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PPUA 6509: Techniques of Program Evaluation
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Deliverable 5: Evaluation Plan

The team members of the service-learning group for The Pad Project present the following evaluation plan for the Pads for Schools program. The Service-Learning Team Members include (in alphabetical order): Katherine Barral, Kennya Cabrera, Awa Sane-Darboe, & Aubrey Woods. Our community partner is Rachel Wilson, Associate Director of Domestic Programs, The Pad Project.

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Background and Context for the Program

The Pad Project is a non-profit 501(c)(3) that was started in 2013 by a community of students and educators with the conviction that menstruation matters for everyone. The origins of the organization began as a documentary film project, intended to highlight a single village's struggles, and has now expanded to an international organization. The Pad Project has placed 9 pad machines in 2 countries and are working to place 7 more pad machines in 4 countries. It has launched 8 washable pad programs in 6 countries and has partnered with 10 NGOs and grassroots organizations in 8 states and 5 schools and school districts in 4 states to provide menstrual products to those in need.

The mission statement of the Pad Project reads as follows, "The Pad Project's mission is to create and cultivate local and global partnerships to end period stigma and to empower women and all menstruators worldwide." The Pad Project has several values that guide its approach to empowering women and cultivating relationships. The organization specifically lists its values as: agency, collaboration, education, equity, and inclusivity. According to The Pad Project website, "these programs employ women to run their own businesses by making and selling menstrual pads." Providing employment to women will help generate secure means of income to their families.

The Pad Project accomplishes its mission by partnering with local organizations and grassroots NGOs, financing the "placement of pad machines, implementing washable pad programs, and coordinating menstrual hygiene management workshops in communities worldwide." The Pad Project tailors each program to the specific menstrual health needs of each community. It currently uses the manual pad machine, semi-automated pad machine, and automated pad machines. The disposable pads are sold and distributed to girls and women in their respective communities. In addition, the Pad Project distributes "Dignity Kits," to local communities in India, Guatemala, Kenya, Sierra Leone, and Uganda. These Dignity Kits include washable pads, liners, underwear, hand towels, and soap. The Pad Project ensures that upon installing a pad machine the local partner organization hosts workshops and starts a conversation around menstruation and related menstrual hygiene management (MHM) and sexual and reproductive health and rights (SRHR) education.

The Pad Project also has an education and advocacy component which is done largely through the Ambassador Program. The program is designed to bring together a community of committed individuals worldwide who want to break the stigma surrounding menstruation. Ambassadors "run educational panels with the pad projects NGO partners, conduct product drives for local shelters, advocate for period-positive policies before state legislatures, host documentary film screenings in their communities, and create works of art to honor the menstrual equity movement."

Program Description and Logic Model

In addition to its vast international presence, The Pad Project has several U.S. based programs. This semester, our group collaborated on the “Pads for Schools” initiative. This initiative partners with schools and school districts in the U.S. in order to provide students living at or below the poverty level with free menstrual products. The Pads for Schools program provides each district with a grant (grant application can be viewed in appendix G) which funds the supply of the menstrual products, and the schools distribute the products to students. A fact sheet available on the organization’s website can be viewed in appendix A.

The Pads for Schools program was developed out of the Girls Learn International (GLI) Chapter at Oakwood School in North Hollywood, CA and intends to address period poverty and dismantle barriers in accessing menstrual hygiene products (The Pad Project and GLI). According to The Pad Project, 1 in 4 teens in the U.S. have missed class because they do not have access to menstrual products (PDF) and in a survey of low-income women in a large U.S. city found that “nearly two-thirds could not afford menstrual hygiene products such as tampons or pads during the previous year... and half had times during [2017-2018] when they had to choose between food and period products,” (Carroll). Approved in October of 2017, California Assembly Bill 10 requires public schools that meet a 40% student poverty threshold to provide free menstrual hygiene products in school restrooms (The Pad Project and GLI). The combined total student population the Pads for Schools program reaches is over 53,000 young people and over 32,000 menstrual products have been distributed. The California Assembly Bill No. 10 can be viewed in appendix F.

The target population for the program are the students who will be receiving the menstrual products funded by the Pad for Schools program, in California, Colorado, and Wisconsin. Specifically, students from the East Troy High School, Downey Unified School District (DUSD), Montebello Unified School District (MUSD), Santa Ana Unified School District (SAUSD) and Morgan County School District Re-3 (MCSD Re-3). The target audience for the evaluation are the Pad Project and their partners for the Pad for School program who are listed above.

