Future Foundation

READY TO STEP UP

The PREIS Second Family Model in East Point & College Park, Georgia

Implementation Guide

40 YEARS
metis associates
partners for meaningful change

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About us

Future Foundation
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Formed in 2001, the Future Foundation ("FF") is a nonprofit education and youth development agency, located in the heart of East Point, Georgia, with a 21□year history of empowering Atlanta's most high□risk youth and their parents to overcome the cycle of poverty. FF provides a community-driven teen pregnancy prevention model to help our most vulnerable youth avoid risky behaviors, graduate from high school on time, and achieve a healthy transition to adulthood.

FF lifts up children caught in the cycle of poverty and guides them, in partnership with their families and educators, to envision a brighter future and achieve their full potential. FF champions children's wellbeing through collaboration and place□based intervention, and constantly seeks innovative ways to positively influence young lives, school environments and the community for long□term individual, family and systems□level change.

Metis Associates

Metis Associates is a national consulting firm that delivers highly customized research and evaluation, grant writing and data management services. Metis is headquartered in New York City and has additional offices in Atlanta, Philadelphia and Oakland.

Fulton County School System

We choose to collaborate with the Fulton County School ("FCS") system because this partnership enabled us to identify the most critical needs of our students. We used a variety of information sources shared by FCS, including parent and student surveys, teacher questionnaires on student learning and other needs, conversations with parent groups and reaching out to FCS community partners.

PREIS

The Personal Responsibility Education Program Innovative Strategies ("PREIS"), is administered by FYSB in collaboration with the Office of Adolescent Health's Teen Pregnancy Prevention Research and Demonstration Program.

Through PREIS programs, FYSB supports research and projects that implement innovative strategies for preventing pregnancy among youth ages 10-19 who are homeless, who are currently in or who are aging out of foster care, who are victims of human trafficking, who live in areas with high teen pregnancy rates, who come from racial or ethnic minority groups or who have HIV/AIDS. PREIS also has projects which support pregnant women and mothers who are under the age of 21, and their partners. Through PREIS, the FYSB also supports entities that implement innovative strategies for preventing sexually transmitted infections ("STIs") amongst teenagers who are at high-risk, including for HIV/AIDS.

PREIS projects must meet the following requirements. They must:

- Conduct rigorous evaluations of a broad range of approaches to teen pregnancy prevention, with a focus on strategies which provide new and promising program models. These innovative approaches must be medically accurate, age-appropriate and must adhere to principles of trauma-informed care.

- Place substantial emphasis on education about abstinence and about contraception as a means for the prevention of pregnancy and STIs.
- Educate young people in at least three of the following six congressionally mandated adult preparation subject areas:
    - Healthy relationships, including marriage and family interactions
    - Adolescent development, such as the development of healthy attitudes and values about adolescent growth and development, body image, racial and ethnic diversity and other related subjects
    - Financial literacy
    - Parent-child communication
    - Educational and career success, such as developing skills for employment preparation, job seeking, independent living, financial self-sufficiency and workplace productivity
    - Healthy life skills, such as goal setting, decision making, negotiation, communication and interpersonal skills and stress management

Measuring Progress Performance

The effectiveness of each PREIS project is overseen by the ACF, through the collection of the following categories of performance data:

- Structure, cost and support for implementation
- Participant attendance, reach and quantity of services provided
- Participant characteristics
- Participants' goals, perceptions of the program and understanding of program goals

Future Foundation's PREIS Second Family Model

Program Overview

Program Goals

The Future Foundation's PREIS Second Family Model focused on helping students make smart decisions about academics, social behavior, and physical, nutritional and sexual health, and to prepare them for future success.

Our goal was to foster the self-worth of each student, develop each student's self-care skills, personal and interpersonal social skills and to promote respect for cultural diversity.

Our model was a multi-component initiative that included:

- Education
    - Homework assistance using worksheets and assignments provided by students' regular school day teachers. We also include academic skill-building activities.
    - Direct instruction in math, English Language Arts ("ELA") and cross-curricular lessons that integrate math, science, technology and engineering.
    - Tutoring
- Health
    - Social-emotional learning ("SEL") to promote positive choices and a healthy mentality, supporting healthy transitions to adulthood, using selected lessons from the Lion's Quest: Skills for Adolescence ("Lion's Quest") curriculum. Lion's Quest focuses on personal development, social development, health and prevention of risky behaviors, leadership and service as well as Adulthood Preparation Subjects of healthy relationships, adolescent development and healthy life skills.
    - Adolescent sexual health education using the Advocates for Youth: Respect, Rights, and Responsibility ("3Rs") curriculum. The 3Rs covers the Adulthood Preparation Subject of healthy life skills and includes trauma-informed, medically accurate and age-appropriate lessons on abstinence, condoms, diversity, pregnancy options, safer sex, sexual behavior, sexual identity and orientation, and sexuality and society.
- Student Advocacy
    - Upon initial intake, we conducted comprehensive screening and assessment, including review of the participant's basic needs, physical health, mental health and behavior. Based on the information collected, we developed strengths-based individualized service plans ("ISPs") to set each participant up for success.
    - Individualized, wraparound case management services.
    - Students participated in case management and advocacy meetings with Counselors.

Program Schedule

Our program included a mandatory, school-year program that offered 165 hours of afterschool programming.

In addition, we offered two optional program components:

- A four-week, 120-hour summer community service program which included
    - Direct instruction and tutoring
    - Social-emotional learning
    - Enrichment (STEAM, career prep, physical education and nutrition)
- A parent education program, consisting of workshops and quarterly events focusing on quality parent-child connections.

Staff

We recognized that having well trained staff would directly impact recruitment, retention and the overall success of our program. We further recognized that the extended period of time required to complete the study would likely result in staff turnover. With these factors in mind, we asked:

- How will initial staff be trained to perform the study protocols?
- What is the plan for providing ongoing training for existing staff and onboarding training for new staff as they join the team throughout the program?
- How will we enable staff to take on greater responsibility and independence?
- How will we replace staff members, including staff with greater responsibilities, if needed?
- How we will balance the knowledge of experienced staff with that of those who were newer to the field?

In response to these questions, we provided our staff with high quality training, using the training modules that came with our chosen curricula and by holding monthly professional development meetings. We worked to pair our more experienced staff members with those who were newer to the field, creating an opportunity for mentorship. Finally, we worked to empower our staff by creating a culture of learning. Through weekly meetings, we were able to address challenges, provide advice and enable our employees to grow through our support.

Target Population

We selected 400 teenagers in high-risk communities who were determined to be at greatest risk for teenage pregnancy due to multiple risk-factors including:

- Residing in low-income families
- Struggling academically
- Exposure to family or community violence
- Symptoms of depression
- History of aggression or fighting
- Inadequate college and career readiness
- Need for remedial education

Participants were randomly placed into one of two groups, a Program Group, who participated in our program, and a Control Group who did not.

The program served three cohorts of high-risk teenagers.

- Cohort 1 was held in the following locations:
  Impact Church
  2323 Sylvan Rd., Atlanta, GA 30344
  https://www.impactdcd.org/

  Ronald E. McNair Middle School
  2800 Burdett Rd. Atlanta, GA 30349
  https://www.fultonschools.org/mcnairms

  Woodland Middle School
  2745 Stone Rd. East Point, GA
  https://www.fultonschools.org/woodlandms

- Cohort 2 was held in:
  Sandtown Middle School
  5400 Campbelton Rd. SW, Atlanta, GA 30331
  https://www.fultonschools.org/sandtownms

- Cohort 3 was held in:
  Bear Creek Middle School
  7415 Herdon Rd. Fairburn, GA 30213
  https://www.fultonschools.org/bearcreekms

Recruitment

When recruiting families, we utilized the following guidelines:

Anticipate Barriers:

- We asked what barriers our Investigators might need to overcome
  - Lack of knowledge about the communities chosen
  - Ineffective guidance to PREIS Study Staff
  - Appeal of recruitment based on convenience
  - Ineffective informed consent process
  - Limited knowledge about methods to promote the student
  - Limited knowledge of appropriate retention methods
- We asked what the barriers to participation might be and came up with the following list of examples:
  - Time off work
  - Transportation costs

- Child care
- Care for elderly or disabled relative
- Out of Pocket expenses
- Mistrust of research
- Fear of stigma associated with research about poverty

In response to these anticipated barriers, we provided our staff with high quality professional development, including providing insight into our target communities. We provided ongoing support for our employees and used our weekly meetings to keep our focus on target.

We focused heavily on parent communication to combat the mistrust we anticipated, striving to create and maintain a partnership amongst the families and our well-trained staff members. Finally, we conducted needs assessments to determine the support families would need in order to participate, and provided support when possible.

Establish Realistic Recruitment Timeline

- Before establishing our recruitment start date, we considered the timeline for:
  - Protocol finalization
  - IRB approvals
  - Development of treatment materials
  - Piloting
  - Staff training
  - Development of data collection instruments and systems
  - Development of tools for quality control
- Consider resources needed:
  - Ask if there is available local data to generate enrollment and retention estimates that are as accurate as possible.
  - Consider what resources will be required to retain participants after the recruitment phase is complete
  - Ensure resources, such as funds and personnel, will be matched to recruitment for the lifespan of the grant
- Consider timeline for all aspects of recruitment
  - Enrollment start date
  - Enrollment end date
  - Intervention completion date
  - Data lock date (date when all data has been entered, all queries resolved and the data is ready for analysis)
  - Paper finalization date (date when the outcome manuscript is ready for journal submission)
- Ensure staff are able and prepared to adjust hours and effort during periods of high or low recruitment

Community Engagement Questions

We asked the following questions about how to best promote successful community engagement:

- Which specific communities should be engaged?
- What mechanisms will be used to encourage recruitment?
- What relationships have been established to facilitate study?
- What relationships are left to be established?
- How will these relationships be managed?
- What efforts has Future Foundation made in the past to engage these communities?
- Are there ongoing relationships that can be utilized?
- What will the participating communities receive in return for their involvement in the study?
- Are there Public Affairs or Media Relations contacts who can help promote the study to local media and the local community?
- Are there social media influencers who can help advocate on Future Foundation's behalf?
- Does the study design include assessment and/or treatment strategies that are likely to foster enrollment and retention?

Community Engagement Strategies

We came up with the following strategies in response to our questions:

- Ensure all staff who will communicate with potential participants receive proper training before starting
- Establish relationships with target communities for engagement
- Establish a community-based research advisory board to assist and serve as community advocates
- Consider using qualitative focus groups to assess the needs and preferences of potential participants
- Develop plans to share study results in formats most useful to the various stakeholders involved, including participants, school-based and district-level administration
- Utilize former students to serve as brand ambassadors for the study
- Work with communities through focus groups, interviews and surveys to develop a list of benefits and potential barriers to participating in the study.
- Establish a dedicated phone number and email address for potential participants so they can learn more about the program

Prepare Answers to Questions Potential Participants Might Ask

Before contacting potential participants, we tried to anticipate common questions, and prepared answers for our staff to use.

- What are the benefits to enrolling in this research study?
    - Communicate the list of benefits created through the focus groups, interviews and surveys.
    - Emphasize the benefits which are most relevant to the individual you are speaking with.

