

# TITLE V SEXUAL RISK AVOIDANCE EDUCATION PROGRAM



February 2025

2023–2024 Annual Report

Prepared for  
Office of Student Support  
Colorado Department of Education



Prepared by  
Beam Consulting





# CONTENTS

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- Contents ..... i**
- Exhibits ..... ii**
- Appendix Exhibits..... iii**
- Introduction ..... 1**
- Evaluation Methods ..... 2**
  - Design ..... 2
  - Subrecipients ..... 2
  - Evaluation Questions..... 3
  - Data Collection ..... 4
  - Data Analysis ..... 5
- Participant Characteristics ..... 6**
- Outcome Findings..... 10**
- Implementation Findings..... 18**
  - Target Numbers and Numbers Served ..... 18
  - Population Reach AND PROGRAMS IMPLEMENTED ..... 19
  - Implementation..... 20
  - Contextual Factors Affecting Implementation ..... 23
  - Program Satisfaction ..... 26
  - Evaluation Implementation..... 27
- Conclusions ..... 30**
- Appendix A: Program Logic Model ..... 32**
- Appendix B: PAS Participant Surveys ..... 33**
  - Demographic Characteristics..... 33
  - Outcomes ..... 33
- Appendix C: PAS Implementation Report..... 35**
  - Grantee Measures ..... 35
  - Subrecipient Measures..... 35
  - Program Measures ..... 35
- Appendix D: Progress Report ..... 36**
  - Target Numbers..... 36
  - Population Reach..... 36
  - Dosage ..... 36
  - Implementation..... 36
- Appendix E: SUPPLEMENTAL TABLES ..... 37**
- Appendix F: PAS Reported Participation Data ..... 52**
  - Boys and Girls Club of Pueblo County ..... 52
  - Center Viking Youth Club..... 53
  - Friends for Youth..... 54

# EXHIBITS

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- Exhibit 1. Subrecipients and Sites ..... 2
- Exhibit 2. Evaluation Questions, Data Sources, and Planned Analyses ..... 3
- Exhibit 3. Entry and Exit Survey Outcome Measures..... 4
- Exhibit 4. Survey Sample Sizes ..... 6
- Exhibit 5. Participant Age ..... 6
- Exhibit 6. Participant Grade Level..... 7
- Exhibit 7. Language Spoken at Home or With Family..... 7
- Exhibit 8. Participant Race and Ethnicity ..... 8
- Exhibit 9. Participant Sex ..... 9
- Exhibit 10. Self-Regulation and Decision Making at Program Entry and Exit ..... 10
- Exhibit 11. Goal Setting Behaviors at Program Entry and Exit..... 11
- Exhibit 12. Relationships and Communication at Program Entry and Exit ..... 12
- Exhibit 13. Substance Use Behaviors at Program Entry and Exit ..... 12
- Exhibit 14. Success Sequence Responses at Program Entry and Exit ..... 13
- Exhibit 15. Percent of Participants Reporting Lifetime Occurrence at Program Entry..... 14
- Exhibit 16. Reasons Influencing Participants’ Decisions to Abstain from Sex ..... 14
- Exhibit 17. Self-Regulation and Decision Making at Program Exit by Gender ..... 15
- Exhibit 18. Percent of High School Students at Exit Who Planned to Abstain by Gender ..... 15
- Exhibit 19. Substance Use Behaviors at Program Exit by Race..... 16
- Exhibit 20. Participant Outcomes by Provider ..... 17
- Exhibit 21. Targeted Versus Actual Numbers of Youth Served..... 18
- Exhibit 22. Program Structure, Funding, Support Reported in PAS..... 20
- Exhibit 23. Professional Development Opportunities for SRAE Subrecipients..... 21
- Exhibit 24. Training Opportunities: Boys and Girls Clubs of Pueblo County..... 21
- Exhibit 25. Implementation Challenges Reported by Subrecipients ..... 24
- Exhibit 26. Training and Technical Assistance Interest by Topic ..... 25
- Exhibit 27. Participant Impressions of the Program at Exit ..... 26
- Exhibit 28. Data Collection and Report Submissions ..... 27

# APPENDIX EXHIBITS

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- Exhibit E1. Participant Characteristics by School Level..... 37
- Exhibit E2. Participant Characteristics by Provider ..... 39
- Exhibit E3. Self-Regulation and Decision Making (Program Entry)..... 40
- Exhibit E4. Self-Regulation and Decision Making (Program Exit) ..... 40
- Exhibit E5. Goal Setting (Program Entry) ..... 41
- Exhibit E6. Goal Setting (Program Exit)..... 41
- Exhibit E7. Healthy Relationships and Communication (Program Entry) ..... 42
- Exhibit E8. Healthy Relationships and Communication (Program Exit)..... 42
- Exhibit E9. Substance Use (Program Entry) ..... 43
- Exhibit E10. Substance Use (Program Exit) ..... 43
- Exhibit E11. Success Sequence (Program Entry)..... 44
- Exhibit E12. Success Sequence (Program Exit)..... 45
- Exhibit E13. Sexual Behavior (Program Entry) ..... 46
- Exhibit E14. Sexual Behavior (Program Exit)..... 46
- Exhibit E15. Scale Descriptives by Gender ..... 47
- Exhibit E16. Scale Descriptives by Race ..... 48
- Exhibit E17. Outcome Scale Descriptives by School Level ..... 49
- Exhibit E18. Scale Descriptives by Provider ..... 50
- Exhibit E19. Program Satisfaction (Program Exit)..... 51





# INTRODUCTION

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The Colorado Department of Education (CDE) is awarded funding from the U.S. Department of Health and Human Services' Administration for Children and Families to implement its statewide Title V State Sexual Risk Avoidance Education (SRAE) Program every two years. In 2022 CDE awarded competitive three-year subgrants for the 2022–2025 grant cycle to five organizations that provide Out-of-School Time programming. CDE conducts an annual outcome and process evaluation each year of the three-year grant cycle.

The SRAE program in Colorado seeks to support Colorado youth in developing and navigating healthy relationships and in making decisions that result in reduced rates of teen pregnancy and sexually transmitted infections (STIs). CDE subrecipients use a **Positive Youth Development** framework as part of their risk avoidance strategy to help program participants:

- develop healthy life skills.
- increase individual protective factors that reduce risks.
- make healthy decisions.
- engage in healthy relationships.
- set goals that lead to self-sufficiency and marriage before engaging in sexual activity.

The SRAE program intends to improve protective factors and reduce risk factors that could have long-lasting impacts on a young person's life. In the **short term**, the program aims to improve participants' self-regulation and decision making, help participants build healthy aspirations and intentions around the future, and help participants to develop healthy relationships and communication. Additionally, the program aims to reduce risk behaviors such as substance use and sexual behavior and reduce mental health symptoms such as anxiety and depression. Anticipated **intermediate outcomes** of the program include avoidance and reduction of problems related to sexual risk behaviors and improved outcomes such as relationship quality, mental health, and academic achievement. Appendix A presents the SRAE program logic model created by the Office of Planning, Research and Evaluation, Administration for Children and Families<sup>1</sup> that outlines the program inputs and outputs and anticipated short-, intermediate- and long-term outcomes in more detail.

The purpose of this evaluation is to provide an overall picture of SRAE program implementation and summary of youth outcomes, identify gaps in data collection that could help provide valuable feedback on SRAE programs, and guide CDE in decisions involving future programming. Additionally, the evaluation aims to support subrecipients in local programming decisions by providing subrecipient-specific snapshot reports. **This Year 2 annual report presents findings from the 2023–2024 grant year.**

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<sup>1</sup>Blesson, Elizabeth, Alicia Meckstroth, and Heather Zaveri. (2022). *Promoting Healthy Futures for Youth: A Program Model for Sexual Risk Avoidance Education*. OPRE Report Number 2022-170. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

# EVALUATION METHODS

## DESIGN

The evaluator employed a mixed-methods approach to assess CDE’s SRAE program. The design for the **outcome evaluation**, which takes into consideration the format of existing data collection instruments, is an observational design in which participants provide reflective feedback on the relationship between program exposure and their behaviors. The outcome evaluation focuses on assessing whether program participants report program-influenced behavioral changes to the measured outcomes delineated in the SRAE program logic model.

The **process evaluation** details administrative components, populations served, and program implementation. The overarching goal of the process evaluation is to help program staff and stakeholders understand how the program was implemented, whether it was implemented as intended, and what specific challenges and facilitators arose during implementation. Information gleaned from the process evaluation will allow for continuous and timely program improvement.

## SUBRECIPIENTS

Exhibit 1 presents a list of the original five subrecipients and 13 community sites. Boys and Girls Clubs of Fremont County closed their grant on April 24, 2023, due to lack of capacity to manage the grant. Due to non-compliance with Colorado’s subgrant requirements, The Center for Relationship Education had to cease programming in fall 2023. Three subrecipients currently provide services to youth participants.

**Exhibit 1. Subrecipients and Sites**

Subrecipient Organization <sup>a</sup>	Program Name	# of Sites	Community Site Name	Target Age Group <sup>a</sup>	Target # of Youth Per Year <sup>b</sup>
Boys and Girls Clubs of Pueblo County	Rights, Respect, Responsibility (3R’s)	8	Irving	Ages 6–12	<ul style="list-style-type: none"> <li>▪ 250 initiated</li> <li>▪ 150 completed</li> </ul>
			Avondale	Ages 6–18	
			East Side	Ages 6–18	
			Ray Aguilera	Ages 13–18	
			Minnequa	Ages 6–12	
			Casear Chavez	Ages 6–12	
			Prairie Winds	Ages 6–12	
Center Viking Youth Club	Center Viking Youth Club Positive Youth Development	2	Center School District	Ages 10–18	<ul style="list-style-type: none"> <li>▪ 120 initiated</li> <li>▪ 90 completed</li> </ul>
			Centennial School District		
Friends for Youth	Healthy Relationships	2	Mrachek Middle School	Grades 7–8	<ul style="list-style-type: none"> <li>▪ 90 initiated</li> <li>▪ 76 completed</li> </ul>
			Mosely Middle School		
Boys and Girls Clubs of Fremont County	Rights, Respect, Responsibility (3R’s)	1	Boys and Girls Clubs of Fremont County	Grades 5–8	<ul style="list-style-type: none"> <li>▪ 150 initiated</li> <li>▪ 113 completed</li> </ul>
The Center for Relationship Education	Title V Teen Pregnancy Prevention Program - REAL Essentials	0	Train the trainer model (Northeast and West Central Colorado)	Ages 10–19	<ul style="list-style-type: none"> <li>▪ 500 initiated</li> <li>▪ 500 completed</li> </ul>

<sup>a</sup>Shaded rows show discontinued subgrantees. <sup>b</sup>Information was drawn from subrecipients’ approved applications.



## EVALUATION QUESTIONS

The evaluation addresses two outcome and five implementation questions. Exhibit 2 presents the evaluation questions and the data sources and analyses that were used to address each question.

**Exhibit 2. Evaluation Questions, Data Sources, and Planned Analyses**

Evaluation Question	Data Sources <sup>b</sup>	Analysis
<b>Outcome</b>		
1. Do youth who participate in SRAE programming report improved outcomes related to self-regulation and decision making, goal setting behaviors, development of healthy relationships and communication, and substance use and sexual behavior?	<ul style="list-style-type: none"> <li>PAS youth entry and exit surveys</li> </ul>	Data were analyzed using descriptive statistics.
2. How do youth outcomes vary across demographic subgroups and program models?	<ul style="list-style-type: none"> <li>PAS youth entry and exit surveys</li> </ul>	Subgroup analysis of outcomes were analyzed using descriptive statistics and <i>t</i> -tests for comparing differences between subgroups.
<b>Implementation</b>		
3. To what extent did SRAE subrecipients reach their intended population and target number of youth served?	<ul style="list-style-type: none"> <li>Subrecipient applications</li> <li>Performance Progress Reports</li> <li>PAS implementation reports<sup>a</sup></li> </ul>	Reach and target information stated in subrecipient applications were compared with Performance Progress Report and PAS implementation report responses.
4. To what extent did SRAE subrecipients implement their programs as planned? Were the funding and staffing allocations, training and technical assistance provided, evaluation activities, and curriculum, and program dosage consistent with planned implementation?	<ul style="list-style-type: none"> <li>Subrecipient applications</li> <li>Performance Progress Reports</li> <li>PAS implementation reports<sup>a</sup></li> </ul>	Implementation design stated in applications were compared with Performance Progress Report and PAS implementation report <sup>a</sup> responses.
5. How do contextual factors affect the implementation of SRAE programs? <ul style="list-style-type: none"> <li>What were significant accomplishments and challenges to implementation?</li> <li>What additional training and technical assistance is needed?</li> </ul>	<ul style="list-style-type: none"> <li>Performance Progress Reports</li> <li>PAS implementation reports<sup>a</sup></li> </ul>	Open-ended responses submitted in the subrecipient Performance Progress Reports were thematically coded and analyzed to address evaluation questions related to implementation and context.
6. What were youths' impressions of the program?	<ul style="list-style-type: none"> <li>Youth entry and exit surveys</li> </ul>	Data were analyzed using descriptive statistics.
7. What improvements to data collection could offer valuable feedback on SRAE programs?	<ul style="list-style-type: none"> <li>Youth entry and exit surveys</li> <li>Performance Progress Reports</li> <li>PAS implementation reports<sup>a</sup></li> </ul>	Recommendations for improvement to data collection were based on review of completeness and quality of data collected.

Note. PAS = performance analysis study. <sup>a</sup>PAS implementation reports were not submitted for the current evaluation period.

<sup>b</sup>See pages 4-5 for a more detailed description of data sources.

## DATA COLLECTION

The evaluation draws on existing data collection instruments and procedures already being implemented by subrecipients and program sites for federal SRAE performance and progress reporting. Appendix B presents the demographic and outcome items included in the PAS participant entry and exit surveys, Appendix C presents information collected in the PAS implementation reports, and Appendix D presents the information included in the Performance Progress Report.

### SRAE Performance Analysis Study (PAS)

#### PAS Participant Entry and Exit Surveys

Twice per year youth participants at each program site are required by federal funders to complete a survey that captures their characteristics, perceptions of program effects, and program experience at program entry and again at program exit twice a year. The **participant entry survey** asks about demographic characteristics and questions related to decision making and goal setting behaviors, development of healthy relationships and communication, and substance use and sexual behavior. Whereas the participant entry surveys are designed to establish prevalence of youth behaviors, the **participant exit survey** asks demographic questions and the extent to which the program influenced participants' likelihood of engaging in these same behaviors. Exit surveys also ask a set of questions related to youths' impressions of the program. Participant entry and exit surveys are not linked. Exhibit 3 presents the information related to outcome measures gathered via entry and exit surveys and the 2023–2024 scale reliabilities for these measures.

**Exhibit 3. Entry and Exit Survey Outcome Measures**

Measure	Entry Survey			Exit Survey		
	Scale description	# of items	$\alpha$	Scale description	# of items	$\alpha$
Self-regulation and decision making	Frequency in past 3 months	4	.83	Program influence on the likelihood of doing	4	.88
Goal setting	Likeness to self	5	.85		2	.83
Healthy relationships and communication	Likeness to self	3	.81		3	.85
Substance use	Use in past 3 months	6	.79		6	.98
Success sequence	Likeness to self	6	.86		6	.90
Sexual intercourse behavior	Lifetime occurrence	3	NA		1	NA

*Notes.* Cronbach's alpha coefficient ( $\alpha$ ) is an indicator of how closely aligned the items in a measure are and is used by evaluators to ensure that the survey measures are strong. All measures used in this evaluation were found to be reliable ( $\alpha$  values between .65 and .79 are generally considered acceptable and .80 or above are considered good). The sexual intercourse behavior outcome is measured via independent items (NA = scale not applicable).

## PAS Implementation Report

Twice per year subrecipients submit measures of attendance, reach, and dosage that include program level information around participant participation and program hours delivered. Additionally, once per year subrecipients submit measures of structure, cost, and support for program implementation. These measures include grantee and provider level information related to funds, staffing, training and technical assistance, and implementation challenges, and program level information related to content and delivery and target populations.

## Subrecipient Performance Progress Report

Twice per year subrecipients are required by federal funders to submit a Performance Progress Report that includes measures of **population reach** (numbers served by demographic subgroup) and **dosage** (total hours of instruction received by participants) twice a year. The Performance Progress Reports also include open-ended responses related to **implementation** (successes, facilitators and challenges, significant changes, and areas in need of assistance).

## DATA ANALYSIS

The evaluator prepared all quantitative data for analysis, assessed the data completeness and quality, and analyzed data using descriptive statistics and when appropriate, inferential statistics. Qualitative data were thematically coded and analyzed.

