would like to return in the fall, although some were not sure they would be available. Reasons father gave for potentially leaving included getting another job to further their career or changes in current living situations. The peer educators said they would like to return especially because the program felt like family, “This has become my second family.” They also stated that they enjoyed the positive influence they thought they had on the students, “I’ve kind of grown

fond to random kids coming up on me and they're like, *Hey, I know you! I'm like, Where do you know me from?* Then some of them, they'll tell me straight up, *Your program ain't helped me none.* Some will tell me straight up but I appreciate their honesty and at the same time some of them will tell me, *Somebody was trying to test me and they pullin' on the chastity belt but I was remaining faithful.* You know I get some of them too so that really makes me feel good."

The fathers were asked what their favorite part of No Kidding was. One father said, "Mine would be sharing my story. Actually, wholeheartedly, sharing my story. That's one of the things I like best." Another father said, "I like talking to the kids and being able to know that we're going to have an effect on at least a small percentage of their lives. Some are... you can see it in their eyes. You're getting through to them and that makes it all worth it, really. And you get paid pretty good."

During the focus group, fathers were asked about changes they would like No Kidding to make. One father suggested changing the pay period to twice a month instead of once a month. The fathers stated that they would like to present more often, even though they acknowledged that their schedules influence how much time they could devote to No Kidding. The fathers also revealed that they were not involved in No Kidding presentations just for money. They enjoyed the opportunities to help change students' perceptions about pregnancy and raising a child at a young age and to use No Kidding as an outlet to share their own personal stories.

Student Learning at the Austin Site

Analysis of the student surveys indicated that students' knowledge increased significantly from pre to post-survey overall, and in each of the three subsections of the survey: the biological role of parents, the financial responsibilities of parents, and paternity. Students also showed movement in their personal attitudes about teen parenting towards those espoused by the No Kidding program. In the open-ended portion of the survey, students were asked to create a list of changes they would have to make if they were to become a teen parent, to list goals they would like to accomplish before they have children, and provide information about the aspects of the program they felt stood out.

Methods

Student learning was assessed by examining the data from students who completed both a pre and post-survey. Students' knowledge of and attitudes about paternity and child support were assessed before and after they attended the No Kidding presentations. The knowledge section of the survey included items about: parents' financial responsibilities, legal definitions associated with paternity, and the role of biological parents. The items in the attitude portion of the survey assessed whether the program affected participants' attitudes about the time, resources, and maturity that they believed necessary in parenting; the complexity of parenting; and the desirability of establishing paternity. To explore further what the students were learning, evaluators asked three open-ended questions. All of the students were asked, "How would your life change if you became a parent right now?" Half of the students were asked, "What information surprised you the most?" and the other half of the students were asked, "What things would you like to have in place before you become a parent?" The pre-survey included demographic questions regarding students' age, gender, and race/ethnicity.

To participate in the evaluation, students first were required to obtain active parental consent. Additionally, students were required to provide their school ID and take both the pre-test and post-test. In this section, we present information for students who returned a pre and post-survey and parental consent.

In the fall of 2008, No Kidding staff revised the middle school curriculum on the basis of teachers' feedback and student data from the previous year (See Gomez and Samii-Shore, 2008). Peer educators began to implement the new middle school curriculum in the spring of 2009. To accommodate the revisions, evaluation staff surveyed high school students in the fall and middle school students in the spring.

Fall 2008. Evaluators surveyed 17 high school classrooms out of 56 where the curriculum was presented in AISD. Classrooms were selected based on the reported socioeconomic status of the school. Findings from the 2007-2008 evaluation indicated that socioeconomic status was related to students' opinions

of teen parenting (Gomez & Samii-Shore, 2008), therefore, schools were stratified into three groups: 0-19% of students economically disadvantaged (ED), 20-69% of students ED, and 70-100% of students ED. The sampling plan called for drawing an equal number of classrooms and campuses from schools in each group.

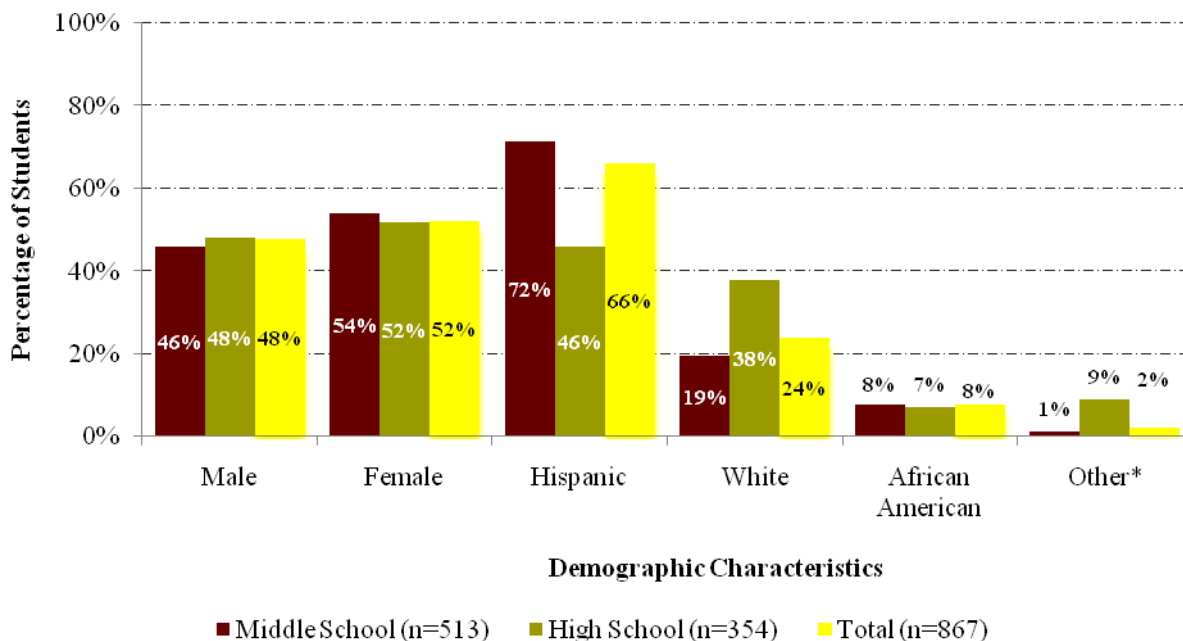
A total of 354 students were enrolled in the 17 classrooms where the survey was administered. In these classrooms, a total of 292 students returned the parental consent and completed the pre and post-survey yielding a completion rate of 82%. This rate was an increase as compared to prior years (33% completion rate in 2007-08, 56% completion rate in spring 2007, and 54% in the fall of 2006).

