FLON Title V
C-SRAE

2024-2025
Annual Report

Revised December 2025

FUTURE LEADERS OUTREACH NETWORK

Title V Competitive
Sexual Risk Avoidance Education Program
HHS-2024-ACF-ACYF-TS-0040

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EVALUATION SUMMARY

Future Leaders Outreach Network (FLON) completed the first year of Competitive Sexual Risk Avoidance Education (C-SRAE) grant programming. From September 29, 2024 – September 30, 2025, the organization accomplished 74% of its program subcomponents.

Target Population: Programming served scholars from elementary, middle, and high schools in Kansas City, KS Public Schools (KCKPS).

- With 651 scholars participating in programming, FLON fell short of its curriculum facilitation target.
- Of those scholars, 29% completed at least 75% of the intended age-appropriate curricula.

Results support seven of seven performance indicators.

Performance Indicator	Met	Not Met	Exit Survey Details
60% of participants will report programming made them *Much More* or *Somewhat More Likely* to make decisions to not use substances.	X		60%+ of participants reported positive program effects on **six of six** *SRAE* survey prompts and **two of two** *YLOD Elementary* survey prompts.
60% of participants will report programming made them *Much More* or *Somewhat More Likely* to make decisions to self-regulate.	X		Participants reported positive program effects at the 60% benchmark on **three of four** *SRAE* survey prompts and **four of four** *YLOD Elementary* survey prompts.
60% of participants will report programming made them *Much More* or *Somewhat More Likely* to make goal-directed decisions.	X		More than 70% of survey takers reported positive program effect for **two of two** *SRAE* survey prompts and **five of five** *YLOD Elementary* survey prompts.
60% of participants will report programming made them *Much More* or *Somewhat More Likely* to make decisions leading to healthy relationships.	X		80%+ of exit surveys reported positive program effects on **three of three** prompts. *SRAE* survey prompts and **three of three** *YLOD Elementary* survey prompts.
60% of participants will report programming made them *Much More Likely* or *Somewhat More Likely* to sequence employment, marriage, and children.	X		70%+ reported increased likelihood of adhering to success sequencing on **six of six** *SRAE* survey prompts and **one of one** *YLOD Elementary* survey prompt.
60% of participants will report as a result of programming they are planning to abstain from sexual intercourse.	X		64% of those taking the *High School SRAE Exit Survey* reported plans to abstain from sexual intercourse because of programming on **one of one** prompt.
60% of participants will report positive program experiences.	X		70%+ of youth reported positive program experiences on **five of five** prompts.

POPULATION ANALYSIS

651 Scholars Served

118 Lessons Given

383 SRAE Entry Surveys

134 SRAE Exit Surveys

FLON proposed to facilitate YLOD and YouLEAD programming to 1,290 participants from the Kansas City, Kansas Public Schools (KCKPS) in grades 5-10 with a 60% program completion rate. FLON delivered its curriculum to 651 KCKPS scholars in grades 5-12. One hundred ninety, or 29% of these scholars, completed at least 75% of planned curriculum. The average student attended three sessions with per-student attendance ranging from 1 to 6 sessions[1].

Demographic Data Sources

Data sources include program attendance records[1] (n=651) and scholar responses on *YLOD* and *SRAE* exit surveys[2] (n=194).

The participants received programming at two elementary schools, three middle schools, and as part of the Upward Bound program for high school scholars at Kansas City, KS Community College (KCKCC). A listing of these sites, their corresponding abbreviations, and total participants follows.

Elementary School Sites		
School Name	**Abbreviation**	**Scholars Served**
Eugene Ware	EWES	37
Quindaro	QES	64

Middle School Sites		
School Name	**Abbreviation**	**Scholars Served**
Central	CMS	26
Eisenhower	EMS	265
Gloria Willis	GWMS	217
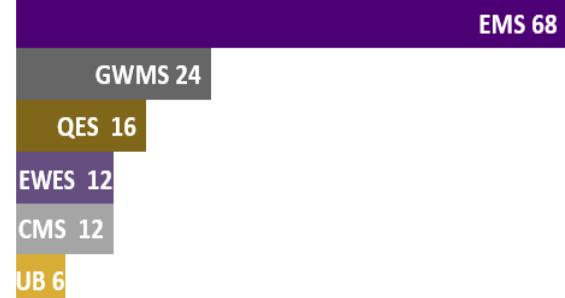
Community-Based Sites		
Site Name	**Abbreviation**	**Scholars Served**
Upward Bound	UB	42

FLON delivered 138 hours of programming; almost half of those were spent with scholars from Eisenhower Middle School.

EMS 68
GWMS 24
QES 16
EWES 12
CMS 12
UB 6

Multiple school cancellations due to inclement weather resulted in the number of planned program sessions being reduced for several cohorts. In addition, middle school A Day and B Day classes limited FLON from scheduling multiple schools during a programming cycle.

FLON C-SRAE POPULATION ANALYSIS Continued

The typical scholar in 2024-2025 Young Leaders of Distinction & YouLEAD Programs was **an 11-year-old, Black/African American female, who spoke English at home, lived with family/relatives**, and **attended 8th grade at Eisenhower Middle School (Kansas City, KS)**[1].

Almost 40% of scholars were 11 years old.[2]

- 10 Years Old — 9%
- 11 Years Old — 39%
- 12 Years Old — 30%
- 13 Years Old — 5%
- 14 Years Old — 5%
- 15 Years Old — 1%
- 16 Years Old — 6%
- 17 Years Old — 1%
- 18+ Years Old — 1%
- Unknown — 3%
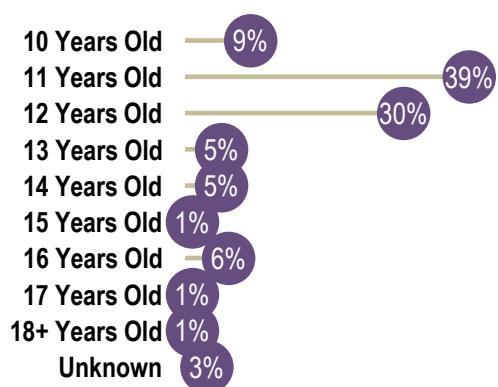
More than half of participants were female.[2]