Because youth entry and exit survey data are not linked, the evaluator aggregated survey data to the program site level and presented **demographic characteristics** for each survey time point to assess comparability of the samples. To address **outcome evaluation** questions, the evaluator assessed youth survey items for scale reliability and generated outcome measures from survey item groupings. Analyses examined the prevalence of behaviors at program entry and the extent to which youth reported at exit that the program had affected their likelihood of engaging in those behaviors. Finally, analyses examined youth outcomes across demographic subgroups and subrecipients to assess whether outcomes differed for specific demographic subgroups or program models.

To address **process evaluation** questions, the evaluator presented descriptive information about participants served by the program and assessed population reach and program dosage relative to what subrecipients proposed in their applications. Open-ended responses submitted in the subrecipient Performance Progress Reports were used to address evaluation questions related to implementation and context. Youths' impressions of the program and the evaluators' assessment of needs around data collection were used to help identify areas in need of program and evaluation improvement.

# PARTICIPANT CHARACTERISTICS

This section presents participant characteristics for participants who completed an entry or exit survey in Year 2 of the grant (2023–2024). Exhibit 4 presents the number of participants who completed an entry and exit survey by provider and school level and Exhibits 5 through 9 present participant characteristics for the overall sample. Exhibits E1 and E2 in Appendix E present participant characteristics by provider and school level.

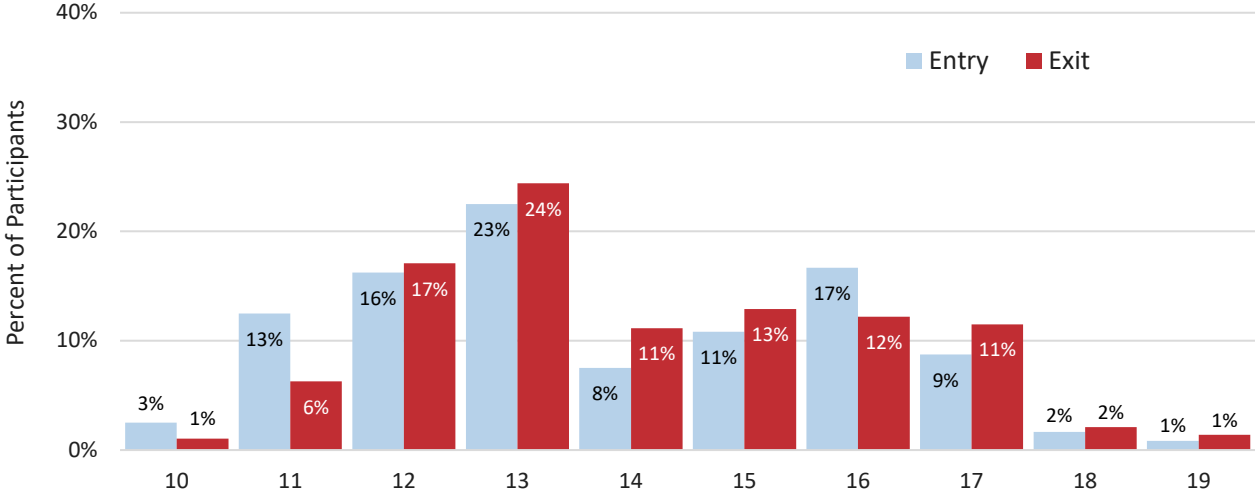
Across providers, 240 youth completed a survey at entry and 287 completed a survey at exit. At entry, 61% of the survey respondents completed the middle school version; a similar percentage (60%) completed the middle school survey at exit.

**Exhibit 4. Survey Sample Sizes**

School Level	Entry		Exit	
	<i>n</i>	Percent	<i>n</i>	Percent
Middle school	147	61%	171	60%
High school	93	39%	116	40%
All respondents	240	100%	287	100%

**Age.** The average age of all participants was 13.79 at program entry and 14.06 at program exit. Sixty-one percent of participants were within the age range of 10 to 14 at program entry and that percentage was similar at program exit (60%).

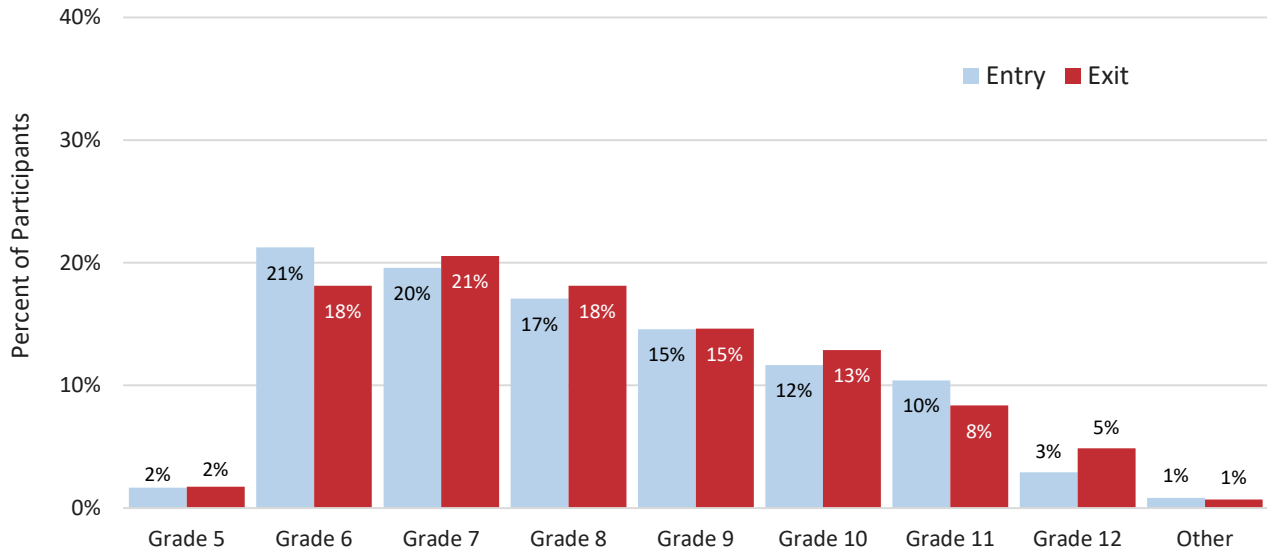
**Exhibit 5. Participant Age**



Note. Entry *n* = 240. Exit *n* = 287.

**Grade level.** The median grade of all participants was Grade 8 at both program entry and exit. Approximately 60% of the participants were in Grades 5 to 8 at program entry; the percentage of youth in Grades 5 to 8 at program exit was significantly lower at 59%.

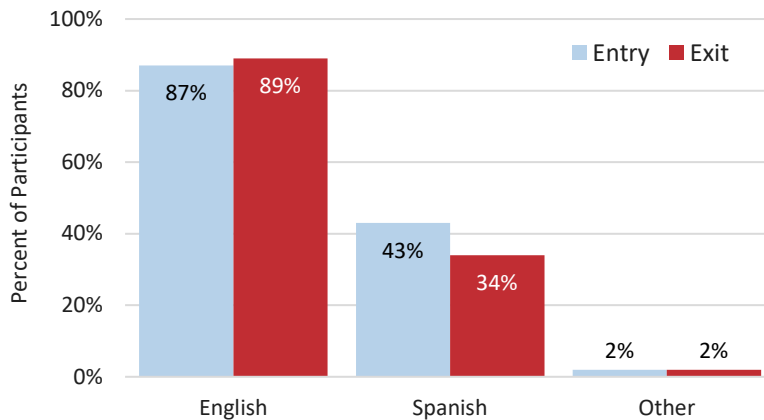
### Exhibit 6. Participant Grade Level



Note. Entry  $n = 240$ . Exit  $n = 287$ .

**Language.** The majority of participants reported that English was spoken at home or with family (87% of entry survey respondents and 89% of exit survey respondents). Between one-third and one-half of participants also reported speaking Spanish at home or with family (43% and 34% at entry and exit, respectively), and a small percentage of participants (2%) reported speaking another language.

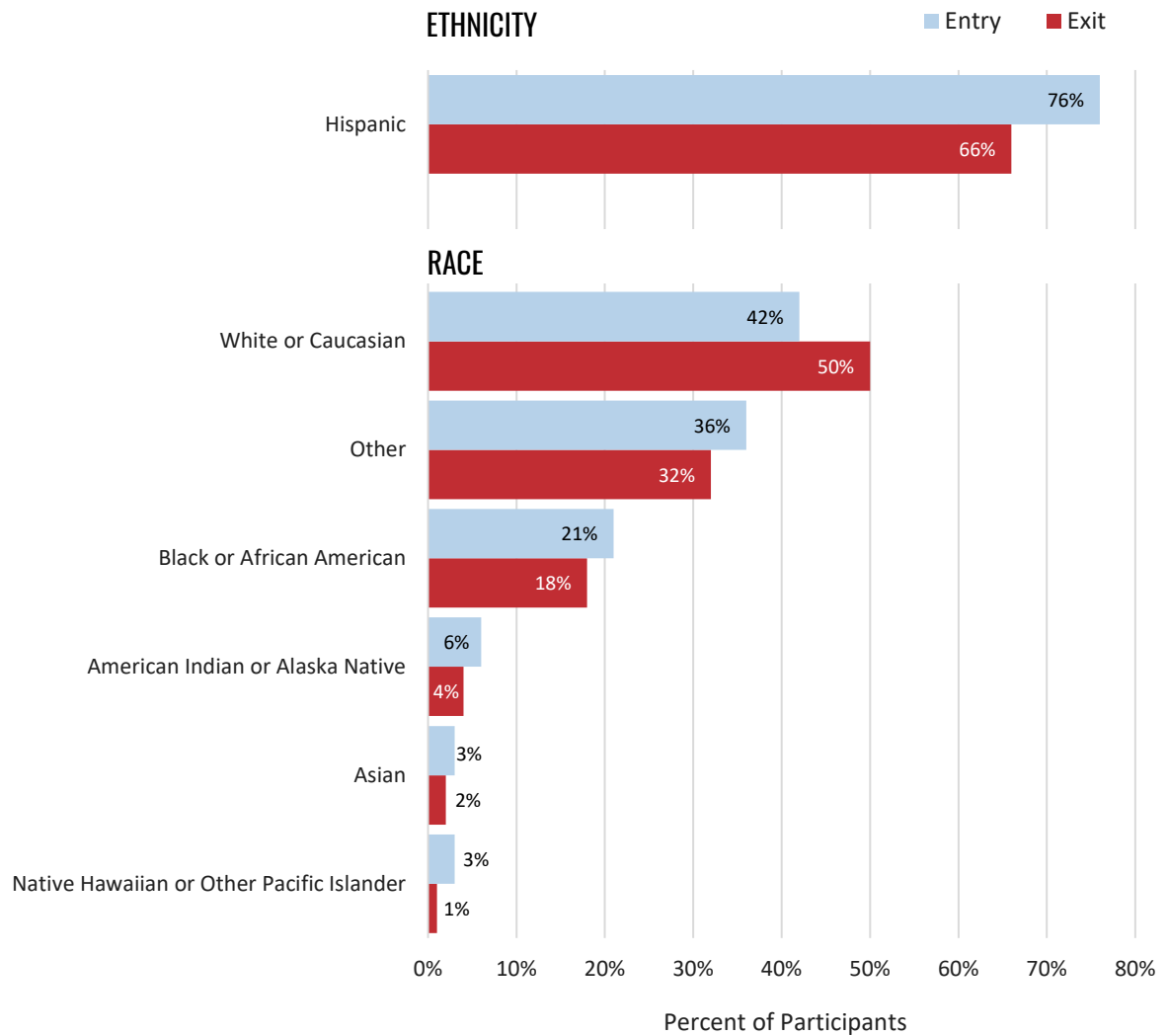
### Exhibit 7. Language Spoken at Home or With Family



Note. Note. Entry  $n = 240$ . Exit  $n = 287$ . Participants could select more than one language.

**Race and ethnicity.** More than half (58%) of participants who reported their race on the entry survey were from racial minority groups; this was true of 50% of participants completing the exit survey. While close to half of participants reported their race as *White or Caucasian* (42% at entry and 50% at exit), approximately two-thirds of the participants reported their race as *other*. About one-third of those participants did not identify their race, but the majority of those who filled in their race identified themselves as Mexican, Hispanic, or Latinx.

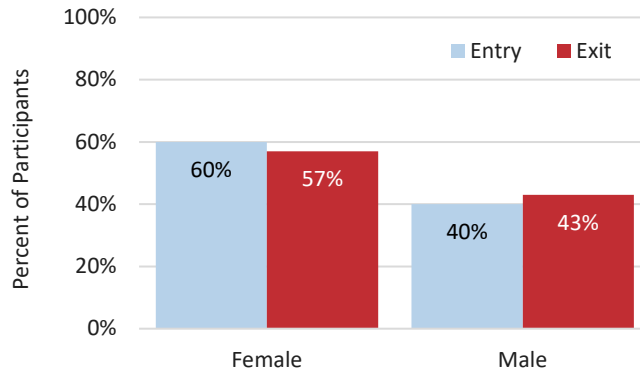
**Exhibit 8. Participant Race and Ethnicity**



Note. Entry  $n = 240$ . Exit  $n = 287$ . Participants could select more than one race.

**Sex.** More than half all participants who responded identified their sex as female (60% of participants who completed an entry survey and 57% of those who completed an exit survey).

**Exhibit 9. Participant Sex**



Note. Entry  $n = 240$ . Exit  $n = 287$ .

**Current living arrangement.** The vast majority of program participants who completed a survey indicated that they were living with their parents, a guardian, or relatives (97% of participants at program entry and 95% at program exit).

# OUTCOME FINDINGS

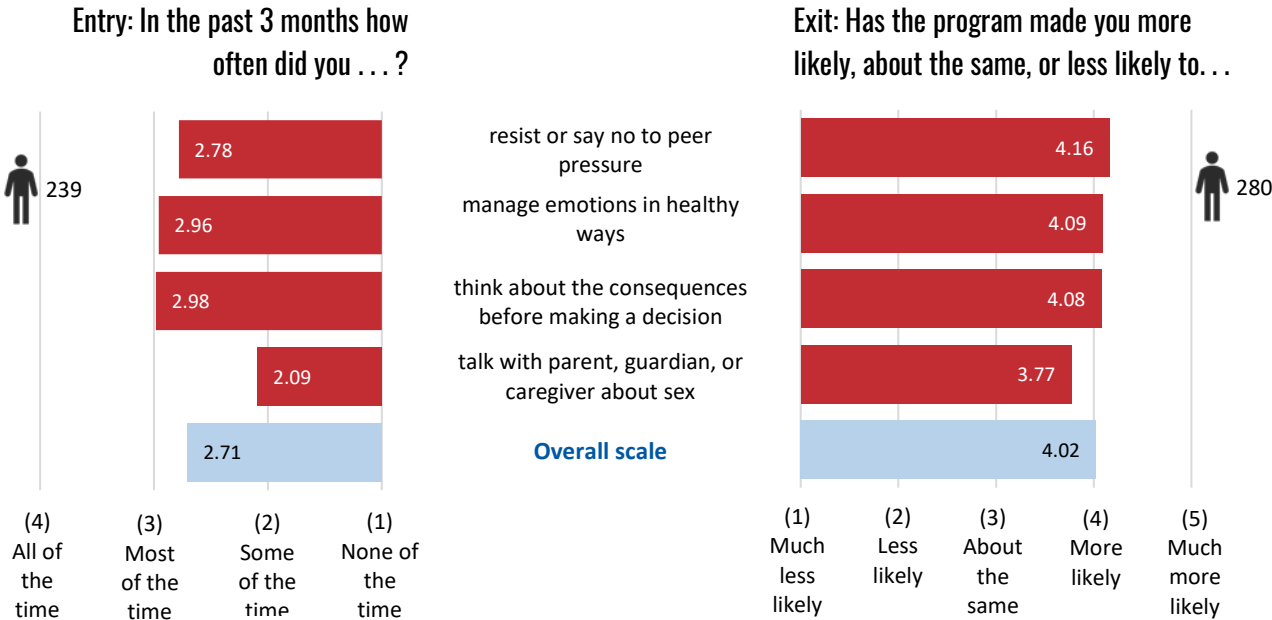
This section aims to address the two outcome evaluation questions. Entry and exit surveys are not linked at the participant level; additionally, not all participants completed both an entry and exit survey, and thus the entry and exit survey samples are not identical. For these reasons, measuring change in behaviors between entry and exit surveys is not possible. This section presents (a) descriptive self-reported information on participants’ past engagement in or likeness to self on behaviors and attitudes at program entry; and (b) the degree to which they believed the program influenced their likelihood of doing those behaviors as presented on the survey at program exit.