  - Emphasize that the study aims to improve our understanding of college and career readiness and to combat risky behaviors which put this readiness at risk.

- Are there any costs participants will have to cover?
  - Explain to families that the study will not require participants to pay any fees or to provide any transportation.

Call Script

We learned that approaching parents about including their child in a research study needed to be done very carefully. Therefore, we created a call script for our employees to follow when contacting a newly registered family:

Greeting
Good afternoon (Mr. or Ms. Last name), I hope your day is going well!

This is (your name) calling from (school name) Middle School on behalf of the Future Foundation (school name) Middle School afterschool program. I am calling to provide you with important information regarding our program. Is now a good time to speak?

IF NO:
- Is there a better time for me to reach out?
- Is phone or email the best way to reach you?
- Could you please confirm that the contact information we have for you on file is correct? (read them the phone number or email address we have on file and make any updates as needed)
- Thank you, we will follow up with you later at (repeat time and contact method indicated by parent).

IF YES:
Excellent, I want to begin by confirming that you are still interested in having (child's name) participate in our after-school program. Are you still interested?

IF NO:
Thank you for your time, we will take you off our contact list.

IF YES:
Fabulous. We are excited about your student joining our program, as we believe it will provide students with an enhanced learning experience.

We would like to inform you that:

- Starting in August 2018, our program will operate 4 days per week, Monday – Thursday.
- We NEED a completed registration packet before your student can start attending.
- You can pick up a copy of the registration packet to be completed at the Future Foundation Headquarters located at 1892 Washington Rd, East Point, GA or you can receive a packet from (School Name) summer school program at (School Name).
- Which would be the most convenient place for you to pick up your registration packet?

We also need to know what your transportation preference is. We are able to provide students with free bus transportation from the school to drop-off locations. For those not being picked up by car, we will transport students to a group drop-off location in close vicinity to your neighborhood, beginning at 7:30 PM. The drop off locations are as follows:

- Walmart on Old National Highway
- Your Residence

Will your student be picked up each day by car or would you like to utilize our bus transportation services?

Great, thank you for that information.

Before we say good bye, I want to confirm that you will obtain the registration packet (repeat where they plan to receive the packet) and your transportation preference is (repeat back their preference).

If you have immediate questions, I would be happy to have Kierra Jones reach out to schedule time for you both to speak. Do you have anything you would like to discuss with Ms. Jones?

Thank you so much for your time.

(Personalize closing from here)

Create Informational Materials

- Make sure that the materials are designed for the intended audience
- Ensure all materials account for different levels of literacy and cognitive abilities
    - Use clear and simple language
    - Create informational materials in a variety of formats including letters, newsletter articles, radio advertisements, newspaper advertisements, flyers, websites, press releases, community townhalls, letters to the editor, Op-Ed articles, interviews on TV or radio and public service announcements, etc.
    - Consider if there are community organizations that could help prepare, design or distribute informational materials
    - Create an FAQ sheet addressing potential concerns

For Sample Informational Materials, see Appendix 1

Participant Onboarding

Phase 1

Upon registering for the program, each family met with the PREIS Community Engagement Manager who collected the following information:

- Student's name and contact information (phone, email, address)
- Parent or guardian's name and contact information (phone, email, address)
- Secondary contact's name and contact information (phone, email, address)
- Who at Future Foundation made contact with the parent or student?
- Signed Informed Consent Forms from Parents or Guardians
- Date consent form returned (if applicable)
- Place contact information in the tracker.
- Signed Assent Forms from the teen participants.
- Teens also completed a baseline Youth Outcome Survey ("YOS").

To see a sample YOS, please see Appendix 2

Phase 2
Three months after our initial recruitment phase, we contacted families to confirm their ongoing interest in the program, to ensure they understood the goals and format of the program and to ensure we had all of the information we needed.

1. We reached out to parents of students on the Phase 1 contact lists to confirm their continued interest in the study.

2. We clearly explained the random assignment process to them again and what would be expected of students if they are assigned to the Program Group or the Control Group.

3. If parents had not yet returned a consent form, we gave them a new consent form to sign and return. This was by mail, hosting events at the school, individual appointments or sending as an email attachment.

4. If parents had returned a consent form, we verbally confirmed that they were still interested in participating in the study. We sent interested parents a copy of the signed form by email or mail. This served as a confirmation and reminder that they signed their child up for the study.

5. We entered students in our existing enrollment spreadsheet only after parents had turned in their consent form or re-confirmed consent. We tracked the date of this consent/re-consent and who on Future Foundation's team collected this consent/re-consent

6. We then had students complete the assent form and baseline survey. The front page of each survey contained a Unique Identification Number ("UIN"), as well as the date the survey was completed. We entered the student UIN number into the enrollment tracker only after he or she completed the baseline survey. We also entered the date of the baseline survey and the initials of the staff person who entered this information in the tracker.

7. We then sent the UINs to Metis to randomly assign. We recorded the random assignment results, and the date of the assignment in the tracker.

8. Once a student had been randomly assigned to a group, we communicated the random assignment results to parents and students. These results were communicated individually to each family by phone, mail or email. We invited parents whose children were randomly assigned to the program to an orientation meeting about the program.

9. We strove to complete steps 6-8 as soon as possible after the parent returned the consent form to ensure parents did not have to wait a long time to find out if their children were enrolled in the program or the Control Group.

10. We sent registration packets for the program to parents before the orientation meeting and also handed them out to parents at the meeting, to ensure they filled out the necessary forms.

Participant Retention

We came up with the following strategies to retain participants and to monitor retention:

- Communicate our long-term commitment to the families and the community
- Clearly explain to participants the requirements of the study. For example, tell them "I will need to see you one year from now."
- Ask all participants, including parents and students, for the best way to reach them, and also obtain back up communication methods such as alternate phone numbers or email
- Be flexible with scheduling appointments
- Send participants tokens of appreciation that will remind them of the study and make them feel good. Examples are birthday cards, refrigerator magnets, pens, etc.
- Send participants newsletters that report the progress of the study

- Offer resources and services for participants separate from the research study
- Report research results in formats most useful to the communities involved, including participants, families of participants and referring community resources.
- Create closed Facebook Groups, one for the Program Group and one for the Control Group.
- Coordinate events with parent liaisons

Curriculum Selection

We selected our curricula, Lion's Quest and the 3Rs, because both address adolescent risky behaviors, parent-child communication, family engagement and connectedness.

For Sample Lesson Plans, see Appendix 3.

Lions Quest is an evidence-based curriculum with 25 years of research behind the program's pedagogy and content. According to a study conducted by the Harvard Graduate School of Education, implementation of the Lion's Quest curriculum for students in grades 6 through 8 led to significant improvement in the students' perception of school climate, including their perceptions of physical and emotional safety and their peers' social and problem-solving skills (Jones et al., 2019). Another study of young people in two central Virginia middle schools found that Lions Quest improved students' psychosocial skills (Switzer, 2016).

Lions Quest- https://www.lions-quest.org/explore-our-sel-curriculum/middle-school-social-and-emotional-learning-program/

3Rs

Research has shown that adolescents whose parents are warm yet firm are more self-reliant, have higher self-esteem and report less depression and anxiety (Steinberg, 2001). Another study demonstrates that most students prefer to get information about contraception from their parents than from community health centers, classes, hospitals, private doctors, television or friends (Hacker, 2000). We selected the 3Rs curriculum because it provides guidance in facilitating parent-child communication around sexuality, teaches youth to make independent decisions and helps raise sexually healthy teenagers through positive attitudes and actions (Huberman, 2002).

3Rs is self-described as an inclusive sex education curriculum that meets the National Sexuality Education Standards, promotes the adoption of healthy behaviors and addresses age-appropriate functional knowledge related to sexuality. The 3Rs curriculum utilizes social learning theory, social cognitive theory and the social-ecological prevention model.

3R's - http://3rs.org/3rs-curriculum/

Implementation

The PREIS Second Family Model program was a 9-month afterschool program that provided services four days a week, Monday through Thursday. Each week, participants received:

- One hour of SEL instruction,
- One hour of sexual health education
- Two hours of homework assistance
- Two hours of direct instruction
- Biweekly case management and student advocacy meetings

For Sample Schedules, see Appendix 4.

Our program team consisted of eight staff members, including:

- Program manager
- Community engagement manager
- Parent facilitator
- Specially trained lead teachers, health education specialists and program aids

We provided ongoing staff development in the program curricula and youth development approaches. For examples of Facilitator Resources, see Appendix 5.

Acknowledgements at the End of the Study

We wanted to ensure that we left a positive impression on the community and maintained community relationships after the study had been completed. With this in mind, at the end of the study we:

- Sent thank you notes to participants and community members who were involved in the study
- Reported research results to the community, including participants, families of participants, referring community resources and other Future Foundation stakeholders such as our Board and donors, in formats most useful to each group.

Adapting to the COVID-19 Pandemic

While the Second Family Model was designed as an in-person program, the onset of the COVID-19 Pandemic required us to adapt quickly and to implement our program virtually. We recognized that, in making adaptations, we had to consider the various learning needs of our young audience, including those who needed screen readers or other tools to allow them to better access virtual materials. More specifically, this might involve tagging visual materials with the appropriate alt text so that they were accessible to screen readers and/or using video meeting programs that allowed captioning.

Some key considerations and lessons learned from the Second Family Model Program included:

- Determine which virtual platforms you will use to deliver the program.
- Before selecting the platform, work with implementation sites to learn about any requirements or barriers regarding the types of platforms that may be used. If necessary, consider multiple platforms, depending on the needs of your implementation sites, keeping in mind that these platforms are constantly evolving.
- For each platform used, determine which supplementary features you will use to support engagement. Consider what type of user experience you are hoping for to ensure your program goals and objectives are met, as well as the age and other contextual factors of your participants. For example, youth in the home versus youth in out-of-home care have different options available. Therefore, set realistic expectations for your touchpoints with youth, considering multi-modal ways to engage with your diverse learners.

- Ensure facilitators are comfortable with the platform and all of its features. Some additional staff training will be needed as options are continually evolving. Use this as an opportunity for staff capacity building within your organization around online teaching methods, virtual engagement, and even social media.

In our case, we explored several virtual platforms, including MS Teams, Google Classroom and Zoom. We determined that Zoom was the most user friendly and most aligned with the social media platforms our students used. This provided a sense of familiarity and ease of use. Even with Zoom, we found that we needed to educate the students in "Zoom etiquette," reminding them to keep their cameras on and remain in front of the screen. We utilized Zoom's filter feature to create a classroom background and utilized break out rooms to provide time for the students to take a break from instruction and listen to music for a few minutes as needed. We also learned that we could not conduct class for the same length of time via zoom as we could in person due to virtual fatigue. We therefore came up with a model where we would break sessions in half, conducting two shorter sessions, with a long break in the middle, rather than one long session.

Data Collection

We utilized a Randomized Controlled Trial ("RCT") study design to ensure accuracy. Upon enrollment, each participant was assigned a UIN that was used by Metis for randomization and tracking purposes.

