

PIAL Expansion Grant Report: Objective 1

Academic Year 2021-2022 Curriculum Evaluation

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STATE OF IOWA DEPARTMENT OF
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INTRODUCTION

Iowa Child Support contracts with Iowa State University (ISU) via the Child Welfare Research and Training Project (CWRTP) to coordinate and facilitate all aspects of Parenting: It's a Life (PIAL). PIAL is a multi-component life skills program designed to teach middle and high school youth the emotional, social, and financial realities of parenting. The general target population includes 13-to-18-year-olds who are pregnant, parenting youth, or plan to become pregnant. The program's overarching goal is to empower youth and emerging adults to think critically and be intentional in their decision-making responsibilities.

Implemented through CWRTP's partnership approach (Weems et al., 2020), the current PIAL approach to deliver life skills and pre-parenting education modules in secondary schools began in 2012 and has evolved. The PIAL program for 7th – 12th grade contains ten modules that can be used independently, and teachers can use, adapt, or incorporate any of the materials as they see fit. Each module is typically delivered in 45 minutes.

Unlike other school-based programs emphasizing health and sex education, PIAL focuses on teaching life skills and providing resources to youth before they reach parenthood. PIAL remains one of the few programs nationwide that offers a curriculum that includes co-parenting, the cost of raising a child, and budgeting while also incorporating education about establishing paternity and child support. These topics are often left out of other school-based pre-parenting programs. PIAL introduces teens to the financial realities of being a teen parent, responsible decision-making, healthy relationships, peer pressure, and concepts related to paternity and child support (<https://childwelfareproject.hs.iastate.edu/parenting-its-a-life/>). The entire curriculum is licensed under a Creative Commons Attribution-ShareAlike 3.0 United States License. This license requires only that you attribute the original content to the Iowa State University Child Welfare Research and Training Project. The curriculum is divided into ten modules that can be used independently. The ten modules (“topics”) about parenting includes: (1) Decisions and Goals, (2) Peer Pressure, (3) Healthy Relationships, (4) Risk and Protective Factors, (5) Resiliency, (6) Costs of Raising a Child, (7) Managing Money, (8) Establishing Paternity, (9) Co-Parenting, and (10) Child Support.

The PIAL curriculum has shown promise as a life skills and pre-parenting education

program for secondary youth (McCurdy et al., 2021) and aligns with several national Family and Consumer Sciences standards (Mull et al., 2017). There is some evidence that students who participate in PIAL increase topic knowledge and intend behavioral changes (McCurdy et al., 2021; Scozzafava et al., 2020).

In 2020, Iowa Child Support was one of eight state child support agencies awarded a three-year grant through the Federal Office of Child Support Enforcement (OCSE) initiative, Charting a Course for Economic Mobility and Responsible Parenting. As part of Cohort 1, the purpose of the Iowa award is to conduct a rigorous evaluation to support the expansion of PIAL to a wider target population. The PIAL Expansion Grant includes three objectives: 1. Evaluate the efficacy of the PIAL curriculum that serves youth 13-18 years; 2. Expand the PIAL curriculum to serve young adults, 18-25 years old in community college settings; 3. Engage future teachers and human service professionals with the PIAL program to prepare them to implement PIAL components in their classrooms and organizations. Evidence from evaluating each component would help support PIAL in becoming an *evidence-based* curriculum that could be replicated and utilized in other states.

The current report examines PIAL Expansion Grant Objective 1, which is to evaluate the efficacy of the PIAL curriculum for 13-18 years old youth. Using data from the 2021-2022 academic year, this report presents preliminary analyses of the efficacy of the curriculum to increase knowledge, skill, and application of intrapersonal and interpersonal life skills.

AIMS

The analyses in this report relate to six goals: 1) summarize the demographic characteristics of students involved, 2) examine fidelity of PIAL modules delivery, 3) summarize students' baseline knowledge of content related to the PIAL curriculum, 4) test if involvement with PIAL modules increases knowledge of those topic areas and whether these increases were larger than in students who did not receive the module, 5) identify how students will apply what they learned to their lives through open-ended questions, 6) explore themes related to students' reflection of the modules, and 7) summarize program changes being made to meet Objective 1.

HYPOTHESES

We hypothesized that youth who receive specific PIAL modules (STAR Group) will show significant increases in knowledge related to the content covered by module topics received. Additionally, we hypothesized that youth who receive instruction in specific PIAL modules will show significantly greater increases in knowledge on the topic covered by that PIAL module compared to youth who did not receive that PIAL module instruction (Control Group).

MEASURES

The research team developed a comprehensive assessment (CA) that included questions about knowledge on topics related to healthy behaviors and life skills (e.g., "Which characteristic is considered healthy in a relationship?", "What is the most expensive cost related to raising a child?"). The comprehensive assessment also includes questions about behaviors and attitudes (e.g., "Have you ever experienced emotional abuse in your current/previous romantic relationships?", "At what age do you want to have your first child?"). Behavior questions ask students to rate on a scale of 1 ("Not true") to 5 ("True nearly all of the time") how well they "are able to adapt to change," "bounce back from setbacks," "are able to handle difficult situations," and "make good decisions." The CA was given to all participating students by their teachers once before the first PIAL module was facilitated in their respective classrooms (pre-CA) and once one to two weeks after the last PIAL module was facilitated in their respective classrooms (post-CA). The CA is located in Appendix E.

A fidelity checklist was implemented to monitor the quality of delivery of each module. A separate fidelity checklist was created for each module and assessed whether the individual activities for each module were followed. Fidelity checklists were completed by all PIAL facilitators for all modules delivered, as well as by an external fidelity monitor for approximately 20% of modules delivered. Items on the fidelity checklist also assessed classroom behavior and other challenges; for example: "A majority of students (50% or more) were engaged during the presentation" and "Were there any major disruptions (i.e., fire alarm, tornado drill, etc.)?"

PARTICIPANTS AND PROCEDURE

This study includes a total of 197 students in 11 schools who received at least one PIAL

module during the 2021-2022 school year. One hundred and ten students attended only one module, 17 students attended two modules, nine students attended three modules, 13 students attended four modules, nine students attended five modules, 20 students attended six modules, seven students attended seven modules, six students attended eight modules, and five students attended nine modules¹. A breakdown of student attendance per module is presented in Appendix A. The total number of modules delivered was 533. The distribution of schools and grades which received certain modules is presented in Table 1 in the appendix.

The effect of the intervention was tested module by module. For the purpose of analyzing intervention effects, students who took a particular module (i.e., STAR Group) were designated the intervention group while students who did not take that particular module were designated the Control Group (for example, changes in knowledge of the Module 1 content was compared to change in knowledge of the Module 1 content for those who did not receive Module 1). All students completed the post-CA and answered questions about all topics even if they did not receive a module on a topic.

The PIAL facilitators were invited to schools to deliver PIAL modules. Teachers requested specific modules to be delivered to their students. Schools that requested delivery of PIAL modules agreed to participate in the current evaluation; one school requested to be excluded. Modules provided to the schools were selected based on the school's needs, population, and availability. The curriculum modules were delivered by CWRTP staff trained in delivering the content using the manuals in collaboration with classroom teachers.

Table 1 (Appendix A) outlines specific modules that each participating school and grade received. The delivery of PIAL modules included arriving at the classroom before class began to set up electronic equipment (projectors, laptops) and to set up activity materials throughout the classroom. Students began each module by engaging in a presentation that 1) taught the definitions of each topic, 2) gave real-world examples, and 3) asked students to think critically and answer questions together as a group. Students participated in group activities that were set up around the classroom; some activities involved collaboration with other students (e.g., writing words on a picture together that best describes how the picture demonstrates resiliency)

¹ Students were able to take a maximum of 9 modules, as module 4 (middle-school only) and module 5 (high-school only) are complementary.

or making decisions (e.g., standing under certain words that expressed the student's own thoughts and feelings) and reflecting on why those decisions were made. Each PIAL module took approximately 45 minutes from start to finish, including completion of the post-module assessments. Students who were unable to complete the post-module assessment during the class period were encouraged to complete the survey on their own time by the day following the PIAL module delivery.

ANALYTIC PLAN

We employed a variety of analytic techniques to understand baseline knowledge, changes in knowledge, changes in behavior, and fidelity ratings. A summary of techniques is provided in Table 2 (Appendix B). Descriptive statistics were used to assess distributions across grade, gender, and race. To evaluate differences in knowledge scores, 2x2 (time x treatment group) between-subjects repeated measures factorial ANOVAs were used. Chi-squared tests were used to detect differences in reported behavior from the pre-CA to the post-CA. As noted, to capture improvement in knowledge, data were analyzed so that only pre-CA scores for students who took a specific module were analyzed for all subsequent analyses.

See subsections *ii. Differences in Baseline Knowledge*, *iii. Differences in Post-CA Knowledge*, and *iv. Change in Knowledge from Pre-CA to Post-CA* for detailed information on significant differences between scores.

In a small number of cases, a student may have received a pre-CA or a post-CA more than once. Specifically, two students received a pre-comprehensive assessment twice, and three completed a post-comprehensive assessment twice. Only scores from the first attempt on the survey were included in the analyses.

RESULTS

i. Demographics

Demographic data were calculated based on responses from the pre-CA and are displayed in Figure 1 (gender), Figure 2 (grade), Figure 3 (race), and Figure 4 (of Hispanic, Latino, or Spanish origin). Across demographic data, there were six missing responses for gender, six missing responses for grade, nine missing responses for race, and six missing

responses for Hispanic, Latino, or Spanish origin. When youth selected “Not listed” as a response for gender, two youth specified they identified as non-binary and one youth specified identifying as “male wanting to be female.”