Spring 2009. During the spring, evaluators surveyed middle school students. The same stratifying procedure was used to select middle school classrooms. Evaluators selected 27 middle school classrooms out of 79 possible classrooms within AISD. Of those 27 classrooms, 25 participated in all three of the No Kidding presentations. Two of the classrooms were unable to view the third day of the presentation due to scheduling conflicts and as a result did not complete the post-survey. A total of 354 middle school students were enrolled in the 25 classrooms surveyed, and 256 of those students obtained parental consent and had viable pre and post-surveys yielding a completion rate of 72%.

Evaluation Participants

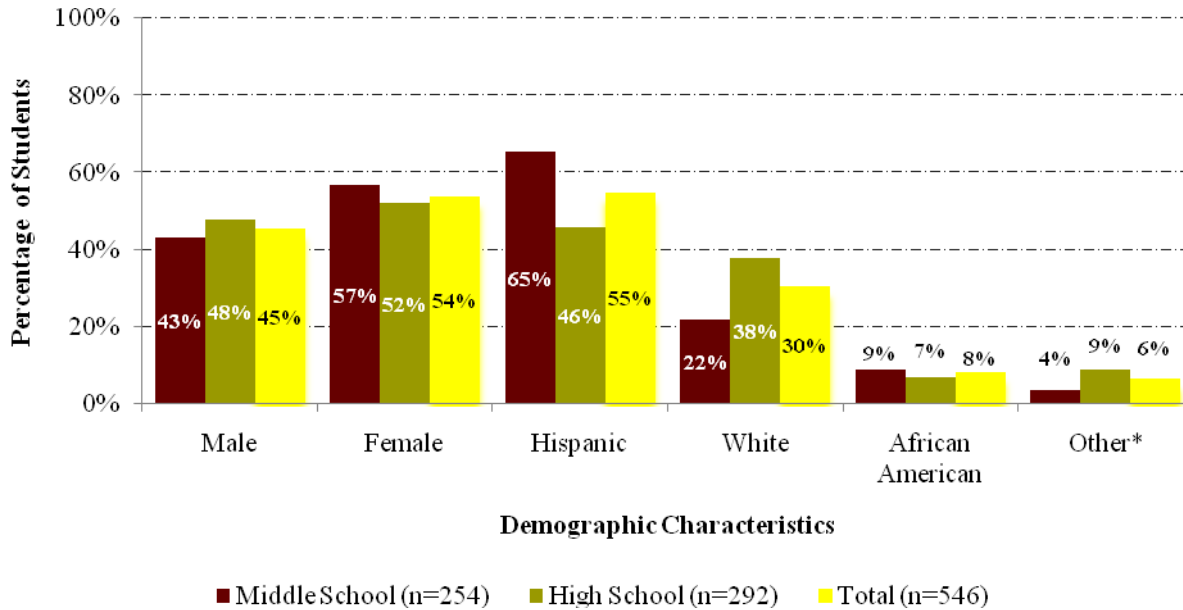
The following section describes the demographic characteristics of the students who participated in the evaluation. Demographic information for the students who were enrolled in the 25 middle school and 17 high school classrooms surveyed is displayed in Figure 8a. Figure 8b displays the demographic characteristics of the 546 students who completed *both* pre and post-surveys.

Figure 8a. Demographic Characteristics of AISD Students in Classrooms where No Kidding was Surveyed; 2008-09



Source: Austin ISD, 2008-09. *Includes students who selected Native American, Asian American, and Other.

Figure 8b. Demographic Characteristics of Students Completing Matched Pre and Post Surveys in No Kidding Classrooms during 2008-09



Source: No Kidding Pre Surveys, 2008-09. *Includes students who selected Native American, Asian American, and Other.

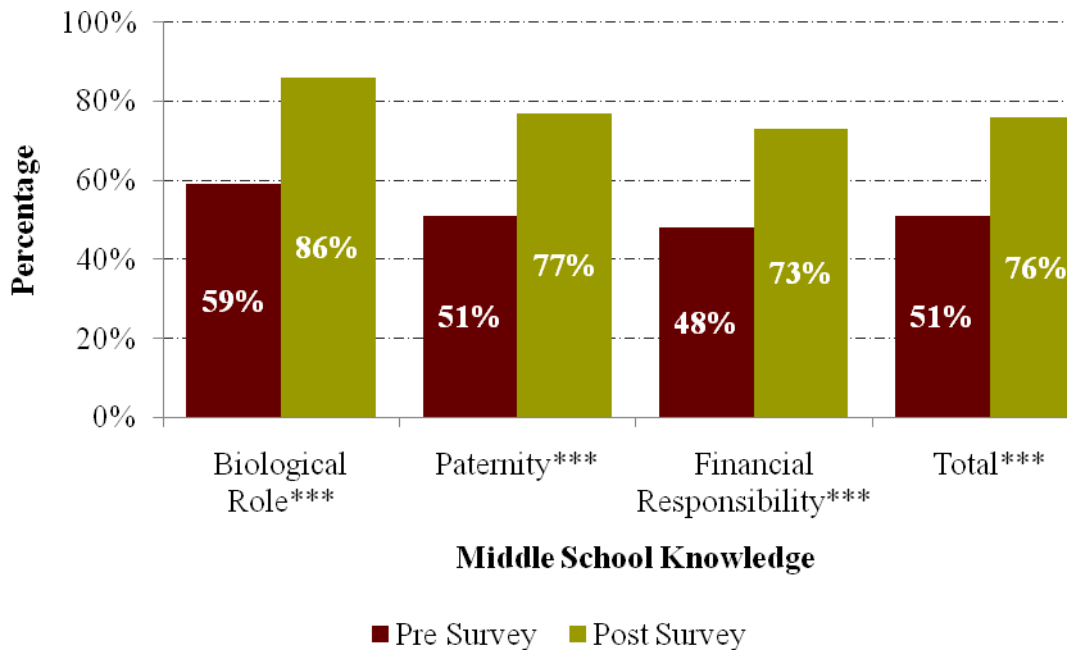
The demographic characteristics of the students who completed both pre and post-surveys were similar to the demographic characteristics of the students enrolled in the classrooms overall. However, slightly fewer Hispanic students and slightly more White students participated in the evaluation than were enrolled overall.

