Evaluation Report:

*keepin’ it REAL and Families Preparing a New Generation*

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Wendy Wolfersteig, PhD, Director, SIRC Office of Evaluation and Partner Contracts  
Katie Morales, MSW, Project Manager/Research Analyst, Brighter Futures for Florence Families  
Diane Moreland, M.S., Research Analyst, Brighter Futures for Florence Families  
Holly Figueroa, MSW, Research Analyst, Brighter Futures for Florence Families

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EXECUTIVE SUMMARY

In 2014-2015, the Southwest Interdisciplinary Research Center (SIRC) Office of Evaluation and Partner Contracts was awarded an Arizona Governor’s Office of Youth, Faith and Family Parents Commission grant. This grant was awarded to SIRC for the implementation of a drug and alcohol prevention program in a rural school district. The purpose of this project was to: 1) increase youth resiliency by protecting against substance use of all types and risky behaviors; 2) provide family support by helping parents to communicate with their children about the risks of substance use by increasing family communication skills; and 3) build school district and community capacity with teachers, staff, administrators, and parents. When the grant was first awarded in 2012, the Florence Unified School District (FUSD) was selected as the partner school district, and plans were made to pilot the implementation of the keepin’ it REAL (kiREAL) program, and the Families Preparing a New Generation (FPNG) program at two FUSD’s K-8 schools. The results from the pilot were positive, and SIRC then reapplied for the new RFGA through the Parent’s Commission on Drug Education and Prevention.

For the 2014-2015 fiscal year, SIRC was re-awarded the Parents Commission grant to implement keepin’ it REAL, kiREAL Booster (Booster), and Families Preparing a New Generation to four K-8 schools within Florence Unified. This final report provides an overview of the programs, program findings, process evaluation, and outcome findings for Year 2 of the project.

Program Participants

In 2014-2015, the kiREAL program targeted all 6th graders at Magma Ranch K-8 School, Florence K-8 School, Skyline Ranch K-8 School, and Walker Butte K-8 School. The kiREAL Booster program targeted all 7th and 8th graders at these same four schools. The FPNG program targeted parents of 6th-8th graders at all four schools whose children participated in the kiREAL and Booster programs.

Summary of Findings

- There were 8 teachers trained in the kiREAL curriculum and 9 teachers trained in the Booster curriculum.
- 377 students participated in the kiREAL program and 754 students in the Booster.
- Students in kiREAL reported an increased use in the three of the REAL strategies.
- Students in kiREAL reported high anti-drug norms.
- Students in the Booster program reported maintaining use of REAL strategies.
- Students in the Booster program maintained high anti-drug norms.
- 11 teachers and community members, and 4 assistant principals were trained in FPNG.
- 39 parents took the pre-survey for FPNG with a 79 percent graduation rate from FPNG.
- 4 assistant principals were trained as on-site coordinators for the programs.
- 2 FUSD teachers trained as trainers to present FPNG training to all facilitators.
INTRODUCTION

The Brighter Futures for Florence Families program involved the implementation of three programs, school-based *keepin’ it REAL* and *keepin’ it REAL Booster* and the parent program *Families Preparing a New Generation*. The implementation of these programs, funded through the Governor’s Office of Youth, Faith and Family Arizona Parents Commission sought to increase youth resiliency, provide family support, and build school and district capacity.

*keepin’ it REAL* is a culturally grounded, drug prevention curriculum for 6th – 9th grade students that was developed by SIRC, and has been proven effective for reducing drug use and establishing anti-drug attitudes and beliefs. The *kiREAL* curriculum is identified as a Model Program by the Center for Substance Abuse Programs (CSAP) at the Substance Abuse and Mental Health Services Administration.

*keepin’ it REAL Booster* program is designed for 7th – 9th grade students who have already participated in and completed the *keepin’ it REAL* curriculum. After the curriculum is taught, students receive periodic “booster” activities to keep the curriculum active as part of students’ resiliency strategies. Some activities include creating pamphlets and collages, acting out role plays, and making public service announcements all using the REAL strategies.