Figure 1. *Gender Distribution*

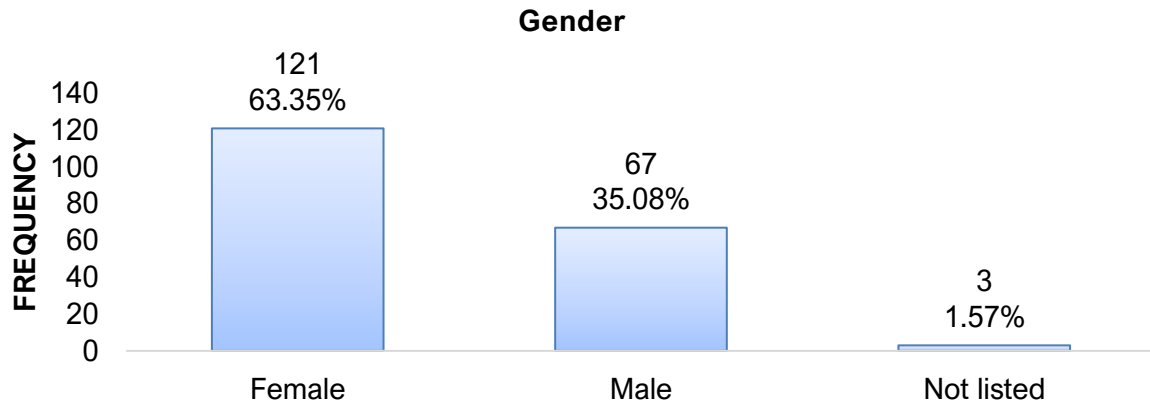


Figure 2. *Grade Distribution*

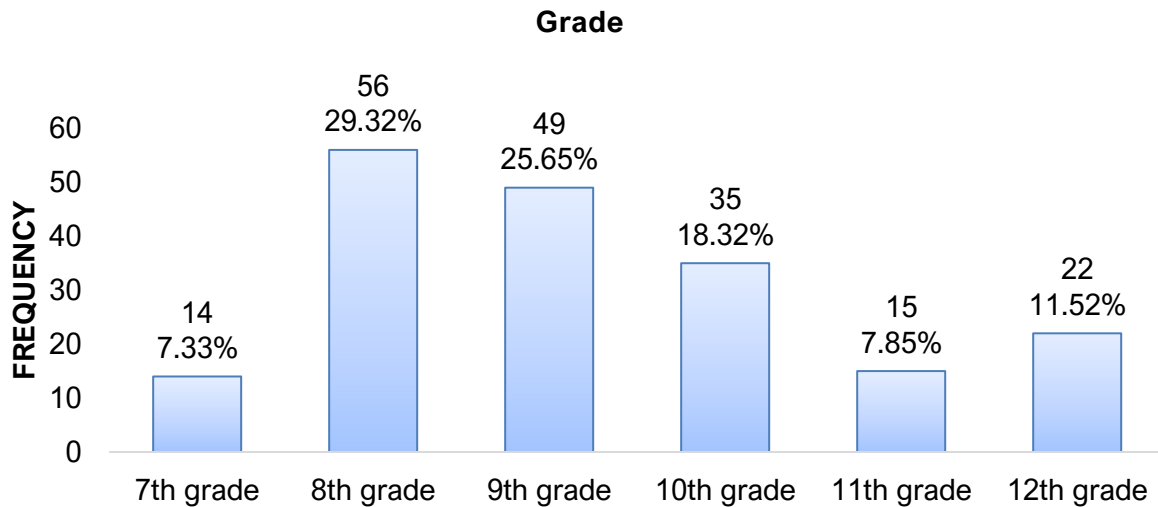


Figure 3. Race Distribution

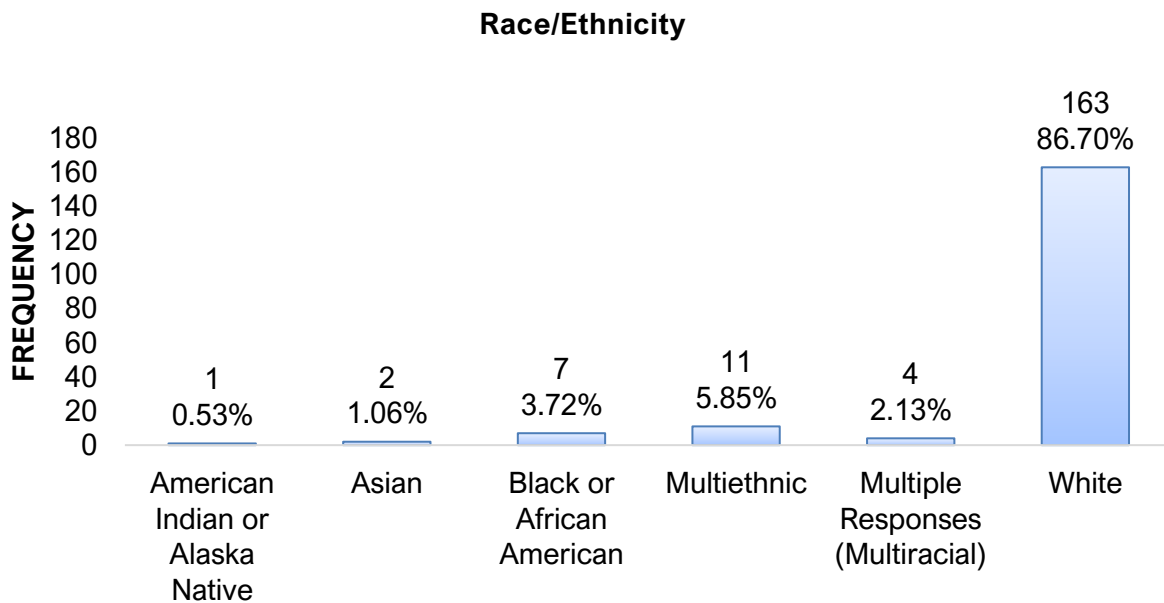
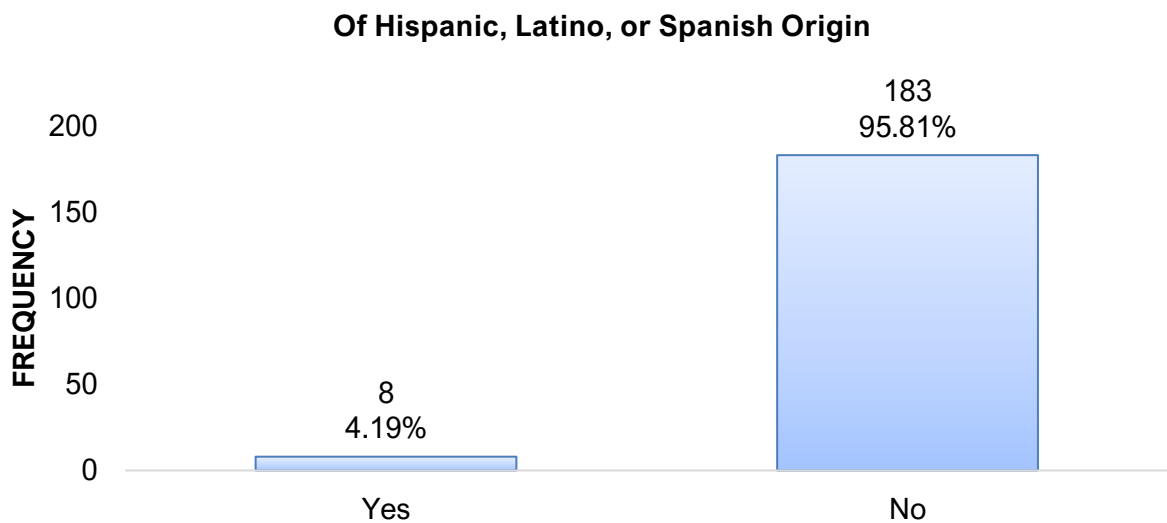


Figure 4. Of Hispanic, Latino, or Spanish Origin



ii. Fidelity of Module Delivery

PIAL module presentations were rated for adherence to protocol using a fidelity checklist, with each of the ten modules rated at least once. The fidelity monitors (raters) included nine internal raters who delivered the PIAL modules and one external rater who observed module delivery (B.M.). Raters answered questions about the overall module delivery. Raters scored "0" ("No") when an event did not occur and "1" ("Yes") when an event did occur. Descriptions of events and their scores (means and standard deviations) are reported in Table 3 in Appendix C.

Raters also answered specific questions regarding module delivery. Questions differed by each module depending on the activity. For example, for Module 1, the fidelity checklist asked whether the PIAL facilitators "showed the goal-setting video" and the fidelity checklist for Module 10 asked whether the PIAL facilitators "explained the meaning of child support." There was 100% agreement that all activities were covered for Module 1 (four raters), Module 2 (two raters), Module 3 (six raters), Module 4 (two raters), Module 5 (seven raters), Module 6 (four raters), Module 7 (two raters), Module 8 (six raters), Module 9 (seven raters), and Module 10 (eight raters).

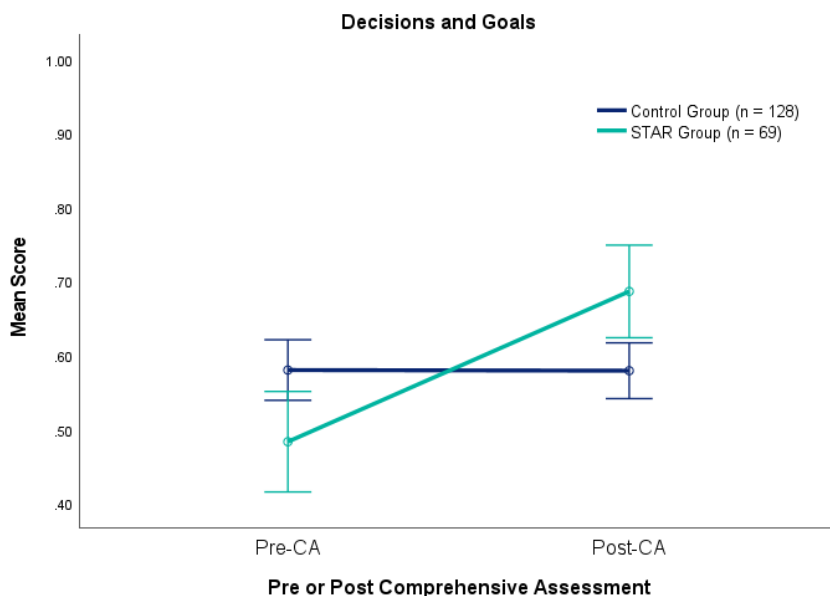
iii. Differences in Baseline Knowledge

To test for differences in baseline knowledge on topics surrounding healthy decisions and parenting, we analyzed data using univariate ANOVAs to determine if there were significant differences between the Control Group and STAR Group on responses to the pre-CA. For Decisions and Goals, there was a significant difference in scores on the pre-CA [$F(1, 257) = 5.78, p < .05$]; the Control Group (mean = .58, SE = .02) scored higher on baseline knowledge compared to the STAR Group (mean = .48, SE = .03). For Healthy Relationships, there was also a significant difference in scores on the pre-CA [$F(1, 250) = 3.88, p = .05$]; the STAR Group (mean = .70, SE = 0.02) scored higher on baseline knowledge compared to the Control Group (mean = .64, SE = 0.02). There were no differences in baseline knowledge between the Control Group and STAR Group for the following modules: Peer Pressure, Risk and Protective Factors, Resiliency, Cost of Raising a Child, Managing Money, Establishing Paternity, Co-parenting, and Child Support.

