Rural African American Families Health Project

Technical Report of the Intervention

Respectfully Submitted on September 3, 2009 by

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This Technical Report of the intervention component of the Rural African American Families Health Project (RAAFHP) is intended to serve as a comprehensive document that provides a summary of the now completed intervention as well as a description of the major components of planning and implementing an intervention. The report is divided into seven sections with each section containing appendices of corresponding materials. It is our desire that this document will provide information concerning the RAAFHP Interventions, but also serve as a guide and resource for planning future intervention programs.

Throughout this Technical Report we use several terms, abbreviations and acronyms interchangeably whereas other terms are used to refer to various groupings of colleagues in the Center. These terms and a brief description of each are below.

The Center for Family Research is also referred to as the Center and CFR.

CFR Staff refers broadly to the CFR-based staff (full time and graduate students) whose contributions to the development and implementation of the RAAFH Project was specific and/or limited (e.g., individuals who assisted with focus groups, other CFR units – business administration, IT unit).

Intervention Coordinator is also referred to as IV Coordinator.

Intervention team/IV Team and Intervention Staff/IV staff are used interchangeably and refer to the CFR-based individuals who worked specifically on the intervention – Assistant Director, Intervention Coordinator, Intervention Assistant, and graduate students assigned to the Intervention Unit.

Intervention Unit is also referred to as IV Unit.

RAAFH Project Team refers broadly to all of the individuals who played a role in developing the protocols and procedures as well as implementing the project – Principal investigators, research scientists, CFR directors and the staff of the Recruitment, Data Collection and Intervention Units.

RAAFHP Staff refers specifically to the staff (full-time and graduate students) of the Recruitment, Data Collection and Intervention Units.
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Introduction

The Rural African American Families Health (RAAFH) Project is a federally funded randomized prevention trial of a multi-component, family centered prevention program. The design of the study includes the test program, the Strong African American Families Teen Program (SAAF-T) and the attention control program, FUEL for Families (FUEL). Both intervention programs address important health related issues confronting rural African American communities. SAAF-T addresses youth risk behaviors such as drug use and unprotected sexual activity and FUEL addresses the epidemic of obesity and the chronic diseases that result from obesity. Both programs target strengthening families and individual competencies as a means to empower youth and parents with the skills they need to either avoid risky adolescent behavior or to prevent obesity.

This introductory section includes information concerning the target audience of the interventions, an overview of the RAAFH Project, an overview of each intervention program, the project timelines, and timeline considerations for the intervention component.

RAAFH Participants

The RAAFHP project includes six rural counties in the southeastern part of Georgia – Burke, Emanuel, Jefferson, Laurens, McDuffie, and Screven. These counties were chosen because of the high percentage of African American 10th graders in the public high schools.

To be included in the RAAFH Project, the target adolescent had to:

- Self-identify as African American
- Be enrolled in 10th grade in a public high school in one of six pre-selected counties
- Live with and be under the care of the identified primary caregiver

All participants (caregiver and teen) had to be able to:

- Engage in group activities
- Understand and comprehend material
- Converse with family members calmly
- Participate in group without causing severe disruption
- Comprehend pretest survey questions
- Engage meaningfully with pretest survey questions (provide valid data)

Participants could not be in the project if s/he:

- Did not speak English
- Had some diagnosed Psychoses
- Had severe ADHD
- Had developmental delays
- Had an Autism spectrum disorder
- Had a physical disability (such as blindness, deafness), where accommodations were not available
- Had previously suffered from a stroke
- Expressed intent to move to a community where trial was not occurring before the intervention could be completed
- Showed an unwillingness to attempt to attend all intervention sessions at pretest
Overview of RAAFHP

The following diagram illustrates the progression of the RAAFH Project from recruitment through follow-up data collection. The main components of the project include recruitment (steps 1-3), data collection (steps 4-5, 8, 9) and intervention (steps 6-7). Although not depicted, retention is also an important component for steps 7-9. The intervention components of the process are highlighted and as illustrated are dependent upon successful recruitment and data collection.

Project Progression

1 - Recruitment letters mailed to families of 10th graders

2 - Community Liaison: Recruitment & eligibility screen → Ineligible

3 - Eligible & Agreed

4 - Data collection visits scheduled and completed

5 - Families Randomly Assigned to SAAF-T or FUEL

6 - Facilitators complete Home Engagement Visits

7 - FUEL Intervention 5 weeks  SAAF-T Intervention 5 weeks

8 - Post-Test Data Collection

9 - Follow-Up Data Collection
Overview of Interventions

<table>
<thead>
<tr>
<th>Strong African American Families-Teen</th>
<th>FUEL for Families</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SIMILARITIES</strong></td>
<td></td>
</tr>
<tr>
<td>• Educational programs to enhance the health of rural African American teens and families</td>
<td></td>
</tr>
<tr>
<td>• Address critical health needs of African Americans</td>
<td></td>
</tr>
<tr>
<td>• Fun and interactive</td>
<td></td>
</tr>
<tr>
<td>• A teen and his or her primary caregivers participate</td>
<td></td>
</tr>
<tr>
<td>• Meet one time per week for about 2 ½ hours</td>
<td></td>
</tr>
<tr>
<td>• Meet for 5 weeks</td>
<td></td>
</tr>
<tr>
<td>• A meal is served before sessions begin</td>
<td></td>
</tr>
<tr>
<td>• During the first hour teens and parents meet separately</td>
<td></td>
</tr>
<tr>
<td>• During the second hour teens and parents meet together to practice the skills they learned in their separate sessions</td>
<td></td>
</tr>
<tr>
<td>• Transportation and childcare assistance are available if needed</td>
<td></td>
</tr>
</tbody>
</table>

**Facilitators**

SAAF-T and FUEL are led by a team of African American facilitators with extensive experience in delivering educational or prevention programs. These facilitators receive training from the Center for Family Research on the SAAF-T or FUEL curriculum. The Center for Family Research then provides them with support and guidance to ensure the best possible experience for all participants in the intervention.

**A Structured Program**

SAAF-T and FUEL are highly structured programs. There is a schedule of engaging activities, discussion, viewing of videotaped materials, and games, all carefully designed to meet the goals of each session. Facilitators carefully follow the curriculum and its schedule. These scheduled activities also provide time for discussion and reflection and the creation of a collaborative and supportive atmosphere among participants.

**DIFFERENCES**

SAAF-T focuses on:

- Parenting skills
- Helping teens think about their future
- Avoiding alcohol and drug use
- Helping teens be sexually abstinent
- Helping teens avoid risky sexual behavior

FUEL focuses on:

- Families becoming physically healthy
- The influence of the media on how we eat and how we view our bodies
- How to eat healthy
- The importance of exercise
- How families and communities can support health
Description of SAAF-T
SAAF-T is a family-centered preventive intervention designed to deter youth from engaging in high risk behavior and to strengthen family relationships.

Program Goals
The SAAF-T Program includes specific activities designed to:
• Help parents/caregivers learn nurturing and disciplinary skills that support their teen’s positive behavior and development into successful adults.
• Help parents/caregivers learn skills to prevent their youth from dropping out of high school and engaging in risky behaviors such as early or unprotected sexual intercourse and using drugs.
• Help youth understand the importance of school and begin planning for their lives as adults.
• Teach youth skills for dealing with peer pressure and avoiding risky sexual behavior and drug use.
• Build Black pride in parents and youth.
• Strengthen family communication and support.

Description of FUEL for Families
FUEL is a family-centered health promotion program designed to promote healthy behaviors among adolescents by encouraging good nutrition, exercise, and informed consumer behavior.

Program Goals
The FUEL Program addresses several components of the childhood obesity epidemic by encouraging teens and their parents to talk, think, and act on different issues, including:
• understanding media influence and being an informed consumer
• making healthy food choices
• engaging in physical activity
• taking action and encouraging community involvement
• encouraging families to be healthy together

Project Timeline
The project was designed to occur in two cohorts between fall of 2007 and fall of 2010. Each cohort is further divided into rounds (2 in cohort 1 and 3 in cohort 2). The research project timeline is based in part on the funding cycle. Once funding was secured, the RAAFH Project team established the initial timeline. The timeline included a timeframe for community engagement and recruitment as well as the various data collection points and the intervention. The chart on the next page lists the project activities and corresponding (or anticipated) start and end dates. After this general timeline, special considerations regarding the intervention timeframes are included.
## RAAFH Project Timeline

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>START</th>
<th>END</th>
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<tbody>
<tr>
<td>R1 Recruitment (Jefferson, McDuffie)</td>
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<td>1/17/2008</td>
</tr>
<tr>
<td>R1 Pre-Test Training (Jefferson, McDuffie)</td>
<td>10/26/2007</td>
<td>10/27/2007</td>
</tr>
<tr>
<td>R1 Pre-Test (Jefferson, McDuffie)</td>
<td>11/1/2007</td>
<td>1/25/2008</td>
</tr>
<tr>
<td>R1 Home Engagement</td>
<td>12/14/2007</td>
<td>1/19/2008</td>
</tr>
<tr>
<td>R1 Intervention</td>
<td>1/22/2008</td>
<td>2/25/2008</td>
</tr>
<tr>
<td>R1 Post-Test</td>
<td>4/21/2008</td>
<td>6/9/2008</td>
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<tr>
<td>R1 Long Term F/U</td>
<td>4/7/2009</td>
<td>5/2/2009</td>
</tr>
<tr>
<td>R2 Recruitment (Emanuel, Burke)</td>
<td>12/3/2007</td>
<td>2/25/2008</td>
</tr>
<tr>
<td>R2 Pre-Test Training (Emanuel, Burke)</td>
<td>12/15/2007</td>
<td>12/15/2007</td>
</tr>
<tr>
<td>R2 Pre-Test (Emanuel, Burke)</td>
<td>1/7/2007</td>
<td>3/16/2008</td>
</tr>
<tr>
<td>R2 Home Engagement</td>
<td>3/1/2008</td>
<td>3/22/2008</td>
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<tr>
<td>R2 Post-Test</td>
<td>6/9/2008</td>
<td>8/2/2008</td>
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<tr>
<td>R1 Recruitment (McDuffie/Jefferson)</td>
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<td>10/8/2008</td>
</tr>
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<td>R1 Pre-Test Training</td>
<td>7/12/2008</td>
<td>7/12/2008</td>
</tr>
<tr>
<td>R1 Pre-Test</td>
<td>8/11/2008</td>
<td>10/3/2008</td>
</tr>
<tr>
<td>R1 Home Engagement</td>
<td>9/5/2008</td>
<td>10/11/2008</td>
</tr>
<tr>
<td>R1 Intervention</td>
<td>10/13/2008</td>
<td>11/15/2008</td>
</tr>
<tr>
<td>R1 Post-Test</td>
<td>3/23/2009</td>
<td>5/2/2009</td>
</tr>
<tr>
<td>R1 Long Term F/U</td>
<td>3/23/2010</td>
<td>5/2/2010</td>
</tr>
<tr>
<td>R2 Recruitment (Burke/Screven)</td>
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<td>1/14/2009</td>
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<tr>
<td>R2 Pre-Test Training</td>
<td>10/3/2008</td>
<td>10/4/2008</td>
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<tr>
<td>R2 Pre-Test</td>
<td>10/6/2008</td>
<td>12/13/2008</td>
</tr>
<tr>
<td>R2 Intervention</td>
<td>1/24/2009</td>
<td>2/28/2009</td>
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<td>R3 Recruitment (Emanuel/Laurens)</td>
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<td>3/25/2009</td>
</tr>
<tr>
<td>R3 Pre-Test Training</td>
<td>1/9/2009</td>
<td>1/10/2009</td>
</tr>
<tr>
<td>R3 Pre-Test</td>
<td>1/12/2009</td>
<td>3/15/2009</td>
</tr>
<tr>
<td>R3 Post-Test</td>
<td>6/15/2009</td>
<td>7/19/2009</td>
</tr>
<tr>
<td>R3 Long Term F/U</td>
<td>6/15/2010</td>
<td>7/19/2010</td>
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</table>
Timeline Considerations for the Intervention Component

Working within the larger project framework, the intervention team scheduled the specific dates of the intervention with the following considerations in mind:

1. **Home Engagement Considerations.** The Home Engagement (HE) period typically occurs a month prior to the start of the intervention.
   a. When the intervention was scheduled to begin in January (C1R1 and C2R2), the HE training occurred in early December so that facilitators had ample time to visit families before and after the winter holidays and school break.
   b. When the intervention rounds were scheduled fairly close together (C1R1/C1R2 and C2R2/C2R3) there was an overlap between the home engagement period and the implementation of the previous round. In these cases, the IV team had to consider staffing and where feasible, assigned new or different facilitators than used previously to conduct the home engagement visits.

2. **Curriculum Training Considerations.** The curriculum training is ideally scheduled 1-2 weeks prior to the implementation. The interventions for C1R1 and C2R2 were scheduled to begin in January. The IV team scheduled the curriculum trainings during the second week in January to avoid the end of the winter holiday break. In C1R1 the trainings began during the week so that the FUEL and SAAF-T facilitators could be trained the same week. The FUEL training was held on a Thursday and the SAAF-T training was held on Friday and Saturday. In C2R2 the SAAF-T and FUEL trainings were held on the same weekend, a Friday evening and all day on Saturday. Both training groups were small (3-7 facilitators), which made it possible for all of the material to be covered during this time period. **Note: The SAAF-T curriculum is particularly involved which can make it difficult to complete in less than two full days.** The disadvantage to scheduling the trainings on the same weekend was that the intervention team was split so that each training could be adequately staffed.

Other general training considerations included scheduling trainings so that facilitators would only have to request one day of leave from their full time jobs. As such, 2 day trainings and 1½ day trainings were scheduled on Friday-Saturday. When possible, SAAF-T Booster trainings were held on Saturdays. Other trainings (SAAF-T Sessions 4 & 5, FUEL Boosters) were held during the weeknight evenings to minimize work conflicts for facilitators. Finally, consideration should be given to holidays and special events that occur in the intervention communities to avoid time conflicts.

3. **Intervention Considerations.** Both FUEL and SAAF-T are five week programs. As such, the intervention team strives to secure 5 consecutive weeks to implement the interventions. The following considerations are important for planning the intervention at different times of the year.
   a. **January (early winter).** The intervention sessions for C1R1 and C2R2 were scheduled to begin in January. As with curriculum training, the MLK Jr. Holiday was a consideration and in C1R1, the intervention sessions began the day following the holiday. In C2R2, an additional consideration was the inauguration for President-Elect Barack Obama and the CFR staff, facilitators and/or families who might have been traveling to Washington. As such, the sessions began the Saturday following the holiday and inauguration.
b. **Spring (late March – May).** The intervention sessions for C1R2 and C2R3 were held in the spring. The primary considerations for the intervention sessions were the spring break holidays and Easter. In general, the week of spring break was skipped. If the Easter holiday did not fall during spring break, the Saturday groups would meet during spring break, but skip the Saturday prior to Easter.

c. **Fall (October – November).** The interventions sessions for C2R1 were held in the fall. This time frame was selected so that the intervention sessions would begin after the school year was well underway, but would end before the Thanksgiving holiday.
Final Intervention Reports

The following section includes the final reports for the FUEL and SAAF-T interventions. These include charts that contain attendance and home engagement rates. There is also detailed information regarding payment information for ancillary providers and information pertaining to the sites used for the interventions.
### SAAF-T Attendance Summary by Number of Sessions Attended

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<thead>
<tr>
<th>RAAFHP Intervention Attendance Summary</th>
<th># Sched.</th>
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<th># Sched.</th>
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<tr>
<td></td>
<td>C1R1</td>
<td>C1R2</td>
<td>C2R1</td>
<td>C2R2</td>
<td>C2R3</td>
</tr>
<tr>
<td>Jefferson SAAF-T</td>
<td>27</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McDuffie SAAF-T</td>
<td>21</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burke SAAF-T</td>
<td>28</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emanuel SAAF-T</td>
<td>19</td>
<td></td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Screven SAAF-T</td>
<td></td>
<td></td>
<td>25</td>
<td></td>
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<tr>
<td>Laurens SAAF-T</td>
<td></td>
<td></td>
<td></td>
<td>28</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>47</strong></td>
<td><strong>56</strong></td>
<td><strong>54</strong></td>
<td><strong>253</strong></td>
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### Parents/Caregivers

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<thead>
<tr>
<th>Round 1</th>
<th># attend - 5</th>
<th># attend - 4</th>
<th># attend - 3</th>
<th># attend - 2</th>
<th># attend - 1</th>
<th># attend - 0</th>
<th>%age attend 3</th>
<th>%age attend 4b</th>
<th>%age attend 4b</th>
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<tbody>
<tr>
<td>Jefferson SAAF-T C1</td>
<td>27</td>
<td>16</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>93%</td>
<td>17</td>
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<tr>
<td>McDuffie SAAF-T C1</td>
<td>21</td>
<td>14</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>90%</td>
<td>15</td>
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<tr>
<td><strong>Total SAAF-T</strong></td>
<td><strong>48</strong></td>
<td><strong>30</strong></td>
<td><strong>7</strong></td>
<td><strong>7</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td><strong>1</strong></td>
<td><strong>63%</strong></td>
<td><strong>15%</strong></td>
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### Teens

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<tr>
<th>Round 1</th>
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<th># attend - 4</th>
<th># attend - 3</th>
<th># attend - 2</th>
<th># attend - 1</th>
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<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>89%</td>
<td>19</td>
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<td>McDuffie SAAF-T C1</td>
<td>21</td>
<td>12</td>
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<td>4</td>
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<td>1</td>
<td>90%</td>
<td>13</td>
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<td><strong>Total SAAF-T</strong></td>
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<td><strong>6</strong></td>
<td><strong>6</strong></td>
<td><strong>3</strong></td>
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<td><strong>1</strong></td>
<td><strong>65%</strong></td>
<td><strong>13%</strong></td>
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<td># attend - 3</td>
<td># attend - 2</td>
<td># attend - 1</td>
<td># attend - 0</td>
<td>%age attend 3+</td>
<td>%age attend 4b</td>
</tr>
<tr>
<td>--------------------</td>
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<td>--------------</td>
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</tr>
<tr>
<td>Burke SAAF-T C1</td>
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<td>5</td>
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<td>0</td>
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<td>4</td>
<td>86%</td>
<td>18</td>
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<td>Teens</td>
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<td>11%</td>
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<td>4</td>
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FUEL Attendance Summary by Number of Sessions Attended

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Parents/Caregivers

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52% 18% 6% 4% 6% 14% 76%
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### Parents/Caregivers

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- 250
- 160
- 39
- 13
- 8
- 11
- 19
- 64% 16% 5% 3% 4% 8% 85%

### Total Target FUEL C1/C2
- 250
- 162
- 38
- 19
- 5
- 9
- 17
- 65% 15% 8% 2% 4% 7% 88%

### TOTAL FUEL C1/C2
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- 77
- 32
- 13
- 20
- 36
- 64% 15% 6% 3% 4% 7% 86%
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**Laurens SAAF-T**

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</table>

**TOTAL**

|       | 311 | 270 | 87% | 271 | 87% | 263 | 85% | 267 | 86% | 264 | 85% | 264 | 85% | 260 | 84% | 265 | 85% | 259 | 83% |

**TOTAL FUEL**

|       | 153 | 139 | 91% | 137 | 90% | 130 | 85% | 130 | 85% | 131 | 86% | 131 | 86% | 133 | 87% | 136 | 89% | 132 | 86% |

**TOTAL SAAF-T**

|       | 158 | 131 | 83% | 134 | 85% | 133 | 84% | 133 | 84% | 133 | 84% | 127 | 80% | 129 | 82% | 127 | 80% | 134 | 85% |

Total Weekly Attendance Rates for C1 and C2

|       | 503 | 433 | 86% | 435 | 86% | 406 | 81% | 411 | 82% | 415 | 83% | 420 | 83% | 403 | 80% | 412 | 82% | 414 | 82% |

**TOTAL C1/C2**

|       | 250 | 221 | 88% | 219 | 88% | 199 | 80% | 199 | 80% | 205 | 82% | 207 | 83% | 203 | 81% | 208 | 83% | 207 | 83% |

**FUEL C1/C2**

|       | 253 | 212 | 84% | 216 | 85% | 207 | 82% | 212 | 84% | 210 | 83% | 213 | 84% | 200 | 79% | 204 | 81% | 207 | 82% |

**SAAF-T C1/C2**

|       | 253 | 212 | 84% | 216 | 85% | 207 | 82% | 212 | 84% | 210 | 83% | 213 | 84% | 200 | 79% | 204 | 81% | 207 | 82% |
## SAAF-T Cohort 1 & 2 4b Attendance Summary

*Note: The attendance percentage for 4b is based on the attendance at session 4.*

### Cohort 1 4b Attendance

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**Burke SAAF-T**

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**Laurens SAAF-T**

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**TOTAL SAAF-T C2**

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<th>67%</th>
<th>105</th>
<th>66%</th>
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**C1/C2 SAAF-T 4b**

| Days | 253 | 200 | 79% | 204 | 81% | 172 | 86%  | 174 | 85%    |
## Home Engagement Summaries

### C1 and C2 final home engagement summary report

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<th>Number of Families Visited</th>
<th>Percent Visit Complete</th>
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</tr>
<tr>
<td>6 Jefferson MON FUEL (Louisville)</td>
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</tr>
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<td>7 Jefferson MON SAAF-T (Wrens)</td>
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<td>8 Jefferson SAT SAAF-T (Louisville)</td>
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<td>9 Emanuel SAT SAAF-T</td>
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<td>90</td>
</tr>
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</tr>
<tr>
<td>11 Emanuel SAT FUEL</td>
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</tr>
<tr>
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<td>17 Jefferson SAT FUEL</td>
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<td>100</td>
</tr>
<tr>
<td>18 Jefferson TUE FUEL</td>
<td>16</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>19 Jefferson SAT SAAF-T</td>
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<td></td>
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<td>Day</td>
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<td>FUEL</td>
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<tr>
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</tr>
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<tr>
<td>40</td>
<td>Laurens</td>
<td>THUR</td>
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<tr>
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<td>253</td>
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<td></td>
<td>250</td>
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<thead>
<tr>
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<th>Total RAAFHP</th>
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<tbody>
<tr>
<td></td>
<td>503</td>
<td>476</td>
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<td>95%</td>
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### RAAFHP Ancillary Staff Payment Protocol

<table>
<thead>
<tr>
<th>Service Provided</th>
<th>Payment and Special Considerations</th>
</tr>
</thead>
</table>
| **Catering**     | • The caterers receive payment based on headcount. The cost per head had a negotiable range of $5 - $7 per person for breakfast and $7 - $9 per person for dinner.  
• Caterers who were traveling during C1 and C2 were paid $10.00 per person because of their long commute to the sessions (approximately 35 miles one way).  
• During session 4 in SAAF-T the caterers are asked to provide an extra dessert and bottled water for the bonus session. The caterer received $25.00 additional compensation for the dessert.  
• The caterers for FUEL are asked to incorporate healthy menu suggestions from session 2 into the meal prepared for session 5. |
| **Childcare**    | • Childcare providers receive a flat fee of $25.00 per 2 ½ hour session.  
• Additional compensation of $10.00 is paid for staying late for the 4b session.  
• There may be travel considerations (e.g., the provider traveling from Wrens to Louisville in C2R1 was compensated an additional $10.00 for travel). The distance from Wrens to Louisville is approximately 15 miles. |
| **Transportation** | • Payment is negotiated on a case by case basis.  
• County Transportation providers already have a price structure in place to which we must agree. Typically the prices are based on a price per head and per trip. The charge per head may also depend on how far the driver has to travel to pick up the family. For example, in Jefferson County there were different charges for families in Wrens vs. Louisville.  
• Private drivers also negotiate different prices. Sometimes the cost is based on headcount, but in other cases we negotiate a price based on mileage and time spent by the driver.  
• Private drivers need to provide a copy of their driver’s license and proof of insurance.  
• If the driver is being paid based on time, it is |
| Site Staff | Some sites require that their custodial staff be present on site during the intervention sessions. The custodial staff will ensure that the building is open and cleaned up after the session.  
| Other sites require one of their staff members to be present while we use the facility. The staff person will make sure the building is unlocked but will not be expected to clean up after the sessions. For example, both of the Senior Centers we worked with required that one of their staff members be paid their hourly wage to be present during the program.  
| Typically the site staff is paid by check at the session, and the rate can vary widely ($10.00 - $25.00 per hour).  
| Compensation for SAAF-T session 4b should be included during the fourth session for the additional hour of time requested of the providers. |
Intervention Program Sites

This section includes the details associated with the program sites that were used. Table 1 provides a list of the program sites that were used for each intervention in each county and the intervention dates by cohort and rounds. The final section includes lessons learned regarding program sites.

<table>
<thead>
<tr>
<th>Table 1: RAAFHP Program Sites</th>
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<tbody>
<tr>
<td><strong>County</strong></td>
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<tr>
<td><strong>Cohort 1: January – May 2008</strong></td>
</tr>
<tr>
<td>Jefferson (R1)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>McDuffie (R1)</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Burke (R2)</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Emanuel (R2)</td>
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<td><strong>Cohort 2: October 2008 – May 2009</strong></td>
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<tr>
<td>Jefferson (R1)</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Location</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Sandersville Tech</td>
</tr>
<tr>
<td>Wrens Chapel</td>
</tr>
<tr>
<td>McDuffie (R1)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>McDuffie-Thomson Senior Center</td>
</tr>
<tr>
<td>Burke (R2)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Augusta Tech</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Screven (R2)</td>
</tr>
<tr>
<td></td>
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<td>Screven Senior Center</td>
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<td>Emanuel (R3)</td>
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</tbody>
</table>
Lessons Learned Regarding Sites

1. Sites should be designated to a specific intervention so that in any given community SAAF-T groups meet at a different site than FUEL groups. Doing so will alleviate confusion when a family has to make-up the session on another day. The Lead Facilitators should receive rosters for both their group and the other group that meets in their community. For example, a Lead Facilitator for the SAAF-T Saturday Jefferson group would also get the roster for the SAAF-T Tuesday evening group. This way, if a Tuesday family needs to attend on Saturday, the facilitator can check the roster to be sure that the family is indeed a SAAF-T family, not a FUEL family. This change was implemented during C1R2.

2. The intervention staff should always visit a site prior to negotiating for space.

3. Site agreements should be clear regarding expectations around access and clean up. These expectations should be communicated to the facilitators.
Curriculum Development
The RAAFH Project is comprised of two intervention programs: SAAF-T and FUEL. SAAF-T is the curriculum that was developed to be tested as part of the randomized trial. FUEL serves as the curriculum for the attention control group. The initial development process for each curriculum is described in the first part of this section. After the initial implementation of both programs, the intervention team found it necessary to make revisions to each curriculum. The revision process for each program is described in the second part of this section. The section then ends with lessons learned concerning the curriculum.

SAAF-T

The development process for the SAAF-T curriculum was a long, evolving process. In the earliest stages the program was referred to as SAAF HS (Strong African American Families – High School) and has also been called African American Family Connections, and STAND. SAAF-T (Strong African American Families – Teen Program) was finally established as the program name in the spring of 2007. The curriculum development process began near the end of the original SAAF (Strong African American Families) trial in 2003, with Consulting Groups and ultimately included several small focus groups and a full pilot-test of the curriculum. Dr. Virginia Molgaard, Professor Emerita at Iowa State University, was the primary curriculum developer. As more specialized content was added, health educators from Emory University, Tiffaney Renfro and Lorin Stewart, joined in the process as consultants. Dr. Steve Kogan, CFR Research Scientist, served as the CFR liaison and worked very closely with both Virginia and Tiffaney and Lorin to keep the curriculum development moving forward.

The various stages and steps involved in the curriculum development process for SAAF-T are outlined in the next several pages, in chronological order. The video production process associated with the SAAF-T program is described separately after the curriculum development description.

CONSULTING GROUPS: September 2003 – September 2004
Curriculum Developer, Virginia Molgaard, worked with Tracy Anderson and then Intervention Coordinator, Pamela Robinson, to create Consulting Groups comprised of SAAF facilitators to begin brainstorming about developing a new curriculum for older teens.

These initial groups were held on Saturday, September 20, 2003 and led by Virginia Molgaard. Pamela Robinson and Tracy Anderson attended the groups and took notes. The purpose of the groups was to brainstorm issues that teens (ages 15-16) encounter, curriculum topics to address those issues, methods of delivering instruction, parental involvement, and the pros and cons of changing the program format (fewer sessions and bi-monthly vs. consecutive weeks). After the groups met, Pamela and Tracy submitted the notes to Virginia who began work on the preliminary curriculum.
In the spring of 2004, Virginia had completed 4 of the 5 parent sessions and requested that members of the consulting group review and comment on the sessions. Each person received 2-3 sessions to review. Their feedback was collected and returned to Virginia.