The *Families Preparing a New Generation* program is a culturally grounded parent education program that increases and enhances substance abuse prevention knowledge, skills, and strategies for parents of youth. The version implemented in FUSD schools showed effective results when tested in the urban Phoenix area through funding to the Phoenix Indian Center from the Parents Commission. Adapted versions of the program are undergoing random control trials at ASU-SIRC sponsored by the National Institute on Minority Health and Health Disparities (NIMHD) of the National Institutes of Health (NIH).

Data for this project were gathered through the administration of pre- and post-surveys. The SIRC evaluation team administered the pre- and post-surveys to all students in the *kiREAL* and *Booster* programs, and the *FPNG* facilitators administered the surveys to the parent participants. Data were also gathered through fidelity observations of all programs, and *FPNG* parent evaluation forms after each workshop.
PROCESS EVALUATION

The process evaluation focused on the planning, implementation and program delivery (fidelity) for the *kiREAL*, *kiREAL Booster* and *FPNG* programs.

**Planning & Implementation**

Planning for the implementation of the programs at the four schools in the Florence Unified School District began shortly after funding was secured. The Superintendent and staff determined the four schools where programs were to be implemented. From lessons learned during the 2012-2013 pilot year, a school district coordinator/liaison was appointed. This person served as a liaison between SIRC staff and the four schools. The school district coordinator was responsible for the management of the sub-contract agreement and budget. Assistant principals at each of the four selected schools were appointed to be the on-site coordinators. On-site coordinators ensured that each school implemented the programs according to schedule, and served as the main point of contact for ASU staff for planning survey administration and fidelity observations.

The SIRC Evaluation Director and the Program Manager met with the FUSD assistant principals to discuss the timeline for the programs, the recruitment and requirements of teachers for teaching/facilitating, and the implementation schedules. Each school decided on an implementation schedule that fit the needs of their school; some schools chose to teach *kiREAL* every week for 10 weeks, while others chose to teach *kiREAL* every other week. The requirement for the *kiREAL* and *Booster* program was that each school completed program instruction by the end of April 2015 to allow time for the administration of the post-survey.

The measurement tool used to determine changes in participants’ behavior was a pre- and post-survey. SIRC staff gained ASU Institutional Review Board approval for the *kiREAL* and *FPNG* surveys and protocols. Each participating school sent the parent opt-out form prior to the pre-survey administration in the fall. For the pre- and post-surveys, SIRC staff administered the surveys to each classroom. It was explained to students, using a script, that surveys would be kept confidential, and that no names would be collected; students were also told that surveys would be kept in a double-locked cabinet at ASU-SIRC. *FPNG* facilitators were trained in how to administer the *FPNG* participant survey, and participants were also informed how the information would be used, and how the surveys would be stored. There was very little concern regarding confidentiality and use of survey data expressed by the participants. Survey administrators recorded detailed notes referencing any questions or concerns participants had while completing the survey; these notes are used to assist in informing any modifications needed to the survey tool.

**Staffing**

During the contract year, project staff was consistent, and the few changes that did occur had no impact on program implementation. Due to workload management, the staff time allocation was split between three Research Analysts. Both of the new Research Analysts on the project were already familiar with the *keepin’ it REAL* and *Families Preparing a New Generation* programs, and their involvement enhanced the implementation of the project by adding additional knowledgeable perspectives and more people to be able to conduct surveys and fidelity observations. There were changes in the data entry student workers throughout the year as student class schedules changed. A new graduate research assistant was hired with the beginning of the academic year when the previous student graduated.
Training