iv. Change in Knowledge from Pre-CA to Post-CA

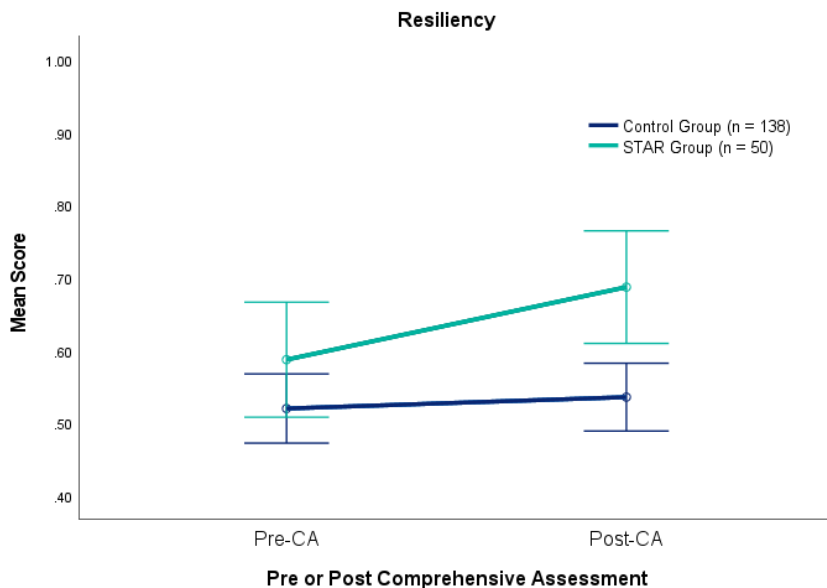
To compare changes in mean scores (i.e., acquired knowledge) from the pre-CA to the post-CA between the STAR group and Control Group, repeated measures ANOVAs were performed. For Decisions and Goals, there was a significant effect of time [$F(1, 257) = 23.01, p < .001$] and a significant time x group interaction [$F(1, 257) = 23.41, p < .001$]. Follow-up paired samples t -tests indicated there was no significant change from the pre-CA to the post-CA for the control group and a significant change for the STAR Group (pre-CA mean = .48, SD = .29) (post-CA mean = .69, SD = .20) [$t(68) = -6.56, p < .001$].

Figure 5. *Change in Knowledge for Module 1 – Decisions and Goals*



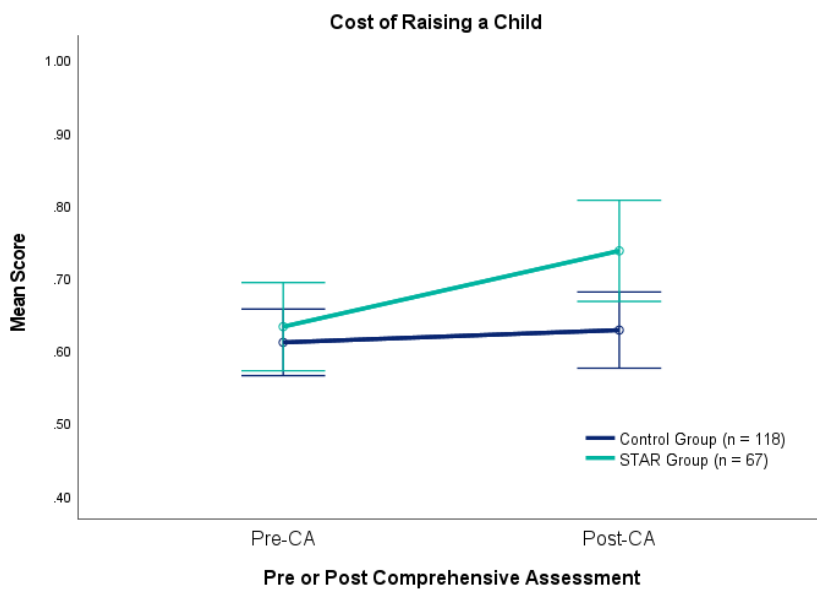
For Resiliency, there was a significant effect of time [$F(1, 241) = 3.92, p < .05$] and a significant time x group interaction [$F(1, 241) = 4.21, p < .05$]. Follow-up paired samples t -tests indicated there was no change in scores from the pre-CA to the post-CA for the Control Group, but a significant change in scores for the STAR Group (pre-CA mean = .59, SD = .31) (post-CA mean = .69, SD = .26) [$t(49) = -2.28, p < .05$].

Figure 6. *Change in Knowledge for Module 5 – Resiliency*



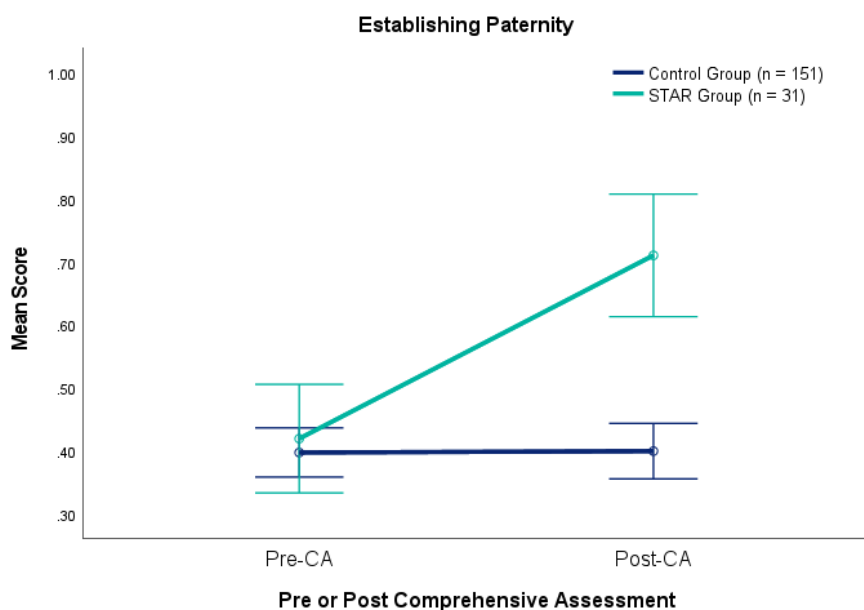
For Cost of Raising a Child, there was a significant effect of time [$F(1, 237) = 7.18, p < .01$] and a trending time x group interaction [$F(1, 237) = 3.66, p = .057$]. Follow-up paired samples t -tests indicated there was no change in scores from the pre-CA to the post-CA for the Control Group, but a significant change in scores for the STAR Group (pre-CA mean = .63, SD = .24) (post-CA mean = .74, SD = .29) [$t(66) = -2.52, p < .01$].

Figure 7. *Change in Knowledge for Module 6 – Cost of Raising a Child*



For Establishing Paternity, there was a significant effect of time [$F(1, 233) = 24.39, p < .001$] and a significant time x group interaction [$F(1, 233) = 19.04, p < .001$]. Follow-up paired samples t-tests indicated there was no change in pre-CA to post-CA scores for the Control Group, but a significant change in scores for the STAR Group (pre-CA mean = .42, SD = .21) (post-CA mean = .71, SD = .31) [$t(30) = -4.89, p < .001$].

Figure 8. *Change in Knowledge for Module 8 – Establishing Paternity*



There were no significant differences from the pre-CA to post-CA scores for Peer Pressure, Healthy Relationships, Risk and Protective Factors, Managing Money, Co-Parenting, or Child Support.

To test for differences in knowledge scores between the STAR Group and Control Group on the post-CA, univariate ANOVAs were performed. For Decisions and Goals, there was a significant difference between groups in scores on the post-CA [$F(1, 257) = 8.35, p < .01$]; the STAR Group (mean = .69, SE = .03) scored higher on post-CA knowledge compared to the Control Group (mean = .57, SE = .02). For Resiliency, there was a significant difference between groups in scores on the post-CA [$F(1, 241) = 11.45, p < .001$]; the STAR group (mean = .69, SE = .04) scored higher on post-CA knowledge compared to the Control Group (mean = .54, SE = .02). For Cost of Raising a Child, there was a significant difference between groups in scores on the post-CA [$F(1, 237) = 8.18, p < .01$]; the STAR Group (mean = .74, SE = .04) scored higher