- Unknown 1%
- Female 57%
- Male 42%
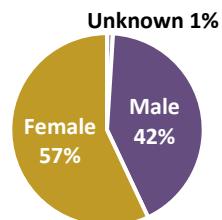
Most participants live with family.[2]

- Living with Family — 98.5%
- Unknown — 1.5%

More than half were non-Hispanic/Latino.[2]

- Unknown 3%
- Hispanic/Latino 44%
- Non-Hispanic/Latino 53%
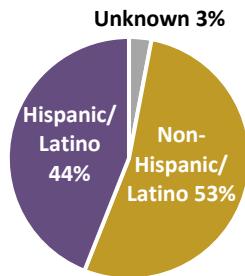
Nearly 1/3 of participants identify as Black or African American.[2]

- Black/African American — 32%
- Other — 23%
- Asian — 12%
- More than One Race — 11%
- Unknown — 9%
- White/Caucasian — 8%
- American Indian/Alaska Native — 4%
- Native Hawaiian/Other Pacific Islander — 1%
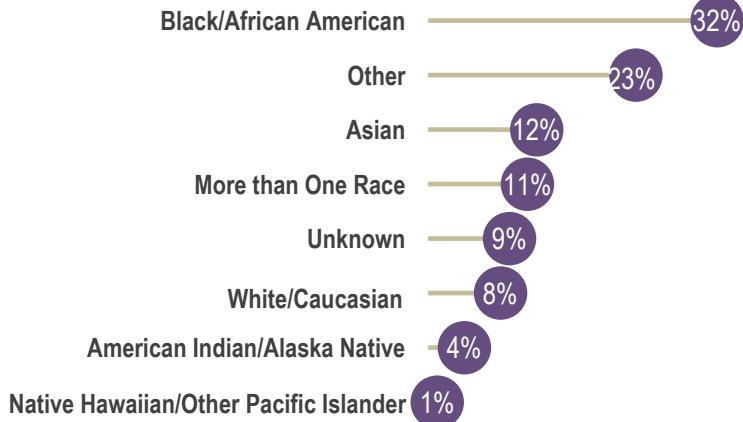
More than half of the scholars primarily speak English at home.[2]

- English — 53%
- More than one language — 29%
- Spanish — 10%
- Other — 7%
- Unknown — 1%
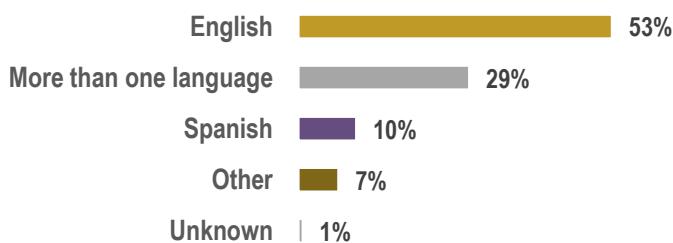
IMPLEMENTATION ANALYSIS

FLON staff and leadership demonstrated their flexibility and spirit of collaboration in executing C-SRAE programming during the program year. In addition to providing YLOD and YouLEAD curriculum, FLON proposed to offer parents and other caring adults in the community resources to help their scholars sequence success, make good decisions, avoid risk behaviors through parent informational sessions as part of the Caring Adults Network (CAN). Some items in the initial proposal were revised to meet the needs of KCKPS, to comply with federal policy changes, and to accommodate the logistical challenges created by multiple periods of inclement weather during the program year.

FLON met, or amended and met, 74% of its implementation subcomponents.

| Major Components	2024-2025 Subcomponents	Subcomponents Accomplished
Target Population	3	3
Curriculum Education	6	3
Parents/Caring Adults Education	3	3
Marketing/Social Media	2	2
FYSB and FLON Staff Training	5	3
Total	19	14

Challenges and Accomplishments

As previously noted, harsh weather conditions caused multiple school cancellations during this first program year. Because of these closures, school schedules were adjusted to ensure scholars received the required hours of instruction. FLON worked with KCKPS to provide programming, but the cancellations created additional schedule challenges.

- Some cohorts ended abruptly because of rescheduling conflicts, which created obstacles to administering entry and exit surveys and engaging with E-VR technology.
- While FLON had coordinated with partner schools to provide assemblies highlighting the benefits of risk avoidance behaviors, the district had to cancel these to create more in-class time. Instead of school assemblies, free event tickets were provided to 1,711 participants to attend the "Pursuing MY Dreams Pre-Summit Assembly Rally." Prior to the community-wide event, *Healthy Choices Equal Healthy Pathways* messaging was presented.
- FLON provided CAN parent information sessions despite weather-related cancellations at Eisenhower Middle and Central Middle School.
- Even though the 2025 Adolescent Pregnancy Prevention Conference was cancelled, leadership and staff participated in numerous professional development opportunities. Staff attended trainings on continuous quality improvement, data collection, and performance measures; stayed up-to-date on facilitation technology; and met regularly with the federal program officer.

Additional Grant Activities

- Staff collected attendance, reach, dosage, survey data, and measures of structure cost and support throughout the program year. During the summer portal, FLON submitted these C-SRAE performance measures.

- As part of its marketing, sustainability, and C-SRAE program recruitment efforts, FLON used social media. For example, in the months leading up to the Pursuing MY Dreams In MY Neighborhood Summit, FLON solicited support and volunteers, encouraged family participation, and announced the lineup of scheduled EduTainment Artists. See sidebar.

During Year 1, FLON staff attended 14 trainings.