Results

Analysis of the student surveys included an examination of students' changes in (1) knowledge of child support and paternity and (2) attitudes toward parenting. Students who participated in a No Kidding presentation had knowledge gains in all three of the areas assessed by the survey. Changes in attitudes towards establishing paternity and understanding the challenges of young parenthood were more pronounced in the middle school group than in the high school group.

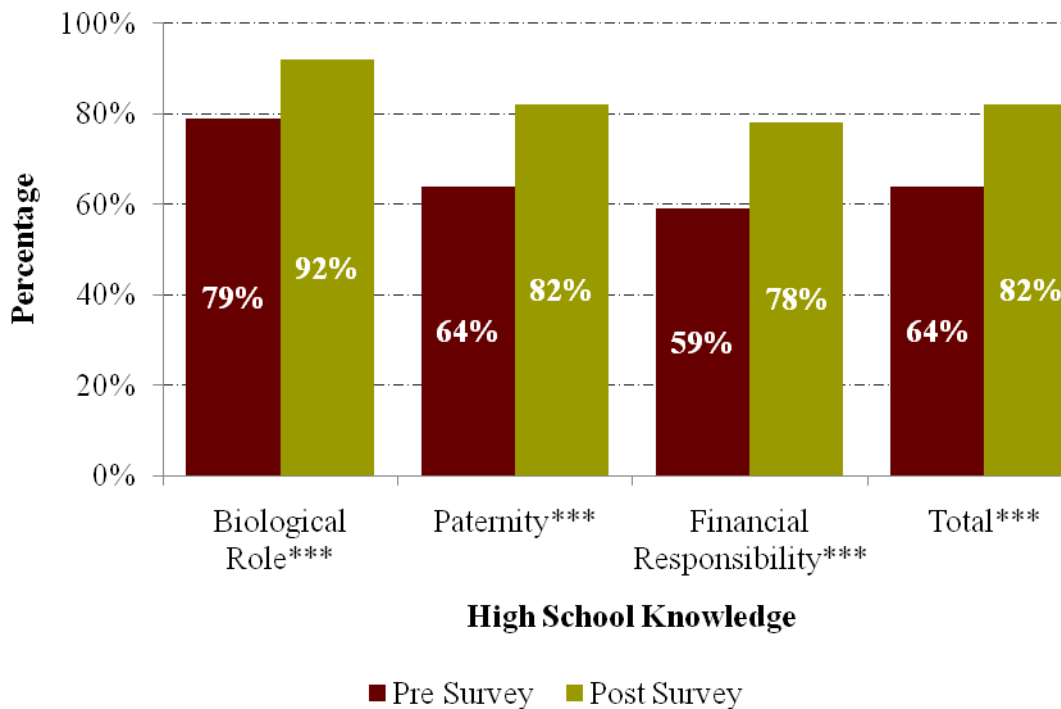
Students' knowledge of child support and paternity. This section examines how participation in No Kidding presentations affected students' knowledge of paternity and child support facts. Three topics were examined: (1) the responsibilities of biological parents, (2) the legal definitions associated with paternity, and (3) parents' financial responsibilities in matters of paternity and child support. Figures 9a and 9b display the results for the middle school and high school students, respectively.

Figure 9a. **Middle School** Students' Average Percent Correct on a Survey of Paternity and Child Support Knowledge (Pre and Post Program) Spring 2009. (n=256)



Source: No Kidding Pre and Post Surveys, 2008-09., * $p < .05$, ** $p < .01$, *** $p < .001$.

Figure 9b. **High School** Students' Average Percent Correct on a Survey of Paternity and Child Support Knowledge (Pre and Post Program) Fall 2008. (n=292)



Source: No Kidding Pre and Post Surveys, 2008-09., * $p < .05$, ** $p < .01$, * $p < .001$.

Results indicated a significant increase in knowledge in all three of the topics from pre to post-survey for both middle and high school students. Compared to high school students, middle school students had less knowledge in all areas before observing the presentations. Post-survey scores increased for both groups,

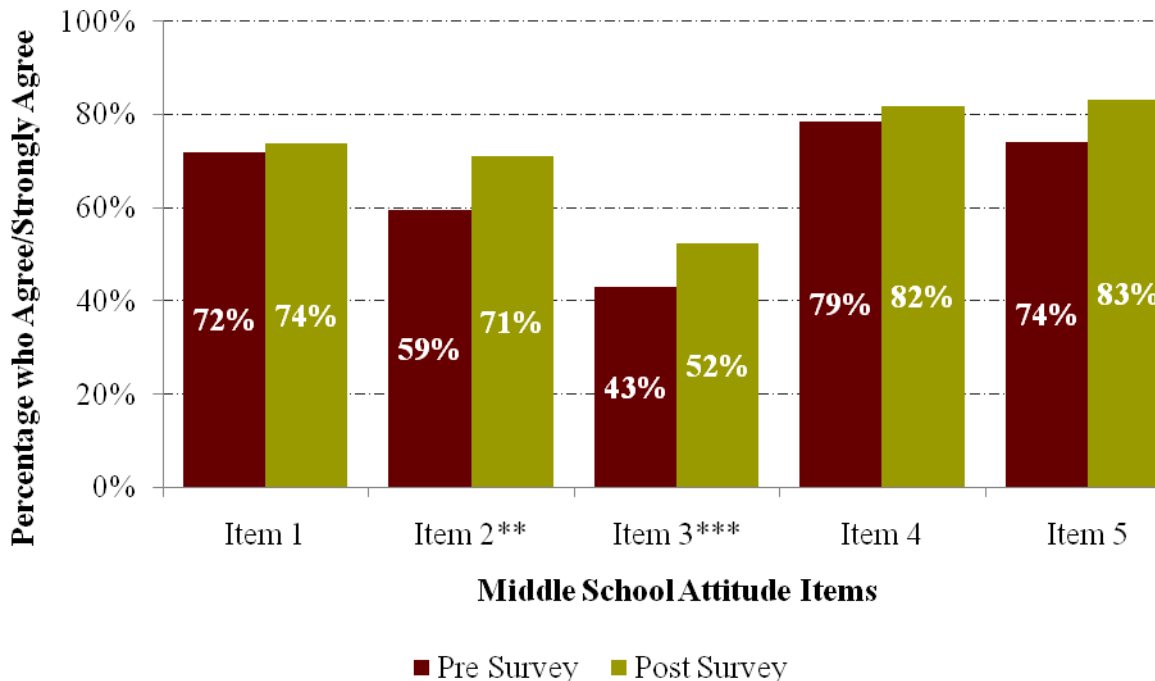
however, final knowledge scores for the middle school students were six points lower than were those of high school students.