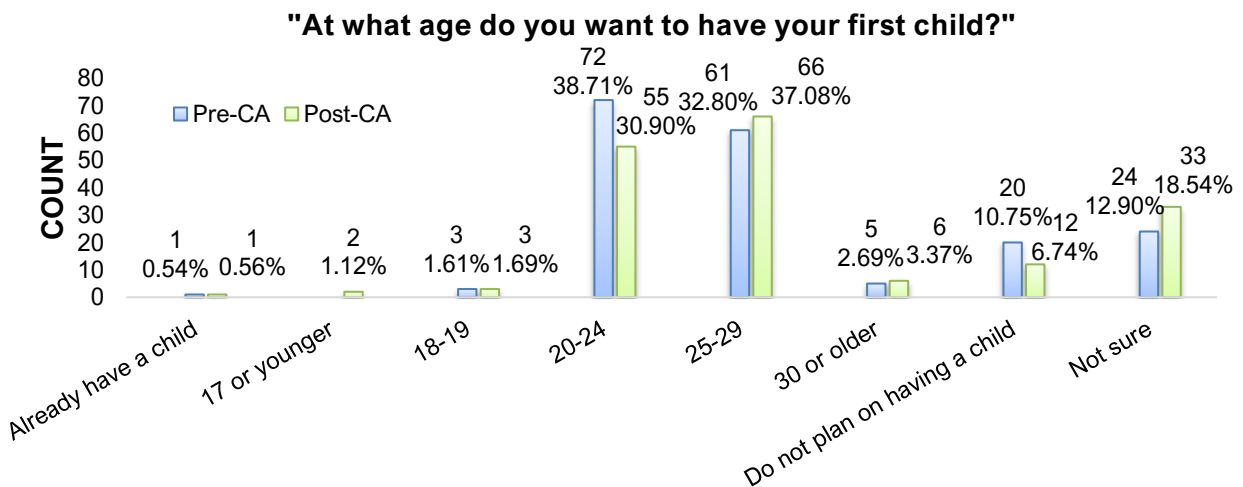
on the post-CA compared to the Control Group (mean = .63, SE = .03). For Establishing Paternity, there was a significant difference between groups in scores on the post-CA [$F(1, 233) = 34.02, p < .001$]; the STAR Group (mean = .71, SE = .05) scored higher on the post-CA compared to the Control Group (mean = .40, SE = .02). There were no significant differences in post-CA scores for Peer Pressure, Healthy Relationships, Risk and Protective Factors, Managing Money, Co-Parenting, or Child Support.

v. Changes in Behavior

As part of the comprehensive assessment, we asked students various questions regarding life choices and behavior. Data were analyzed for all students combined, as behavior and behavioral intention questions were not module-specific and questions reflect general life choices and feelings. These questions aimed to assess whether students would reevaluate when they would like to have their first child, as well as assess their ability to cope with challenges and difficult situations.

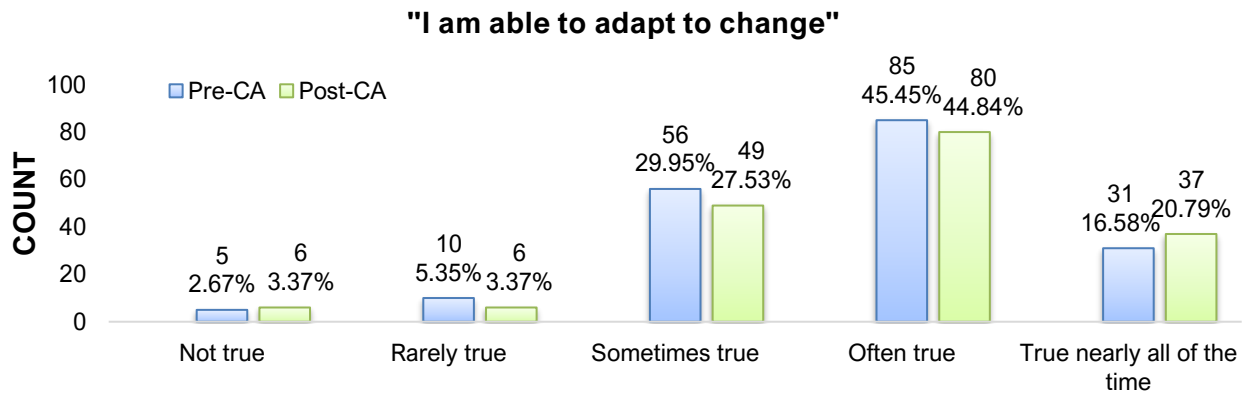
On the pre-CA and post-CA, students were asked at what age they would like to have their first child. To compare differences in ratings on the pre-CA and post-CA, a chi-square test of independence was conducted. Student responses are illustrated in Figure 9. There were 11 missing responses on the pre-CA and 19 missing responses on the post-CA. Chi-squared tests indicated there were no significant differences across responses from the pre-CA to the post-CA. Overall, youth reported wanting to have their first child after age 20.

Figure 9. Response Distribution for "At what age do you want to have your first child?"



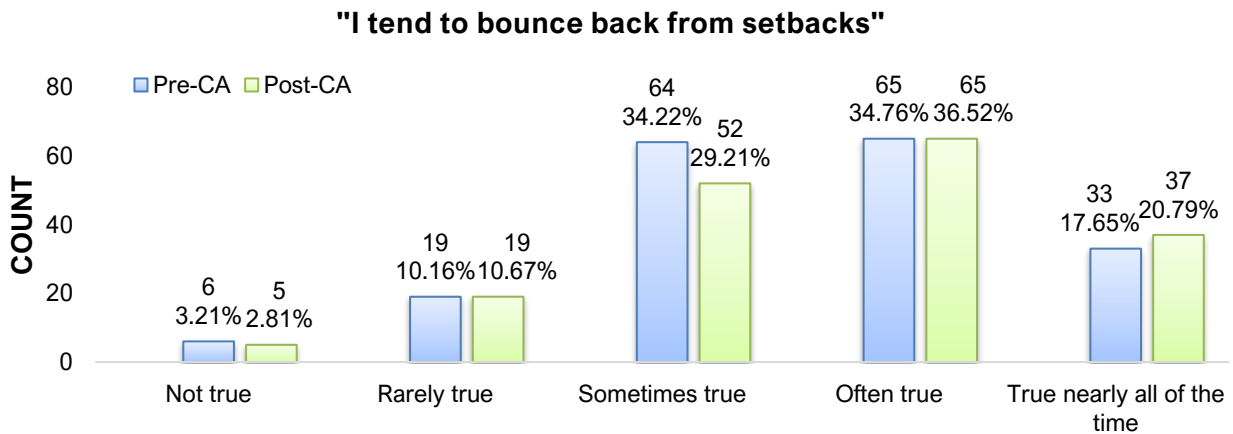
Students were also asked to rate on a scale of 1 ("Not true") to 5 ("True nearly all of the time") how well they "are able to adapt to change," "bounce back from setbacks," "are able to handle difficult situations," and "make good decisions." There were 10 missing responses on the pre-CA and 19 missing responses on the post-CA. From the pre-CA to the post-CA, there were no significant differences between responses for how well students are able to adapt to change (see Figure 10). Overall, youth report they are likely to be able to adapt to change.

Figure 10. *Response Distribution for "I am able to adapt to change"*



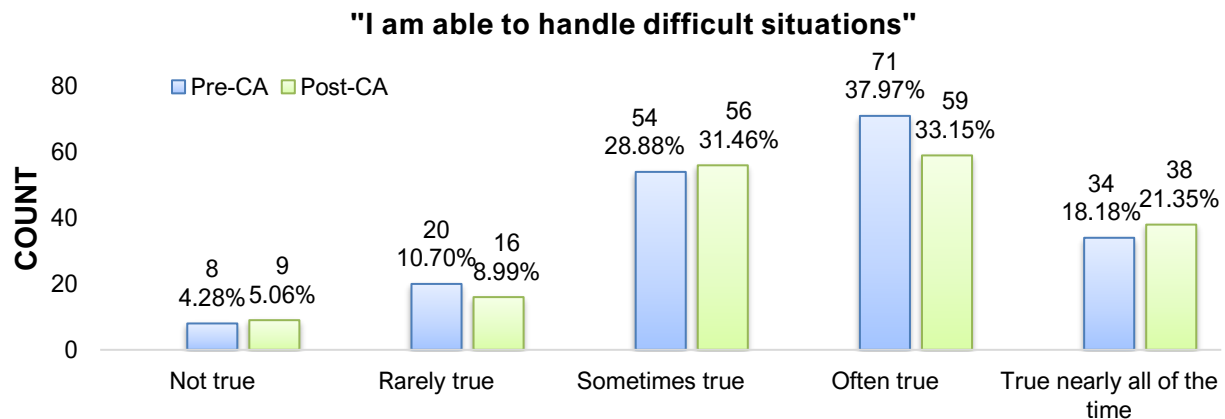
Students were also asked to rate how well they tend to bounce back from setbacks. There were 10 missing responses on the pre-CA and 19 missing responses on the post-CA. From the pre-CA to the post-CA, there were no significant differences between the responses (see Figure 11). Overall, youth reported that they tend to bounce back from setbacks.

Figure 11. *Response Distribution for "I tend to bounce back from setbacks"*



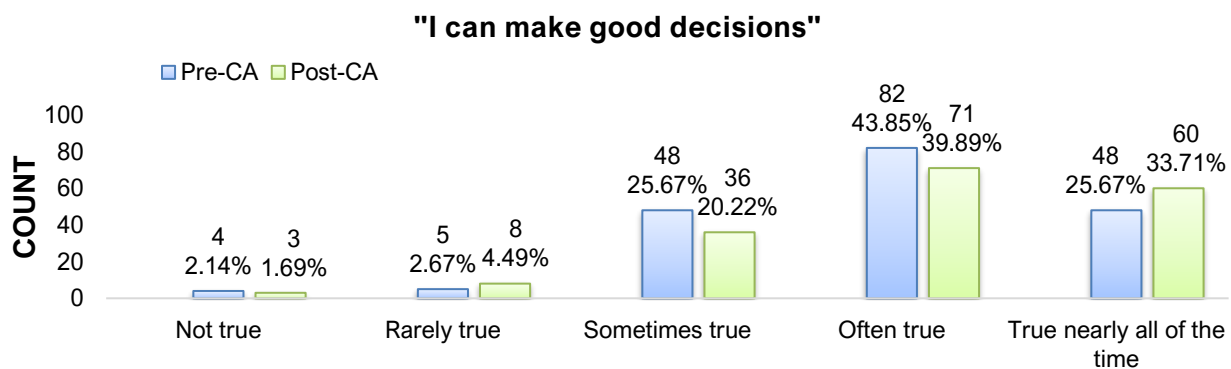
Students were asked to rate how well they are able to handle difficult situations. There were 10 missing responses on the pre-CA and 19 missing responses on the post-CA. From the pre-CA to the post-CA, there were no significant differences between responses for how well they are able to handle difficult situations (see Figure 12). Overall, youth reported that they are able to handle difficult situations.