Professional Development	6
Continuous Quality Improvement	2
Data Collection	2
FYSB Performance Measures	2
Classroom Management	1
Human Resources	1
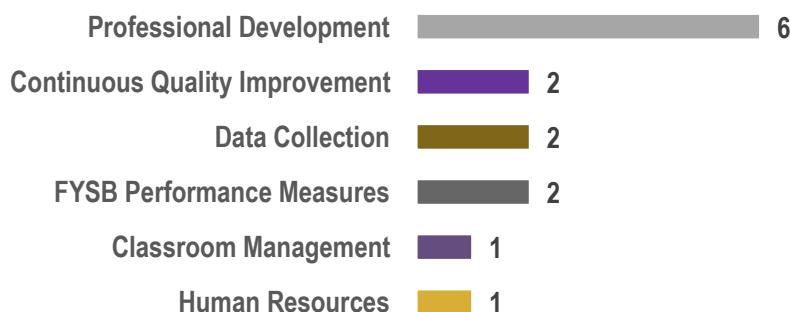
**Pursuing MY Dreams
in MY Neighborhood Summit**

**Community-wide
EduTainment Event
Hy-Vee Arena April 4, 2025**

Approximate Attendance:
**1,494 young people
775 parents/other caring adults**

FLON's Executive Director, Dr. Diana Clemons, and Camron Smith, teacher/comedian, known professionally as Big Cam I Am, presented excerpts from *Healthy Choices Equal Healthy Pathways*, *Pursuing MY Dreams*, and *Choosing the Best* curricula. Their message to attendees focused on the importance of avoiding risk behaviors.

Dr. Clemons encouraged parents and all adults to talk with young people about avoiding these risks and to support them as they plan for their futures.

Social Messaging*

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

Instagram
103 Followers
97 Posts
148 Following

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*Agency-wide social media analytics

OUTCOMES

FLON completed the programming year meeting seven of seven indicators. **Success was found for: Substance Use, Self-Regulation and Decision Making, Goal Setting, Healthy Relationships, Success Sequencing, Abstinence, and Positive Program Experiences.** Notable program success was found in Goal Setting, with 70% or more of participants reporting that programming made them *Much More* or *Somewhat More Likely* to plan for their futures on all seven survey prompts.

Applicable prompt responses from elementary school scholars given FLON's *YLOD Exit Survey* and from middle school or high school scholars collected through their respective versions of the OMB-approved *SRAE Participant Exit Survey* are presented. Additionally, *SRAE* prompts will be compared by age group.

Outcome success was measured through aggregated responses on participant exit surveys regarding topics covered during SRAE programming. Included are the percent of student responses meeting the benchmark (60% of scholars reporting program effectiveness) for individual survey prompts, and the number of survey prompts for which responses met the benchmark in each topic area.

SUBSTANCE USE

Overall, YLOD and YouLEAD programming met the Substance Use indicator. More than 60% of scholars reported positive program effects on each of the eight prompts.

SRAE Exit Surveys
YLOD and YouLEAD scholars completing *SRAE Exit Surveys* reported overall program effects for the Substance Use indicator with all six prompts reaching 60% or more scholars reporting programming made them more likely to avoid these risk behaviors.

For all six prompts, more than 70% of *SRAE Exit Surveys* reported programming made scholars *Much More Likely* or *Somewhat More Likely* to make decisions to NOT (n=102-129):

Benchmark = 60%

Prompt	Value
Drink alcohol	71%
Smoke cigarettes or cigar products	74%
Use other tobacco products	76%
Use electronic vapor products	71%
Use marijuana	75%
Use Rx not as prescribed	72%
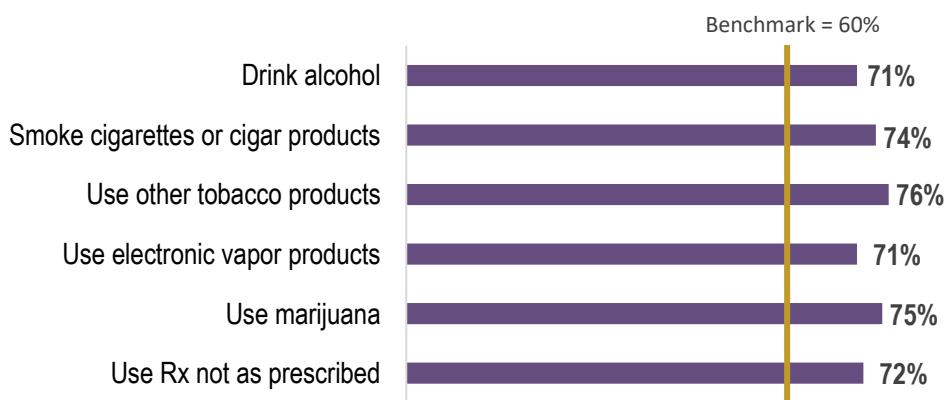
The most positive program effects were reported for increasing the likelihood scholars would decide NOT to use other tobacco products.

While combined *SRAE Exit Survey* responses reflected that programming met the benchmark for each of the Substance Use prompts, participants completing the *Middle School* version reported stronger program effects with all prompts exceeding the benchmark. In fact, the *High School* responses did not reach the benchmark for two prompts - avoiding marijuana use and refraining from prescription pain medicine.

In this first grant year, Substance Use programming had the greatest impact of reducing scholars' chances of using other tobacco products.

Substance	% Less Likely to Make Decision at Exit to NOT		
	All	Middle	High
Drink alcohol (n=128)	71%	(n=103) **74%**	(n=25) **60%**
Smoke cigarettes or cigar products (n=127)	74%	(n=101) **77%**	(n=26) **62%**
Use other tobacco products (n=129)	76%	(n=103) **80%**	(n=26) **62%**
Use electronic vapor products (n=125)	71%	(n=100) **74%**	(n=25) **60%**
Use marijuana (n=102)	75%	(n=77) **82%**	(n=25) 52%
Use prescription pain medicine differently from how prescribed to them (n=105)	72%	(n=79) **82%**	(n=26) 58%

YLOD Exit Surveys

Participants completing the *YLOD Exit Surveys* also reported successful effects of programming regarding Substance Use.

More than 80% respondents completing Elementary Surveys reported programming made them *Much More Likely* or *Somewhat More Likely* to (n=58-59).