The alterations to the middle school curriculum may have allowed middle school students to gain a significant amount of knowledge when compared to the results of last year. This year, the difference between middle school students' scores from pre to post-survey was higher in comparison to the difference in these scores for the high school students.

Students' attitudes towards parenting. In addition to the knowledge changes, the No Kidding program aimed to influence the attitudes of participants, specifically, the program seeks to assist students in understanding and acknowledging the time, resources, and maturity necessary to be a parent; the complexity of parenting; and the desirability of establishing paternity. To determine if the No Kidding presentations affected students' attitudes in this way, students completed a survey of these attitudes before and after the program.

Students completed nine items tapping their attitudes and responded by circling Strongly Disagree, Disagree, Not Sure, Agree, or Strongly Agree. For the first five items, the aim of the program was to promote an increase in agreement with the statement. These items included: (1) "It is easier for adults to care for their children than it is for teenagers"; (2) "It is very important for ME to be married before having children"; (3) "Having a baby can negatively affect a couple's relationship"; (4) "Parenting involves a great deal of commitment and time"; and (5) "If I was not married and had a child, I would do everything possible to establish paternity for my child." Figure 10a displays the results for middle school students and Figure 10b displays the results for high school students.

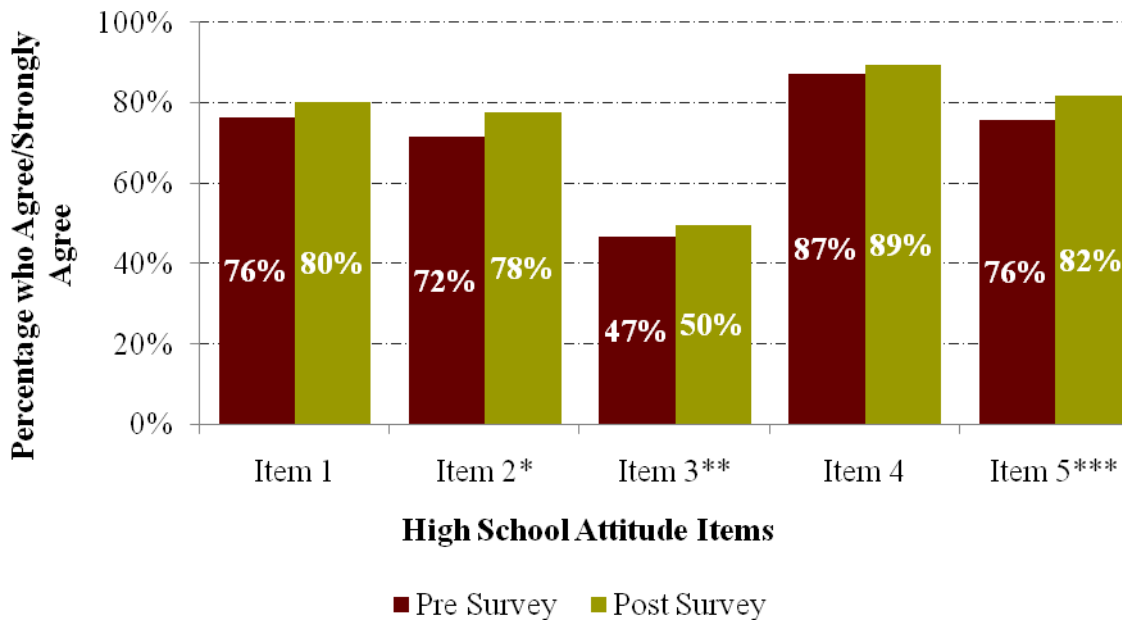
Figure 10a. Changes in **Middle School Students' Attitudes toward Parenting and Paternity Pre and Post Program 2008-09.** (n=256)



Source: Student Pre and Post Surveys of Knowledge (Austin Site), 2008-09; * $p < .1$, ** $p < .05$, *** $p < .001$.

Both middle and high school students reported a significant increase in agreement with two of the items (2) "It is very important for ME be married before having children" and (3) "Having a baby can negatively affect a couple's relationship." Only the high school students reported a significant change for the item (5) "If I was not married and had a child, I would do everything possible to establish paternity for my child." Although the change was not statistically significant, both groups of students reported an increase in agreement with the remaining items.

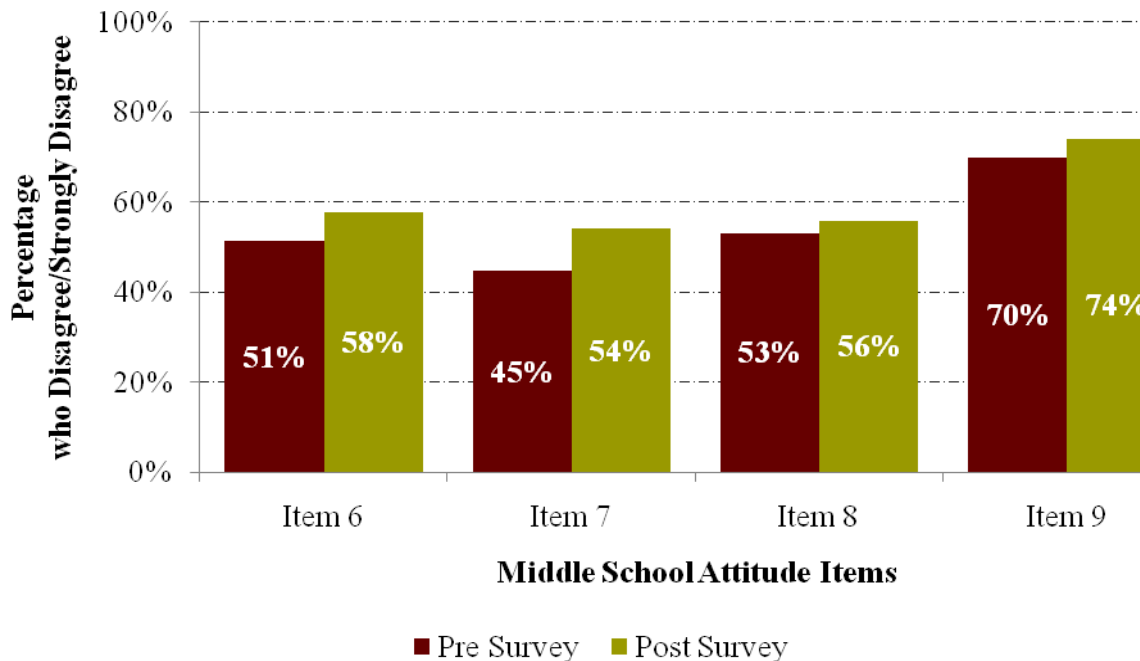
Figure 10b. Changes in **High School Students' Attitudes** toward Parenting and Paternity Pre and Post Program 2008-09. (n=292)