Members of the Consulting Groups were invited to attend another meeting on September 11, 2004 to talk more specifically about content for the Teen sessions. In addition to Pamela and Tracy, other CFR staff members in attendance were Leslie Herbert (Social Work Intern) and Dr. Patricia Logan (Post Doctorate Fellow). Tracy and Pamela took notes and submitted them to Virginia, who moved forward with developing the teen sessions.

Virginia continued to work on the curriculum, periodically teleconferencing with Pamela and Tracy to discuss progress and pose questions. Leslie Herbert also worked closely with Virginia to provide assistance as needed. In May of 2005, a draft of Teen Sessions 1-5 was ready for review. Sections were sent to the facilitators for review and comment. Their feedback was collected and sent to Virginia.

With the parent and teen sessions complete, Virginia began work on the family sessions. Again, she periodically teleconferenced with Pamela and Tracy to discuss progress and pose questions. Drafts were sent to Pamela and Tracy who reviewed and returned their comments to Virginia. Virginia used these comments to complete a final draft of the curriculum.

** In general, the consulting group members were compensated $50 plus mileage reimbursement for attending meetings at CFR.**

FOCUS GROUP: April 2005

*Game of Your Life*

The first activity that Virginia wanted to pilot was the *Game of Your Life* which is based loosely on the board game *The Game of Life*. In this game, teens have several decision points (regarding education, sexual activity, violence and substance use) where they will draw a card that explains a situation and their actions. The teen then pulls a Consequence Card that describes the consequence (positive or negative) of that decision.

The focus group included male and female teens divided into two mixed-gender groups to play the game. While a facilitator led the teens through the game, note-takers recorded the teens’ reactions, questions and comments, as well as timing issues. After the two groups finished the games, the teens were divided into gendered groups to review the content on the Situation and Consequence Cards.

The facilitators for the games were Hakeem Long (a CFR field interviewer) and Shannon Miller (a CFR graduate student). The note-takers were CFR staffers LaShanna Fountain and Sandrika Crawford, Leslie Herbert and Rahsaan Matthews (CFR field interviewer). The notes were forwarded to Virginia who made any necessary revisions.
**The focus group participants received a $25 Walmart gift card for participating in the group.**

FEASIBILITY STUDY: September 2005
With the development process of the curriculum significantly underway, CFR researchers needed to present the idea to communities. The mechanism for doing so was to convene groups in three of the original SAAF communities (Baldwin, Elbert and Greene) and have members of the community review the content of the intervention and provide feedback on its acceptability. The CFR researchers were specifically interested in finding out if the families thought the curriculum was enjoyable, helpful and culturally appropriate for families in their community.

The facilitators for the Feasibility Study were original SAAF facilitators and members of the Consulting Groups. The Intervention staff, along with support from CFR researchers, developed a Facilitator Guide to provide detailed instructions for the facilitators. The facilitators participated in a training session to prepare for the Feasibility Study on Saturday, August 27, 2005 at CFR. During this training, the facilitators received an overview of the Feasibility Study and how the resulting data would be used as well as going through the Facilitator Guide to review the protocols and procedures to be used during the Feasibility Study.

Two groups were convened in each of the three communities. The groups consisted of families who participated in the original SAAF trial. Each group had two facilitators – individually providing an overview of the proposed curriculum to either the parent or teen group, then working together to introduce the content of the family session. Each group was also assigned at least two CFR staff members to serve as note-takers. The CFR staffers and their CFR roles were:

Dr. Tracy Anderson – Assistant Director
Cady Berkel – Graduate Research Assistant
Zaheerah Biggers – SAAF Project Coordinator
Angela Black – Graduate Research Assistant
Sean Callahan – Graduate Research Assistant
Sandrika Crawford – FIIT Assistant Project Coordinator
Olive Conyers – Recruitment and Retention Specialist
Dr. Tera Hurt – PROSAAM Project Coordinator
Sheila Johnson – FACHS Assistant Project Coordinator
Shannon Miller – Graduate Research Assistant
Dr. Lori Reaves – FAMCDM Project Coordinator
Pamela Robinson – Intervention Coordinator
Dr. Yvonne Mensa-Wilmot – AIM Project Coordinator

During the Feasibility Study, the facilitators walked the families through the curriculum by sharing the goals of each session and doing some of the activities. Note-takers recorded reactions to the proposed curriculum and participant questions, comments and
suggestions. At the end of the presentations, the family participants were asked to complete a short questionnaire (Appendix A).

The communities, dates and CFR staff for each group in the study were:

<table>
<thead>
<tr>
<th>County</th>
<th>Date</th>
<th>CFR Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baldwin</td>
<td>9/1/05</td>
<td>Pamela &amp; Tera</td>
</tr>
<tr>
<td>Baldwin</td>
<td>9/8/05</td>
<td>Yvonne, Olive &amp; Sheila</td>
</tr>
<tr>
<td>Elbert</td>
<td>9/8/05</td>
<td>Pamela, Lori &amp; Cady</td>
</tr>
<tr>
<td>Elbert</td>
<td>9/12/05</td>
<td>Olive, Sean &amp; Shannon</td>
</tr>
<tr>
<td>Greene</td>
<td>9/1/05</td>
<td>Tracy &amp; Zaheerah</td>
</tr>
<tr>
<td>Greene</td>
<td>9/12/05</td>
<td>Sandrika, Angela &amp; Jennifer</td>
</tr>
</tbody>
</table>

** Overall, 97 families participated in the Feasibility Study. Parent participants were compensated $25 for their participation and their children received $25 Walmart gift cards.**

CURRICULUM PILOT PROCESS: April 2006 – October 2007

Steve Kogan led the planning for the initial pilot in the spring (April) of 2006. The general plan was to pilot selected material from the curriculum over the course of two Saturdays and include pre/post surveys for the participants to complete. Due to time constraints with obtaining IRB approval, plans for the pilot were suspended.

In July of 2006, Steve resumed the pilot planning. Liz Hutson (FACHS Assistant Project Coordinator) was brought on board to assist with organizing the recruitment efforts and logistics. Working with Tracy and Olive, Liz was able to make initial contacts in Oglethorpe and Walton Counties. However, due to other Center priorities, plans for the pilot were postponed again.

After the proposal was funded and the new project staff was on board, the curriculum was re-evaluated and the decision made to incorporate material to address sexual negotiation, safer sex and condom use. CFR collaborated with Drs. Ralph DiClemente and Gina Wingood from Emory University. Two of their health educators, Tiffaney Renfro and Lorin Stewart served as consultants to help integrate the sexual health information into the curriculum. This work involved the following steps:

1. Observation of AFIYA
2. Query of Veteran CFR Facilitators
3. Content Development Meetings
4. Focus groups with Parents and Teens
5. Pilot of the SAAF-T Curriculum

Observation of AFIYA

The AFIYA Program is an HIV Prevention program for African American girls and young women being implemented by Ralph DiClemente’s team at Emory. Tiffaney and Lorin have been involved in the program from its inception and were overseeing the
implementation and serving as health educators for the intervention. Members of the RAAFHP team (Nicole White, Olive Conyers, Margaret Kabahenda and Tracy Anderson) observed a session of the program as an example of activities and instructional methods used to deliver information on safer sex, sexual negotiation and proper condom use. These observations took place in February of 2007.

**Query of Veteran Facilitators**
CFR was in the process of implementing Cohort 2 of the AIM Project and had two AIM facilitator trainings scheduled in January and February of 2007. The RAAFHP team saw this as an opportunity to talk to veteran facilitators about the new project and gather information. Steve Kogan presented basic information regarding the project, specifically the information pertaining to sexual content within the curriculum. Steve queried the facilitators about their immediate concerns and questions, how rural communities might react to such content, and suggestions and ideas about how to broach communities about the project. Steve reported the results of this query to the RAAFH Project team and it was used to inform how communities would be introduced to the project.

**Content Development Meetings**
The RAAFH Project team participated in a series of meetings with the Emory collaborators and consultants. These meetings were used to discuss project goals and curriculum content, and ultimately led to the selection of potential activities that would be used to deliver the sexual content. These meetings took place in January and February of 2007 at Emory University.

**Focus Groups**
**Parent Focus Group/Advisory Board.** After the RAAFHP staff had an opportunity to observe AFIYA, the staff and the Emory consultants began to discuss various activities that could be used in SAAF-T. A focus group (also referred to as an advisory committee) of parents was convened. The purpose of this focus group was to present selected activities and content regarding the sexual health content. Oglethorpe County was selected as the location because of the positive response received when Liz made contact during the previous pilot planning.

The parent focus group met on March 8, 2007 at the State Farm building. The primary facilitators for the evening were the Emory consultants – Tiffaney Renfro and Lorin Stewart. Members of the RAAFHP staff were also present to serve as note-takers, handle the administrative issues, and conduct agenda items that were not related to sexual curriculum content.

The RAAFHP staff included:
Dr. Tracy Anderson – Assistant Director
Olive Conyers – Recruitment and Retention Specialist
Dr. Margaret Kabahenda – Intervention Coordinator
Venessa Tymes – Recruitment Coordinator
Nicole White – Project Coordinator

Overall, there were 8 parent participants (all female). The information gathered at this focus group informed the final activities and methods for incorporating sexual health content in the curriculum.

*Note: Information regarding the payment structure was not available at this writing.*

**Teen Focus Group.** There were a number of teen games and activities that the curriculum developers (Virginia Molgaard and Steve Kogan) wanted to pilot. The goals of the pilot were to time the activities, identify problems with instructions and observe the general flow of the activities. The Focus Group (also referred to as the “Teen Pre-Pilot”) was conducted on May 22, 2007 from 5:30 p.m. – 8:30 p.m. in the Oglethorpe County State Farm building. The project team invited the teens of the parents who participated in the March 8th Parent Focus Group. Information from this pilot was used to determine the time allotment for the activities and to make revisions to the activities and/or facilitator instructions. The CFR staff who coordinated the focus group logistics were: Nicole White, Olive Conyers and Venessa Tymes.

**A total of seven teens participated in the focus group. Each teen was compensated $40 for their participation.**

**Pilot of the SAAF-T Curriculum**

Steve Kogan worked with Virginia Molgaard to incorporate changes to the curriculum after the focus groups. The next step in the process involved conducting a pilot of the entire curriculum. The community selected for the pilot was Walton County, one of the two counties that Liz initially made contact with. Letters were sent to the families that were on the initial list. Additional families were invited as a result of the partnership that CFR formed with the Walton Career Academy. This organization provided the space for the program and was very supportive of all that was needed.

Dr. Christina Grange, Dissemination Specialist, was asked to serve as a teen facilitator for the pilot. Billy Yarbrough, a former AIM facilitator was brought on board to serve as a parent facilitator. The RAAFHP staff felt it was important to have at least one facilitator from the Walton County area. Through contacts in the area, Nicole was referred to someone who worked at the Walton Career Academy. Nicole, Christina and Tracy met with a Walton Career Academy employee to discuss the pilot and the curriculum and to gauge his interest. He was invited to serve as the second teen facilitator. The pilot facilitator staff was trained by Virginia Molgaard on September 12 - 14, 2007. The other CFR staff who participated in the facilitator training were: Tracy Anderson, Jeanelle Braxton, Olive Conyers, Venessa Tymes, and Nicole White. The additional staff members served as site visitors (2 per session) who observed the intervention and took notes on the general flow of activities and participant reactions and engagement.

The pilot staff and their roles at CFR and in the pilot were:
Christina Grange – Dissemination Specialist, Teen Facilitator and Lead facilitator
Local Facilitator - Teen Facilitator
Billy Yarbrough – Parent facilitator
*Latrina Slater – Connections Project Coordinator, Site visitor
Olive Conyers – Recruitment and Retention Specialist, Site visitor
Janelle Braxton – FACHS Project Coordinator, Site visitor
Tracy Anderson – Assistant Director, Site visitor
Nicole White – RAAFH Intervention Coordinator, Site visitor

* Latrina Slater became a site visitor after Nicole resigned from the Center.

The curriculum pilot took place on the following dates: September 19th and 26th and October 3rd, 10th and 17th from 6:00 p.m. – 8:30 p.m.

** There were a total of 14 families who participated over the course of the five weeks. Caregivers received $25 and teens, $20 per session for participating in the pilot.

FINALIZING THE CURRICULUM
In addition to the notes provided by the site visitors, the facilitators debriefed after each session and recorded their suggestions, comments and concerns. These two sources of information were used to make the final revisions to the curriculum. Christina Grange worked closely with the graphic designer, Rachel Cook, to ensure that final edits were incorporated into the curriculum. Christina Grange convened a group consisting of Tracy Anderson, Megan Sperr (then Intervention Assistant) and Sandrika Walker (then Intervention Coordinator) to proof the final curriculum. Christina submitted final edit requests and gave approval so that the manual and curriculum materials could be sent to print for the trial.

SAAF-T Video Production
There were three primary projects to complete for the video production component of SAAF-T. First, the curriculum called for a video focusing on options for educational opportunities after high school. Virginia Molgaard worked with Tera Hurt (former CFR Post Doctorate Fellow) who organized the video shoot via UGA’s Center for Teaching and Learning (CTL). The final video is entitled Education after High School.

The video production for the curriculum included narration, vignettes, and the condom demonstration. Steve Kogan led this endeavor for the Center with a team consisting of Tracy Anderson, Olive Conyers and Nicole White. The group worked closely with ASV Productions. The process included selecting actors from headshots and résumé’s for auditions, attending auditions, making final selections, and being on set for the taping. The taping of the vignettes was done primarily on location – at the homes of Aaron Stecker (ASV President) and Anita Brown (CFR Associate Director). Virginia Molgaard was onsite to provide instruction and direction to the actors for the vignettes. The narration and condom demonstration videos were filmed in the studio. Professional actors were used for the narrators, and staff from the Emory team was used to film the
condom demonstration. Steve Kogan and at least one member of the project team were onsite for this filming.

Finally, during the curriculum pilot, Christina Grange worked with ASV Productions to film the footage that would be used for the promotional video during the trial. The footage was filmed during the final session of the pilot.

After the initial taping, the primary contact for each video production (Tera Hurt, Steve Kogan and Christina Grange) worked closely with the vendor (CTL and ASV) to select footage, oversee edits and approve the final product.

**FUEL for Families**

The RAAFH Project was designed to have an attention control group. As such, the RAAFH Project team was tasked with identifying another program that would be comparable to SAAF-T in terms of being family-based, five sessions in length, with significant content and an interactive format. The team worked with the Emory consultants and identified and selected FUEL, a program created and disseminated through the Comprehensive Health Education Foundation (C.H.E.F.). The consultants Tiffaney Renfro and Lorin Stewart adapted FUEL which was designed to be a school-based intervention into a five-session family based program. Steve Kogan, Nicole White and Tracy Anderson served as CFR consultants and met with Tiffaney and Lorin several times during the adaptation period to make suggestions, review the adapted curriculum and give final approval.

The adapted program was entitled FUEL for Families. The program incorporated three of the four main topics of FUEL, the original FUEL DVDs and the promotional DVD.

**PILOT OF THE FUEL CURRICULUM: October 2007**

After much discussion of how to conduct the pilot, the RAAFH Project team decided to implement a one-day pilot of selected FUEL activities. The families who had previously participated in the focus groups (parent and teen) for SAAF-T were invited to attend the FUEL pilot. CFR staff also did individual recruiting through churches. The pilot was scheduled for Saturday, October 6, 2007 from 9:00 a.m. – 4:00 p.m. at the Center.

Tiffaney Renfro and Lorin Stewart served as facilitators for the pilot. Tracy Anderson and Olive Conyers were onsite to serve as note-takers and handle the logistics (lunch, compensation). Based on the feedback from the pilot, final revisions were made and submitted to CFR. Tracy Anderson, Latrina Slater and Megan Sperr did the final proofreading of the manual and corresponding materials (worksheets, game/activity cards).

**Twelve families participated in the FUEL Pilot. Parents were compensated $75 and teens, $60 for their participation.**
RAAFHP Curriculum Revisions

Both SAAF-T and FUEL have a curriculum manual and corresponding session materials that include DVDs, worksheets, games, cards, and posters. Throughout the implementation, the IV team received feedback on the curriculum from the facilitators and other staff. The feedback ranged from typographical errors in the manuals to suggestions for how certain activities might be revised to flow more smoothly. Between the two Cohorts of the RAAFHP implementation, the IV staff took time to make revisions to both curriculums. Ultimately, the SAAF-T curriculum had revisions incorporated for only a few of the sessions (Family sessions 3 & 4 and Teen session 4). The FUEL curriculum, however, underwent more comprehensive revisions and the entire manual was edited. In both cases, the revisions did not change the core content of the material that was presented. The revision processes for both curricula are outlined in the following pages.

**SAAF-T Revisions**
The primary reason for revising the SAAF-T curriculum was to make some of the activities easier for the facilitators to implement. A few activities needed revised directions that might be confusing to facilitators. Minor changes to the activities seemed to have a significant overall impact in terms of a facilitator’s ability to explain and lead families through the activities.

1. Revision Process
   a. Christina Grange led the effort to revise the SAAF-T manual. Christina started by making revisions to the entire manual. Copies of the manual with Christina’s notes were then given to Tracy Anderson and Megan Sperr. Megan and Tracy assisted with proof-reading and returned revised copies of the manual to Christina.
   b. Christina compiled all of the revisions into one document, and then looked for areas of the manual that needed the most changes.
      i. Revision cost was also a consideration because edits had to be made through the graphic designer who electronically created each section of the manual.
      ii. It was determined that the most cost-effective thing would be to only revise activities in the manual that needed the most significant revisions. Less extensive edits (e.g., typos) would only be changed in the manual if they were in the same section where extensive revisions were already needed.
      iii. Less extensive edits were communicated to facilitators during training, via prevention supervisors and in the weekly Session Notes.
   c. Christina coordinated with the graphic designer, Rachel Cook, to have new PDFs of the revised sections created.
      i. Christina and Rachel had a face-to-face meeting to discuss the needed revisions.
      ii. Rachel worked on the revisions and sent new PDFs to Christina for final approval.
d. Once the new sections of the manual were approved, Megan Sperr, IV Coordinator, ordered copies of the revised manual pages from Central Duplicating Services for each facilitator, prevention supervisor, and IV staff member.
   i. The manuals were updated with the revised session pages prior to the Booster Training in October 2008. The updated manuals were distributed to the facilitators at the Booster training.
   ii. Additional copies of the new manual pages were brought to the training for any facilitators who had not turned their manual back in so they could also update their manual.

2. Revisions: New Curriculum Pages. The following revisions were extensive enough to reformat and reprint the manual pages.
   a. Family Session 3: Changes to the Family Session 3 included minor revisions to the wording throughout the session and a few places where the order of things were slightly altered.
      i. The main revision to the Family Session 3 was in Activity 3.4. The session was missing an important reminder about the Session 4 Bonus Session.
      ii. Activity 3.4 was revised to include a reminder to facilitators to pass out the letter with information about 4b. The revisions also include an explanation of the 4b letter that facilitators present to the families, a brief description of what the Bonus Session will cover, and a line that encourages families to stay for the Bonus Session.
   b. Family Session 4: Changes to the Family Session 4 included a minor alteration to Activity 4.2 by adding a line that incorporates the “Ways to Resist Peer Pressure” poster more into the discussion.
      i. The main revision to the Family Session 4 was in Activity 4.3. The peer pressure resistance activity was revised to include more specific directions for the facilitators to give the families before they practice the peer pressure steps themselves. The curriculum now includes a script for facilitators to use to start the family practice.
      ii. One discussion was taken of Activity 4.3 that asked families to list situations teens could be involved in regarding peer pressure. The activity was deleted because it was redundant with a discussion the families already had in Activity 4.2 about peer pressures teens could feel. Additionally, Activity 4.3 is already very involved because of the facilitator demonstrations and family practice, so taking out this discussion helps save time during the activity.
   c. Teen Session 4: Most of the revisions in Teen Session 4 were to the Name Game activity to help it flow more smoothly.
      i. The initial instructions on the Name Game were changed from “Ask someone to sign their pretend name on your card…” to “Make sure you follow the directions on your card.” Since each
person is not supposed to sign a card, the new directions are less misleading.

ii. In the section of the manual that explains the Terry card, instructions were added that Terry can sit back down after the discussion on his/her condom use because s/he doesn’t have an STD.

iii. A flip chart icon, “Why Choosing Not to Have Sex Could be Challenging,” was deleted from the right column in Activity 4.1. The icon was deleted because it was out of place.

iv. The Shawn and Lou cards were also taken out of the game. The instructions on the cards mistakenly indicated that no one should sign: (only the Pat card should say this). In order to still include 16 cards for each game, the IV team made the adjustment by pulling additional “U” labeled cards from extra games on hand at the Center to ensure that each group still had enough cards.

v. A few changes were also made to Activity 4.3:
   1. Transition statements were added for the facilitators to say between discussions and playing the video segments.
   2. After the last video clip in section 4.3, the question “What are some differences in why young men and young women have sex, even if they don’t really want to have sex?” was deleted from the curriculum.

3. Revisions: Training & Session Notes. As mentioned previously, some changes were communicated via training and Session Notes rather than reformatting and reprinting the manual. These changes will be included in future printings of the manual.
   a. Teen Activity 1.2, page 5
      i. Added #9 - question: What is the connection between the activity where you sorted cards and actually identifying possible careers?
      ii. Possible answer: By knowing what you like to do, you can better understand the type of field that you want to be in and careers linked to that job type.
   b. Teen Activity 2.4, page 31: Facilitators were given the option to put the stations in any order as long as the “Utility Station” came at some point after the “Housing Station.”
   c. Caregiver Activity 2.2, page 39
      i. #4 – delete the question printed and ask “What do we risk by not encouraging our youth to be involved in their communities?”
      ii. In the possible answers, delete the second two bullets and add the following:
          1. “They don’t learn to care about the needs of others and other types of life experiences.”
          2. “They don’t learn that they are a vital part in the community and about their roles in their community.”
d. Caregiver Activity 3.1, page 61: #6-7 (having parents stand on a line to indicate whether or not it matters if their children drop out of school) was deleted. The team chose to delete this activity because it may put parents in an awkward position and to maintain the intervention message that completing school is important.

**FUEL Revisions**
The goal for revising FUEL was to make the curriculum easier overall for the facilitators to implement. Each section of the manual was carefully reviewed to see how wording, activity instructions, and the layout could be updated to make the sessions flow more smoothly.

1. **Revision Process**
   a. Tracy Anderson, Jermaine Sims, and Megan Sperr worked together to revise the FUEL curriculum. Jermaine was a facilitator for SAAF-T and FUEL as well as a prevention supervisor for each intervention. The group met four times over the summer to review and discuss possible revisions to the curriculum. Between meetings, the group communicated via telephone calls and email. In general, the process included the following:
      i. Starting with Session 1 of the curriculum, each page was reviewed for wording, clarity, and flow of activities.
      ii. One of the goals was to add more discussion questions for families, so a lot of the team brainstorming included what sorts of questions to add or revise.
      iii. All of the video segments included in the curriculum were also reviewed. The goal was to see how the videos could be shortened or shown in segments interspersed with questions to make the videos more interactive and interesting.
      iv. Everyone took notes during the team meetings on a hard copy of the manual to help keep track of the edits.
      v. Jermaine helped inform the editing process from a facilitator/prevention supervisor perspective.
      vi. Feedback from the debriefing meetings was also used during the revision process.
   b. Tracy incorporated her detailed notes and worked between team meetings to implement the edits into the electronic version of the curriculum. Megan worked on incorporating edits into the session materials, such as the worksheets and cards, which needed to be revised to match the curriculum edits.
   c. Once all of the edits were incorporated into the manual, the final version was reviewed and copies were ordered from Central Dup.
      i. Since session materials were also revised and edited, new copies of forms and cards were also ordered from Central Dup.
      ii. The manuals were updated with the revised session pages prior to Cohort 2. The updated manuals were distributed to the facilitators at the retraining in September 2008.
2. Curriculum Changes: The FUEL editing process was comprehensive and there were too many revisions made to the curriculum to list here. The following section will highlight the key changes made to improve the overall flow of the curriculum. The edits are organized below by types of changes made:
   a. Checking for consistency in the formatting and layout.
      i. In the original FUEL curriculum the bullet points, fonts, spacing, and icons were not always utilized consistently. The editing process sought to bring more uniformity to the manual to make it easier to read.
      ii. The font in the original FUEL manual was hard to read (Garamond), so it was changed to a more legible font (Times New Roman).
      iii. Special attention was paid to the first page of each section of the manual that included the table of contents, materials, and goals for the session. This section was reviewed to make sure the page numbers were listed correctly for each activity, the materials list was complete, and the goals were listed accurately.
   b. Breaking up long video segments with more discussion and Q&A.
      i. The original curriculum incorporated long sequences of video. Curriculum feedback indicated that the video segments should be shortened in order to maintain participant interest. All of the videos were reviewed and the editors looked for ways to make the segments shorter and/or break up the videos with questions and participant discussion.
      ii. For example, in Teen Session 1, Activity 1.6 originally started by showing all of Part 1 of the Skin Deep video followed by a small group discussion. The revised version of 1.6 now instructs facilitators to show the video in a series of chapters that are interspersed with discussion questions. The activity now starts with video chapter 2, then Group Discussion 1. Chapters 3 and 4 on the video are shown next followed by Group Discussion 2. Lastly, one more segment of the video is shown followed by a small group discussion.
   c. Adding more discussion questions to areas of the curriculum where the facilitator is presenting a lot of information (i.e., reading straight from the curriculum).
      i. Several parts of the manual had long portions of material for the facilitators to read to the participants. The facilitator feedback was that it was difficult to keep participants engaged during these portions of the curriculum.
      ii. For example, in the “Introduction to FUEL” in Parent Session 1 there originally was a large block of material for the facilitators to read to the parents without any breaks. This section was revised to include time for parent “brainstorming”
as well as a few discussion questions to allow this section to be more interactive.

d. Revising activity and game instructions to flow more smoothly.
i. All of the activities and games in the manual were reviewed to make sure that they flowed smoothly during the session. In some cases, the games/activities were only slightly changed to make them easier for the facilitators to manage and implement (e.g., some wording was changed or the directions were revised in order to make them clearer).

ii. For example, the Icebreaker activity in the first family session “The Power of Media” was revised so that the slogans were numbered. Each team would take turns guessing a numbered slogan rather than each team trying to call out their guesses as each slogan was read. The goal was to make it easier for the facilitators to keep score since teams would take turns guessing.

iii. The “Family Feud: Healthy Eating” activity was revised to include three categories rather than four in an attempt to have answers that would be more clear. The instructions were also revised to include a “strike” system so that each team would have more chances to guess the correct answers.

iv. The “Health Comebacks” activity in Session 4 was revised so that participants worked in pairs to guess the answers rather than as a large group. The same cards were used for the game so just the format of the activity was changed.

v. The “FUEL Jeopardy” game was also updated with more specific instructions for the facilitators to give the families. These instructions included having the families divide into three teams rather than work in family pairs. The new directions also gave more details on how the points should be awarded. For example, the instructions now indicate that if an incorrect answer is given, the team will not lose points, but the other team will have the opportunity to “steal” the points.

e. Providing more information on topics that may be confusing.

i. In Parent Session 2 there is a discussion about nutritional facts that includes a brief introduction to the difference between “fats” in food. In the original curriculum, there was only a little information about unsaturated fats, saturated fats, and trans fats. The facilitators reported that parents were confused about the real differences between the fats in foods.

ii. In the revised curriculum an “Understanding Fats in Food” handout was created to provide more information about the differences between each kind of fat. The facilitators review this handout with the parents in the revised Parent Session 2.
f. Changing the language used to discuss the take home activities. Rather than calling these activities “homework,” they are referred to by their activity name.
   i. For example, rather than labeling Activity 1.6 in the family session “Homework: Media Evaluation Log,” in the revised curriculum it is simply called the “Media Evaluation Activity.”
   ii. Facilitators were also encouraged during training to change the way they talked about “homework assignments” and to avoid using the term “homework.”

The curriculum edits seemed to make a difference during Cohort 2 of the project. The IV staff received positive feedback about the changes that were made. The curriculums, however, continue to be a work in progress and the IV staff learns something new about the curriculum after each implementation and training session. The following section will therefore summarize things to consider for future revisions to the curriculum.

Lessons Learned Regarding the Curriculum:

I. FUEL Curriculum Lessons Learned/Issues/Suggestions:
   a. FUEL Jeopardy and Family Feud games: It should be made clear to families that the Jeopardy and Family Feud games are “our own” versions so families do not compare them too much to the traditional games. A handout with instructions for each game might be good to help clarify this.
   b. The Jeopardy questions should become more difficult as the point values increase.
   c. An example of a PSA (created by facilitators) was added during Cohort 2 to help families better understand the activity.
   d. Understanding Fats in Food Handout: If possible the font size on this handout should be increased and simplify word choice for ease of understanding.