Figure 12. Response Distribution for "I am able to handle difficult situations"



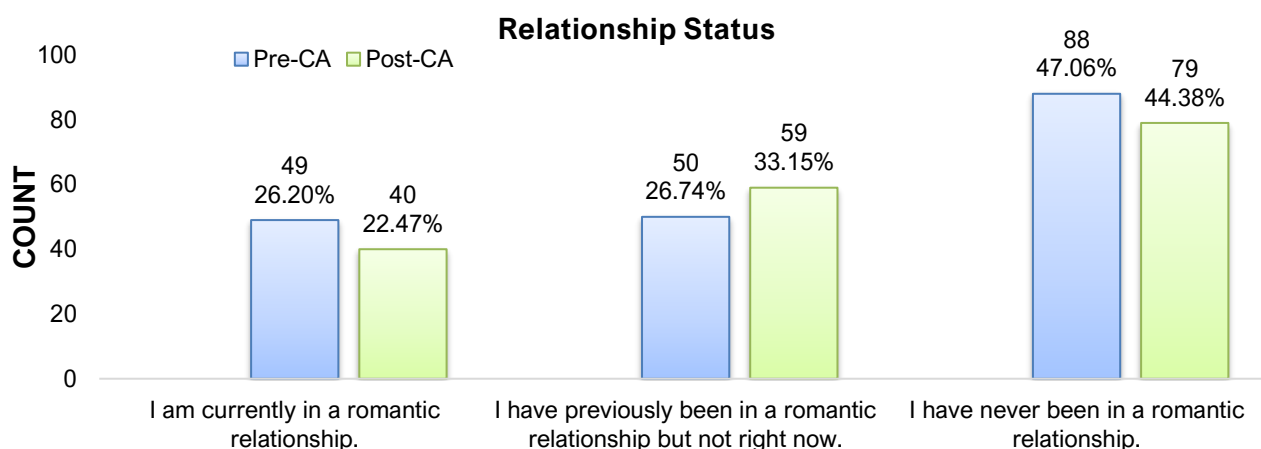
Students were asked how often they make good decisions. There were 10 missing responses on the pre-CA and 19 missing responses on the post-CA. From the pre-CA to the post-CA, there were no significant differences between responses for how well they are able to make good decisions (see Figure 13). Overall, youth reported that they are able to make good decisions.

Figure 13. Response Distribution for "I can make good decisions"



Finally, students were asked if they are currently in a romantic relationship, if they have ever been in a romantic relationship, and if they have never been in a romantic relationship. There were 10 missing responses on the pre-CA and 19 missing responses on the post-CA. From the pre-CA to the post-CA, there were no significant differences between responses for their current or previous romantic relationship status (see Figure 14). Most youth reported having been in a romantic relationship previously or that they are currently in a romantic relationship.

Figure 14. *Response Distribution for Relationship Status*



Facilitator delivering the PIAL module "Managing Money"



vi. Student Module Reflections

Immediately after the PIAL module presentation, students completed a post-module survey. Each of the post-module surveys had an open-ended question where students were asked to respond to the question, "How will you apply what you've learned today to your life?". We gathered the student responses and conducted an inductive coding process. We were able to identify common takeaways from each module. Overall, student responses for each of the modules were conceptually connected to the module activities. Figure 15 provides a summary of the student comments and emerging themes from the responses.

Figure 15. *Common themes and sample comments from students for modules 1-10*



For example, Module 1: Decisions and Goals had two main takeaways. The first takeaway was that students described they will be proactive to achieve a goal. Module 1, Activity 1, highlights the importance of being proactive when making decisions. The second takeaway was that students described they will create a specific plan to achieve a goal. Activities in Module 1 give students the opportunity to create a plan to reach their goals.

THEMES	EXAMPLES
<i>MODULE 1: DECISIONS AND GOALS</i>	
BE PROACTIVE TO ACHIEVE GOAL	“I will make many more proactive decisions and stick to my goal I made!”
	“I will take the proactive and use it to remember to prepare before doing something and plan before.”
CREATE A SPECIFIC PLAN TO ACHIEVE A GOAL	“When I set goals for myself I need to also have a plan and end date instead of just setting a goal.”
	“Set a goal and making a date to complete the goal.”
	“I will make a goal and use the card to keep on track and finish goal.”

vii. Study Limitations and Changes to be Implemented

Notably, the sample size for both our STAR Group and Control Group are very small, making it difficult to detect true differences in changes in knowledge between the two groups and thus, we are unable to determine the efficacy of the program based on these preliminary data. Furthermore, the sample consists of mostly White youth, limiting our understanding of the generalizability of the results. In schools PIAL served, 86.70% of youth identified as White, which is 10% more than the reported percentage of White youth in the state of Iowa in 2021 (Kids Count Data Center, 2022). The results of this preliminary report show how low participation in the program impacts our ability to determine if we meet our aims.

A second limitation is that our study is a quasi-experimental design. All students who were designated the intervention group received at least one PIAL module; students who did not attend a particular PIAL module were designated to the Control Group when testing for changes in knowledge based on questions from unattended PIAL modules. Due to recruitment procedures, we were unable to implement a random experimental design. Future changes to create a randomized experimental design will implement a “waitlist” that includes students who do not attend any PIAL modules.

Based on preliminary findings, we are implementing changes related to the recruitment and securing of students to participate in this study. Plans for recruitment include 1) developing a more specific plan for whom to invite, whether they are urban, rural, alternative schools, non-school organizations that serve youth, etc., 2) using a template for invitation/request, 3) monitoring responses, 4) developing a specific plan for follow up depending on the response, 5) increased incentives for teachers, and 6) using Smartsheet (a project management tool) to track task completion and assign accountability.

To encourage completion of surveys, current changes include 1) an individualized rollout plan based on school/class schedule, 2) a specific monitoring plan- such as checking online responses and following up with teachers, 3) increased incentives for students and teachers for completed surveys, and 4) using Smartsheet.

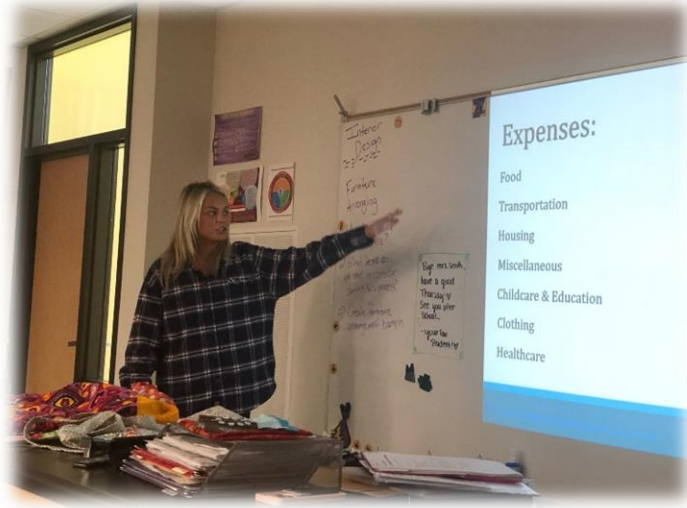
CONCLUSION

The current report identifies the demographic distribution of students PIAL is serving, differences in baseline knowledge of content related to the PIAL curriculum, differences in knowledge gained between students who did or did not receive PIAL modules, changes in behavior responses after attending a PIAL module, understanding how students apply what they've learned to their lives, the consistency of facilitation of PIAL modules through fidelity checklists, and future changes to be made to implementation. Overall, there were significant differences between groups about knowledge gained from the pre-CA to the post-CA. When comparing pre-CA and post-CA scores, the STAR Groups showed greater increases in knowledge on the topics of Decisions and Goals, Resiliency, Cost of Raising a Child, and

Establishing Paternity. Students did not report any significant changes to behavior when comparing reports on the pre-CA to the post-CA. This is not surprising, given that a low number of students planned to have a child at a young age (18 or younger). Additionally, students did not show a significant change in their responses to how well they can adapt to change, bounce back from setbacks, handle difficult situations, and make good decisions. Students also did not report any significant changes in their relationship status after attending PIAL modules. Notably, the distribution of responses tended to fall between "often true" to "true nearly all of the time" for both the pre-and post-assessments.

Importantly, careful consideration of the current data must be taken before drawing conclusions. First, at baseline, there were significant differences in knowledge about various life skills and parenting topics both within and between the STAR and Control groups. It is likely there is some underlying factor that contributes to the overall knowledge gain on a variety of topics. Indeed, youth who are older (~age 17-18) may be more knowledgeable on topics surrounding healthy relationships and co-parenting than their younger (~age 12-13) counterparts due to having more time for experience or exposure in these areas. Gender may also contribute to this factor due to the presence of cultural differences, especially regarding youth's dispositions and prior socialization on parenting expectations (Bornstein, 2013). Additionally, prior research shows students' sources of information on parenting vary somewhat by topic (McCurdy et al., 2020) and their relationship status (Jeon et al., 2016).

This program evaluation brings insight into the contextual factors regarding the collection of student responses and will aid in further improvements to the program delivery and assessment. Additional data are being collected to increase the sample size of the STAR Group and Control Group to accurately capture changes in knowledge about life skills and parenting topics. Forthcoming reports including additional data and an increased sample size will highlight future findings within the PIAL: Objective 1 Evaluate the efficacy of the PIAL curriculum that serves youth aged 13-18 years.