To evaluate the impact of our program, our evaluation team administered the YOS to each cohort four-times:

- Upon enrollment ("baseline")
- Post-program
- Three months post program
- Six months post program

The YOS was administered both in person and online for both the Program and Control Groups.

The evaluation team also collected individual student-level data from FCS at baseline and post-program, as well as data from the Future Foundation, including:

- FYSB quarterly progress reports
- Staff development schedules and materials
- Parent education workshop curriculum materials
- Student and family communications
- Participation data, including attendance records for school year, summer and parent programs and quantity of services provided
- Student satisfaction surveys
- Staff program observations
- FCS administrative data

Collecting Participant and Facilitator Feedback

An important piece of assessing the success and value of our program was gathering participant and facilitator feedback.

We gathered information from surveys and one on one feedback.

In addition, we implemented an open forum activity called It Made Me Think. This activity is a reflective exercise for students to structure their ideas. After the meeting, participants would go around in a circle, each sharing his or her insights, questions, or challenges. The goal was to unpack their biggest takeaways into a single, brief sentence. This activity gave us valuable feedback on the perspectives of the students.

If we observed that the students had difficulty formulating responses, we would make adjustments for our next lesson, including diversifying the content.

Fidelity

To ensure that we provided quality programming, we used observations and Fidelity Tools. The results from these tools enabled us to identify opportunities to support our program sites and to enhance program efforts in real time.

For sample Fidelity Tools, see Appendix 6.

Findings

An analysis of our data showed that 100% of the program's core curricula were implemented and offered to the Program Groups in all three cohorts. We had consistent participation from our enrolled students, with the active support of our staff. Qualitatively, we observed that the students in our Program developed self-confidence and a sense of ownership of their own individual "brands."

Our study revealed that a wide range of outreach methods were necessary to recruit participants for our program, with school and community relationships being critical prerequisites for successful student recruitment. We learned that communication with families was critical so that they would understand the goals of our study and how we were interacting with their children.

Creativity was also critical to successful student engagement and robust program implementation, helping Future Foundation to overcome the external events, specifically the COVID-19 pandemic, that impacted implementation.

Surveys

We conducted surveys of all staff members at the end of the program in order to gather information based on their experiences.

For survey responses, see Appendix 7.

Appendix 1 Informational Materials

Future Foundation

prepare to stand out

PREIS Research Study FAQ SHEET

1892 Washington Rd.,
East Point, GA 30344

T: 404-766-0510
F: 404-766-0736

PREIS@Future-Foundation.com
www.Future-Foundation.com

BUILD A BRIGHTER FUTURE

The Future Foundation is launching our 2nd cohort of the PREIS Program, a year-round initiative focused on helping students make smart decisions about academics, social behavior, and physical, nutritional and sexual health —in order to prepare them for bright futures. It helps the participants reach their full potential, and transforms the community they live into a place where students thrive and success brings success.

WHAT ARE THE NEW PROGRAM OPERATION HOURS?

Starting August 2018, our program will operate four (4) days per week, Monday - Friday. Time TBA. We will not run on Fridays.

HOW LONG IS THE RESEARCH STUDY?

The length of the study for cohort 2 is sixteen (16) months. Ten (10) months of programming for the treatment group and monthly events for the control group. Survey follow-ups will be completed in September and December 2019

WHAT DO I GET FOR MY PARTICIPATION?

That depends!

If you're in the **treatment group**, participants will receive $10 gift card incentives for each survey they complete throughout the study. Participants will also receive:

- FREE academic support and health education for students in a safe, supportive learning environment.
- FREE support from an assigned advocate who will collaborate with students in an effort to help them realize their full potential.
- FREE parent workshops and referrals to career workshops, financial resources and counseling services.

If you're in the **control group**, participants that complete the end of the year; 3-month and 6-month follow-up surveys will receive a $10 gift card incentive following the completion of each survey. Once the final survey is completed at the end of July 2019, students will have the opportunity to enroll in similar after school programs. At that time, Future Foundation can also provide a list of partner organizations that offer similar services (like financial assistance, college and career resources and counseling services

WHAT ABOUT TRANSPORTATION?

Future Foundation provides free bus transportation from school to the program site each day for students in the treatment group. Once programming ends, we will transport students to a group drop-off location in close proximity to your neighborhood (for those who cannot be picked up by car). The group drop-off locations are as follows:

- DROPOFF LOCATION- TBD

WHAT DO YOU NEED FROM ME?

Because of the design of our study, both parents and students will need to consent in order to participate in the study. This involves completing the consent and assent documents that are provided. Documents can be picked up during one of our upcoming townhall sessions or filled out online. Give us a call at 404-766-0510 to RSVP for an information session or to be emailed a link to complete the necessary paperwork.

HOW CAN I GET MORE INFORMATION?

For more information on the PREIS Program and study, or to enroll, please contact Qaadirah Abdur-Rahim or Stefanie Small at 404-766-0511 x113 or via email at PREIS@Future-Foundation.com.

CALLING SANDTOWN MIDDLE SCHOOL STUDENTS
Text FUTURE to 77453
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100% Graduation Rate Since 2007.
AFTERSCHOOL PROGRAM
PARTICIPATE & EARN MONEY
In Metro Atlanta, kids are 4 times more likely to drop out of school. Let's change the statistics.
SIGN UP TODAY!
ACADEMIC SUPPORT/ LIFE SKILLS/ PARENT WORKSHOPS
Attention parents! Your child may qualify to participate in a FREE year-round research initiative focused on providing holistic education, health and life skills programs for students attending Woodland and McNair Middle Schools in Fulton County. For 13 years, the Future Foundation has helped over 1500 African American youth in Metro Atlanta achieve academic success and become first-generation high school and college graduates. Participants in the program will receive a unique offering of afterschool tutoring, enrichment services, counseling and family support at no cost. If selected for the program, students will be compensated.
What you do next matters. Help your child create a brighter future today!
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FYSB Family & Youth Services Bureau

PREIS Information Sheet

What is the PREIS program?

A 10 month program that focuses on helping students make smart decisions about academics, social behavior, and physical, nutritional, and sexual health, in order to prepare them for future success. It will run from August 2018 through May 2019 with survey follow-ups in September and December 2019.

- A mandatory, school-year program that offers 165 hours of afterschool programming addressing the following issues:
  - *Education* (direct instruction, homework support, tutoring)
  - *Health* (social/emotional learning, adolescent sexual health education)
  - *Enrichment* (STEAM, career prep, physical education, nutrition)
  - *Student Advocacy* (intake, assessment, individual service planning, meetings)
- An optional 4-week summer program of 120 program hours addressing:
  - *Education* (direct instruction, tutoring)
  - *Health* (social/emotional learning)
  - *Enrichment* (STEAM, career prep, physical education, nutrition)
- An optional parent engagement program which will offer parent workshops and quarterly events.

What is the PREIS research project?

A study to test the effectiveness of this year-round teen enrichment and life skills model in helping youth avoid or reduce risky behaviors, graduate from high school on time, attain college and career success, and make successful transitions to adulthood

Who will participate?

250 youth in rising grades 6-8 who will attend Sandtown Middle School, are projected to attend Westlake High School, and have no prior Future Foundation experience. Participants will be recruited and enrolled through the end of June 2019.

How does it work?

Following parental consent, participants will be randomly assigned to one of two groups:

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1. 100 treatment youth who attend the PREIS program for ten (10 months) will participate in the research project enrichment activities

   100 control youth who only participate in the research project enrichment activities, not the afterschool PREIS program itself

- *Both groups* will complete the PREIS Youth Outcome Survey at four (4) different times

What is the study's purpose?

To evaluate the impact of the PREIS program using a randomized control trial design. We will be asking the following evaluation questions:

- Do significantly greater numbers of treatment youth achieve proficiency in English language arts and math than the control group youth?
- Do treatment youth show significantly higher behavioral and emotional strengths and competencies than the control group youth?
- Do significantly fewer numbers of students in the PREIS program engage in risky/ sexual behaviors than their control group peers?
- Do youth with higher attendance or greater participation in optional activities show better outcomes than those who attend less often?

We will also use interviews and surveys, and review documents in order to assess the effectiveness of the implementation process, asking the following evaluation questions:

- To what extent does Future Foundation implement the PREIS grant as proposed?
- What are the lessons learned or best practices identified?
- What activities are completed each year to support program sustainability, documentation, and replication?
- How satisfied are stakeholders with PREIS implementation annually?

Who is funding the study?

The US Department of Health and Human Services, Family & Youth Services Bureau (FYSB) has awarded us a 5-year grant to evaluate the program.

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SCHOOL MESSENGER COMMUNICATION

Dear Parents:

We are calling to inform you about the Future Foundation PREIS afterschool program. Future Foundation is an afterschool program that provides free tutoring, mentorship and critical resources for families in South Fulton. Beginning August 2018 Sandtown Middle School will offer a free afterschool program for selected 6th-8th grade students. PREIS will be operated during afterschool hours Monday – Thursday. The program will run from August 2018 – May 2019, with an optional 4-week summer program, June 3rd – June 28th,2019. Future Foundation requires you and your student to complete paperwork in order to be enrolled in the program. Upon selection, your child will be enrolled in a daily support group and/or a monthly support group. Additionally, participants will have the chance to win incentives throughout the program

Daily support group students will be offered the afterschool programming in the areas of education health, and life skills.

Monthly support group students will participate in movie nights, skate nights, etc.

Transportation will be covered and provided to all students. At the end of each day, students not being picked up by car after the program will be transported by bus to a group drop-off site within the vicinity of the student's neighborhood. Parents will need to arrange pick-up from the designated location.

Please see the attachments for additional information and to fill out the parent consent form.

Future Foundation
1892 Washington Road
East Point, Georgia 30344

(404) 766-0510 office
(404) 766-0736 fax
future-foundation.com

Appendix 2 Sample Youth Outcome Survey

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PREIS Youth Outcome Survey (Post-Program Cohort 3): Grade 6

General Instructions

Thank you for your help with this important study. It will help us understand what things are like for people your age today and help to identify effective ways to reduce risk behaviors. This survey includes questions about your family, friends, school, as well as your knowledge, attitudes, and behaviors. We will keep your answers and information you share private, so we ask that you please answer the questions as honestly and completely as possible.

We want you to know that:

1. *Your participation is voluntary*. You do not have to take the survey if you do not want to do so.
2. *You may skip any question you do not wish to answer*.
3. *The answers you provide will be strictly confidential*. This means that your individual answers are private and they will not be shared with anyone at your school, home, Future Foundation, or any other organization that provides services to you or your family. Only the researchers will see the completed surveys and they will combine the survey information for all youth together when reporting the findings.

PLEASE READ EACH QUESTION CAREFULLY. There are different ways to answers the questions in the survey. It is important that you follow the instructions when answering each different kind of question.

- PLEASE MARK ALL ANSWERS WITHIN THE BOXES PROVIDED.
- *[IF PAPER & PENCIL ADMINISTRATION INCLUDE:]* YOU MAY USE PEN OR PENCIL TO COMPLETE THE SURVEY.

For more information about this survey or the PREIS Program study, please contact Qaadirah Abdur-Rahim, PREIS Project Director, at qrahim@future-foundation.com.

