FLON-TX Competitive - Personal Responsibility Education Program (C-PREP)

2024-2025 Annual Report

Revised December 2025

FUTURE LEADERS OUTREACH NETWORK

RDI™ Resource Development Institute
Since 1950

TABLE OF CONTENTS

Resource Development Institute
Since 1950

EVALUATION SUMMARY

During the Competitive Personal Responsibility Education Program (C-PREP) grant period, September 29, 2024, through September 30, 2025, Future Leaders Outreach Network (FLON) accomplished 90% of the proposed grant activities.

<u>**Population Analysis:**</u> FLON served scholars from Dallas, Kaufman, and Tarrant counties, and exceeded the target population outputs.

- 2,045 scholars participated in programming.
- 1,751 scholars (86%) completed 75% of planned curriculum.
- FLON provided 450 parents/caring adults information and resources.

| 2,045 Scholars Served | 490 Program Hours | 1,258 Entry Surveys | 926 Exit Surveys |

Results support seven of nine (78%) project performance indicators.

Performance Indicator	Met	Not Met	Exit Survey Details
At least 60% of participants will report positive impact of programming on **Adolescent Development**	X		FLON reached the benchmark for **four of four** survey prompts.
At least 60% of participants will report positive impact of programming on **Healthy Life Skills**	X		More than 60% of surveys reflected positive program effects for **five of five** survey prompts.
At least 60% of participants will report positive impact of programming on **Educational and Career Success**	X		70%+ of scholars reported positive program effects on planning for the future on **five of five** survey prompts.
At least 60% of participants will report positive impact of programming on **Healthy Relationships, Dating Violence, and Sexual Coercion**	X		60%+ of scholars reported positive program effects on **four of four** Healthy Relationship prompts.
At least 60% of participants will report positive impact of programming on **Financial Literacy**	X		PREP programming reached the benchmark on **five of five** Financial Literacy survey prompts.
At least 60% of participants will report positive impact of programming on **Parent-Child Communication**		X	Scholars reported positive program effects on **zero of two** Parent-Child Communication prompts.
At least 60% of participants will report positive impact of programming on **Sexual Behaviors and Interactions**		X	60% of *High Schoolers* reported programming would influence their sexual behavior in the next 3 months on **zero of four** *High School* prompts.
At least 60% of participants will report frequent positive **Program Experiences**	X		Scholars reported programming met the benchmark for **four of five** survey prompts.
At least 60% of participants will report **Program Satisfaction**	X		70%+ of scholars reflected satisfaction with the amount of information they received on **two of two** prompts.

POPULATION ANALYSIS

Future Leaders Outreach Network (FLON) proposed to deliver Young Leaders of Distinction (YLOD) and YouLEAD (Leaders and Entrepreneurs Association of Dreamers) to 1,800 scholars in the Dallas-Fort Worth Metroplex during this first year of C-PREP programming. During the 2024-2025 program year, FLON served 2,045 scholars in Dallas, Kaufman, and Tarrant counties in Texas.
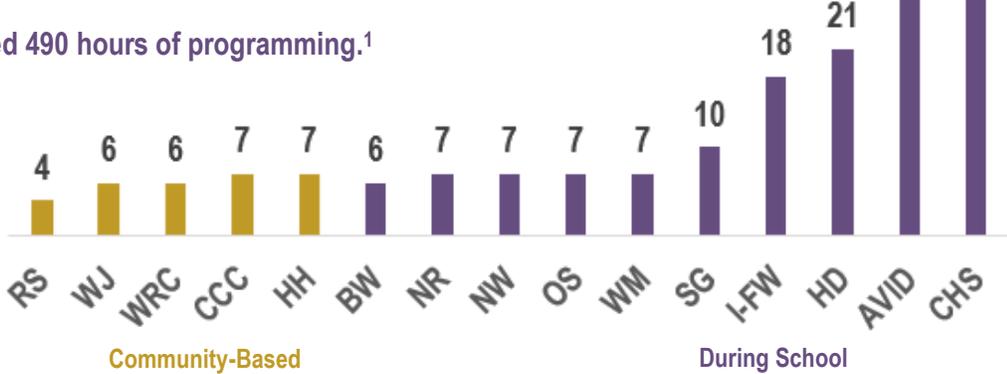
The following tables show service information - sites, number of scholars served, and program hours - grouped by county.

Dallas County

School/Community Site	Abbreviation	Scholars	Hours
Hiawatha Williams Rec Center	WRC	26	6
South Garland High	SG	135	10

Kaufman County

School/Community Site	Abbreviation	Scholars	Hours
Crandall High	CHS	1,100	329
Barbara Walker Elementary	BW	107	6
Hollis Dietz Elementary	HD	76	21
Noble-Reed Elementary	NR	108	7
Nola Kathryn Wilson Elementary	NW	80	7
Opal Smith Elementary	OS	73	7
W.A. Martin Elementary	WM	82	7

Tarrant County

School/Community Site	Abbreviation	Scholars	Hours
COMO Community Center	CCC	28	7
Crowley 9th Center AVID	AVID	125	48
Highland Hills Community Center	HH	21	7
Ignite Community School	I-FW	44	18
Rising STARS Program	RS	8	4
William James Middle	WJ	32	6

67% of PREP hours were at Crandall High School.

FLON delivered 490 hours of programming.[1]

Community-Based   During School

2

2,045 Scholars Served	490 Program Hours	1,258 Entry Surveys	926 Exit Surveys

In addition to exceeding the first-year population service target, FLON exceeded its PREP program completion goal with 1,751 scholars (86%) completing 75% or more of the planned curricula.[1] Associate Youth & Family Development Specialists (AY&FDS) facilitated the YLOD and YouLEAD curricula, which incorporates *Choosing the Best* and *Pursuing MY Dreams*, providing instruction on all six Adult Preparation Subjects (APS). FLON provided scholars 490 hours of PREP programming. AY&FDS facilitated 30, one-hour sessions in after-school and community-based settings, and 460 one-hour sessions during the school day.[1]

SCHOLAR DEMOGRAPHICS

The following represents a snapshot of 2024-2025 C-PREP participants including demographics of those scholars who answered participant characteristics items on the *Participant Exit Surveys*[2] (n=926), rather than all scholars served during the grant year (n=2,045).