For kiREAL and Booster, it was recommended that each school train at least two teachers per grade level; some schools trained more or less depending on their school needs. Each school trained three FPNG facilitators, plus the assistant principal at each school was trained as a back-up facilitator and coordinator. kiREAL teachers received a total of 8 hours of training on August 23, 2014; kiREAL Booster teachers received a total of 8 hours of training on September 6, 2014. FPNG facilitators received a total of 16 hours of training on July 28 and 30, 2014, and September 15, 2014. Training for kiREAL and Booster was facilitated by Mary Harthun and Patricia Dustman, both of whom were involved in the development of the kiREAL curriculum. FPNG training was facilitated by Candace Perales and Katie Bradeen, FUSD teachers who were trained as trainers. Mary Harthun observed the FPNG trainings. Teachers and facilitators completed a training evaluation form at the end of the trainings, and results show that overall, 93 percent were very satisfied with the quality of the information received, the relevance of information to the work, the opportunity for questions/discussions, and the handouts and materials.

Recruitment for FPNG

The on-site coordinators were responsible for recruiting, or delegating the recruiting, of participants for the FPNG program. It was anticipated that each of the four schools would run two cycles of FPNG throughout the school year, with approximately 10-15 participants in each cycle. In actuality, each school, with the exception of Skyline Ranch, ran one cycle per site; workshop size ranged from 5-14 participants. On-site coordinators recruited with phone calls through their automated school system, letters home with 6th-8th grade students, announcements on the office TV screens, and personal follow-up phone calls from the on-site coordinator. On-site coordinators noted that the shift-work schedules, child sports schedules, and other time commitments prevented parents from participating in the 10-week program.

Due to the low enrollment, the issue of recruitment was discussed and strategized in order to prepare for the 2015-2016 school year. At the end of the 2014-2015 school year, FPNG notice announcements were sent home to all incoming 6-8th grade students at all four schools to notify parents to look for further information in the upcoming school year. Other recruitment activities for summer/fall 2015 include flyers and a booth at “Meet the Teacher” night, phone calls from on-site coordinators and encouraging past program participants to inform other parents of the program. Each school is planning on hosting one session of FPNG in the Fall semester, and one session of FPNG in the Spring semester, with the hope of reaching parents at all times of the school year.

Fidelity Observations

In the four schools, seven teachers implemented the kiREAL curriculum and eight teachers implemented the Booster curriculum, while fifteen teachers implemented FPNG. Throughout the course of the programs, SIRC evaluators visited each site to observe the classes in session. The purpose of the observations was to ensure the programs were being delivered with fidelity, and to answer any questions the teachers/facilitators might have. A standardized evaluation form developed for previous implementations of the kiREAL curriculum was adapted for use in this project. This form helped to ensure that observers tasked with evaluating any one of the programs included in this project would be prompted to look for the same data whether they were observing
teachers, facilitators, or student discussions. Results of the fidelity observations for each curriculum are presented in Figure 1.

Observations indicated that kiREAL and Booster lessons took longer than anticipated, thus many teachers had to stretch the lessons over two class periods. The majority of sessions were implemented as designed.

Figure 1. Fidelity Observation Findings
Participant Observations from FPNG

At the end of each workshop, participants completed a short evaluation of the workshop that included questions related to the relevance of the material covered, the lessons learned and the usefulness of the material to participants’ families. Nearly all parents reported the information was useful (99%), they enjoyed the workshops (100%), they looked forward to upcoming workshops (99%), and that the activities helped them learn about communication and substance abuse prevention (97%). The responses to the workshop evaluation questions allowed facilitators and evaluators to determine if the information presented, and the way it was presented, was useful to participants.

In addition to the multiple choice questions, participants also had the opportunity to provide open ended remarks about the workshops. Overall, the comments, many of which are displayed in Table 1, were extremely positive and further demonstrated the utility of the program to participants.