**1 Do youth who participate in SRAE programming report improved outcomes related to self-regulation and decision making, goal setting behaviors, development of healthy relationships and communication, and substance use and sexual behavior?**

### Self-Regulation and Decision Making

Exhibit 10 presents entry and exit survey item and overall scale means for self-regulation and decision-making behaviors. At program entry youth generally reported that they had **engaged in self-regulation and made healthy decisions most of the time** (on a 4-point scale,  $M = 2.71$ ). Talking with a parent, guardian, or caregiver about sex was the one behavior they reported doing significantly less frequently. This also was the one behavior they reported that the program was least likely to impact. Overall, participants indicated that they would be **more likely** to self-regulate and engage in healthy decision making as a result of the program (on a 5-point scale,  $M = 4.02$ ). Exhibits E3 and E4 in Appendix E present program entry and exit survey item frequencies.

**Exhibit 10. Self-Regulation and Decision Making at Program Entry and Exit**

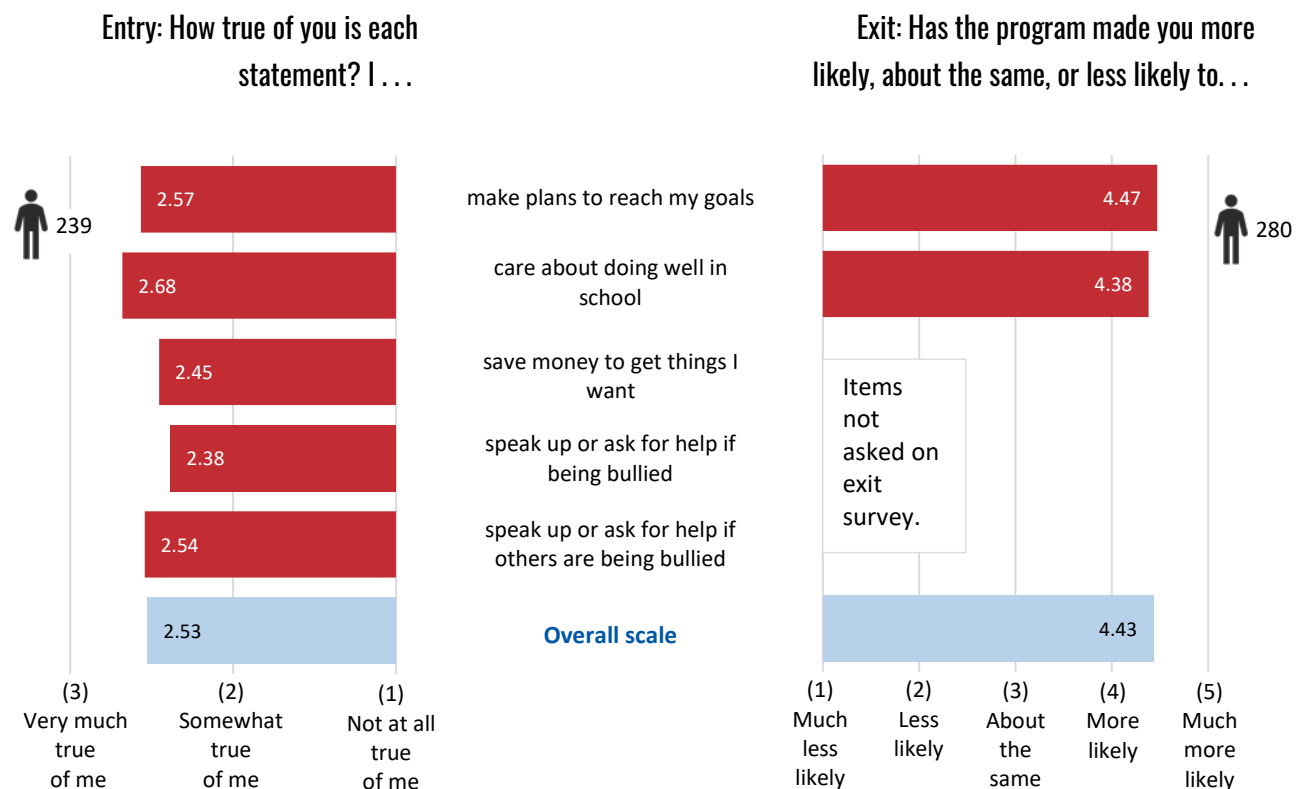




## Goal Setting

Exhibit 11 presents entry and exit survey item and overall scale means for self-regulation and decision-making behaviors. At program entry youth **somewhat to very much identified with each of the five identified goal setting behaviors** (on a 3-point scale,  $M = 2.53$ ), with speaking up or saving money to get things they want being rated lowest ( $M = 2.38$ ). Only two of the five items were included on the exit survey, so it is not possible to determine whether the program influenced those aspects of goal setting behavior. However, on a 5-point scale participants indicated that they were **more likely to much more likely** to (a) make plans to reach their goals ( $M = 4.47$ ) and (b) to care about doing well in school as a result of the program ( $M = 4.38$ ). Exhibits E5 and E6 in Appendix E present program entry and exit survey item frequencies.

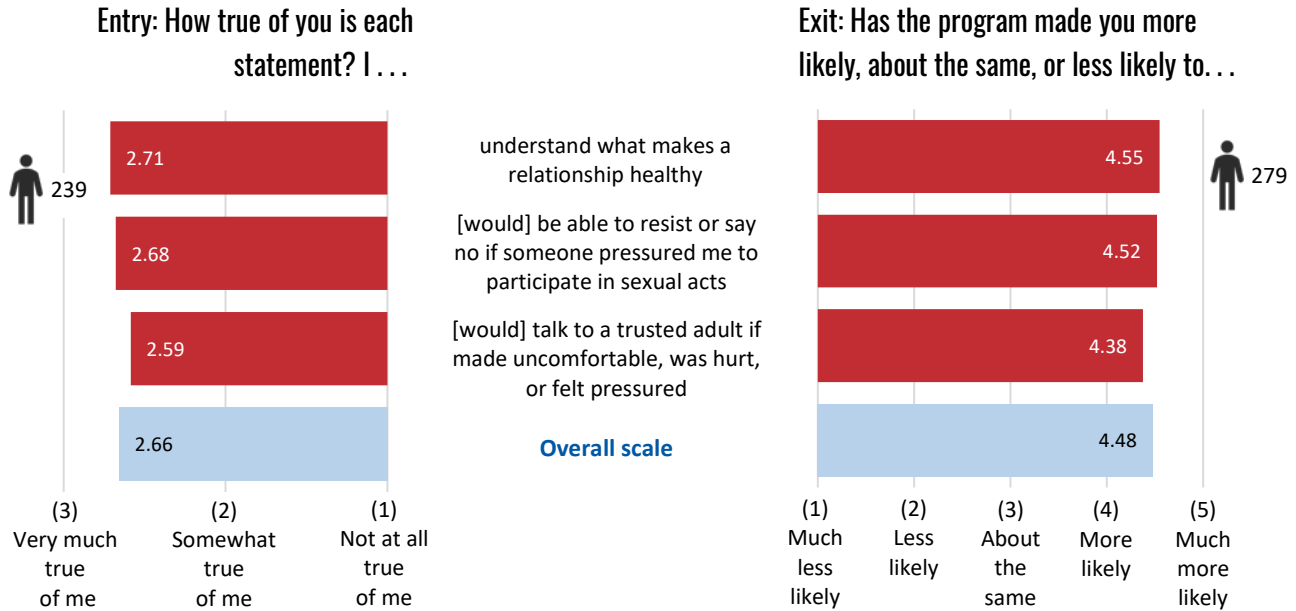
**Exhibit 11. Goal Setting Behaviors at Program Entry and Exit**



## Relationships and Communication

At program entry youth **somewhat to very much identified with each of the three identified relationship and communication behaviors**. Overall, participants indicated that as a result of the program they would be **more likely to much more likely** to understand what makes a relationship healthy, resist or say no if someone pressured them to participate in sexual acts, and talk to a trusted adult if they were made uncomfortable, hurt, or felt pressured to do something they did not want to do. Exhibit 12 presents entry and exit survey item and overall scale means for relationship and communication behaviors, and Exhibits E7 and E8 in Appendix E present program entry and exit survey item frequencies.

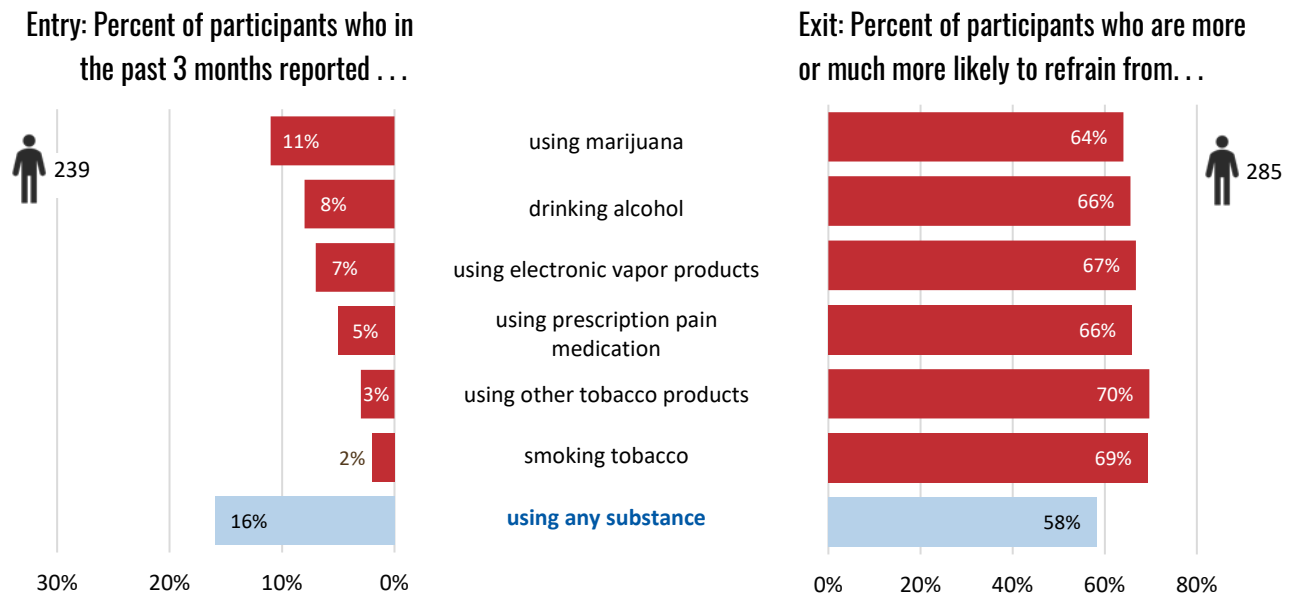
### Exhibit 12. Relationships and Communication at Program Entry and Exit



### Substance Use

Most of the participants who completed an entry survey (84%) indicated that they had used no substances in the past three months. Of the 16% of participants who reported using at least one substance, 7% reported using only one, 7% reported using two or three substances, and the remaining 2% reported using four to six substances. Exhibit 13 presents the percent reporting use at entry and the percent reporting that the program influenced their likelihood of refraining from use by substance type. Fifty-eight percent at exit said they were more or much more likely to refrain from using any substance.

### Exhibit 13. Substance Use Behaviors at Program Entry and Exit

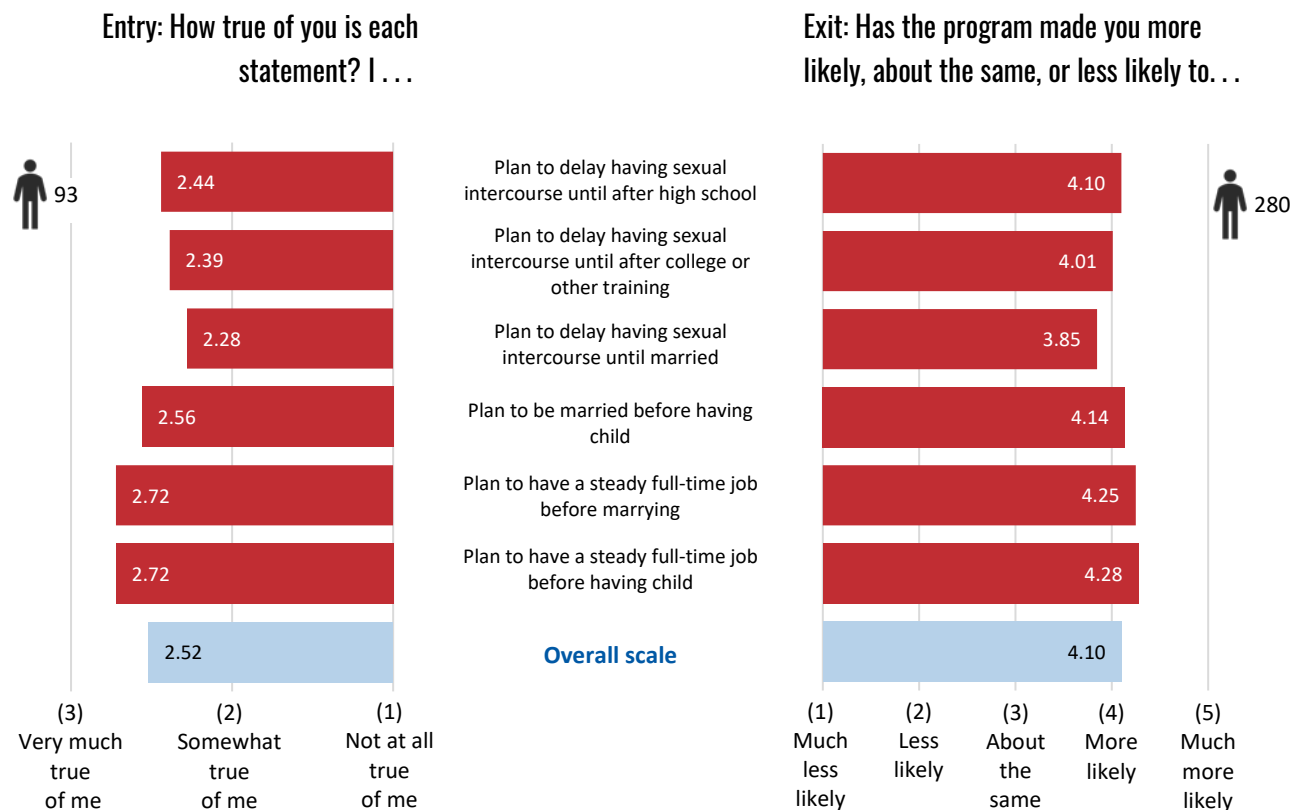


At exit a majority of participants (between 64% and 70%) reported that the program had made them more likely or much more likely to refrain from using each of the substance types. More than half of the participants (59%) indicated that they were more likely or much more likely to refrain from *any* substance use. Exhibits E9 and E10 in Appendix E present program entry and exit survey item frequencies.

### Success Sequence<sup>2</sup>

Participants identified more with some statements within the success sequence than others. At program entry high school participants<sup>3</sup> were **most likely to identify with delaying having a child until they have a steady full-time job** and were **least likely to identify with delaying sexual intercourse until married**. At exit, participants' responses followed a similar pattern: the program was least likely to impact their plan to delay having sexual intercourse until married and most likely to impact their plan to have a steady full-time job before marrying. Exhibit 14 presents entry and exit survey item and overall scale means for success sequence behaviors, and Exhibits E11 and E12 in Appendix E present program entry and exit survey item frequencies.

**Exhibit 14. Success Sequence Responses at Program Entry and Exit**



Note. Questions not asked of middle school participants at program entry.

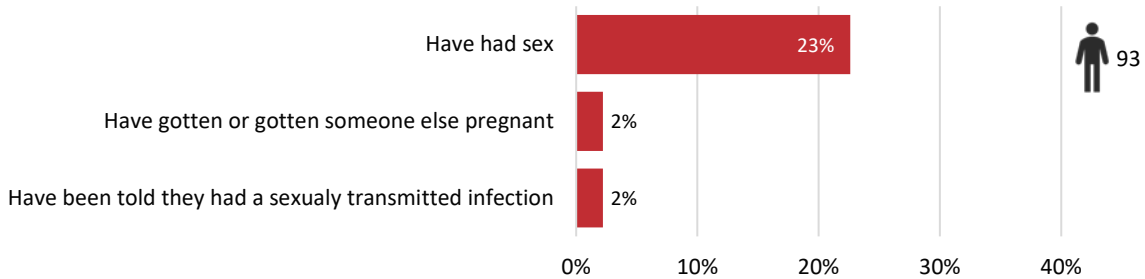
<sup>2</sup>The success sequence is a term used within federal programs that refers to a series of milestones associated with avoiding poverty as an adult. <https://ifstudies.org/success-sequence>.