Over one-quarter of PREP scholars identified as Black/African American; half were Hispanic. [2]

Black/African American — 28%
White — 23%
Other — 22%
More than one Race — 11%
Unknown — 11%
American Indian/Alaska Native — 3%
Asian — 2%

Non-Hispanic 48%
Hispanic/Latino 50%
Unknown 2%

More than half of respondents were female.[2]

Unknown 2%
Female 51%
Male 47%
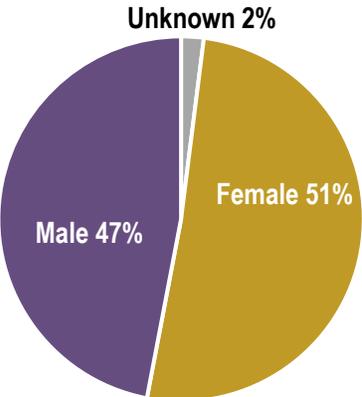
Almost 25% were 12 years old at the end of programming.[2]

10 Years Old — 1%
11 Years Old — 22%
12 Years Old — 24%
13 Years Old — 2%
14 Years Old — 7%
15 Years Old — 18%
16 Years Old — 9%
17 Years Old — 12%
18 Years Old+ — 4%
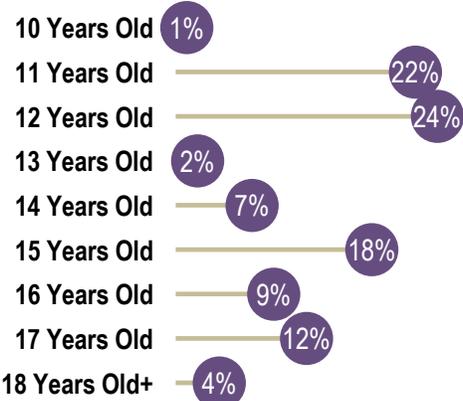
The typical *C-PREP Exit Survey* respondent was a 12-year-old, Black or African American, Hispanic female in 6th grade, who reported speaking English at home, and lived with family or relatives.[2]

Scholars in 6th grade completed the most surveys.[2]

Grade	Percentage
5th Grade	1%
6th Grade	45%
7th Grade	2%
8th Grade	1%
9th Grade	15%
10th Grade	16%
11th Grade	5%
12th Grade+	14%
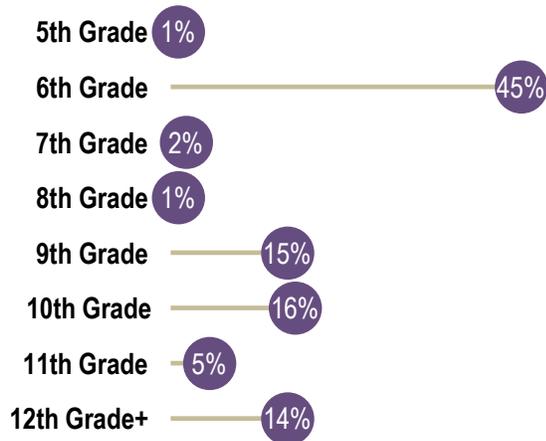
Most participants speak English at home.[2]

Language	Percentage
English	84%
Spanish	32%
Other	3%
Unknown	1%

More than 90% of scholars reported living with their families.[2]

	Percentage
Family	94%
Unknown	4%
Foster Care	2%
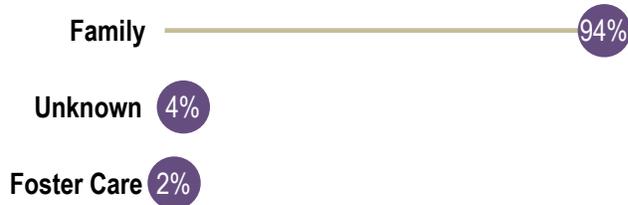
PARENTS AND CARING ADULTS

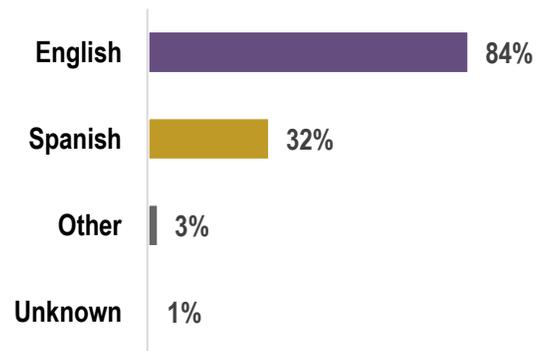In addition to facilitating programming to scholars in grades 5-12, FLON proposed to provide information and resources to approximately 133 parents/guardians/caregivers per year, or 400 caring adults over the three-year project period.

FLON once again exceeded its population target. Through a series of Caring Adult Network (CAN) Informational Sessions, 450 parents and other caring adults received information and resources during this first program year.

FLON served 450 parents or other caring adults.

Adult Education	
School/Program Name	Number Served
Rosemount Middle School	53
Tomorrow's Families Today	53
North Texas Area Community Health Centers	128
Crandall-ISD	120
Worth Heights Center	96

COMPONENT AUDIT

FLON C-PREP staff successfully implemented grant programming through teamwork, perseverance, and dedication to the communities they serve. Across components, 18 of 20 identified subcomponents (90%) were accomplished. For details of program subcomponents please see the Component Audit Appendix.

FLON met 90% of its implementation subcomponents.