Table 1. Responses from Parent Evaluation Forms

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I didn’t believe this program would make a difference but it changed me completely.</td>
</tr>
<tr>
<td>This was a great group and I learned so much!</td>
</tr>
<tr>
<td>These are great workshops! I am always looking forward to Tuesdays.</td>
</tr>
<tr>
<td>These classes help me so much. I am confident that we are all experiencing similar issues.</td>
</tr>
<tr>
<td>I enjoy the bond with other parents. I am hoping to attend another cycle of workshops in the future.</td>
</tr>
<tr>
<td>I like that everything is very good explained.</td>
</tr>
<tr>
<td>I loved these workshops, and I am grateful for the opportunity to come and learn and talk with other adults. It is very much appreciated.</td>
</tr>
<tr>
<td>It is nice to know that other parents are going through similar things. I enjoyed each workshop and learned a lot.</td>
</tr>
<tr>
<td>It was very comforting knowing that other parents go through similar issues. I felt validated in some of the choices I have made as a parent. These classes helped me realize what skills you need when parenting adolescents and that I am not the worst parent.</td>
</tr>
<tr>
<td>Keep up the workshops – it is helping our family a lot.</td>
</tr>
<tr>
<td>Thank you for teaching valuable methods on communication and learning to be a better parent.</td>
</tr>
<tr>
<td>Our leaders are delightful.</td>
</tr>
<tr>
<td>I really believe that these classes have helped me communicate better with my kids. There is way less arguing at home and more talking. Thanks!</td>
</tr>
<tr>
<td>Thank you for sharing your knowledge and experiences with us all. In coming to these workshops we have benefited and improved ourselves. We go home with different views and a new set of skills and tools.</td>
</tr>
<tr>
<td>The workshop has helped me so much. I've learned to communicate with my child so much better.</td>
</tr>
<tr>
<td>It is very pleasant to be here and to share “family issues” with others, and then learn solutions and attempts.</td>
</tr>
</tbody>
</table>
KEEPIN’ IT REAL

Key Findings

- 377 students participated in the kiREAL program.
- 350 students completed the pre-survey; 320 students completed the post-survey.
- Results of 264 matched pre- and post-surveys are reported.
- Students increased their use of REAL strategies by 2 to 9 percentage points for three of the strategies (Refuse: 50% to 59%; Explain: 42% to 49%; Avoid: 48% to 50%)
- Students had high anti-drug norms throughout the program.

Participants

The kiREAL program was implemented at four schools (Skyline Ranch K-8, Walker Butte K-8, Magma Ranch K-8 and Florence K-8) for 6th grade only. While this program was directed by the District, and all students participated in the classroom program, there was an opportunity for parents to opt-out their children from the survey process. There were 377 students who participated in the kiREAL program. There were 350 students who took the pre-survey; 320 students took the post-survey. The results are reported for the 264 ‘matched’ students, those who completed both the pre-survey and the post-survey, comparing results from pre to post. Please note that the number of students who participated in kiREAL was smaller than previous years due to only 6th graders receiving the full kiREAL curriculum; the 7th and 8th graders this year received the booster sessions, whereas in the prior years some 7th and 8th graders had the complete kiREAL program. The pre-survey was administered between September 9, 2014 and October 22, 2014. The post-survey was administered between April 20, 2015 and May 6, 2015.

Demographics

For the kiREAL program, ethnicity for all 6th students who participated in the program, was reported by the FUSD Population Report as follows: 7 percent of students are African American/Black; <1 percent of students are Asian; 39 percent of students were Hispanic; 2 percent of students were American Indian/Alaska Native; 1 percent were two or more ethnicities; 1 percent were Pacific Islander; and 49 percent were White. These demographics are illustrated in Figure 2, with a breakdown of Ethnicity for each program. The gender for kiREAL program participants as reported by the FUSD Population Report was 55 percent male and 45 percent female (Figure 2).
Outcome Measures

Two outcome measures for kiREAL were evaluated: (1) to increase in students’ ability to resist drugs by using the REAL strategies, and (2) to increase student anti-drug norms.

**Outcome Measure #1:** Students in grade 6th grade who receive the kiREAL curricula will increase their ability to resist drugs by 3% using each of the REAL strategies as measured on the kiREAL pre- and post-surveys.