Source: Student Pre and Post Surveys of Knowledge (Austin Site), 2008-09; * $p < .1$, ** $p < .05$, *** $p < .001$.

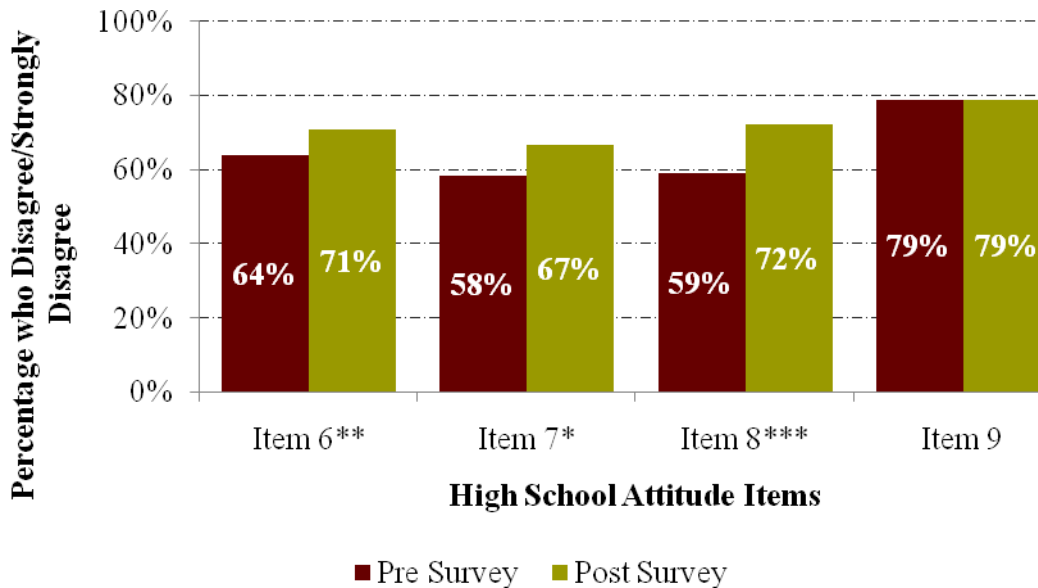
For the last four items, the aim of the program was to promote an increase in disagreement with the statement. Those items include: (6) "I could/can afford to raise a baby as a teenager"; (7) "I could/can easily raise a child and continue my education"; (8) "Being a teen parent would/does make me more important with my friends"; and (9) "Having a baby now would make my life better." Figures 11a and 11b display the results for the middle and high school student analysis, respectively.

Figure 11a. Changes in **Middle School Students' Attitudes** toward Parenting and Paternity Pre and Post Program 2008-09. (n=256)



Source: Student Pre and Post Surveys of Knowledge (Austin Site), 2008-09; * $p < .1$, ** $p < .05$, *** $p < .001$.

Figure 11b. Changes in **High School Students' Attitudes** toward Parenting and Paternity Pre and Post Program 2008-09. (n=292)



Source: Student Pre and Post Surveys of Knowledge (Austin Site), 2008-09; * $p < .1$, ** $p < .05$, *** $p < .001$.

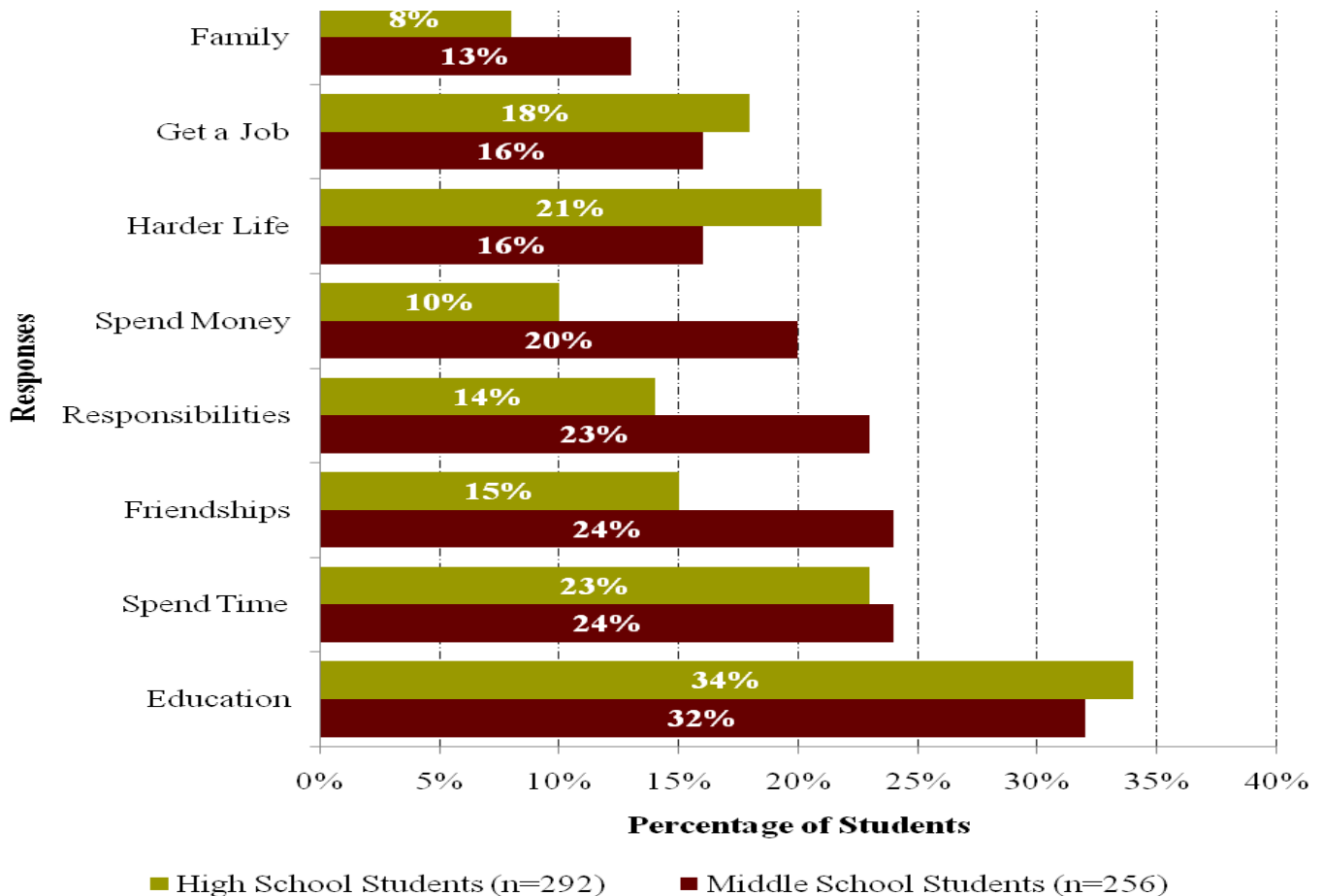
Although middle school students increased in disagreement with all of these statements, none of the differences from pre to post-survey were statistically significant. High school students, on the other hand, had a significant increase in disagreement with the following items: (6) "I could/can afford to raise a baby as a teenager"; (7) "I could/can easily raise a child and continue my education"; and (8) "Being a teen parent would/does make me more important with my friends." There were no significant differences from pre to post on the item (9) "Having a baby now would make my life better," for either group. Noteworthy is the finding that high school students had attitudes more like those promoted by No Kidding on both the pre and post-test (i.e., disagreement with item 9), suggesting that in terms of attitudes middle school students may benefit more from No Kidding programming than may high school students.