May 18, 2020

Section 1: About You

This section includes questions about you. Please check the answer that best applies to you.

Today's Date:

Student ID Number:

1. **How old are you?** (MARK ONLY ONE ANSWER)

- ☐ 10
- ☐ 11
- ☐ 12
- ☐ 13
- ☐ 14
- ☐ 15
- ☐ 16
- ☐ 17
- ☐ 18
- ☐ 19
- ☐ 20
- ☐ 21 or older

2. **What grade are you in? (If you are currently on vacation or in summer school, indicate the grade you will be in when you go back to school)** (MARK ONLY ONE ANSWER)

- ☐ 5th
- ☐ 6th
- ☐ 7th
- ☐ 8th

3. **When you are at home with your family, what language or languages do you usually speak?** (MARK ALL THAT APPLY)

- ☐ English
- ☐ Spanish
- ☐ Other (please specify): _____

4. **What is your race?** (MARK ALL THAT APPLY)

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White or Caucasian

5. **Are you Hispanic or Latino?** (MARK ONE ANSWER)

- ☐ Yes
- ☐ No

6. **What sex were you assigned at birth, on your original birth certificate?** (MARK ONE ANSWER)

- ☐ Female
- ☐ Male

7. **Who do you live with most of the time?** (MARK ONE ANSWER)

- ☐ Mother and father
- ☐ Only mother
- ☐ Mother and stepfather
- ☐ Only father
- ☐ Father and stepmother
- ☐ Some with mother/some with father
- ☐ Other relative
- ☐ Guardian or foster parent
- ☐ Alone or with friends
- ☐ Other (please specify): _____

8. **Are you currently… ?** (MARK ALL THAT APPLY)

- ☐ In foster care, living with a family
- ☐ In foster care, living in a group home
- ☐ Couch surfing, or moving from house to house
- ☐ Living in a place not meant to be a residence, such as outside, in a tent city or homeless camp, in a car, in an abandoned vehicle or in an abandoned building
- ☐ Staying in an emergency shelter, transitional living program, or motel
- ☐ In juvenile detention, jail, prison, or other correctional facility or under the supervision of a probation officer
- ☐ None of the above

9. **Even if you didn't attend all of the sessions or classes in this program, how often in the program…** (MARK ONLY ONE ANSWER PER ROW)

	All of the Time	Most of the Time	Some of the Time	None of the Time
A. did you feel interested in program sessions or classes?	☐	☐	☐	☐
B. did you feel the material presented was clear?	☐	☐	☐	☐
C. did discussions or activities help you to learn program lessons?	☐	☐	☐	☐
D. did you have a chance to ask questions about topics or issues that came up in the program?	☐	☐	☐	☐
E. did you feel respected as a person?	☐	☐	☐	☐

10. **Thinking about the past 12 months only, from where did you learn information about sexual health?** *By sexual health, we mean learning about sex and risk of pregnancy and sexually transmitted infections.* (MARK ALL THAT APPLY)

- ☐ A class at school → COMPLETE Q10A AND Q10B
- ☐ After school or summer program → COMPLETE Q10A AND Q10B
- ☐ Your parents, guardian, or other adults you trust
- ☐ Your siblings, cousins, or other family members
- ☐ Your boyfriend, girlfriend, or sexual partner
- ☐ Your friends
- ☐ Other (please specify): _____

a. **What is the name of the class, program, or curriculum you attended about sexual health at school/during after school or summer program?** (LIST AS MANY AS YOU CAN REMEMBER FROM THE PAST YEAR ONLY)

b. **About how often did you learn about sexual health at school/during afterschool or summer?** (MARK ONE ANSWER)

- ☐ Every day
- ☐ A few times a week
- ☐ Once a week
- ☐ Just occasionally

11. **Thinking about the past 12 months only, from where did you learn information about healthy relationships and life skills?** (MARK ALL THAT APPLY)

- ☐ A class at school → COMPLETE Q11A AND Q11B
- ☐ After school or summer program → COMPLETE Q11A AND Q11B
- ☐ Your parents, guardian, or other adults you trust
- ☐ Your siblings, cousins, or other family members
- ☐ Your boyfriend, girlfriend, or sexual partner
- ☐ Your friends
- ☐ Other (please specify): _____

a. **What is the name of the class, program, or curriculum you attended about healthy relationships and life skills at school/during after school or summer program?** (LIST AS MANY AS YOU CAN REMEMBER FROM THE PAST YEAR ONLY)

b. **About how often did you learn about healthy relationships and life skills at school/during afterschool or summer?** (MARK ONE ANSWER)

- ☐ Every day
- ☐ A few times a week
- ☐ Once a week
- ☐ Just occasionally

Section 2: Sex and Risk

This section includes questions about sex and your risk of pregnancy and sexually transmitted diseases. *Remember, all of your responses are private.*

Part A – Behavior

12. **Have you ever had vaginal sex?** *Vaginal sex is when a penis is put in a vagina.* (MARK ONE)

- ☐ Yes
- ☐ No → SKIP TO Q.13
- ☐ Not applicable

a. **In the past 3 months, how many times did you have vaginal sex?** *Vaginal sex is when a penis is put in a vagina.* (MARK ONE ANSWER)

- ☐ I have never had sex
- ☐ I have had sex, but not in the past 3 months → SKIP TO Q.13
- ☐ Once
- ☐ 2 to 3 times
- ☐ 4 or more times

b. **When you had vaginal sex in the past 3 months, how often did you or a partner use a condom?** *Vaginal sex is when a penis is put in a vagina.* (MARK ONE ANSWER)

- ☐ All the time
- ☐ Some of the time
- ☐ None of the time

c. **When you had vaginal sex in the past 3 months, how often did you or a partner use birth control?** *By birth control, we mean using birth control pills, the shot, the patch, the ring, an IUD, or implant.* (MARK ONE ANSWER)

- ☐ All the time
- ☐ Some of the time
- ☐ None of the time

d. **When you had vaginal sex in the past 3 months, how often did you and your partner have sex without a condom or birth control?** *By birth control, we mean using birth control pills, the shot, the patch, the ring, an IUD, or implant.* (MARK ONE ANSWER)

- ☐ All the time
- ☐ Some of the time
- ☐ None of the time

13. **At what age did you have or do you plan to have vaginal sex for the FIRST time?** (MARK ONE ANSWER)

- ☐ 11 or younger
- ☐ 12 to 14 years old
- ☐ 15 to 17 years old
- ☐ 18 to 20 years old
- ☐ 21 or older

14. **If you have the chance, do you intend to have vaginal sex in the next 3 months?** (MARK ONE ANSWER)

- ☐ Yes, definitely
- ☐ Yes, probably
- ☐ No, probably not
- ☐ No, definitely not

15. **To the best of your knowledge, have you ever been pregnant or gotten someone else pregnant, even if no child was born?** (MARK ONE ANSWER)

- ☐ Yes
- ☐ No

16. **In the past 3 months, how many times did you do sexual kissing?** (MARK ONE ANSWER)

- ☐ I have never done sexual kissing
- ☐ I have sexually kissed a partner, but not in the past 3 months
- ☐ Once
- ☐ 2 to 3 times
- ☐ 4 or more times

17. **In the past 3 months, how many times did you engage in breast or genital touching/feeling up with a partner?** (MARK ONE ANSWER)

- ☐ I have never done any breast or genital touching/feeling up
- ☐ I have done breast or genital touching/feeling up but not in the past 3 months
- ☐ Once
- ☐ 2 to 3 times
- ☐ 4 or more times

18. **In the past 3 months, how many times did you have oral sex?** *Oral sex is when a mouth is put on a penis or vagina.* (MARK ONE ANSWER)

- ☐ I have never had oral sex
- ☐ I have had oral sex, but not in the past 3 months
- ☐ Once
- ☐ 2 to 3 times
- ☐ 4 or more times

19. **If you have the chance, do you intend to have oral sex in the next 3 months?** *Oral sex is when a mouth is put on a penis or vagina.* (MARK ONE ANSWER)

- ☐ Yes, definitely
- ☐ Yes, probably
- ☐ No, probably not
- ☐ No, definitely not

20. **In the past 3 months, how often would you say you talked about things that really matter with a parent or adults?** (MARK ONE ANSWER)

- ☐ All of the time
- ☐ Some of the time
- ☐ None of the time

21. **Have you ever had anal sex?** *Anal sex is when a penis is put in an anus.* (MARK ONE ANSWER)

- ☐ Yes
- ☐ No → SKIP TO Q21

a. **In the past 3 months, how many times did you have anal sex?** *Anal sex is when a penis is put in an anus.* MARK ONE ANSWER)

- ☐ I have never had anal sex
- ☐ I have had anal sex, but not in the past 3 months → SKIP TO Q22
- ☐ Once
- ☐ 2 to 3 times
- ☐ 4 or more times

b. **When you had anal sex in the past 3 months, how often did you or a partner use a condom?** *Anal sex is when a penis is put in an anus.* (MARK ONE ANSWER)

- ☐ All the time
- ☐ Some of the time
- ☐ None of the time

Part B – Knowledge

Mark the answer you believe to be true.

22. **If condoms are used correctly and consistently, how much can they decrease the risk of pregnancy?** (MARK ONE ANSWER)

- ☐ Not at all
- ☐ A little
- ☐ A lot
- ☐ Completely
- ☐ Don't know

23. If condoms are used correctly and consistently, how much can they decrease the risk of getting HIV, the virus that causes AIDS? (MARK ONE ANSWER)

- ☐ Not at all
- ☐ A little
- ☐ A lot
- ☐ Completely
- ☐ Don't know

24. If birth control pills are used correctly and consistently, how much can they decrease the risk of pregnancy? (MARK ONE ANSWER)

- ☐ Not at all
- ☐ A little
- ☐ A lot
- ☐ Completely
- ☐ Don't know

25. If birth control pills are used correctly and consistently, how much can they decrease the risk of getting AIDS, the virus that causes AIDS? (MARK ONE ANSWER)

- ☐ Not at all
- ☐ A little
- ☐ A lot
- ☐ Completely
- ☐ Don't know

26. If birth control pills are used correctly and consistently, how much can they decrease the risk of getting chlamydia and gonorrhea? (MARK ONE ANSWER)

- ☐ Not at all
- ☐ A little
- ☐ A lot
- ☐ Completely
- ☐ Don't know

27. Can you get a sexually transmitted disease or STD from having oral sex? (MARK ONE ANSWER)

- ☐ Yes
- ☐ No
- ☐ Don't know

Part C - Attitudes

Read each of the following items carefully and check if you agree or disagree.

28. At your age right now, having sexual intercourse would create a problem. (MARK ONE ANSWER)

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

29. I can say no to the person going out with me if I don't want to have sexual intercourse. (MARK ONE ANSWER)

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

30. I could convince my partner that we should use a condom even if he or she doesn't want to. (MARK ONE ANSWER)

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

31. I could refuse to have sexual intercourse of the other person will not use a condom. (MARK ONE ANSWER)

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

32. Having sexual intercourse is a good thing for you to do at your age. (MARK ONE ANSWER)

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

33. At your age right now, not having sexual intercourse is important for you to be safe and healthy. (MARK ONE ANSWER)

- ☐ Strongly Disagree
- ☐ Disagree

- ☐ Agree
- ☐ Strongly Agree

34. At your age right now, it is okay for you to have sexual intercourse if you use birth control like a condom. (MARK ONE ANSWER)

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

Section 2: Healthy Life Skills

Part A

Read each of the following items carefully and check if you agree or disagree.