Outcome met: Overall, expectations for a three percent difference were met for Outcome Measure #1 for three of the four REAL strategies, with percentage point difference increases between 2 – 9 percent and percent change increases ranging from 4 – 18 percent.

For Outcome Measure #1 regarding the use of the kiREAL strategies, students were asked four questions, one for each strategy. Students were asked, *In the last 30 days, how often did you respond in the following ways when alcohol, cigarettes, marijuana, or other drugs were offered to you?* A following stem question was asked to represent each strategy: Refuse, Explain, Avoid, and Leave. Figure 3 depicts the percentage students reported utilizing each strategy on the pre- and post-surveys.

For the Refuse strategy, there was a 9 percentage point increase (50% vs. 59%), and a positive 18 percent change in the use of the refuse strategy. For the Explain strategy, there was a 7 percentage point increase (42% vs. 49%), and a positive 17 percent change in the use of the explain strategy. For the Avoid strategy, there was a 2 percentage point increase (48% vs. 50%), and a positive 4
percent change in the use of the avoid strategy. Although still high, for the Leave strategy, there was a decrease in use reported with a 2 percentage point decrease (51% vs. 49%), and a negative 5 percent change in the use of the strategy.

In the last 30 days, how often did you ....?

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Pre-Survey</th>
<th>Post-Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say &quot;No&quot; without giving a reason why (REFUSE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give an explanation or excuse to turn down the offer (EXPLAIN)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoid people or places because alcohol, cigarettes, marijuana, or other drugs might be offered to you (AVOID)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decide to leave the situation without accepting the offer (LEAVE)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 3. In the last 30 days, use of REAL strategies when offered.

Outcome Measure #2: Students in grade 6 who receive the kiREAL curricula will increase their anti-drug norms by 3% as measured on the kiREAL pre- and post-surveys.

Objective Met: Expectations for a 3% difference were met for Outcome Measure #2 regarding increasing anti-drug norms. While anti-drug norm percentages were already high at 94 percent to 98 percent as measured by the pre-survey, anti-drug norms were maintained at the post-survey.

For Outcome Measure #2 regarding increasing students’ anti-drug norms, a number of questions were asked to assess how wrong students thought it was for someone their age to use various types of drugs. For the pre-and post-surveys, the majority of students (pre 94%-99%, post 94%-98%) reported the use of various types of drugs and alcohol to be Very wrong or Wrong (Figure 4).
How wrong do you think it is for someone your age to (very wrong or wrong):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pre-Survey</th>
<th>Post-Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drink beer, wine, or hard liquor</td>
<td>94%</td>
<td>96%</td>
</tr>
<tr>
<td>Use prescription drugs without a doctor's OK</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td>Use hard drugs like coke or heroin or meth</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>Smoke pot or weed</td>
<td>96%</td>
<td>98%</td>
</tr>
<tr>
<td>Smoke cigarettes or use chew or snuff</td>
<td>97%</td>
<td>99%</td>
</tr>
<tr>
<td>Drink beer, wine, or hard liquor regularly or a couple times a week</td>
<td>98%</td>
<td>99%</td>
</tr>
</tbody>
</table>

Figure 4. How wrong do you think it is to (very wrong or wrong).

When examining how OK it was to use alcohol/drugs, similarly high percentages existed on the pre- and post-surveys (pre 97%-99% and 94%-98% post). There was between a two and six percentage point decrease regarding how OK it was to use alcohol/drugs. Overall, students came into the program with already strong anti-drug norms and maintained, or slightly decreased, those anti-drug norms at completion of the program. Most students reported that it was Very wrong/Wrong or Not OK/Definitely not OK to use drugs and alcohol as seen in the responses to an additional question regarding norms (Figure 5).