II. SAAF-T Curriculum
   a. Game boards: Larger groups need more than 3 game boards.
   b. Facilitators should consider the number of participants in their group before setting out the bank game cards. It is better to have limited options so teens are forced to make tough decisions during the game.
   c. SAAF-T posters should always be read during each session (by a participant or the facilitator as appropriate).
APPENDIX

Curriculum Development
APPENDIX A (2 pages)

SAAF ACCEPTABILITY QUESTIONNAIRE-PARENT

Thank you for taking the time to learn about the Strong African American Families—High School Program. We appreciate your thoughts and opinions, and will work to incorporate into the program what we have learned from you this evening. With your thoughts and opinions as a key part of a future revision of the program, please respond to the questions below. Simply circle the number that best represents your opinion regarding the program we have introduced to you, which will include feedback from tonight’s meeting.

1. Overall, do you think African American families in your community would like to come to this program?

   No I don’t think they would want to come 0 1 2 3 4 5 6 Yes I think they would like to come

2. How much would African American families in your community enjoy this program?

   Would not enjoy it at all 0 1 2 3 4 5 6 Would enjoy it very much

3. How helpful do you think this program would be for African American families in your community?

   Not helpful at all 0 1 2 3 4 5 6 Very helpful

4. How important do you think a program like this is for African American families in your community?

   Not very Important 0 1 2 3 4 5 6 Very important

5. How helpful do you think this program would be for your family?

   Not helpful at all 0 1 2 3 4 5 6 Very helpful

6. If you were offered an opportunity to participate in this program with your family, would you want to?

   No I would not like to participate 0 1 2 3 4 5 6 Yes I would Very Much like to participate

Please give us any additional comments you may have:

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

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SAAF ACCEPTABILITY QUESTIONNAIRE-YOUTH

Thank you for taking the time to learn about the Strong African American Families—High School Program. We appreciate your thoughts and opinions, and will work to incorporate into the program what we have learned from you this evening. With your thoughts and opinions as a key part of a future revision of the program, please respond to the questions below. Simply circle the number that best represents your opinion regarding the program we have introduced to you, which will include feedback from tonight’s meeting.

1. If you were given a chance to participate in this program with your family, would you want to?

   No, I would not want to participate 0 1 2 3 4 5 6 Yes, I would very much want to participate

2. How fun do you think this program would be for you?

   Not any fun at all 0 1 2 3 4 5 6 A great deal of fun

3. How helpful do you think this program would be for you?

   Not helpful at all 0 1 2 3 4 5 6 Very helpful

4. How helpful do you think this program would be for your family?

   Not helpful at all 0 1 2 3 4 5 6 Very helpful

5. How much do you think other African American families in your community would like this program?

   Not like it all 0 1 2 3 4 5 6 Like it very much

6. Do you think other teens in your community would like to come to this program?

   No I don’t think they would want to come 0 1 2 3 4 5 6 Yes I think they would like to come

7. Do you think African American teens in your community need a program like this one?

   No they don’t need a program like this 0 1 2 3 4 5 6 Yes, they need a program like this very much

Please give us any additional comments you may have:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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Pre-Implementation Tasks

There are important tasks leading up to the intervention that need to be completed to ensure the smooth implementation of the intervention programs. These tasks include securing staff, conducting trainings, setting dates, making facilitator assignments, and ensuring that everyone has the materials and information needed to implement the program. The following section will outline some of the important steps leading up to the start of the intervention. The section ends with lessons learned during the implementation about pre-implementation tasks.

Pre-Implementation Tasks for RAAFHP

1. Facilitator Assignments
   a. Several factors contribute to how the facilitators are assigned to teaching teams. These factors include:
      i. Availability. Facilitator availability which is determined during the interview and through follow-up contact via emails and phone calls.
      ii. Intervention Assignment. Which intervention program (FUEL or SAAF-T) a facilitator is assigned to. Assignment to an intervention program is based on the facilitator’s interests and comfort level regarding teaching about condom use.
      iii. Primary Audience. Assignment to teach as either a parent or a teen facilitator. The parent/teen teaching assignment is based on the facilitator’s experience, and in some cases, the preference of the facilitator.
      iv. Gender. Assignment of at least one male to each group. Having at least one male in each group is always a preference so that the male teens have someone to relate to. Having a male in each group is also important in the SAAF-T groups because of the Bonus Session. The preference is for a male facilitator to teach the male teens about condom use and a female facilitator to teach the female teens about condom use.
      v. Facilitator Relationships. In the event of facilitators who are siblings, spouses, friends, or relatives, the intervention team must use its best discretion to decide if facilitators should be paired together.

b. A chart including all of the facilitators and their availability by day of the week is created to be used during the assignment planning meeting.

c. The IV team schedules a planning meeting to make the teaching assignments after the session schedule has been finalized. The first step is to assign each facilitator to an intervention program and then decide whether they will teach parent or teen. Each group needs to have one parent and two teen facilitators. Team assignments are then made based on these decisions in addition to facilitator availability and the other factors mentioned above.
d. Once the assignments have been finalized, the Intervention Coordinator should notify the facilitators of the assignments as soon as possible to confirm with everyone.
   i. A mass email should be sent to the facilitators that includes the teaching assignments, site information, facilitator and Intervention team contact information (including phone numbers and email), as well as a calendar of program dates.
   ii. Hard copies of everything should also be distributed to the facilitators. This can be done at training or sent in the mail. A mailing might be necessary if it is between rounds of the intervention and not all of the facilitators plan to attend the training.

2. Identifying and Preparing Lead Facilitators
   a. Once the facilitator assignments have been finalized, the Intervention team will identify a Lead Facilitator for each group who will serve as their group’s liaison with the Center. The criteria for selecting a Lead is based on availability, organizational, and communication skills.
   b. After the Leads have been identified, the Intervention Coordinator will contact each person to confirm their interest in serving as a Lead.
      i. The Intervention Coordinator should review the expectations of the Lead during the initial offer phone call.
      ii. The address to use for UPS package delivery should also be confirmed during this conversation. The address must be a physical address as UPS will not deliver to P.O. boxes.
   c. A notebook of paperwork needs to be created for each Lead Facilitator for use during the intervention program. The following items should be included in the Lead notebook divided by three sections including Childcare forms, UPS paperwork, and Receipts. The quantity that is needed for each item is indicated in parentheses. Unless a paper color is specified, the document should be printed on white paper.
      i. Childcare Forms (See Appendix A):
         1. Parent/Caregiver Letter (10)
         2. Liability Waiver (10)
         3. Childcare Roster (8)
      ii. UPS Paperwork (See Appendix B):
         1. Mileage Log (25) (hot pink paper)
         2. Weekly Reminder Telephone Call Log (10) (gold paper)
         3. Weekly Report Form (8) (blue paper)
         4. UPS Return Package Checklist (8)
      iii. Receipts (See Appendix C):
         1. Caterer (8)
         2. Childcare (8)
         3. Participant (180)
         4. Site Staff (8)
         5. Transportation (8)
d. All of the Leads are presented with their notebook during training. Ideally the Intervention Coordinator will also prepare smaller packets containing a sample of the Lead paperwork for all of the facilitators to review. An overview of the paperwork and the UPS process is conducted at the training. Everyone goes through the review in the event that another facilitator needs to substitute for a Lead during the intervention.

3. Family Mailings
   a. **Family Start Letters**: As soon as the intervention meeting dates have been finalized and the sites are confirmed, the “Family Start Letters” should be sent to each participant. This should occur at least 2 weeks prior to the intervention sessions starting.
      i. The letters inform each family about the intervention they have been assigned to as well as the dates, times, and program location. It also provides the family with the information regarding the other weekly session in their community in case they need to do a make-up session. See Appendix D for a sample letter.
      ii. Several steps of preparation are necessary before the letters can be sent:
         1. After the program days are determined, the Data Collection team will randomly assign each family to an intervention program.
         2. The Intervention team will then assign families to a group based on their availability and day preference. Every attempt will be made to assign families to the program day that is their first choice.
         3. Rosters with the assignments for each intervention group are generated from the database as families are assigned.
         4. After the families are assigned to a day, the Intervention team will request that Matt Guidry, Network Administrative Associate, create refreshable spreadsheets for both FUEL and SAAF-T that list the families and their addresses based on their program assignment. The contact sheet will be used to do a mail merge for the family start letter mailings creating both letters and envelopes.
         5. The letters are typed with information for each group. There were 8 groups per round in RAAFHP and therefore 8 versions of the letter were created. A mail merge is done to personalize the letters for each family.
         6. The Intervention team should keep a record of letters as they are sent because as data collection continues and families are added to the IV rosters, appropriate letters should be sent.
   b. **Reminder Postcards**: Postcards are sent to each family every week to remind them of their next intervention session. The postcards are created
prior to the intervention at Central Duplicating on campus. The postcards should be ordered several weeks before the intervention starts to ensure time for them to be made and mailed to each family. (See the Materials Section, page 272 for ordering instructions).

i. The postcards are created for both the SAAF-T and the FUEL programs. The reminder postcards include information regarding the date, time, and location of the session. A brief description of the session topic is included, along with a reminder about the meal and incentives. Contact information for the intervention staff should be included as well (e.g., phone and email).

ii. It is also important to make a schedule for sending the postcards before the intervention begins. The schedule will help ensure the timely delivery of the postcards.

iii. The first reminder postcard should be mailed a week before the intervention sessions start.

4. Administrative Preparation
   a. Check Requests
      i. The Intervention Coordinator should prepare the template for the check request and then begin filling in the family names and ancillary providers in advance of the intervention starting. Starting at least a week before its due will help minimize mistakes.

      ii. The first check request will be submitted to Diane Bowman on Thursday the week before the first set of UPS packages are sent. Check requests are submitted on Thursdays and Intervention staff should keep this deadline in mind when scheduling the first UPS shipment.

      iii. The Intervention Coordinator should set up a word document for the first check request labeling the document header with the date of submission, the cohort, and the round of the project.

      iv. Each group will have its own table in the check request document where the parent, teen, and ancillary names will be listed, as well as the amount of each check. The county and day of the group, intervention program, session date, and session number should be listed at the top of each group’s table. (See Appendix A of the Implementation Section for a sample check request on page 302).

      v. Once the check request is completed, the document will be saved in a check request folder on the drive and updated each week of the intervention to reflect any family switches between groups or any changes to the ancillary provider payment. Switching families on the check request if the family decides to switch groups will help minimize confusion when the checks are organized for the UPS packages.

b. Contact Information / Distribution Lists
i. **Ancillary Providers Contact List**: The Intervention Coordinator should type the ancillary provider contact information into a Word document saved on the drive that can be accessed by the whole Intervention team.
   1. The provider information can be divided into two Word documents, one created for the FUEL providers and one for the SAAF-T providers.
   2. A chart should be included in the document to indicate which providers are working at which groups. See **Appendix E** for an example of the Ancillary Provider Contact List.

ii. **Facilitator Email List**: The Intervention Coordinator should organize email distribution lists to facilitate communication during the intervention.
   1. A separate email list can be organized for both FUEL and SAAF-T in the Outlook address book (or other email provider); in addition to an email list that includes all of the facilitators teaching that round. Having multiple distribution lists makes it easier to send targeted messages since some reminders may apply to FUEL or SAAF-T only.
   2. The email list should be updated for each round of the intervention as facilitator assignments typically change.
   3. Maintaining one list that includes all facilitators who have worked for the project is also a good idea because some messages may pertain to everyone (e.g.—invitation to the final debriefing meeting).

c. **Database and Spreadsheets**: Once the program days have been finalized, the Intervention Coordinator should communicate with Matt Guidry to prepare the RAAFHP database for the implementation. Excel spreadsheets for mailing addresses and attendance tracking should also be requested from Matt.

i. **Intervention Reports**: The Intervention Coordinator should send Matt a list of the session days in each County for both FUEL and SAAF-T (e.g. Emanuel Monday FUEL). Matt updates the RAAFHP database with this information so that from the intervention screen the IV team can generate session rosters and mailing labels for each group.

ii. **Attendance**: Matt will also use the session days and counties to update the attendance tab in the intervention screen of the RAAFHP database. Once Matt has updated the database the intervention team can start entering the attendance for each family (parent and teen).
   1. In the intervention screen, fields should also be added so that the first date of attendance can be recorded for both the parent and the teens. It is very important for this to be added in the beginning of each round so it can be tracked
with the rest of the attendance. Tracking the first date of attendance is important for the statistical analysis.

2. The first date of attendance fields are located below the primary caregiver and target contact information in the intervention screen.

iii. **Excel Spreadsheets**: The Intervention Coordinator should request that Matt create refreshable Excel spreadsheets that will contain family mailing addresses and separate spreadsheets that will track attendance.

1. Separate attendance sheets for FUEL and SAAF-T should be created for both parents and teens. These spreadsheets will also be separate by Cohort. The spreadsheets should include the participant first and last name, family ID, county, and intervention round. The spreadsheets will have columns for each of the session days, plus a column where the total attendance will be calculated. The spreadsheets will pull the attendance information from the database, and the spreadsheets will list either a “0” or a “1” in each session column to indicate nonattendance and attendance.

2. It is very important that these spreadsheets are refreshable. As families are added to the intervention and attendance is updated, having refreshable spreadsheets will make it more feasible to utilize these spreadsheets for mailings and to create attendance reports because they can be constantly updated.

3. All of the attendance and mailing address spreadsheets for both Cohorts can be found on the server at: T:\Intervention Lists. There are separate folders for each Cohort.

d. **Documentation / Organizational System**

i. **Filing**: A filing system should be created before the intervention sessions begin. Having the filing system in place will make it easier to keep the session paperwork organized as it is returned to the Center.

1. Create a hanging file for each group labeled with the county, day, intervention, cohort, and round.

2. Insert five folders into the hanging file labeled for each week (sessions 1-5) of the intervention. The individual folders should also have the county, day, and intervention listed as well. Labeling each folder makes it easier to keep them organized and to return them to the correct hanging folder.

ii. **Intervention Schedules**: These are created by the Intervention staff to be given to the facilitators so they will have the program dates/times and the contact information that pertains to their site and ancillary providers.
1. The schedule includes the dates and time frame for the intervention. Session times are included, as well as the schedule for sending and receiving the UPS package.

2. A copy of the intervention schedule is emailed to all of the facilitators. Each facilitator will receive the information for their group in addition to information for the other group of the same intervention meeting in their community.

3. Hard copies of the schedule are also sent via UPS for the Lead Facilitator to distribute. See Appendix F for a sample Intervention Schedule.

iii. **UPS Preparation:** Once families have been assigned to an intervention session, the Intervention team can begin to prepare the UPS materials:

   1. Attendance sheets should be made for each group of FUEL and SAAF-T. A separate sheet is made for the teens and the parents.

   2. Honoraria for checks over $50.00. Typically honoraria are needed for the catering and transportation checks.

   3. Labels for the check envelopes should be started. Two labels are created for each envelope. One label lists the ancillary providers and the parents. The other label lists the teens. There should be a box next to each name that the facilitator can check-off when they return checks to the Center.

   4. The administrative staff should be notified of upcoming UPS needs so they can plan accordingly to have enough packages available. A list of the Lead Facilitator names and addresses should also be provided so that they can update the address records on file.

**Lessons Learned Regarding Pre-Implementation**

1. **Lead Facilitators:**
   a. The Lead Facilitator expectations and responsibilities should be in writing and shared with all of the facilitators prior to the intervention sessions beginning. A copy of the expectations should be included in the Lead Facilitator notebook and the sample Lead paperwork packets for training.

2. **Scheduling Sessions:**
   a. If possible, try not to schedule the FUEL and SAAF-T sessions on the same days of the week—this makes it easier to have substitutes available (for both ancillary staff and facilitators).
APPENDIX

Pre-Implementation Tasks
Dear RAAFHP Parent/Caregiver,

To better accommodate your needs while participating in the Rural African American Families Health (RAAFH) Program, the Center for Family Research has made arrangements to provide childcare for those families that request it. Please note that childcare is primarily to provide adult supervision for children ages 6 months to twelve years old while parents/caregivers are participating in their designated program. The childcare provider’s resources and materials are limited and dependent on the facility the program is housed in. You are encouraged to allow your younger children to bring a toy or book from home. Older children may use this time to do homework or may also bring a book or game.

Each parent/caregiver utilizing childcare services will be asked to sign a waiver of liability form. This agreement and waiver will stand for the duration of the program. You will also be asked to check your child(ren) in and out with the childcare providers at each session. Please note that we do not allow our caregivers to administer any physical discipline. If any problems arise that the childcare worker cannot handle, you will be notified.

If you have any questions or concerns at any point during the program, or if your childcare needs change, please notify your Lead Facilitator, or contact me at our toll-free number, XXX-XXX-XXXX. I hope that you will enjoy participating in the RAAFH program.

Sincerely,

Megan Sperr
Intervention Coordinator
RAAFH Project
FUEL/SAAF-T Program Childcare Agreement for Parents/Caregivers

I __________________________, a voluntary participant in the RAAFHP Project, request childcare services for the following child(ren) while I participate in the intervention sessions:

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Gender</th>
<th>Age</th>
<th>Special Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________________</td>
<td>_______</td>
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</tr>
</tbody>
</table>

I understand that the provision of childcare
- Is provided in conjunction with the FUEL/SAAF-T program and at no cost to me.
- That no physical discipline will be administered; if my child becomes unmanageable, I will be notified.
- All childcare providers are adults over the age of 20 years.
- This Release Form is applicable for the 5 week duration of the intervention.

Release, Waiver of Liability and Covenant Not to Sue

In consideration of the above stated need and understanding of the service, I (we) hereby release and forever discharge the University of Georgia, the Board of Regents of the University System of Georgia, their members individually and their officers, agents and employees from any and all claims, demands, rights and causes of action of whatever kind that I (we) may have either in my (our) own behalf or in my (our) capacity as legal representative of my (our) child, arising from or by reason of any personal injury or property damage resulting from or in any way connected with actions taken by employees or agents of the University of Georgia under the terms of this service.

I (we) understand that acceptance of this Release, Waiver of Liability and Covenant Not to Sue by the Board of Regents of the University System of Georgia shall not constitute a waiver, in whole or in part, of sovereign immunity by said Board, its members, officers, agents and employees.

I (we) certify that I (we) have read and understand the above statements.

___________________________________   ___________________
Parent/Guardian Signature     Date
RAAFHP Childcare Roster

Date: ___________________________   County: _____________

Program (please circle one):  FUEL or SAAF-T

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>Parent’s Name</th>
<th>Age</th>
<th>Gender</th>
<th>Special Concerns</th>
</tr>
</thead>
<tbody>
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</table>

Childcare Provider(s): __________________________
__________________________

Please turn this form into the Lead Facilitator of your group.
APPENDIX B: UPS Paperwork (4 pages)

Office Use Only:

**CHARGE AGAINST:**
- □ RAAFHP
- □ SAAF
- □ FIIT
- □ AIM NIDA
- □ AIM WT Grant
- □ FACHS
- □ Other ____________________

CENTER FOR FAMILY RESEARCH
Daily Travel Log

DATE: ______________________

DRIVER: _____________________

Origin (City Only)                                          _____________________

DESTINATION (City Only)                          _____________________

LICENSE PLATE# _____________________

BEGINNING MILEAGE: _____________________

ENDING MILEAGE: _____________________

TOTAL MILES TRAVELED _____________________

**Purpose of Travel:**

Approved by project personnel: ________________________________

Signature

Note: This form must be filled out in its entirety; failure to do so may result in delayed processing.
Weekly Reminder Telephone Call Log  
RAAFHP Intervention

Name of Facilitator ____________________________  
Week ________________________________________

Please record each family contact you make on this form and turn the completed form in weekly to your lead facilitator. Please indicate the reasons that families give for not attending the session.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Outcome</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

**Outcome Key:**  
**BZ:** Number Busy  
**NH:** Not Home  
**NA:** No Answer  
**WN:** Wrong Number  
**LM:** Left Message  
**CB:** Call Back  
**CC:** Completed Call

Note: If the outcome is “CC” please indicate if the family plans to attend the session. If the family is not able to attend, please indicate why whenever possible.
RAAFHP Lead Facilitator Weekly Report

Facilitator ________________________________
County/Day ________________________________
Date ______________________________________
Session # ______

Program Participants:
Total Families in Attendance ______
# of Parents/Caregivers ______
# of Teen Participants ______

Comments:

Ancillary Services
# of children in childcare ______
# of families using transportation services ______

Comments:
Catering/Childcare/Transportation Issues:

Facility Issues:

Other Issues and Concerns (please indicate if notes are continued on the back of this sheet):

For office use:
# Families Scheduled ______
# Caterer Prep ______
# Served ______
Facilitator __________________________ Session Date ______________

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UPS Return Package Checklist (return in your package):

- Signed and completed honorariums and receipts for caterer (honoraria should only be signed on line “9”; all receipts should be signed and witnessed.)

- Signed and completed receipts for parent and teen participants (all receipts should have the UGA employment section checked, be signed and witnessed).

- Signed and completed receipts for service providers (where applicable).
  - Childcare workers
  - Transportation provider

- Vendor receipt for Caterer – we must have a separate vendor receipt.

- Completed Transportation Tracking form – if applicable

- Checks and receipts for non-attendees – (please return checks in the envelope and place a check mark by the names of the checks enclosed).

- Attendance sheets – make sure that everyone signs in (especially those who come in after you’ve had sign-in)

- Childcare roster/waivers – if applicable

- Labeled Video Tapes – please label them with your county name, date and teen/youth or parent.

- Phone Logs – from all facilitators for reminder calls and the missed you calls.

- Misc. Paperwork
  - Updated Contact Information
  - Time sheets – if applicable

Please list any other items included in package:
RAAFH Project Caterer Receipt

This is to verify that I,________________________________________________
(please print)

have received a total of _______ for participating in The University of Georgia,
Center for Family Research, Rural African American Families Health Project.

The University of Georgia Employment History (please check one)

 _____ I am not currently employed at The University of Georgia nor have I been
employed at The University of Georgia in the last five years.

 _____ I have been employed at the University of Georgia within the past five years.
 _____ I am currently a part-time employee at The University of Georgia.
 _____ I am currently a full-time employee at The University of Georgia.

I understand that by signing below I am stating that I have truthfully represented
my UGA employment history above. I am agreeing that if I accept payment at this
time, but if it is discovered that I do have a UGA employment history (within the
past five years) then I will be required to return this check (or pay back the
amount) immediately.

I am also agreeing to pay all service fees in the event that I request a replacement
check.

Signature ______________________________   Date_______________________
Witnessed by____________________________  Date_______________________
RAAFH Project Childcare Receipt

This is to verify that I, ________________________________________________
(please print)

have received a total of ______ for participating in The University of Georgia,
Center for Family Research, Rural African American Families Health Project.

The University of Georgia Employment History (please check one)

_____ I am not currently employed at The University of Georgia nor have I been
employed at The University of Georgia in the last five years.

_____ I have been employed at the University of Georgia within the past five years.
_____ I am currently a part-time employee at The University of Georgia.
_____ I am currently a full-time employee at The University of Georgia.

I understand that by signing below I am stating that I have truthfully represented
my UGA employment history above. I am agreeing that if I accept payment at this
time, but if it is discovered that I do have a UGA employment history (within the
past five years) then I will be required to return this check (or pay back the
amount) immediately.

I am also agreeing to pay all service fees in the event that I request a replacement
check.

Social Security Number ________________ (UGA Policy, effective 3-29-2007)

Signature ____________________________ Date______________________

Witnessed by__________________________ Date______________________
RAAFH Project Participation Receipt

This is to verify that I, ______________________________________________
(please print)

have received a total of $ 25.00 for participating in The University of Georgia, Center for Family Research, Rural African American Families Health Project.

The University of Georgia Employment History (please check one)

_____ I am not currently employed at The University of Georgia nor have I been employed at The University of Georgia in the last five years.

_____ I have been employed at the University of Georgia within the past five years.

_____ I am currently a part-time employee at The University of Georgia.

_____ I am currently a full-time employee at The University of Georgia.

I understand that by signing below I am stating that I have truthfully represented my UGA employment history above. I am agreeing that if I accept payment at this time, but if it is discovered that I do have a UGA employment history (within the past five years) then I will be required to return this check (or pay back the amount) immediately.

I am also agreeing to pay all service fees in the event that I request a replacement check.

Social Security Number _____________________ (UGA Policy effective 3/29/07)

Signature ______________________________   Date_______________________

Witnessed by____________________________  Date_______________________
RAAFH Project Site Staff Receipt

This is to verify that I, ________________________________________________
(please print)

have received a total of _______ for participating in The University of Georgia,
Center for Family Research, Rural African American Families Health Project.

The University of Georgia Employment History (please check one)

_____ I am not currently employed at The University of Georgia nor have I been
employed at The University of Georgia in the last five years.

_____ I have been employed at the University of Georgia within the past five years.
_____ I am currently a part-time employee at The University of Georgia.
_____ I am currently a full-time employee at The University of Georgia.

I understand that by signing below I am stating that I have truthfully represented
my UGA employment history above. I am agreeing that if I accept payment at this
time, but if it is discovered that I do have a UGA employment history (within the
past five years) then I will be required to return this check (or pay back the
amount) immediately.

I am also agreeing to pay all service fees in the event that I request a replacement
check.

Social Security Number ________________ (UGA Policy, effective 3-29-2007)

Signature ___________________________ Date ______________________

Witnessed by ________________________ Date ______________________
RAAFH Project Transportation Provider Receipt

This is to verify that I, ____________________________________________________________________________
(please print)

have received a total of _______ for participating in The University of Georgia, Center for Family Research, Rural African American Families Health Project.

The University of Georgia Employment History (please check one)

____ I am not currently employed at The University of Georgia nor have I been employed at The University of Georgia in the last five years.

____ I have been employed at the University of Georgia within the past five years.

____ I am currently a part-time employee at The University of Georgia.

____ I am currently a full-time employee at The University of Georgia.

I understand that by signing below I am stating that I have truthfully represented my UGA employment history above. I am agreeing that if I accept payment at this time, but if it is discovered that I do have a UGA employment history (within the past five years) then I will be required to return this check (or pay back the amount) immediately.

I am also agreeing to pay all service fees in the event that I request a replacement check.

Social Security Number __________________ (UGA Policy, effective 3-29-2007)

Signature ___________________________ Date ___________________

Witnessed by _________________________ Date ___________________
Dear Parent/Caregiver,

Thank you for your participation in the Rural African American Families Health Project (RAAFHP). The continued involvement and support of your family, along with the other RAAFHP participants in Burke, Emanuel, Laurens, Jefferson, McDuffie, and Screven counties, is invaluable to our work at the Center for Family Research. I am writing today to provide information about your group assignment for the FUEL for Families program. You and target are assigned to attend the FUEL Thursday group, which will take place at Dublin High School located at 1951 Hillcrest Parkway, Dublin, GA 31021. Your first session will be on Thursday, March 26th and the remaining sessions will be held April 2nd, 16th, 23rd, and 30th. Please note that we are skipping Thursday, April 9th due to Spring break. Each Thursday session will begin with dinner at 6:00 p.m. The interactive sessions with the group facilitators begin at 6:30 p.m. and end at 8:30 p.m. We encourage you to join us for dinner since this is a time to get to know other members of the group and the facilitators better.

Parents/caregivers and teens who completed the in-home interview will receive $25 incentive checks each week for participating in the parent/teen and family sessions. If you are unable to attend a session, please let the facilitators know. You may be able to make the session up with the Saturday morning group that will also be held at Dublin High School. The first Saturday session will take place on March 28th. If you attend on a day that you are not assigned, we will ask you to sign a receipt at your make up session. Your incentive check will be mailed to your home upon reception of the receipt at the Center for Family Research.

Thank you again for your support of the RAAFHP Project. One of the facilitators will call and remind your family of the session date each week, and we will send you a reminder postcard from the Center. If you have any questions about the project, feel free to contact me, Megan Sperr, Intervention Coordinator at xxx-xxx-xxxx. You may also contact Tracy Anderson, Assistant Director at xxx-xxx-xxxx. We are looking forward to seeing you and target on the 26th!

