

3 Student Application of Knowledge Gained to their Lives

Decisions and Goals

Be proactive to achieve goal

"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

"I will put a goal for myself where I can graduate and then go off to college where I can study to become something."

Healthy Relationships

Thrive to create a healthy environment in relationship

"I will make sure I respect my partner when I have one"

Give and get help

"I will know more ways to help others."

Look for signs

"I will see these unhealthy things in my relationships."

Coparenting

Use coparenting skills

"If I ever have to co-parent, I need to communicate with the other parent!"

Use in future

"If I ever become a co-parent, I'll apply all the things we saw today."

Peer Pressure

Stand up to peer pressure

"To never let people take control over what i do"

Be self-confident

"I will continue to stick to what I believe and not do what "everyone" else is doing"

Resiliency

Resilient message

"you can still have control over your future even if you've been through things that might make you feel like you'll fail."

Give and get support

"I realize that others go through more than what it seems, and I can use these skills to use them in my life and to help others."

Cost of Raising a Child

Financial readiness

"I will try hard in school and get a good bachelor's degree so that way when I do have a kid I have enough money to support them in everything they do."

Delay parenting

"Make the right decisions wait until you are stable to have a child"

Establishing Paternity

Know about establishing paternity

"Know that my child gets benefits from establishing paternity"

Use in future

"I will use it in the future when I have children. Hopefully I will be married by this time though."

Risk and Protective Factors

Differentiate risk and protective factors in life

"I will make sure to notice the negative risk factors and try to enjoy the positive factors."

Importance of protective factors

"Stay with family and friends through anything"

Managing Money

Save and spend wisely

"I am not going to spend all of my money when I get it, instead, I am going to save it so I have it in the future."

Use a budget

"I will use this to guide me in making a budget for myself in the near future"

Child Support

Know about child support

"that child support money is to help the child with its needs and wants"

Use in future

"It can help you in the future in case you end up having to pay child support yourself"



4 Fidelity

A fidelity checklist was implemented to monitor the quality of delivery of each module. Fidelity checklists for all modules were completed by all PIAL modules facilitators and one external fidelity monitor. The number of facilitators who completed a checklist varied by given session. Fidelity checklists assessed the quality of the delivery. Items on the fidelity checklist also assessed classroom behavior (e.g., "A majority of students (50% or more) were engaged during the presentation") and other challenges (e.g., "Were there any major disruptions (i.e., fire alarm, tornado drill, etc.)?"). Overall, responses from the fidelity check indicated that procedures had been followed accordingly for all modules.

5 Reflections on Current Data and Future Directions

Notably, the sample size for both our STAR groups and control groups was very small, making it difficult to detect true differences in changes in knowledge between the two groups. Second, the sample consists of mostly White youth, limiting our understanding of the generalizability of the results.

The purpose of this preliminary report is to show how a lack of participation in the program impacts our ability to determine if we meet our aims. Based on preliminary findings, we are implementing changes in student recruitment and securing of students to participate in this study. Plans for recruitment include 1) developing a more specific plan to whom to reach out, whether they are urban, rural, alternative schools, non-school organizations that serve youth, etc., 2) using a template to track who we reach out to and who we request to be in the STAR or control group, 3) monitoring responses, 4) developing a specific plan for follow up depending on response, 5) increased incentives for teachers, and 6) using Smartsheet (a project management tool).

To encourage survey completion, changes being made include an individualized rollout plan based on school/class schedule, a specific monitoring plan using SmartSheet—such as checking online responses and following up with teachers, and increased incentives for students and teachers for completed surveys.*

*See the full report on the CW RTP website for assessment questions and additional analyses.