Is it OK for someone your age to (definitely not OK or not OK)...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pre-Survey</th>
<th>Post-Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>smoke marijuana?</td>
<td>94%</td>
<td>96%</td>
</tr>
<tr>
<td>smoke cigarettes?</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>drink alcohol?</td>
<td>96%</td>
<td>98%</td>
</tr>
</tbody>
</table>

Figure 5. Is it OK for someone your age to (definitely not OK or not OK)...
KEEPIN’ IT REAL BOOSTER (Booster)

The Booster program was implemented for 7th and 8th graders at Skyline Ranch K-8, Walker Butte K-8, Florence K-8, and Magma Ranch K-8 schools. These students participated in kiREAL in the 6th grade and now received the “booster” component of the program.

Key Findings

- 754 students participated in the Booster program.
- 666 students completed the pre-survey; 601 students completed the post-survey.
- Results of 516 matched pre- and post-surveys are reported.
- Students maintained their use of REAL strategies
- Students had high anti-drug norms throughout the program.

Participants

The kiREAL Booster program was implemented at four schools (Skyline Ranch, Walker Butte, Florence, and Magma Ranch K-8) for 7th and 8th graders. In total, 754 students received the Booster program. The students (during their 6th grade year) at these four schools received the kiREAL program the previous year (2013-2014), and thus just participated in the Booster program during the current school year. The Booster program consisted of six to ten lessons taught over a six to eight month time frame. On average, students received one Booster lesson per month. The Booster lessons consisted of activities for students, such as role plays, brochures, or comic strips that focus on the use of the REAL strategies.

Demographics

For the Booster program, ethnicity for all students who participated in the program was reported by the FUSD Population Report as follows: 8 percent of students were African American/Black; 1 percent of students were Asian; 35 percent of students were Hispanic; 1 percent of students were American Indian/Alaska Native; 1 percent were Pacific Islander; 1 percent of students were 2 or more races; and 53 percent were White (Figure 6).
Two outcome measures for the Booster program were evaluated: (1) to maintain students’ ability to resist drugs using the REAL strategies, and (2) to maintain student anti-drug norms.

**Outcome Measure #1:** Students who participate in the Booster sessions of the keepin’ it REAL program will maintain their ability to resist drugs when offered by using the REAL strategies.

**Outcome Met:** Expectations for students to maintain their ability to resist drugs when offered were met for Outcome Measure #1. Utilization of resistance strategies ranged from 45 percent to 69 percent as measured by the pre and post-surveys.

For Outcome Measure #1 regarding the use of the kiREAL strategies, students were asked four questions, one for each strategy. Students were asked, *In the last 30 days, how often did you respond in the following ways when alcohol, cigarettes, marijuana, or other drugs were offered to you?* A following stem question was asked to represent each strategy: Refuse, Explain, Avoid, and Leave. Figure 7 depicts the percentage of times students reported on the pre and post-surveys utilizing each strategy.

When examining the use of the REAL strategies, it was of interest to note the difference in the number of offers of cigarettes, alcohol, marijuana and other drugs students in the Booster program received between the pre-survey and the post-survey. At the pre-survey in fall 2014, 88 students reported being offered drugs and alcohol in the past 30 days. At the post-survey in spring 2015, 107 students reported being offered drugs and alcohol in the past 30 days. The increase in offers (4 percent) is typical for adolescents of this age. Of those students that received offers, their reported...
use of strategies for the pre-survey ranged from 52 percent to 69 percent and for the post-survey from 45 percent to 60 percent.

**Outcome Measure #2**: Students who participate in the Booster sessions of the keepin’ it REAL program in four Florence Unified School District Schools, grades 7 and 8, will maintain their anti-drug norms.

Expectations for students to maintain their anti-drug norms were met for Outcome Measure #2. Anti-drug norm percentages were high at 90 – 99 percent as measured by the post-survey.