Sincerely,

Megan

Megan Sperr
RAAFHP Intervention Coordinator
## APPENDIX E
SAAF-T Ancillary Providers (2 pages)

<table>
<thead>
<tr>
<th>COUNTY</th>
<th>CATERER</th>
<th>CHILDCARE</th>
<th>TRANSPORTATION</th>
<th>SITE STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>McDuffie Wednesday</td>
<td>&lt;&lt;Name&gt;&gt;</td>
<td>&lt;&lt;Name&gt;&gt;</td>
<td>&lt;&lt;Name&gt;&gt;</td>
<td>&lt;&lt;Name&gt;&gt;</td>
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<tr>
<td>McDuffie Saturday</td>
<td>&lt;&lt;Name&gt;&gt;</td>
<td>&lt;&lt;Name&gt;&gt;</td>
<td>&lt;&lt;Name&gt;&gt;</td>
<td>&lt;&lt;Name&gt;&gt;</td>
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<tr>
<td>Jefferson Monday</td>
<td>&lt;&lt;Name&gt;&gt;</td>
<td>&lt;&lt;Name&gt;&gt;</td>
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<td>&lt;&lt;Name&gt;&gt;</td>
<td>&lt;&lt;Name&gt;&gt;</td>
<td>&lt;&lt;Name&gt;&gt;</td>
</tr>
</tbody>
</table>

### Ancillary Providers Contact List R1

#### MCDUFFIE

**Caterers:**
<<Name>>
<<Address>>
<<Phone>>
<<Email>>

**Childcare Provider:**
<<Name>>
<<Address>>
<<Phone>>
<<Email>>

**Transportation:**
<<Name>>
<<Address>>
<<Phone>>
<<Email>>

**Thomson High site contact:**
<<Name>>
<<Address>>
<<Phone>>
<<Email>>

**Thomson High site staff:**
<<Name>>
<<Address>>
<<Phone>>
<<Email>>
JEFFERSON

Caterers: <<Name>>
<<Address>>
<<Phone>>
<<Email>>

Childcare: <<Name>>
<<Address>>
<<Phone>>
<<Email>>

Transportation Providers: <<Name>>
<<Address>>
<<Phone>>
<<Email>>

On-Site Staff: <<Name>>
<<Address>>
<<Phone>>
<<Email>>
### APPENDIX F
Emanuel Saturday SAAF-T Intervention Schedule

Facilitators: Jane Doe (P), John Doe (T) & Sue Doe (T & LEAD)

Location: Facility Name

Address: Facility Address

Contact: John Smith Phone: (xxx) xxx-xxxx

Caterer: Sarah Smith Phone: (xxx) xxx-xxxxx (cell)

Childcare Provider: Jane Smith (xxx) xxx-xxxxx (home)

Transportation Provider: John Williams (xxx) xxx-xxxxx

<table>
<thead>
<tr>
<th>Facilitators’ Contact Information</th>
<th>Home Phone</th>
<th>Cell Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Doe</td>
<td>(xxx) xxx-xxxx</td>
<td>(xxx) xxx-xxxx</td>
</tr>
<tr>
<td>John Doe</td>
<td>(xxx) xxx-xxxx</td>
<td>(xxx) xxx-xxxx</td>
</tr>
<tr>
<td>Sue Doe</td>
<td>(xxx) xxx-xxxx</td>
<td>(xxx) xxx-xxxx</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date &amp; Time</th>
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<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
<th>Session 5</th>
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</thead>
<tbody>
<tr>
<td>Set-Up</td>
<td>9:00 - 10:00</td>
<td>9:00 - 10:00</td>
<td>9:00 - 10:00</td>
<td>9:00 - 10:00</td>
<td>9:00 - 10:00</td>
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<tr>
<td>Breakfast</td>
<td>10:00 - 10:25</td>
<td>10:00 - 10:25</td>
<td>10:00 - 10:25</td>
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<td>Teen 4b</td>
<td>12:30 - 1:00</td>
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<td>12:30 - 1:00</td>
<td>1:00 - 1:30</td>
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<tr>
<td>Clean-Up</td>
<td>12:30 - 1:00</td>
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<td>12:30 - 1:00</td>
<td>1:00 - 1:30</td>
<td>12:30 - 1:00</td>
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</tbody>
</table>
Infrastructure Building

Building infrastructure for RAAFHP focused on establishing project staff (identifying facilitators and prevention supervisors) in addition to finding a program site and ancillary providers in each community. The main ancillary needs for the project were: catering, childcare, and transportation. The following section on infrastructure will outline the types of networking strategies that have been utilized to locate project staff, program sites, and ancillary providers. The section will end with lessons that were learned during implementation.

Infrastructure for RAAFHP

1. Facilitators
   a. Position Creation, Approval, and Advertisement
      i. The facilitator job description is created by senior personnel at the Center for Family Research. Assistant Director, Tracy Anderson, created the Facilitator job description for RAAFHP and submitted it to Sharon Koehler, Business Manager.
      ii. A temporary posting for the position is created by Sharon Koehler and a request for the posting is made. The posting request must be sent for approval to the office of the Vice President for Research. The posting is then sent to Human Resources for final approval and posting.
      iii. The posting approval may take up to two weeks before it is listed on the UGA website.
      iv. Flyers are distributed to local community organizations (e.g., community centers, technical schools, churches, etc.) to spread the word about the position.
      v. RAAFHP Community Liaisons are contacted for referrals.
      vi. Facilitators are contacted for referrals.
      vii. The Center website can be used to advertise the position.
   b. Interviews
      i. Interested candidates apply on-line through the UGA website. On-line applications are reviewed and potential candidates are contacted. See Appendix A for instructions regarding how to complete the on-line application. These directions can be distributed to interested candidates.
      ii. Applicants are interviewed in their own community whenever possible.
      iii. An interview date is set and applicants are contacted about the meeting location (during RAAFHP public libraries were most often utilized for this, but other options included County Extension offices, Senior Centers, and the Chamber of Commerce).
      iv. The interviews typically last 45 minutes to 1 hour. Appendix B has sample facilitator interview questions.
   c. Hiring
i. After the interviews, the IV staff review the applications and interview notes to make hiring decisions based on fit for position and assignment to SAAF-T or FUEL. The assignment to SAAF-T or FUEL is made based on interest areas and comfort level with teaching about condom use.

ii. Offer phone calls are made and if the position is accepted, official offer letters are sent. Appendix C provides a sample offer letter.

iii. Facilitators need to complete their new employee paperwork as soon as possible after the job has been accepted. The paperwork is necessary for the hiring approval, background check, and for establishing the new employee’s official start date. Paperwork should be mailed to facilitators immediately with a stamped return envelope.

iv. Completed paperwork should be submitted to Sharon Koehler as soon as it is returned to the Center so that a hiring proposal and background check can be submitted for approval.
   1. The hiring proposal and request for a background check must go through the Vice President’s office in addition to Human Resources. Notification of hiring approval typically takes 1-1 ½ weeks, but it can take up to 3 weeks.
   2. It is very important that facilitators not begin working until the hiring proposal has been approved and the background check has cleared. Some exceptions have been made for the purposes of training, but interaction with families cannot occur until the background check is completed.

v. Sharon Koehler will also submit the personnel paperwork (including the New Employee Information Sheet, and the I-9) to Diane Salum at IBR for processing. A start date that is 8 to 9 days from the submission date will be requested for the new employee. Facilitators can begin accruing hours on or after their start date.

vi. New hires are notified of the training schedule during the interview when possible, and/or the dates are listed in follow-up correspondence (e.g., offer letter, by email, etc).

vii. During the initial interview and during follow-up correspondence (via email or phone calls) the facilitator availability information is gathered so that teaching assignments can be made prior to the home engagement training.

viii. Contact is maintained before the session start dates via email. Additional mailings may be required regarding new employee paperwork, facilitator assignments, etc.

d. Facilitator Engagement
   i. Part of the infrastructure building between rounds and cohorts involves keeping the facilitators engaged and informed about what is coming up. The following forms of communication are important to keep facilitators connected to the Center for Family Research.
1. Letters and emails regarding trainings and session schedules help inform facilitators about important dates so they can plan their schedules accordingly.
2. Newsletters can be sent as a part of continuing facilitator engagement during breaks in the intervention.
3. Holiday cards are sent to the facilitators.

A challenge of infrastructure building is finding community resources for program sites and ancillary providers. There are several general resources (detailed below) that are helpful to contact regarding program needs. Additionally, whenever a project returns to a community for the second time, the Center tries to work with the same providers again since a working relationship has already been established.

2. General Resources for Program Sites and Ancillary Providers
   a. Word of Mouth is often one of the most successful tools for finding community resources.
      i. Community Liaisons and Facilitators are a helpful resource for finding program sites and ancillary providers because they know many people and resources in their communities.
      ii. An information packet describing the ancillary needs is sent to the Community Liaisons along with the Intervention Coordinator’s business cards to distribute to interested candidates. Please see Appendix D for the information included in the ancillary provider information packet and Appendix E for a sample ancillary provider application.
   b. County Extension Offices and the Chamber of Commerce are contacted for referrals and resource recommendations.
   c. Churches have been a resource in many communities.
      i. For example, Wrens Chapel not only served as a site, but also provided catering, childcare, and transportation.
      ii. Churches can also be a resource for other referrals in the community (e.g., transportation, catering, and childcare).

The following bullet points outline further contact strategies for identifying program sites and ancillary providers:

3. Program Sites
   a. Internet research on county websites is a good starting point to identify potential sites for a program (e.g., community centers and senior centers).
   b. High schools, technical schools, and colleges should also be considered as an option. These worked well as sites for the RAAFH interventions since they were conveniently located and well known locations in the communities.

4. Ancillary Providers
   a. Catering
i. **Restaurants:** Local restaurants can be identified through the phone book, internet, or by referral. RAAFHP utilized Ware’s BBQ restaurant in Swainsboro and Gladys’ Soul Food restaurant in Dublin.

ii. **Private Caterers:** RAAFHP most often utilized private caterers because this was most conducive to the program needs. Private caterers are equipped for on-site set-up and menus can be negotiated to meet program needs. Caterers can be found through referrals or the phone book.

b. **Childcare**
   i. **Head Start:** RAAFHP worked with Head Start in Jefferson and Emanuel Counties. Initial contact with Head Start is made by letter to describe the program and the childcare needs. A follow-up phone call is made to see if Head Start is interested in partnering with the Center by distributing flyers about the position to their staff. The staff is interviewed and hired by CFR on an individual basis. See **Appendix F** for a sample letter to Head Start.

   ii. **Childcare Centers:** Cold calling a childcare center can be difficult, but several childcare centers were contacted after the Intervention Coordinator received a referral from a facilitator or other community partner.

c. **Transportation**
   i. **County Transportation Service.** A good starting point is to check to see if there is a County transportation service. It is ideal when the county government can provide the service because they are usually equipped with vans and multiple drivers (this was available in Jefferson, Burke, and Screven Counties).

   ii. **Yellow Pages.** The Yellow Pages can also be used a resource to find transportation providers. Liz’s transport in Dublin was found in the yellow pages.

**Finalizing Infrastructure**

1. **Interviews with Providers**
   a. Once the potential candidates are identified in the communities, interviews are set up to meet the providers.

   b. During the interviews the providers are given an explanation of the project and more details regarding the services that will be needed.

   c. Compensation is discussed within the budget guidelines.

   d. The interviewees are asked for more information about their experience and their interest in the position is confirmed.

2. **Hiring Considerations:** The preference is to identify separate ancillary staff for FUEL and SAAF-T to help minimize overlap between the two programs. The following section will outline hiring considerations by type of ancillary provider:
   a. **Catering**
i. **Availability:** Can the caterer work the weekday and the Saturday session?

ii. **Compensation:** Is the caterer able to provide food within the budget? The breakfast range is $5.00 - $7.00 per person and dinner is $7.00 - $9.00.

iii. **Experience:** How long has the caterer been in business and what types of events have they catered?

iv. **Menus:** Does the caterer have menus that will meet the needs of the program to provide a hot breakfast and a variety of dinners including a meat, two sides, and dessert?

b. **Childcare:** In addition to having at least one provider for each program, the preference is to have at least one additional provider as a back-up person in case there is a large group or if one of the providers needs a substitute.

   i. **Availability:** Is the childcare worker available for the evening weekday session and the Saturday morning session?

   ii. **Age:** Is the childcare provider at least 21 years old?

   iii. **Compensation:** Does the provider agree to the payment of $25.00 by check at each session?

   iv. **Experience:** How much childcare experience does the provider have and are they comfortable working with a variety of ages?

c. **Transportation**

   i. **Vehicle:** What kind of vehicle does the provider have and can they transport multiple families?

   ii. **Availability:** Is the provider available during the evenings and on Saturday mornings?

   iii. **Documentation:** If the provider is a private driver are they willing to provide proof of insurance and a copy of their driver’s license?

   iv. **Age:** Is the transportation provider at least 25 years old?

3. **Confirming Hires and Compensation**

   a. After the interviews, the IV staff review the applications and interview notes to make hiring decisions based on fit for position and availability.

   b. A follow-up call is made to offer the position and finalize compensation.

   c. An agreement between the provider and the Center for Family Research is created by the IV Coordinator. Dates, times, site information, expectations, and important contact information is included. See **Appendix G** for a sample agreement.

      i. The agreement is sent to the provider who signs and returns the agreement to the Center where it is kept on file. A copy of the agreement is also included for the provider’s reference.

      ii. Final details are confirmed with the ancillary staff the week prior to the sessions starting: headcount, transportation needs, etc.

4. **Finalizing Sites**

   a. Site visits are arranged where a discussion of the RAAFHP program needs can take place face-to-face with the organization.
b. A tour of the facility is usually given to ensure the space will meet the program needs.
c. Dates and times are confirmed as well as the rental fee and custodial fees if applicable.
d. A quote for the facility rental must be prepared and submitted to Sharon Koehler so she can request a purchase order to set up the rental payment (payment is made at the end of the program). See Appendix H for a sample quote.
e. A site agreement outlining the dates, times, rental fee, and any special requests is created.
   i. The agreement is sent to the site provider who signs and returns the agreement to the Center where it is kept on file.
f. Rental Payment
   i. If there is a rental fee an invoice is included with the site agreement. A stamped envelope addressed to the IV Coordinator is also included. See Appendix I for a sample invoice.
   ii. The signed invoice will be returned with the rental agreement and given to Sharon Koehler.
   iii. Sharon requests payment at the end of the intervention sessions. A check is mailed directly from Accounts Payable to the program site.

Lessons Learned Regarding Infrastructure Building

1. Ancillary Providers (general)
   a. Include information about the SAAF-T session 4b schedule in the initial agreements for all of the ancillary providers. Doing so allows the providers to plan accordingly, and the IV staff can remind the providers about the special requests prior to the session.
   b. Providers should only be hired for one service. For example, the same individual should not provide childcare and transportation services.

2. Catering
   a. Put any special requests in the initial contract (e.g., FUEL special menu for week 5 and the SAAF-T 4b request for dessert and bottled water).
   b. Ideally caterers will not travel long distances to deliver food to the site. The preference is to find caterers from the community.
   c. Consider a set-up fee be paid to caterers when they are providing food for a small training. A set-up fee of $50.00 has been paid in the past when the training was less than 10 people. Paying by headcount may not be enough to compensate the caterer for their time.
   d. Ask caterers to utilize warmers or burners to keep food warm.
   e. Ask caterers to use gloves and hair nets when serving.
   f. Emphasize to caterers that their timeliness affects the entire flow of the program for that morning or evening.

3. Childcare
   a. Whenever possible have a back-up person identified in the event the provider needs to call for a substitute (e.g., in case of emergency).
b. Be prepared to communicate with childcare provider and facilitators about bringing their own children to the site.

c. Ensure that providers and facilitators are very clear about the childcare provider role (e.g., the provider should not sit in the program, participate or assist facilitators).

d. Childcare providers should only provide childcare – not in conjunction with another role (e.g., transportation provider).

4. Sites

a. Ascertain the expectations of a site in advance and communicate these expectations to the facilitators (e.g. are facilitators expected to take out the trash?).

b. Seek facilities that have a staff person on-site. Doing so ensures accessibility and assistance with troubleshooting facility issues.

c. Make certain that the rooms have adequate space for group size and various activities.

d. Check that the outlets are in a good place for cameras and TVs.

e. Try to make sure that caterers are in a separate room from the sessions to minimize noise distractions during clean-up. Ask caterers to set-up outside the rooms being used if feasible.

5. Transportation

a. Avoid contracting individually with a driver if they are already working with the county as a transportation driver, especially if there are few other options for transportation because it can make it more difficult to negotiate a fair price.

b. Private drivers need to provide proof of insurance and a copy of their driver’s license.

c. To the extent possible pay private drivers by time spent and mileage.

d. If the transportation contract is with a government provider and they charge by headcount, request that the payment be made after the last session to minimize confusion as headcount often fluctuates.

e. If a family is scheduled and the provider is unable to contact them, request that the provider go to the home to see if the family is there and planning to attend.
APPENDIX

Infrastructure Building
APPENDIX A

Directions for Completing the UGA On-Line Job Application

In compliance with the University’s Department of Human Resources hiring policies and procedures, you are required to complete an on-line application through UGA’s employment portal. To access the portal, please follow the instructions listed below:

1. Go to http://www.hr.uga.edu;
2. Click on “Employment” in the left (gray) column;
3. Click on “Apply for Staff Openings”;
4. This will take you to the iPAWS system. Click on “Apply for Staff Openings”;
5. Click “Search Postings”;
6. In the Posting Number field, type in 20070848;
7. Click on “Apply for Position”.

You will then be instructed to either register as a new user or sign – in as a previous user.
APPENDIX B (2 pages)

Facilitator Interview Questions

Applicant Name: ____________________________ Date: __________

Greetings & Introductions
   a. Introduction of interviewers
   b. Explanation of the flow of the interview
   c. Overview of the work at the Center
   d. Discussion of the Rural African American Families Health Project
      RAAFHP
   e. Discussion of Position and Timelines

1. Tell us a bit about your previous work experiences, education and any other
   relevant experience you have.

2. How do you see your experiences and interests fitting in with the work the Center
   does?

3. What teaching experience if any do you have? Have you ever taught a specific
   curriculum? *(Not for former Facilitators)*

4. *(If applicant has taught before)* What measures or strategies have you used to
   help you facilitate a successful group session? When you have facilitated
   programs how were you able to effectively communicate with your participants?
   Have you ever co-facilitated? Could you please give examples (adults and teens)?

5. *(If applicant has taught before)*: How have you benefited from your past teaching
   experiences and what do you hope to gain from serving as a facilitator for
   RAAFHP?
6. *If applicant has not taught before:* What do you hope to gain from the teaching experience you will have as a facilitator?

7. Do you have any experience doing home visits as a part of a position that you have held? What strategies do you employ to make sure they are successful?

8. Do you have any concerns about teaching a program to people you know or who you may be familiar with?

9. The SAAF-T program is an abstinence based curriculum, but we do offer an optional bonus session for teens on condom use. Would you be comfortable teaching a session on condom use and demonstrating how to correctly use a condom?

10. Reading from the RAAFHP curriculum: Interviewee will read either the introduction to the SAAF-T or FUEL curriculum.
APPENDIX C: Facilitator Offer Letter

Facilitator Name
Address

July 23, 2008

Dear Facilitator Name,

The Center for Family Research at the University of Georgia is pleased to offer you the facilitator position for the Strong African American Families Teen Program (SAAF-T) that is a part of the Rural African American Families Health Project (RAAFHP). We feel that your skills and experience will be a valuable asset to our team of facilitators.

Should you accept this job offer, you will need to call the Center and formally accept the position. I will be out of the office next week, but you can call and speak with Assistant Director Tracy Anderson. After you accept the position we will send you the new hire paperwork to complete. As a facilitator you will be compensated for 6.5 hours per week at the rate of $15.00 per hour during the five week program. You will be compensated at the rate of $15.00 per hour for any training sessions you attend. The following are the upcoming training dates and session schedule:

- Home engagement training on September 4th from 5:30 p.m. – 9:30 p.m. at the Wrens library located at 405 N. Main Street, Wrens, GA 30833.
- SAAF-T curriculum training on September 13th from 9:30 a.m. – 6:00 p.m. at the Wrens library.
- SAAF-T booster training on October 4th from 9:30 a.m. – 6:00 p.m. at the Wrens library.
- The SAAF-T program will start the week of October 13th and will last for five consecutive weeks.

Your group assignment will be finalized by the home engagement training, and we will follow-up with you soon to confirm your availability in terms of the days you prefer to teach.

We hope that you will accept this job offer and we look forward to working with you! Should you accept the position, we request that you contact Tracy by next Friday, August 1st. Please call us in the meantime if you have any questions about the position. Tracy can be reached xxx-xxxx-xxxx or via email at tracycfr@uga.edu.

Welcome to the Team!

Sincerely,

Megan Sperr
Intervention Coordinator
APPENDIX D (5 pages)
Infrastructure and Ancillary Provider Information Packet

From: Megan Sperr, Intervention Coordinator
Re: Service needs for the Rural African American Families Health Project.
Outlined in this packet are the infrastructure needs we have for the RAAFH project that include facilities to host our program as well as childcare, transportation, and catering services. If you have any referrals, or if you are interested in providing services for our program, please contact us at the Center. Either myself, or Tracy Anderson (Assistant Director), can be reached toll-free at xxx-xxx-xxxx. I can also be reached by email at megancfr@uga.edu. Thank you!

The Center for Family Research
The Center for Family Research (CFR) is a unit of the University of Georgia. We have been studying African American family life in the rural South since the early 1990s. Our faculty and staff have a particular interest in understanding how family, school and community processes promote health and positive development in all family members. Historically mental health needs among rural African Americans have received little attention from either clinicians or researchers. For this reason, we are committed to using the information that we gather in our studies to design and evaluate research-based educational, prevention and intervention programs that enhance the well-being of African American families and their children. We were excited to launch our new intervention project, the Rural African American Families Health (RAAFH) Project, in the fall of 2007. The first intervention sessions were implemented in January of 2008. Please read further for more information about this project.

Rural African American Families Health (RAAFH) Project
The Rural African American Families Health (RAAFH) Project is a federally funded research study designed to evaluate the effectiveness of two, 5-week preventive interventions. These interventions address important health-related issues confronting rural African American communities: (1) youth risk behaviors such as drug use and unprotected sexual activity and (2) the epidemic of obesity and the chronic diseases that result from obesity. The programs that are being tested are (1) the Strong African American Families Teen Program (SAAF-T) and (2) Fuel for Families (FUEL). Both programs target strengthening families and individual competencies as a means to empower youth and parents with the skills they need to either avoid risky adolescent behavior or prevent obesity.

This project includes six rural counties in the southeastern part of Georgia: Burke, Jefferson, Emanuel, Laurens, Screven, and McDuffie counties. These counties were chosen because of the high percentage of African American 10th-graders in the public high schools. The primary eligibility requirements are that the 10th grader self-identifies as African American and is enrolled in a public high school in one of the project counties.

Because the RAAFH Project is a research study, in order to carefully evaluate the effectiveness of the SAAF-T and FUEL intervention programs, we need to compare outcomes in families who participate in a particular intervention with those of families who participate in the other. Approximately 494 families are being recruited to be part of this study and will be randomly assigned to participate in one of the five-week interventions. The intervention programs will take place in two cohorts, winter/spring of 2008 and again in winter/spring of 2009.
Information Regarding Facility Needs and Usage

- The ideal facility will have three separate (private) rooms. One large room is needed for meals and the joint teen and parent session (a maximum of about 35 individuals for a large group). The other two rooms can be smaller and would be used for a separate meeting room for the parents and childcare (if needed).

- The RAAFH Programs are five-week programs. Ideally, the groups meet for five consecutive weeks. The week day groups take place in the evening, 6:00 p.m. – 8:30 p.m. and the Saturday groups take place in the morning, 10:00 a.m. – 12:30 p.m. To allow time for set up and clean up, we request an additional hour prior to the session and 30 minutes after. This represents 4 hours total time needed the day of the session (5:00 p.m. – 9:00 p.m. on week nights and 9:00 a.m. – 1:00 p.m. on Saturdays).

- The days of the program are determined primarily by the family’s availability, but we will have meetings on one week night and on Saturdays in each country (for both FUEL and SAAF-T). We will have the days finalized as we get closer to the program start date.

- The program relies on the use of DVDs with both the parent and teen group, requiring the use of two televisions and DVD players. If the facility does not have this equipment, the Center can provide TV/DVD combination units. If the facility agrees, we would like to store this equipment onsite during the program.

- We understand that facilities have varying rental charges. These are details that the Center staff will negotiate with specific providers. Once a fee is agreed upon, CFR staff will prepare an agreement outlining the details of service that the facility representative will be asked to sign. In order to process payment through UGA an invoice must also be submitted. CFR staff will prepare an invoice for signature which will be used to request a Purchase Order (P.O.). In order to process payment a Federal ID must be provided. The Accounts Payable office will send the P.O. to the contact at the facility. Once the program is complete, the Center will submit the invoice with the P.O. Once Accounts Payable receives the complete and correct paperwork, a check will be processed in 3-4 weeks. Any changes from the original Invoice will result in a delay in payment as corrected information is sent to Accounts Payable.
Information Regarding the Provision of Childcare

General Program Information
In each family only the high school sophomore or junior will actually participate in the program with his or her parent. For those parents who will need to bring other children, we want to provide supervision so that the parent can fully participate in the program. On the day of the program, we have a meal for the first 30 minutes. The program sessions then take place for two hours. During the first hour, the teens and parents meet separately with program facilitators. In the second hour, the families come together for a family session. Weekday sessions occur in the evening from 6:00 – 8:30 p.m. and Saturday sessions occur in the morning from 10:00 a.m. – 12:30 p.m.

Childcare Services
- Childcare providers are welcome to join the families for the meal, but if not, we ask that they arrive at least 15 minutes before the educational sessions begin, 10:15 a.m. on Saturday and 6:15 p.m. during the week.
- Providers must check in with the Lead Facilitator upon arrival to get childcare paperwork and sign payment paperwork. The childcare provider will be paid prior to the start of the session, but should remain with the children until the end of the Family session.
- Childcare providers are paid $25 for each session. In order to process payment, childcare providers must sign a program receipt and provide their social security number.
- When the parents and teens prepare to begin their individual sessions, the childcare provider should prepare to gather the children for childcare.
  - If there are no children for childcare, the provider is asked to remain onsite until 11:00 a.m. on Saturdays and 7:00 p.m. during the week.
  - If childcare is needed, the provider should ensure that the parent sign a waiver of liability form and receive the “Childcare letter.” The liability form and letter are only used the first time a parent utilizes childcare. The signed liability form should be given to the Lead facilitator.
  - Each week the childcare provider will complete a childcare roster and turn in to the Lead facilitator.
- The childcare provider must be prepared to supervise and plan activities for the children and youth in their care. The Center will provide some items for use in childcare. The provider is responsible for keeping these items throughout the duration of the program.
- No physical discipline will be allowed. Time out may be used. If a child becomes unmanageable, the childcare provider will have the Group Leader get the parent from the session.
- Providers are responsible for leaving the childcare area clean.
- Although the RAAFHP interventions are completely voluntary, providers are asked to respect the privacy and confidentiality of program participants.
- Childcare providers sign an agreement with the Center for Family research that outlines the details of their responsibilities.
- If no families utilize childcare services within the first two group sessions, the service will be discontinued.
Information Regarding the Provision of Transportation Services

- Transportation services are provided based on a family’s request. Typically, the family will include a parent and the teen that is participating in the program. If a parent has requested childcare for younger children, these children would also need transportation. Families are informed that if transportation services are arranged and they fail to use the service for two consecutive weeks, the services will be discontinued.

- Transportation providers are asked to transport families to the program site in time for the program (the typical start times are 6:00 p.m. during the week and 10:00 a.m. on Saturday). Providers are asked to pick families up when the program ends (8:30 p.m. during the week and 12:30 p.m. on Saturdays). Providers are asked to refrain from making plans with the family for earlier pick-up.

- Providers are given a transportation log that lists the family name, address and telephone numbers. We ask that providers contact the family prior to the first group session to let them know what time they should be ready. The log also has a place to record pick-up time and any comments. The driver should complete the log and submit to the Lead Facilitator (the onsite contact person for the program) for each session.

- Although the RAAFHP interventions are completely voluntary, providers are asked to respect the privacy and confidentiality of program participants.

- Transportation providers can be private individuals, government entities, churches, taxis or other local transportation providers. We understand that providers have varying charges, based on number of people being transported and the distance between the home and the site. These are details that the Center staff will negotiate with specific providers. Once a fee is agreed upon, CFR staff will prepare an agreement outlining the details of service that the transportation provider will be asked to sign.

- Payment for services will be made the day of service. A federal ID number or social security number is required to process payment. Transportation providers will be required to sign UGA paperwork in order or receive payment (a receipt and honorarium).
Information Regarding the Provision of Catering Services

- Caterers can be private individuals, restaurants, or catering services. The meals that are typically served during the program are dinner (during the week) and breakfast (Saturday mornings). Dinners typically consist of a meat dish, two side dishes, bread, dessert and beverage. Ice and water should also be provided. Breakfasts are typically hot and vary. Coffee, water, and juice should be served with breakfast. We ask that caterers provide all condiments and paper products (including plates for take-out for left-over food).

- Caterers should provide a menu for five weeks and propose a cost per person. Depending on budget constraints, menus and prices are details that the Center staff will negotiate with caterers. Once the costs and menus are agreed upon, CFR staff will prepare an agreement outlining the details of service that the caterer will be asked to sign.

- Caterers should have equipment that will allow food to remain warm during service.

- Payment for services will be made the day of service. A federal ID number or social security number is required to process payment. Caterers must provide a receipt as well as sign UGA paperwork in order or receive payment (a receipt and honorarium).