Major Components	2024-2025 Subcomponents	Subcomponents Accomplished
Target Population	2	2
Evidenced- Based Curriculum	6	5
Parent and Caring Adult Engagement	3	3
Social Media/Marketing	4	3
FYSB and FLON Staff Training	5	5
Total	20	18

CHALLENGES

While facilitating programming in schools provides opportunities to serve multiple scholars in one physical location throughout the day, the logistical demands of secondary school necessitate that FLON staff remain prepared and flexible to meet the needs of scholars.

- Factors such as changes in leadership and course schedule changes resulted in the inability to facilitate several planned cohorts (Durham Middle School and South Garland High School semester 2) and schedule additional sites (Crandall Middle School).
- Additionally, some cohorts received fewer sessions than planned due to class cancellations or necessary adjustments made to accommodate A-day and B-day conflicts.
- Opt-in forms, the elective nature of PREP classes, and variability of class periods due to course changes or semester-length classes creates difficulties in tracking attendance, as well as delivering programming dosage targets.

FLON also faced barriers delivering YouLEAD educational virtual reality (E-VR) activities planned for community-based sites during the summer. Among these were:

- Issues related to network security and internet access.
- Schedule conflicts for additional session time due to other planned summer activities and FLON staff availability.
- Adequate space for training and safe usage of the equipment.

Despite the aforementioned challenges, FLON not only exceeded its service targets as mentioned in the Population Analysis, but the organization also engaged the community, provided scholars and their parents skills and resources, and continued their learning and professional development.

FLON delivered its weekly podcast, *When EAGLES Talk*, on the Fishbowl Radio Network FBRN), and streamed on Facebook. Episodes, co-hosted by the YLOD Ambassador and the Assistant Associate Director, explored all six APS and furthered FLON's adolescent pregnancy prevention and risk avoidance messaging efforts.

The *When EAGLES Talk* podcast, covering all Adult Preparation Subjects, was nominated for the FBRN Sharky Awards.

Trainings and Webinars by Topic

Staff continue to participate in webinars and trainings to develop and refine their facilitation skills, acquire new tools to promote adolescent development, and improve PREP performance measures and implementation strategies.

Throughout the year, FLON engages in social media and marketing efforts for recruitment and sustainability.

Social Messaging*

494 Followers in 10 cities
43% Men / 57% Women
463 Page Likes

103 Followers
97 Posts
148 Following

*Agency-wide social media analytics

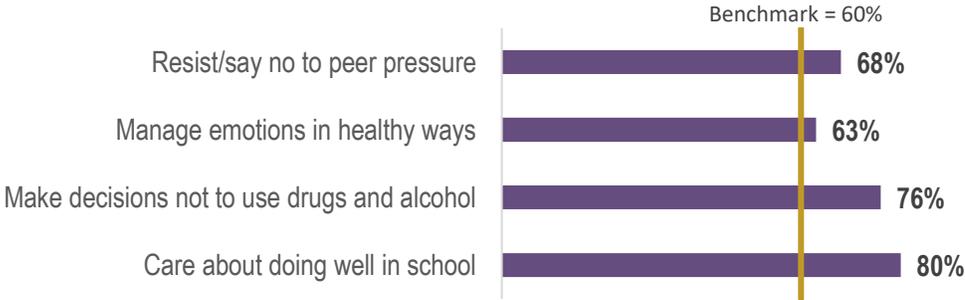| Count	Topic
11	Grants Management
9	Continuous Quality Improvement
8	Positive Youth Development
5	Professional Development
2	Facilitation Skills
	Curriculum/Program Model Fidelity
1	Human Resources

OUTCOMES

FLON completed the programming year meeting seven of nine (78%) program indicators. **Success was found for: Adolescent Development, Healthy Life Skills, Educational and Career Success, Healthy Relationships, Dating Violence, and Sexual Coercion, Financial Literacy, Program Experiences, and Program Satisfaction.** Programming did not meet the indicator for Parent-Child Communication. Responses on the *High School or Older Participant Exit Survey* also did not demonstrate program success for the topic Sexual Behaviors and Intentions.

ADOLESCENT DEVELOPMENT

FLON met the indicator, with survey responses reaching the benchmark for positive program effects on all four survey prompts concerning Adolescent Development. In fact, 75% or more of *All Scholars* reported the program increased the likelihood of them caring about their school performance and them making the decision to not use drugs and alcohol.

For Adolescent Development topics, on each survey prompt, 60% or more of *All Scholars* reported programming made them Much More Likely or Somewhat More Likely to (n=799-813)

Benchmark = 60%

Resist/say no to peer pressure	**68%**
Manage emotions in healthy ways	**63%**
Make decisions not to use drugs and alcohol	**76%**
Care about doing well in school	**80%**

While *High School* scholars did report positive program effects for all four of the Adolescent Development survey prompts, *Middle School* surveys reflected larger percentages of programming effects on three of four of these items.

More than 70% of *High School and more than 85% of Middle School surveys reported* programming made them *Much More Likely* or *Somewhat More Likely* to care about doing well in school.

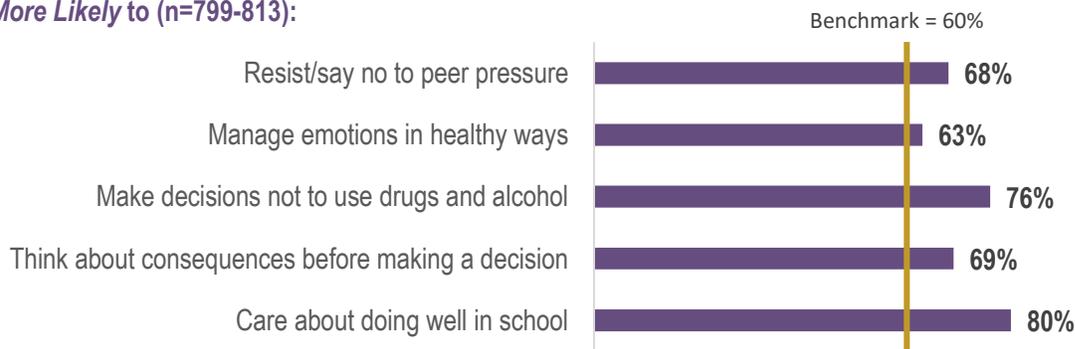| Action/Decision	% Scholars More Likely to		
	All	Middle	High
Resist or say no to peer pressure (n=811)	**68%**	(n=420) **69%**	(n=391) **66%**
Manage your emotions in healthy ways (n=808)	**63%**	(n=418) **63%**	(n=390) **63%**
Make decisions not to use drugs and alcohol (n=799)	**76%**	(n=413) **79%**	(n=386) **72%**
Care about doing well in school (n=813)	**80%**	(n=432) **87%**	(n=381) **73%**

