



# AMTC

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## News

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ANGELA TURNER

### AMTC News

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## A Study with Far-Reaching Impact

At AMTC & Associates, we are proud of our long-standing commitment to Teen Pregnancy Prevention (TPP), dating back to 1997. AMTC has since expanded its pregnancy prevention evaluation and research to 66 communities in the United States. It is our privilege to lead the "Content, Pedagogy, Implementation, and Context Components Study" (CPIC Study). We will examine essential components of TPP programs to discover what leads to the biggest impacts.

This study is divided into two phases. Phase I will be led by AMTC Research and Evaluation Consultant Lori Rolleri, whose expertise in evidence-based TPP curricula spans more than 25 years. In Phase I, Rolleri and her team will study TPP curricula and activities; interview those who teach it; and form hypotheses based on their findings.

In Phase II, another AMTC Research and Evaluation Consultant, Dr. Cindy Walker, who has more than 25 years' experience in research methodology and statistical analysis, will lead her team by statistically testing those hypotheses. We invite you to read about Phase I and Phase

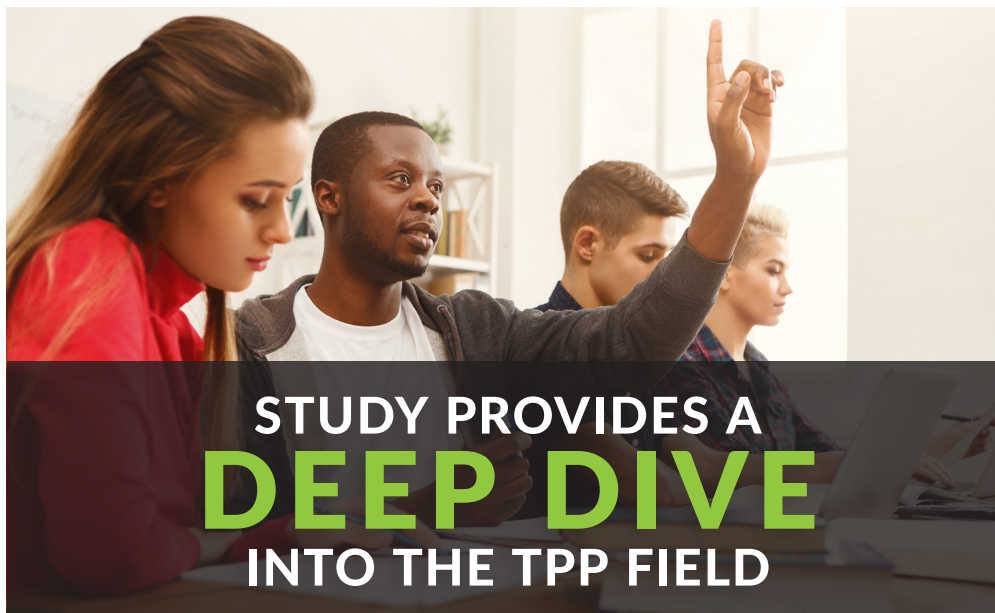
II of the study, found on pages two and three, respectively, as well as Rolleri and Walker's bios on page four.

We are uniquely positioned to carry out this study. AMTC has been involved in TPP work for decades and continues to be immersed in it, which facilitates our access to contact points in the field. We have also amassed a trove of data, so our researchers have access to important TPP data. Plus, our staff is highly trained and dedicated! Conclusions from the CPIC study will further inform the field of TPP, continuing our charge to transform lives for the better.

Proud to serve,

Angela Turner  
Principal





AMTC & Associates leads the “Content, Pedagogy, Implementation, and Context Components Study” (CPIC Study), a Teenage Pregnancy Prevention (TPP) Evaluation and Research grant funded by the Office of Population Affairs (OPA) of the U.S. Department of Health and Human Services. The study will address four research questions (*see sidebar*).

Co-Principal Investigator (Co-PI) Lori Rollerli will lead Phase I of the study. Rollerli has devoted more than 30 years of her career to adolescent reproductive and sexual health, and she feels privileged to be part of the CPIC Study. AMTC’s Dr. Cindy Walker will lead Phase II.

During Phase I, the team will conduct a qualitative study of six evidence-based TPP curricula (*see sidebar*). The team will analyze the curricula for core components in two ways. First, it will interview curricula developers and facilitators about their approaches and experiences in developing and delivering the

curricula. These interviews will help fill in information about the curricula not found in evaluation reports or curricula manuals. The interviews will also help inform the development of codes (which are labels to identify data) for the qualitative analysis of the curricula.

Second, the team will enter each curriculum into a web application called Dedoose, which will enable the team to analyze and code each curriculum for content, pedagogy, implementation, and context components.

In addition, the team will study the curricula for ways they address health equity, inclusion, and access to services. After analyzing the curricula, the team will propose hypotheses about what content, pedagogy, implementation

practices, and context are core for the curriculum’s effectiveness. These hypotheses will be presented to Dr. Walker (*see article on next page*) to test against AMTC’s rich implementation and outcome datasets in Phase II.



Lori Rollerli, AMTC  
Research and Evaluation  
Consultant

## 4 CPIC RESEARCH QUESTIONS

1. What are the core program content, pedagogy, implementation, and context components of six evidence-based TPP programs?
2. How do the curricula address inclusivity, health equity, and access to services?
3. Which program components appear to matter the most in influencing participant outcomes?
4. Through what mechanisms do core program components influence participant outcomes?