- The number of meals ordered is based on the number of families assigned to a given group. During the first two weeks, meals will be ordered for all that are expected to attend. After the second week, the order may be adjusted to match the attendance.

- Caterers are asked to be onsite to set up 30 minutes prior to meal time (5:30 p.m. during the week and 9:30 a.m. on Saturdays). Meals are served to participants from 6:00 p.m. – 6:25 p.m. during the week and 10:00 a.m. – 10:25 a.m. on Saturdays. Caterers are asked to clean the serving area (serving table as well as where participants eat) prior to departure.

- Although the RAAFHP interventions are completely voluntary, providers are asked to respect the privacy and confidentiality of program participants.
APENDIX E

Rural African American Families Health Project
Ancillary Provider Application

Name: ________________________________________________________________

Address: __________________________________________________________________

_______________________________________________________________________

Cell Phone _______________________         Home Phone _______________________

Work Phone _____________________        Email ____________________________

Please briefly describe any experience you have that would be helpful in the position you
are applying for (childcare, transportation, catering).
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Evening Availability       M   T   W   TH   Sat - daytime

Do you have any special considerations that we should be aware of?

Please list two references (non-relative):

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<th>Address</th>
<th>Telephone #</th>
<th>Relationship</th>
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Return completed application to:
Center for Family Research
1095 College Station Rd.
Athens, GA 30602-4527
APPENDIX F
Sample Letter to Head Start

<<Name>>
<<Address>>
<<City, State, Zip>>

August 7, 2008

Dear <<L Name>>,

The Center for Family Research (CFR) at the University of Georgia will be implementing the Rural African American Families Health Project in your community this October. The project involves two different programs designed for African American 10th graders and their caregivers. One program is called FUEL for Families which emphasizes maintaining a healthy lifestyle, and the Strong African American Families Teen Program is designed to help teens create successful futures and avoid risky behaviors. I am enclosing brochures that describe both of the programs.

In order to make participation in our programs more accessible for families we provide childcare services at the sessions. **We are writing to see if any of the staff at Head Start might be interested in working with our five week program starting this October?** The childcare services are needed for 2 ½ hour time slots for either the Saturday morning sessions or a weeknight session that will begin at 6:30 p.m. I am enclosing a flyer that describes the position and provides our contact information. If you think that the staff at Louisville Head Start might be interested in this opportunity, would you please post the flyer in your building? Any interested individuals can follow-up by contacting me directly.

Thank you so much for your kind consideration of our request. If you have any questions about our program, or the childcare position, please call me at the Center. I can be reached on my direct line at xxx-xxx-xxxx, or via email at megancfr@uga.edu.

Sincerely,

Megan Sperr, MPA
Intervention Coordinator
TO: <<Name>>, Emanuel County Childcare Provider
FROM: Megan Sperr, Center for Family Research, UGA
DATE: March 11, 2009

I, ______________________, agree to commit myself to provide childcare services for the FUEL for Families program which is an intervention program being implemented by the Center for Family Research, a research unit at the University of Georgia. I understand that childcare services may be canceled after the second session if program participants do not need this service.

☐ I understand that I have agreed to provide childcare for the FUEL Program being held on Mondays and Saturdays beginning March 23rd at East Georgia College. I am contracting to provide childcare services on the following dates: 3/23, 3/28, 4/4, 4/6, 4/13, 4/18, 4/20, 4/25, 4/27, and 5/2. In the event of an emergency that prevents me to report to work, I will contact the Lead Facilitator or the Center for Family Research staff immediately.

☐ I agree to always arrive no later than 6:15 p.m. on Mondays and 10:15 a.m. on Saturdays and to always check in with the Lead Facilitator upon arrival. I may arrive by 6:00 p.m. on Mondays and 10:00 a.m. on Saturdays if I plan to join the families for the meal. I also understand that I must remain on site until each parent/caregiver has picked up his/her child.

☐ I understand that the program sessions end at 8:30 p.m. on Monday nights and 12:30 p.m. on Saturdays.

☐ I understand that I must be prepared to supervise activities for the children and youth in my care. A childcare bin will be provided by the Center for Family Research to use during the program sessions. I will ensure that the childcare area is clean before I leave.

☐ I will complete a childcare roster at each session and submit it to the Lead facilitator.

☐ In the event that no parents bring children for childcare, I will remain on site until 7:00 p.m. on weekdays and 11:00 a.m. on Saturdays. I understand that I will receive my full payment of $25 every time I report at the site as scheduled unless I choose to leave early.

☐ I will not physically discipline children entrusted with me. I will only give time outs if I have to control unruly children. If a child becomes unmanageable, I will have the Lead Facilitator get the parent/caregiver from the session.

☐ I will respect the confidentiality of the families involved in the program.

☐ I am 21 years of age or older.

☐ I understand that payment will be $25 per session and that I must sign a receipt to receive payment.

I have read and understand the statements that I have checked above and I will adhere to the tenets of this agreement. Failure to adhere to the tenets of this agreement will result in the termination of this agreement.

________________________________________
Childcare Provider Signature                      Date

________________________________________
Center for Family Research Staff Signature       Date
## RAAFH Program Contact List for Ancillary Provider Reference

<table>
<thead>
<tr>
<th>Name</th>
<th>Work #</th>
<th>Cell #</th>
<th>Home #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Doe</td>
<td>(xxx) xxx-xxxx</td>
<td>(xxx) xxx-xxxx</td>
<td>(xxx) xxx-xxxx</td>
</tr>
<tr>
<td>John Doe</td>
<td>(xxx) xxx-xxxx</td>
<td>(xxx) xxx-xxxx</td>
<td>(xxx) xxx-xxxx</td>
</tr>
<tr>
<td>Sue Doe</td>
<td>(xxx) xxx-xxxx</td>
<td>(xxx) xxx-xxxx</td>
<td>(xxx) xxx-xxxx</td>
</tr>
</tbody>
</table>

### Site:
East Georgia College  
131 College Circle  
Swainsboro, GA 30401

The program sessions will meet in the PE Complex.  
Childcare will meet in room D122.

### Program Dates:

**Mondays:** 3/23, 4/6, 4/13, 4/20, and 4/27

**Saturdays:** 3/28, 4/4, 4/18, 4/25, and 5/2

Please note that we are skipping Monday, March 30th for Spring Break, and Saturday, April 11th for Easter weekend.
## APPENDIX H

### QUOTE FOR FACILITY RENTAL

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Amount</th>
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<td>Facility Usage for the University of Georgia’s Rural African American Families Health (RAAFH) Research Project.</td>
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</tr>
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<td>Facility Usage for the University of Georgia’s Rural African American Families Health (RAAFH) Research Project.</td>
<td>$100.00</td>
</tr>
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<td>$100.00</td>
</tr>
<tr>
<td></td>
<td>TOTAL AMOUNT DUE</td>
<td>$1000.00</td>
</tr>
</tbody>
</table>

**BILL TO:**
University of Georgia  
Center for Family Research  
1095 College Station Road  
Athens, GA 30602-4527
## APPENDIX I

INVOICE
Invoice Date: January 13, 2009

<table>
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<th>Date</th>
<th>Description</th>
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<td>Facility Usage for the University of Georgia’s Rural African American Families Health (RAAFH) Research Project.</td>
<td>$100.00</td>
</tr>
</tbody>
</table>

**TOTAL AMOUNT DUE** $1000.00

MAKE CHECKS PAYABLE TO:

<<Facility Name>>

The preceding invoice reflects the financial agreement made between <<Facility Name>> and the Center for Family Research for use of the facility and other services for the RAAFH Research Project.

<<Facility Name>> Representative Signature ______________________________________________________

Center for Family Research Representative Signature ______________________________________________________
Home Engagement

The creation of the Home Engagement process is a result of the Center’s effort to increase participation in the intervention programs. This component of the intervention allows two types of engagement to occur. First, it provides a way for CFR to keep families engaged during the lapse between data collection and the start of the intervention. Secondly, this component allows families to have a personal introduction to the intervention program and staff. RAAFHP is the second intervention project that has utilized Home Engagement. In both the previous intervention program and in RAAFHP, Home Engagement positively impacted attendance.

This section of the report describes the purpose of the Home Engagement and the protocols and procedures involved with carrying out this very important component of the intervention. This section ends with lessons learned regarding Home Engagement.

**Purpose**

*Home Engagement* is the term used by CFR and the IV staff to describe this component of the project. The actual home visit is referred to as the *Program Information Visit*. For the families, this term more accurately describes the visit. These visits typically last 30-45 minutes and have the following purposes:

- Continue and extend family’s engagement with the RAAFH Project.
- Provide an overview of the intervention program to which the family has been assigned.
- Allow the family to ask any questions about the intervention program to which they have been assigned.
- Find out if the family has any childcare or transportation needs.
- Get the family excited about their program.

**Data Collection: Prelude to Home Engagement**

The Home Engagement component of the project follows data collection and prepares the families for their intervention program. The Intervention unit relies on the Data Collection unit to collect and disseminate information to the families regarding the intervention. First, as part of the pre-test data collection protocol, the field staff collects family availability and preference information (see *Appendix A* for an example of this form). This information is ultimately used by the IV staff to determine the days of the week to schedule the intervention. Secondly, the Data Collection staff gives each family a flyer about the Program Information Visit. This flyer allows the family to know what will occur next and what they can expect from the visit (see *Appendix B*).

As the pre-test visits were completed, the data Collection staff updated the RAAFHP database with family preferences and mailed hard copies of the availability forms to the IV staff.

**Preparing for Home Engagement (HE)**

1. HE Coordinator: A member of the IV staff was designated as the HE Coordinator. This person’s primary responsibilities were:
   a. Tracking family preference data and making suggestions for final program days.
b. Assigning the families to groups according to their preferences and generating group rosters.

c. Communicating with Lead Facilitators concerning additions and changes to their session rosters.

d. Updating the database with information from the Lead Facilitators (e.g., updated family contact information).

e. Creating and updating a spreadsheet that lists each family’s ancillary needs including childcare, transportation, and any special dietary concerns.

2. **Staffing:** The IV staff identified and confirmed program facilitators to serve as the Lead Facilitator for Home Engagement. For the Home Engagement phase of the program, the facilitators were most likely residents of the county. Based on the facilitator’s knowledge of the community and/or the family, s/he may use their discretion to ask a co-facilitator to accompany them on the home engagement visit.

3. **Equipment & Materials**
   a. **Laptop Computers:** The IV staff worked with Matt Guidry, Network Administrative Associate, to secure 8 laptops (one for each Lead Facilitator). Matt loaded promotional videos for FUEL and SAAF-T on each laptop for use in the field. The facilitators checked out the laptops by signing an Equipment Checkout form (see Appendix D of the Materials Section on page 293).
   
b. **Family Gift Bags:** Each family was given a family gift bag as a token of appreciation for their participation in the project. The family gift bags consisted of a CFR mug, magnet, 2 pens, string tote bag, canvas tote bag and a brochure describing the intervention program. All of these items were placed in a plastic CFR bag to give to families. The gift bag items were organized in sets of 13 for each Lead Facilitator. One gift bag was assembled to serve as an example for the facilitators. The bins were labeled with the county name and intervention name (i.e., Jefferson FUEL).
   
c. **Manual:** Each facilitator received a spiral bound Facilitator Manual which included information concerning the Home Engagement component as well as CFR, the RAAFH Project, FUEL and SAAF-T intervention programs, and personnel information and policies. This manual can be found at T:\Intervention Materials\Intervention Materials C2\Home Engagement Training.
   
d. **Door Hangers:** Each Lead Facilitator was given 8 door hangers to use in the event that a family was not home for the scheduled visit. Door hangers were also used for hard to reach families (those that facilitators were unable to reach by telephone). The door hangers provide a place where the facilitators can write the date and time of visit as well as their name and telephone number. The door hangers also included the names of the contact persons for the IV staff and the Center’s toll-free number.

4. **Training:** The IV staff met with all facilitators at least one month prior to the intervention to train the facilitators on Home Engagement protocols and procedures. Although only one facilitator was designated as the Lead Facilitator, all facilitators were trained in the event that the designated Lead was unable to complete all of the visits. Additionally, a co-facilitator might have been needed to accompany the Lead Facilitator on certain visits.
Lead Facilitators received an initial group roster and their equipment and materials for the Home Engagement Visits at the training.

**Procedures for Home Engagement**

1. The Lead Facilitator used the group roster to contact families to schedule the *Program Information Visit*. (See **Appendix C** for sample phone script.)

2. Once the visit was scheduled, the Lead Facilitator was expected to review the program information and assemble the gift bag prior to the visit.

3. Conducting the *Program Information Visit*. The general flow of the visit is as follows:
   a. Introductions of facilitator(s) and families.
   b. Presentation of the family gift bags.
   c. Overview of the Intervention Program.
   d. Discussion about program site, compensation, and the meal.
      i. Providing the site address, the date of the first session, and the session time.
      ii. Reviewing the compensation for each family member.
         1. $25 checks for parents and teens for each session attended.
         2. Checks will be written in the name of the parent/caregiver who participated in the interview. Both parents/caregivers are welcome to attend the program, but it is very important that the person who participated in the interview attend. Thus, the $25 is only given when the parent/caregiver who participated in the home interview attends.
         3. Checks are distributed at the end of each session and require participants to sign a receipt and provide their social security numbers.
      iii. Ask if any member of the family has any dietary restrictions or limitations.
   e. Show the promotional video for the assigned intervention.
   f. Ascertain need for transportation or childcare.
      i. A document entitled “Special Notes about Childcare and Transportation Services” is provided to families who request services (see **Appendix D**).
   g. Wrap-up the visit.
      i. Remind the family of the first scheduled session (location, site & time), compensation, and the meal.
      ii. Thank the family for their time.
      iii. Answer any questions the family may have.
      iv. Let the family know that they can expect to receive a reminder phone call from one of the facilitators each week.
      v. Encourage the family to contact the IV staff if they have any questions.

4. **Reporting**: The Lead Facilitator should contact CFR each Monday during the home engagement period to provide updates (e.g., scheduled, completed, or cancelled visits).

5. **Documentation**
   a. The Lead completed a Home Engagement Visit Log for each day of scheduled visits (see **Appendix E**) with the following information:
- The family’s name
- The time of the Home Engagement visit
- The outcome of the visit
- Childcare/transportation needs (noting the number of children for childcare and their ages)
- Comments from the family or about the visit (i.e., dietary restrictions)

b. The Home Visit Logs were returned to the HE Coordinator. Once received, the HE Coordinator updated the database with pertinent information and passed the logs on to the IV Coordinator for payroll purposes.

Lessons Learned regarding Home Engagement:

I. Home Engagement:
   a. The Program Information Visit flyer distributed during data collection was helpful for the facilitators. The flyer helped explain the purpose of the visit and made it easier for the facilitators to schedule the visit.
   b. Several facilitators indicated that doing home engagement visits in their own community was helpful.
   c. Sometimes home engagement visits required flexibility—while ideally the home engagement visits took place at the family home; a few facilitators did visits at other places based on the family’s suggestion (e.g. Wal-Mart, a community center).
   d. Prepare facilitators for:
      i. Issues with scheduling visits only to find that when they get to the homes, the families aren’t there or can’t meet.
      ii. Families committing to come but not showing up at the intervention sessions.
   e. Facilitators should have some type of UGA ID when visiting family homes. Beginning in Cohort 2, facilitators were issued ID badges.
   f. Ongoing and consistent communication between the RAAFHP team (recruitment, data collection and intervention) is important for identifying potential problems (e.g., hard to reach families, participants with special needs). Pertinent information should also be shared with the appropriate facilitator teaching team.
APPENDIX

Home Engagement
APPENDIX A

The Rural African American Families Health (RAAFH) Project

The Rural African American Families Health (RAAFH) Project is a federally funded research study designed to evaluate the effectiveness of a risk behavior preventive intervention. The program targets strengthening families and individual competencies as a means to empower adolescents with the skills they need to engage in positive decisions and start planning for their futures. Intervention families (adolescent and caregiver) who complete home interviews are invited to participate in a five-week family-based educational intervention at a convenient site within their county. Each intervention group meets once a week for 2½ hours: from 6:00 PM to 8:30 PM on a weekday evening or from 10:00 AM to 12:30 PM on Saturday morning. The group sessions are designed to facilitate family interaction and communication.

We are interested in finding out the most convenient times for you and your teen to participate. We will begin the Intervention in January of 2009. Please give your top 2 choices (place a 1 or 2 beside your choice) and any day that you are not able to attend (place an x beside).

____ Monday Evenings (6:00pm-8:30pm)
____ Tuesday Evenings (6:00pm-8:30pm)
____ Wednesday Evenings (6:00pm-8:30pm)
____ Thursday Evenings (6:00pm-8:30pm)
____ Saturday Mornings (10:00am-12:30pm)

Thank you for providing us with the days and times you can participate, and we look forward to your involvement in our program.
We will contact you soon to schedule your program information visit

What to expect at your Program Information visit

This will be your first opportunity to meet with one of the facilitators from your group sessions. The goal of the program information visit is for your family to find out more about the program you will be participating in, and to get any questions you may have answered. The visit should last no longer than 30 minutes, but several important things will occur:

- You will get an overview of the program and watch a promotional video.
- The facilitator from your group will present your family with a gift bag to show the Center's appreciation for your participation in the program.
- Your facilitator will also talk with you to find out if you anticipate having any childcare or transportation needs during the program.
- You will have the chance to tell your facilitator about any dietary restrictions your family may have so we can plan the meals accordingly.
- Any questions about the site location, session dates, and times can also be clarified.

We look forward to seeing you again for your program information visit. Thank you for your involvement in our program!

Questions? Please contact us!
You can reach Megan Sperr or Tracy Anderson at
The Center for Family Research
Phone: xxx-xxxx-xxxx
Toll-free: xxx-xxxx-xxxx
Fax: xxx-xxxx-xxxx
APPENDIX C

Telephone Script for Home Visit

Hello, my name is __________, I am a facilitator for the Rural African American Families Health Project with the University of Georgia. How are you today?

You and your son/daughter <Use Target Youth Name> recently completed your home interview, is that correct? If yes, continue.

I am one of the staff that will be leading your intervention program. I am calling because as part of the program, we would like to come and visit with you and your son/daughter <Use Target Youth Name> at your home and tell you more about the program and to give you a better understanding of what to expect.

We will also bring you a small gift from the researchers and organizers of the program to show their appreciation for your family’s willingness to participate in the program.

I am calling to find a day and time that will be convenient for your family for me to come and see you?

Possible probes; Weekday evening? Weekend?

I have your address as ................. Can you tell me how to get to your house? Great! I’ll see you on ................. at .................. I look forward to meeting you and your son/daughter <Use Target Youth Name>.
APPENDIX D

Special Notes about Childcare and Transportation Services

In an effort to accommodate the needs of the families participating in the RAAFH Project, the Center for Family Research staff will make arrangements to provide childcare and obtain transportation for families who request these services. Please note the following:

Childcare:
- Childcare services consist primarily of the provision of adult supervision for children ages 6 months to twelve years old, while parents/caregivers are participating in their designated program.
- The childcare provider’s resources and materials are limited and dependent on the facility the program is housed in.
- You are welcome and encouraged to allow younger children to bring a toy or book from home. Older children may use this time to do homework or may also bring a book or game.
- Each parent utilizing childcare services will be asked to sign a waiver of liability form. This agreement and waiver will stand for the duration of the program.
- Each parent is asked to check your child(ren) in and out with the childcare provider. Children who are receiving childcare services must remain with the provider for the duration of the program.
- Please note that no physical discipline will be administered. If any problems arise that the childcare worker cannot handle, you will be notified.

Transportation
- If your family is in need of transportation, please notify us at least two weeks prior to the start of the program.
- The Center staff will do our best to locate a transportation provider in your community. In past programs, we have partnered with Senior Centers, churches, and the County (non-emergency transportation) with vans to provide service. We have also utilized local cabs and private drivers.
- If we are unable to secure transportation via a provider, we may ask one of your group facilitators to provide transportation for your family.
- Transportation providers will be given your name, phone number and address. They will contact you to let you know what time they will pick your family up.
- The transportation provider will drop you off at the program location and will pick your family up at the end of the session; they are not allowed to pick families up early.

Cancellation of Services
- Due to the costs associated with these services, we will have to cancel childcare and/or transportation if you do not utilize them within the first two sessions of the program.

*Please call Megan Sperr at xxx-xxx-xxxx if you have questions or concerns about Childcare and/or Transportation Services.*
## APPENDIX E

### Rural African American Families Health Project - ________ Intervention

**Home Engagement Visit Log**

- Lead Facilitator_____________________________  Co-Facilitator (if applicable)___________________________________
- Date______________________ (Please use a new log for each date)  County/Group_____________________________________________

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<th>Time</th>
<th>Outcome</th>
<th>Childcare*</th>
<th>Transportation</th>
<th>Comments</th>
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</tr>
</tbody>
</table>

**Outcome Key:**
- **CV:** Complete Visit  
- **BT:** Bad Time  
- **NH:** Not Home

*If childcare is needed, please indicate the number of children and their ages.*
Training

The RAAFHP interventions involve conducting three different trainings - home engagement training and curriculum trainings for FUEL and SAAF-T. Ideally, the first training that facilitators attend is the home engagement training which also serves as an orientation for new facilitators. Each facilitator must then complete the curriculum training for the intervention program to which they have been assigned. For experienced facilitators, booster trainings are also offered to help facilitators review the curriculum after there have been long breaks between rounds of the intervention sessions. During the RAAFHP implementation, booster trainings were necessary between cohorts as revisions were made to both the SAAF-T and FUEL curricula. The following section will give a brief overview of what is covered during the trainings. Details are also provided regarding when and where the trainings were conducted, how long they lasted, and who the trainers and trainees were. The training section will end with lessons learned.

Home Engagement
During the Home Engagement training facilitators are introduced to the procedures involved in conducting a home engagement visit with each family. Facilitators are also given detailed background information on the Center for Family Research and the intervention programs, in addition to being briefed on the duties and expectations associated with being an intervention facilitator. The training typically lasts 4 hours. Facilitators who are conducting home engagement visits are also provided with a laptop and the materials needed to make the family gift bags.

Training Preparation:
1. Logistics: The IV team must plan a date for the training that will allow the facilitators to have at least one month to complete the home engagement visits before the intervention sessions start. Once the training date has been determined, the IV Coordinator can begin planning the training logistics:
   a. A site for the training should be identified and reserved. Public libraries and County Extension offices are often convenient for trainings because they are typically free or can be reserved at a minimal cost. These facilities also tend to have a large enough conference room to accommodate the training needs. Rooms in these locations should be reserved in advance to ensure their availability for the training. The goal is to find a site that is centrally located for the facilitators who will be in attendance.
   b. Training typically begins with a meal. Ideally the catering can be provided by one of the program caterers who can set up on-site. If this is not a possibility, the IV Coordinator should search for a local restaurant where orders can be placed and picked up the evening of the training.
   c. A vehicle should be reserved to transport the trainers from Athens to the training location. A mini-van is ideal because of the extra space to also transport the home engagement supplies and any other needed training materials (e.g., laptops and a television for watching the promotional videos).
   d. IV team should meet at least a week in advance to discuss the training agenda and assign responsibilities for the training. A sample training agenda can be found in Appendix A.
e. Facilitators need to be notified of the dates and times for the training as quickly as possible (at least two weeks prior to the training date) so they can make plans to attend. After the first round of the intervention, facilitators who worked previous rounds and are not assigned as a Lead for Home Engagement do not have to attend home engagement training.

2. **Training Supplies:** Equipment, materials, and paperwork for the training should be gathered and collated at least a week prior to the training date to ensure that everything is ready in time.

   a. **Equipment:** Laptop computers are used to show families the promotional video for their assigned intervention program. The IV Coordinator should meet with Matt Guidry, Network Administrative Associate, to secure 8 laptops and coordinate loading both promotional videos on each.
      
      i. Each laptop should be assigned to a facilitator before the home engagement training.
      
      ii. Each laptop should be labeled with the facilitator name for ease of distribution at the training sessions.
      
      iii. An equipment check-out form should also be prepared for the facilitator to sign at the training.
      
      iv. Update spreadsheets for equipment inventory.

   b. **Materials:** Each Lead Facilitator will receive a bin containing items for the family gift bag, CFR bags to place the gifts in, and door hangers to leave at the home if the family is not present for the visit.
      
      i. In general, each facilitator receives materials for 13 bags.
      
      ii. One bag will be assembled by the IV staff to serve as a guide and the facilitator will assemble the other 12 gift bags prior to the home engagement visit.

   c. **Paperwork:** The paperwork needed for training includes administrative documents as well as the current manual and documents that each facilitator will need to sign and turn in or keep for their records. The following bullets provide details concerning the training paperwork:
      
      i. **Sign-in Sheet.** A sign-in sheet should be utilized to record attendance for payroll. These sign-in sheets should be filed for general tracking and documentation purposes (e.g., intervention expenditures, final reporting).
      
      ii. **Facilitator Manual.** The manual includes all of the information that will be covered in the training. The manual should be updated and proofread before each training session to ensure that the correct training and implementation dates are listed and that all of the personnel, payroll, and home engagement protocols are current and accurate. Copies of the manual can be ordered from Central Duplicating Services (ordering instructions can be found in the Materials section, page 272). Each facilitator should receive a copy of the manual.
      
      iii. **Facilitator Paperwork.** A folder of paperwork for the training should be prepared for each facilitator. Having individual folders prepared ahead of time will help ensure that each facilitator receives everything they need at the training. It also saves time at the training since each piece of paperwork will not have to be individually distributed. The following should be included in each folder:
1. **Provisions for Employment as an Intervention Facilitator.**
   Facilitators are asked to sign this document and return it to the IV Coordinator, who will file it in the facilitator’s personnel folder. A copy for the facilitators is included in the Facilitator Manual. See **Appendix B.**

2. **Daily Travel Logs.** Each facilitator is given 10 logs.

3. **Equipment Check Out Form** as applicable.

4. **Talent Release Form.** Facilitators are asked to sign these forms so that pictures taken during the course of the intervention component can be used later on the website or in other promotional materials. See **Appendix C.**

5. **Time Sheets.** Two blank time sheets are included to be signed and returned to the IV Coordinator at the training. These timesheets will be kept on file at CFR for back-up purposes.

6. **Facilitator Contact Information Sheet.** This form is included so that facilitators can provide any updated or new contact information.

7. **Facilitator Contact List.** Lists for both programs are given to all facilitators and include the facilitators’ email addresses and telephone numbers. Contact information for the IV staff is also included.

8. **Assignment Sheets.** If possible, the teaching assignments for the FUEL and SAAF-T program will be distributed at the Home Engagement training.

3. **Training Implementation**
   a. During the dinner hour, or at the beginning of the training, the IV Coordinator should review all of the paperwork and indicate what needs to be signed and turned back in. If there are new hires at the training, they may also need to complete and/or turn in new employee paperwork.
   b. Ideally, facilitators are notified of teaching assignments during this training. As such, some brief discussion of assignments may be necessary - including any schedule conflicts.
   c. The training will follow the agenda as it has been outlined with supplies being distributed at the end of the evening.
   d. Veteran facilitators may be asked (in advance) to do role plays of the home engagement visit during the training. They may also be asked to share some of their experiences conducting home engagement visits with the new facilitators.

**Curriculum Trainings (FUEL, SAAF-T, SAAF-T 4 & 5, and Boosters)**
All facilitators must complete the curriculum training for their assigned intervention program. SAAF-T facilitators will go through approximately 20 hours of training. The initial FUEL training was 8 hours but increased to approximately 12 hours for subsequent trainings. During each training session the facilitators are given a detailed overview of the parent, teen, and family sessions for their program. Facilitators are led through each section of the curriculum and are expected to participate in the activities, discussions, and games just as their families will. The FUEL training meets over the course of two consecutive days. The SAAF-T training occurs over
the course of three days - the first 2 days are consecutive and cover sessions 1 through 3. The third day of training covering Sessions 4 & 5 typically occurs after the facilitators have implemented 1-2 sessions and ideally takes place between Sessions 2-3. If there has been a break in the intervention sessions (e.g., between cohorts) Booster trainings may be planned to give experienced facilitators a refresher on the curriculum. The SAAF-T Booster training should be planned for a full day (8-10 hours). A FUEL Booster training can be held in half a day (4-5 hours).