Contextual factors that are related to program implementation are that a 2021 study done called State of the Period, revealed that “Students of color, lower-income students, and rural students are most impacted by issues of access.” (State of the Period PDF) Data from the Pad Project revealed that 1 in 4 teens in the U.S. has missed class because they don’t have access to menstrual products. 15% of students in SAUSD identify as homeless. SAUSD is aiding its students during the pandemic by providing meal distribution sites and resource referrals. 80% of students qualify for free or reduced meals at MUSD and MCSD Re-3 (Pad for Schools PDF). The socio-economic background of the students is vital when deciding how to evaluate the program. It is important to consider this when determining how huge a role poverty plays in students not having

access to pads and how that affects their education and lives, and what actions can be taken within the Pad for Schools program capabilities to tackle this systemic issue.

According to the PERIOD 2021 study, “38% often or sometimes cannot do their best schoolwork due to lack of access to period products,” (State of the Period PDF). Other contextual factors will be the laws in these states. California Assembly Bill 10 requires public schools that meet a 40% student poverty threshold to provide free menstrual hygiene products in school (The Pad Project and GLI). This is not the case in both Wisconsin and Colorado where period products are taxed. (Wisconsin State Fact Sheet on Period Poverty PDF), (Colorado State Fact Sheet on Period Poverty PDF). This information is important because it has the potential to impact the success level of the program in each different state and the implementation method of the program in each state. The students in California are faring a lot better than those in Colorado and Wisconsin, because they do not have this law to protect them.

Other contextual factors related to program implementation are the feedback received from the students and staff regarding the program and implementation in each school. For example, in East Troy High School, the Pad Project works specifically with one student to distribute the menstrual products in the bathrooms (Pad for Schools PDF). This information is important because the implementation method can affect the data received and the overall success of the program.

A Logic Model diagram presents a series of activities and outcomes that are expected to provide The Pad Project (TPP) guidance on how the program evaluation scheme can help to meet their goals. A logic model diagram for the Pads for Schools project can be found in Appendix B. The following will detail and elaborate on the components found within this logic model.

The situation at present is that many students with a uterus/cisgender young women are missing classes due to the lack of menstrual products. Some schools and school districts in California, Wisconsin, and Colorado are adopting the Pads for Schools project, with plans to enhance other states. The priorities of this program include crowdsourced funding that enables access and reliable products to students. Products can be placed in bathrooms or nurses’ offices at schools. The inputs detailed in the logic model include: the stakeholders include the students in need of these products, their parents, school coordinator and administrators, the donors who contribute to the funding of materials, and the employees at the Pad Project who coordinate the disbursement of the products.

For the outputs for the Pads for Schools program is it important to note that due to the type of program, mainly one based on providing the resources to disseminate there are no activities currently coordinated alongside the allocation of menstrual products. The Pads for Schools program currently just crowdfunds for the supplies and delivers them to schools. Without educational activities, the only outcomes are the direct products distributed to schools which are the menstrual products. Because of this, the outcomes are limited.

Outcomes in a logic model for this program include short term goals which are 3-6 months and are used to identify if students can reliably locate and have available to them free menstrual products in schools. Some of the long-term goals are Increase confidence in students and reduce stigmas. Decrease the number of students missing school due to the lack of access to menstrual products and bring equitable access to period products for all menstruators. Lastly, influence local and federal governments about removing taxes to make the access to hygiene products more affordable.

Assumptions and external factors present for this logic model is that the grant provided by the Pads for Schools program to schools is enough to cover all expenses, and that there are no other funding challenges. Some external factors are the support from local and federal government to mandate schools to provide access to menstrual products to students. The influence and the stigma that many families and cultures have around this topic.

Evaluation Purpose and Priority Questions

The primary purpose of this evaluation is to gain a deeper understanding of how many students benefit from the supplied menstrual products that are distributed to schools through The Pad Project's "Pads for Schools" program and how students perceive the availability, quantity, and quality of the products. The Pads for Schools program intend to improve the program so it can be better prepared when they expand the program to other schools or school districts. Pads for Schools has conducted an impact report in the past, which can be found as Appendix H. However, our report aims to answer deeper questions and gain a fuller understanding of the program and its impact.

The main questions the evaluation aims to answer include the following points: How many students utilize the products offered? Which products do the students prefer to use? Where do the school's stock the products? How many students rely on these products on a monthly basis? Do the students know where to locate/access the products in their schools/do the schools adequately inform their students where to locate the provided menstrual products? What behaviors are affected by the increased availability of the products?

Evaluation Design and Data Collection Methods

When considering which type of evaluation design plan would be the most appropriate for this project and scope of inquiry, the service-learning group reflected upon the fundamental branches of evaluation theory and found that the social justice branch aligns significantly to the mission and vision of the Pad Project on an organizational level. Upon further exploration into the design elements of this branch, our decision to focus on this branch was confirmed when consulting Program Evaluation and Theory, which states, "design in the Social Justice Branch is usually

cyclical, in the sense of feeding information back to the stakeholders so that they can make decisions about next steps. Mixed methods designs are commonly used to meet the needs of diverse stakeholders,” (Mertens & Wilson, 287). In communication with Rachel Wilson, our community partner, we identified a mixed methods approach befitting the needs of the evaluation to the closest degree. The program evaluation aims to collect information on how the Pads for School’s products are given out and the effectiveness in the products being received by students, but its purpose focuses on addressing issues of human rights and social justice; the inherent issues here being the lack of available products for people that menstruate, a right that all human should be eligible to receive resources for and that products be made available to them if they cannot afford it otherwise, which is the case for many students in the U.S. and in the specific schools that the Pads for Schools project collaborates with. With this purpose in mind, the design plan that has been selected as the most appropriate within the context of this program and data sources is the Feminist evaluation plan.