<sup>3</sup>Questions were not asked of middle school participants at program entry.

## Sexual Behavior

At program entry 23% of high school participants<sup>4</sup> reported that they had ever had sex; only 2% of participants reported that they had gotten pregnant or gotten someone else pregnant (3% were unsure), and 2% reported that they had been told they had a sexually transmitted infection. Exhibit 15 presents the percent of participants reporting lifetime occurrence of these behaviors at program entry. Exhibit E13 in Appendix E presents program entry survey item frequencies.

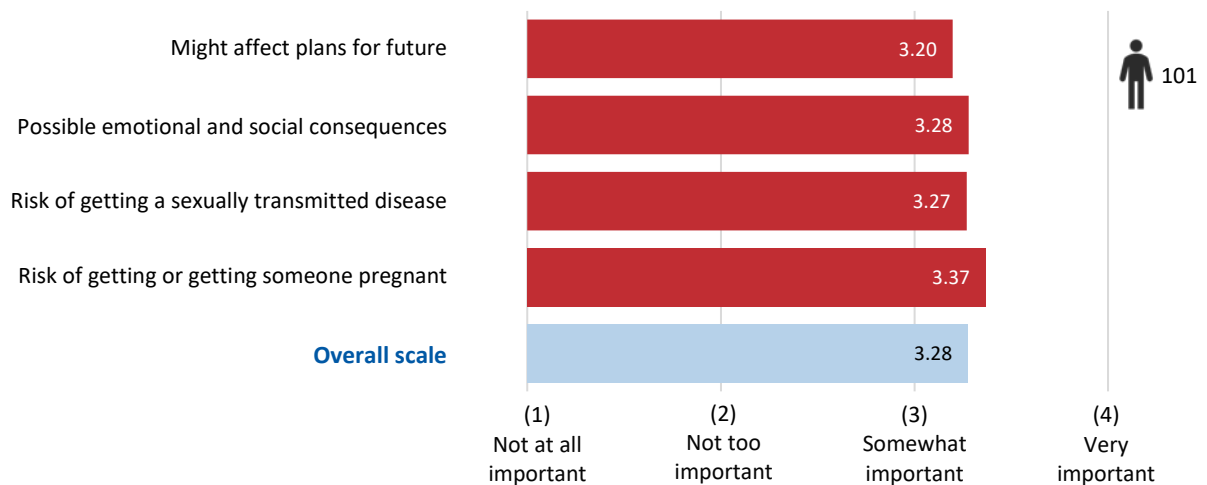
**Exhibit 15. Percent of Participants Reporting Lifetime Occurrence at Program Entry**



*Note.* Questions only asked of high school participants.

**At program exit, 74% of high school participants indicated that as a result of the program they planned to abstain from sexual intercourse** (a comparable question was not asked at program entry). In weighing the decision to abstain from sex, participants ranked the risk of getting pregnant or getting someone else pregnant as the most important of the four reasons offered in the survey (ranking slightly more important than the others, see Exhibit 16). Exhibit E14 in Appendix E presents program exit survey item frequencies.

**Exhibit 16. Reasons Influencing Participants' Decisions to Abstain from Sex**



*Notes.* Questions only asked at program exit and of high school participants who indicated that they planned to abstain from having sex.

<sup>4</sup>Questions related to sexual behavior were not asked of middle school students at program entry or exit.

## 2 How do youth outcomes vary across demographic subgroups and program models?

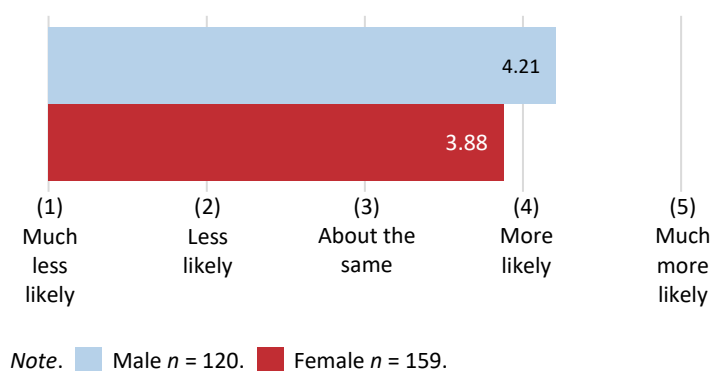
### Outcome Comparisons by Demographic Subgroup and Program Model

Exhibits E15 through E18 in Appendix E present outcome descriptives by demographic subgroup and program model.

#### Gender

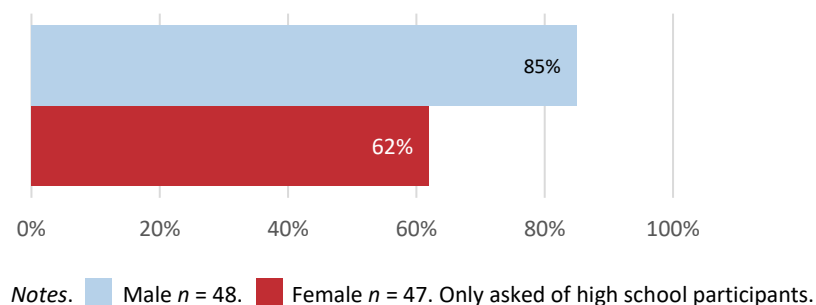
At program exit male and female participants differed significantly in terms of the program's impact on their likelihood of engaging in behaviors across two areas: **self-regulation and decision making** and **abstinence from sex**. Although at entry there were no significant differences between male and female participants in their reported self-regulation and decision making, male participants reported greater impact of the program than female participants on their likelihood of engaging in self-regulation and healthy decision-making behaviors (see Exhibit 17).

**Exhibit 17. Self-Regulation and Decision Making at Program Exit by Gender**



In addition, whereas 85% of male high school participants reported that they planned to abstain from sex at program exit, only 62% of female participants reported similarly (see Exhibit 18).

**Exhibit 18. Percent of High School Students at Exit Who Planned to Abstain by Gender**



## Race and Ethnicity

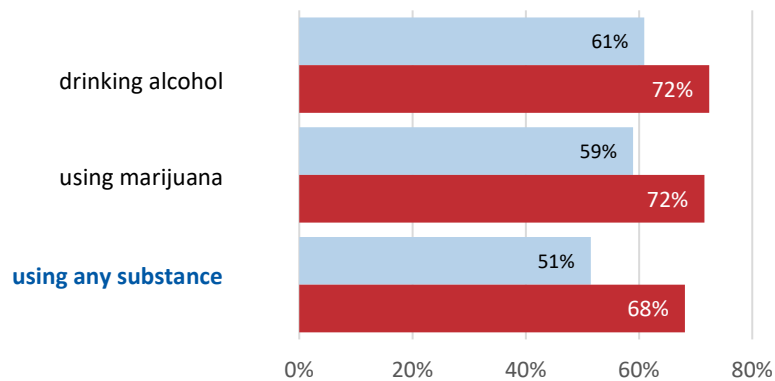
At program exit White and non-White participants reported similarly in terms of the program’s impact on their likelihood of engaging in behaviors across all outcome areas.

## School Level

In the overall sample, substances with highest reported use at program entry included marijuana (reported by 18% of middle school participants and 1% of high school students) and alcohol (reported by 11% of middle school participants and 3% of high school students). While rates of reported usage were lower among high school participants, compared to middle school participants, high school participants also reported significantly greater impact of the program on their likelihood of using marijuana and alcohol and on their likelihood of using any substance in the future (see Exhibit 19).

**Exhibit 19. Substance Use Behaviors at Program Exit by Race**

Exit: Percent of participants who are more or much more likely to refrain from . . .



Note. ■ Middle school  $n = 169$ . ■ High school  $n = 116$ .

## Program Model

On average, participants across providers reported that they were at least somewhat more likely to adopt healthy practices related to outcome areas of interest (see Exhibit 20). The two outcome areas rated highest across all programs were **goal setting** behaviors and **relationships and communication**.

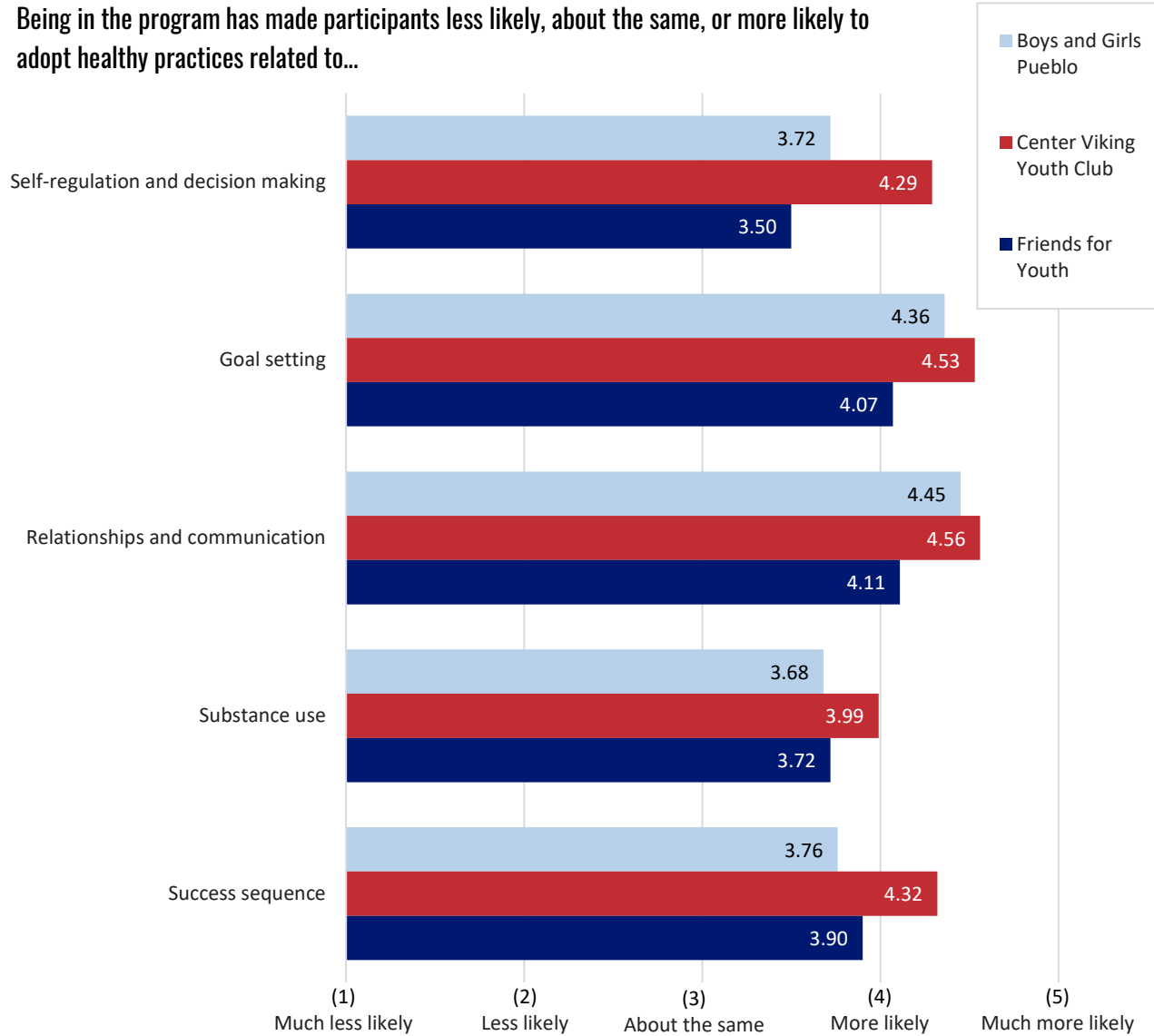
All but one outcome—likelihood of future substance use, which was similar across program models—revealed significant program model differences related to program impact. Specifically, Friends for Youth participants were significantly less likely than participants from Center Viking Youth Club to report that the program impacted their self-regulation and decision-making, goal setting, relationships and communication, and their plans to engage in the series of success sequence items.<sup>5</sup> Further, Boys and Girls Clubs of Pueblo County participants were significantly less likely than participants from Center Viking Youth Club to report that the program impacted their self-regulation and decision-making and their plans to engage in the series of success sequence items, but significantly more likely than Friends for Youth participants to report that the program impacted their relationships and communication. In the Conclusions section these findings are discussed in relation to implementation factors such as

<sup>5</sup>The success sequence (<https://ifstudies.org/success-sequence>) is a term used within federal programs that refers to a series of milestones (e.g., delaying sexual intercourse until after high school, planning to be married before having a child) associated with avoiding poverty as an adult.

dosage and implementation challenges described in the **Contextual Factors Affecting Implementation** section of this report.

**Exhibit 20. Participant Outcomes by Provider**

Being in the program has made participants less likely, about the same, or more likely to adopt healthy practices related to...



Note. Boys and Girls of Pueblo n = 88; Center Viking Youth Club n = 162; Friends for Youth n = 31.

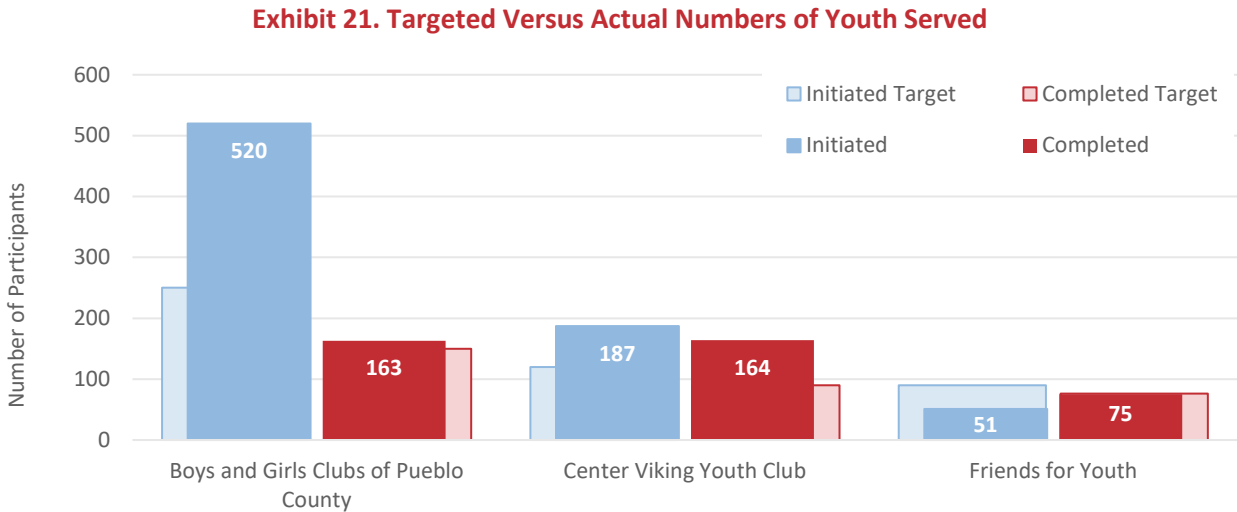
# IMPLEMENTATION FINDINGS

This section addresses the implementation evaluation questions, presenting data provided in the Performance Progress Reports for three of the five original subrecipients; Boys and Girls Clubs of Fremont County closed their grant April 24, 2023, due to lack of capacity to manage the grant, and The Center for Relationship Education ceased operating the program in fall 2023 due to non-compliance.

**3 To what extent did SRAE subrecipients reach their intended population and target number of youth served?**

### TARGET NUMBERS AND NUMBERS SERVED<sup>6</sup>

Exhibit 21 shows the numbers of youth who initiated and completed the program according to data provided in Performance Progress Reports. Two of the three subrecipients—Girls Clubs of Pueblo County and Center Viking Youth Club—met their targets for both number of youth who initiated the program and number of youth who completed the program. Friends for Youth met 57% of their target for initiation and 99% of their target for completion.



*Note.* The completion number for Friends for Youth in 2023–2024 exceeds that of number initiated because the program continued serving youth who initiated the program in 2022–2023.

Boys and Girls Clubs of Pueblo County and Center Viking Youth Club served youth who initiated services in 2023–2024 (520 and 187, respectively). Friends for Youth served youth who initiated in 2023–2024 and youth who initiated the previous year, serving a total of 107 youth in 2023–2024.

Participation data submitted by each subgrantee as part of the PAS implementation report showed numbers served that differed from those in the Performance Progress Reports. Appendix F presents the Attendance, Reach, and Dosage data submitted as part of the PAS implementation report and notes the discrepancies.