Facilitator delivering the PIAL module "Cost of Raising a Child"

PIAL: I can & I will



REFERENCES

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APPENDIX

A.) Table 1. Modules delivered by school and grade (student attendance)

		Module										Total
		1	2	3	4	5	6	7	8	9	10	
School	School 1	0	0	12	0	18	6	0	0	10	0	46
	School 2	0	0	0	0	0	0	0	9	0	0	9
	School 3	24	19	19	0	21	18	21	17	19	14	172
	School 4	0	0	11	0	0	13	0	0	0	0	24
	School 5	21	23	23	22	0	21	22	0	0	0	132
	School 6	6	0	0	0	0	0	0	0	0	0	6
	School 7	0	0	0	0	0	8	0	8	8	7	31
	School 8	1	0	0	0	7	0	0	0	0	0	8
	School 9	15	0	15	17	0	0	0	0	0	0	47
	School 10	0	5	5	0	3	3	3	3	3	3	28
	School 11	0	0	21	0	1	0	0	0	0	0	22
	Other	2	1	1	0	1	1	1	0	0	1	8
Grade	7 th Grade	16	0	0	0	0	0	0	0	0	0	16
	8th Grade	21	23	37	38	0	21	22	0	0	0	162
	9th Grade	5	0	27	0	17	4	0	1	6	0	60
	10th Grade	8	8	18	0	13	16	8	13	13	9	106
	11th Grade	6	7	10	0	8	8	8	6	4	6	63
	12th Grade	11	9	12	0	10	17	8	16	15	10	108
School total		69	48	107	39	51	70	47	37	40	25	533
Grade total		67	47	104	38	48	66	46	36	38	25	515

Note. Module 1 = Decisions and Goals, 2 = Peer Pressure, 3 = Healthy Relationships, 4 = Risk and Protective Factors, 5 = Resiliency, 6 = Cost of Raising a Child, 7 = Managing Money, 8 = Establishing Paternity, 9 = Coparenting, 10 = Child Support. There were 18 missing responses for grade by module. Total cases do not represent individual students.

B.) Table 2. Data collection and analyses

Analysis	Pre-CA	Post-CA	Post-Module Surveys	PIAL/ Research Staff
i. Demographics		x		
ii. Baseline Knowledge	x			
iii. Change in Knowledge – Pre CA to Post CA	x	x		
iv. Changes in Behavior	x	x		
v. Student Module Reflections			x	
vi. Fidelity of Module Delivery				x

C.) Table 3. Means and standard deviations for fidelity checklist items

	Mean	Std. Dev.	N
1. The facilitator introduced the program and themselves.	1.00	.000	73
2. The facilitator went through every power point slide.	.96	.200	73
3. The facilitator debriefed with students after each activity.	.99	.117	73
4. The facilitator allowed time for responses from students.	1.00	.000	73
5. The facilitator allowed time to answer questions from students.	1.00	.000	73
6. The facilitator gave ending remarks to conclude the module.	1.00	.000	73
7. The facilitator gave time at the end to complete the post-survey.	.93	.254	73
8. A majority of students (50% or more) were engaged during the presentation.	.93	.254	73

Note. “No” responses were coded as 0, “Yes” responses were coded as 1. For each module, there were at least 2 internal fidelity monitors.

D.) Change in pre-CA to post-CA by treatment group (nonsignificant figures)