The Feminist evaluation approach is one “that focuses on gender inequities and women’s realities; a program’s context is understood from a feminist perspective, and the findings are used to advocate for rights and justice for all,” (Mertens & Wilson, 545). We consider lack of access to quality menstruation products needed by people who menstruate to be a human rights issue and one that affects one group of people over another and thus this evaluation approach not only satisfies the scope of the project and its participants but aligns with the greater purpose and will provide insight into the social justice issue of inequitable resources divided by gender in society.

Measures

Measures and indicators are a key component to any evaluation design because they provide the evidence to determine if change occurred. We plan to use a wide variety of measures to evaluate the Pads for Schools program to gain a holistic perspective on its effectiveness. We will use both qualitative and quantitative measures in our evaluation, intersecting numerical data with contextual information. Some quantitative measures we plan to explore include, 1) How many students use the menstrual products provided by the school? 2) Do students prefer pads or tampons? and 3) Does the district have a policy in place regarding distribution of menstrual products? These indicators and others like them will help provide numerical data on the direct impact of the program.

In addition, interpretation-based information is equally important to assessing the success of the Pads for Schools program. Some qualitative measures we will explore include, but are not limited to, 1) student satisfaction with the types of products provided, 2) student satisfaction with the location of the products, 3) student attitudes towards menstruating and related stigma, 4) administrator satisfaction with the program, and 5) the influence of the availability of menstrual products on school attendance. Furthermore, testimonials, quotes, and photographs are also key to representing the impact of the program on schools and students in a descriptive capacity. Using

these indicators and a combination of qualitative and quantitative data, our evaluation will provide a full picture of the Pads for Schools program.

Data Sources

To appropriately answer the evaluation questions included in this evaluation design brief, the data sources will be gathered primarily from programs-specific sources like the stakeholders and students, with high consideration towards credibility and feasibility. Using the approach of incorporating existing data sources such as case studies, interviews, and surveys is cost effective and can enable comparative analysis to other programs, ultimately this approach does not meet the question-method appropriateness criteria recommended by the CDC in their guide on Developing an Effective Evaluation Plan (CDC, 2011).

To help us answer questions specific to the Pads for Schools project, data sources will include school coordinators, administrators, or professionals on the district level that act as liaisons between the project and local schools. Other data sources may include the actual students, but special considerations need to be implemented so that information of minors remain completely protected.

Existing data sources that have provided crucial foundational knowledge in the construction of this evaluation plan include current national data and analyses from recognized data sources. Our program evaluation model will use mixed methods of qualitative and quantitative data and our focus will be Social Justice where it “focuses primarily on viewpoints of marginalized groups and interrogating systemic power structures through mixed methods” (Mertens & Wilson, 2018, p. 41). Under the Social Justice branch, we can find the Mixed Methods Feminist Evaluation where it is important proving the credibility of research data. Therefore, the key elements to utilize are the following: “the ability to provide information in the short term, the collection of data from several resources, community involvement” (Mertens & Wilson, 2018, p. 374), and lastly, the comparison of previous data collection if any.

Data collection methods

One of the main reasons for our evaluation is to gather information surrounding how efficient and effective Pads for Schools is, which would allow for their improvement and expansion to be seamless. To judge the performance of the program we came up with certain questions mentioned above in the Measures section. To gather this data, we have decided to use online surveys that will be created through google forms, which can be viewed in Appendix D and E, respectively. The google forms will have both quantitative and qualitative aspects. Which would allow us to compare results, methods, and measurements. We decided to use surveys because surveys are easily administered, usually cost-effective, allow for data to be collected from a large group of people, and allow for a wide variety of data to be collected. Additionally, due to the

COVID-19 pandemic affecting the ability for students to learn in-person, the format of a virtual survey has the capacity to be administered to students while learning at home or in-person.

The information gleaned from the surveys is extremely important for our community partner to ascertain how efficient and effective the program is. There will be two surveys: one for the students who have access to the products supplied by the Pads for Schools program and another survey for adults who are the stakeholders; engaging as coordinators, teachers, school nurses – adults who may be able to impart important information about how the students feels about the accessibility and availability of the menstrual products. Without divulging any identifying or sensitive information, the survey for adults is intended to serve as an additional information source in case parents do not want their children to participate in the anonymous surveys. The adult survey can be found in appendix E.