Outcome success was measured through aggregated *PREP Participant Exit Survey* responses, referred to as *All Scholars*. Survey prompts are organized by the corresponding APS topic areas. Included in the analysis are the percent of scholar survey responses reflecting positive program effects for the topic, the number of prompts meeting the benchmark (60% of scholars reported programming increasing related behaviors, knowledge, or attitudes), and the total number of survey prompts for the topic.

HEALTHY LIFE SKILLS

Overall, success was found for the project's effects on the Healthy Life Skills indicator. As with the previous indicator, 60% or more of *All Scholars* reported programming success for each of the survey prompts with the largest success reported for making them more likely to "care about doing well in school."

All Scholars reported programming met the benchmark on all five Healthy Life Skills survey prompts; 60% or more reported programming made them *Much More Likely* or *Somewhat More Likely* to (n=799-813):

Benchmark = 60%

Prompt	Percentage
Resist/say no to peer pressure	68%
Manage emotions in healthy ways	63%
Make decisions not to use drugs and alcohol	76%
Think about consequences before making a decision	69%
Care about doing well in school	80%

Both *Middle School* and *High School* survey respondents reported programming met project benchmarks (60% report positive outcomes) for five of five survey prompts regarding Healthy Life Skills. More than three-fourths of *Middle School* respondents reported programming impacted their decision to avoid drugs and alcohol and care about school success. Over 70% of *High School* surveys reported programming made them more likely to "think about the consequences before making a decision."
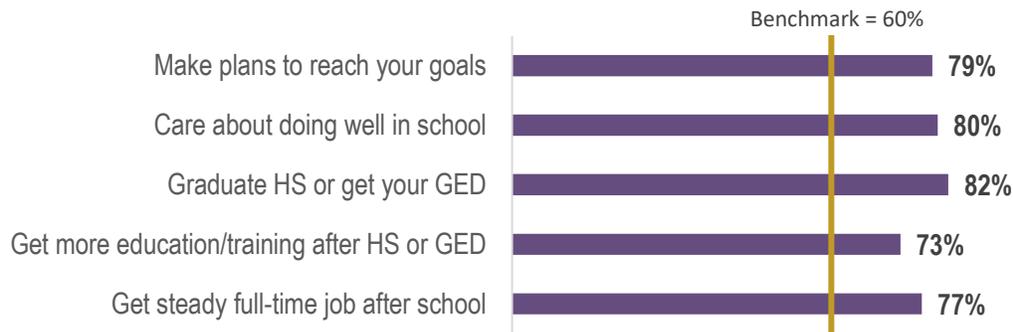
Although scholars completing both survey versions reported the highest success rate for programming making them more likely to care about doing well in school, the percentage of *Middle School* responses was more than 10 percentage points higher than those of *High School Scholars*.

Action/Decision	% Scholars More Likely to		
	All	Middle	High
Resist or say no to peer pressure (n=811)	68%	(n=420) **69%**	(n=391) **66%**
Manage your emotions in healthy ways (n=808)	63%	(n=418) **63%**	(n=390) **63%**
Make decisions not to use drugs and alcohol (n=799)	76%	(n=413) **79%**	(n=386) **72%**
Think about the consequences before making a decision (n=801)	69%	(n=417) **68%**	(n=384) **71%**
Care about doing well in school (n=813)	80%	(n=432) **87%**	(n=381) **73%**

EDUCATIONAL AND CAREER SUCCESS

Educational and Career Success was a particular program strength with *All Scholars* reporting high percentages of positive program effects for five of five survey prompts.

For each Educational and Career Success prompt, more than 70% of *All Scholars* reported programming made them *Much More Likely* or *Somewhat More Likely* to (n=805-824):

Benchmark = 60%

Prompt	%
Make plans to reach your goals	79%
Care about doing well in school	80%
Graduate HS or get your GED	82%
Get more education/training after HS or GED	73%
Get steady full-time job after school	77%

Both *Middle School* and *High School* survey respondents reported programming exceeded the benchmark on each of the survey prompts, with 70% or more scholars reporting positive program effects. Once again, the *Middle School* surveys reported even higher program success than *High School* surveys, with four of five prompts differing by at least five percentage points.

Middle School **surveys reported programming increased the likelihood of them getting a job after school by 11 more percentage points than scholars completing the** *High School* **survey version.**

Action/Decision	% Scholars More Likely to		
	All	Middle	High
Make plans to reach your goals (n=824)	**79%**	(n=438) **83%**	(n=386) **74%**
Care about doing well in school (n=813)	**80%**	(n=432) **87%**	(n=381) **73%**
Graduate high school or get your GED (n=807)	**82%**	(n=423) **83%**	(n=384) **81%**
Get more education or training after high school or completing your GED (n=810)	**73%**	(n=426) **75%**	(n=384) **70%**
Get a steady full-time job after school (n=805)	**77%**	(n=425) **82%**	(n=380) **71%**

HEALTHY RELATIONSHIPS, DATING VIOLENCE, AND SEXUAL COERCION

Overall programmatic success was found regarding Healthy Relationships topics. FLON's C-PREP scholars reported perceptions of positive program effects on all four prompts: talking to a trusted adult if someone pressures them, saying no to someone who pressures them about sexual acts, resisting peer pressure, and understanding what makes a relationship healthy.