Open-ended questions. Participants were asked two open-ended questions at the end of the post-survey. All of the students were asked, "How do you think your life would change if you had a baby?" Students who filled out Survey A were asked, "What is the most important or interesting thing you learned from the No Kidding presentation?" whereas students who filled out Survey B were asked, "What do you want to have in place in your life before you have a child?"

How do you think your life would change if you had a baby?

The answers to the question, "How do you think your life would change if you had a baby?" were diverse. Eight major themes emerged during analysis: (1) change in education plans, (2) change in how students would spend their time, (3) change in friendships, (4) change in responsibilities, (5) change in the way they spend their money, (6) having a harder life, (7) having to get a job, and (8) change in family relationships. Figure 12 displays the percentages of middle and high school students who responded to the question by themes. Some of the students responded with multiple answers, for example, "I wouldn't be able to go to school or be with friends." In these cases, the evaluators classified the answers as both of the themes education and friendships.

Figure 12. Most Frequent Answers to the Question, “How do you think your life would change if you had a baby?”



Source: Student Post Surveys (Austin Site), 2008-09

Education. Students most frequently responded to the question of “How do you think your life would change if you had a baby?” with changes to their educational plans. Responses ranged from dropping out (e.g., “I would have to quit school now”) to having difficulty finishing school (e.g., “I would definitely have a hard time completing school”). Other responses included, “I wouldn’t do good in school,” “I wouldn’t be able to attend school regularly like I do now,” and “I won’t go to college like I want.” After evaluators observed several presentations, it was clear why the most frequent answer had to do with education: Many of the peer educator’s stories involved how their educational goals had to change after they had a baby.

Spend time. Some students (24% of middle school students and 23% of high school students) reported that they would have to spend their time differently. These responses indicated some of the participants understood they would no longer have time for themselves. For example, “I would have no time for what I do,” and “If I had a baby I would no longer have any of the freedom I have now.” A middle school student also wrote, “I wouldn’t go to parties no more and have fun too.”

Friendships. More middle school students (24%) than high school students (15%) felt that their friendships would change if they had a child. Responses ranged from “I would have less friends” to “My reputation would be ruined.” Several middle school students wrote, “My friends would look at me more differently.”

Responsibilities. Analysis of the responses revealed students understood that they would have different and increasing responsibilities. One student wrote simply, “Too much responsibility,” and another one wrote, “I would have to take responsibility for another living human.” Two other students stated, “I would have to

take care of it and make sure it has a good life,” and “I would always have to put my baby on first priority.”

Spend money. Only 10% of high school students felt they would spend their money differently, whereas 20% of middle school students commented on spending money. Some students reported that they would not spend money on themselves, “I wouldn’t be able to buy things for myself,” and “I won’t be getting whatever I want like from the store.” Another student wrote that she would spend her money on items for the baby, “I would have to buy diapers and stuff.”

Harder life. A higher percent of high school students (21%) wrote that their life would be harder than did middle school students (16%). For example, a high school student wrote, “My life would be a lot more difficult if I had a baby.” Additionally, two middle school students said, “It would be difficult and stressful,” and “It would just be too hard.”

Get a job. Less than one-fifth of the students reported they would have to “get a job” if they had a baby. A few students explained why they would need a job; “I would have to start earning money,” “I would have to get a job to support my baby,” and “I couldn’t afford it and need three jobs.”