Benchmark = 60%

Stay away from drugs, alcohol, and tobacco — 85%

Talk to a parent about not using drugs and alcohol — 83%
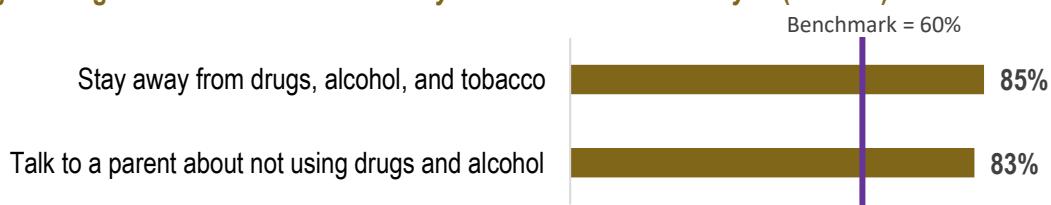
SELF-REGULATION & DECISION-MAKING

FLON met this indicator with of the seven of the eight survey prompts meeting the benchmark for positive program effects. Fewer than 60% of scholars taking the *SRAE Exit Surveys* reported programming increased the likelihood of them talking to their parents about sex.

SRAE Exit Surveys

Scholars reflected the highest percentage of positive program effects, with more than three-quarters of *SRAE Exit Survey* respondents reporting programming increased their likelihood of resisting peer pressure.

Three of four Self-Regulation prompts on the *SRAE Exit Survey reflected that* programming exceeded the benchmark. Scholars reported programming made them *Much More Likely* or *Somewhat More Likely* to make decisions to (n=126-128):

Benchmark = 60%

Action/Decision	Percentage
Resist/say no to peer pressure	78%
Manage emotions in healthy ways	73%
Think about the consequences before making a decision	70%
Talk about sex with a parent/guardian	54%
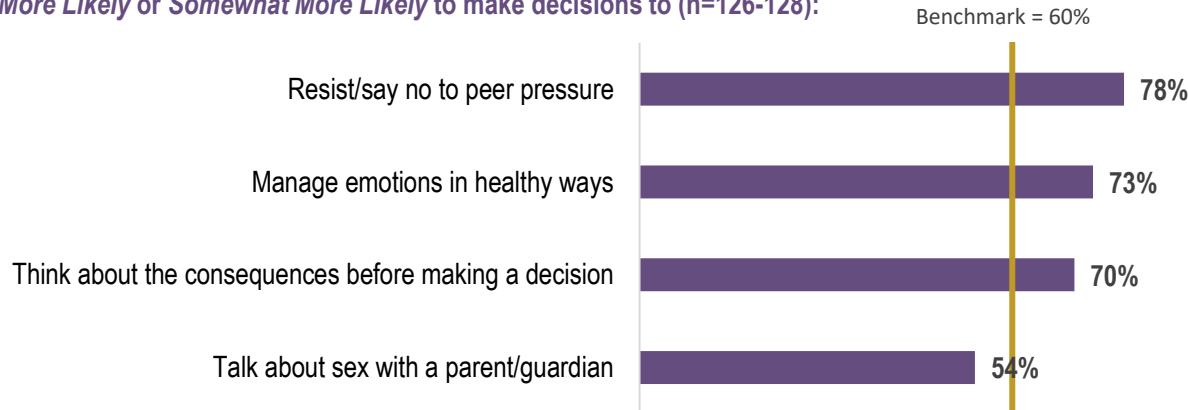
In looking at differences between age groups, the largest difference was for the prompt "talk with parent, guardian, or caregiver about sex." This prompt did not reach the benchmark on either version of the survey, but *Middle School* reported programming approached the benchmark on increasing scholars' likelihood to discuss sexual activity, with their surveys outscoring their *High School* counterparts by nearly 20 percentage points. Alternatively, *High School* scholars reported programming made them more likely to "think about the consequences before making a decision," at a rate of seven percentage points higher than did those taking the *Middle School Exit Survey*.

Middle School and *High School* scholars reported programming had increased their likelihood to resist peer pressure, with each age version of the *SRAE Exit Survey* reflecting FLON exceeded the benchmark by more than fifteen percentage points.

Action/Decision	% More Likely to		
	All	Middle	High
Resist or say no to peer pressure (n=126)	**78%**	(n=100) **78%**	(n=26) **77%**
Manage your emotions in healthy ways (for example, ways that are not hurtful to you or others) (n=128)	**73%**	(n=102) **74%**	(n=26) **73%**
Think about the consequences before making a decision (n=127)	**70%**	(n=102) **69%**	(n=25) **76%**
Talk with parent, guardian, or caregiver about sex (n=128).	54%	(n=102) **58%**	(n=26) 39%

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YLOD Exit Surveys

For each of the four *YLOD* survey prompts, elementary school scholars reported programming increased their likelihood of practicing self-regulation and making good decisions. Of note is that more than 90% of 5th graders receiving YLOD and YouLEAD programming reported positive program effects for saying "no" to themselves when faced with difficult choices.

Scholars in 5th grade reported programming exceeded the benchmark on the *YLOD Exit Survey* with respect to self-regulation; more than 70% reported programming made them *Much More Likely* or *Somewhat More Likely* to (n=56-59):

Benchmark = 60%

| Prompt	Percentage
Control my emotions	81%
Tell myself "NO" when there is something I want to do but know I shouldn't do it	93%
Stay focused on dream job by staying away from fighting and bullying	81%
Think sending or posting pictures of my body with no clothes on is a crime	73%
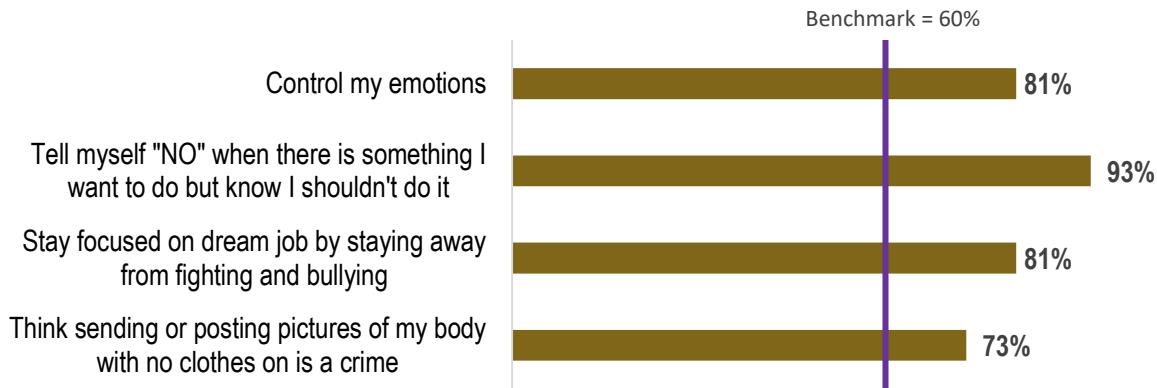
GOAL SETTING

Scholars reported FLON programming met the indicator for Goal Setting. All seven exit survey prompts out-performed the benchmark. YouLEAD programming from the *Pursuing My Dreams* curricula promotes the importance of setting and working toward increased the likelihood of helping increase setting future goals and working to achieve those goals.