## TPP CURRICULA to Be Studied in Phase I

1. *Draw the Line/Respect the Line* (DTL/RTL)
2. *Love Notes 4.0* (LN)
3. *Making Proud Choices* (MPC) (5th Edition)
4. *Positive Prevention Plus* (P3)
5. *Promoting Health Among Teens—Abstinence Only* (PHAT-AO)
6. *Reducing the Risk* (RTR) (5th Edition)



## DELVING INTO DATA PHASE II

Phase II of the CPIC Study is all about quantitative research, diving into data and statistics to test hypotheses that emerge from the Phase I qualitative research. While Phase I is currently underway, there is plenty of preparatory work to do now for Phase II. Principal Investigator (PI) Dr. Cindy Walker and her team are in contact with those involved in Phase I to gain a deeper understanding of their work.

Additionally, Dr. Walker and her team of data analysts, Tom Schmitt and James Walters, are immersing into AMTC survey data and OPTS, a database housed by AMTC that includes approximately 20 years of data and a quarter of a million youth.

The data that AMTC houses is what Dr. Walker refers to as “a gold mine,” which will allow her team to

test for and link data to many hypotheses that are important to the field of teen pregnancy prevention. Dr. Walker gave the example of students who are absent during a particular lesson.



*Cindy Walker, AMTC  
Research and Evaluation  
Consultant*

“Let’s say that lesson is all about how to manage conflict in a relationship. We can take those youth and can see if there are differences with respect to healthy relations compared to kids who had that lesson.”

Overall, Dr. Walker hopes they will find unanswered research questions, as well as inform the field of teen pregnancy prevention for the benefit of our nation. The CPIC Study is a tremendous undertaking, one in which AMTC is uniquely positioned.

## OPA\* POLICY BRIEF Core Components Definition

Teen pregnancy prevention (TPP) interventions are multi-faceted with many components that can be thought of as the individual parts of the program that compose the entire intervention.

Specifically, **core components** are the essential elements and activities within the entire intervention that are needed to produce the intended positive outcomes for participants.

\* Office of Population Affairs

## AMTC CPIC Core Components Definitions

- **Content** – What is taught in the program. The essential program topics, and the psychosocial determinants of those topics.
- **Pedagogy** – How core content is taught. The essential teaching methodologies.
- **Implementation** – Timing, frequency, dosage, facilitator training, and other facets.
- **Context** – Participant and facilitator demographics, setting, and other facets.



# Meet Our *Associates*

Meet our associates Cindy Walker and Lori Roller, who head the “Content, Pedagogy, Implementation, and Context Components Study” (CPIC Study).



**CINDY M. WALKER,**  
Ph.D.

**AMTC RESEARCH AND  
EVALUATION CONSULTANT**

Cindy M. Walker, Ph.D., works with Lori Roller throughout the study, providing expertise and guidance in research methodology and statistical analysis.

Dr. Walker leads all aspects of Phase II research, overseeing the statistical analyses conducted using existing AMTC data and reporting the results of those analyses. She is President and CEO of Research Analytics Consulting and has conducted research for AMTC since 2008. Dr. Walker has served as the PI on 54 client evaluations, 33 of which were Adolescent and Sexual Reproductive Health (ASRH) and Office of Population Affairs (OPA) TPP, and 21 of which were nationwide federal healthy relationship and responsible fatherhood projects. These have resulted in 77 completed evaluations.

Dr. Walker has led the analysis of data for 16 rigorous evaluation projects. She is an educational psychologist with a specialization in statistics and psychometrics and brings a wide array of skills and expertise to the study. Among them are educational and psychological measurement, statistics, research design, research in testing and measurement, application of issues in psychometrics, design of sound measurement tools, working with large testing databases, differential item functioning, multi-dimensional item response theory, and computer adaptive testing.

She received her doctorate from the University of Illinois in 1998 and has taught quantitative research methodologies to thousands of graduate students; supervised hundreds of research associates and studies; and mentored more than 50 doctoral students.



**LORI A. ROLLER,**  
MSW, MPH

**AMTC RESEARCH AND  
EVALUATION CONSULTANT**

Lori A. Roller, MSW, MPH, provides Phase I leadership, core component subject matter expertise, and the design of Phase I, including methods for data collection, management, and analysis, and the summarization and dissemination of findings. She convenes and facilitates meetings with the Advisory Panel.

Roller will work closely with Dr. Cindy Walker in using Phase I findings to develop Phase II research questions that inform the quantitative aspects of the study.

Roller is the President of Lori Roller Consulting Inc. She has worked with AMTC since 2015 on ASRH and Tier 1 TPP evaluation projects, including qualitative studies. For 30 years, she has designed, tested, evaluated, and disseminated over 30 evidence-based ASRH interventions.

Roller has co-authored peer-reviewed journal articles, books, and program tools that distill research and theory for ASRH intervention design. One such publication is a landmark study she co-conducted with mentor Douglas Kirby, Ph.D., on the common characteristics of sex education programs. Roller also co-authored a guidance on how to implement ASRH programs with fidelity, define core components, and make “green-light” adaptations.

Currently, she is providing technical guidance on the design of two Department of Health and Human Services (DHHS)-funded TPP programs and developing a guidance on shifting inequitable gender norms related to ASRH.