

PIAL OBJECTIVE 1 Brief Report

March 2023



Acknowledgment

The Iowa State University Child Welfare Research and Training Project conducted this work through an agreement with the Iowa Department of Health and Human Services Child Support Unit (BOC-21-023, Carl Weems PI) with funds from the Office of Child Support Services' Charting a Course for Economic Mobility and Responsible Parenting grant.

Overview

Iowa Child Support contracts with Iowa State University to coordinate and facilitate all aspects of **Parenting: It's a Life (PIAL)**, which is targeted primarily to middle and high school youth. PIAL provides comprehensive life skills and parenting education to youth, including...

Decisions and Goals

Peer Pressure

Healthy Relationships

Risk and Protective Factors

Resiliency

Managing Money

Cost of Raising a Child

Establishing Paternity

Coparenting

Child Support

Procedure

The delivery of PIAL modules included arriving at the classroom before class began to set up electronic equipment (projectors, laptops) and to set up activities throughout the classroom. Facilitators began each module by engaging students 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.

Aims

The overarching goal of PIAL is to empower Iowa youth and young adults to be good stewards of their decision-making responsibilities across their lifespan. The current report features a preliminary PIAL program evaluation, which includes assessing both the efficacy of its typical application and the viability of opportunities for expansion.

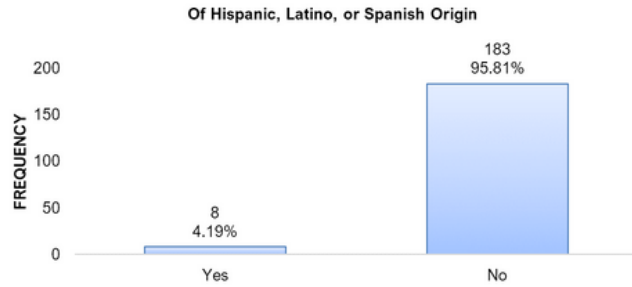
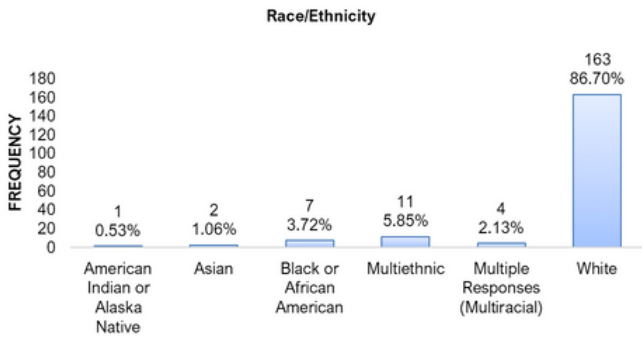
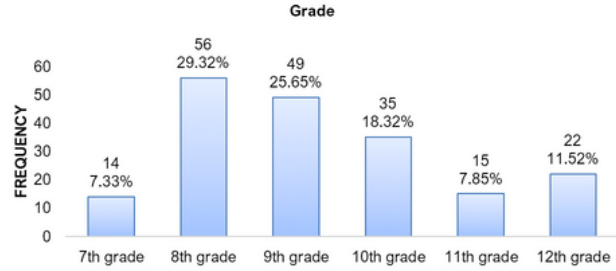
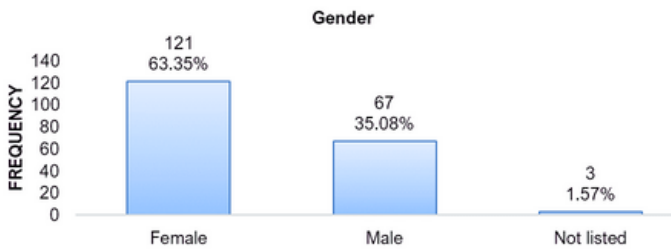
The intended purpose of the PIAL Objective 1 Brief Report is to identify 1) the demographics of students we are reaching, 2) change in knowledge after attending a PIAL module, 3) how students will apply what they learned to their lives through open-ended questions, 4) level of consistency of facilitation of PIAL modules via fidelity checklists, and 5) reflections on current data and future directions.

Measures

Teachers participating in the PIAL program delivered a "pre" **comprehensive assessment (pre-CA)** to their students at the beginning of the PIAL program delivery and a similar "post" **comprehensive assessment (post-CA)** at the completion of the PIAL program. A total of 197 students in 11 schools received at least one PIAL module during the 2021-2022 school year. 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. The effect of the intervention was tested module by module. All students answered questions about all topics even if they did not receive a module on a topic.