Surveys will be distributed once or twice during the academic year. Once per academic semester would be optimal. The google form link will be sent to school administrators by Rachel, the coordinator of Pad for Schools, and the administrators will provide the link to the respective parties.

Additionally, Pads for Schools wants to tackle menstrual stigma and a part of that being achieved is asking students how they feel towards certain topics, cultural norms, and products however asking these questions can be invasive, especially since the program deals with minors. Consequently, because we are dealing with minors, we mustn't ask extremely invasive and specific questions and this method of data collection--surveys--allows us to achieve this. Before distributing the google form link, the consent of school administrators, students, and their parents will be required. The surveys will be short (7-10 questions) and anonymous to safeguard the privacy of everyone taking them. This privacy concern is one of the reasons doing interviews will not be feasible in this situation. In-person surveys will also not work for similar reasons and because the program coordinator, Rachel, cannot go to every district and hand out in-person surveys. Furthermore, unlike in-person surveys only surveys allow for all the surveys to be in one spot, there is a fear of some getting lost, which allows us to cut down on materials like paper and ink and save overhead cost.

Sampling strategies

The feminist evaluation design which falls under the social justice branch can use a combination of either probability-based sampling strategies or purposeful/theoretical sampling strategies, but the most important intention when selecting and implementing a strategy in this branch are the considerations toward equity of representation and finding the appropriate support for marginalized or underrepresented groups. These groups should be prioritized when selecting a sampling strategy so that accurate and sufficient inclusion is ensured. For this reason, we will be looking for a strategy among the purposeful/theoretical sampling approaches.

There are over a dozen types of purposeful sampling strategies and when further deciding what direction to pursue, it was the intrinsic case study of the Pads for Schools project that directed us further as it is our focus to develop a richer understanding of the students at specific schools and school districts within the Pads for Schools project and not our intention to generalize to other situations. Depending on whether minors can or will participate in this evaluation will direct the sampling strategy being implemented.

One sampling strategy that would be applicable to this project that does not involve underage students would be the snowball or chain sampling strategy. In this strategy, the Pads for Schools project would identify key informants involved with the project, such as school administrators, liaisons between the project and schools, school nurses, counselors, or even social workers who would be able to inform the evaluators towards any of the metrics of success of the program thus far. One key informant would then recommend another who would also be able to inform on the status of the project deliverable and thus the information would snowball into a collective of resourceful input.

A sampling strategy that could include information from either the minors that utilize the products that the Pads for Schools project supplies or adult administrators/nurses in the schools, is the stratified purposeful sampling strategy. This strategy combines the identification of strata of relevant subgroups with the purposeful selection from those subgroups. So, to implement this sampling strategy with the Pads for Schools project, we would divide the participants by state, then school district, then by school, subgroups would include those cisgender females or young people assigned female at birth (AFAB), further subgroup may be developed as well. From these subgroups we can then purposefully select individuals who might be able to contribute to answering questions about the utility and preference of the products supplied by the project.

Additional Considerations

There were many factors to consider in constructing an effective evaluation design for Pads for Schools. Each aspect of our design, measures, data sources, data collection methods, and sampling strategies, were filtered through the lens of our discussions with our community partner. Pads for Schools experiences challenges with participation in its existing impact survey, administered twice a year. In addition, there is potential for administrative burden if our suggested methods are too lengthy, or our sample size is too large. There is currently only one staff member working on this initiative and there are budgetary restrictions for the program. We took those potentially limiting factors into careful consideration when constructing our design.

Data Analysis Plan

The proposed criteria for the success in the program rely on the number of completed surveys. The project is planning to gather information two times during the school year. They expect at least 50% of the surveyors (students and administrators) to fully complete the

questionnaires before or on the deadline, which is still in debate, but planning to give at least 30 days for completion. The proposal to compare the information collected to other programs and organizations is needed to help to identify how resources are allocated and potential opportunities for other schools. The plan is that after the surveys and results are collected, The Project will wait a couple years. They want to make sure that the information gathered will be meaningful to be able to compare data with other organizations, such as Always, Period, and other organizations.

The Pad Project will focus on the surveys right now. There is no other information needed to rule out and justify final conclusions. Eventually, data will be compared with other research, but the collection of data and their results will be a huge accomplishment since there is no data at all about their program and there are several administrative barriers for collecting data which is discussed in other sections of this program. Therefore, the sample will be taken based on groups and not entire classrooms to limit the number of barriers and permissions.

The success or failure will imply the continuation of the program, increase the number of stakeholders, remove grants from schools that are not fully providing information, or steer the program towards other goals.

Plan for Dissemination

Our plan for dissemination begins at the school level. First, our community partner will gather the contact information for each individual school involved in the program, utilizing the school district coordinators support. Second, each school will be required to send home permission slips for parents to consent to their children participating in the short survey. Then, each school liaison will send the survey to only the students whose permission slips they have received via email, and to the school professionals we have identified for the adult survey.