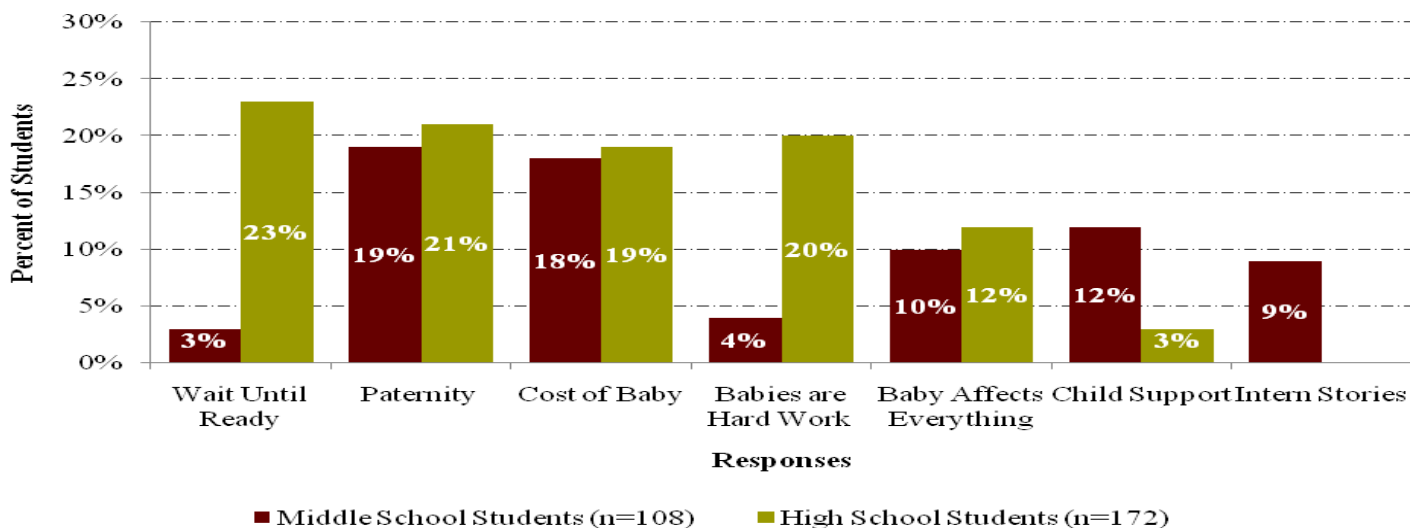
Family. Additionally, students wrote about changes in relationships with their families of origin. Some students felt their parents would hate them, while others would lose trust. For example, “Maybe my parents would not like me anymore,” “I would need a lot of support from my family,” and “I would lose trust from my parents.”

Analysis of the responses indicated that students understood the changes they would have to make in their life if they were to become a mother or father. The most common answer was a change in education plans. Other changes that students reported included how their time would be spent differently, changes in friendships, increasing responsibilities, spending money differently, the difficulties of parenting, getting a job, and changes in family relationships.

What is the most important or interesting thing you learned from the No Kidding presentation?

Half of the students were asked, “What is the most important or interesting thing you learned from the No Kidding presentation?” Seven themes emerged in the data: (1) waiting until you are ready to have a baby, (2) how to establish paternity, (3) the cost of a baby, (4) the hard work of parenting, (5) having a baby will affect everything in life, (6) child support laws, and (7) the stories of peer educators.

Figure 13. Most Frequent Answers to the Question, “What is the most important or interesting thing you learned from the No Kidding presentation?”



Source: Student Post Surveys (Austin Site), 2008-09

Wait until ready. Approximately 23% of high school and 3% of middle school participants reported that they learned to wait until they were ready to have children. For example, a high school student said, “That you should wait until you are sure you can take care of a kid and that it’s very hard to raise a kid.” Other responses

addressed what participants would want before they had children, such as, “not have kids until you’re in a strong and stable relationship and you have a good job,” and “to make sure you are going on the right path before you even think of having a child and be mentally, physically and emotionally stable.”

Paternity. Comments regarding paternity were the most frequent response for middle school students and second most frequent response for high school students. Some of the participants responded to the question with simply “paternity” or “what paternity is.” Some students gave a reason why paternity should be established, “That the biological father of the child has to help raise the child financially if the paternity is established,” or “That establishing paternity has benefits for everybody (mom, child, and father).” Other students described ways to establish paternity, “The AOP (Acknowledgement of Paternity document) info,” and “how to establish legal paternity. #1 is marriage prior to the child’s birth. #2 is signing the AOP document #3 is a court order.”

Cost of baby. The second most reported answer for middle school students (18%) and fourth reported answer for high school students (19%) was the cost of having a baby. One high school student simply wrote, “Babies cost a lot,” and another reported “how much a baby really cost.” Middle school students responded much the same way, “The cost it takes to have a baby,” and “How much money I would have to spend on just one baby.”

Babies are hard work. The hard work it takes to raise a baby was also a very popular answer for the high school students (20%) and a less common answer for the middle school students (4%). For example, a high school student said, “Being a teen parent requires a lot of work,” and another student said, “That having a child is difficult and to not have one if I am not ready.”

Baby affects everything. Another answer given by the middle (10%) and high (12%) school students was how the baby affects everything in their life. A student in high school explained, “That being a teen parent will affect everything in your life. From social life to your money to family relationships.” A middle school student described how life would be affected, “That while having a baby as a teenager you won’t be able to have fun anymore and that all your freedom would be gone.”

Child support. More middle school students (12%) than high school students (3%) said that they had learned about child support from the No Kidding presentation. Several students gave specific examples: “That even in jail or military you still be pay child support” and “That they can take your license away if you get behind in child support.”

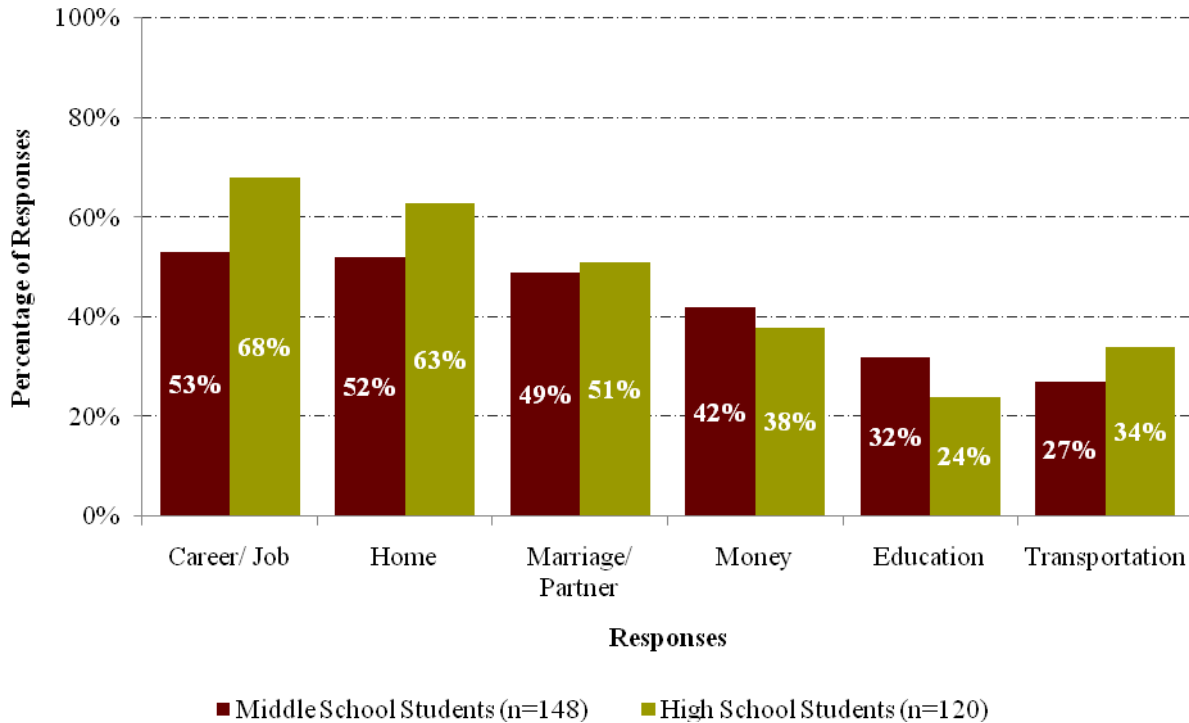
Intern stories. Middle school (9%) students reported the intern stories as the most important or surprising thing they learned. High school students did not mention the peer educators’ stories. Examples include, “It surprised me when [intern] said she had a baby at 13 years old,” and “Their stories when they found out they were pregnant and what they do.”