SRAE Exit Surveys

SRAE Exit Surveys reported programming had a positive effect on Goal Setting. Both survey prompts exceeded the 60% benchmark this indicator.

More than 75% of particpants reported programming made them *Much More Likely* or *Somewhat More Likely* to make decisions to (n=126):

Benchmark = 60%

Prompt	Percentage
Make plans to reach your goals	79%
Care about doing well in school	80%

9
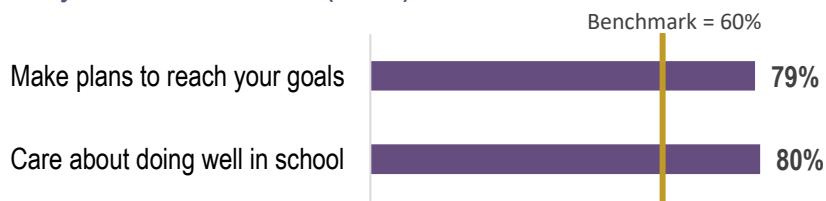
While more than three-fourths of scholars reported positive programming effects, the two groups split their higher ranking. For the prompt "make plans to reach your goals" more than 80% of *Middle School* surveys and 70% of *High School* surveys reported programming success. Conversely, more than 80% of *High School* surveys and 70% of *Middle School* surveys reported positive program effects for the prompt "care about doing well in school."

High School scholars reported higher program effects for attitudes about school performance; *Middle Schoolers* reported higher program effects for making plans to reach their goals.

Action/Decision	% More Likely to		
	All	Middle	High
Make plans to reach your goals (n=126)	**79%**	(n=100) **81%**	(n=26) **73%**
Care about doing well in school (n=126)	**80%**	(n=101) **79%**	(n=25) **84%**

YLOD Exit Surveys

Fifth grade scholars positive program effects in the area of Goal Setting. The project met or exceeded the benchmark on all relevant survey prompts. Of note is that 90% of scholars reported programming made them *Much More Likely* or *Somewhat More Likely* to "use hard work and commitment to my future job to be successful".

More than 70% of 5th graders (n=58-60) reported positive effects for Goal Setting, making them *Much More Likely* or *Somewhat More Likely* to make decisions to:

Benchmark = 60%

|	
Use hard work & commitment to my future job to be successsful	90%
Attend Career Tech School to pursue future job/career	63%
Attend college to pursue future career or job	77%
Think about career/job to pursue	85%
Talking to parent/adult about future	81%
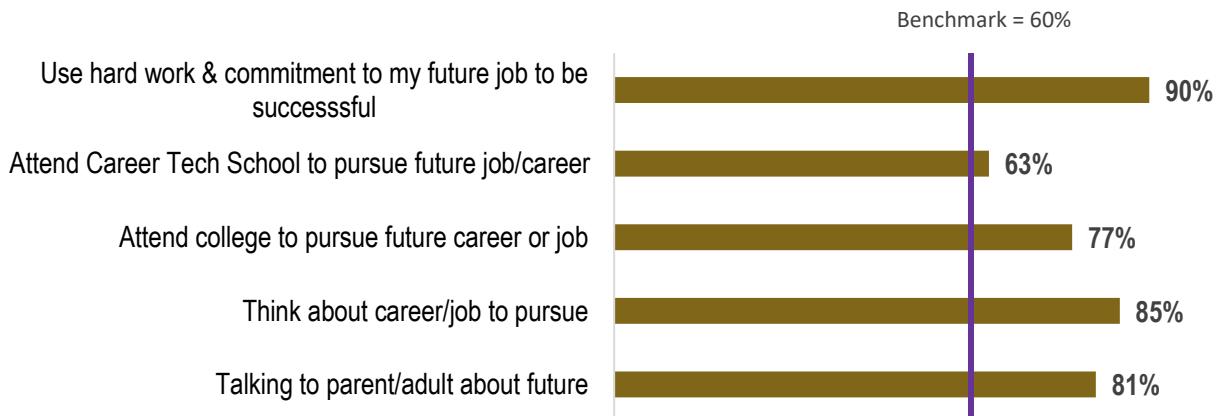
HEALTHY RELATIONSHIPS, DATING VIOLENCE, SEXUAL COERCION

Scholars reported programming met this indicator. More than 80% of surveys reflected YLOD and YouLEAD increased the likelihood scholars will engage in Healthy Relationships and be able to resist/avoid or receive support with respect to Dating Violence and Sexual Coercion.

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SRAE Exit Surveys

Student surveys reflected positive program effects for all three Healthy Relationships indicator prompts with responses well above the 60% benchmark. The *SRAE Exit Survey* explicitly asks youth if the SRAE programming they received made them more or less likely to "better understand what makes a relationship healthy," to which more than eight in 10 respondents reported program effectiveness.