Disseminating the surveys created for this evaluation is not a straightforward task. Our community partner Rachel explained to us that there are considerable challenges when dealing with the consent of school children. Firstly, Rachel does not have, and cannot gain, access to direct contact information of any of the students. The students will have to be contacted through the school or district. Secondly, distributing permission slips to the student's parents poses some difficulties as well. The child must take the permission slip home, give it to their parents, and then return it to school and give it to their teacher. The multiple steps involved in this process make it less likely that the children will complete this task. Additionally, involving parents means that there is an additional administrative burden to ensure that every child who completes the survey has had their permission slip signed.

There are also challenges with disseminating the adult surveys. Rachel's point of contact for the Pads for Schools program varies for each district. In some situations, she is in contact with the superintendent's office, liaison for external partners, or someone else from the central office. In others, she is in contact with school nurses, teachers, or even a student representative. Rachel

told us that her contact is either district or school affiliated, but not both. Because the most valuable information would come to us from the school level, she would have to obtain contact information for each school the district provided money for the program. This is yet another step in the process of gathering data that needs to be addressed before participation can be guaranteed. In addition, Rachel stated that she has had difficulty in the past with obtaining a meaningful amount of participation with the adults involved in the program at the school level. She believes this is because school employees are already overburdened and do not have time to participate in an evaluation that is not deemed essential. These challenges shaped our dissemination plan and gave us a framework for what was feasible at the school level. Although there are some difficulties, the data to be gained through this evaluation will be worth the extra legwork.

Use of Findings

From the findings we want to communicate the effectiveness of the program. If the current Pad for Schools method is an effective way to reduce period poverty amongst students in the United States. Having both the administrative survey and the student survey is helpful because it will give Pad for Schools two different perspectives which will allow Pad for Schools to have a holistic view of how the program is currently doing.

Moreover, the findings from the survey questions will allow Pad for Schools to know approximately how many products they should give to a school, what type of menstrual products they should distribute, and which school locations will allow students to easily access the products. The findings from the survey will also help Pad for Schools work with school administrators in a more effective way. Most importantly, the surveys may divulge how students feel about menstruation. Which will allow Pad for Schools to come up with effective and efficient initiatives to tackle menstrual stigma, which is one of the program's main goals. Pad for Schools has intentions of expanding the program, moving from three schools to five. Findings from surveys given to both the students and the administrators from the schools they currently work with will make that journey easier. Owing to the fact that there is existing data regarding what people like, what works, and what does not necessarily work.

The findings from the survey will be communicated to Rachel Wilson and her team. It will also be communicated to donors which would allow them to see how their money is being used and if it is being used effectively. Rachel plans to share the findings with the donors at least twice a year since there are two grant sessions throughout the year. The format in which the findings will be communicated to Rachel and her team is through a report however for the donors a sponsor deck consisting of a PowerPoint, quick facts, social media posts (due to their catchy and colorful feel), and a newsletter will be most effective. Since donors will most likely not read a 10-page report. The communication channel for both Rachel, her team, and the donors will be mainly through email and the Pad for School website. However, social media will also be a used channel of communication.

Furthermore, if the participation from students and administrators is successful, this model can be applied to other programs that the Pad Project is sponsoring and working on. They aimed to have at least 50% of surveys fully completed by students and administrators. The findings will not only help to have a better understanding of the needs of the teenage students, but it will potentially bring more school districts to actively participate in the program. As of right now, one of the main barriers is the low commitment from schools in supporting data and communication for the project. The findings from the program evaluation can help to educate participating schools and increase their interest because the data results will provide trust, increase awareness of aspects that can be improved, and support more students which is the ultimate goal.

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APPENDICES

Appendix A: Pads for Schools Fact Sheet 2019



Pads for Schools



What is Pads for Schools?

In The Pad Project’s Pads for Schools initiative, we partner with U.S.-based schools and school districts to help them provide free menstrual products to their students. The Pad Project provides each district with a grant to purchase and distribute these menstrual products to students, but we need your help to continue supporting the menstrual health of students!

1 in 4 teens
in the U.S. has missed class because they don’t have access to menstrual products.

53,000+
total student population

15% of students
in SAUSD identify as homeless

80% of students
qualify for free or reduced meals at MUSD and MCSD Re-3

Our Partners



Downey Unified School District (DUSD)
Montebello Unified School District (MUSD)
Santa Ana Unified School District (SAUSD)



East Troy High School



Morgan County School District Re-3 (MCSD Re-3)

32,000+
total menstrual products distributed

630 packs
of menstrual hygiene products created and distributed by DUSD

18,000 pads
distributed to students by SAUSD

Here’s how your funding supports the program!