Training Preparation

1. **Logistics:** The training should occur one to two weeks prior to the intervention start dates. Since the facilitators receive all of their supplies and materials at the training, it is helpful for them to have at least one week before the program starts to take inventory of their supplies and plan for the first session. Once the training date has been set, the IV Coordinator can begin planning the training logistics:
   a. **Site.** Depending on the size of the training and the number of trainees, the invention staff should select a site that is most cost effective and convenient to trainees. Trainings can take place in Athens at the Georgia Center for Continuing Education which is well equipped to hold large trainings, provide food, etc. Smaller trainings (less than 10 trainees) can also take place in Athens at the Center for Family Research. Public libraries or intervention program sites also typically offer the space and resources needed for the trainings and should be considered as potential training locations. Several factors to consider when selecting a location for the training include:
      i. Is it more cost effective for the trainees to come to Athens versus the trainers traveling to a site closer to the facilitators? Costs to consider are mileage reimbursement, lodging and meals for facilitators vs. car rental, meals and lodging for trainers.
      ii. What is the cost to use the site?
      iii. Further considerations if seeking to train outside of Athens:
         1. Where is the most centrally located site to hold the training based on the anticipated attendees?
         2. Does the site allow food to be served? Is there a local caterer or restaurant that can provide the needed meal service?
         3. Is the site accessible during the scheduled training hours?
         4. Is the space large enough to accommodate the training needs?
   b. **Facilitator Notification.** Facilitators should be notified of the dates and times for the training as quickly as possible (a minimum of two weeks notice is ideal) so they can plan accordingly. When possible, training dates should be given to facilitators when they are hired.
   c. **Catering.** All trainings are either \(\frac{1}{2}\) or a full day and therefore should include meals. An evening training will typically include dinner. One full day of training typically includes breakfast, lunch and an afternoon snack.
      i. Utilizing a catering provider is most convenient because of the on-site set up for each meal and the provision of clean-up services.
      ii. If catering is not a possibility, having meals delivered is the next best alternative.
      iii. Picking up the food is the least desirable option because training days tend to be very busy.
iv. Providing a light continental breakfast is also a possibility at trainings to save on costs. The IV staff can purchase fruit, muffins, juice, and coffee to have available in the morning.

v. The IV staff typically purchases a variety of items for the afternoon snack (e.g., bottled water, soda, fruit, crackers, chips). If items are purchased in individual packs (e.g., crackers, chips) they can be stored and used for future trainings.

vi. If a caterer is used, the check will need to be requested from the business administration staff in a timely manner. An honoraria and receipt will need to be prepared with all the pertinent information included.

d. **Trainer Transportation.** Vehicles should be reserved to transport the trainers from Athens to the training location when applicable. A cargo van should also be reserved to transport supplies if the curriculum training is occurring outside of Athens. Please see the Materials section (page 278) for more details on supply distribution.

e. **Training Agenda.** IV staff should meet to discuss the training agenda and assign teaching tasks for the training. FUEL and SAAF-T curriculum trainings require a comprehensive review of the parent, teen, and family sessions.

i. The IV Coordinator and Assistant Director will determine the number of trainers needed based on the number of individuals being trained. Ideally, at least three trainers can be present in order to share the training responsibility, but also to model how the facilitators should work together during implementation. A minimum of two trainers is always needed.

ii. The trainers should meet at least a week prior to the training date to review the curriculum, plan the agenda, and assign teaching tasks for the training.

iii. The agenda should be organized in such a way that all of the session material is covered. In the case of the FUEL curriculum, sometimes the teen and parent sessions are so similar that the trainers can choose to review either the parent or teen session. In these cases, the trainers will need to point out differences between the parent and teen sessions and go over any unique activities as needed.

iv. Typically two versions of the agenda are prepared. One version of the agenda is distributed to the training participants so they will know what material will be covered and the time frame for the day. The second version of the agenda is for the trainers and shows all of the training assignments and time frame for the day. See Appendix D for a sample FUEL trainer agenda and Appendix E for a sample SAAF-T agenda. The training for SAAF-T Sessions 4 & 5 typically occurs separately and may be 4 – 8 hours in length depending on the number of trainees. See Appendix F for a sample trainer agenda for the 4 & 5 training.

v. Booster trainings may require more planning time to prepare the agenda. The purpose of a Booster training is to give experienced facilitators a chance for review and practice after they have had a break in teaching between rounds or cohorts of the program. Booster trainings also provide an opportunity for facilitators to revisit any activities that may be difficult or confusing. The following points should be considered when planning a booster training:
1. Trainers need to spend time discussing the curriculum and deciding which activities should be revisited during the Booster training.
2. Facilitator feedback and notes from site visits may help inform trainers of which activities should be reviewed.
3. Once activities have been selected, trainers should review and practice activities together.
4. The booster training agenda is based on the activities selected. See Appendix G for a sample Booster training agenda for FUEL and Appendix H for a sample Booster training agenda for SAAF-T. The agendas are the trainer versions to show how the material was organized and assigned for the training.

2. Training Supplies
   a. **Equipment.** A TV/DVD unit is required for training in order to show the curriculum DVDs. If the site does not have a set available, the trainers will need to bring a set from CFR. A video camera and tripod is also needed so that the trainers can demonstrate use of the equipment. Additionally, in the FUEL training, facilitators will also need to know how to connect the camera to the TV/DVD unit to show the family PSAs in Session 5.
   b. **Curriculum Materials and Supplies.** Training bins of curriculum materials and supplies should be prepared for the parent, teen, and family sessions for both the FUEL and the SAAF-T trainings.
      i. **Curriculum Training.** The full curriculum trainings will require that materials for each of the activities be prepared. The bins should be organized as they are for distribution so that they include all of the session envelopes and any other additional supplies that will be needed (e.g., tape, glue, blind folds, etc.). Enough materials for each trainee should be included.
      ii. **Booster Training.** The bins for the booster trainings can be tailored to include only DVDs, worksheets, games, cards, etc. that apply to the activities being reviewed at the training.
      iii. **Supplemental Supplies.** Other items that are needed to conduct the training are flip charts, a corkboard (FUEL Jeopardy), posters, and examples of arts and crafts activities (*My Future Life, Defining Beauty for Myself Collage*).
      iv. **Organization.** Trainers may choose to prepare only one training bin that includes all of the parent, teen, and family materials. Trainers should decide what is easiest for them given the logistics of their training session (e.g., will the trainers be traveling to the session and need to conserve space by packing only one training bin?).
   c. **Administrative Supplies.** Other supplies that are helpful to have at trainings include things like highlighters and name tags as well as any special items needed for an icebreaker activity.
   d. **Paperwork.** The paperwork needed for training includes administrative paperwork as well as facilitator paperwork.
      i. **Facilitator Paperwork.** Most of the initial paperwork will have already been distributed to each facilitator at the home engagement training. Any facilitators who did not attend the home engagement training should
receive a folder with the paperwork described in the home engagement portion of this section, at the curriculum training (e.g., contact and assignment sheets, extra time sheets, mileage logs, etc.). For this training, another folder (ideally prepared individually for each facilitator) should be prepared that includes the following additional paperwork:

1. Agendas
2. Camera Instructions (there are two types of cameras that are distributed, so facilitators should receive the appropriate set of instructions).
3. Training Feedback forms (please see Appendix I for a sample form).
4. Session Note and Self Development Checklists for the assigned intervention (refer to the RAAFHP Quality Control section starting on page 331).
5. Lead Facilitator Notebooks and sample packets of Lead paperwork for non-Lead facilitators (please see the section on pre-implementation tasks starting on page 186).

ii. Administrative Paperwork
   1. Sign-in sheet
   2. Honoraria, receipt and check, for caterer
   3. Daily Travel Logs
   4. Paperwork associated with facility (e.g., payment paperwork, contract)

3. Training Implementation
   a. Most of the trainings will begin with a meal which can be a convenient time to include an ice breaker, review some of the initial paperwork and make general announcements about the day.
   b. The trainings will follow the set agenda, but there are a few items outside of the curriculum that are also important to include:
      i. A time should be set aside for facilitator questions and a presentation on facilitator teaching techniques.
      ii. The curriculum training should also include a presentation on the paperwork associated with being a Lead Facilitator and paperwork associated with Prevention Supervision.
      iii. A camera demonstration.
      iv. At the end of training facilitators should have time to practice part of the curriculum in front of the group and receive constructive feedback on their facilitation skills.

Lessons Learned Regarding Training
1. FUEL Training: Allow at least 1 ½ days in order to go through all activities and discussions.
2. Video Camera: Expand training to allow each facilitator the opportunity to set up the camera, insert the tape and record. FUEL facilitators should also practice connecting the video camera to the television to show the family PSAs in Session 5.
3. Include training on group management (handling difficult groups, active/talkative groups, quiet and small groups).

4. The laptop assignments (for Home Engagement) and TV/DVD unit locations (used during the intervention) should be incorporated into the equipment tracking spreadsheet.

5. For FUEL training and intervention, if the site is providing a TV/DVD unit, inquire about the ability to connect the video camera to the unit to show the PSA in Session 5.
APPENDIX

Training
APPENDIX A

Rural African American Families Health Project
Home Engagement Training

Thursday, December 13, 2007

Agenda

5:30 p.m. Welcome & Introductions – Sandrika Walker
         Dinner
         New Employee Paperwork

6:15 p.m. Center for Family Research Overview – Tracy Anderson

6:30 p.m. RAAFH Project Overview – Megan Sperr

7:00 p.m. Facilitator Position – Sandrika Walker
         Responsibilities
         Compensation (payroll and mileage)
         Provisions for employment

7:30 p.m. Home Engagement Visits – Sandrika Walker, Megan Sperr & Anita Thompson
         Purpose
         Procedures
         Role Play
         Laptops
         Reports and Documentation
         FAQs

8:30 p.m. Wrap-Up
         Holiday Reporting
         January training on curriculum
         Distribution of materials

9:00 p.m. Adjourn
APPENDIX B (6 pages)
Provisions for Employment as an Intervention Facilitator

We are pleased that you will be working on the Rural African American Families Health (RAAFH) Project being conducted by the Center for Family Research (CFR) at The University of Georgia (UGA).

You will become an hourly employee of CFR and UGA. This document describes the job you will be expected to perform and some of CFR’s and UGA’s policies on confidentiality and employment that will apply to your position. To be sure you understand the relationship between you and CFR, you are asked to read this document carefully and sign it (where indicated). A copy of this document can be found in your Intervention Manual. If you have any questions, please ask the Intervention Coordinator, Megan Sperr.

During your employment, you will be expected to adhere to the requirements and policies set forth in this document. The signed copy of this document will be kept in your personnel file at the Center.

PREREQUISITES
By reading and signing this document you are certifying that you:

- have reliable transportation;
- have a valid driver’s license;
- have auto insurance on the vehicle(s) that will be used in the performance of your job for UGA;
- can be readily contacted by telephone;
- are available to work designated evenings and weekends;
- are available for the mandatory training;

Requirements & Qualifications
- A minimum of a GED or equivalent
- Experience facilitating support groups, community groups or clinical groups, leading workshops or participating in health education.
- Social Service or home visitation work experience.
- Good communication skills
- Access to a telephone
- Reliable transportation
- Willingness to travel to attend mandatory training sessions
- Available to work between September 2008 – May 2008

Duties and Expectations
1. Attend mandatory training during which the background of the project, goals of the research, home engagement procedures and the curricula will be presented. Note: Facilitators who have not attended trainings will be unable to teach the curriculum.
2. Attend other scheduled trainings and meetings as needed and requested.
3. Make home visits to all families between data collection and the first intervention session.
4. Prepare for each session by reviewing activities and practicing, communicating with teaching partners and assembling materials needed to teach the session. The payment structure includes two hours for this preparation.

5. Arrive an hour prior to each session to set up, meet caterer and greet families.

6. Remain on-site until the classroom space is straightened, approximately 30 minutes.

7. Accept responsibility for project materials (i.e., Laptop Computers, TV/DVD, Video cameras etc.) during the program.

8. Return all project materials, electronic equipment, curriculum materials, teaching manual and supplies at the end of the program.

The procedures that you use in carrying out these tasks will be specified in this manual, the curricula manuals, at the training sessions, and by the project administrators. All work must be performed in a professional manner and carried out according to the procedures specified by CFR.

**ABSENTEES AND COVERAGE**
Facilitators are expected to work the groups to which they are assigned. The Intervention staff will provide each facilitator with the teaching assignments for their county and an updated phone list prior to or during training.

**EMERGENCIES**
In the event of an emergency or illness, a facilitator should try to make all possible efforts to contact other facilitators in their county to make arrangements for a substitute. Facilitators should also contact their Lead Facilitator and the project staff to inform them of the situation and/or substitution.

If the facilitator is unable to locate a substitute, he or she should immediately contact the Intervention staff. The Intervention staff will make other contacts or arrange to serve as the substitute.

**NON-EMERGENCIES**
If the facilitator has prior knowledge of an occasion when he/she will be unable to work as scheduled, he/she should make advance arrangements with another facilitator to sub and inform the Lead Facilitator and intervention staff of that arrangement.

If the facilitator is unable to make the substituting arrangements, he or she should inform the intervention staff, who will follow up accordingly.

**DRESS CODE**
Facilitators are allowed to wear casual clothing, but should also be professionally dressed at all times. In order to minimize the possible influence that can result when participants are aware of the attitudes and opinions of the staff, short skirts, flip flops, and clothing displaying strong statements or opinions should not be worn.

**REPORTING OF CHILD ABUSE/HARM TO SELF OR OTHERS**
All information gathered by research staff (including prevention facilitators) about research participants including survey data, disclosures or observations during interventions, observations during home visits, and so forth are held strictly confidential. There are three exceptions to
confidentiality: 1) in the event of suspicion of child abuse, (2) concern about danger to self or others, and (3) a court order. This section describes procedures for dealing with the first two exceptions.

**Child Abuse**

If a prevention facilitator during the course of their work for the Center (including home visits for engagement and during prevention sessions) suspects that a minor participant is being abused, including physical abuse, sexual abuse, neglect, or exploitation, a report to DFCS must be made.

Georgia law defines child abuse as follows:

**Physical Abuse**---Citation: Ann. Code § 19-7-5(b)

- physical injury or death inflicted upon a child by a parent or caretaker by other than accidental means.

**Exceptions**---Citation: Ann. Code § 19-7-5(b)

Physical forms of discipline may be used as long as there is no physical injury to the child.

**Neglect**---Citation: Ann. Code § 19-7-5(b)

- neglect or exploitation of a child by a parent or caretaker.

**Sexual Abuse**---Citation: Ann. Code § 19-7-5(b)

- a person's employing, using, persuading, inducing, enticing, or coercing any minor who is not that person's spouse to engage in any act that involves:

  - Sexual intercourse, including genital-genital, oral-genital, anal-genital, or oral-anal, whether between persons of the same or opposite sex
  - Bestiality or masturbation
  - Lewd exhibition of the genitals or pubic area of any person
  - Flagellation or torture by or upon a person who is nude
  - Condition of being fettered, bound, or otherwise physically restrained on the part of a person who is nude
  - Physical contact in an act of apparent sexual stimulation or gratification with any person's clothed or unclothed genitals, pubic area, or buttocks or with a female's clothed or unclothed breasts
  - Defecation or urination for the purpose of sexual stimulation
  - Penetration of the vagina or rectum by any object except when done as part of a recognized medical procedure

**Sexual exploitation** means conduct by a child's parent or caretaker who allows, permits, encourages, or requires that child to engage in prostitution or sexually explicit conduct for the purpose of producing any visual or print medium depicting such conduct.

Sexual abuse does not include consensual sex acts between persons of the opposite sex who are minors or a minor and adult who is no more than 5 years older.

*Note, emotional abuse is not addressed in the Georgia Statutes

**Guidelines for Intervention Facilitators:**

- If there are immediate concerns for a child’s safety call 911.
- After the contact ends (either home visit or session) immediately contact the Intervention Coordinator.
- If the IV Coordinator is not available continue seeking consultation from Administrative staff until you contact someone.
• Review concerns with the IV Coordinator or another consultant, if your consultant agrees that circumstances are of concern, make a call to DFCS.

Imminent Danger
If during the course of his/her work a prevention facilitator becomes concerned that a participant is in imminent danger of hurting self or others (e.g., suicide, homicide, delusions, hallucinations, carrying a weapon), the facilitator should explain that this information will need to be shared with another family member so that help can be elicited. Generally if a youth is in danger, it is discussed with the caregiver. If a caregiver is in danger, we ask that s/he specify a responsible adult for us to contact. The facilitator should call their supervisor immediately in order to get advice on the issue. Use the same list as for child abuse to make a contact with an administrator if your supervisor is not available.

COMMUNICATION
Communication is essential for the proper operation of all projects conducted by the Center for Family Research. Please communicate all concerns and project issues to the appropriate staff member immediately. If facilitators are ever in doubt, they are to contact the intervention staff for clarification. CFR Intervention Staff contacts are:

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Office Number</th>
<th>Cell Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Megan Sperr, Intervention Coordinator</td>
<td>(xxx)xxx-xxxx</td>
<td>(xxx)xxx-xxxx</td>
</tr>
<tr>
<td>Tracy Anderson, Assistant Director</td>
<td>(xxx)xxx-xxxx</td>
<td>(xxx)xxx-xxxx</td>
</tr>
</tbody>
</table>

If you are unable to reach one person, leave a message and call the other contact number. If you do not get an answer at the second number, leave another message. One of the members of the intervention staff will return your phone call as soon as the message is received.

CONFIDENTIALITY
The studies that the Center for Family Research conducts involve human subjects, and we must follow specific rules set by the University’s Human Subject Committee. This committee examines every proposed study to ensure that ethical and legal rules and guidelines are strictly observed. Facilitators are not allowed in any way to lie to or mislead participants and must sign a statement of confidentiality before working with the implementation of the Intervention and for the Center for Family Research.

As a facilitator and professional representative of the University of Georgia, I agree to the following:

• I will not give counsel to program participants or in any way exploit the research situation for personal gain.
• I will not release any information that may identify program participants. I will keep their identity secure, and discuss information only with other project staff.
• I understand that this confidentiality agreement extends beyond the time frame of the project, and that I am expected to maintain the confidentiality of all participants at all times.
• I understand that violation of any of these agreements will result in immediate termination.
USAGE OF CURRICULUM MATERIALS
The Interventions conducted by the Center for Family Research can only be implemented under the direction of the Center as approved by its funding agencies. After this trial period, if the Intervention is proven to be effective, a plan of dissemination will be developed. Therefore, the following guidelines must be followed:

1. No person can reproduce any curriculum materials (manual, videotapes, handouts, etc.).
2. Distribution of copies of materials to anybody not directly involved in the project is prohibited.
3. No derivative works can be produced based on the curriculum.
4. No person should present the Intervention to any audience outside of the program’s participants.
5. All materials; manuals, posters, game cards, flip charts, mini cassettes, videotapes, and unused materials must be returned to the Center for Family Research at the end of the Intervention.

EQUIPMENT AND SUPPLIES
Supplies and equipment assignments are made by the intervention staff. Each facilitator is responsible for the supplies and/or equipment issued to him/her for the length of the Intervention.

Facilitators who are assigned the responsibility for video cameras or laptops are asked to complete an Equipment Checkout form to verify receipt of a particular camera/laptop. When the equipment is returned to the Center for Family Research, the project staff will complete the return portion of the checkout form.

Theft
In the event of theft, the responsible facilitator should contact the authorities in their county to file a theft report. They should also contact the project staff for further instructions. The Lead Facilitator should also document the incident on the weekly report. The project staff will follow up accordingly.

Distribution and Retrieval
Supplies and equipment are issued at the end of the training session. Facilitators should check their bins to ensure that all materials and supplies are packed. Any missing items should be reported to the intervention staff immediately. The intervention staff will make arrangements to get the missing materials to the facilitator.

The intervention staff will notify facilitators in writing of the retrieval dates in each county. Facilitators are asked to organize their materials, supplies and equipment and return them to a central location for pickup. If any facilitator is unable to make arrangements to transport their materials, supplies and equipment to the central location, he/she should contact the intervention staff to discuss other arrangements.

TERMS FOR DISMISSAL FROM SERVICE
If the intervention staff finds it necessary to terminate your employment, we will do so by verbal and written notice to you. Possible reasons for immediate termination include, but are not limited to:
- Failure to teach the program as established (in the training and by the manual)
- Violation of the Confidentiality Agreement
- Submitting falsified work
- Failure to show up when scheduled or consistently being late
- Violation of the Material Usage Agreement
- Exhibiting conduct that adversely affects CFR, UGA, or the project, as determined by the project administration
- Service not performed to the satisfaction of the CFR investigators or project staff
- Failure to provide full and pertinent information on your application that is relevant to your effectiveness and/or eligibility for the assignment
- Any determination by the project administration that is in the best interest of the project, CFR, or UGA to discontinue your employment

CFR will pay for all services performed up to the time of termination, but will not pay for any services after the effective date of termination. All equipment and materials must be surrendered immediately upon termination.

SIGNATURE
I have read this document; I understand the job description and policies outlined. I meet the prerequisites set out on the first page of the document. I agree to the procedures and policies described in this document.

Applicant’s Name: ________________________________

(PRINTED)

____________________________  ____/____/____

(SIGNATURE)       (DATE)
TALENT RELEASE

I, the undersigned, being of legal age and legal guardian, hereby give the University of Georgia Center for Family Research, the right and permission to use, reproduce, edit, exhibit, project, display, copyright, or publish (on brochures, the internet or elsewhere) images of me and my ward, in which we may be included in whole or part, as photographed on the date signed below and thereafter, and to circulate the same in all forms and media for any lawful purpose whatsoever.

I hereby waive any right that I may have to inspect and/or approve the finished product or products and any right that I may have to control the use to which said product or products may be applied.

I hereby release, discharge, and agree to save the Center for Family Research their licensees, successors, legal representatives and assigns from any liability by virtue of any blurring, distortion, alteration, optical illusion or use in composite form whether intentional or otherwise that may occur or be produced in making, processing, duplication, projection or displaying of said pictures or images and from liability for violation of any personal or proprietary right that I may have in conjunction with said pictures or images and the use thereof.

AGREED and ACCEPTED the _________________ day of _________________ 2009.

_________________________________________  __________________________________
Printed Name     Signature
FUEL Training Agenda
September 19, 2008: 6:00 p.m. – 9:00 p.m.

6:00 p.m. Dinner and Introductions

6:30 p.m. Session 1 Parent and Teen
1.1 – 1.3 Program Overview, Ground Rules, and Icebreaker – Tracy (15)
1.4 Parent Introduction to FUEL – Megan (15)
1.4 Teen Intro to FUEL, 1.5 Teen Intro to Session, Activity 1.6 (through #7) then lead Parent or Teen small group discussion – Jermaine (25)
Note: Highlight how P/T Activity 1.6 differs and asks different questions.
1.7 Dissecting Ads – Tracy (10)
1.8 Defining Myself Collage – Megan and Jermaine (20)
1.9 Closing – Tracy (2)

8:00 p.m. Session 1 Family
1.1 – 1.2 Ground Rules and Icebreaker – Jermaine (10)
1.3 Small Group Discussion – Megan (10)
1.4 Defining Myself Collages – Tracy (5)
1.5 – 1.6 Media Evaluation Activity and Closing – Tracy (5)

8:30 p.m. Wrap-Up and Closing
Sign-out Cameras

September 20, 2008: 8:30 a.m. – 6:00 p.m.

8:30 a.m. PS Meeting

9:00 a.m. Breakfast

9:30 a.m. Session 2 Parent and Teen
2.1 Ground Rules & Session 1 Review – Megan (10 minutes)
Note that parent facilitators should say “hidden” instead of subliminal (p 21, #2)
2.2 Powerball – Jermaine (5)
2.3 – 2.4 Intro to Session & Energy for Action Video – Tracy (including parent Pair & Share (25 minutes)
2.4 – Megan, pick up with teen Small Group Discussion (10)
2.5 – Nutritional Facts Teens – Jermaine (20)
2.5 – Nutritional Facts Parents – Megan (20)
2.6 – Closing – Megan

11:00 a.m. 5 minute stretch break

11:05 a.m. Session 2 Family
2.2 Family Feud – Tracy (10)
2.3 Nutritional Facts, 2.4 Family Food Diary, 2.5 Closing - Jermaine (15)

11:30 a.m.  Session 3 Parent and Teen
3.1 Ground Rules & Session 2 Review & 3.2 Ice Breaker – Jermaine (15)
3.4 Intro to Discussion & 3.5 Video Discussion – (20) – Megan

highlight difference in length for teen and parent
3.6 Facts @ Teens & Physical Activity – Tracy (5)
3.7 Activity Pyramid & Closing – Jermaine (10)

12:20 p.m.  Break & Distribute Supplies/Lunch set-up

12:45 p.m.  Lunch

1:15 p.m.  Prevention Supervision & IV Protocol

1:45 p.m.  Session 3 Family
3.2 Charades, 3.3 Intro, 3.4 Pyramids – Megan (15)
3.5 Fit or Fact, 3.6 Physical Activity Challenge, 3.7 Closing – JS (15)

2:15 p.m.  Session 4 Parent and Teen
4.1 Intro & Review, 4.2 Icebreaker – Tracy (15)
4.3 Recaps – Megan (10)
4.4 Health Comebacks & 4.5 Closing – Jermaine (15)

3:00 p.m.  Session 4 Family
4.2 Jeopardy (Jermaine will read instructions and oversee teams; Megan to read
questions, Tracy to keep score). (20)
4.3 Setting Up Our Community – (Megan to lead, explain; JS handing out pens
and worksheet; Tracy at flipchart) – in pairs (25 minutes)
4.4 Closing – Megan

3:45 p.m.  Facilitator Techniques – Jermaine, & Advice from Veteran Facilitators

4:15 p.m.  Stretch/bathroom break

4:25 p.m.  New Facilitator Practice

4:35 p.m.  Session 5 Family
5.1, 5.2 – Megan (5)
5.3 PSA – Jermaine (40)
5.4 Closing – Tracy (15)

5:35 p.m.  New Facilitator Practice
APPENDIX E (2 pages)

SAAF-T Sessions 1-3 Training Agenda
Rural African American Families Health Project

Friday, January 11, 2008

Agenda

9:00 a.m. Intro/Greetings/Ice Breaker Sandrika Walker
9:15 a.m. Overview of the Center Gene Brody
9:45 a.m. Overview of RAAFHP Steve Kogan
10:00 a.m. Parent 1 Billy Yarborough
11:00 a.m. Teen 1 Christina Grange & Latrina Slater
12:00 p.m. Lunch
1:15 p.m. Family 1 Billy, Christina, and Latrina
2:15 p.m. Parent 2 Olive Conyers
3:15 p.m. Break
3:30 p.m. Teen 2 Christina & Jeanelle
4:30 p.m. Logistics (forms, overall process) Sandrika & Megan Sperr
        Assignments for presentations & Facilitation guidelines Christina & Billy
5:30 p.m. Depart for CFR
        Quick Overview on Operation of Camera
        Dinner
        Distribution of supplies

7:00 p.m. Adjourn
Rural African American Families Health Project
Intervention Training
SAAF-T

Saturday, January 12, 2008

Agenda

8:00 a.m. Breakfast and Checkout

9:00 a.m. Family 2 Billy, Christina, & Latrina

10:00 a.m. Presentations/Role-plays by facilitators

11:30 a.m. Prevention Supervision Tracy Anderson & Steve Kogan

12:15 p.m. Lunch

1:30 p.m. Parent 3 Billy Yarborough

2:30 p.m. Teen 3 Christina & Latrina

3:30 p.m. Break

3:45 p.m. Family 3 Billy, Christina, & Latrina

4:45 p.m. Prevention Supervisor Meetings Prevention Supervisors

5:15 p.m. Final Wrap-Up
### SAAF-T Sessions 4 & 5 Training Agenda

**Trainer Version**

*April 14, 2009*

*5:00 p.m. – 9:30 p.m.*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00 – 5:30</td>
<td>Dinner and Debriefing</td>
<td></td>
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<tr>
<td>5:30 – 6:10</td>
<td>Parent Session 4</td>
<td>TA (2)</td>
</tr>
<tr>
<td></td>
<td>Review</td>
<td></td>
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<tr>
<td></td>
<td>Teen Pressures 4.1</td>
<td>(4)</td>
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<tr>
<td></td>
<td>Caregiver Concerns 4.2</td>
<td>(2)</td>
</tr>
<tr>
<td></td>
<td>Teen Sexuality 4.3</td>
<td>(5)</td>
</tr>
<tr>
<td></td>
<td>Parent Choice 4.4</td>
<td>(4)</td>
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<tr>
<td></td>
<td>Teaching Values 4.5</td>
<td>(5)</td>
</tr>
<tr>
<td></td>
<td>Being “Askable” 4.6</td>
<td>(4)</td>
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<tr>
<td></td>
<td>Being too Demanding 4.7</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>Closing</td>
<td></td>
</tr>
<tr>
<td>6:10 – 7:00</td>
<td>Teen Session 4</td>
<td>MS (2 minutes))</td>
</tr>
<tr>
<td></td>
<td>Welcome</td>
<td></td>
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<tr>
<td></td>
<td>Name Game 4.1</td>
<td>MS (10)</td>
</tr>
<tr>
<td></td>
<td>Sexual Health Quiz 4.2</td>
<td>MS (5)</td>
</tr>
<tr>
<td></td>
<td>Standing by Dec. 4.3</td>
<td>CG (22)</td>
</tr>
<tr>
<td></td>
<td>Closing</td>
<td></td>
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<tr>
<td>7:00 – 7:25</td>
<td>Family Session 4</td>
<td>MS (3)</td>
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<tr>
<td></td>
<td>Peer Pressure 4.1</td>
<td></td>
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<tr>
<td></td>
<td>Teens Experience 4.2</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>Resistance Skills 4.3</td>
<td>(15)</td>
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<tr>
<td></td>
<td>Closing</td>
<td></td>
</tr>
<tr>
<td>7:25 – 7:55</td>
<td>4B</td>
<td>CG</td>
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<tr>
<td>7:55 – 8:00</td>
<td>Break</td>
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<tr>
<td>Time</td>
<td>Session</td>
<td>Activities</td>
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<tr>
<td>8:00 – 8:30</td>
<td>Teen Session 5</td>
<td>Welcome, Compliments 5.1 (P &amp; T), Teens’ Collage 5.2, Game of Your Life 5.3, Closing</td>
</tr>
<tr>
<td>8:30 – 9:05</td>
<td>Parent Session 5</td>
<td>Review, School visits (optional) 5.2, After School Jobs 5.3, Teens in School 5.4, Staying Connected 5.5, Closing</td>
</tr>
<tr>
<td>9:05 – 9:30</td>
<td>Family Session 5</td>
<td>Poster Activity 5.1, Family Discussion 5.2, Balloon Compliments 5.3, Letters, Staying Connected 5.5, Closing</td>
</tr>
</tbody>
</table>
APPENDIX G (2 pages)

FUEL Booster Training
Tuesday, March 17, 2009 – Trainer Version
5:00 p.m. – 9:00 p.m.