35. A very angry person cannot calm down.

☐ Agree ☐ Disagree

36. Reaching a goal always takes a long time.

☐ Agree ☐ Disagree

37. Making many mistakes when you are trying something new is a sign that you will not very successful in your efforts.

☐ Agree ☐ Disagree

38. You can change your negative thoughts and emotions into positive thoughts and emotions.

☐ Agree ☐ Disagree

39. Talking about your success is one way to lose friends.

☐ Agree ☐ Disagree

40. You cannot turn a negative situation into a positive situation.

☐ Agree ☐ Disagree

41. Your personal values play a role in the decisions that you make.

☐ Agree ☐ Disagree

42. A person does not always have to use words to express how they feel.

☐ Agree ☐ Disagree

43. Someone is a bully if they do something harmful and controlling once.

☐ Agree ☐ Disagree

44. Being a good friend requires certain skills.

☐ Agree ☐ Disagree

45. Asking questions during a conversation is a good way to show that you are listening.

☐ Agree ☐ Disagree

46. Your facial expressions and body language can send a clear message that you are against bullying.

☐ Agree ☐ Disagree

47. One way to resolve conflict is to work on a solution that best fits your personal needs.

☐ Agree ☐ Disagree

Part B

48. Read each statement below and mark the answer that best describes you <u>now</u> or in the past 3 months. (MARK ONE ANSWER)

		Very much like you	Like you	Not much like you	Not at all like you
A.	My family makes me feel wanted	☐	☐	☐	☐
B.	I trust at least one person very much	☐	☐	☐	☐
C.	It's okay when people hug me	☐	☐	☐	☐
D.	I join in community activities	☐	☐	☐	☐
E.	I believe in myself	☐	☐	☐	☐
F.	I let someone know when my feelings are hurt	☐	☐	☐	☐
G.	I get along well with my family	☐	☐	☐	☐
H.	I have a sense of humor	☐	☐	☐	☐
I.	I ask for help when I need it	☐	☐	☐	☐
J.	I can express my anger in the right way	☐	☐	☐	☐
K.	My parents and I talk about how I act at home	☐	☐	☐	☐

		Very much like you	Like you	Not much like you	Not at all like you
L.	If I hurt or upset others, I tell them I am sorry	☐	☐	☐	☐
M.	I care about how others feel	☐	☐	☐	☐
N.	I complete tasks when asked	☐	☐	☐	☐
O.	I get along well with my parents	☐	☐	☐	☐
P.	When my feelings are hurt, I stay calm	☐	☐	☐	☐
Q.	I think about what could happen before I decide to do something	☐	☐	☐	☐
R.	I accept criticism	☐	☐	☐	☐
S.	I go to religious activities	☐	☐	☐	☐
T.	I keep myself clean	☐	☐	☐	☐
U.	I ask my friends for help	☐	☐	☐	☐
V.	I have a hobby I enjoy	☐	☐	☐	☐
W.	When I have a problem, I talk with others about it	☐	☐	☐	☐
X.	I do my schoolwork on time	☐	☐	☐	☐
Y.	I feel close to others	☐	☐	☐	☐
Z.	I know when I am happy and when I am sad	☐	☐	☐	☐
AA.	I know what I do well	☐	☐	☐	☐
BB.	I accept responsibility for my actions	☐	☐	☐	☐
CC.	I get along with my brothers and sisters	☐	☐	☐	☐
DD.	When I lose a game, I accept it	☐	☐	☐	☐
EE.	I complete my homework	☐	☐	☐	☐
FF.	I am like by others my age	☐	☐	☐	☐
GG.	I am a good listener	☐	☐	☐	☐
HH.	I let people know when I like them	☐	☐	☐	☐
II.	When I make a mistake, I admit it	☐	☐	☐	☐
JJ.	I do things with my family	☐	☐	☐	☐
KK.	I can deal with being told "no"	☐	☐	☐	☐
LL.	I smile a lot	☐	☐	☐	☐
MM.	I pay attention in class	☐	☐	☐	☐
NN.	I am good at math	☐	☐	☐	☐

		Very much like you	Like you	Not much like you	Not at all like you
OO.	I am good at reading	☐	☐	☐	☐
PP.	I enjoy many of the things I do	☐	☐	☐	☐
QQ.	I respect the right of others	☐	☐	☐	☐
RR.	I share things with others	☐	☐	☐	☐
SS.	I follow the rules at home	☐	☐	☐	☐
TT.	When I do something wrong, I say I am sorry	☐	☐	☐	☐
UU.	I study for tests	☐	☐	☐	☐
VV.	When good things happen to me, I tell others	☐	☐	☐	☐
WW.	I am nice to others	☐	☐	☐	☐
XX.	I use appropriate language	☐	☐	☐	☐
YY.	I attend school daily	☐	☐	☐	☐
ZZ.	I listen during class and write things down to help me remember later	☐	☐	☐	☐

You are finished. Thank you again for taking the time to complete this survey!

Appendix 3 Sample Lessons

Sample *Lions Quest* Lessons

The following summaries are adapted from the *Lions Quest* curriculum.

Lesson 4.4 – Tobacco

Why Start: Addiction and Effects and Tobacco Troubles

- For students in grades 6, 7 & 8
- SEL Competency – Responsible Decision Making
- SEL Skills – Problem identification, situation analysis, problem-solving

Introduction

This week in our *Lions Quest* program we will focus on making a responsible decision regarding tobacco use by learning about the risks, analyzing the influences and considering the consequences.

Our quote for this topic is: *"When you light a cigarette, your life burns with it."* –Author Unknown

Lesson Narrative

Tobacco use causes many health risks and it is important to act on this information. This week, think about reasons to never start using tobacco and realize advertisers try to trick teenagers into thinking tobacco use is cool. Choose your health and be a role model of healthy decisions by saying "No!" to tobacco. You will be glad you did.

Activity

Students explored the thought process behind why some people choose or do not choose to use tobacco products and discussed healthy decision-making and acting responsibly.

Students were placed into groups of five and created positive, tobacco-free posters that show examples of how to get along with peers and fit in. Each group presented their posters to their peers. Each group also created a short commercial that began with: "Thank you for not smoking because..." and recorded the commercial in front of their peers.

Lastly, they learned about and discussed the negative effects of tobacco use on young adolescents. Students learned how tobacco can cause dependency and reviewed strategies to stop using tobacco with the help of local resources. They researched different resources to combat smoking and presented their findings to their peers.

Lesson 4.5 – Alcohol

Stay Away from Alcohol and What Are the Risks?

- For students in grades 6, 7 & 8
- SEL Competency – Responsible Decision Making
- SEL Skills – Ethical responsibility, problem identification, situation analysis

Introduction

This week in our *Lions Quest* program we will focus on making a responsible decision regarding adolescent alcohol use.

Our quote for this topic is: **"***One reason I don't drink is that I want to know when I'm having a good time."* –Nancy Astor

Lesson Narrative

Alcohol use creates serious health challenges for adolescents and is also illegal to use until adulthood. Understanding why it is important to avoid alcohol use as a teenager and how to respond to the pressure to use it is one of the most important skills to learn in order to achieve your goals. This week, commit to staying away from alcohol and choose your own health goals instead. Lead the way by being a healthy role model and choosing healthy activities. You will see that others will follow!

Activity

Students learned about the negative impact of alcohol use during adolescence and how to identify and respond to different types of drinking behaviors. Students were paired together to read articles that described the risks for teens of drinking alcohol and the causes and effects.

In pairs, they also worked together to come up with risks and positive options for each situation on their worksheet.

Each group shared with their peers after completing the assignment.

Lesson 4.6 – Drugs

No-Go for Drugs

- For students in all grades
- SEL Competency – Responsible Decision Making
- SEL Skills – Problem identification, situation analysis, problem-solving

Introduction

This week in our *Lions Quest* program we will focus on staying away from all illegal and illicit drugs and avoiding the misuse of drugs in general.

Our quote for this topic is: *"Addiction is the only prison where the locks are on the inside." ~Unknown*

Lesson Narrative

Staying healthy means making good decisions when it comes to drugs and avoiding addiction and the many problems that alcohol, tobacco and other drugs can cause. This week, think about the rule of thumb that says that if a drug is not prescribed by your doctor and used exactly as the label says, don't take it! The negative consequences are never worth it. As we have been emphasizing in this unit, choose yourself, choose your health, choose positive friends and give yourself every advantage in life. Only take drugs that are required for your good health and so "No!" to the rest. Strive to thrive in life!

Activity
Students discussed making healthy choices in life and how to stay away from drugs, examined pressure to experiment with drugs, and how to make healthy choices. Students worked together to create a skit related to the lesson.

Sample *3Rs* Lessons

The following summaries are adapted from the *3Rs* curriculum.

Define Three Types of Communication: Passive, Assertive & Aggressive

For students in grades 6, 7 & 8

Students learned about three types of communication: passive, assertive and aggressive. They then had to demonstrate an understanding of assertive communication as the most effective way of telling someone they do not want to engage in sexual activity with him or her and to demonstrate an understanding of how to communicate assertively about one's own decision to wait to engage in any shared sexual behaviors.

Being the Change You Want to See in the World

For students in grades 6, 7 & 8

Students described ways to treat others with dignity and respect. We displayed Yes or No signs throughout the classroom. Children moved around the classroom and discussed ways to advocate for a safe environment that encourages dignified and respectful treatment of everyone. They described their own experiences of being disrespected and the impact these experiences had on them. Students then listed at least two examples of ways in which a young person was discriminated against because of his or her gender or sexual orientation.

Characteristics of Healthy Communication in a Relationship

For students in grades 6, 7 & 8

Students applied their understanding of healthy communication to a scene between two people who are discussing technology use within a relationship. Students viewed and analyzed what healthy and unhealthy relationships looks like. Finally, students had the opportunity to share thoughts about the public relationships that are displayed for the world to judge.