Bronze = \$1,000

Provides 1 month of menstrual products for **315 students**

Silver = \$2,000

Provides 1 month of menstrual products for **630 students**

Gold = \$3,000

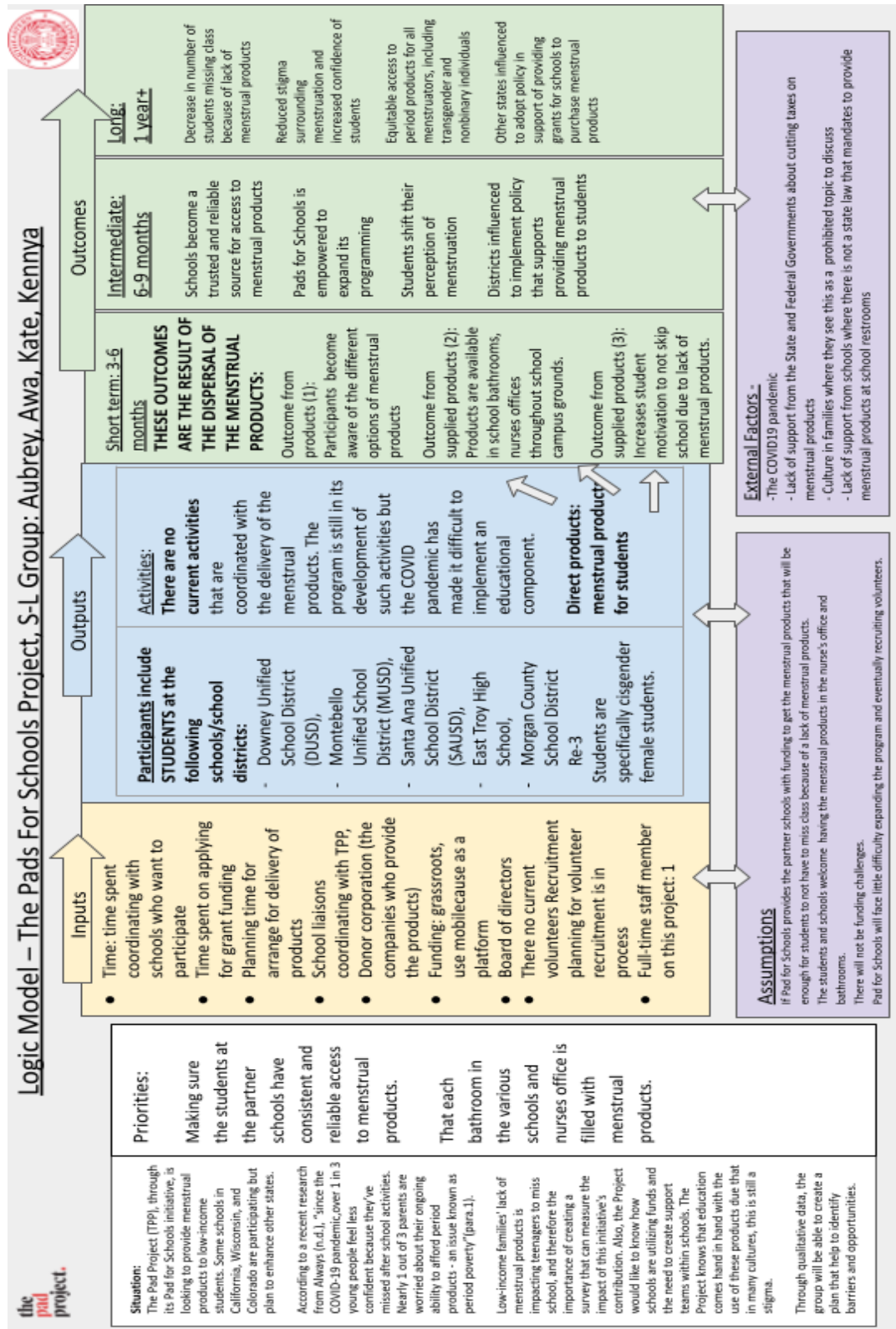
Provides 1 month of menstrual products for **945 students**

Platinum = \$5,000

Provides 1 month of menstrual products for **1,575 students**

For more information, visit us at thepadproject.org or email us at info@thepadproject.org

Appendix B: Pads for Schools Logic Model



Appendix C: Evaluation Design Table

<p>Evaluation Question(s) <i>What questions will be answered by the data you collect?</i></p>	<p>Evidence <i>What will be measured to determine if change occurred?</i></p>	<p>Method(s) & Measurement Tool (s) <i>How will data be collected?</i></p>	<p>Sample <i>Who will be the source of information and how will they be selected?</i></p>	<p>Time Frame <i>When will data be collected?</i></p>
<p>How many students use the menstrual products provided by the school?</p>	<p>The number of students who report using the provided products.</p>	<p>Data collection will be done through online surveys created through Google Form.</p>	<p>The Stratified Sampling will use groups like 10th graders one time, then 9th graders the next semente, and so on (anyone that menstruates) in participating schools.</p>	<p>TPP will get information through surveys one or two times a year during the school year.</p>
<p>Do students prefer pads or tampons?</p>	<p>The number of students that report a preference for pads vs. tampons.</p>	<p>The google form surveys will have both quantitative and qualitative aspects.</p>	<p>The Stratified Sampling will use groups like 10th graders one time, then 9th graders the next semente, and so on, (anyone that menstruates) in participating schools.</p>	<p>TPP will get information through surveys one or two times a year during the school year</p>