<sup>6</sup>Data presented were drawn from subrecipients' performance progress reports.



## POPULATION REACH AND PROGRAMS IMPLEMENTED<sup>7</sup>



The Boys and Girls Clubs of Pueblo County implements multiple programs across eight sites, serving youth ages 6 to 18 years old. Programs implemented include 3Rs, Draw the Line/Respect the Line, and Safer Choices. Between August 2023 and July 2024, **the program served 520 youth, 163 of whom completed the program.** Just over half of all youth served were female and just under half were male. The majority of all youth served were in the 10- to 14-year-old age range (63%).

Boys and Girls Club of Pueblo County	
Male: <b>46%</b>	Female: <b>54%</b>
<b>Programs Implemented:</b> <ul style="list-style-type: none"> <li>▶ 3Rs</li> <li>▶ Draw the Line/Respect the Line</li> <li>▶ Safer Choices</li> </ul>	
Ages 10-14: <b>63%</b>	Ages 15-19: <b>*</b>



Center Viking Youth Club implements the Positive Youth Development program in two sites, serving youth ages 10 to 18 years old. Programs implemented include adult-to-youth mentoring, Cuidate, parent nights, peer mentoring, and the Positive Youth Development program. Between August 2023 and July 2024, **the program served 298 youth, 281 of whom completed the program.** Over half of all youth served were female (57%) and 43% were male. Almost one-third (28%) of participants identified as runaway/homeless youth. Fifty-seven percent of all youth served were in the 10- to 14-year-old age range and 43% were in the 15- to 19-year-old age range.

Center Viking Youth Club	
Male: <b>43%</b>	Female: <b>57%</b>
<b>Specific Populations Served:</b> <ul style="list-style-type: none"> <li>▶ <b>53</b> participants (28%) identified as runaway/homeless youth</li> </ul>	
<b>Programs Implemented:</b> <ul style="list-style-type: none"> <li>▶ Adult-to-youth mentoring</li> <li>▶ Cuidate</li> <li>▶ Parent nights</li> <li>▶ Peer mentoring</li> <li>▶ Positive Youth Development program</li> </ul>	
Ages 10-14: <b>57%</b>	Ages 15-19: <b>43%</b>



Friends for Youth implements the Healthy Relationships program in two sites, serving youth in Grades 7 and 8. Between August 2023 and July 2024, **the program served 107 youth, 75 of whom completed the program.** Two-thirds of all youth served were female (67%) and one-third male (33%). The vast majority of youth served were in the 10 to 14-year-old age range.

Friends for Youth	
Male: <b>33%</b>	Female: <b>67%</b>
<b>Program Implemented:</b> <ul style="list-style-type: none"> <li>▶ Healthy Relationships program</li> </ul>	
Ages 10-14: <b>97%</b>	Ages 15-19: <b>*</b>

Note. Sample sizes less than 16 suppressed (\*) in accordance with CDE policy.

<sup>7</sup>Data presented were drawn from subrecipients' performance progress reports.

## IMPLEMENTATION

- 4 To what extent did SRAE subrecipients implement their programs as planned? Were the funding and staffing allocations, training and technical assistance provided, evaluation activities, and curriculum, and program dosage consistent with planned implementation?

### Structure, Cost, and Support

Exhibit 22 presents information related to funding and staffing allocation reported by subrecipients in their PAS implementation reports. Award amounts range from \$76,860 to \$172,287 across grantees, and number of facilitators ranged from 2 to 22. The Boys and Girls Club of Pueblo County and Friends for Youth reported training 100% of their facilitators and observing all facilitators at least once. Center Viking Youth Club reported training 18% of their facilitators and observing 18% of them at least once.

**Exhibit 22. Program Structure, Funding, Support Reported in PAS**

Category	Boys and Girls Club of Pueblo County	Center Viking Youth Club	Friends for Youth
<b>Funding</b>			
SRAE award amount	\$106,837	\$172,287	\$76,860
Non-SRAE funding	\$25,000	\$40,000	\$10,000
<b>Staffing</b>			
Number of staff	17	3*	3
Number of FTEs	14	0*	2
Number of facilitators	17	22	2
<b>Program facilitators</b>			
Number of facilitators	17	22	2
Percent trained	100%	18%	100%
Percent observed one time	41%	18%*	0%
Percent observed two or more times	59%	18%	100%

\*Data reporting strategies for implementation by CDE will be recommended to ensure data accuracy.

Data presented in the PAS implementation reports did not appear to be accurately reported for one of the three subrecipients. To ensure data quality in future reports, recommendations are provided in the **Evaluation Implementation** section of this report on ways in which CDE might improve guidance for subrecipients around data reporting.

## Training and Technical Assistance Provided

Subrecipients received training and technical assistance through CDE-offered professional development opportunities, through regional and local providers, and through conference attendance. The training and technical assistance received varied by subrecipient. Further, reporting of information related to training and technical assistance in Performance Progress Reports was inconsistent across subrecipients—an aspect of data collection that would benefit from improved guidance by CDE.

### Colorado Department of Education

The State Coordinator of the SRAE program meets with subrecipients monthly to provide technical assistance for grant management and professional development opportunities related to programming. During 2023–2024, in addition to monthly meetings, CDE provided several virtual and in-person professional development opportunities for SRAE subrecipients (see Exhibit 23). CDE also awarded a total of \$109,406 in Professional Development Supplemental Funds subgrants to subrecipients in 2023–2024. These funds covered a range of additional professional development expenses ranging from costs associated with attending workshops and conferences and bringing in trainers.

#### Exhibit 23. Professional Development Opportunities for SRAE Subrecipients

Date	Description	Duration	Format/Location
Oct 2-4, 2023	Fall Out-of-School Time (OST) Conference: Connect, Create, Elevate (registration waived for TV SRAE subrecipients)	3 days	Pueblo, CO
Jan 23, 2024	Possibilities for Change workshop - Motivational Interviewing Course	3 hours	Webinar + asynchronous course
Apr 8, 2024	CDE & CSU Prevention Research Center's Fidelity Monitoring	2 hours	Online Webinar + coaching
April 22, 2024	Out of School Time (OST) Spring Showcase Registration waived for TV SRAE subrecipients	6 hours	In person Adams 12 Five Star Schools
June 25-27, 2024	2024 Adolescent Pregnancy Prevention Grantee Conference (2 out of 3 programs attended, using Supplemental Professional Development funds awarded by CDE)	3 days	Conference San Francisco, CA

**Boys and Girls Clubs of Pueblo County.** The Boys and Girls Clubs of Pueblo County offered several training opportunities in 2023–2024 in an effort to increase staff capacity in trauma informed care, social emotional wellness, and planning and facilitation. Exhibit 24 summarizes these training opportunities.

#### Exhibit 24. Training Opportunities: Boys and Girls Clubs of Pueblo County

Name of Training	Facilitator	Description	Hours	# of Staff
Too Good for Drugs and Violence	Mendez Foundation	Introduction to evidence-based curriculum that prepares youth with the skills they need for academic, social, and life success	6	60
Restorative Justice	Flourish Labs	Introduction to strategies to help them approach conflict with each other, youth and between youth through empathy, listening, questions and shared decision making to restore relationships	6	55

Exhibit continues

**Exhibit 24 (Continued)**

<b>Name of Training</b>	<b>Facilitator</b>	<b>Description</b>	<b>Hours</b>	<b># of Staff</b>
All About Lesson Planning	Flourish Labs	Introduction to the connection between planning and relationships; what it means to manage your materials; effective space planning for greater engagement; learning objectives; the connection between confidence and learning; reflection practices; and celebration practices.	6	40
Monthly Mental Health Connect Forums	In-house	Skills for how to check in and show up for members for mental health support	—	All staff
Motivational Interviewing	Possibilities for Change	Interactive introductory training designed specifically for professionals to identify and reduce risk factors among youth populations and take their skills to the next level	8	5
Positive Youth Development	Wyman Institute	Training for understanding teen behavior and tools for facilitating programs with young people	15	30
Landscape of Wellbeing Conference	CDE	Covered topics such as social emotional learning, student engagement opportunities, and postsecondary and workforce readiness		3
National Grantee Training Conference Adolescent Pregnancy Prevention (APP)	Family and Youth Services Bureau	Covered topics related to implementation, administration, and management of programs supporting positive youth development and youth well-being.	24	1

**Center Viking Youth Club.** During the 2023–2024 grant period Center Viking Youth Club held meetings twice a month with mentor and mentees and implemented quarterly 6-hour trainings on the Cuidate sex education curriculum for Latino(a)s.

**Friends for Youth. Friends.** for Youth did not provide information in their Performance Progress Report specific to staff trainings.

**Evaluation activities**

The Boys and Girls Clubs of Pueblo County identified fidelity monitoring and evaluation as an area to improve. To address this, the organization planned to train all staff facilitating SRAE programming in the fidelity monitoring documentation and provide support for program supervisors to observe programs and provide feedback more regularly. Future plans may involve contracting an external evaluator.

Center Viking Youth Club did not report specific evaluation activities or needs on their Performance Progress Reports. Friends for Youth identified a current gap in their data collection and assessment processes and identified evaluation as an area in need of training and technical assistance.

## Curriculum and dosage

Across all subrecipients the total program instructional time received by all youth was 496 hours. The number of program hours varied by site: 241 hours at Boys and Girls Clubs of Pueblo County, 198 hours at Center Viking Youth Club, and 57 hours at Friends for Youth. The total average number of hours per youth served are shown below:<sup>8</sup>

Boys and Girls Clubs of Pueblo County	Center Viking Youth Club	Friends for Youth
0.5	1.1	0.5

# 496

Program hours

(Total number of hours of instruction received by all youth)



## CONTEXTUAL FACTORS AFFECTING IMPLEMENTATION

### 5 How do contextual factors affect the implementation of SRAE programs?

- What were significant accomplishments and challenges to implementation?
- What additional training and technical assistance is needed?

### Accomplishments

Accomplishments reported by subrecipients during the July 2023–June 2024 period include delivery of training and partnership development, successful implementation of youth mentoring and other program activities, program expansion and impact, and community engagement and support.

**The Boys and Girls Clubs of Pueblo County.** The Boys and Girls Clubs of Pueblo County collaborated with organizations to offer several training opportunities addressing youth programming. The organization also reported that the information sessions and orientations held with parents to present the program were successful in garnering parent support for the program. During the July 2022–June 2023 reporting period, Boys and Girls Club of Pueblo County exceeded their participation and completion goals (they doubled their program participation target and exceeded their completion target by two-thirds).

**Center Viking Youth Club.** Center Viking Youth Club reported success around their STARS mentorship structure and implementation of positive youth development activities including a diverse array of recreational and academic opportunities, many of which were youth led (e.g., game night, movie night, ski trips, pool party, Cuidate sex education training for Latino(a) youth, STARS National Conference). The organization hosted and engaged youth in several community events such as a 5k run for Suicide Prevention Month, Dia de Los Muertos cultural event, a Thanksgiving dinner for the community in which participants cooked and served the food, and a Christmas party where each attending child received a gift. Center Viking Club reported that regular attendance had doubled at activities and events held this year compared to last year, with friends of current participants and new youth frequently joining. Additionally, youth attended the Adolescent Pregnancy Prevention Conference in San Francisco, where they presented and shared about their experiences in SRAE programming; the 2024 Rural Philanthropy Days; and the CDE Landscape of Wellbeing and Belonging Conference.

<sup>8</sup>The significant variation in dosage across subrecipients and relatively low number of per participant hours of delivered instruction for three of the four subrecipients raises a question around reporting accuracy.

**Friends for Youth.** During the 2023–2024 reporting period Friends for Youth successfully implemented the program at three schools, expanding from their initial two schools. Their partnership with these schools has led to invitations for the program to speak to the community more broadly (e.g., serve on a panel to discuss community programming in the district, participate in Career Exploration Night at the school). Friends for Youth expects to expand to two more schools during the 2024–2025 school year.

**Challenges**

In their **PAS implementation reports** subrecipients identified the level of challenge they experienced with various program implementation components. Exhibit 25 presents the extent to which subrecipients perceived a problem on various potential challenges. Natural disasters, negative peer reactions, and program facilities—items listed as potential challenges—were not identified as a problem by any of the subrecipients.

**Exhibit 25. Implementation Challenges Reported by Subrecipients**

	Boys and Girls Club of Pueblo County	Center Viking Youth Club	Friends for Youth
Covering program content	S	S	S
Getting youth to attend regularly	S	S	V
Keeping youth engaged in program sessions	S		S
Obtaining buy-in or support from key stakeholders	S		S
Parent support or engagement	S	S	S
Recruiting qualified staff	S	S	V
Recruiting youth	S		V
Staff turnover	S	S	V
Youth behavioral problems	S		V

*Note.* Blank cells indicate not a challenge. **S** Somewhat of a problem **V** A serious problem

Subrecipients also provided qualitative information about challenges experienced in their **Performance Progress Reports**. Among the most frequently reported challenges described were youth participation (retention or attendance) and staff transitions.

**The Boys and Girls Clubs of Pueblo County.** Some of the challenges faced during the July 2023–June 2024 reporting period were related to program recruitment and retention, with particular difficulty in achieving 60% graduation rates across some of the program cohorts. While exceeding overall participation and completion goals, one Clubhouse in particular struggled with low graduation rates in one of their programs. To address this, they offered the program during spring break and promoted it beforehand, a strategy they found to be effective. The organization is exploring staff training on recruitment and retention and has introduced tools such as a program roster and fidelity questionnaire to better track attendance and program completion status.

Other organizational challenges involved staff transitions, including a transition in the Grants Manager role and several staff leaving during the reporting period. To help address this challenge the organization developed a three-year budget and staff salary step schedule to remain competitive. The

leadership team also continued annual staff satisfaction surveys and implemented informal "coffee chats" with the CEO to gather feedback from staff. Key outcomes from these conversations included increasing pay rates for staff covering or substituting at Clubs and improving the clarity of rules and expectations for new and substitute staff.

**Center Viking Youth Club.** During the 2023–2024 reporting period, Center Viking Youth Club reported challenges related to youth tardiness that results in truncated instruction; scheduling around youths’ extracurricular activities, jobs, or other obligations, which remains an ongoing issue; limited staff capacity which has led to missed deadlines; and loss of staff, which has led to additional strain on an already strained workforce.

**Friends for Youth.** Friends for Youth described their primary challenges related to programming to be high mobility rates for the schools served—leading to interested youth no longer being available to attend—and inconsistent participation in their afterschool program due family obligations such as babysitting younger siblings and helping parents during the summer. The organization also spoke to the challenges staff retention.

Friends for Youth staff brought up other concerns around students’ wellbeing, including hunger—and the fact that so many students show up to group hungry. Friends for Youth has provided them with fresh fruit and other healthy options, but due to the increased costs of feeding so many students, the organization partnered with the schools and free food services to help subsidize the costs. Other noted concerns around youth safety and wellbeing, which the program brought to the attention of school counselors, include: Intimidation and force for sexual activity; physical abuse in the home; criminal charges pending against a student; behavior abnormalities; and need for warm clothing.

### Additional Training and Technical Assistance Needs

In their **PAS implementation reports** subrecipients identified their interest in receiving training and technical assistance on various topics. Exhibit 26 presents subrecipients’ interest level by topic.

**Exhibit 26. Training and Technical Assistance Interest by Topic**

	Boys and Girls Club of Pueblo County	Center Viking Youth Club	Friends for Youth
Addressing youth behavioral issues	S		S
Evaluation	V	S	S
Getting youth to attend regularly	V	S	S
Keeping youth engaged in program sessions	S		S
Minimizing negative peer reactions	S		S
Obtaining buy-in or support from key stakeholders	S		
Parent support and engagement	V	S	S
Recruiting qualified staff	S		S
Recruiting youth	S		S
Retaining Staff	S		
Training Facilitators	S	S	

Note. Blank cells indicate not an interest.

S Somewhat interested

V Very interested

In their **Performance Progress Reports**, subrecipients provided additional details around professional development needs, citing needs for assistance with evaluation planning and implementation and enhancing program delivery.

**Boys and Girls Clubs of Pueblo County.** The Boys and Girls Clubs of Pueblo plans to continue their commitment to training and professional development opportunities that will support continued high impact programming and staff development. A particular identified need involves strategies and techniques aimed at enhancing program delivery and active facilitation and ways to engage and improve retention of program content. Another identified need involves training on fidelity monitoring and evaluation. Several trainings are already scheduled for the next grant period.

**Center Viking Youth Club.** Center Viking Youth Club did not describe any specific training needs. However, given identified staff turnover and capacity challenges and missed deadlines, technical assistance around onboarding of new staff and program management may be helpful.