Appendix 4 Sample Schedules

Sample School Year Schedule

	Monday	Tuesday	Wednesday	Thursday
4:00-5:00	Arrival	Arrival	Arrival	Arrival
5:00-5:30	Snack Community Circle & PE	Snack Community Circle & PE	Snack Community Circle & PE	Snack Community Circle & PE
5:30-6:30	6th Grade: Social Emotional Learning: Sexual Health 7th & 8th Grade: Homework Support	7th Grade: Social Emotional Learning: Sexual Health 6th & 8th Grade: Homework Support	8th Grade: Social Emotional Learning: Sexual Health 6th & 7th Grade: Homework Support	Advocacy Check-Ins Or Tutoring (if needed)
6:30-7:00	6th, 7th & 8th Grades: Direct Instruction: Math	6th, 7th & 8th Grades: Direct Instruction: ELA	6th, 7th & 8th Grades: Direct Instruction: Math	6th, 7th & 8th Grades: Direct Instruction: ELA
7:00	Dismissal	Dismissal	Dismissal	Dismissal

Sample After-School Program Schedules

Future Foundation / PREIS-Sandtown Middle School

August 20, 2018 – May 22, 2019		Monday	Tuesday	Wednesday	Thursday
4:00	15 min	School lets out	School lets out	School lets out	School lets out
4:15-4:45	30 min	Arrival, sign-in & dinner	Arrival, sign-in & dinner	Arrival, sign-in & dinner	Arrival, sign-in & dinner
4:45-5:15	30 min	Enrichment Game Locker	Enrichment Game Locker	Enrichment Game Locker	STEAM
5:15-6:15	60 min	6th Grade: Social Emotional Learning or Sexual Health	7th Grade: Social Emotional Learning or Sexual Health	8th Grade: Social Emotional Learning or Sexual Health	Physical Enrichment Advocacy Group
		7th & 8th Grade: Homework Support & Tutoring	6th & 8th Grade: Homework Support	6th &7th Grade: Homework Support & Tutoring	6th, 7th & 8th Grade: Homework Support
6:15-6:45	30 min	6th, 7th & 8th Grade: Direct Instruction: Math	Advocacy Groups	6th, 7th & 8th Grade: Direct Instruction: ELA	Future Foundation Store Student Choice Thursdays
6:45-7:00	15 min	Community Circle, Snack & Dismissal	Community Circle, Snack & Dismissal	Community Circle, Snack & Dismissal	Community Circle, Snack & Dismissal
7:00		Dismissal	Dismissal	Dismissal	Dismissal

Future Foundation / PREIS-Bear Creek Middle School

March 30-31, 2020 April 1-2, 2020 Monthly Theme: April Full of Fools		Monday	Tuesday	Wednesday	Thursday
4:25		School lets out	School lets out	School lets out	School lets out
4:30-4:45	15 min	Arrival & Sign-in	Arrival & Sign-in	Arrival & Sign-in	Arrival & Sign-in
4:45-4:55	10 min	Snack	Snack	Snack	Snack
5:00-5:30	30 min	6th Grade: SEL 4:3 Responsibility: Choices & Consequences 7th & 8th Grade: Homework Support & Tutoring Direct Instruction: Math / ELA / Science / Social Studies I-Ready	7th Grade: SEL 4:3 Information & Health Choices = Success Advocacy 6th & 8th Grade: Homework Support & Tutoring Direct Instruction: Math / ELA / Science / Social Studies I-Ready	8th Grade: SEL 4:3 Response-Ability Leads to Success 6th & 7th Grade: Homework Support & Tutoring Direct Instruction: Math I-Ready	Advocacy 6th & 7th Grade: Homework Support Direct Instruction: Math / ELA / Science / Social Studies I-Ready FF Store
5:35-5:55	20 min	Dinner	Dinner	Dinner	Dinner
6:00-6:30	30 min	Community Circle Tricky Riddles #1	Community Circle Tricky Riddles #2	Community Circle, April Fool's Day Writing Riddles	Community Circle Tricky Riddles #4 Mystery Incentive
6:35-6:45	10 min	Snack / Bus Riders Dismissal	Snack / Bus Riders Dismissal	Snack / Bus Riders Dismissal	Snack / Bus Riders Dismissal
7:00		Dismissal	Dismissal	Dismissal	Dismissal

Appendix 5 Facilitator Resources

Role of the Facilitator

We provided our facilitators with the following guidance, describing their critical role in implementation:

As the facilitator, you are critical to participant learning and the overall success of the workshop. Below are some basic facilitation tips and important characteristics to keep in mind.

- Be enthusiastic! The energy level of participants will reflect your energy level, so stay upbeat and positive.
- Arrive at least an hour before the starting time to organize the room and materials, and to make other final preparations.
- Make sure to introduce yourself and greet participants as they arrive.
- Incorporate the names of each student. Use their names frequently. This creates a collegial atmosphere and helps participants feel valued and included.
- Don't turn your back to the room, but don't stay frozen in one spot either. Moving around engages the participants, keeps their attention and helps everyone hear you.
- Stay flexible with the agenda. Participants must understand the material and produce high-quality work. If you spend more time on one area, plan to make up time elsewhere so all of the material will be covered.
- Conduct a brief survey of the participants at the end of each day to see how they felt the session went and if they have any suggestions for improvement.
- Debrief with the facilitation team for a short meeting at the end of each day to review the daily participant feedback and decide how to adjust the next day's content and agenda accordingly. This meeting is indispensable and crucial to successful workshop outcomes.
- Create opportunities for teachers and students to share knowledge and learn from one another.

Preparing for Your Sessions

We provided facilitators with guidance for how to prepare for high quality interactions with participants:

Carefully consider your objectives for the specific lesson and be sure to reflect back upon your objectives as you are planning to make sure you stay on task. Be prepared to share the objectives with your students so they understand the goals as well.

You want to carefully plan the flow of your lesson, including the wording you will use to present content, the logistics of implementing the lesson, how to manage your time so that you cover all required content and the materials you will need.

Be sure to prepare the materials you will need, such as flip chart paper, easels, markers, tape, table-tent name cards and/or nametags and participant workbooks ahead of time. Always utilize visual learning aids such as flip charts, posters or handouts, so that you are able to engage those who learn best by seeing.

Adaptations

Consider the unique needs of the community and setting being served as you plan your implementation and proactively adjust where needed.

Universal Design

Universal design is the “design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability."

The youth in your programs must have equitable access to the material being taught, regardless of their circumstances, ability or disability. In a virtual context, the accessibility gap between your students may grow even wider if the unique needs of each learner have not been considered carefully. Therefore, explore ways you can ensure a variety of youth needs are met when you plan and approach your virtual implementation.

Visit the Center for Excellence in Universal Design at https://universaldesign.ie/ for more information.

Immersion Involve students in as many ways and mobilities as possible: write, speak, report, visual, tactile, auditory, etc.

Engagement Make sure every student participates actively, engage all students, everyone participates.

Demonstration Define objectives and what you would like for the students to learn. In addition, give your students an over

Clear expectations Explain to the class what to expect, what they will be learning, the structure of the classroom, etc.

Group Collaboration Encourage breakout groups to discuss the lessons.

Response Opportunities Give the students a chance to reflect and address any questions, concerns, or suggestions that may arise.

Accountability Assign each student a homework task or objective independently. This establishes accountability and can assist with engagement and independent study.

Approximation Give support and acknowledge the student’s efforts.

Assessment Determine if students have met the objective and adjust as needed.

Icon Cues

The following icons can serve as visual cues to the facilitator when putting together and presenting your lesson.

Read from a PowerPoint slide

Use a flip chart

Lead an activity

Deliver this key point

Table Coaching

During small group work, the facilitator should move among teams as a mentor or "Table Coach." **As a floating Table Coach, your primary role is to make sure participants follow instructions, understand the concepts and apply those concepts correctly in their work.** Position yourself so you can observe when participants become confused and can answer questions as they arise. If there are two facilitators, each facilitator should be the Table Coach for a specific group or groups for the duration of the workshop.

During small group work, follow these general guidelines:

- **Encourage the group to assign roles.** Teams can function more efficiently and effectively if a timekeeper, recorder and spokesperson are assigned at the beginning of an activity.
- **Allow teams to work independently before jumping in.** Position yourself nearby while groups work independently and observe. Be prepared to join the conversation if needed.
- **Pay attention to the conversation.** If the team is getting off track or members clearly don't understand a concept correctly, do not hesitate to redirect or clarify ideas.
- **Encourage the group's critical thinking.** If the team asks you a question, respond with another question to get them thinking.
- **Watch the clock.** Teams may get into vigorous discussions, easily lose track of time and thus fail to complete an activity. Offer time reminders at mid-point and five to ten minutes before the activity ends.

Rewarding Student Engagement

Reward student engagement through games and incentives. For example, consider strategies to offer giveaways or other fun items that can be mailed or distributed safely to youth, such as conference snack bags or participation prizes. Incentives or rewards might also address basic needs to help support youth and their families.

Assessing Student Learning

It is also important to incorporate strategies to assess student learning and understanding of program concepts. This may include online quizzes or polling tools that can provide real-time feedback on the understanding of concepts, in addition to pre-and post-tests. Informal assessments, such as open-ended questions or individual check-in conversations, can help you understand if additional adaptations are needed or if current adaptations are working.

Appendix 6 Fidelity Tools

Site Visit Documentation Form

Program: Site:												Date:	
Site Coordinator:												Facilities appropriate for activities:	
☐ Schedule	☐ Safety Plan	☐ Evacuation Plan										Drills to Date:	
Targeted #:	ADA:											GaDOE Staff Signature:	
Registered #:	Student/Staff Ratio:												
☐ Orderly and timely Transition:												☐ Safe environment (adequate supervision, qualified staff):	
Activity/Content:												Number of Students:	Number of Staff:
☐ K	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12	
☐ Students Engaged			☐ Independent Learning						☐ Technology				
☐ Teachers/Staff Engaged			☐ Collaborative Groups						☐ Project Based Learning				
☐ Whole-Class Instruction			☐ Peer Tutoring						☐ Critical Thinking				
☐ Small-Group Instruction			☐ Credit Recovery						☐ Manipulatives				
☐ Enrichment Activity:													
Observations:													
Recommendations and Follow Up (including issues related to prior fiscal year Corrective Action Plans and/or prior recommendations):													

Local Staff Signature _____ Date _____

Curricula Name – *3Rs*, *Lions Quest*, STEM and Advocate Lessons

Lesson # & Lesson Name:

Observer:		Date:	
Teacher:		Period:	
Site:		# of Students:	
Time Session Started:		Time Session Ended:	
Was this session interrupted?			
If so, how much time was taken from the lesson (in minutes)?			
Did the lesson occur on the identified activity calendar date?			
Did the lesson being in a prior session?			

	Yes	No
Preparation		
Did the teacher have all the materials needed to run the lesson?		
Was the classroom set up according to curricula directions?		
Was the lesson completed with the allotted class period?		
Delivery		
Did the teacher tailor the lesson script while following the format and procedure of the lesson?		
Did the teacher assign student roles at the beginning of the session?		
Did the teacher circulate around the classroom to answer questions and make sure students were staying on task?		
Did the teacher facilitate a student discussion to wrap up the activity?		
Lesson		

If you answered no to any of the above questions, briefly explain here:

Please note any implementation problems and list one strength of the facilitator:

Appendix 7 Sample Surveys

The following surveys were completed by Future Foundation staff members upon completion of the project in spring of 2020:

Name of Grantee: Future Foundation
Name of Project: PREIS Second Family Model Research Study
Target Setting(s): Community-based afterschool site (Cohort 1) and school-based after-school sites (Cohorts 2 & 3)
Target Populations: Middle school youth at risk of teenage pregnancy
Target Geographic Area: South Atlanta neighborhoods of East Point and College Park
Name of Point of Contact for Follow-Up Discussion: Wayne Green

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Overall Reflections
Instructions: Please answer the questions below to share promising practices and your overall reflections and lessons learned.