<p>Does the district have a policy in place regarding distribution of menstrual products?</p>	<p>Administrators stating their district has a policy regarding distribution of menstrual products, or providing said policy to evaluators.</p>	<p>The surveys will be distributed once or twice during the academic year.</p>	<p>The Snowball Sampling will use key informants, like administrators at school and district levels in participating school districts.</p>	<p>TPP will get information through surveys one or two times a year during the school year.</p>
<p>Are students satisfied with the types of products provided?</p>	<p>Students reported satisfaction with the types of products provided.</p>	<p>The questions on the survey will be the evaluation question.</p>	<p>The Stratified Sampling will use groups like 10th graders one time, then 9th graders the next semente, and so on, (anyone that menstruates) in participating schools.</p>	<p>TPP will get information through surveys one or two times a year during the school year</p>
<p>Are students satisfied with the location of the products?</p>	<p>Students reported satisfaction with the location of the products.</p>	<p>The surveys will be short (7-10 questions) and anonymous to safeguard the privacy of everyone taking them.</p>	<p>The Stratified Sampling will use groups like 10th graders one time, then 9th graders the next semente, and so on, (anyone that menstruates) in participating schools.</p>	<p>TPP will get information through surveys one or two times a year during the school year</p>

<p>What are the attitudes of the students towards menstruation and related stigma of using tampons?</p>	<p>Students reported attitudes towards menstruation and related stigma.</p>	<p>The google form link will be sent to school administrators by Rachel, the coordinator of Pad for Schools, and the administrators will provide the link to the respective parties.</p>	<p>The Snowball Sampling will use key informants, like administrators at school and/or district levels in participating school districts.</p>	<p>TPP will get information through surveys one or two times a year during the school year</p>
<p>How does the availability of menstrual products affect school attendance?</p>	<p>Students reported influence of the availability of menstrual products on school attendance.</p>	<p>After collecting the surveys we would compare results, methods, and measurements which would better inform us about Pad For Schools.</p>	<p>The first year's data will be compared with data obtained subsequently with data from surveys collected yearly. Eventually, the collected survey data will help to compare results (students and partners levels).</p>	<p>TPP will get information through surveys one or two times a year during the school year</p>

Table Design: PPUA6509 (2021)

Appendix D: Student Survey Assessment Tool

Pads for Schools Student Survey

The Pads for Schools program was developed out of the Girls Learn International (GLI) Chapter at Oakwood School in North Hollywood, CA but since then it has expanded to different locations. Pad for Schools intends to address period poverty and dismantle barriers in accessing menstrual hygiene products (The Pad Project and GLI). This survey provides insights on how students view mensuration and the menstrual products Pads for Schools provides.

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How often do you use the menstrual products provided by your school?

- Never
- Occasionally
- Once or twice a month
- It is my primary source of menstrual products

Which type of product do you prefer?

- Pads
- Tampons
- Menstrual Cups
- I use more than one type
- Other:

On a scale of 1-5, with 5 being the most and 1 being the least, how satisfied are you with the products provided by your school?

- 1
- 2
- 3
- 4
- 5

Where do you think the menstrual products should be located? (select all that apply)

- Women's restroom
- Men's restroom
- Gender neutral restroom
- Nurse's office
- Other:

How comfortable are you with talking to a peer about menstruation?

- Very comfortable
- Sort of comfortable
- Neutral
- Not really comfortable
- Not at all comfortable



Have you ever missed class because of lack of availability of menstrual products?

- Never
- Once or twice
- Frequently

Is there anything else you'd like to add regarding menstruation or the menstrual products provided by your school?

Your answer


Submit


Clear form

Appendix E: Adult Survey Assessment Tool:

Pads For Schools Evaluation Tool: Survey for Adults

The Pads for Schools program was developed out of the Girls Learn International (GLI) Chapter at Oakwood School in Northern Hollywood, CA. Since 2019, it has expanded to different locations. Pads for Schools intends to address period poverty and dismantle barriers in accessing menstrual hygiene products (The Pad Project and GLI). This survey will be used as an evaluation tool to assess how adults involved in the Pads for Schools project view the student's perception and use of the menstrual products supplied.

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1. Does the school have gender neutral bathrooms?