5:00 – 5:30 p.m. Welcome & Dinner

5:30 – 6:25 p.m. Parent 1
Program Overview – 1.1 (2) - MS
Ground Rules – 1.2 (5)
M&M Icebreaker – 1.3 (5)
Introduction to FUEL – 1.4 (10)
Introduction to Session – 1.5 – 1.6 (10) - TA
Dissecting Ads – 1.7 (5)
Closing – 1.8 (2)
Teen – Intro differences & Collage Explanation – (5)

Family 1
Power of Media – 1.2 (5) - MS
Media Evaluation Log – 1.5 (5) – general discussion of homework

6:25 – 7:10 p.m. Parent 2
Session 1 Review – 2.1 (5) – general discussion of session reviews - TA
Powerball – 2.2 (5)
Nutritional Facts – 2.5 (15)
Teen Differences – (5)

Family 2
Family Feud 2.2 (10) MS
Nutritional Facts – 2.3 (5)
*Remind facilitators that menu needs to be returned in UPS package.

7:10 – 7:15 p.m. Break

7:15 – 7:45 p.m. Parent 3
“How have you ever?” – 3.3 (10) – MS
Physical Activity Pyramid – 3.6 (5)
<table>
<thead>
<tr>
<th>Time</th>
<th>Group</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 – 8:15 p.m.</td>
<td>Parent 4</td>
<td>“What Am I?” – 4.2 (5) - MS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recap of the sessions – 4.3 (5) – Session1 to explain purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Comebacks – 4.4 (5)</td>
</tr>
<tr>
<td></td>
<td>Family 4</td>
<td>FUEL Jeopardy – 4.2 – (10) – do a few examples and talk about managing the group. - US</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Setting Up Our Community – 4.3 (5) – explain, but don’t do activity</td>
</tr>
<tr>
<td>8:15 – 8:30 p.m.</td>
<td>Family 5</td>
<td>PSA – 5.3 (35) – explain flow of activity, provide tips and show examples. - US</td>
</tr>
<tr>
<td>8:30 – 8:50 p.m.</td>
<td></td>
<td>Intervention Logistics – MS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prevention Supervision – TA</td>
</tr>
<tr>
<td>8:50 – 9:00 p.m.</td>
<td></td>
<td>Wrap-Up, Q&amp;A, Materials distribution</td>
</tr>
</tbody>
</table>
# APPENDIX H (2 pages)

## SAAF-T Booster Trainer Agenda

*October 4, 2008*

*9:30 a.m. – 6:00 p.m.*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 – 10:00</td>
<td>Breakfast and Welcome</td>
</tr>
</tbody>
</table>
| 10:00 – 11:00   | **Session 1**  
|                 | *Teen:* Likes and Skills 1.1, 1.2                                           |
|                 | *Parent:* Parenting Line 1.2                                               |
|                 | *Monitoring Teens 1.4                                                       |
|                 | *Family:* Likes and Skills 1.1                                              |
|                 | CG (20 minutes)                                                             |
| 11:00 – 12:00   | **Session 2**  
|                 | *Teen:* Money Game 2.4                                                     |
|                 | *Parent:* Encouraging Indep. 2.1, 2.2                                       |
|                 | *Choices Teens Make 2.3                                                    |
|                 | *Family:* Understanding Stress 2.2                                          |
|                 | Discrimination 2.3, 2.4                                                     |
|                 | CG lead with 2 trainers (40)                                                |
| 12:00 – 1:30    | Lunch & Distribute Supplies                                                 |
| 1:30 – 3:00     | **Session 3**  
|                 | *Teen:* After High School 3.1                                               |
|                 | *More Money 3.2                                                             |
|                 | *Parent:* School Experiences 3.1                                            |
|                 | *Plans for School Visit 3.3                                                 |
|                 | *Practicing for Visit 3.5                                                   |
|                 | *Family:* Solving Problems 3.2                                              |
|                 | AH (30)                                                                     |
| 3:00 – 3:30     | Curriculum Q & A                                                            |
|                 | MM (30)                                                                     |
| 3:30 – 5:00     | **Session 4 & 4b**  
|                 | *Teen:* The Name Game 4.1                                                  |
|                 | Sexual Health Quiz 4.2                                                      |
|                 | *4b:* Facilitator Feedback/Discussion                                         |
|                 | CG (30)                                                                     |
5:00 – 5:30  
Session 5  

**Parent: Being “Askable”** 4.6  
**Family: Resistance Skills** 4.3

Parent: Staying Connected 5.3

Family: The Game of Your Life 5.3  

5:30 – 6:00  
Closing and Wrap-up  

**Teen (& Parent): Compliment Activity** AH (20)  
**Parent (& Family): Staying Connected** MS (5)

Review of IV Protocol  

MM (11)  

AH & MS (25)  

MS (15)
Please take some time to complete the Training Feedback Form below. Your feedback is helpful in our effort to maintain a high quality training program. Thank you!

<table>
<thead>
<tr>
<th></th>
<th>Needs to Improve</th>
<th>Average</th>
<th>Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Trainers were well prepared to lead activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Trainers managed curriculum materials (posters, cards, videos, etc) efficiently.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Trainers managed time well.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Trainers gave clear explanations of activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. Trainers effectively interacted with and responded to participants.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. Trainers did NOT impose personal views.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. Trainers managed discussions well.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. Trainers involved all participants.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9. Trainers worked well as a team.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10. The trainers did a good job in preparing me to deliver the program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11. Trainers communicated clearly throughout the training.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12. Trainers organized the training session well.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Overall Impressions of the Session

<table>
<thead>
<tr>
<th></th>
<th>Not true</th>
<th>A little True</th>
<th>Very True</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general, the training was fun and interesting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In general, the training was helpful.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In general, the training went well.</td>
<td></td>
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</tr>
</tbody>
</table>

What was a strength of this training? What did you particularly enjoy?

Please provide any feedback about how future trainings can be improved.
Intervention Materials

The intervention materials are divided into three primary categories – curriculum materials (e.g., worksheets, games, cards, posters), supporting supplies (e.g., condoms, pens, balloons, etc) and equipment (e.g., TV/DVD units, video cameras and tripods). This section of the report details information regarding intervention materials in terms of acquisition, organization, distribution and retrieval.

**Acquisition**

In both SAAF-T and FUEL, the first page of each individual session (e.g., Parent, Teen and Family) has a list of materials needed for the session. The IV staff used these lists to create a master list of all the materials needed in each curriculum. Because of the varied types of materials and supporting supplies needed, the IV staff used a variety of sources to acquire the materials.

**Primary Sources for Program Materials and Supplies**

1. Local Retailers (with examples of items purchased)
   a. Borders Bookstore – *New Soul Cookbook*
   b. Dollar Tree (childcare items)
   c. Kinko’s (posters, lamination)
   d. Office Depot (envelopes, labels, flip charts, poster board)
   e. Rite-Aid (picture CDs for scrapbooks)
   f. Sam’s Club (condoms)
   g. Walmart (childcare items, condoms, candy)

2. Materials from Previous Interventions/CFR Initiatives
   a. Cookbooks – FAMCDM (given in FUEL)
   b. Timers – SAAF (SAAF-T & FUEL)
   c. Water bottles – various data collections (FUEL prizes)
   d. CD holders – AIM (SAAF-T parent gifts)
   e. Mugs – AIM Mentor – (SAAF-T parent gifts)
   f. Pedometers – FAMCDM (FUEL prizes)
   g. Food Models – FAMCDM (FUEL Session 2)
   h. Rope – SAAF (Blind Man’s Shape – SAAF-T)
   i. Blindfolds – SAAF (Blind Man’s Shape – SAAF-T)
   j. Scissors – SAAF (collages – SAAF-T & FUEL)
   k. Sheets – SAAF (SAAF-T Stress Thermometer game)
   l. Calculators – AIM (SAAF-T parent gifts)
   m. Video Cameras and Tripods – SAAF and AIM (SAAF-T & FUEL)
   n. Televisions – AIM (SAAF-T & FUEL)
   o. Canvas Totes – AIM (Home Engagement Gifts)
   p. String bags – RAAFHP Recruitment & Retention (HE Gifts)
   q. Mugs, magnets & pens – CFR Recruitment & Retention (HE Gifts)
   r. Corkboards – FAMCDM (FUEL Jeopardy Game)
   s. Canvas Tote & Dry Erase Boards/Pen – SAAF (SAAF-T Parent gifts)
   t. Childcare items – previous interventions (SAAF-T & FUEL)

3. Specialized Vendors (see special ordering instructions below)
a. ASV Productions – SAAF-T DVDs and promotional video
b. Central Duplicating Services (UGA) – manual duplication, curriculum materials
c. Cole Industries – HE supplies
d. Comprehensive Health Education Foundation (C.H.E.F.) – FUEL DVDs and promotional video
f. Sirius Graphics (Rachel Cook) – graphic designer – SAAF-T curriculum and materials, scrapbooks
g. The Evolution Store – Penis models
h. Tapeandmedia.com – Mini-DVCs
i. Xyron – Lamination

4. Staff Donations
a. Childcare items
b. Magazines
c. UGA Stickers

Special Ordering Instructions from Specialized Vendors

ASV Productions & Sirius Graphics
Because of the nature of the work provided by ASV Productions and Sirius Graphics, it is best that a designated staff person be the primary liaison. Both vendors required ongoing communication, consultation and feedback as the videos and curriculum materials were finalized. The primary contacts for ASV were Steve Kogan, Nicole White and Christina Grange. After the final video was approved and duplicated, services were no longer needed. The primary contact for Sirius Graphics regarding curriculum materials and the manual was Christina Grange. During the intervention, Sandrika Walker and Megan Sperr (as IV Coordinator) coordinated with Sirius Graphics to create the SAAF-T scrapbooks.

Central Duplicating Services
Central Duplicating Services (Central Dup) is an on-campus resource for copy/print needs. All orders for curriculum materials for RAAFHP were processed at Duplicating services except for the initial SAAF-T manuals and materials, which were ordered by the graphic designer. The steps for ordering through Central Duplicating Services are detailed below.

1. All print requests to Central Dup should be submitted by using their job request form.
   a. The job request form can be found on-line at: http://www.busfin.uga.edu/forms/central_dup_job_request.pdf
   b. The form should be filled out thoroughly with all specific requests (e.g., instructions regarding collating, color copies, stapling, etc.).
   c. Once the form is complete, it can be given to Holly Ashley, Administrative Assistant, who will take it over to Central Dup, or it can be submitted directly to Central Dup via fax.
d. Larger orders for curriculum materials should be submitted at least a week in advance. Earlier submission is best in the event that Central Dup is busy with other jobs.

2. The documents that are being submitted for copying should be saved on the Central Dup on-line server (their preferred method of receiving documents).
   b. Within the on-line server, a folder should be created where files can be saved.
   c. A description of where the materials are saved should be included on the job request form.
   d. A detailed description of each file name should also be included on the job request form.

3. Note that Central Dup may request that files be submitted in a certain format. For example, after submitting the postcard files as publisher files on several occasions, Central Dup requested that these files be converted to PDFs before being submitted.

Other Specialized Vendors
Orders from the remaining specialized vendors were done online using a P-Card. The websites and specific item numbers of items ordered are listed on a spreadsheet which is located in Appendix A.

Curriculum Materials

SAAF-T
The graphic designer for SAAF-T, Rachel Cook, created all of the original SAAF-T curriculum materials and arranged for the duplication, printing and collation for the 8 groups in Cohort 1. She placed all the materials in individual envelopes and delivered them to CFR. The IV team prepared all the supporting supplies and organized the bins.

For Cohort 2, the IV team determined items that could be reused and developed an order form for materials that needed to be replaced. All curriculum materials and manuals that needed to be replaced were ordered through Central Duplicating Services.

FUEL
The curriculum adapters, Tiffany Renfro and Lorin Stewart, provided the final curriculum and associated worksheets, cards and posters on CD. The IV team created an order form and ordered everything except the posters from Central Duplicating Services. Posters were ordered from Kinkos. The IV staff prepared the supporting supplies and organized the bins.

Supporting Supplies

The following specialized items/materials should be ordered or prepared in advance (ideally 6-8 weeks prior to intervention) to ensure that items arrive or are ready in time for the implementation:
1. Brochure *How Condoms Protect You from HIV and other STD’s*
2. Penis models
3. SAAF-T Parent Magnets
4. Magazine clippings
5. Magazine Ads
6. FUEL Cutouts
7. Cookbooks
8. Mini-DVCs
9. Laminate (for laminating machine)

Utilizing the checklists for each program, the IV staff created a list of needed supplies and determined where items would be purchased from.

Suggestions for Organizing Materials for Distribution

Organizing the materials for the intervention can be a daunting task. As such, the intervention team implemented several strategies to facilitate the process.

**Materials Checklists:** The IV team developed a checklist of materials specific to each intervention (see copies in Appendix B and Appendix C). Each checklist has a master list of materials needed for the Parent, Teen and Family sessions. The checklists are divided into the following sections:

1. *General Supplies* – items that are likely to be used in multiple sessions (e.g., tape, markers, DVDs).
2. *Envelopes* – items that are specific to each individual session (e.g., cards, games, handouts).
3. *Posters* – includes a list of all posters with session number and poster name.
4. *Other Supplies* – additional items needed (e.g., flip chart, camera/tripod, gifts/prizes, corkboard etc).

**Bins/Envelopes:** Bins should have lids and be approximately 11 gallon in size. If possible, a slightly larger bin should be used for the SAAF-T Teen groups. Envelopes should be clasp envelopes and measure 10 x 13.

1. Ideally, plan such that the bins for the two programs can be prepared at different times.
2. Each teaching group has three bins of curriculum materials: Parent, Teen, Family.
3. All session specific curriculum materials are placed in envelopes labeled with the session number. Other items such as index cards, post-it notes and envelopes can also included in the session envelope. Some curriculum materials may have to be packed separately due to bulk (e.g., food models, games).
4. For ease of use and packing, supporting materials should be bundled (in storage bags, small containers, or envelopes) to the extent possible (e.g., glue sticks, scissors, magnets, condoms, rubber bands). The supporting materials were placed in the bins first and the envelopes were placed on top. A copy of the checklist was also provided in each bin so that facilitators would be able to inventory their bins.
Arts and Crafts Activities: Both FUEL and SAAF-T have an activity that encourages the teens to demonstrate their understanding of curriculum content by creating a personal collage. In SAAF-T, the collage is a depiction of the teen’s future goals in life. In FUEL, the collage represents how the teen defines their inner beauty. Arts and crafts activities are an important part of each program because they extend the benefit of the program by providing each teen with a personal creation of their goals/values/self-perceptions. The images that are used on the collages come primarily from magazines. As such, the IV team sought magazine donations from a variety of places: CFR staff, friends and family, beauty salons, libraries, retail stores and by contacting magazine publishers. In both programs, the teens have a limited amount of time to create their collages. As such, the IV staff instituted the following organizational strategies to prepare the materials for the activities in order to help the facilitators maximize the time allotted for the activities.

1. **SAAF-T**: Organizing the clippings for the *My Future Life Collage* was a work in progress throughout the preparation phase. The IV team assembled 3 large boxes and labeled them with the collage categories: Job/Career, Leisure/Hobbies, and Friends/Family. The team then scanned through a variety of magazines for corresponding images. Instead of cutting out specific images, entire pages were pulled from magazines and placed into the corresponding boxes. From these large boxes of clippings, two sets of envelopes were created for each SAAF-T teen group. Two sets were provided so that the teens would have two stations from which to locate images, thus saving time. The IV team also collected smaller boxes and box lids for the facilitators to help keep the clippings organized during the activity (e.g. boxes were saved from printing orders). Another time saving strategy was the use of the smaller size poster board for the collage.

2. **FUEL**: The *Defining Beauty for Myself Collage* required a more diverse set of images. To meet this need, the IV team collected different magazine genres (e.g., business, health, entertainment, and sports) to provide a variety of images for the teens to choose from. Each group received 16 – 20 magazines. The collages were created on poster board cutouts that depicted traditionally male and female figures. The IV team cut these figures out from a guide provided by the curriculum adapters. Each group received 8 cutouts of each gender.

Games: Both SAAF-T and FUEL incorporate games or other activities that have special materials that must be organized to maximize the time allotted in the session.

1. **SAAF-T**
   a. **Strong African American Families Game**: This board game is played during Family Session 1. The families are divided into three groups and each group plays as a team. As such, Each SAAF-T group received three game boards, three sets of the game cards (in three categories - Famous People, People in Our Community, and How We can Serve), three die and three tokens/game pieces. Individual bags were created for each game board that contained (1 set of cards – three categories, one die and 1 token). These three baggies and the three game boards were placed into a separate envelope labeled “Strong African American Families Game.”
   b. **The Game of Your Life**: This board game is played in Teen Session 5. Ideally 4-5 teens play together on a game board. Each group received 3
game boards and 3 sets of the game cards. Each game board has 8 different sets of cards - four categories of Choice Cards and Consequence Cards. The four broad categories are Drugs, Education, Sex, and Violence. Each group had three sets of tokens/game pieces and three dice. The IV team organized these materials in three baggies – each containing a set of 8 game cards, 1 die and 6 game pieces. These three baggies and the three game boards were placed into a separate envelope and labeled “The Game of Your Life.”

2. FUEL
   a. Dissecting Ads: This activity occurs in both Parent and Teen Session 1 and illustrates how advertisers use manipulation tactics such as fear, competition and longing; how ads often have contradictory messages; and how advertisers seek to amuse, entertain and persuade the consumer. As such, the types of ads used in the activity often depict celebrities/famous figures with a range of products (clothing/accessories, cars, food, personal items). To prepare these ads, the IV team used the example provided by the Emory partners to create 7 additional sets with 10 – 15 ads. These ads were placed in document protectors and bound together. Behind each ad (in the document protector sheet) was a list of questions to guide the discussion. The questions are listed below – IV staff should include answers so that facilitators can better manage the discussion.
      i. Who is the advertiser?
      ii. What is being advertised?
      iii. Why would an advertiser use this approach?
      iv. Is the ad tailored to a teen audience?
      v. What motivation is the advertiser using?
         1. To Amuse
         2. To Entertain
         3. To Persuade
      vi. Did the advertisers use any of the three basic tools to manipulate?
         1. Competition
         2. Fear
         3. Longing

Special Note: Typically the Ads can be re-used throughout the implementation, but the IV team should review the ads before sending them back into the field to remove any that may no longer be appropriate. For example, several ads featuring singer/actor Chris Brown were used in this activity. After the domestic incident he was involved in, the ad sparked conversation and debate among the participants, which overshadowed the activity.

b. Nutritional Facts: This activity occurs in Parent and Teen Session 2, and though slightly different depending on the audience, allows the participants to illustrate their understanding of healthy meal planning by creating healthy meals with food cards. The parent groups will divide into two smaller groups and will be given either healthy dinner or breakfast options, depending on whether the group meets during the week or on
Saturday morning. The teen groups will divide into three smaller groups and will be assigned to create a healthy breakfast, lunch or dinner. To prepare the food cards, the IV team assembled a variety of food cards into envelopes/baggies labeled “Parent Breakfast” or “Parent Dinner” and “Teen Breakfast,” “Teen Lunch” and “Teen Dinner.” The parent groups had an additional piece to this activity which involved reviewing nutritional values in foods. For this mini-activity, 16 food items (e.g., representing the five food groups as well as snacks, condiments and desserts) were assembled into an envelope and labeled “Parent Food Labels.”

c. **Jeopardy Game:** This game was played in Family Session 4. The families were divided into three teams to answer the Jeopardy Questions. The Jeopardy Game included a game title card, three category cards, and 7 question cards for each category (all printed on card stock). Each group was given a corkboard and pins to assemble and display the game. The category cards and corresponding question cards were organized into three legal sized envelopes and labeled accordingly. Each of these three envelopes and the Jeopardy Game title card were placed in a large envelope and labeled “Jeopardy Game.”

**Posters:** Both FUEL and SAAF-T utilized posters during the program sessions. The following points explain in further detail how the posters were organized for each intervention:

1. The three FUEL posters were rolled together and placed in poster tubes. With a few exceptions, the FUEL posters were typically given to the Lead Facilitator.
2. The SAAF-T posters were divided into three sets - Caregiver, Teen and Family Session. The teen posters were further divided into Session 1 and Session 2. The posters were rolled and placed in large labeled bags (from Kinko’s) and divided among the teaching team in the same manner as the bins (e.g., the parent facilitator gets the parent bin and the parent posters).

**Flip Charts:** Both interventions utilized flip charts for participant discussions and brainstorming. Typically the intervention team purchased 30 page self adhesive flip charts (2.5 x 2.08 ft.).

1. Each FUEL teaching team received 3 flipcharts, one to accompany each bin (Parent, Teen, Family).
2. Each SAAF-T teaching team received 4 flipcharts, one to accompany each bin.
3. The extra flip chart was generally given to the Lead Facilitator.

**Cameras/Tripods:** Each group was responsible for recording the Parent, Teen and Family Sessions for fidelity purposes. As such, each group needed two video cameras and tripods. This equipment was organized as follows:

1. To the extent possible, all parent facilitators received a camera and tripod.
2. If applicable, the second camera was assigned to the teen facilitator who served as the Lead Facilitator. If the parent facilitator was the Lead Facilitator, the IV team made a judgment call as to which teen facilitator should receive the camera.
3. For distribution purposes cameras and tripods were labeled with the facilitators’ names.

**Miscellaneous Items:** Each intervention had miscellaneous supplies based on unique activities in each program. These supplies are listed below:

1. Each FUEL group received a corkboard for the Jeopardy Game.
2. Each FUEL group received a package of Jeopardy prizes (items varied – water bottles, pedometers, UGA stickers, CFR write/erase boards and beige tote bags).
3. Each SAAF-T group received a package of Parent Gifts for the school visit (items varied – mugs/calculators, cookbooks, string totes, CD cases, calculators).
4. Each FUEL group received a bag of magazines (16-20).
5. Each FUEL group received a bag of cookbooks (16).

**Childcare Items:** The Center for Family Research provides limited materials to have available at the intervention sessions for the childcare providers.

1. The IV team supplemented left over items from previous interventions with new purchases so that all childcare bins included toys, play-doh, crayons, coloring and activity books, games, puzzles, a ball, and reading books.
2. The Lead Facilitator of each group was given a childcare bin to give to the childcare provider.

**Distribution and Retrieval of Materials and Supplies**

**Distribution:** The RAAFH Project required that the IV team plan the distribution of materials for 4 FUEL and 4 SAAF-T groups at a time. As outlined above, there are many materials and supplies that are needed to implement the programs. The notes below detail the methods used by the IV team for distribution:

1. Labeling was an essential tool in preparing for distribution. The IV team used the following labeling procedures:
   a. Bins, Posters and Flip Charts – labeled with county name, day of intervention, and parent, teen or family (i.e., Burke Saturday Teen). The FUEL posters were combined in one set and labeled with county name and day of intervention (e.g., Burke Monday).
   b. Corkboards, childcare bins, parent gifts and Jeopardy prizes – labeled with county name and day of intervention. The labels also included the content (except for corkboards) (e.g., Burke Saturday Jeopardy Prizes).
   c. Video cameras and tripods – labeled by attaching tags to each item with the facilitator’s name.

2. To the extent possible, materials were distributed at trainings. Other modes of distribution included: the IV staff delivering bins to individual facilitators at their homes, jobs or a mutual meeting place and having a central place for a designated team member to retrieve the supplies and materials.

3. During Cohort 2, the IV team began to coordinate with the SAAF Data Collection team to have two male field interviewers (Cecil Young and Steve Irwin) deliver the supplies when feasible. The IV staff rented a cargo van and communicated with the interviewers via email, phone calls and face to face. The IV team also left a note in their mailboxes that included directions to the delivery site, the IV
staff cell phone numbers and specific instructions concerning the supplies (e.g.,
the list of items that were to be brought to the site). When possible, one of the IV
graduate students met the interviewers at the Center to provide instruction and
assistance. The IV staff arranged delivery of supplies to coincide with the lunch
hour so that there would be a natural break in the training for the facilitators to
retrieve their supplies.
4. To distribute televisions, either the IV team transported them to sites, or
designated facilitators took responsibility for them.

Supply Retrieval: Retrieving materials and supplies can be as difficult and complicated
as the distribution. During each cohort, an efficient retrieval was particularly important
because of multiple rounds, and the short turn-around time. The following notes provide
detail about the procedures the IV team used in planning and retrieving the supplies:
1. As the final week of intervention approached, each facilitator received
instructions for organizing their supplies for retrieval. In Cohort 1, general
instructions were provided, but in Cohort 2, a “Bin Check-in List” was created for
both programs and distributed to all facilitators. Also, beginning in Cohort 2,
facilitators were compensated for taking extra time to organize the bins as
indicated. FUEL facilitators received 1 hour per bin. SAAF-T facilitators
received 2 hours for organizing the Teen bin, and 1.5 hours for the Parent and
Family bins.
2. Where possible, supply retrieval occurred in conjunction with the debriefing
meeting. Facilitators who were unable to attend the debriefing were asked to give
their materials to a co-facilitator (or another facilitator) who would be attending.
In some cases, neither of these methods was feasible and the IV team or other
staff retrieved materials.
3. The SAAF field interviewers (Cecil Young and Steve Irwin) also assisted with
supply retrieval. The IV staff team rented a cargo van and communicated with
the interviewers via email, phone calls and face to face. The IV team also left a
note in their boxes that included directions to the retrieval site and the IV staff cell
phone numbers. The interviewers traveled separately from the IV staff, leaving
the Center later in order to arrive during the dinner hour. Doing so ensured that
both the SAAF-T and FUEL facilitators were on-site with their supplies.

Equipment Tracking
The Intervention Staff coordinated with Matt Guidry, Network Administrative Associate
and liaison with the Property Control Office, concerning all equipment used for the
intervention – television/DVD units, laptop computers, and video cameras and tripods.
Per UGA policy, the laptop computers and video cameras are inventory controlled,
meaning they have an inventory control number and are on file with UGA’s Property
Control office. This office conducts an annual inventory to ensure that all items are in
the possession of the assigned department. The policy regarding off-site use of
equipment requires that the Authorization for Use of University of Georgia Property at
Non-UGA Locations be completed. This form can be found at
In accordance with the policy, the IV staff developed an in-house tracking system for equipment. Using an Excel spreadsheet, the IV staff was able to track who had each camera and the dates the equipment was checked-out and back in. The spreadsheet also had a place where comments could be written. Additionally, each facilitator was asked to sign an Equipment Checkout Form, which also listed the type of equipment and identification number. The Home Engagement Lead Facilitators were asked to complete the Equipment Checkout Form for the laptop computers as well. These signed forms were filed in the Intervention Coordinator’s office in the appropriate facilitator’s file. A copy of the internal Equipment Checkout Form is located in Appendix D.

Ideally, facilitators sign for their equipment when they receive it. When this is not possible (e.g., a Lead Facilitator picks up equipment for the teaching team), the IV staff can mail the facilitator a check-out form and ask them to mail it back in. When materials are retrieved, the IV staff signs the equipment back in – updating the spreadsheets and signing the equipment check-out form.

There was no formal tracking procedure for the televisions. The IV staff knew where each TV was assigned and made the arrangements to deliver and retrieve this equipment.