Figure 16. Changes in Knowledge for Module 2 – Peer Pressure

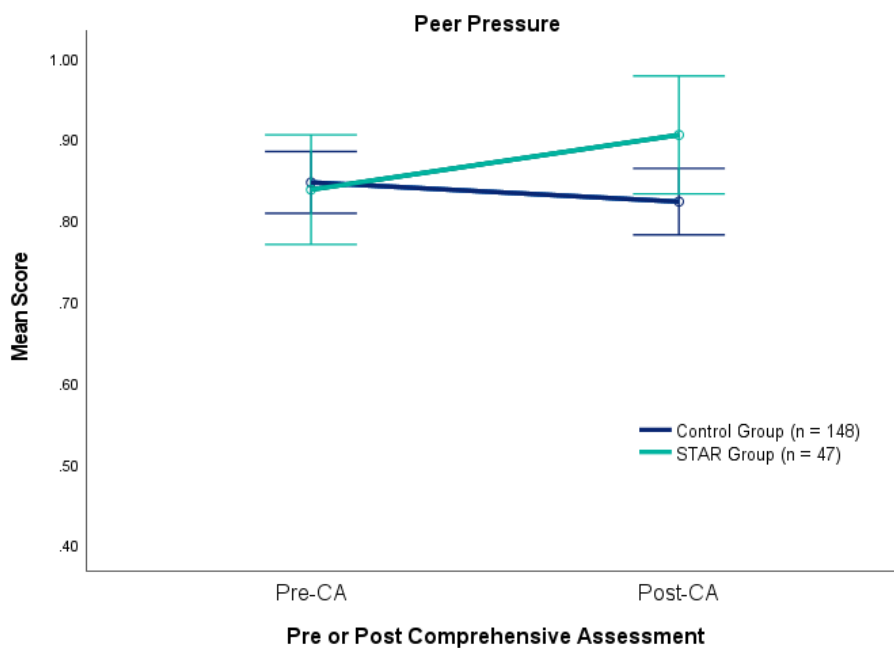


Figure 17. Changes in Knowledge for Module 3 – Peer Pressure



Figure 18. Changes in Knowledge for Module 4 – Risk and Protective Factors

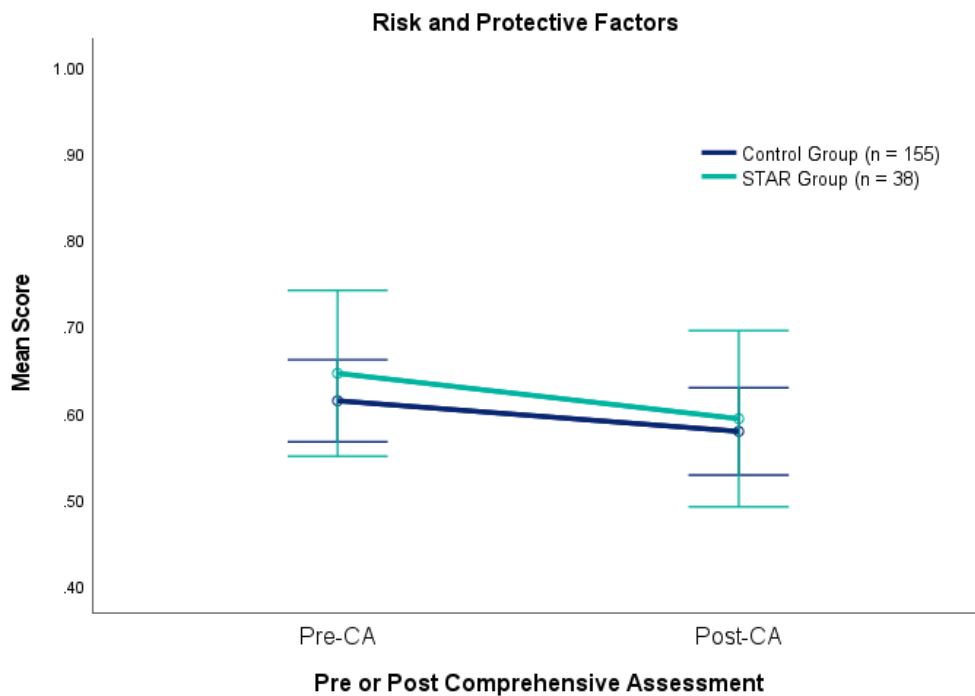


Figure 19. Changes in Knowledge for Module 7 – Managing Money

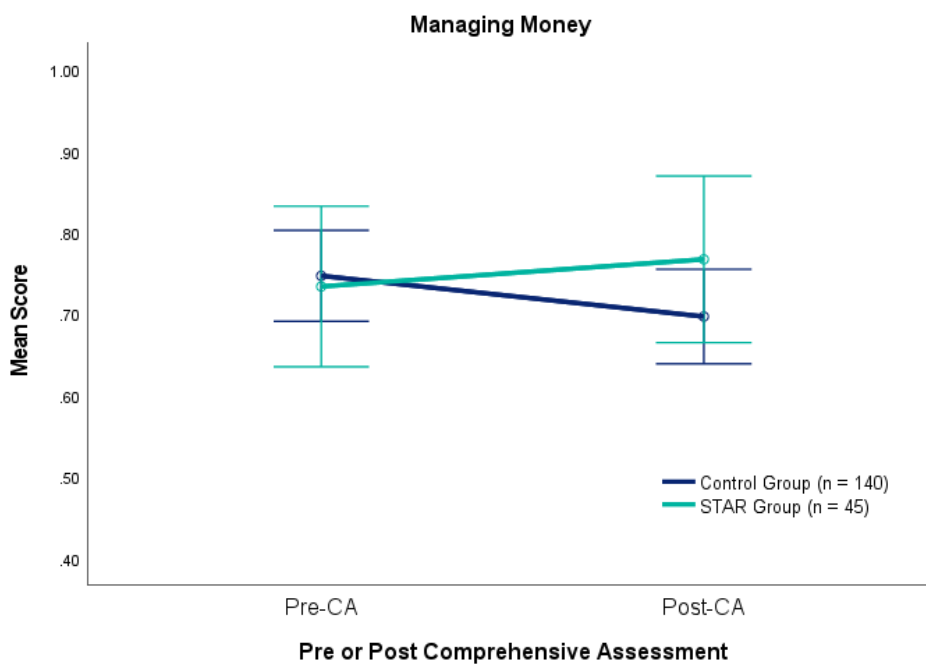


Figure 20. Changes in Knowledge for Module 9 – Co-Parenting

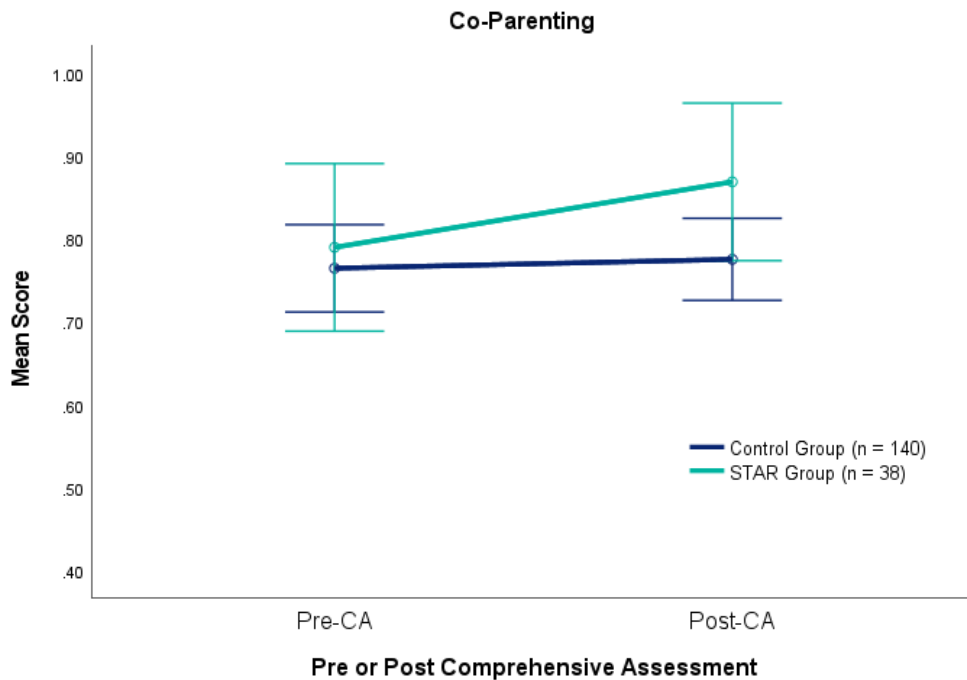
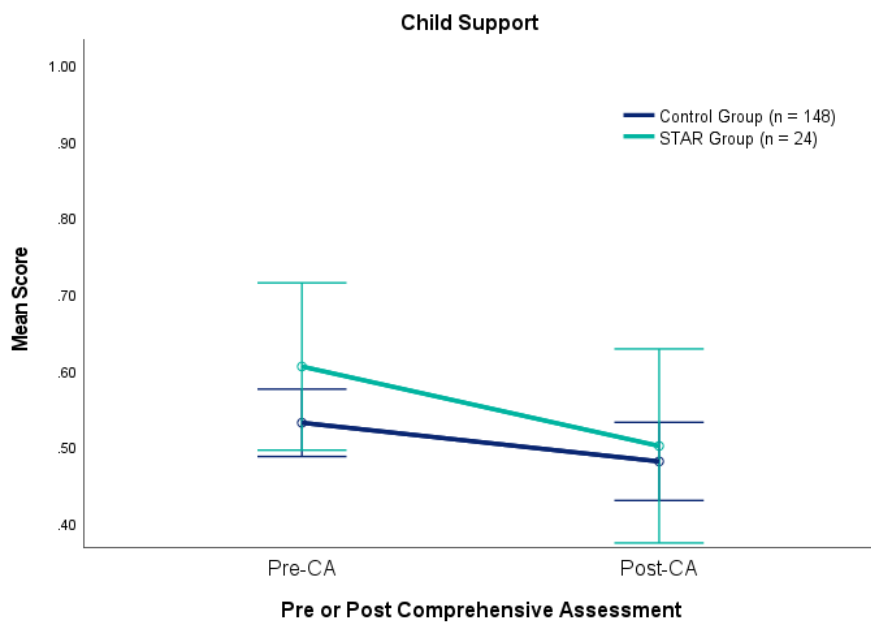


Figure 21. Change in Knowledge for Module 10 – Child Support



E.) PIAL comprehensive assessment

PIAL Comprehensive Assessment (Expansion Grant Objective 1) 2021-2022

Thank you for participating in your school's survey. It is part of a project at Iowa State University. The information will be used for research purposes only. Your answers will not be seen by your teachers or related to your schoolwork in any way.

This survey will take about 15 minutes to complete. Answers will be kept **confidential** and viewed only by the Iowa State University research team. Results will be reported for students as a group. Your participation will help find ways to better support students like you.

Page Break

Do you agree to participate in the survey?

Yes

No

Skip To: Q4 If Do you agree to participate in the survey? = Yes

You selected No. Did you mean to do that? The confidential information collected from this survey is helpful and will be used to better support students like you. Do you agree to participate in the survey?

Yes

No

Skip To: End of Survey If You selected No. Did you mean to do that? The confidential information collected from this survey... = No

Page Break

Survey Response Code

Survey Response Code	First Name Initial	Last Name Initial	Birth Month	Birth Day
Survey Response Code	▼ A ... Z	▼ A ... Z	▼ Jan ... Dec	▼ 01 ... 31

Page Break

Your school:

▼ AC/GC HS ... Other

Page Break

Which decision type is best when making decisions?

- Reactive
- Proactive
- Inactive

Page Break

Shawn wants to buy a car. Which of the following choices will increase the chance of reaching his goal?

- (A) Identify a person who will help him to stay on track
- (B) Set a due date
- (C) Identify the steps that he will need to take to reach the goal

- Only A
- Both A and C
- A, B, and C

Page Break

Shawn finds out his girlfriend is having a baby. Shawn is worried about how he will be able to buy a car and support his child. He needs a car to get to work since there is no public transportation where he lives. What should Shawn do in this situation?

- Shawn should buy a car
- Shawn should not buy a car
- Shawn should quit his job

Page Break

Peer pressure is...

- A. Influencing someone to do something they normally wouldn't do
- B. Always negative and harmful
- Both A and B

Page Break

Encouraging a friend to come over and study for an exam instead of staying out late with friends is an example of _____ peer pressure?

- Put down
- Unspoken
- Positive

Page Break

Lily's teacher asks a question. Most students think the answer is "A" while Lily thinks the answer is "B." What should Lily do?

- Raise hand for "A"
- Raise hand for "B"
- Don't give an answer

Page Break

Which characteristic is considered healthy in a relationship?

- Pointing out ways partner can improve
- Steering clear from disagreements
- Keeping your separate interests

Page Break

Your friend is in an unhealthy relationship. What should you do?

- Wait for your friend to ask you for help
- Talk with your friend
- Tell your friend's partner to stop

Page Break

Jim's dad does not allow his mom to spend time with friends or family when he is not around. Which statement describes his parent's relationship?

- Jim's dad respects his mom's boundaries
- Jim's dad trusts his mom
- Jim's dad restricts his mom's freedom

Page Break

Which factor promotes family well-being?

- Removing conflict
- Family talks
- Eating on different schedules

Page Break

Gina is 15 years old. Her parents have been divorced for one year. She feels unhappy about her relationship with her mother and misses seeing her father regularly. Her mother works the overnight shift at her job and Gina spends most nights alone at home. She enjoys spending time at school with her friends and teachers.

Which may have negative impact on Gina's well-being?

- Involvement in school activities
- Spending time with friends
- Home alone for long hours

Page Break

Resiliency is anything that..

- Improves a person's well-being
- Increases the risk of negative outcomes
- Does not improve a person's well-being

Page Break

Mill is 10 years old. He lives in a small apartment with his parents and two-year-old sister. His father drinks a lot of alcohol most evenings. This leads to yelling between his parents in front of Mill. He has not been getting enough sleep and is struggling to stay awake in class, which leads to poor school performance. Mill likes to play soccer and has a good relationship with his coach. He enjoys practicing with his uncle on the weekends.

Which choice could help Mill overcome difficulties in his life?

- Mill could talk with his coach when she checks in with him
- Mill could take out his frustrations on others at school
- Mill could try to stop his parents from fighting

Page Break

What would help Mill recognize resiliency within himself?

- Accepting his situation will never change
- Believing his uncle and coach care about him
- Thinking he can't trust his friends

Page Break

What is the most expensive cost related to raising a child?

- Food
- Health Care
- Housing

Page Break

Ally is 19 years old and is six months pregnant. She is taking classes at a local college and has two part-time jobs. Ally lives in an area that has limited child care that she can afford. Ally is thinking she should drop out of college next semester so she can afford child care for her child.

Which priority should Ally focus on first?

- Seek out child care options
- Seek out steps to drop out of college
- Seek out another part-time job

Page Break

Ally is considering dropping out of college once her child is born. Which is true about Ally completing her college degree?

- She will not have quality time with her child
- Her high school diploma earns just as much as her college degree
- Receiving a college degree can help improve her income to support herself and her child

Page Break

A budget is:

- The amount of money that needs to be spent on an item
- A plan for using money
- The money earned or brought in

Page Break

Raegan is starting her sophomore year. She makes \$400 every month from working at an ice cream shop. She needs \$200 every month to pay her car insurance and cell phone bill. Raegan puts \$100 in her savings account each month. Recently, she decided she wants to buy a new winter coat.

Now that it's the end of the month, which budget gives Raegan the correct amount she will have left to buy the winter coat? Click on Budget 1 or Budget 2.

Budget 1	
Raegan's income	\$400
Raegan's expenses	-200
Left to purchase coat	=200

Budget 2	
Raegan's income	\$400
Raegan's expenses	-200
Raegan's savings	-100
Left to purchase coat	=100

Page Break

Establishing paternity means:

- Deciding the amount of child support from one parent
- Naming a child's legal father
- Naming a child's mother and father on the birth certificate

Page Break

Mike and Sally are at the hospital after Sally gave birth. Mike and Sally are not married. Both of them want to establish that Mike is the legal father of the child.

What is the easiest and best way that Mike can do this?

- Mike can get a court order to establish his legal relationship with the child
- Mike is automatically the legal father of the child
- Mike and Sally can sign the Voluntary Paternity Affidavit at the hospital

Page Break

What is one benefit of establishing Mike as the legal father for his child?

- The child's mother, Sally, would automatically receive child support
- The child will be able to receive legal benefits such as access to medical insurance
- The child does not get any benefits

Page Break

Co-parenting is:

- When parents who live together take care of their child
- When parents who live apart take care of their child
- When a parent pays child support to the other parent

Page Break

Olivia is 17 years old. Her mother Mala has full custody of Olivia, but Olivia sees her father Drew whenever she wants to. When Olivia goes to her father's house, her mom will give Olivia messages for her father. Drew gets upset when Olivia is constantly giving messages between the two parents. Olivia feels like she is the messenger between her parents.

Which statement promotes a positive co-parenting experience for Olivia?

- Drew and Mala should communicate directly with each other
- Drew could tell Olivia to stop bringing messages from her mom
- Mala could continue to send messages through Olivia

Page Break

Which statement is correct about child support?

- Child support is money given to the child
- Child support is money given by one parent to the other
- Child support covers all the child's needs

Page Break

Jacob was 4 years old when his parents got divorced. He lives with his mother, and she works at the local restaurant. When Jacob was 6 years old, his father started paying child support to Jacob's mother and spending time with Jacob. Jacob feels like his father cares about him. Jacob's mother appreciates the relationship that Jacob and his father have developed

Which option is true for Jacob?