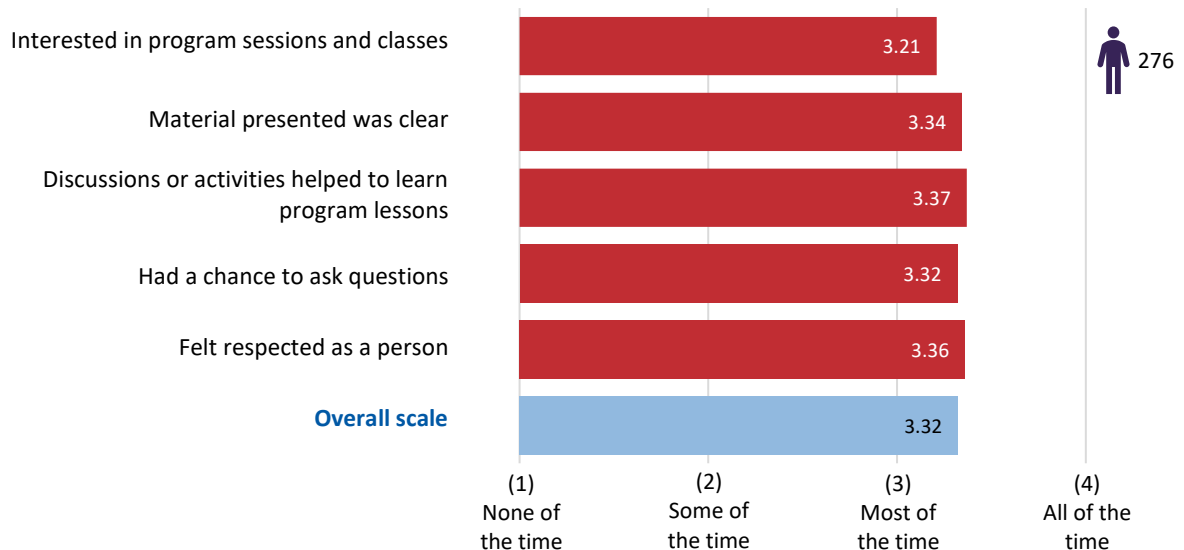
**Friends for Youth.** Friends for Youth’s performance report noted a need for support with developing and implementing an evaluation plan.

## PROGRAM SATISFACTION

### 6 What were youths’ impressions of the program?

Overall satisfaction across programs was high, with youth feeling satisfied with each aspect of the program *most or all of the time*. On a 4-point scale the average rating was 3.32 (see Exhibit 27). Exhibit E19 in Appendix E presents exit survey item frequencies.

**Exhibit 27. Participant Impressions of the Program at Exit**





## EVALUATION IMPLEMENTATION

### 7 What improvements to data collection could offer valuable feedback on SRAE programs?

#### Data Collection Procedures

Data collection across subrecipients involved completing federally required SRAE PAS implementation reports, administering SRAE PAS participant surveys at program entry and exit, and submitting federally required Performance Progress Reports twice annually. Exhibit 28 presents the submission status for each data collection activity. All subrecipients collected participant survey data, though the survey completion rates ranged by subrecipient from 10% to 83% at program entry and from 45% to 99% at program exit. All current subrecipients submitted Performance Progress Reports in both fall 2023 and spring 2024. Subrecipients also submitted PAS implementation reports directly to the PAS portal, though those reports are not reviewed by CDE.

**Exhibit 28. Data Collection and Report Submissions**

Subrecipient Organization	Number of Program Youth		PAS Participant Surveys		PAS Implementation Report	Performance Progress Report
	Initiated	Completed	Entry	Exit		
Boys and Girls Clubs of Pueblo County	520	163	54 (10%)	91 (56%)	unavailable	fall, spring
Center Viking Youth Club	187	164	155 (83%)	162 (99%)	unavailable	fall, spring
Friends for Youth	51	75	31 (61%)	34 (45%)	unavailable	fall, spring

*Notes.* Program youth numbers were drawn from subrecipients' Performance Progress Reports. Percentages were calculated as the number of surveys completed at entry or exit divided by the total number of youth who initiated or completed the program.

CDE took several actions to help address low survey completion rates during the 2023–2024 reporting period. Some steps taken included:

- Dedicating entire monthly meetings to updates and training for PAS and performance progress reporting data collection and reporting as they come due.
- Dedicating time in the Important Dates area of the monthly meetings to discuss data deadlines
- Sending follow-up and deadline reminder emails for PAS and Performance Progress Reports.

The following recommendations are additional actions that CDE can take to help address ongoing issues related to low **survey completion rates** for some program sites.

- Develop a one-page document that outlines specific steps and responsibilities for meeting subrecipient reporting requirements.
- Develop a tracking template to aid subrecipients in tracking participants—both for the purposes of reporting numbers served by grant reporting period and to track program and survey completions.

The evaluator additionally noted the following limitations to the **Performance Progress Reports** and attendance, dosage, and reach data provided in the **PAS implementation reports**:

- Staff training is not reported uniformly across subrecipients, and some do not mention it in their reports. Either adding a table into the reporting document directly or providing a tipsheet with suggested criteria to include (e.g., training name and description, facilitator, number of staff trained, number of hours) would provide more consistent and useful information.
- Some subrecipients still struggle with reporting data accurately. To improve the data quality, CDE might consider adding controls to the entry form or developing a tool that will assist subrecipients in this reporting process. For example, CDE might consider developing a Google sheet or Excel template with preset controls that subrecipients could use to gather all their information in one place before entering it into the PAS portal or Performance Progress Report.
- The relatively low number of per participant hours of delivered instruction for all three subrecipients raises the question about reporting accuracy. To improve the data quality, the evaluator recommends that CDE provide more specific guidance around calculating and reporting dosage. Similarly, more specific guidance around PAS implementation reporting indicators could help mitigate some of the noted data discrepancies.

The following additional recommendations are ones CDE might consider for **future grant cycles**:

- To ensure that CDE has access to the reports that are submitted to the PAS portal, consider asking subrecipients to send a copy directly to CDE at the same time. Alternatively, CDE could develop a template for subrecipients to enter data into that CDE could then use to transfer data into the PAS portal, allowing CDE the opportunity to review the data prior to submission.
- Consider attaching a small portion of grant funding to completion of reporting requirements.

The recommendations above aim to enhance the overall effectiveness and reliability of the program's evaluation process and ability to assess program outcomes.

## Data Collection Tools

In analyzing data for the report, the evaluator identified several weaknesses to the **PAS participant surveys** that, due to being outside the realm of CDE's control, remained unchanged from the previous reporting period:

- On the entry survey participants are asked five questions related to goal setting. Only two of those questions are included on the exit survey. For continuity, the evaluator recommends adding the three omitted items to the goal setting section of the exit survey.
- Success sequence questions are not asked of middle school participants at program entry but are asked at exit, whereas these items are asked of high school participants at both time points. Consider adding these questions to the entry survey for continuity.
- On the high school version of the exit survey, the question "as a result of being in the program, are you planning to abstain from sexual intercourse (choose to not have sexual intercourse)?" is problematic in that there is no time frame associated with this question. The evaluator recommends that a time frame be added to this question.
- On the high school exit survey only participants who indicate they plan to refrain from sex are asked the subsequent set of questions in which participants weigh the importance of different reasons in their decision to abstain from sexual intercourse. Adding a question to gather similar information from participants who do not plan to abstain could help to inform differences between groups in how they view the consequences of engaging in sexual intercourse.

- For some measures the response values are labeled in the negative direction (e.g., *much more likely* to *much less likely*), whereas for other measures the response values are labeled in the positive direction (e.g., *not at all important* to *very important*). Because survey respondents often scan response options this can lead to unreliable data. For consistency the evaluator recommends modifying the surveys to ensure that response values are in the same direction.
- Under the demographic questions, a significant proportion of the respondents selected “Other Race” but filled in “Mexican,” “Hispanic,” “Latino,” etc. The evaluator suggests including the following as a category under race to be more inclusive and get cleaner data: “Hispanic or Latino/a/x or Spanish origin.”

# CONCLUSIONS

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Through funding awarded to CDE by the U.S. Department of Health and Human Services’ Administration for Children and Families, CDE awarded Title V SRAE subgrants for the 2022–2025 grant cycle to five organizations that provide Out-of-School Time programming:

- Boys and Girls Clubs of Fremont County.
- Boys and Girls Clubs of Pueblo County.
- Center Viking Youth Club.
- Friends for Youth.
- The Center for Relationship Education.

Three of the five original subrecipients are currently active. Boys and Girls Clubs of Fremont County closed their grant April 24, 2023, due to lack of capacity to manage the grant. The Center for Relationship Education ceased offering programming in fall 2023 due to noncompliance.

The program aims to improve participants’ self-regulation and decision making, help participants build healthy aspirations and intentions around the future, and help participants to develop healthy relationships and communication. This Year 2 evaluation report highlights outcomes of youth participating in the program between July 2023 and June 2024 and summarizes subrecipients’ implementation successes and challenges over this period as well as programs’ continuing needs. This report also offers specific recommendations for continuing to improve data quality.

## Program Outcomes

As a whole, participant outcomes were positive. Middle and high school participants reported that as a result of the program they were more likely to (a) engage in self-regulation and make healthy decisions, (b) engage in goal setting behaviors, (c) adopt healthy relationship and communication practices, (d) refrain from substance use, and (e) plan to delay having sexual intercourse and having a child. At program exit, 74% of high school students reported that they planned to abstain from sexual intercourse; in weighing several factors influencing their decision to abstain from sex, those participants identified the risk of getting or getting someone pregnant as most important.

Although participant outcomes were similar for non-White and White participants, differences did exist between male and female participants, middle and high school participants, and across program models. With regard to gender, male students report a significantly greater impact of the program on their likelihood of engaging in self-regulation and healthy decision making and on their likelihood of abstaining from sex. Compared to middle school participants, high schoolers reported significantly greater impact of the program on their likelihood of using marijuana and alcohol and on their likelihood of using any substance in the future. Participant outcomes varied significantly across program models on almost all outcome measures.

## Program Implementation

Data on funding and staffing accessed through the PAS portal were included in the report but this report notes some discrepancies, in particular around staffing numbers at one site. Specific details about training and technical assistance varied among subrecipients. Although all subrecipients indicated that training occurred, some subrecipients provided more detailed information about training and technical

assistance offered during the evaluation period than others. In terms of current needs for staff training, assistance with evaluation planning and implementation and enhancing program delivery were identified as areas of need.

During the July 2023–June 2024 reporting period, subrecipients reported several substantial accomplishments related to training, youth mentoring, community engagement, and program expansion. The Boys and Girls Clubs of Pueblo County provided several staff training opportunities and attained strong community support. They exceeded their participation and completion goals from the previous year. The Center Viking Youth Club successfully implemented their STARS program and offered a range of youth-led activities, including community events such as a 5k run and a Thanksgiving dinner. Regular attendance at their events doubled, and they presented at national conferences, sharing their experiences in SRAE programming. Friends for Youth expanded its program from two to three schools, received positive community recognition and invitations to participate in district events, and planned to expand to two more schools in the following year.

Subrecipients also faced challenges during the July 2023–June 2024 reporting period, including challenges around program recruitment, participant retention, and staffing. The Boys and Girls Club of Pueblo County struggled with achieving desired graduation rates, especially in one program—which they effectively addressed by offering the program during spring break and promoting it in advance. They also worked on improving tracking and recruitment strategies by introducing new tools. Center Viking Youth Club encountered challenges with youth tardiness, scheduling conflicts, and limited staff capacity, leading to missed deadlines and additional strain on their workforce. Friends for Youth faced issues with high student mobility and inconsistent afterschool program attendance due to family obligations. Additionally, they dealt with staff retention challenges and concerns about youth wellbeing, including hunger, which they helped mitigate through working with schools and community partners. Despite these challenges, the subrecipients demonstrated resilience and commitment to their respective programs.

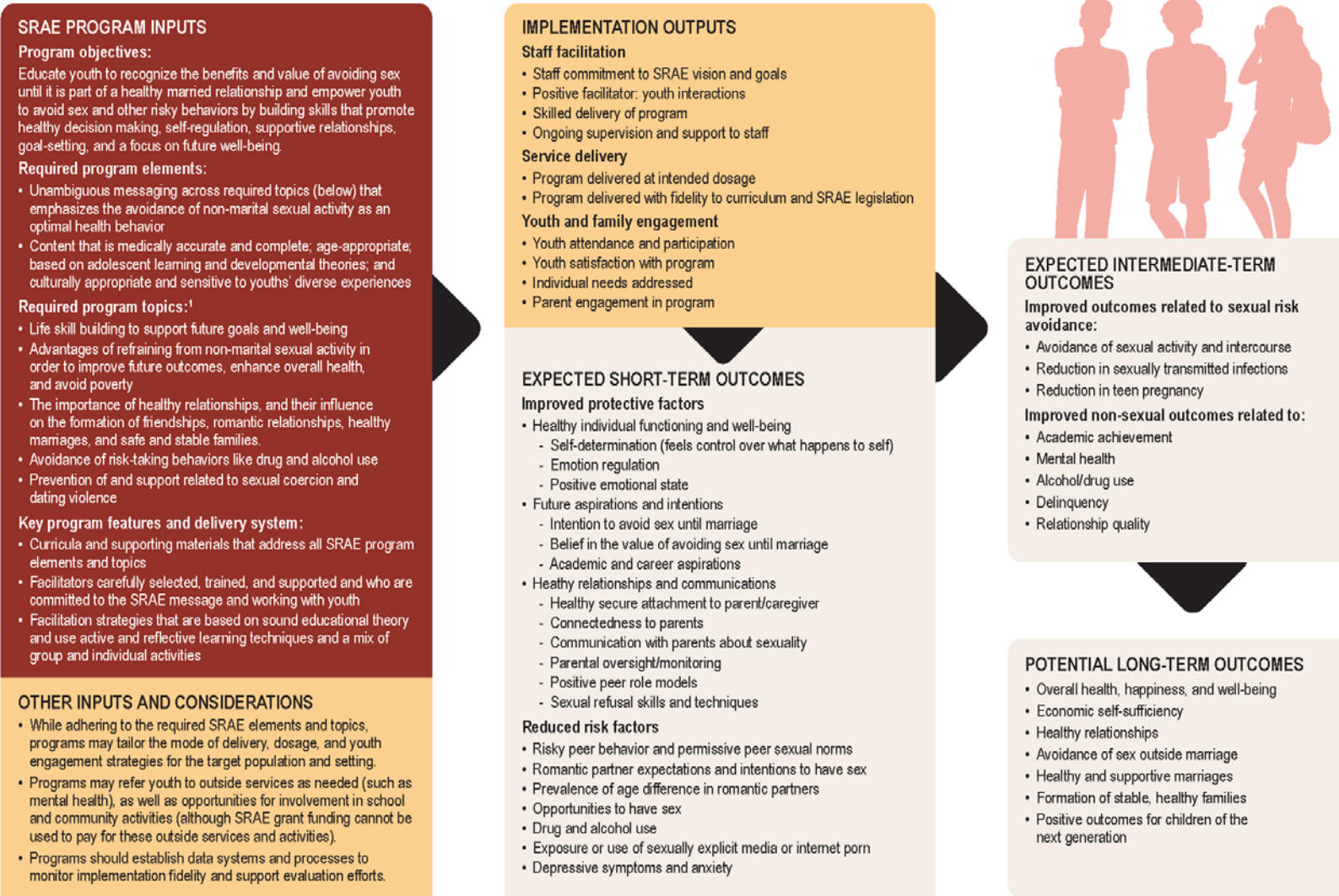
The degree of challenge that subrecipients reported varied across subrecipients. Specifically, Center Viking Youth Club rated their challenges related to program implementation as the least severe and Friends for Youth reported their challenges as the most severe. These challenges—and the finding that dosage was greatest at Center Viking Youth Club—may have contributed to some of the provider-level differences in outcomes depicted in Exhibit 20.

## **Recommendations for Evaluation Improvement**

The Evaluation Implementation section of this report outlines several recommendations to improve the quality of data for evaluating the program’s effectiveness and implementation, including improving guidance to subrecipients through tipsheets and development of a reporting template. An additional—and significant—limitation to the current survey instruments and evaluation’s ability to effectively demonstrate program effects is the fact that entry and exit survey data are not linked. The nature of the questions (i.e., exit survey questions ask participants to provide information about the program’s impact) serve as a proxy for measuring the effects of the program; however, a more rigorous evaluation would measure change in participant attitudes and behaviors between entry and exit. Given the fact that the survey instruments were designed for use in the national SRAE performance analysis study, it is not feasible to change this aspect of the design without adding significant burden to subrecipients. Additionally, while possible to do, it could require significant cost to CDE to offer a data collection mechanism that links entry and exit surveys while at the same time protects personally identifiable information. Due to these constraints, the evaluator recommends continued focus on improving exit survey completion rates to increase comparability between the survey samples.