Analysis of the student responses indicated that each student took away their own idea of what was important during the No Kidding presentation. Further analysis of data and observations revealed that the students’ responses parallel what the peer educators stressed during the presentation. Each peer educator and group of students brings their personal experiences, which may influence what the students learn during the presentation. For example, during one presentation many of the high school students indicated that babies are hard work. During the presentation the intern stories along with some of the activities stressed how hard it is to care for a child. Additionally, many questions were asked about how the peer educators’ raised their own children. As a result, the students may have felt the most important thing they learned was how children are hard work. While some responses were more frequent, each category of responses was discussed during the presentation.

What do you want to have in place in your life before you have a child?

Half of the students were asked, “What do you want to have in place in your life before you have a child?” Six themes emerged when analyzing the data: (1) have a career, (2) have a home, (3) be married or have a partner, (4) have money, (5) have an education, and (6) have transportation. Students responded to the question with multiple answers. Figure 14 displays the most prominent themes.

Figure 14. Most Frequent Answers to the Question, “What do you want to have in place in your life before you have a child?”



Source: Student Post Surveys (Austin Site), 2008-09

Career/Job. The most frequent response by both middle (53%) and high (68%) school students was to have a career or job before they had children. Middle school students responded, “I would want a career because when I have the baby I would have to buy stuff for the baby,” and “I want to have a career and a life before I have a baby.” A middle school student also reported that he “wants to be a soccer player.”

Home. The second most frequent response by middle (52%) and high (63%) school students was to have a home. A middle school student wrote, “I would want a home for the baby.” A high school student was more specific, “I want to have a two story house.” Many students responded with “a home” or “a house.”

Marriage/Partner. Students included marriage or a partner as one requirement to have in their life before a child. One middle school student explained, “I want to have someone who will be there for me and will be committed to be there for me and my baby.” A high school student also explained, “I want to have good communication with my husband, be married.” Many other students listed “wife,” “husband,” “marriage,” or “stable relationship.”

Money. Money was the next most frequent response by the middle (42%) and high (38%) school students. Many students listed “money,” while some students explained, “Money to buy him things,” or “I want lots of money.”

Education. Students also included education in their plans before they would like to have children. A participant said, “I would like to have more education.” Some students provided more explicit answers, “I would want to have graduated high school and college,” and “I would want to already of done college.”

Transportation. Finally, the last theme was “transportation.” Twenty-seven percent of middle school students and 34% of high school students listed “car,” “vehicle,” or “transportation” as a response to the question.

In addition to these six major categories of answers a few students stated that they wanted “good health,” “insurance,” and “baby stuff” before they had a child. Analysis of the responses allowed evaluators to come to the conclusion that students understood the benefit of waiting to accomplish life goals before they had children.

Recommendations

The No Kidding Program has been shown to be consistently effective in increasing peer educators' and students' knowledge of paternity and child rearing issues and in helping students' attitudes become more mature as well. Because of this finding, recommendations this year focus on program efficiency and refinement as sites mature in their delivery of the program. For newer sites, it is suggested that site managers review past findings and reports to understand the challenges that occur in the process of site and program development. In this way, sites can mature while avoiding some of the pitfalls inherent in the development process by learning from the work of predecessors.

- *Examine previous reports to determine effective outreach targets and increase the number of youth touched by the program, within budget and time constraints.* At the current program size, the maximum number of presentations that is feasible appears to be between 240 and 300 per year on the basis of the last four program years. In AISD, for example, increasing the number of participants per presentation has not affected student learning thus far.
- *Monitor and work to minimize the intern turnover rate.* Although turnover is an expected part of employment, it costs time and resources. This year staff in Austin hired additional interns to ameliorate the effects of program turnover. Intern retention continues to be a challenge, however, as training additional interns diverts funds away from other program activities, such as presentations. In the future, staff should be vigilant of intern turnover to minimize its effects.
- *Garner the help of male peer educators to recruit additional teen fathers.* The No Kidding fathers indicated that they preferred to talk with current male peer educators during recruitment. For teen fathers, listening to the perspectives of male peer educators may address questions and concerns effectively thus bolstering confidence in and understanding of the program. .
- *Continue to use local organizations and web based social networking sites to recruit qualified young fathers.* Peer educators indicated that these venues were informative and persuasive. Accumulated evidence indicates that these venues were the most productive for recruitment, especially for young fathers.
- *Promote consistency in program messages by training peer educators to stress the topics important to No Kidding.* Peer educators' stories and the information they share are critical to student learning. Results made clear the attention students pay to the life experiences and the messages that peer educators bring to No Kidding classroom presentations. In the future, staff directors may wish to examine student responses regularly to determine what to stress and to help the peer educators focus on these issues.
- *Continue to use survey results to refine the curriculum.* Past evaluations revealed where students' attitudes were inconsistent with program values and where student learning could be improved. Therefore, program staff should work with evaluators to determine where to refine the curriculum and program delivery to see if the message can be more persuasive.