- Jacob is in charge of his child support money
- Jacob feels supported by his father
- Jacob's child support amount from his dad will always stay the same

Page Break

The next set of questions are for you to answer about yourself.

Do you have any of the following problems or worries? Check all that apply.

- Financial or money problems
- Housing problems
- Family problems
- School problems
- Problems with friends
- Neighborhood violence
- Health concerns
- Other (please list) _____
- None

Page Break

Please identify any major life event(s) you have experienced in the last 12 months. Check all that apply.

- Loss of family member
- Loss of pet
- Divorce
- Natural disaster (e.g. fire, flood, tornado)
- Illness of self
- Illness of family member
- Moving to a new home
- Someone new moved into your home (e.g. baby, foster child, other family member)
- Other (please list) _____
- None

Page Break

Choose the response which best describes you.

	Not true	Rarely true	Sometimes true	Often true	True nearly all of the time
I am able to adapt to change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tend to bounce back from setbacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to handle difficult situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can make good decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Which statement best describes you?

- I am currently in a romantic relationship.
- I have previously been in a romantic relationship but not right now.
- I have never been in a romantic relationship.

Skip To: Q39 If Which statement best describes you? = I have never been in a romantic relationship.

Skip To: Q38 If Which statement best describes you? = I have previously been in a romantic relationship but not right now.

Page Break

Answer the following question based on your current romantic relationship.

	Very happy	Happy	Unhappy	Very unhappy
How happy are you with your relationship?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Have you experienced any of the following dating violence in your current romantic relationship?

	Yes	No	Unsure
Emotional abuse (e.g., put downs, name calling, humiliating)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical abuse (e.g., hitting, pushing, threatening with a weapon, destruction of property)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual abuse (e.g., force, coercion, guilt, or manipulation, use alcohol and/or drugs for unfair advantage)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological abuse (e.g., mind games, withholding affection, threatening to self harm)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Have you experienced any of the following dating violence in your previous romantic relationship(s)?

	Yes	No	Unsure
Emotional abuse (e.g., put downs, name calling, humiliating)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical abuse (e.g., hitting, pushing, threatening with a weapon, destruction of property)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual abuse (e.g., force, coercion, guilt, or manipulation, use of alcohol and/or drugs for unfair advantage)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological abuse (e.g., mind games, withholding affection, threatening to self harm)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

At what age do you want to have your first child?

- Already have a child
- 17 or younger
- 18-19
- 20-24
- 25-29
- 30 or older
- Not sure
- Do not plan on having a child

Page Break

At what age do you want to get married?

- Already married
- 17 or younger
- 18-19
- 20-24
- 25-29
- 30 or older
- Not sure
- Do not plan on getting married

Page Break

Where, if anywhere, have you previously discussed the realities of dating? Check all that apply.

- At home
- At school
- At work
- At religious organizations
- Somewhere else (please explain)

Have not discussed realities of dating

Page Break _____

Where, if anywhere, have you previously discussed the realities of being a parent? Check all that apply.

- At home
- At school
- At work
- At religious organizations
- Somewhere else (please explain)

Have not discussed realities of being a parent

Page Break _____

Do you currently have a job?

Yes

No

Skip To: Q47 If Do you currently have a job? = No

Page Break

What kind of job(s) do you have? Check all that apply.

Babysitting

Cashier

Food service

Other _____

Page Break

On average, how many hours do you work in a **week**?

5 or less hours

6-15 hours

16-20 hours

21-30 hours

More than 30 hours per week

Page Break

On average, how much do you earn from your job in a **week**?

- \$50 or less
- \$51-\$100
- \$101-\$150
- \$151-\$200
- More than \$200 per week

Page Break _____

What is your current grade level?

▼ 7th grade ... 12th grade

Page Break _____

To which gender do you most identify?

- Female
- Male
- Not listed (please list in the box)

Page Break _____

Are you of Hispanic, Latino, or Spanish origin?

Yes

No

Page Break

What is your race? Check all that apply.

American Indian or Alaska Native

Asian

Black or African American

Pacific Islander

White

Multi-ethnic/not listed (please list)

ii. *Post-Module Survey (Module 1)*



Module 1: Decisions and Goals Post-Survey

Thank you for participating in today's presentation. We have a short survey for you to complete that will help us gather feedback on the effectiveness of the information we presented. This survey will not be used to collect identifying information such as your name, email address, or IP address.

Please enter the following information.

ID # (If you have two last names, use the first initial of your FIRST last name. Example: White-Salazar would be the letter "W")

	First Name Initial	Last Name Initial	Birth Month	Birth Day
ID#	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Your school:

- The module was presented:
 - In person with presenters in my classroom
 - Live streaming with presenters on digital devices
 - Recorded learning experience on my own
- Which decision type is best when making decisions?
 - Reactive
 - Proactive
 - Inactive

Read the scenario and answer the questions.

- Shawn wants to buy a car. Which of the following choices will increase the chance of reaching his goal?
 - (A) Identify a person who will help him to stay on track.
 - (B) Set a due date.
 - (C) Identify the steps that he will need to take to reach the goal.
 - Only A
 - Both A and C
 - A, B, and C

Module 1: Decisions and Goals Post-Survey

4. Shawn finds out his girlfriend is having a baby. Shawn is worried about how he will be able to buy a car and support his child. He needs a car to get to work since there is no public transportation where he lives. What should Shawn do in this situation?
- Shawn should not buy a car.
 - Shawn should focus on buying a car as planned.
 - Shawn should create a new plan to buy a car and support his child.
5. Complete this sentence (think long term). After learning today about decisions and goals, I will...

<p>6. Grade</p> <ul style="list-style-type: none"> <input type="radio"/> 7th Grade <input type="radio"/> 8th Grade <input type="radio"/> 9th Grade <input type="radio"/> 10th Grade <input type="radio"/> 11th Grade <input type="radio"/> 12th Grade 	<p>7. Are you a teen parent?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No
<p>8. To which gender do you most identify?</p> <ul style="list-style-type: none"> <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Not listed (please list) _____ 	<p>9. Are you of Hispanic or Spanish origin?</p> <ul style="list-style-type: none"> <input type="radio"/> No, not of Hispanic or Spanish origin <input type="radio"/> Yes, of Hispanic or Spanish origin
<p>10. What is your race?</p> <ul style="list-style-type: none"> <input type="radio"/> White <input type="radio"/> Black or African American <input type="radio"/> American Indian or Alaskan Native <input type="radio"/> Asian <input type="radio"/> Pacific Islander <input type="radio"/> Multi-Ethnic/Other (please list) _____ 	<p>11. Relationship status:</p> <ul style="list-style-type: none"> <input type="radio"/> Never dated before <input type="radio"/> Dated, but not now <input type="radio"/> Currently dating <p>12. I had help filling out this form:</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No

iii. *Fidelity Checklist (Module 1)*

PIAL's Module 1: Decisions and Goals Fidelity Checklist



For the **Fidelity Monitor**, please fill this survey out during the presentation. The checklist is used to rate fidelity for research purposes only, not to rate the individual performance of the student facilitators.

For **Student Facilitators**, please fill this survey out immediately after completing the presentation in the classroom. If logistically this is impossible, complete as soon as you can.

The fidelity checklist questions will be analyzed by the designated research team and results provided to the PIAL team and Iowa's Child Support Recovery Unit (CSRU). Student facilitator names will not be included in any reports. ***There are four questions at the end of the survey specifically for the student facilitators to complete.** Responses to these specific questions will be shared with the PIAL team only

Name: _____ Date: _____ School: _____

If multiple Module 1 presentations were provided in this school on the same day, indicate if this survey response is for the 1st, 2nd, 3rd, etc. class of the day. _____

Setup and classroom questions

1. The room and audio/visual were set up prior to class starting. Yes / No
2. The facilitator had all the materials needed to present. Yes / No
3. The facilitator started on time. Yes / No
4. The facilitator ended on time. Yes / No
5. The facilitator got through all the content and activities. Yes / No
6. Were there any major disruptions (i.e., fire alarm, tornado drill, etc.)? Yes / No- If yes, please explain.

7. Were there any noteworthy student behaviors/responses? Yes / No- If yes, please explain.

8. The regular teacher was present in the classroom. Yes / No- If no, please explain.

9. The classroom teacher was engaged throughout the presentation. Yes / No- if no, please explain.

10. How long was the class period? 45 Minutes or less / More than 45 Minutes

Use the space to provide additional comments.

General presentation questions

1. The facilitator introduced the program and themselves. Yes / No
2. The facilitator went through every power point slide. Yes / No
3. The facilitator debriefed with students after each activity. Yes / No
4. The facilitator allowed time for responses from students. Yes / No
5. The facilitator allowed time to answer questions from students. Yes / No
6. The facilitator gave ending remarks to conclude the module. Yes / No

7. The facilitator gave time at the end to complete the post-survey. Yes / No
8. A majority of students (50% or more) were engaged during the presentation. Yes / No
9. Use this space to provide additional comments.

Module 1 Decisions and Goals – specific questions

10. The facilitator walked through the 4 corners scenarios with students. Yes / No
11. The facilitator explained the difference between decision making-inactive, reactive, proactive, using separate scenarios and guided students to recognize proactive is the best decision type. Yes / No
12. The facilitator showed the goal setting video. Yes / No
13. The facilitator identified 3 steps to reach a goal-writing down the steps, identifying a due date, and having a person help you stay on track. Yes / No
14. The facilitator instructed students to fill out goal cards. Yes / No
15. The facilitator mentioned how having a child would change your goals. Yes / No
16. Use this space to provide additional comments.

Choose your role. Fidelity Monitor / Student Facilitator / Staff Facilitator

*The last 4 questions are for **Student/Staff Facilitators** to complete only*

1. What are your GLOWS for today's presentation?

2. What are your GROWS for today's presentation?

3. What are your goals for the next presentation? What will you do differently?

4. What suggestions, if any, do you have to improve the content and activities in this module?
