In collaboration with Rutgers University, the Teen Prevention Education Program (Teen PEP) was evaluated from 2000-2003. Teen PEP was also evaluated through a partnership with Johns Hopkins University School of Medicine using a rigorous quasi-experimental design where student peer educators were matched with a comparison group of students. Students in each group completed pre- and post-test assessments of knowledge, attitudes, and behaviors. Results from these studies are summarized below. Teen PEP is currently participating in a longitudinal, randomized control evaluation funded by the U.S. Department of Health and Human Services. Results are anticipated to be available in early 2017.

After participating in Teen PEP, workshop participants, as compared to similar students who did not participate in the program are more likely to:

- Delay first-time sexual intercourse
- Abstain from sex while under the influence of alcohol and other drugs
- Use birth control consistently
- Communicate about sexual health issues with partners
- Acknowledge that pregnancy and STIs are possible consequences of sexual activity

In addition, workshop participants reported:

- Increased motivation to complete high school
- Greater connection to other students at school
- Improved goal setting skills
- Improved negotiation and refusal skills
- Improved decision-making skills

After participating in Teen PEP, peer educators, as compared to similar students who did not participate in the program, are more likely to:

- Know accurate sexual health information
- Believe that they can refuse risky and unwanted situations
- Report responsible decision-making
- Think ahead regarding the consequences of their sexual choices
- Report intentions to communicate about sexual health issues with parents, friends, and partners
- Use or report the intention to use birth control and condoms more often
- Plan to ask a partner to be tested for HIV and other sexually transmitted infections
- Set boundaries with their partners

Teen PEP Evaluation Studies:
1 Jennings, Howard, & Perotte (2014); 2 Princeton Center for Leadership Training (2003); 3 Princeton Center for Leadership Training (2002); 4 Layzer, Rosapep, & Barr (2014); please note that Princeton Center for Leadership Training is now Center for Supportive Schools