For each of the four survey prompts relating to Healthy Relationships, 60% or more of *All Scholars* reported programming made them *Much More Likely* or *Somewhat More Likely* to (n=769-811):

Benchmark = 60%

Prompt	%
Resist or say no to peer pressure	68%
Understand what makes a relationship healthy	82%
Resist/say no to someone if they pressure you to participate in acts such as kissing, touching private parts, or sex	75%
Talk to a trusted adult if someone makes you feel uncomfortable, hurts or pressures you	71%

9

Middle School Scholars and *High School Scholars* reported program success on each of the four prompts. Scholars completing both survey versions reported the highest percentage of programming success in making them more likely to "better understand what makes a relationship healthy," with *Middle School* survey responses five percentage points higher than *High School* scholars.
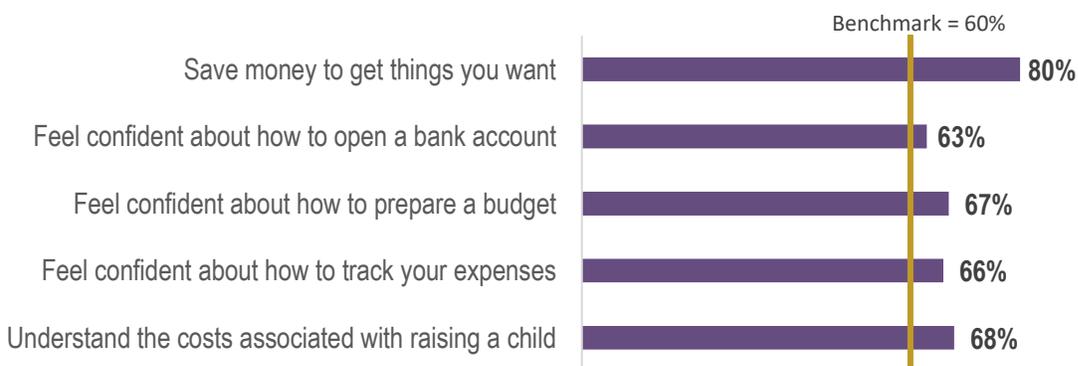
High School Scholars **reported programming met the benchmark on all Healthy Relationship prompts, but** *Middle School Scholars* **reported higher rates of program success on each of the prompts.**

Action/Decision	% Scholars More Likely to		
	All	Middle	High
Resist or say no to peer pressure (n=811)	**68%**	(n=420) **69%**	(n=391) **66%**
Better understand what makes a relationship healthy (n=791)	**82%**	(n=421) **84%**	(n=370) **79%**
Resist or say no to someone if they pressure you to participate in acts, such as kissing, touching private parts, or sex (n=774)	**75%**	(n=411) **80%**	(n=363) **71%**
Talk to a trusted person/adult if someone makes you uncomfortable, hurts you, or pressures you to do things you don't want to do (n=769)	**71%**	(n=407) **80%**	(n=362) **60%**

FINANCIAL LITERACY

Scholars reported program success for the topic of Financial Literacy. C-PREP scholars reported programming met the benchmark for each of the five prompts, overall. Overall, the Financial Literacy prompt that received the highest survey responses, 80% of *All Scholars*, was for programming increasing their likelihood of saving money.

All Scholars **reported program success on five of five Finacial Literacy prompts, with programmng making them** *Much More Likely* **or** *Somewhat More Likely* **to (n=777-796):**

Benchmark = 60%

Save money to get things you want	**80%**
Feel confident about how to open a bank account	**63%**
Feel confident about how to prepare a budget	**67%**
Feel confident about how to track your expenses	**66%**
Understand the costs associated with raising a child	**68%**

While *Middle School Scholars* reported program success for all five Financial Literacy prompts, *High School Scholars* reported outcomes success for four out of five prompts. Although fewer than 60% of *High School Scholars* reported programming increased their confidence in opening a bank account, the prompt reached the benchmark, overall, due to the percentage of *Middle School Scholars* reporting programming made them more likely to "feel confident about how to open a bank account."
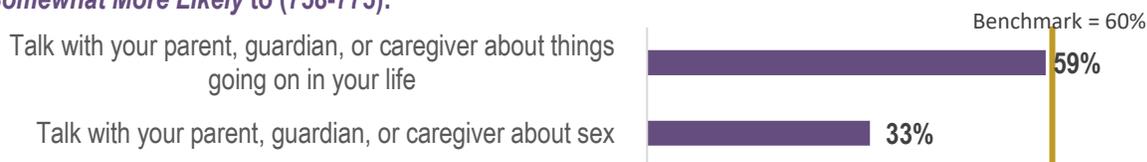
10

Action/Decision	% Scholars More Likely to		
	All	Middle	High
Save money to get things you want (n=796)	**80%**	(n=417) **85%**	(n=379) **74%**
Feel confident about how to open a bank account (n=796)	**63%**	(n=416) **70%**	(n=380) 57%
Feel confident about how to prepare a budget (n=783)	**67%**	(n=408) **71%**	(n=375) **62%**
Feel confident about how to track your expenses (n=780)	**66%**	(n=404) **73%**	(n=376) **60%**
Understand cost associated with raising a child (n=777)	**68%**	(n=404) **71%**	(n=373) **66%**

PARENT-CHILD COMMUNICATION

YLOD and YouLEAD programming did not meet the Parent-Child Communication indicator. *All Scholars* indicated they were more likely to talk to their parents or guardians about things going on in their lives rather than to talk with them about sex by 26 percentage points, with this prompt receiving the lowest rate of program success, overall.