# APPENDIX A: PROGRAM LOGIC MODEL

## Promoting healthy futures for youth: A program model for sexual risk avoidance education (SRAE)



<sup>1</sup> These topics align with the required "A-F" topics specified in the SRAE legislation, Title V, Section 510. The first bullet aligns with Topic A, the second with Topics B and C, the third with Topic D, the fourth with Topic E, and the fifth with Topic F.

# APPENDIX B: PAS PARTICIPANT SURVEYS

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## DEMOGRAPHIC CHARACTERISTICS

1. Age
2. Grade level
3. Language spoken at home or with family
4. Ethnicity
5. Race
6. Sex
7. Current living arrangement

## OUTCOMES

The **entry survey** asks participants to rate each of the following scales' items in terms of frequency or presence of behaviors or the degree to which they identify with the statement.

1. **Self-regulation, decision-making** (4-point “none of the time” to “all of the time” scale)—4 items

In the past three months, how often would you say you...

- resisted or said no to peer pressure
- managed emotions in healthy ways
- thought about the consequences before making a decision
- talked with your parent, guardian, or caregiver about sex

2. **Goal setting** (3-point “not at all true” to “very true of me” scale)—5 items

- I make plans to reach my goals.
- care about doing well in school.
- I save money to get things I want.
- I would speak up or ask for help if I am being bullied in person or online, via text, while gaming, or through other social media.
- I would speak up or ask for help if others are being bullied in person or online, via text, while gaming, or through other social media.

3. **Healthy relationships and communication** (3-point “not at all true” to “very true of me” scale)—3 items

- I understand what makes a relationship healthy
- I would be able to resist or say no to someone if they pressured me to participate in acts, such as kissing, touching private parts, or sex
- I would talk to a trusted person/adult (for example, a family member, teacher, counselor, coach, etc.) if someone makes me uncomfortable, hurts me, or pressures me to do things I don't want to do.

4. **Substance use** in past 3 months (yes/no)—6 items
  - Alcohol
  - Tobacco
  - Other tobacco products
  - Electronic vapor products
  - Marijuana
  - Prescription pain medications
  
5. **Success sequence**—(3-point “not at all true” to “very true of me” scale)—6 items
  - I plan to delay having sexual intercourse until I graduate high school or receive my GED.
  - I plan to delay having sexual intercourse until I graduate college or complete another education or training program.
  - I plan to delay having sexual intercourse until I am married.
  - I plan to be married before I have a child.
  - I plan to have a steady full-time job before I get married.
  - I plan to have a steady full-time job before I have a child.
  
6. **Sexual behavior**—ever (yes/no)—3 items
  - Have you ever had sexual intercourse?
  - To the best of your knowledge, have you ever been pregnant or gotten someone else pregnant?
  - Have you ever been told by a doctor or other medical provider that you had a sexually transmitted infection (STI)?

The **exit survey** asks participants to rate each of the above items on a 5-point scale in terms of how much less or more likely they are to engage in behaviors as a result of participating in the program. Additionally, the exit survey includes a set of questions about participants’ impressions of the program.



# APPENDIX C: PAS IMPLEMENTATION REPORT

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## GRANTEE MEASURES

1. SRAE grant funding obligation (amount and percent obligated by purpose)
2. Staffing (number of staff and total FTE)
3. Observations, technical assistance, and training
4. Providers funded
5. Number of youth targeted

## SUBRECIPIENT MEASURES

1. Funding
2. Staffing (number of staff and total FTE)
3. Number of facilitators
4. Observations, technical assistance, and training
5. Implementation challenges and needs for technical assistance

## PROGRAM MEASURES

### Intended Implementation

1. Delivery (number of intended hours)
2. Content (curriculum, topics covered, supplemental SRAE programming)
3. Target populations

### Attendance

1. Attendance (number of youth)
2. Attendance by program setting
3. Number of youth who completed 75% of scheduled program hours
4. Attendance of parental or other caring adult
5. Populations represented

### Dosage

1. Hours of programming delivered by cohort

# APPENDIX D: PROGRESS REPORT

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## TARGET NUMBERS

1. Total number of youth who **initiated** program(s)
2. Total number of youth who **completed** program(s)

## POPULATION REACH

1. Total number of male participants
2. Total number of female participants
3. Total number of participants aged 10-14 years old
4. Total number of participants aged 15-19 years old
5. Total number of participants identified as youth in juvenile justice programs/facilities
6. Total number of participants identified as runaway/homeless youth
7. Total number of participants identified as lesbian, gay, bisexual, transgender (LGBT+) youth

## DOSAGE

1. Total number of hours of instruction received by all youth

## IMPLEMENTATION

1. Summary of major activities and accomplishments during the reporting period.
2. Description of any challenges related to the areas addressed under activities and accomplishments
3. Significant observations, findings, and events
4. Organizational issues
5. Training and technical assistance needs
6. Activities planned for next reporting period

# APPENDIX E: SUPPLEMENTAL TABLES

**Exhibit E1. Participant Characteristics by School Level**

Characteristic	Middle School				High School				Total			
	Entry		Exit		Entry		Exit		Entry		Exit	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>Age</b>												
10	6	4%	2	1%	0	0%	1	1%	6	3%	3	1%
11	30	20%	18	11%	0	0%	0	0%	30	13%	18	6%
12	39	27%	49	29%	0	0%	0	0%	39	16%	49	17%
13	53	36%	69	40%	1	1%	1	1%	54	23%	70	24%
14	13	9%	27	16%	5	5%	5	4%	18	8%	32	11%
15	6	4%	6	4%	20	22%	31	27%	26	11%	37	13%
16	0	0%	0	0%	40	43%	35	30%	40	17%	35	12%
17	0	0%	0	0%	21	23%	33	28%	21	9%	33	11%
18	0	0%	0	0%	4	4%	6	5%	4	2%	6	2%
19	0	0%	0	0%	2	2%	4	3%	2	1%	4	1%
<b>Grade level</b>												
Grade 5	4	3%	5	3%	0	0%	0	0%	4	2%	5	2%
Grade 6	51	35%	52	30%	0	0%	0	0%	51	21%	52	18%
Grade 7	47	32%	59	35%	0	0%	0	0%	47	20%	59	21%
Grade 8	41	28%	52	30%	0	0%	0	0%	41	17%	52	18%
Grade 9	3	2%	3	2%	32	34%	39	34%	35	15%	42	15%
Grade 10	1	1%	0	0%	27	29%	37	32%	28	12%	37	13%
Grade 11	0	0%	0	0%	25	27%	24	21%	25	10%	24	8%
Grade 12	0	0%	0	0%	7	8%	14	12%	7	3%	14	5%
Other	0	0%	0	0%	2	2%	2	2%	2	1%	2	1%
<b>Language spoken at home or with family</b>												
English	139	95%	159	93%	69	74%	95	82%	208	87%	254	89%
Spanish	51	35%	50	29%	52	56%	49	42%	103	43%	99	34%
Other	2	1%	4	2%	3	3%	3	3%	5	2%	7	2%

Exhibit continues

**Exhibit E1 (continued)**

Characteristic	Middle School				High School				Total			
	Entry		Exit		Entry		Exit		Entry		Exit	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>Race/Ethnicity</b>												
American Indian or Alaska Native	12	8%	8	5%	2	2%	4	3%	14	6%	12	4%
Asian	3	2%	1	1%	4	4%	5	4%	7	3%	6	2%
Black or African American	43	29%	38	22%	8	9%	15	13%	51	21%	53	18%
Hispanic ethnicity	100	69%	99	58%	80	86%	89	77%	180	76%	188	66%
Native Hawaiian or Other Pacific Islander	6	4%	4	2%	0	0%	0	0%	6	3%	4	1%
White or Caucasian	57	39%	91	53%	44	47%	53	46%	101	42%	144	50%
Other	50	34%	50	29%	37	40%	41	35%	87	36%	91	32%
<b>Sex</b>												
Female	89	61%	101	59%	55	59%	61	53%	144	60%	162	57%
Male	57	39%	69	41%	38	41%	55	47%	95	40%	124	43%
<b>Current living arrangement</b>												
Living with parents or guardian or relatives	143	97%	164	96%	89	96%	110	95%	232	97%	274	95%
Living in foster care with resource parents	2	1%	0	0%	0	0%	0	0%	2	1%	0	0%
Living in foster care group home	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Couch surfing or moving around	0	0%	1	1%	0	0%	0	0%	0	0%	1	0%
Houseless	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Staying in emergency shelter or transitional living program	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Staying in a hotel	0	0%	2	1%	0	0%	0	0%	0	0%	2	1%
In juvenile detention setting	0	0%	1	1%	1	1%	0	0%	1	0%	1	0%
Other living situation	4	3%	2	1%	3	3%	6	5%	7	3%	8	3%

**Exhibit E2. Participant Characteristics by Provider**

Characteristic	Boys and Girls Pueblo				Center Viking Youth Club				Friends for Youth			
	Entry		Exit		Exit		Exit		Entry		Exit	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>Age</b>												
10-14	45	83%	78	86%	71	46%	60	37%	31	100%	34	100%
15-19	*	*	*	*	84	54%	102	63%	—	—	—	—
<b>Grade</b>												
Grades 5 through 8	45	83%	78	86%	67	43%	56	35%	31	100%	34	100%
Grades 9 through 12, other	*	*	*	*	88	57%	106	65%	—	—	—	—
<b>Language spoken at home or with family</b>												
English	52	96%	89	98%	126	81%	134	83%	30	97%	31	91%
Spanish	*	*	*	*	85	55%	80	49%	*	*	*	*
<b>Race/Ethnicity</b>												
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	17	32%	17	19%	18	12%	20	12%	16	52%	16	47%
Hispanic ethnicity	29	56%	39	43%	136	88%	137	85%	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
White or Caucasian	27	51%	66	73%	68	44%	66	41%	*	*	*	*
Other	*	*	*	*	62	40%	67	41%	*	*	*	*
<b>Sex</b>												
Female	28	52%	45	50%	96	62%	92	57%	20	67%	25	74%
Male	26	48%	45	50%	59	38%	70	43%	*	*	*	*
<b>Current living arrangement</b>												
Living with parents or guardian or relatives	51	94%	88	97%	150	97%	153	94%	31	100%	33	97%

Note. Sample sizes less than 16 suppressed (\*) in accordance with CDE policy.

### Exhibit E3. Self-Regulation and Decision Making (Program Entry)

Outcome	Middle School					High School					Total				
	None of the time	Some of the time	Most of the time	All of the time		None of the time	Some of the time	Most of the time	All of the time		None of the time	Some of the time	Most of the time	All of the time	
<b>Self-regulation and decision making</b>															
resisted or said no to peer pressure	23%	25%	21%	31%		15%	14%	19%	52%		20%	21%	21%	39%	
managed emotions in healthy ways	14%	25%	24%	38%		11%	13%	30%	46%		13%	20%	26%	41%	
thought about the consequences before making a decision	18%	15%	28%	39%		13%	13%	22%	53%		16%	14%	26%	44%	
talked with your parent, guardian, or caregiver about sex	56%	17%	6%	20%		35%	20%	14%	30%		48%	19%	9%	24%	

Notes. Middle school  $n = 147$ . High school  $n = 93$ . Total  $N = 240$ .

### Exhibit E4. Self-Regulation and Decision Making (Program Exit)

Outcome	Middle School					High School					Total				
	Much less likely	Some what less likely	About the same	Some what more likely	Much more likely	Much less likely	Some what less likely	About the same	Some what more likely	Much more likely	Much less likely	Some what less likely	About the same	Some what more likely	Much more likely
<b>Self-regulation and decision making</b>															
resisted or said no to peer pressure	12%	4%	12%	15%	58%	3%	5%	10%	15%	66%	8%	5%	11%	15%	61%
managed emotions in healthy ways	12%	9%	9%	16%	53%	3%	2%	12%	22%	61%	8%	6%	10%	18%	57%
thought about the consequences before making a decision	12%	6%	13%	19%	49%	3%	2%	13%	17%	65%	9%	4%	13%	18%	56%
talked with your parent, guardian, or caregiver about sex	18%	7%	16%	13%	46%	9%	4%	16%	18%	52%	15%	6%	16%	15%	49%

Notes. Middle school  $n = 171$ . High school  $n = 116$ . Total  $N = 287$ .

**Exhibit E5. Goal Setting (Program Entry)**

Outcome	Middle School					High School					Total				
	Not at all	Some what like me	Very much like me			Not at all	Some what like me	Very much like me			Not at all	Some what like me	Very much like me		
<b>Goal setting</b>															
I make plans to reach my goals.	10%	29%	61%			10%	16%	74%			10%	24%	66%		
I care about doing well in school.	5%	23%	71%			9%	12%	80%			7%	19%	75%		
I save money to get things I want.	15%	33%	52%			11%	20%	69%			13%	28%	59%		
I would speak up or ask for help if I am being bullied in person or online, via text, while gaming, or through other social media.	19%	35%	46%			13%	17%	70%			17%	28%	55%		
I would speak up or ask for help if others are being bullied in person or online, via text, while gaming, or through other social media.	14%	27%	59%			6%	18%	75%			11%	23%	65%		

Notes. Middle school *n* = 147. High school *n* = 93. Total *N* = 240.

**Exhibit E6. Goal Setting (Program Exit)**

Outcome	Middle School					High School					Total				
	Much less likely	Some what less likely	About the same	Some what more likely	Much more likely	Much less likely	Some what less likely	About the same	Some what more likely	Much more likely	Much less likely	Some what less likely	About the same	Some what more likely	Much more likely
<b>Goal setting</b>															
I make plans to reach my goals.	5%	4%	10%	15%	66%	0%	0%	11%	11%	78%	3%	3%	10%	13%	71%
I care about doing well in school.	5%	4%	13%	18%	60%	0%	2%	13%	9%	77%	3%	3%	13%	14%	67%

Notes. Middle school *n* = 171. High school *n* = 116. Total *N* = 287. Only two of the original five goal setting items were included on the exit survey.

**Exhibit E7. Healthy Relationships and Communication (Program Entry)**

Outcome	Middle School					High School					Total				
	Not at all	Some what like me	Very much like me			Not at all	Some what like me	Very much like me			Not at all	Some what like me	Very much like me		
<b>Healthy relationships and communication</b>															
I understand what makes a relationship healthy	6%	23%	71%			1%	17%	82%			4%	21%	75%		
I would be able to resist or say no to someone if they pressured me to participate in acts . . .	12%	18%	69%			1%	13%	86%			8%	16%	76%		
I would talk to a trusted person/adult if someone makes me uncomfortable, hurts me, or pressures me to do things I don't want to do.	11%	27%	62%			4%	22%	74%			8%	25%	67%		

Notes. Middle school *n* = 147. High school *n* = 93. Total *N* = 240.

**Exhibit E8. Healthy Relationships and Communication (Program Exit)**

Outcome	Middle School					High School					Total				
	Much less likely	Some what less likely	About the same	Some what more likely	Much more likely	Much less likely	Some what less likely	About the same	Some what more likely	Much more likely	Much less likely	Some what less likely	About the same	Some what more likely	Much more likely
<b>Healthy relationships and communication</b>															
I understand what makes a relationship healthy	4%	3%	9%	9%	75%	1%	0%	9%	17%	73%	3%	2%	9%	13%	74%
I would be able to resist or say no to someone if they pressured me to participate in acts . . .	4%	3%	9%	10%	73%	1%	0%	10%	14%	75%	3%	2%	10%	12%	74%
I would talk to a trusted person/adult if someone makes me uncomfortable, hurts me, or pressures me to do things I don't want to do.	9%	3%	7%	12%	68%	2%	0%	12%	16%	70%	6%	2%	9%	14%	69%

Notes. Middle school *n* = 171. High school *n* = 116. Total *N* = 287.



### Exhibit E9. Substance Use (Program Entry)

Outcome	Middle School					High School					Total				
	Yes					Yes					Yes				
<b>Substance use in past 3 months</b>															
Alcohol	11%					3%					8%				
Tobacco	2%					1%					2%				
Other tobacco products	5%					0%					3%				
Electronic vapor products	10%					2%					7%				
Marijuana	18%					1%					11%				
Prescription pain medications	8%					0%					5%				
<b>Any substance use</b>	<b>24%</b>					<b>4%</b>					<b>16%</b>				

Notes. Middle school  $n = 147$ . High school  $n = 93$ . Total  $N = 240$ .