1. **During this PREIS project, we implemented unique and innovative strategies that can be used as promising practices such as…** (Please describe the strategies that you used during the PREIS project that are promising and that have potential to become best practices for the field).

    - *Weekly Project Data Meetings:* With support from Metis Associates, the project research partner, Future Foundation developed an effective student attendance and dosage tracking system that the PREIS implementation team used to monitor individual-level student participation and deliver targeted outreach when necessary. Metis and Future Foundation met weekly to review attendance and dosage data. During these meetings, the PREIS team developed data-driven recommendations for ensuring the most effective outreach strategies to secure the highest possible response rates on the different administrations of the study's primary data collection instrument, the Youth Outcome Survey.
    - *Strong School Relationships:* The Future Foundation PREIS project team developed strong relationships with the parent liaisons and other school-based administrators at the PREIS target schools. Building these relationships were key to project recruitment and enrollment.
    - *Creative Youth Engagement:* Future Foundation implemented unique and innovative approaches to promoting youth engagement in the PREIS research study during our PREIS project. Supported by PREIS funding as well as other private grants, the Future Foundation student engagement strategies that we believe can be used as promising practices for the field include:

        - *Monthly Holiday-Related Events,* such as 10 Days of Christmas gifts and raffles in December, 14 days of Sweetness in February for high attending Program students, a Halloween Escape Room and Holiday Gift Bags filled

with goodies, treats and sweets for Program and Control Group students in December.

- *Youth-Focused Field Trips,* such as Cascade Family Skate for Control Group youth, the Mercedes Benz Stadium Tour for Program and Control Groups; the UniverSoul Circus trip for Program and Control Group students, and the Alliance of American Football League trip for Program and Control Group students.
- *Attendance Incentives for High-Attending Program Students,* including a Scavenger Hunt and Riddles Competition, TEAM Challenges, Design and Create a Board Game, a March Madness competition and End of the Year Celebrations / Rock the Test events.
- *Data Collection Events,* such as Candytopia Event for all incoming students (before randomization) and End of the Year Survey Parties for Program and Control Group students
- *Summer Engagement Activities and Trips*, such as a Movie Screening of Infinity War for the Program and Control Groups, Malibu Speed Zone for Program and Control Group students, an Atlanta Braves game for Program and Control Group students, Wild Life animal Safari for the Program Group, Verizon Summer Camp and Atlanta Hawks (NBA) Camp for Control students and Rock Ranch for Program students.
- *Tokens of Appreciation,* such as Chick-Fil-A gift cards and breakfast for Control Group students, Dunkin Donuts for Program and Control Group youth, social media shout-outs and Valentine's Day Cupcakes for the Program and Control Groups
- *Future Foundation Store,* where Program students earned daily Future Foundation Bucks for positive attendance participation and behavior that they utilized at the end of each week to 'purchase' items from the student store throughout the programming.
- *Entertainment-In-A-Box,* which were theme-based rewards and incentives in a box for Program students who participated in virtual programming and make-up sessions.

2. **Before starting the PREIS project I wish I had known…** (Please describe what you wish you had known prior to starting the PREIS project. These are things that may have changed the course of the project and would have saved energy, time and resources if you had known before).

- Orientation to/information about the PREIS Second Family Model big picture for all program staff (at every level)
- Project onboarding for new program staff
- Definition / clarification of roles and responsibilities for all program staff and for the project evaluation team

- The effectiveness of online parent orientation sessions to the PREIS program; parents do not always read fully the consent forms and other program documents they are given and can't always attend in-person orientation sessions.
- Complete timeline and descriptions of project deliverables by project year.

3. **The most important lesson I have learned is…** (Please describe 1-2 of the most important lessons you have learned since beginning the project that you think would be valuable to share with the field.)

- The PREIS program planning phase and ongoing planning are vital to remaining nimble, responding to emerging issues, and accomplishing the required program milestones – *"Planning is an important aspect of this project, using that initial planning phase to troubleshoot things that might make implementation more difficult down the road."*
- The importance of flexibility, transparency, and understanding that there are different avenues and strategies for successful program implementation – *"Be really flexible because many things will change and you will be thrown curveballs; you just have to learn how to adjust."*
- Creativity is critical to successful student engagement and strong program implementation (e.g., weekly themes, activities, and incentives) – *"It's the creativity of Future Foundation that has led to the success of this project."*
- The importance of PREIS project leadership providing full program orientations for all levels of staff, which will *"leave less room for ambiguity"* among staff roles and responsibilities.
- Student engagement is critical to PREIS program success – *"Engagement is everything; without the engagement, you're not going to have success in delivering the program, but also in getting the data we need to do the project itself; I think we learned that after their first cohort."*
- Think carefully and creatively about communication with parents, especially the program orientation; phone calls may not be the most effective way to reach parents.
- School and community relationships are a prerequisite for successful student recruitment. For example, Future Foundation leveraged existing relationships with the target school principals and Parent Liaisons to support recruiting – *"A key point of contact was a trusted adult in the school who knew everyone and could connect with parents."*
- Individual-level student tracking conducted weekly with regular reporting back to the FF team allowed targeted outreach to ensure the highest possible turnout for PREIS services and follow-up survey administration – *"The attendance trackers that Metis (the evaluator) created was an easy process. We had the opportunity to fill it in every day, but we had to submit the tracker to the evaluator at the end of the week. I thought the tool and the flow was amazing."*

Lessons Learned

Instructions: Please complete the following table for each barrier and challenge that you encountered during your PREIS experience. The definitions of the categories in the table are provided to help guide your answers.

Barrier/Challenge #1:

Description of Barrier / Challenge	Student recruitment and enrollment within the PREIS study was problematic for Cohort 1 and re-emerged as a challenge for Cohort 3 Program and Control Group youth because the target school served students from a large and disperse catchment area.
Strategies Implemented	• Using a wide range of outreach methods, such as holding parent breakfasts, conducting targeted outreach via calls, e-mails, texts and school messenger, and disseminating program information at community events and sites, such as churches, farmers' markets, parks, apartment buildings, recreation centers, grocery store parking lots, health fairs and libraries • Conducting door-to-door outreach and recruitment • Delivering classroom-based and school-based program presentations at PTA meeting and other school functions • Disseminating program fliers at the target school feeder elementary schools • Leveraging community and school-based relationships (e.g., Parent Liaisons) • Distributing program information at school events • Refining the enrollment process so that it was clear that students complete the baseline survey before being randomly assigned
Strategy / Combination of Strategies that were Effective	Leveraging community and school-based relationships (e.g., Parent Liaisons) was the most effective outreach and recruitment strategy, though the use of a wide range of outreach methods was required to obtain student enrollment targets annually
Lessons Learned	• Identify a key point of contact who is a trusted adult in the school or community who knows the students and families and facilitates the connections between program staff and parents • Begin planning for student recruitment early • Develop and implement a clear and well-defined enrollment process
Recommendations for the Field	• Remain flexible, adaptive, and learn from what works during student recruitment. In our experience, what worked one year, did not necessarily work next year. • Consider doubling the target for students recruited to ensure sufficient numbers of students enroll in the program • Start recruitment planning early

Barrier / Challenge #2:

Description of Barrier / Challenge	Student retention, attendance/dosage, and engagement was an early and persistent challenge through the three years of PREIS programming
Strategies Implemented	• Changing the program format from five days a week to four days a week • Changing / revising transportation logistics so that students were dropped off at central community-based locations (e.g., libraries) • Reaching out to parents • Developing an attendance tracking system to monitor individual-level daily student attendance • Convening PRIES program staff and the program evaluator weekly to review attendance data and develop data-driven strategies • Using attendance tracking data to inform weekly outreach with students / families • Developing attendance targets for students on the cusp of failing to meet program attendance targets • Developing creative themes, incentives, and activities for the youth • Offering program lesson make-up sessions • Giving students a voice in designing program activities • Developing strong relationships between program staff and participating youth • Conducting door-to-door transportation services
Strategy / Combination of Strategies that were Effective	• Developing an attendance tracking system to monitor individual-level daily student attendance • Convening PREIS program staff and the program evaluator weekly to review attendance data and develop data-driven strategies • Using attendance tracking data to inform weekly outreach with students / families • Developing creative themes, incentives, and activities for the youth
Lessons Learned	Weekly PREIS team meetings that included our evaluation partner and focused on reviewing individual-level student data resulted in dramatic improvements
Recommendations for the Field	• Review evaluation and attendance data regularly and use that data in an actionable way to motivate and inform activities on the ground, like student retention • Develop and implement creative themes for each month, and engage youth in thematic afterschool activities to bolster student attendance and retention.

Barrier / Challenge #3:

Description of Barrier / Challenge	The administration and processing of the follow-up Youth Outcome Surveys, especially for the Control Group students, posed a challenge for program staff during the first two years of PREIS programming.
Strategies Implemented	• Going door-to-door to conduct home-based survey administrations • Administering surveys onsite at students' schools before school, during lunch, and other free time • Incentivizing students for completed surveys • Holding survey completion parties / events • Using weekly data meetings to identify individual students who needed follow-up surveys completed • Administering follow-up surveys online
Strategy / Combination of Strategies that were Effective	Using virtual survey data collection methods with the youth were most effective.
Lessons Learned	• Be mindful of the length of the program's primary data collection instrument; the Youth Outcome Survey was too long and burdensome for youth • Completed surveys needed to be dated, organized and maintained in a secure and locked location.
Recommendations for the Field	• Offer youth multiple options for completing the surveys, including an online option accessible by cell phone, • Use data to inform the survey administration processes • Ensure that the primary data collection tool includes only essential items, limit intrusive and sensitive questions to the greatest extent possible and keep the completion time to a minimum • Develop (and consistently follow) clear procedures for processing, storing and maintaining signed consent forms and completed data collection instruments in a way that adheres to IRB confidentiality requirements for the protection of human subjects.

Barrier / Challenge #4:

Description of Barrier / Challenge	Poor responsiveness of parents, including some programmatic misunderstandings
Strategies Implemented	• Conducted weekly parent phone calls, including call logs, • Sent e-mail communication / outreach • Conducted daily and weekly reminders using the Remind app • Developed and distributed a weekly PREIS newsletter that highlighted upcoming events and program happenings • Used personal text message to reach parents • Facilitated in-person parent / family program orientations (combined for Program and Control Group parents) • Conducted online / remote parent / family program orientations and meetings separate for Program and Control Groups • Created and disseminated weekly program fliers and communication verbiage • Leveraged established school-based relationships to facilitate access to parents / families
Strategy / Combination of Strategies that were Effective	• Sending parents personal text messages using Remind app • Holding parent orientations and meetings online • Engaging school staff to help facilitate parent / family accessibility
Lessons Learned	• Building relationships with parents is essential to establishing good communication • Coaching and support from someone with community engagement experience and knowledge was helpful to developing parent / family relationships • Leveraging existing school-based relationships to facilitate access to parents • Providing separate program orientations for Program and Control Group parents / families
Recommendations for the Field	• Explain clearly to parents the random assignment process and what that might mean for their child, and hold separate parent / family orientations for Program and Control Groups to further ensure program requirements are clear • Use personal text messages to communicate regularly with parents and families • A strong relationship with the school administration means you can connect with parents effectively. An engaged school can help you identify students, reach parents, and get enrollment forms and surveys completed. Make sure each member of the project team is introduced to the school administration.