For Outcome Measure #2 regarding increasing students’ anti-drug norms, a number of questions were asked to assess how wrong students thought it was for someone their age to use various types of drugs. For the pre-and post-surveys, the majority of students (pre 92%-98%, post 90%-99%) reported the use of various types of drugs and alcohol to be very wrong or wrong (Figure 8).
Moreover, most students reported that it was *not OK/definitely not OK* to use drugs as seen in the responses to an additional question regarding norms (Figure 9). When examining how OK it was to use alcohol/drugs, similarly high percentages existed on the pre- and post-surveys (pre 94%-98% and 92%-97% post). Overall, students came into the program with already strong anti-drug norms and maintained those anti-drug norms at program completion.
**Key Findings**

- 39 parents took the pre-survey for the *FPNG* Program.
- 31 parents completed both the pre-survey and post-survey for *FPNG* at four schools.
- Parents reported an increase in teaching their children the REAL strategies.
- Parents reported an increase in their ability to communicate with their children to resist drugs.

**Participants**

The *FPNG* program was facilitated at three schools in the Florence Unified School District in the fall of 2014: Skyline Ranch, Walker Butte, and Magma Ranch; Skyline Ranch facilitated a second cycle in the spring of 2015. Florence K-8 was unable to facilitate any *FPNG* groups due to a number of barriers, such as school sports schedules, large number of parents working shift work in the Florence area, and the on-site coordinator going on maternity leave. This was well documented by the school principal and was reported in the quarterly reports. There is currently an action plan being created with the new principal and district staff to ensure that Florence K-8 facilitates the *FPNG* program in the coming 2015-2016 school year.

There were fifteen facilitators who co-led the ten sessions. Each school facilitated the *FPNG* program in a way that fit their needs. At two of the schools (Skyline Ranch and Magma Ranch), there were two sets of two facilitators who rotated program instruction each week. At Walker Butte, the same two facilitators taught *FPNG* each week. Thirty-nine adults completed the pre-survey (17 at Skyline Ranch, 12 at Walker Butte, and 10 at Magma Ranch); thirty-three adults completed the post-survey (13 at Skyline Ranch, 10 at Walker Butte, and 10 at Magma Ranch). *FPNG* participation was higher than the number of those who took the pre-survey as there were some couples who attended, however, only one survey was completed per family. There were eight participants who took the pre-survey, but did not continue participation in *FPNG* to completion. There were eight participants who had previously participated in *FPNG* in a previous year. The results are reported for the thirty-one adults who took both the pre-survey and the post-survey.

**Demographics**

Participants self-reported demographic information on the pre-survey. The average age was 37.5, and the majority (84 percent) were female. Most participants spoke only English, and were married. Sixty-two percent of participants reported completing either high school/GED or some college. The results total greater than 100 percent for Ethnicity and Occupation as participants were able to select more than one option. A summary of the demographic results are depicted in Figure 10.
Two outcome measures for FPNG were evaluated: 1) increasing parents’ ability to teach their children to resist drugs using the REAL strategies and 2) increasing parents’ ability to communicate with their children to resist drugs.

**FPNG Outcome Measures**

**Outcome Measure #1:** Parents who receive FPNG and have students in grades 6, 7, and 8 will increase their ability to help their children to resist drugs by 3% using each of the REAL strategies as measured on the pre- and post-surveys.

Outcome Met: Overall, expectations for a three percent difference were met for Outcome Measure #1 for all of the four REAL strategies, with percentage point difference increases between 18 percent – 42 percent and percent change increases ranging from 32 percent – 166 percent.

For Outcome Measure #1 regarding the use of the kiREAL strategies, parents were asked four questions, one for each strategy, on the surveys. Figure 11 depicts the percentage point increases that parents reported in teaching their children the REAL strategies. For the Refuse strategy, there was a 21 percentage point increase in teaching of the strategy, and a 40 percent change. For the Explain strategy, there was a 25 percentage point increase, and a 50 percent change in teaching the strategy. For the Avoid strategy, there was a 42 percentage point increase, and a 166 percent change in teaching the avoid strategy to children. For the Leave strategy, there was an 18 percentage point increase, and a 32 percent change in participants teaching the leave strategy to children. Overall, parents reported teaching their children the kiREAL strategies more after participating in the program. The results far exceed the projected 3% increase.
Figure 11. How often (past 6 months) did you teach your children about the following ways to resist alcohol, cigarettes, marijuana, or other drugs.