### Exhibit E10. Substance Use (Program Exit)

Outcome	Middle School					High School					Total				
	Much less likely	Some what less likely	About the same	Some what more likely	Much more likely	Much less likely	Some what less likely	About the same	Some what more likely	Much more likely	Much less likely	Some what less likely	About the same	Some what more likely	Much more likely
<b>Substance use in past 3 months</b>															
Alcohol	21%	5%	12%	7%	54%	10%	6%	11%	9%	64%	17%	6%	12%	7%	58%
Tobacco	19%	6%	8%	9%	58%	12%	5%	10%	8%	65%	16%	6%	9%	8%	61%
Other tobacco products	21%	4%	6%	8%	60%	13%	6%	9%	7%	65%	18%	5%	7%	8%	62%
Electronic vapor products	22%	4%	11%	5%	59%	11%	6%	11%	8%	64%	17%	5%	11%	6%	61%
Marijuana	26%	5%	10%	8%	51%	11%	7%	10%	8%	64%	20%	6%	10%	8%	56%
Prescription pain medications	21%	4%	11%	7%	57%	11%	8%	12%	7%	62%	17%	6%	11%	7%	59%

Notes. Middle school  $n = 171$ . High school  $n = 116$ . Total  $N = 287$ .

**Exhibit E11. Success Sequence (Program Entry)**

Outcome	Middle School					High School					Total				
	Not at all	Some what like me	Very much like me			Not at all	Some what like me	Very much like me			Not at all	Some what like me	Very much like me		
<b>Success sequence</b>															
I plan to delay having sexual intercourse until I graduate high school or receive my GED.	—	—	—			14%	28%	58%			14%	28%	58%		
I plan to delay having sexual intercourse until I graduate college or complete another education or training program.	—	—	—			17%	27%	56%			17%	27%	56%		
I plan to delay having sexual intercourse until I am married.	—	—	—			25%	23%	53%			25%	23%	53%		
I plan to be married before I have a child.	—	—	—			9%	27%	65%			9%	27%	65%		
I plan to have a steady full-time job before I get married.	—	—	—			3%	22%	75%			3%	22%	75%		
I plan to have a steady full-time job before I have a child.	—	—	—			6%	15%	78%			6%	15%	78%		

Note. High school  $n = 93$ . Total  $N = 93$ . Items not asked on the Middle School version of the survey.

**Exhibit E12. Success Sequence (Program Exit)**

Outcome	Middle School					High School					Total				
	Much less likely	Some what less likely	About the same	Some what more likely	Much more likely	Much less likely	Some what less likely	About the same	Some what more likely	Much more likely	Much less likely	Some what less likely	About the same	Some what more likely	Much more likely
<b>Success sequence</b>															
I plan to delay having sexual intercourse until I graduate high school or receive my GED.	15%	3%	12%	10%	60%	3%	5%	16%	12%	64%	10%	4%	14%	11%	61%
I plan to delay having sexual intercourse until I graduate college or complete another education or training program.	14%	4%	14%	15%	53%	3%	6%	17%	16%	58%	10%	5%	15%	15%	55%
I plan to delay having sexual intercourse until I am married.	17%	8%	20%	7%	48%	5%	4%	19%	11%	60%	12%	6%	19%	9%	53%
I plan to be married before I have a child.	10%	4%	17%	15%	53%	2%	5%	15%	11%	67%	7%	4%	16%	14%	59%
I plan to have a steady full-time job before I get married.	9%	2%	14%	19%	56%	3%	2%	14%	13%	69%	6%	2%	14%	16%	62%
I plan to have a steady full-time job before I have a child.	10%	3%	10%	12%	65%	3%	3%	13%	10%	71%	7%	3%	11%	11%	67%

Notes. Middle school  $n = 171$ . High school  $n = 116$ . Total  $N = 287$ .

**Exhibit E13. Sexual Behavior (Program Entry)**

	High School
Outcome	Yes
Have you ever had sexual intercourse?	23%
To the best of your knowledge, have you ever been pregnant or gotten someone else pregnant?	2%
Have you ever been told by a doctor or other medical provider that you had a sexually transmitted infection (STI)?	2%

Notes. N = 95. Items not asked on the Middle School version of the survey.

**Exhibit E14. Sexual Behavior (Program Exit)**

Outcome	High School
	Yes
As a result of being in the program, are you planning to abstain from sexual intercourse?	74%

Notes. N = 95. Items not asked on the Middle School version of the survey.

Importance of reasons in decision to not have sexual intercourse	High School			
	Not at all important	Not too important	Somewhat important	Very important
How it might affect your plans for the future	15%	6%	24%	55%
The possible emotional and social consequences (for example, feeling sadness or regret, disappointing your parent(s) or guardian(s), and/or negative reactions from your peers)	11%	9%	21%	59%
The risk of getting a sexual transmitted infection (STI)	13%	9%	16%	62%
The risk of getting pregnant or getting someone pregnant	10%	8%	17%	65%

Notes. N = 101. Items not asked on the Middle School version of the survey.

**Exhibit E15. Scale Descriptives by Gender**

Scale	Scale range	Male		Female		Total	
		<i>n</i>	Mean	<i>n</i>	Mean	<i>n</i>	Mean
Self-regulation and decision making							
Entry	1-4	143	2.69	95	2.73	238	2.70
Exit	1-5	159	3.88	120	4.21	279	4.02
Goal setting							
Entry	1-3	144	2.57	95	2.46	239	2.52
Exit	1-5	159	4.44	120	4.41	279	4.43
Relationships and communication							
Entry	1-3	144	2.67	94	2.64	238	2.66
Exit	1-5	158	4.49	120	4.48	278	4.48
Substance use							
Entry	1-2	143	0.06	95	0.06	238	0.06
Exit	1-5	159	3.75	124	4.02	283	3.87
Success sequence							
Entry	1-3	55	2.43	38	2.65	93	2.52
Exit	1-5	158	4.12	120	4.10	278	4.11
Importance of reasons in decision to not have sexual intercourse	1-4	46	3.18	46	3.43	92	3.31
Program Satisfaction	1-4	154	3.31	122	3.34	276	3.32

**Exhibit E16. Scale Descriptives by Race**

Scale	Scale range	Non-White		White		Total	
		<i>n</i>	Mean	<i>n</i>	Mean	<i>n</i>	Mean
Self-regulation and decision making							
Entry	1-4	101	2.83	137	2.61	238	2.70
Exit	1-5	139	4.05	140	4.00	279	4.02
Goal setting							
Entry	1-3	101	2.50	138	2.54	239	2.52
Exit	1-5	139	4.40	141	4.45	280	4.43
Relationships and communication							
Entry	1-3	100	2.69	138	2.64	238	2.66
Exit	1-5	138	4.49	141	4.46	279	4.48
Substance use							
Entry	1-2	101	0.05	137	0.06	238	0.06
Exit	1-5	143	3.84	140	3.90	283	3.87
Success sequence							
Entry	1-3	44	2.54	49	2.50	93	2.52
Exit	1-5	138	4.14	141	4.07	279	4.10
Importance of reasons in decision to not have sexual intercourse	1-4	41	3.49	51	3.16	92	3.31
Program Satisfaction	1-4	138	3.25	138	3.40	276	3.32

**Exhibit E17. Outcome Scale Descriptives by School Level**

Scale	Scale range	Middle School		High School		Total	
		<i>n</i>	Mean	<i>n</i>	Mean	<i>n</i>	Mean
Self-regulation and decision making							
Entry	1-4	146	2.56	93	2.93	239	2.71
Exit	1-5	163	3.85	116	4.27	279	4.02
Goal setting							
Entry	1-3	147	2.45	93	2.64	240	2.53
Exit	1-5	164	4.28	116	4.63	280	4.43
Relationships and communication							
Entry	1-3	146	2.58	93	2.78	239	2.66
Exit	1-5	163	4.40	116	4.59	279	4.48
Substance use							
Entry	1-2	146	0.09	93	0.01	239	0.06
Exit	1-5	167	3.73	116	4.06	283	3.87
Success sequence							
Entry	1-3	—	—	93	2.52	93	2.52
Exit	1-5	163	3.95	116	4.31	279	4.10
Importance of reasons in decision to not have sexual intercourse	1-4	—	—	92	3.31	92	3.31
Program Satisfaction	1-4	163	3.28	113	3.39	276	3.32

**Exhibit E18. Scale Descriptives by Provider**

Scale	Scale range	Boys and Girls Pueblo		Center Viking Youth Club		Friends for Youth		Total	
		<i>n</i>	Mean	<i>n</i>	<i>n</i>	Mean	Mean	<i>n</i>	Mean
Self-regulation and decision making									
Entry	1-4	54	2.39	155	2.93	30	2.11	239	2.71
Exit	1-5	87	3.72	162	4.29	30	3.50	279	4.02
Goal setting									
Entry	1-3	54	2.39	155	2.64	31	2.17	240	2.53
Exit	1-5	88	4.36	162	4.53	30	4.07	280	4.43
Relationships and communication									
Entry	1-3	53	2.61	155	2.74	31	2.35	239	2.66
Exit	1-5	86	4.45	162	4.56	31	4.11	279	4.48
Substance use									
Entry	1-2	53	0.06	155	0.03	31	0.22	239	0.06
Exit	1-5	88	3.68	162	3.99	33	3.72	283	3.87
Success sequence									
Entry	1-3	*	*	88	2.55	—	—	93	2.52
Exit	1-5	86	3.76	162	4.32	31	3.90	279	4.10
Importance of reasons in decision to not have sexual intercourse	1-4	*	*	84	3.28	—	—	92	3.31
Program Satisfaction	1-4	84	3.10	162	3.44	30	3.33	276	3.32

Note. Sample sizes less than 16 suppressed (\*) in accordance with CDE policy



**Exhibit E19. Program Satisfaction (Program Exit)**

<b>Outcome</b>	<b>None of the time</b>	<b>Some of the time</b>	<b>Most of the time</b>	<b>All of the time</b>	
Did you feel interested in program sessions and classes?	7%	14%	30%	49%	
Did you feel the material presented was clear?	4%	14%	24%	58%	
Did discussions or activities help you to learn program lessons?	4%	14%	24%	58%	
Did you have a chance to ask questions about topics or issues that came up in the program?	7%	13%	22%	59%	
Did you feel respected as a person?	7%	13%	17%	63%	

*Notes. N = 277.*

# APPENDIX F: PAS REPORTED PARTICIPATION DATA

## BOYS AND GIRLS CLUB OF PUEBLO COUNTY

### Notes

Number of participants does not equal that reported in the subgrantee's Performance Progress Report.

Boys And Girls Club of Pueblo County reported 520 middle and high school youth on their PPR and 123 middle and high school youth in PAS.

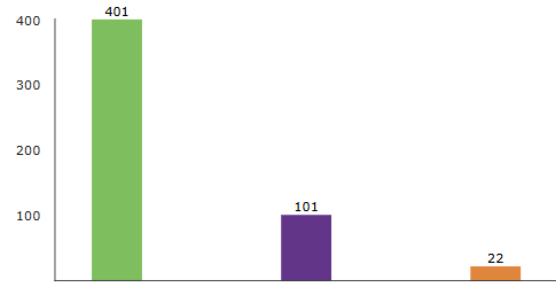
### Attendance, Reach, and Dosage

Number and Percentage of Participants Attending at Least 75% of Intended Program Hours **199** | **50%**

### # of Participants Attending at Least One Session

CHART  TABLE

- Overall
- Middle School
- High School

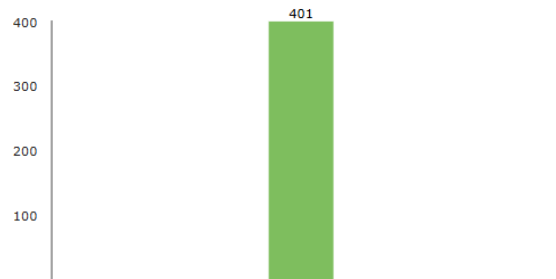


### Setting

### Attendance By Setting

CHART  TABLE

- In a community-based organization



## Provider Info & Cohorts

### Provider Info

**5**  
Program Models

**0**  
Parent or Other Caring Adult Attending At Least One Session

COHORTS

**0**  
Reported

**0**  
Completed

**0**  
Ended Prematurely

**0**  
Shifted to Online

## CENTER VIKING YOUTH CLUB

### Notes

Number of participants does not equal that reported in the subgrantee's Performance Progress Report.

Center Viking Youth Club reported a total of 298 middle and high school youth on their Performance Progress Report and 432 middle and high school youth in PAS.

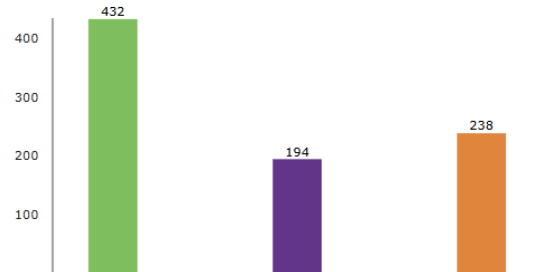
### Attendance, Reach, and Dosage

Number and Percentage of Participants Attending at Least 75% of Intended Program Hours **432** | **100%**

#### # of Participants Attending at Least One Session

CHART  TABLE

- Overall
- Middle School
- High School

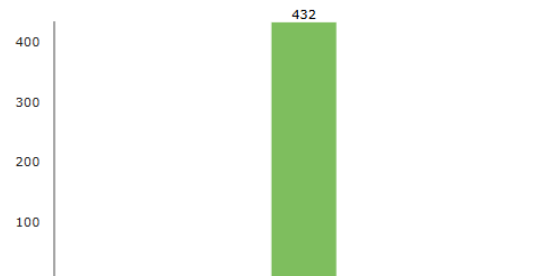



### Setting

#### Attendance By Setting

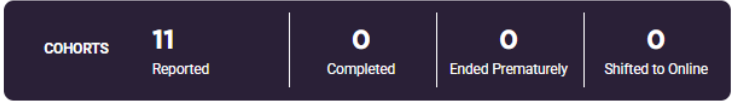
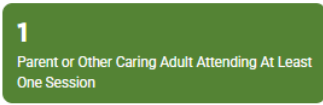
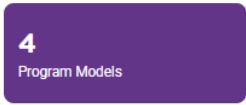
CHART  TABLE

- In a community-based organization



 Provider Info & Cohorts

Provider Info



**FRIENDS FOR YOUTH**

**Notes**

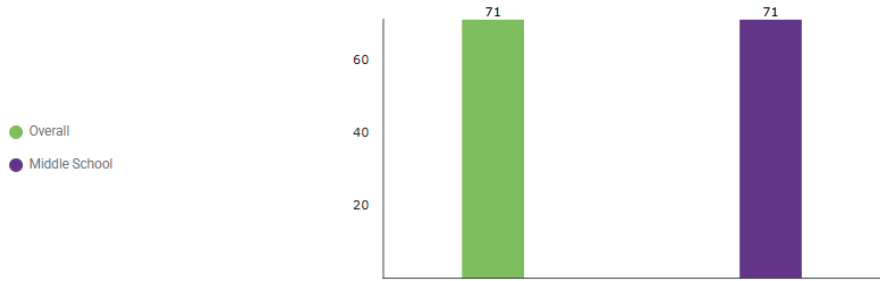
Number of participants does not equal that reported in the subgrantee’s Performance Progress Report. Friends for Youth reported a total of 107 youth on their Performance Progress Report and 71 youth in PAS.

 Attendance, Reach, and Dosage



# of Participants Attending at Least One Session

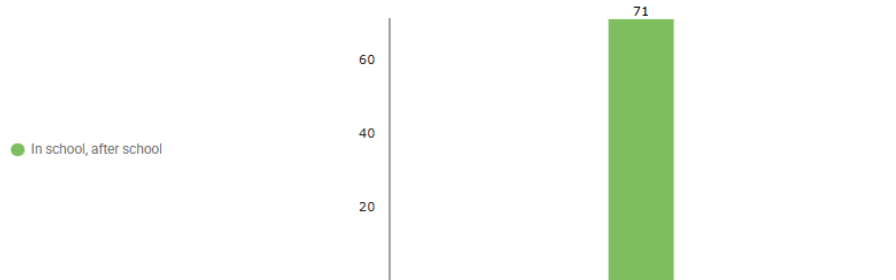
CHART  TABLE



### Attendance By Setting



CHART  TABLE



### Provider Info & Cohorts

#### Provider Info

**1**  
Program Models

**1**  
Parent or Other Caring Adult Attending At Least One Session

COHORTS	1	0	0	0
	Reported	Completed	Ended Prematurely	Shifted to Online