Yes

No

2. How are the menstrual products disseminated at the individual school-level for students to access?

Your answer

3. How are students informed of where to access the menstrual products and how often?

Your answer

4. Which products (pads, tampons, cups, etc.) are the most popular? (meaning the products that appear to be the most used or most requested by the student population)

Your answer

5. What percentage estimate of the student population relies on the menstrual products on a monthly basis supplied by the Pads for Schools project?
- 0-24 %
 - 25-49 %
 - 50-74 %
 - 75 % and greater

6. On a scale of 1 to 5 (1 being not comfortable at all, 5 being very comfortable), How comfortable do the students seem asking for menstrual products when they are in need?

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. On a scale of 1 to 5 (1 being not satisfied at all to 5 being extremely satisfied) How would rate the students perceived satisfaction with the type of products offered/available?

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Pads For Schools Evaluation Tool: Survey for Adults

8. On a scale of 1 to 5 (1 being not satisfied at all to 5 being extremely satisfied), How would rate the students perceived satisfaction with the availability of menstrual products?

1 2 3 4 5

9. On a scale of 1 to 5 (1 being not satisfied at all to 5 being extremely satisfied), How would rate the students perceived satisfaction with the ability to easily access the menstrual products?

1 2 3 4 5

10. Have there been an increase in monthly attendance rates since the school has been providing free/additional menstrual products to the students?

Your answer

Is there anything else you'd like to add regarding the availability or use of the menstrual products used by the students at your institution?

Your answer

Appendix F: California Bill No. 10



Assembly Bill No. 10

CHAPTER 687

An act to add Section 35292.6 to the Education Code, relating to feminine hygiene products.

[Approved by Governor October 12, 2017. Filed with Secretary of State October 12, 2017.]

LEGISLATIVE COUNSEL'S DIGEST

AB 10, Cristina Garcia. Feminine hygiene products: public school restrooms.

Existing law, with certain exceptions, requires every public and private school, as provided, to have restroom facilities that are open as prescribed during school hours, and at all times to keep every restroom maintained and cleaned regularly, fully operational, and stocked with soap and paper supplies.

This bill would require a public school maintaining any combination of classes from grade 6 to grade 12, inclusive, that meets a 40% pupil poverty threshold specified in federal law to stock 50% of the school's restrooms with feminine hygiene products, as defined. The bill would prohibit a public school from charging for any menstrual products, including feminine hygiene products, provided to pupils. By imposing additional duties on public schools, the bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

The people of the State of California do enact as follows:

SECTION 1. Section 35292.6 is added to the Education Code, to read:
35292.6. (a) A public school maintaining any combination of classes from grade 6 to grade 12, inclusive, that meets the 40-percent pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code shall stock at least 50 percent of the school's restrooms with feminine hygiene products at all times.

Ch. 687

— 2 —

(b) A public school described in subdivision (a) shall not charge for any menstrual products provided to pupils, including, but not limited to, feminine hygiene products.

(c) For purposes of this section, "feminine hygiene products" means tampons and sanitary napkins for use in connection with the menstrual cycle.

SEC. 2. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

Appendix G: Pads for Schools Grant Application



Pads for Schools Grant Application

School/School District Information

1. School/School District:
2. Location:
3. Mailing Address:
4. EIN #:
5. Number of Schools in District (if applicable):

Program Leader

1. Who would be the primary contact person for this project?
2. What experience does the program leader(s) have with menstrual hygiene management (MHM) education?

Grant Overview and Impact

1. What grant amount are you requesting to purchase menstrual supplies? (e.g. \$500; \$1,000; \$2,000)
2. Approximately how many individuals will the grant serve?
3. Please provide a brief summary of how the funds will be used to support your community.
4. Do you think that the students and families in your school/school district are impacted by menstrual stigma?
5. Would you be interested in working with The Pad Project in the future to tackle menstrual stigma in your school/school district?

Appendix H: The Pad Project- Impact Report



Pads for Schools: Impact Report

School/District Information

1. School/District Name:
2. Contact Person:
3. Number of Middle and High Schools in District (if applicable):
4. Number of Middle and/or High School Students:

Grant Impact

1. Amount of Grant Spent:
2. Number of Individual Menstrual Products Purchased with This Grant:
3. Number of Individual Menstrual Products Distributed with This Grant:
4. Number of Students who Received Menstrual Products Purchased with This Grant:
5. If you have not spent all of the grant, when do you anticipate using the rest of the funds?

Product Purchasing

1. How did your school/district purchase menstrual products? (e.g. from Amazon, in bulk from a supplier, etc.)
2. What types of menstrual products did you purchase?
3. What did you find was the most cost effective way to spend the grant?
4. Did you receive additional assistance to purchase the menstrual products? (e.g. coupons, discounts from suppliers, etc.)

Potential for Future Funding

1. How would you describe the current need for menstrual products in your school/district?