Fewer than 60% of *All Scholars* reported programming made them *Much More Likely* or *Somewhat More Likely* to (758-775):

Benchmark = 60%

Talk with your parent, guardian, or caregiver about things going on in your life — **59%**

Talk with your parent, guardian, or caregiver about sex — **33%**

While neither of the prompts reached the benchmark, overall, *Middle School Scholars* reported program success for increasing their likelihood to talk to a parent or caregiver about things going on in their life. In fact, *Middle School Scholars* reported that they were more likely to talk to a caregiver about their lives than did *High School Scholars* by 15 percentage points.

A lower percentage of scholars taking the *High School Survey* reported positive program effects than *Middle School* respondents for both Parent-Child Communication prompts.

| Action/Decision	% Scholars More Likely to		
	All	Middle	High
Talk with your parent, guardian, or caregiver about things going on in your life (n=775)	59%	(n=405) **66%**	(n=370) 51%
Talk with your parent, guardian, or caregiver about sex (n=758)	33%	(n=390) **34%**	(n=368) 31%

SEXUAL BEHAVIORS AND INTENTIONS

The *High School or Older Exit Survey* includes questions concerning participant perceptions of program effects on Sexual Behaviors and Intentions.

Scholar responses indicated FLON did not reach the programming benchmark on any of the four prompts. Fewer than 60% of scholars reported they perceived programming would influence their behavior in the three months following programming for planning to abstain

from sex, decreasing the likelihood of them engaging in sexual intercourse, increasing their use of condoms, or increasing their use of other birth control if they do engage in sex.
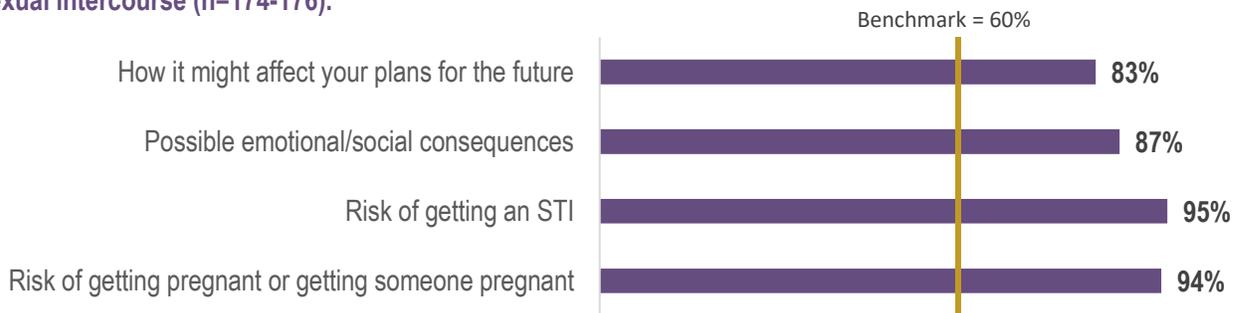
Slightly more than half of the participants reported "Yes" to the prompt asking if were planning to abstain from sexual intercourse in the next three months as a result of programming.

Survey responses did not reach the benchmark when participants were asked if, as a result programming, they were planning to abstain from sexual intercourse for at least the next 3 months (n=344).

Benchmark = 60%

Not sure if they will abstain	22%
No, not planning to abstain	25%
Yes, planning to abstain	53%
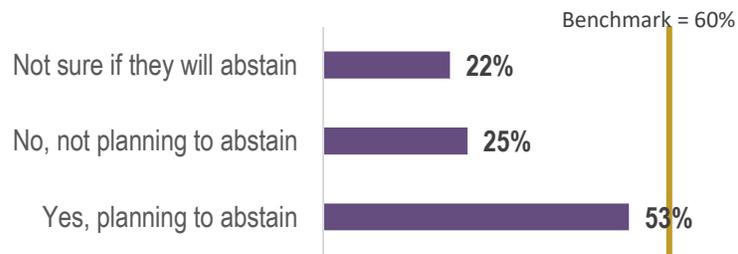
In the follow up items for those who reported they were planning to abstain from sex for at least the next three months *because of programming* (n=183) *High School Scholars* were presented with four reasons they might have decided to abstain. More than 80% of these survey respondents reported each of the listed reasons as important factors in their decision.

Participants perceived the risk of getting an STI as the most important reason to abstain from sexual intercourse (n=174-176).

Benchmark = 60%

How it might affect your plans for the future	83%
Possible emotional/social consequences	87%
Risk of getting an STI	95%
Risk of getting pregnant or getting someone pregnant	94%

Those *High School* scholars who selected *"no"* or *"not sure"* to the question of whether they would abstain in the next three months as a result of programming were given survey prompts about "sexual intercourse and your risk of pregnancy and sexually transmitted infections (STIs)."

The first prompt asked if programming influenced their likelihood of having sex in the next three months. Survey responses reporting positive program effects, or that programming made them less likely to have sex, did not reach the indicator benchmark.

Of the scholars who did not initially report perceptions of positive program effects on abstinence, fewer than 60% (n=160) reported programming made them *Somewhat Less Likely or Much Less Likely* to:

Benchmark = 60%

Have sexual intercourse in the next 3 months	55%

The other two prompts measured perceptions of program effects for the participants' likelihood of practicing sexual risk reduction activities -using condoms and/or other birth control methods. Neither of these prompts reached the benchmark.

Fewer than 60% of scholars for whom the prompts were applicable* reported they perceived programming making them *Much More Likely or Somewhat More Likely* to: (n=82-96).