Barrier / Challenge #5:

Description of Barrier / Challenge	High and relatively abrupt staff turnover within the PREIS project occurred throughout all program years and resulted in inadequate onboarding for new program staff (when hired) and caused remaining staff (and the evaluation team) to take on multiple roles to continue program operations when departing staff were not immediately replaced.
Strategies Implemented	• Clarified staff roles and responsibilities • Increased staff accountability for their work on the project • Moved existing (and highly committed) staff into new or multiple roles within the program • Asked the Metis evaluation team to assume non-evaluation related responsibilities
Strategy / Combination of Strategies that were Effective	When high staff turnover persisted despite the strategies implemented, the remaining PREIS team and the evaluation team continued to work closely to complete the remaining project activities and requirements successfully.
Lessons Learned	• Providing big-picture, whole program orientations for new program staff are critical to program success • Conducting evaluation-related training for all program staff each program year will support and facilitate the project's research study • Establishing and maintaining strong relationships with the external evaluation team is critical to helping address staff turnover
Recommendations for the Field	Staff matter! Be sure to hire highly qualified people / role models with youth development and teen pregnancy prevention experience, and work hard to retain them.

Barrier / Challenge #6:

Description of Barrier / Challenge	The onset of the COVID-9 pandemic resulted in school closures and a brief disruption in PREIS programming
Strategies Implemented	• Conducted student and family needs assessments • Collaborated with the school system to deliver meals to families that were food insecure • Delivered parent education workshops online • Provided technology to a small number of PREIS students without access to a suitable device to support remote learning • Redesigned program curriculum implementation so that it was suitable for remote service delivery (e.g., use of weekly themes, dissemination of a project newsletter to encourage students, creation of curriculum worksheets to be completed offoline) • Offered summer make-up sessions online for Cohort 3 youth, including the use of a virtual makeoup session registration / sign-up form • Used virtual survey data collection • Conducted door-to-door survey drop-offs and pickups • Created a virtual program newsletter that included posts of program communications and updates • Created entertainment-in-a-box to engage the entire family • Set-up and used virtual learning platforms, including Google Hangout and Zoom • Implemented Google docs links to facilitate student access to program materials • Redesigned the student engagement plan to be fully virtual for both Program and Control students • Created Facebook Parent Studio to keep parents engaged in the program beyond the virtual parent workshops • Sent parents / families weekly fliers to maintain communication and promote program engagement
Strategy / Combination of Strategies that were Effective	Implementing the combined above strategies restarted PREIS programming effectively, addressed the learning and other needs of PREIS students and families and allowed for the completion of Cohort 3.
Lessons Learned	When a natural disaster like a global pandemic occurs, programs need to assess their students' and families' emerging needs and help address those needs accordingly.
Recommendations for the Field	The unexpected closure of schools required a retool of service delivery to ensure that all programming elements were delivered in a manner that was engaging, accessible and not too time intensive for participants.

Appendix 8 Article Preview

The following article was written to highlight the PREIS Second Family Model project:

In 2016, Future Foundation, an Atlanta-based youth development agency, formed a partnership with Fulton County Schools and Metis Associates to implement and rigorously assess the Second Family Model in preventing teen pregnancy among South Atlanta's most high-risk middle schoolers. With support from a Personal Responsibility Education Innovative Strategies (PREIS) grant awarded by the Family and Youth Services Bureau (FYSB), Future Foundation pioneered innovative approaches to keeping youth engaged in the five-year research study. Read more about these successful student engagement strategies here.

Innovative Approaches to Student Engagement in a Rigorous Teen Pregnancy Prevention Research Study

Authored by: Michael Scuello, Donna Wilkens, Lisa Tillery, and Wayne Green

When pre-adolescent and adolescent youth engage in risky behaviors such as fighting in school, getting in trouble at home, and abusing drugs and alcohol, their chances of engaging in sexual behavior increases (Forehand, Gound, Kokchick, Armistead, Long & Miller, 2005). In 2016, Future Foundation, an Atlanta-based youth development agency, formed a partnership with Fulton County Schools, the local school system, and Metis Associates, an educational research firm. The partners sought to implement and rigorously assess the efficacy of the Future Foundation Second Family Model in preventing teen pregnancy among South Atlanta's most high-risk middle schoolers.

With support from a five-year Personal Responsibility Education Innovative Strategies (PREIS) grant awarded by the Family and Youth Services Bureau (FYSB), an office of the Administration for Children and Families of the US Department of Health and Human Services, Future Foundation and its partners set out to test innovative strategies in addressing teen pregnancy prevention, adolescent sexual health education, and adulthood preparation. The Second Family Model includes five interconnected core components:

1. Year-round academic support, including homework assistance and direct instruction
2. Student advocacy delivered by licensed social workers
3. Social-emotional learning and development, using the evidence-based *Lion's Quest Skills for Action* curriculum
1. Adolescent sexual health education, using the evidence-based *Advocates for Youth Respect, Rights, and Responsibility* curriculum
2. Parent education workshops focused on improving family functioning

The Second Family Model PREIS research study, now in its fifth and final year, uses a randomized control trial (RCT) to determine the PREIS program's impact on youth outcomes related to sexual behavior, adolescent health education, educational success, and adulthood preparation. The primary data collection tool used to assess these

outcomes is the Youth Outcome Survey (YOS), which Metis Associates and Future Foundation developed based on existing validated instruments. Specifically, the YOS measures:

- ✓ Social-emotional learning
- ✓ Sexual behavior and knowledge
- ✓ Interpersonal strength
- ✓ Affective strength
- ✓ Family involvement
- ✓ School functioning

Over three academic years, 816 students were assigned to program (N=413) and control (N=403) conditions. Three cohorts of program students received the Second Family model core services for one full year. In contrast, control students in all three cohorts did not receive any programming related to the model. For both groups, however, student progress on outcomes is measured with the YOS at four intervals: at baseline (e.g., pre-program at the time of randomization), immediately after programming ends, and in three-month and six-month follow-up periods. Overall, Program students tended to be easier to track for data collection because they regularly received programming and were familiar with Future Foundation staff. Control students posed a far greater challenge because of the extended periods between YOS data collection activities. After the first year of the study, it became readily apparent that some actions would be necessary to ensure youth engagement throughout the data collection periods for both the Program and Control Group students.

In the second year of the study, Future Foundation staff planned monthly activities with program AND control students to ensure engagement. To facilitate these engagement strategies, Future Foundation hired a full-time Community Engagement Manager (CEM) in May 2018 to serve as a liaison between Future Foundation, study youth, parents of participating students, and target school administrators and staff.

The CEM successfully maintained contact and established relationships with Control Group youth; supported outreach, recruitment, and enrollment for all students; and assisted with the administration of the YOS with students. Moreover, the CEM, in collaboration with other PREIS program staff, developed and carried out a comprehensive plan for using innovative approaches to promoting youth engagement in the PREIS research study.

Supported by PREIS as well as other private grants, the student engagement strategies include:

- ✓ *Monthly Holiday-Related Events:* 10 Days of Christmas gifts and raffles in December 2018 and 14 days of Sweetness in February 2019 for high attending program students; Holiday Gift Cups for the Control Group youth in December 2019; an Atlanta Hawks (NBA) Holiday Party trip for Control Group students in March 2019; April Full of Fools/Code Breaker in April 2019; and Holiday Gift Bags

filled with goodies, treats, and sweets for Program and Control Group students in December 2020

- ✓ *Youth-Focused Field Trips:* Cascade Family Skate in October 2018 for Control Group youth; the Mercedes Benz Stadium Tour in November 2018 for Program and Control Groups; the UniverSoul Circus trip for Program and Control Group students in February 2019; Sky Zone in September 2019 for Control Group youth; and the Alliance of American Football League trip for Program and Control Group students in January 2019
- ✓ *Attendance Incentives:* A Scavenger Hunt and Riddles Competition in September 2018; Halloween Escape Room in October 2018; TEAM Challenges in November 2018; Design and Create a Board Game in January 2019; March Madness competition for highest average attendance for the month of March 2019; and the End of the Year Celebration/Rock the Test event in May 2019
- ✓ *Data Collection Events:* An End of the Year Survey Party for Cohort 2 Program and Control Group students in May 2019, and a Candytopia Event for all incoming Cohort 3 students (before randomization) in August 2019
- ✓ *Summer Engagement Activities:* Movie Screening Infinity War for the Program and Control Group in May 2018; Six Flags for Program students in June 2018; Atlanta United for Program and Control Group in June 2018; Malibu Speed Zone for Program and Control Group students in June 2018; Atlanta Braves game for Program and Control Group students in June 2018; and Nitro Zone and Wild Life Animal Safari for the Program group in June 2019; Verizon Summer Camp and Atlanta Hawks (NBA) Camp for control students in June and July 2019; and Rock Ranch for Program students in July 2019
- ✓ *Tokens of Appreciation:* Chick-Fil-A gift cards and breakfast for Control Group students in September 2019; Dunkin Donuts for Program and Control Group youth in November 2019; and Valentine's Day Cupcakes for the Program and Control Groups in February 2019
- ✓ *Future Foundation Store:* Program students earned daily Future Foundation Bucks for positive attendance, participation, and behavior that they utilized at the end of each week to "purchase" items from the student store (January thru May)
- ✓ *Entertainment-In-A-Box:* Theme-based rewards and incentives in a box for Program students who participated in virtual programming and make-up sessions in June and July 2020.

PREIS program staff also regularly engaged students with phone calls, texts, and emails and provided awards (to Program students) for good attendance. Students also received regular tokens of appreciation – like holiday treats, gift cards, and social-media shout-outs – to show them an appreciation for their time.

Simultaneously, with support from Metis Associates, Future Foundation developed an effective student attendance and dosage tracking system that the PREIS implementation team used to monitor individual-level student participation and deliver targeted outreach when necessary. Metis and Future Foundation met weekly to review attendance and dosage data to develop data-driven recommendations for ensuring the most effective

outreach strategies to secure the highest possible response rates on the different YOS administrations.

With the shift to online service delivery in March 2020 due to the COVID-19 pandemic, Future Foundation altered its strategies to ensure youth and family engagement. In addition to home-based meal delivery, this includes remote retention strategies for both Program and control-group youth, including weekly check-in questions and activities (e.g., virtual jigsaw puzzle, hot or not discussions, an emoji board and photo contest, and virtual Netflix movie party). To further bolster engagement among students, monthly virtual retention activities have included a game night, field day, paint party, art project day, and STEM activities.

Irrespective of the modality by which engagement strategies have been implemented, the effect on student study engagement has been undeniable. Future Foundation's response rates on post- and follow-up YOS surveys have vastly improved since the first cohort of students revealed the necessity of further attention.

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1892 Washington Road | Atlanta, GA, 30344 | Phone: 404.766.0510 | info@future-foundation.com