All Scholars **reported program effects for three of three** *SRAE Exit Survey* **Healthy Relationship prompts. More than 80% of scholars responded programming made them** *Much More or Somewhat More Likely* **to (n=128-129)**:
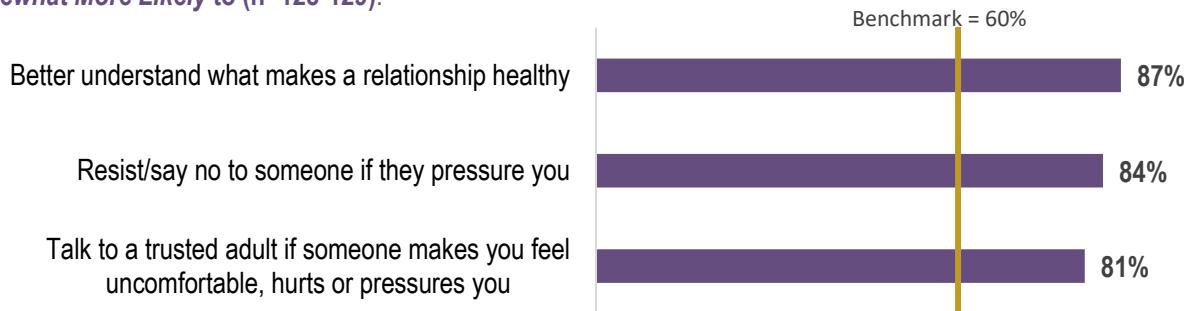
High School SRAE Exit Surveys reflected that programming met the Healthy Relationship indicator, but more than 80% of surveys from *Middle School Scholars* reported positive program effects for all three prompts. Although the prompt with the lowest percentage outperformed the benchmark, *High School* survey responses were nearly 20 percentage points lower than *Middle School* for the prompt about programming increasing their decision to seek adult support for sexual coercion.

A smaller percentage of *High School Scholars* **reported positive program effects than** *Middle School Scholars***, but FLON met the benchmark for program success on all three survey prompts.**

Action/Decision	% More Likely to		
	All	Middle	High
Better understand what makes a relationship healthy (n=129)	87%	(n=103) **89%**	(n=26) **77%**
Resist/say no to someone if they pressure you to participate in sexual acts, such as kissing, touching private parts, or sexual intercourse (n=128)	84%	(n=102 **85%**	(n=26) **77%**
Talk to a trusted person/adult (for example, a family member, teacher, counselor, coach, etc.) if someone makes you uncomfortable, hurts you, or pressures you to do things you don't want to do (n=128)	81%	(n=102) **84%**	(n=26) **65%**

YLOD Exit Surveys

Elementary school scholars reported programming exceeded the benchmark on the three YLOD Healthy Relationship survey prompts. Notably, more than 90% of 5th graders reported programming increasing the likelihood of them resisting coercion in relationships.

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More than 80% of 5th graders reported positive program effects for Healthy Relationships.

Benchmark = 60%

|	
Tell people "NO" if they want me to do something that I know is not good for me	91%
Have a good attitude about myself	83%
Think it is OK for a classmate or stranger to yell at me or to push me (Less Likely)	83%
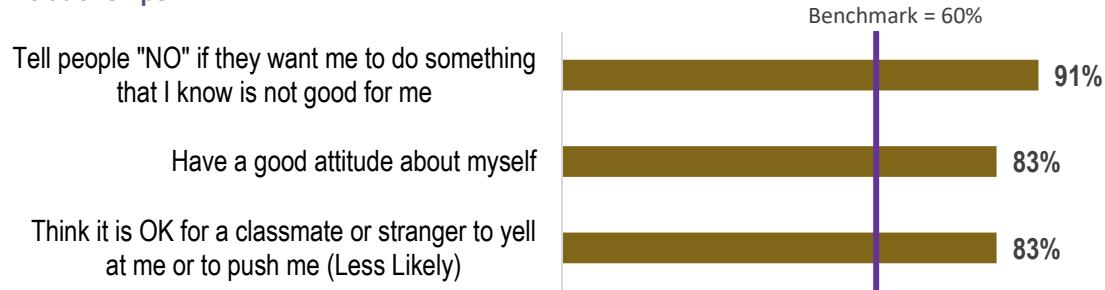
SUCCESS SEQUENCE FOR POVERTY PREVENTION

In this first year of C-SRAE programming, FLON met the indicator for Success Sequencing. Participant surveys reported programming met the performance benchmark on seven of seven survey prompts.

SRAE Exit Surveys

More than 70% of *SRAE Exit Surveys* reported positive program effects for each of the six Success Sequence prompts.

On all six *SRAE Survey* Success Sequence prompts more than 70% reported programmming made them *Much More Likely* or *Somewhat More Likely* to (n=127-129):

Benchmark = 60%

Delay having sexual intercourse until you graduate high school or receive your GED	74%
Delay having sexual intercourse until you graduate college or complete another education/training program	71%
Delay having sexual intercourse until you are married	70%
Be married before you have a child	77%
Have a steady full-time job before you get married	86%
Have a steady full-time job before you have a child	89%

Middle School Scholars reported program success at higher percentages than *High School Scholars* on all six Success Sequence prompts. There were two prompts for which *High School SRAE Survey* responses were 13 percentage points lower than those from *Middle School Surveys*. The first prompt concerning sequencing college graduation before sexual intercourse reached the benchmark on both surveys, but the prompt about delaying sexual intercourse until marriage was reported by fewer than 60% of *High Schoolers*.

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Middle School Scholars reported positive program effects on all six prompts, while High School *Scholars* reported five of the six Success Sequence prompts with both groups reporting the highest results for sequencing steady employment before having a child.

Success Sequence	% More Likely to Plan to		
	All	Middle	High
Delay having sexual intercourse until you graduate high school or receive your GED (n=128)	**74%**	(n=101) **76%**	(n=27) **67%**
Delay having sexual intercourse until you graduate college or complete another education or training program (n=129)	**71%**	(n=102) **73%**	(n=27) **67%**
Delay having sexual intercourse until you are married (n=128)	**70%**	(n=101) **72%**	(n=27) 59%
Be married before you have a child (n=128)	**77%**	(n=101) **80%**	(n=27) **67%**
Have a steady full-time job before you get married (n=127)	**86%**	(n=101) **87%**	(n=26) **81%**
Have a steady full-time job before you have a child (n=127)	**89%**	(n=100) **91%**	(n=27) **82%**

YLOD Exit Surveys

FLON's *YLOD Exit Survey,* which was administered to 5th grade scholars, includes a prompt addressing SRAE Topic C, for which scholars reported programming exceeded the benchmark.