Benchmark = 60%

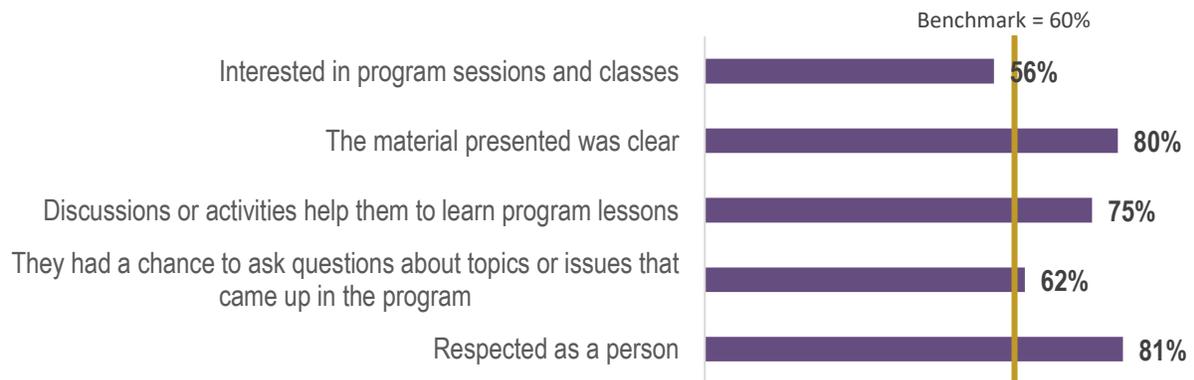|	
Use a condom in the next 3 months	48%
Use other birth control in the next 3 months	52%

*Scholars who selected "This question does not apply to me because I choose to not have sexual intercourse in the next 3 months" were excluded from this analysis; in the previous survey prompt they reported their abstinence plans were not attributable to programming.

PROGRAM EXPERIENCES

Overall, scholar responses indicate positive program experiences. *All Scholars* reported the frequency of positive program experiences at benchmark-levels for four of five survey prompts. Scholar responses reported *All* or *Most of the Time* they felt discussions helped them learn lessons, the material was clearly presented, they had a chance to ask questions, and more than 80% felt respected as a person. However, fewer than 60% of *All Scholars* felt interested in the sessions.

For four of five Program Experiences survey prompts, more than 60% of *All Scholars* (n=706-730) reported that *All of the Time* or *Most of the Time* during programming they felt:

Benchmark = 60%

Interested in program sessions and classes	56%
The material presented was clear	80%
Discussions or activities help them to learn program lessons	75%
They had a chance to ask questions about topics or issues that came up in the program	62%
Respected as a person	81%

While responses from the *Middle School* surveys reached the benchmark on all five Program Experiences prompts, *High School* surveys reported programming only reached the benchmark for three. Fewer than 60% of *High School Scholars* reported a high frequency of feeling interested in classes or that they had a chance to ask questions.
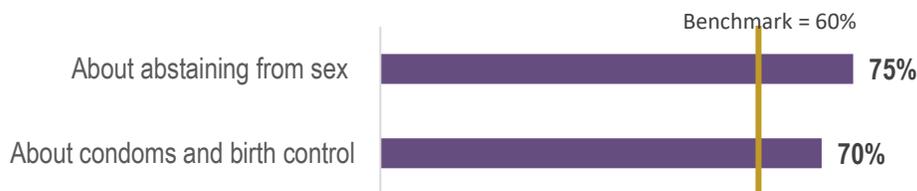
While Middle School Scholars reported program success on all of the Program Experiences prompts, High School surveys supported only three of five. Despite this, a larger percentage of High School Scholars reported feeling that the material was presented clearly, and they were respected as a person.

Program Experiences	% Scholars reporting *All* or *Most of the Time* during programming they felt:		
	All	MS	HS
Interested in program sessions and classes (n=730)	56%	(n=401) **64%**	(n=329) 46%
The material presented was clear (n=706)	**80%**	(n=382) **77%**	(n=324) **83%**
Discussions or activities help them to learn program lessons (n=714)	**75%**	(n=388)**78%**	(n=326)**71%**
They had a chance to ask questions about topics or issues that came up in the program (n=706)	**62%**	(n=385) **65%**	(n=321) 59%
Respected as a person (n=716)	**81%**	(n=399) **78%**	(n=317) **84%**

PROGRAM SATISFACTION

Scholars reported the program reached the benchmark for both of the Program Satisfaction prompts. Scholars were satisfied with the amount of information they received from programming about use of condoms and birth control, and about abstinence.

FLON exceeded the benchmark with 70% or more of *All Scholars* (n=647-659) reporting they were *Very or Somewhat Satisfied* with the amount of information they received during programming:

Benchmark = 60%

About abstaining from sex — **75%**

About condoms and birth control — **70%**

Program Satisfaction had a notable contrast between the two survey versions. *High School Scholars* reported programming outperformed the benchmark by more than 20 percentage point for both prompts. *Middle Schooler* satisfaction rates were lower, and didn't reach the benchmark for prompt about condoms/birth control. The wording on the survey did not capture if scholars who were not satisfied wanted programming to increase or decrease the amount of information about abstinence, and birth control/condoms.

High School Scholars reported more satisfaction with the amount of information they received about abstinence, condoms and birth control than did those completing the *Middle School Survey.*

Program Satisfaction	% Scholars reporting feeling *Very/Somewhat Satisfied* with the amount of information received:		
	All	MS	HS
About abstaining from sex (n=659)	**75%**	(n=352) **68%**	(n=307) **82%**
About condoms and birth control (n=647)	**70%**	(n=342) 58%	(n=305) **82%**

SUMMARY AND RECOMMENDATIONS

SUMMARY

FLON successfully implemented 90% of the proposed grant activities.

Programming reached the intended population of Texas scholars ages 10 to 21 from Dallas, Tarrant, and Kaufman counties. FLON exceeded its attendance reach and dosage goals in 2024-2025 by serving 2,045 scholars with an 86% completion rate, and providing information to 450 parents and caring adults.

Results support programming met seven of nine (78%) project performance indicators.

Indicator: At least 60% of participants will report programming made them *Much More* or *Somewhat More Likely* to make positive decisions related to Adolescent Development.