Preliminary Results

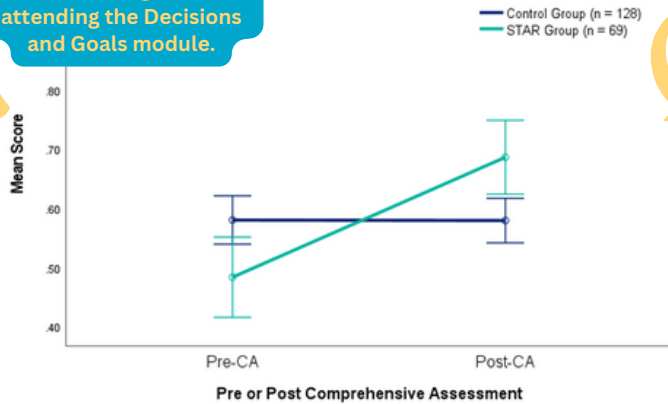
1 Demographics



2 Change in Knowledge

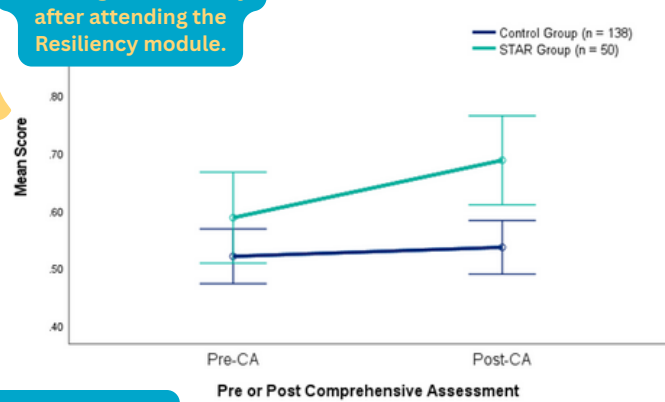
The STAR Group significantly increased their knowledge of decisions and goals after attending the Decisions and Goals module.

Decisions and Goals



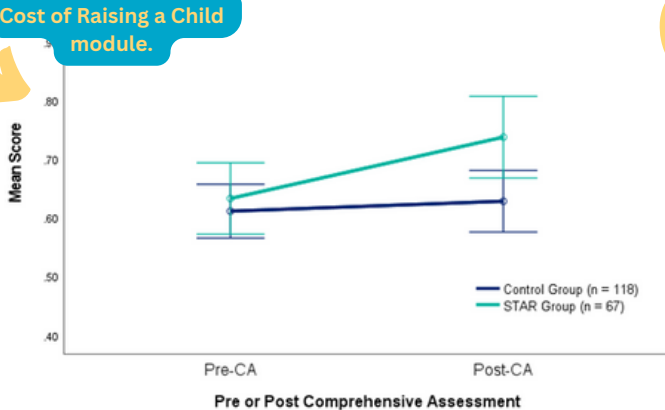
The STAR Group significantly increased their knowledge of resiliency after attending the Resiliency module.

Resiliency



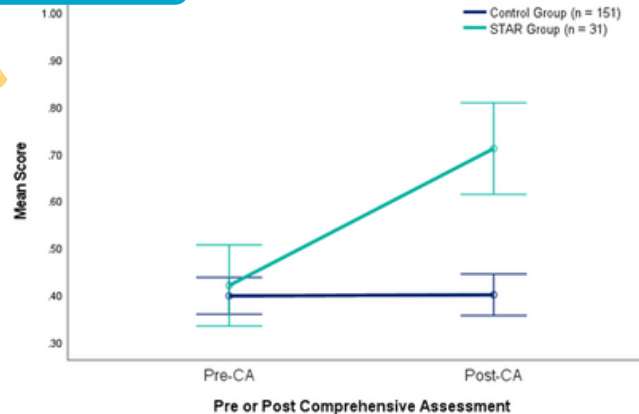
The STAR Group significantly increased their knowledge of the cost of raising a child after attending the Cost of Raising a Child module.

Cost of Raising a Child



The STAR Group significantly increased their knowledge of establishing paternity after attending the Establishing Paternity module.

Establishing Paternity



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.