More than 75% of particpants reported programming made them *Much More Likely* or *Somewhat More Likely* to "focus on your dream job/career by staying away from" *(n=59):*

Benchmark = 60%

Being a teenage parent **76%**

SEXUAL BEHAVIORS AND ABSTINENCE REASONS

The *High School or Older SRAE Exit Survey* asked, "As a result of being in the program, are you planning to abstain from sexual intercourse (choose to not have sexual intercourse)?" to gauge participants' perceptions of program effects on their sexual behavior.

High School SRAE Survey

FLON met this indicator with survey responses on the abstinence prompt meeting the benchmark.

More than 60% of *SRAE High School Exit Surveys* reported programming influenced their abstinence plans (n=25):

Benchmark = 60%

Yes, planning to abstain **64%**

No, not planning to abstain **20%**

Not sure **16%**

13
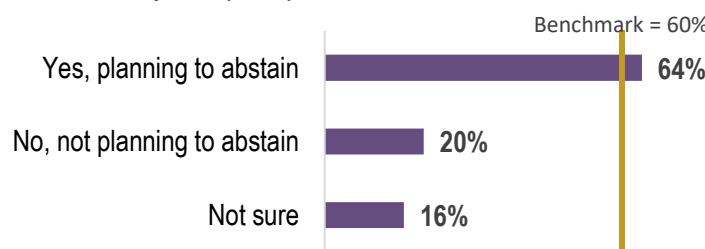
The scholars who indicated programming influenced their abstinence plans (n=16) were asked to answer an additional set of survey prompts rating the importance of four factors that may have influenced their decision. The possible emotional consequences was the only prompt that didn't receive a 100% importance rating.

Of the *High School Scholars* planning to abstain as a result of SRAE programming (n=15-16), more than 90% of respondents rated each of the following reasons as *Somewhat Important* or *Very Important*:

Benchmark = 60%

| Reason	Percentage
How it might affect your plans for the future	100%
Possible emotional/social consequences (sadness or regret, disappointing family, negative peer reactions)	93%
Risk of getting an STI	100%
Risk of getting pregnant or getting someone pregnant	100%
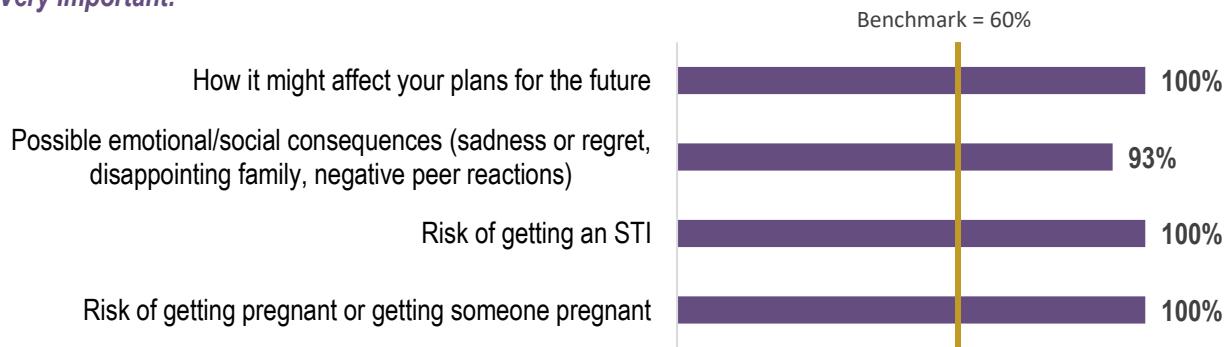
PROGRAM EXPERIENCES

The exit surveys for scholars in elementary, middle, and high school have the same scaled frequency questions about program experiences, of which the aggregate will be referred to as *All Scholars*.

All Scholars

FLON met the Program Experiences indicator with scholars reporting positive program perceptions that exceeded the benchmark on five of five prompts. More than 90% of *All Scholars* reported positive program perceptions for the prompt asking how often they felt "respected as a person." Nearly 75% of all respondents reported they had a chance to ask questions about topics or issues *all* or *most of the time*, even though it was the program experience prompt with the lowest frequency.

On all five experience prompts, more than 70% of *All Scholars* (n=153-184) selected feeling the following items *All of the Time* or *Most of the Time* during programming:

Benchmark = 60%

Prompt	Percentage
Interested in program sessions and classes	80%
The material presented was clear	84%
Discussions or activities help you to learn program lessons	89%
They had a chance to ask questions about topics or issues that came up in the program	74%
Respected as a person	92%

14
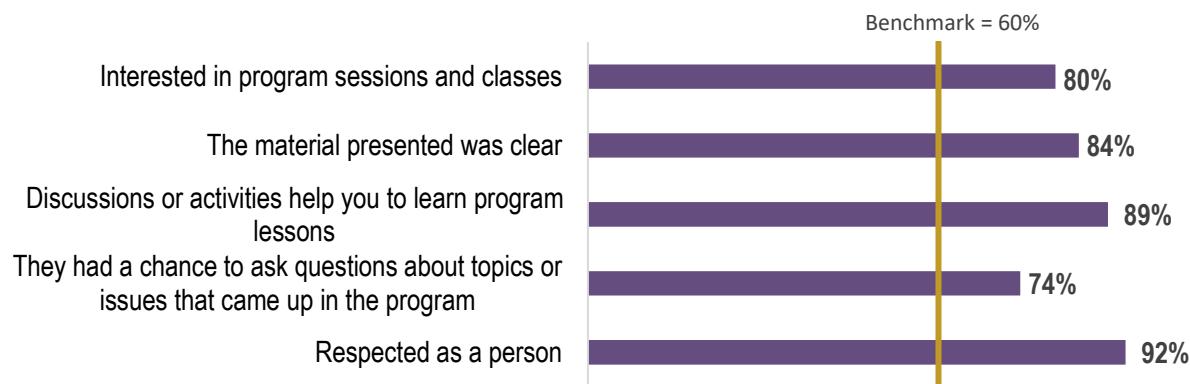
With respect to program experiences, there was a great deal of variation between the age groups and among the prompts. For example, for the prompt asking how often discussions and activities helped scholars learn lessons, the results ranged more than 20 percentage points, with at least 10 points separating each age grouping. Even with this variation, programming exceeded the benchmark for all prompts by more than 10 percentage points.