It is interesting to note that of those parents who taught the kiREAL strategies to their children, parents reported teaching the strategies more often. The increase in parents who discussed the REAL strategies four or more times with their children showed the following results: Refuse increased 252 percent, Explain increased 110 percent, Avoid increased 228 percent and Leave increased 88 percent.

Outcome Measure #2: Parents who receive the FPNG program and have students in grades 6, 7, and 8 will increase their ability to communicate with their children to resist drugs by 5% as measured on the FPNG pre- and post-surveys.

Outcome Met: Overall, expectations for a five percent difference in communicating with their children were met for Outcome Measure #2, with percentage point difference increases between 3 – 9 percent and percent change increases ranging from 4 – 25 percent.

Outcome measure #2, regarding increasing participant’s ability to communicate with their children to resist drugs, was measured using as number of communication questions. Parents demonstrated that they did increase communication with their children. Figure 12 shows the increases in communication, using percent change. When asked, In our family, it is easy for everyone to express his/her opinion, participants reported a 13 percentage point increase (52% vs. 65%) and a 25 percent change. When asked, Family members discuss problems and feel good about the solutions, participants reported a 9 percentage point increase (36% vs. 45%) and a 25 percent change. When asked, I find it easy to discuss problems with my child, participants reported a 9 percentage point increase (68% vs. 77%) and a 13 percent change. Finally, when asked, Tell them what to do if someone offers them drugs, parents reported a 3 percentage point increase (81% vs. 84%) and a 4 percent change. Overall, parents used the homework assignments and the information they learned in the class to increase their communication with their children.
Evaluation of On-Site Coordinators

As a component of the evaluation, an online survey was developed and distributed to teachers and facilitators of the kiREAL, Booster, and FPNG programs to evaluate the performance of the on-site coordinators (assistant principals). On-site coordinators were assigned to each of the 4 campuses to act as a main point of contact for ASU – SIRC staff, as well as with the district coordinator. Of the teachers and facilitators who received the survey, 8 responded and completed it. Overall, respondents reported that they felt supported by the on-site coordinator to deliver the programs. 88 percent of respondents reported that the on-site coordinator always solved logistical problems, handled paperwork appropriately, and supported the teachers/facilitators in having the materials and training needed to facilitate the programs.

Comments shared on the survey included:

"The on-site coordinator was absolutely fabulous, supportive, and passionate about this program."

"I had a sense of full support from our on-site coordinator; she was instrumental in allowing me the freedom required to complete my booster lessons and was accommodating in making sure that some priority was given to the presentation of the KIR program."

Figure 12. Communication statement questions showing the percent change
RECOMMENDATIONS

- Develop a sustainable method to deliver the kiREAL training
  - The kiREAL and Booster training is currently facilitated by SIRC staff, and in an effort plan for the sustainability of the kiREAL program, it would be beneficial to develop a plan to deliver the training to FUSD in an alternate format. This will help to ensure the future of the program.

- Increase the dosage frequency of Booster lessons for students in 7th and 8th grades.
  - This will help to ensure that students participating in this program continue to be exposed to and grasp the REAL strategies. Teachers will fill out short evaluation form at the end of the kiREAL and Booster lessons.

- FPNG recruitment should be more visible at an increased number of school events.
  - Due to the low number of participants for the 2016-2015 year, and increased presence at the schools will help to raise the enrollment numbers. At any school event where parents are present, the FPNG table and banner should be set up with information available to parents.

- Focus on the sustainability plan and continue to seek additional funding for future program years.