<u>Indicator Met</u> - More than 60% of *All Scholars* reported positive program effects for four of four Adolescent Development prompts.
- Caring about doing well in school
- Making decisions to not use drugs or alcohol
- Managing emotions in healthy ways
- Resisting or saying no to peer pressure

Indicator: At least 60% of participants will report programming made them *Much More* or *Somewhat More Likely* to develop Healthy Life Skills.

<u>Indicator Met</u> - More than 60% of *All Scholars* reported positive program effects for five of five Healthy Life Skills survey prompts.
- Caring about doing well in school
- Making decisions to not use drugs or alcohol
- Managing emotions in healthy ways
- Resisting or saying no to peer pressure
- Thinking about consequences before making a decision

Indicator: At least 60% of participants will report programming made them *Much More* or *Somewhat More Likely* to make decisions focusing on Educational and Career Success.

<u>Indicator Met</u> - More than 60% of *All Scholars* reported positive program effects for five of five Educational and Career Success survey prompts.
- Caring about doing well in school
- Getting a steady full-time job after school

15

- Getting more education/training after High School or GED
- Graduating High School or getting a GED
- Making plans to reach goals

Indicator: At least 60% of participants will report programming made them *Much More* or *Somewhat More Likely* to make decisions leading to Healthy Relationships (reduction of Dating Violence and Sexual Coercion).

Indicator Met - More than 60% of *All Scholars* reported positive program effects for four of four Healthy Relationships survey prompts.
- Better understanding what makes a relationship healthy
- Resisting or saying no to peer pressure
- Resisting or saying no to someone if they pressure you to participate in acts, such as kissing, touching private parts, or sex
- Talking to a trusted person/adult if someone makes you uncomfortable, hurts you, or pressures you to do things you don't want to do

Indicator: 60% of participants will report programming made them *Much More* or *Somewhat More Likely* to demonstrate Financial Literacy.

Indicator Met - More than 60% of *All Scholars* reported positive program effects for five of five Financial Literacy survey prompts.
- Feeling confident about how to open a bank account
- Feeling confident about how to prepare a budget
- Feeling confident about how to track your expenses
- Saving money to get things you want
- Understanding the cost associated with raising a child

Indicator: 60% of participants will report programming made them *Much More* or *Somewhat More Likely* to demonstrate Parent-Child Communication.

Indicator Not Met – Fewer than 60% of *All Scholars* reported positive program effects for two of two Parent-Child Communication survey prompts.
- Talking with a parent, guardian, or caregiver about sex
- Talking with a parent, guardian, or caregiver about things going on in their life

Indicator: At least 60% of participants will report positive programming effects on Sexual Behaviors and Intentions.

Indicator Not Met - Fewer than 60% of *High School* respondents reported positive program effects [during (at least) the next three months] on four of four Sexual Behaviors and Intentions survey prompts.
- Planning to abstain from sexual intercourse

16

- Decreasing the likelihood of having sexual intercourse
- Increasing the likelihood of using condoms if they were to have sex
- Increasing the likelihood of using other forms of birth control if they were to have sex

Indicator: At least 60% of participants will report feeling positive Program Experiences *All of the Time* **or** *Most of the Time***.**

Indicator Met - More than 60% of *All Scholars selected "All of the Time" or "Most of the Time"* on four of five Program Experiences prompts.
- The material presented was clear
- Discussions or activities helped them learn program lessons
- They had a chance to ask questions about topics or issues that came up in the program
- Respected as a person

Fewer than 60% of *All Scholars* reported frequently feeling one of five Program Experiences survey prompts.
- Interested in program sessions and classes

Indicator: At least 60% of participants will report they were *Very or Somewhat Satisfied* **with the amount of information they received from the program.**

Indicator Met – More than 60% of *All Scholars* reported satisfaction for two of two of the following Program Satisfaction survey prompts.
- The amount of information they received about abstaining from sex
- The amount of information they received about condoms and birth control

RECOMMENDATIONS
It is recommended that:

AY&FDS explore parent-child communications with participants to learn from scholars about the possible barriers there are to them talking with their parents/guardians about different aspects of their lives, friends, work, school, sex, etc. FLON can use this information to assist parents in bridging the communication barriers during CAN sessions or on the *When EAGLES Talk* podcasts.

COMPONENT AUDIT APPENDIX

Program Component	Page	Accomplished		
FLON C-PREP Grant A=Year 1 B=Year 2 C= Year 3				
Program Component	Page	Fully	Partially	Not
Target Population				
Scholars in grades 5-12	3	A		
Dallas, Kaufman, and Tarrant counties	3	A		
Tier 1: Evidenced- Based Curriculum Education and Elements of Effective Programs				
Teach *Choosing the Best Way* & *Pursuing MY Dreams – Let MY Journey Begin!* (grades 5-8)	25	A		
Teach *Choosing the Best Journey* and *Pursuing MY Dreams – I Can Do It!* (grades 9-12)	25	A		
Create or View My Future Vision Board*	28	A		
YouLEAD Virtual Reality Instruction at the community-based level	2			A
Administer PREP entry surveys	4	A		
Administer PREP exit surveys	4	A		
Tier 2: Parents and Other Caring Adults Education				
Provide information to caring adults/parents	30	A		
Collaborate with community partners to offer CAN	30	A		
Track attendance	30	A		
Tier 3: Social Media/Marketing & When EAGLES Talk Podcast				
Recruit and train scholar volunteers	30		A	
Record podcasts focusing on content supporting APS	30	A		
Distribute print material to schools/community centers/businesses	30	A		
Upload marketing material to Facebook	30	A		
FYSB and FLON Staff Training				
Provide training on curricula	40	A		
Provide bi-monthly training on areas such as positive youth development, recruitment and retention, risk behavior avoidance, youth engagement, trauma-informed care, and professional development	53	A		
Site visits to monitor program implementation fidelity	40	A		
ACF/ACYF/FYSB Webinar attendance	57	A		
Associate Director reports to Executive Director and manages/supervises program staff	72	A		

*Amended to example displayed in classrooms and creation of boards at the community-based level during the summer