High School Scholars reported feeling interested in sessions the most frequently; scholars in Elementary and Middle School reported the highest prevalence of feeling respected as a person.

Program Experiences	% scholars reporting *All* or *Most of the Time* during programming they felt:			
	All	Elementary	Middle	High
Interested in program sessions and classes (n=184)	**80%**	(n=56) **84%**	(n=102) **76%**	(n=26) **89%**
The material presented was clear (n=183)	**84%**	(n=56) **79%**	(n=102 **86%**	(n=25) **88%**
Discussions or activities help them to learn program lessons (n=182)	**89%**	(n=56) **89%**	(n=100) **91%**	(n=26) **81%**
They had a chance to ask questions about topics or issues that came up in the program (n=183)	**74%**	(n=57) **70%**	(n=100) **76%**	(n=26) **77%**
Respected as a person (n=153)	**92%**	(n=40) **93%**	(n=88) **94%**	(n=25) **84%**

SUMMARY AND RECOMMENDATIONS

SUMMARY

In the first year, FLON successfully implemented 74% of its proposed grant subcomponents.

2024-2025 C-SRAE programming reached elementary, middle, and high school scholars in Kansas City, KS. FLON served 651 scholars, with a 29% completion rate, which fell short of the target of 1,290 scholars with a 60% completion rate.

Results support seven of seven (100%) project performance indicators.
- Indicator: 60% of participants will report programming made them *Much More* or *Somewhat More Likely* to make decisions to not use substances.
    - o Indicator **Met**: Scholars reported programming met the benchmark for 8 of 8 survey prompts.
        - ▪ *SRAE Exit Surveys* – 71%-76% on 6 prompts
        - ▪ *YLOD Exit Surveys* – 83%-85% on 2 prompts
- Indicator: 60% of participants will report programming made them *Much More* or *Somewhat More Likely* to make decisions to self-regulate.

- o Indicator **Met**: Scholars reported positive program effects on making decisions to self-regulate reaching the benchmark on 7 of 8 survey prompts.
    - *SRAE Exit Surveys – 54%-78% on 4 prompts*
    - *YLOD Exit Surveys – 73%-93% on 4 prompts*
- Indicator: 60% of participants will report programming made them *Much More* or *Somewhat More Likely* to make goal-directed decisions.
  - o Indicator **Met**: 70%+ of participants reported positive program effect on making goal-directed decisions for 7 of 7 survey prompts.
    - *SRAE Exit Surveys – 79-80% on 2 prompts*
    - *YLOD Exit Surveys – 63%-90% on 5 prompts*
- Indicator: 60% of participants will report programming made them *Much More* or *Somewhat More Likely* to make decisions leading to healthy relationships.
  - o Indicator **Met**: 70%+ of participants reported positive program effects on decisions leading to healthy relationships on 6 of 6 survey prompts.
    - *SRAE Exit Surveys – 81%-87% on 3 prompts*
    - *YLOD Exit Surveys – 83%-91% on 3 prompts*
- Indicator: 60% of participants will report programming made them *Much More* or *Somewhat More Likely* to sequence employment, marriage, and children.
  - o Indicator **Met**: 70%+ of scholars reported positive program effects on 7 of 7 success sequence prompts.
    - *SRAE Exit Surveys – 70%-89% on 6 prompts*
    - *YLOD Exit Surveys – 76% on 1 prompt*
- Indicator: 60% of participants will report abstinence plans as a result of programming.
  - o Indicator **Met**: 60%+ of scholars reported positive program effects on sexual behaviors.
    - *High School SRAE Exit Surveys – 64% on 1 prompt*
- Indicator: 60% of participants will report positive programming experiences.
  - o Indicator **Met**: 70%+ of scholars reported positive program effects on five of five program experience prompts.
    - *Overall Exit Survey Results - 70%-94% on 5 prompts*

RECOMMENDATIONS

It is recommended that:

1. FLON leadership share this report with KCKPS leadership to determine if program indicator measures align with district objectives as part of its continuous quality improvement efforts.

2. Program leadership meet with the evaluation team to establish a system for transmitting implementation data on a recurring basis. This would allow for more timely pivots for processes that need to be reviewed.

COMPONENT AUDIT APPENDIX

Program Component	Page	Accomplished		
FLON C-SRAE Young Leaders of Distinction and YouLEAD Programs **A=Year 1, B=Year 2**				
		Fully	Partially	Not
Target Population				
Curricula to grades 5-10	2	A		
Pursuing MY Dreams Pre-Summit Assembly Rally* to grades 6-12	2	A		
Scholars and families in Wyandotte County, Kansas City, KS	2	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)	4	A		
Teach *Choosing the Best Journey* and *Pursuing MY Dreams – I Can Do It!* (grades 9-10)	4	A		
Scholars will create My Future Vision Board	4		A	
Incorporate YouLEAD Virtual Reality Instruction for Career Exploration & Job Readiness	21		A	
Administer SRAE Middle and High School entry surveys	16	A		
Administer SRAE Middle and High School exit surveys	16		A	
Tier 2: Parents and other Caring Adults Education				
Caring Adult Network (CAN) sessions	22	A		
Collaborate with community partners	22	A		
Provide tools to recognize and address risk and protective factors	34	A		
Tier 3: Marketing/Social Media				
Post program activities, testimonials, feedback, and other events on social media	43	A		
Use social media to solicit project volunteers as part of sustainability efforts	46	A		
FYSB and FLON Staff Training				
Site visits to monitor program implementation fidelity	31	A		
Provide training on Choosing the Best and Pursuing MY Dreams curricula, along with Personal Foundation in Finance/Financial Literacy and the Caring Adults Network (CAN) curricula	38		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	38		A	
Attend ACF/ACYF/FYSB webinars	39	A		
Associate Director reports to Executive Director and manages/supervises program staff	56	A		

*revised from WyCo Partners School Assembly Summit: Healthy Choices Equal Healthy Pathways