Special Considerations
1. A facilitator teaching in consecutive rounds may be allowed to keep their camera until the next round begins.
2. A facilitator teaching more than one session in a round may be assigned to bring their camera to both sessions.

Special Instructions to Facilitators
1. Facilitators are asked to keep their cameras at their homes, rather than leaving it onsite.
2. Facilitators are asked to never leave their cameras unattended. This includes during the meal time and when the teens and parents join for the family session.

Lessons Learned Regarding Materials
1. Posters
   a. The sturdier laminate is the most durable for consistent use and handling. The Creeds for SAAF-T and FUEL were done in color in a very light laminate and we found that the posters were prone to tearing and could not withstand masking tape on the front. One facilitator, in an attempt to clean the Creed poster, actually damaged the poster with the cleaning solution.
   b. If possible, provide the teaching group with a portfolio to protect posters and keep them flat.
   c. If feasible, decrease the size of the posters for easier handling.
2. **Bins:** If possible, the SAAF-T teen bin should be larger than the other bins to better accommodate the amount of materials needed.

3. **FUEL Ads:** Avoid controversial figures.

4. **Equipment Tracking**
   a. If a camera has to be switched/replaced during the intervention, the IV staff should update the tracking form and equipment checkout form ASAP.
   b. The tracking spreadsheet should include all equipment (e.g., cameras, laptops, TV/DVD units).
   c. Televisions should be tracked, noting location and who delivered and retrieved the units. Any televisions that are damaged or donated during the intervention should also be documented.

5. **TV/DVD:** When utilizing the TV/DVD unit on-site, have written instructions for the facilitators if possible. Be mindful of how the PSA will be shown in FUEL, Session 5. Facilitators need to be able to attach the video camera to the TV.
APPENDIX

Materials
# APPENDIX A

## Specialized Vendors

<table>
<thead>
<tr>
<th>Vendor Name</th>
<th>Vendor Address</th>
<th>Phone numbers</th>
<th>Product information</th>
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<tr>
<td>tapeandmedia.com</td>
<td>4221 Freidrich Ln, Suite 130</td>
<td>(877)938-0901 (512)448-0708 (fax)</td>
<td>DVM60PR - Sony DVMPRR Mini DV Tape 60 $2.05 if ordering 100</td>
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<tr>
<td></td>
<td>Austin, TX 78744</td>
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<tr>
<td></td>
<td><a href="http://www.tapeandmedia.com">www.tapeandmedia.com</a></td>
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<tr>
<td>Journey Works Publishing</td>
<td>761 Chestnut Street</td>
<td>(800)775-1998</td>
<td>5310 - How Condoms Protect you from HIV/STDS $.36 each - price goes down with higher order.</td>
</tr>
<tr>
<td>Fed ID = 77-0390213</td>
<td>P.O. Box 8466</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Santa Cruz, CA 95061-8466</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><a href="http://www.journeyworks.com">www.journeyworks.com</a></td>
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<tr>
<td>The Evolution Store</td>
<td>120 Spring Street</td>
<td>(800)952-3195 (212)343-1815 (fax)</td>
<td>SKU # MM8050 - Condom Training Models $67.00 for a set of 20 models</td>
</tr>
<tr>
<td></td>
<td>New York, NY 10012</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><a href="http://www.theevolutionstore.com">www.theevolutionstore.com</a></td>
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<tr>
<td>Comprehensive Health</td>
<td>22419 Pacific Hwy. South</td>
<td>(800)323-2433 (206)824-2907 (206)824-3072 (fax)</td>
<td>Item #50.001.3901 - FUEL Parent's DVDs - Complete Series $69.95 per set <strong>FUEL is no longer being produced or distributed</strong></td>
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<tr>
<td>Education Foundation (C.H.E.F.)</td>
<td>Seattle, WA 98198</td>
<td></td>
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<td></td>
<td><a href="http://www.chef.org">www.chef.org</a></td>
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<tr>
<td>Sirius Graphics</td>
<td>180 Best Drive</td>
<td>(706)372-5661</td>
<td>Curriculum materials and scrapbooks</td>
</tr>
<tr>
<td>(Rachel Cook)</td>
<td>Athens, GA 30606</td>
<td></td>
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<tr>
<td>Tax ID: 390-66-2073</td>
<td><a href="mailto:rachel@siriusgraph.com">rachel@siriusgraph.com</a></td>
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<tr>
<td>ASV Productions</td>
<td>1175 Peachtree Street, NE</td>
<td>(404)876-3445</td>
<td>SAAF-T DVDs and Promotional DVD</td>
</tr>
<tr>
<td>Aaron Stecker - CEO/Pres.</td>
<td>Suite 1750</td>
<td></td>
<td></td>
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<tr>
<td>Joy M. Brown - Exec. VP</td>
<td>100 Colony Square</td>
<td></td>
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<tr>
<td></td>
<td>Atlanta, GA 30361</td>
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<td></td>
<td><a href="http://www.asv.com">www.asv.com</a></td>
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<tr>
<td>Xyron Inc.</td>
<td>8465 N. 90th Street</td>
<td>(800)793-3532 (480)948-4690 (fax)</td>
<td>SKU # 145612 - 60’ ezlaminator Two-Sided $29.99 per roll</td>
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<tr>
<td></td>
<td>Suite 6</td>
<td></td>
<td></td>
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<td></td>
<td>Scottsdale, AZ 85258</td>
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<td><a href="http://www.xyron.com/enUS/home">www.xyron.com/enUS/home</a></td>
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<tr>
<td>Cole Industries</td>
<td>515 E. Turkeyfoot Lake Road</td>
<td>(330)896-7373 (330)899-0100 (fax)</td>
<td>1-5C0L Blue Deluxe 600 Denier Canvas Tote Bag 13110 - Economy Stick Pen</td>
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<td></td>
<td>Unit D</td>
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<td></td>
<td>Akron, OH 44319</td>
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APPENDIX B (6 pages)

SAAF-T: Teen Supplies

**Bin Supplies:**

- Name tags (90)
- Markers – 4 for flipchart
- Markers – 24 crayolas for collages
- Masking tape
- Pens (16)
- Timer
- Rubberbands (for session 1, 16 – one per teen for their decks of cards)
- Likes and Skills cards (16 decks – each deck has 102 cards) – in a box
- Rope/clothesline (Session 3) – 2 in case the group is large.
- Blind folds (16 - one per teen) (Session 3)
- 1 set of 3 videos
- Supplies for 4b – Two bags for small groups, each containing:
  - Ball (for hot potato)
  - Condoms - @ 6 lubricated, 6 non lubricated, 1 punctured
  - Penis Models – 9
  - 10 hand wipes
- Large balloons – 20 (Session 5)
- Strips of paper for balloons – 20 (Session 5)
- Glue sticks (at least 13) (Session 5)
- Scissors (at least 13) (Session 5)
- Magazine clippings (three envelopes, labeled job/career; hobbies/leisure; friends/family) (Session 5)
- 2 sets of shallow lids (to make two stations for the three categories of clippings) – 6 lids total (Session 5)
- Posterboard (Session 5) – 16 – one per teen
- My Future Life Collage Example (Session 5)
- Remote control
- Extra Batteries (3 – for remote and timer)

**Envelopes:**

**Session 1**

- Matching Likes and Skills to Careers handout (16 – one per teen)

**Session 2**

- Living Expenses Worksheet (16 – one per teen)
- Living Expenses Answer Sheet (1 for facilitator)
- How Much Can You Make? Worksheet (16 – one per teen)
- How Much Can You Make? Answer Sheet (1 for facilitator)
- Job Cards (1 set of 16)
- Envelopes of Money – 16 job options
- 2 Banks
- Where Does Your Money Go? Station cards (1 set of 7)
- Where Does Your Money Go? Choice cards (6 sets)
  - Housing Cards – 6 choices, 4 each = 24 total
Utilities Cards - 6 choices, 4 each = 24 total
Transportation Cards -6 choices, 4 each = 24 total
Friday Night Cards - 5 choices, 5 each = 25 total
Grocery Cards – 3 choices, 8 each = 24 total
Clothing Cards - 6 choices, 4 each = 24 total

Session 3
- Session 3 Job Cards (1 set of 16)
- Education Cards (1 set of 16)
- Types of Education signs (1 set of 4)
- Want Ads (16 – one per teen)

Session 4
- Sexual Health Questions cards (10 cards per set)
- Name Game Cards (16 cards)
- What teens want other teens to know fact sheet
- Session 4b Envelopes – for male and female groups
  - Pamphlet: How Condoms Protect you from HIV and other STDs – 8
  - Steps for using a condom correctly handout - 8

Session 5
- Game of your life Game Board – 3
- Game pieces – 3 bags, each containing:
  - Die
  - 6 game pieces
  - Choice and consequence cards

Posters:
Teen Creed
1 - Matching Likes and Skills to Job Types (8 total posters)
1 - Jobs and Careers (six total posters)
2 – Some Typical Jobs
2 – Station Choice (6 total)

Other Supplies:
- Flip chart
- Camera/Tripod
- TV/DVD player (need 3 sets for Session 4)
**SAAF-T: Parent Supplies**

**Bin Supplies:**
- Name tags - 90
- Markers – 4 for flipchart
- Masking Tape
- Pens - 16
- Strict and Caring Magnets (16 - one per parent) – Session 1
- 1 set of 3 DVDs
- 4b Supply Bag
  - Ball (for hot potato game)
  - Condoms (4b) – 16 lubricated condoms, nonlubricated condoms
  - Condom Models – 8
- Large balloons – 20 (Session 5)
- Strips of paper for balloons – 20 (Session 5)
- Remote Control (if using CFR’s television)
- MiniDVs – 5
- Trash bag – 5 (to carry balloons to family session)
- Batteries (2) (for remote if needed)

**Envelopes:**
**Session 1**
- Parenting Teenagers magnet card (16 – one per parent)

**Session 2**
- 3x5 index cards (20)
- Helping Teens Move Toward Adulthood Magnet Card (16)

**Session 3**
- Index Cards (20)
- Main Points for School Visits Cards (16 sets - 1 set of 4 per family)
- General Tips cards (16 – 1 set of 3 per family)
- What If I’m Not Getting Anywhere handout (16 – 1 per family)
- Letter to School (16 – 1 per family)
- Being Involved at School Magnet Card (16 – 1 per family)

**Session 4**
- Guiding Your Teen About Sex Fact Sheet - 16
- Helping Teens with Peer Pressure magnet card – 16
- What Teens Want Other Teens to Know about Sex – 16
- 4b Envelope
  - Steps for Correctly Using a Condom

**Session 5**
- Helping with School Success Magnet Card

**Posters:**
Caregiver Creed
1 – Parenting Teenagers Main Ideas
2 – Helping Teens Move Toward Adulthood Main Ideas
3 – Caregivers Involvement at School Main Ideas
3 – Meeting with the Teacher
4 – Helping Teens with Peer Pressure and Temptation Main Ideas
4 – Discussion Questions about Teen Sex
5 – School Visits and Helping Teens Stay in School – Main Ideas
5 – School Visits Poster
5 – Tools for Parents (2 posters) – for optional activity

Other Supplies:
- Flip chart
- Video Camera
- Tripod
- TV/DVD player
- Parent gifts for school visits
SAAF-T: Family Supplies

Bin Supplies:
- Disposable camera
- Markers -3
- Masking tape
- Pens - 16
- Timer
- Sheet – (Session 2)
- Education After High School DVD (Session 3)
- 1 set of 3 DVDs

Envelopes:

Session 1
- Discussion on Likes and Skills Cards (16 sets – one set of 8 cards per family)
- Index cards (32 – one per individual)
- Strong African American Families game board (3 per group)
- Strong African American Families Answer Sheet (19 – one per family and facilitator)
- Strong African American Families game pieces – in three baggies:
  - Game cards (Famous People, People in Our Community, How We Serve)
  - Dice
  - 1 game token

Session 2
- Discussion Cards on Living Expenses (16 sets – 1 set of 8 cards per family)
- Dealing with Discrimination Scenario Cards (Facilitator Example, 2 sets per family – 5 cards per set)
  - Facilitator example – yellow cards
  - Scenario 1 – 16
  - Scenario 2 – 16

Session 3
- Discussion on School Cards (16 sets - 1 set of 8 per family)
- Solving Problems Together Worksheets – 4 worksheets (16 - 1 set per family)
- Session 4-B letter

Session 4
- Parent/Teen Peer Pressure Resistance Discussion cards (16 sets of 8)
- Peer Pressure Cards (1 set of 5 steps)

Session 5
- Parent/Teen Discussion cards (16 sets of 8)
- Envelopes (40)
- Letter To My Parent/Caregiver – 20
- Letter to My Teen - 20
- Program Summary Handout – 16 (1 per family)
- Graduation Certificate – will be included in the UPS package
- Family Networking Sheet – will be included in the Session 5 UPS package
Family Scrapbooks – may have to be sent after the program

Posters:
Discussion Guidelines
Family Creed
1 – Closing Circle Phrase
2 – Closing Circle Phrase
3 – Closing Circle Phrase
4 – Ways to Resist Peer Pressure
4 – Steps for Handling Peer Pressure
5 – Closing Circle Phrase

Other Supplies:
- Flip chart
- Camera
- Tripod
APPENDIX C (3 pages)
FUEL: Parent/Caregiver Bin

General Supplies:
- Name Tags – 90
- Markers (for flipchart) - 4
- Pens - 16
- Post-it Notes (Parking Lot) – 2 packs
- M&Ms – 16 (for session 1)
- Ball (for power ball activity – Session 2)
- Magazine Ads – Session 1
- Envelope with Food cards for meal planning – Session 3
- Envelope with Food cards for nutrition labels – Session 3
- Skin Deep DVD – Session 1
- Energy For Action DVD – Session 2
- The Perfect Machine DVD – Session 3
- Mini DVCs – 4
- Batteries – 2
- Remote – 1

Envelopes:
Session 1
- Skin Deep Discussion Questions handout - 16
- Understanding Your Body Mass Index handout - 16

Session 2
- Energy for Action Discussion Questions Handout – 16
- Understanding Fats In Foods handout - 16
- Food Guide Pyramid – 16

Session 3
- The Perfect Machine Discussion Questions handout – 16
- Activity Pyramid – 16

Session 4
- Preprinted “What Am I?” name tags (1 set of 20)
- Excuse Cards (8 sets of 8)
- Health Comebacks handout - 16

Poster:
- Parent Creed poster

Other Supplies:
- Flip chart
- TV/DVD
- Camera
- Tripod
FUEL: Teen Bin

**General Supplies:**
- Name Tags - 90
- Markers (for flipchart) - 4
- Crayolas Markers for collages - 24
- Pens - 16
- Magazine Ads – Session 1
- Magazines - @ 10 – 15 – Session 1
- Collage cut-outs – 10 male & 10 female (in an envelope) – Session 1
- Scissors – 13 – Session 1
- Glue sticks – 13 – Session 1
- M&Ms – 16 – Session 1
- Ball – Session 2
- Food cards – sets of breakfast, lunch and dinner cards
- Skin Deep DVD – Session 1
- Energy for Action DVD – Session 2
- The Perfect Machine DVD – Session 3
- Mini DVCs - 4
- Batteries - 3
- Remote - 1

**Envelopes:**
*Session 1*
- Sample Collage
- Skin Deep Discussion Question Handout – 16

*Session 2*
- Energy for Action Discussion Questions handout - 16
- Lunchroom checklist handout - 6
- Food Guide Pyramid – 16

*Session 3*
- The Perfect Machine Discussion Questions handout – 1 per teen
- Physical Activity Pyramid Handout – 1 per teen

*Session 4*
- Pre-printed “What Am I?” labels (1 set of 20)
- Excuse Cards (8 sets of 8)
- Health Comebacks handout (1 per teen)

**Poster:**
- Teen Creed poster

**Other Supplies:**
- TV/DVD player
- Camera/tripod
- Flip chart
FUEL: Family Bin

General Supplies:
- Markers (for flipchart) - 3
- Timer – for Session 3
- Batteries - 2
- Thumb tacks – Session 4 - 30
- Red pens – 16 (Session 4)
- Blue pens – 16 (Session 4)
- Example PSA DVD
- Video camera cord (Session 5)
- DVCs – 6
- Masking Tape

Envelopes:

Session 1
- Media Evaluation Log – 16
- Discussion Cards – 5
- Power of Media: Facilitator Answer Sheet – 3

Session 2
- Family Feud: Healthy Eating Questions/Answers – 3 copies for facilitators
- Family Food Diary – 16

Session 3
- Sports Charades Cards – 1 set
- Fit & Fact Cards – 1 set
- Fit & Fact Answer Sheet – 3 (for facilitators)
- Physical Activity Log – 1 per teen

Session 4
- Jeopardy game pieces
- Staying Healthy Together handout - 16
- Post it notes - 40

Session 5
- PSA Instructions – 16 (one per family)
- Family Feedback form (1 per participant)
- Networking Lists – will be sent in the Session 5 UPS

Poster:
- Family Creed poster

Other Supplies:
- Flip chart
- Cork board (for Jeopardy game) – Session 4
- Video camera/tripod
APPENDIX D

Rural African American Families Health Project
Equipment Checkout Form

The following equipment is being issued to _________________________ on ________ and will be used for Center related business off the University of Georgia campus.

I hereby acknowledge that all equipment is in working order and will be returned in like condition excepting normal wear and tear. I promise to secure and protect the equipment and I will not use the equipment for purposes other than those specifically allowed and stipulated. I will not modify or otherwise revise the operation or configuration of the equipment without the express written consent of an appropriate representative of the Center for Family Research.

Additionally, I agree to report any damage or malfunction of the equipment to the Center in as timely a manner as possible to facilitate prompt repairs. At no time will the equipment be used for unlawful purposes or be allowed to be used for unlawful purposes.

Furthermore, I understand that my signature below will be considered an acknowledgement that I have read and understood all the policies and procedures outlined above and that I agree to adhere to them to the best of my ability at all times.

In case of theft or vandalism, I will alert the local law enforcement authorities and call the Center for Family Research as soon as possible to report the incident. I will obtain a copy of the police report and submit to the Center.

Description:       UGA Control # or Serial #:
_____________________________   __________________________________
_____________________________    __________________________________
_____________________________  ___________________________________

Issued by:  

CFR Staff                      Date

Received by:  

Employee Name  Date

Signature      Date

CFR Office Use:  

Checked in by:  

CFR Staff Signature     Date

Comments:
Intervention Implementation Tasks

Once the infrastructure is in place and the weekly sessions have begun, there are a variety of tasks that need to be completed each week to keep the intervention running smoothly in each community. These tasks include: weekly check requests, packing UPS for the Lead Facilitators, unpacking and filing all of the UPS paperwork, communicating regularly with facilitators and ancillary staff, weekly mailings, and weekly team meetings. The section that follows provides more information regarding the weekly activities of the IV Unit. The report ends with a section on lessons learned during implementation.

RAAFHP Intervention Implementation:

1. Check Requests
   a. A check request is created for the weekly UPS mailing. The check request includes a page for each group that is meeting and should be labeled with the group name, date, and session number. The request will include checks for the ancillary providers, caregivers, and teens. There are columns to include the names, amount of the check, as well as two columns for reconciliation purposes with a space to mark if the honoraria (applies to checks over $50.00) and receipt were signed. See Appendix A for a sample check request.
   b. The check request forms should be printed each week and filed in a folder that corresponds to the week of the check request.
   c. Checks are requested the Thursday of the week before they are needed. The check request is sent to Diane Bowman, Administrative Associate, and she returns the printed checks to the IV Coordinator’s box. The checks are typically distributed on Monday. The printed checks should be photocopied and filed in the same folder with the weekly check request pages.
   d. Create (or update) labels for the check envelopes (plain legal size envelopes) for each group. The checks are organized into envelopes and grouped by ancillary provider, caregivers and teens. Labels (Avery 5664) are created for each envelope and list each person’s name. Facilitators return any unclaimed checks in these envelopes, placing a mark by the names of the individuals’ whose checks are enclosed.
   e. Divide the ancillary provider and participant checks among the envelopes to send in the UPS packages.
   f. Double-check the rosters for any notes regarding family switches and make sure the family checks are placed in the correct envelope for that week.
   g. Ensure that the ancillary checks have been placed in the correct envelope—a provider may work more than one group but the payment may differ (e.g., a caterer may provide meals for a different number of people at their assigned sessions).

2. UPS Preparation
   a. UPS is the preferred shipping provider for the University of Georgia. The IV team utilizes UPS to send the Lead Facilitators their materials for the weekly sessions.
      i. The weekly materials include the participant and ancillary provider checks, honorarium, attendance sheets, weekly memo, and any other special enclosures that might be needed.
ii. A return UPS package is also sent to the Lead Facilitators so that the receipts and other session paperwork can be returned to the Center the business day following the session.

b. The request for the UPS packages is sent to Holly Ashley, Administrative Assistant, 2-3 days in advance so she can prepare each of the outgoing and return packages with the correct labels.

c. Checks should be prepared as described above.

d. Prepare honorarium as needed to go with checks over the amount of $50.00 (e.g., catering, transportation, etc).

e. Finalize any transportation requests.

   i. Prepare transportation logs to be included in the UPS package for the facilitators. See Appendix B for a sample transportation log.

   ii. The transportation logs should also be sent to the transportation providers each week to confirm the transportation requests.

f. Create (or revise) attendance sheets for each group (parent and teen). Print these to go in the UPS package.

   i. For session 4 the SAAF-T facilitators will need additional attendance sheets to track the attendance at the bonus session.

   ii. A total of five attendance sheets will be sent for SAAF-T session 4. In addition to the weekly parent and teen attendance sheets, attendance sheets for the bonus session (parents, teen male and teen female) should be included.

g. Write Lead Facilitator Memo for both SAAF-T and FUEL to highlight important reminders for each intervention.

h. Create any special enclosures that are needed:

   i. FUEL: A menu template to record the family menu suggestions for Session 5 should be sent with the Session 2 materials.

   ii. SAAF-T: Graduation Certificates should be sent for use during Session 5. The certificates can be created in the database. It is a good idea to send them with the Session 4 materials so the facilitators have time to sign them before the final session.

   iii. Parent and Teen networking sheets for SAAF-T and FUEL are sent for Session 5.

   iv. Facilitator Feedback forms for SAAF-T and FUEL are sent for Session 5. Plain envelopes to enclose the feedback forms should also be sent to ensure the privacy of facilitator responses.

i. The UPS packages are all sent on the same day to make it easier to track when everything goes out and when it is received by the facilitators. UPS is sent on either a Wednesday or Thursday based on when the weekly intervention sessions start. When the sessions start on Saturday, the UPS packages are sent on Wednesday. When the sessions start on Monday, the UPS packages are sent on Thursday. The purpose of sending them to the facilitators early is to ensure that they have time to check their packages and request any missing materials from the Center.

3. UPS Unpacking

   a. UPS packages are scheduled to be returned the business day following the session. The UPS packages should be sorted as soon as possible after being
returned to the Center. At a minimum, the day a package returns the weekly report form needs to be checked for any potential follow-up issues.

b. **Attendance**: The attendance sheets need to be checked for parent and teen attendance at the session.
   i. A weekly attendance report should be created in excel and updated based on the attendance sheets. The weekly attendance report is sent to the Center directors and RAAFH Project team on a weekly basis.
   ii. The database should be updated with the attendance status for each family in FUEL and SAAF-T.

c. **Weekly Report Form**: The weekly report form should be reviewed for facilitator notes regarding follow-up requests with the ancillary providers, the site, or the families.

d. **Reconciliations**: Weekly check reconciliations need to be completed to account for receipts, honoraria, and returned checks.
   i. Each check request form should be completed with the signed receipts checked off and a notation of all returned checks made.
   ii. The receipts also need to be reviewed to ensure they are completely filled out with the check number, amount, participant name, social security number, and facilitator and participant signatures.
   iii. If the reconciliation is complete, the check request form should be signed off on, photocopied, and the original given to Diane (along with receipts, returned checks, and the honorarium).
   iv. If the reconciliation is not complete, a note needs to be made by the affected checks, indicate that the form is not complete, photocopy, and turn in the original to Diane.
      1. Highlighting the missing checks/receipts on the photocopied page before filing makes it easier to locate the notes regarding what is still missing.
      2. An Excel document to track missing checks/receipts can also be created to help the IV team keep accurate records throughout the intervention.
      3. All of the photocopied reconciliation forms should be filed with the appropriate check request folder. Doing so provides a record of what is still missing and what has already been completed.

e. **Childcare Forms**: Monitor use of childcare and ensure paperwork is complete.
   i. The weekly report form should be checked for the number of children who utilized childcare that week.
   ii. Cross check the number of children reported to have utilized childcare with the roster to ensure that all children are being accounted for.
   iii. Make sure that a liability waiver has been signed for each child.

f. **Tapes**: Ensure that the tapes are correctly labeled and given to the correct prevention supervisor.
   i. Tapes that are returned to the Center should be checked to ensure that they have been correctly labeled with the intervention, county, whether it is the parent, teen, or family tape, and the date. Checking for accurate labeling makes it easier to label the tapes after the intervention sessions are over.
   ii. In the case where tapes are returned to the Center, they should be given directly to the prevention supervisor, or left in the supervisor’s box.
followed by a phone call to notify the supervisor that the tapes have been returned.

iii. Tapes are mailed directly from the facilitators to the prevention supervisors who are not based in Athens.

g. Disposable Cameras for SAAF-T: The SAAF-T facilitators take pictures at their first two or three sessions with the disposable camera. The cameras should be returned with the Session 3 materials so the film can be put on a photo CD and given to Rachel Cook, graphic designer, for the scrapbook creation.

h. Facilitator Paperwork: Mileage logs, time sheets and facilitator documentation for prevention supervision.

i. Facilitators will often return their own paperwork via UPS. Mileage logs should be reviewed to ensure that the mileage is listed correctly and the starting point and ending point correspond with the home address and intervention site for the facilitator. The mileage logs should be signed and given to Holly Ashley as quickly as possible to ensure prompt reimbursement for the facilitators.

ii. Time sheets should be given to Holly.

iii. Facilitator Session Note and Self-Development Checklists should be given to Tracy who will distribute to the appropriate prevention supervisor.

i. Filing: Storing UPS paperwork

i. The UPS paperwork should be filed in the correct weekly folder for each intervention session after it has been thoroughly reviewed.

ii. Any missing paperwork should be requested from the facilitator immediately to ensure retrieval before the intervention sessions are over. For example, missing paperwork might include receipts or childcare liability waivers.

4. Communication with Facilitators

a. The weekly memo helps keep the Lead Facilitators informed about important reminders for each session.

b. Weekly emails to all facilitators are a good idea to keep everyone informed about important updates and reminders.

c. Session notes and reminders about prevention supervision are sent from Tracy on a weekly basis.

d. Prevention supervisors have weekly contact via telephone and/or email with the facilitators they are assigned to work with to provide feedback and support.

e. Prevention supervisors and IV staff make scheduled site visits to provide support at the sessions.

f. Lead Facilitators are asked to make a report to the IV Coordinator the business day following their session.

i. The report should include the number of attendees (parent and teen), use of childcare and transportation, in addition to any follow-up requests with the site or ancillary providers. The report can be made by either phone or email.

ii. Facilitators may notify the IV Coordinator about family switches during their weekly report (or periodically throughout the week as the facilitators find out about family plans). Information about family switches can also come from the families directly or at the initial home engagement visit. These notes should be recorded in the database in the “Intervention”
section, “Info/Services” tab, “Notes for facilitators” field. These notes will be inserted into the group rosters. The updated rosters are then used to organize the checks so that participant incentives are distributed appropriately each week.

5. Communication with Ancillary Staff
   a. The weekly expectations with ancillary staff are established at the beginning of the intervention through written agreements, but reminders about special requests are necessary during the intervention. Changes in headcount will also necessitate timely communication with ancillary staff as will any changes at the intervention site (e.g., room changes). The remaining bullet points outline the communication and follow-up needs with each category of ancillary providers.
   b. Caterers
      i. The headcount will be established before the sessions begin, but it is often subject to change as families shift groups or decide not to attend. Fluctuations in childcare needs can also impact the weekly headcount.
         1. After the first two weeks of the intervention, the headcount should be assessed again and the weekly catering order changed as appropriate.
         2. The check request should reflect the new catering order and adjustment for any money owed if the caterer was serving a larger group the first two weeks than was originally anticipated.
      ii. **FUEL**: The family menu should be returned in the week 2 UPS. These menu options/requests should be submitted to the caterer ASAP (at least by Session 4 for the caterer to prepare and purchase food.)
      iii. **SAAF-T**: Caterers should be contacted by Session 3 to remind them of the special dessert and bottled water for Session 4.
   c. Childcare Providers
      i. The childcare provider is asked to be at the first two sessions even when scheduled families have not requested childcare. After two weeks, if no one is utilizing childcare at the session it can be cancelled.
      ii. Childcare providers should be contacted if a large group of children are reported to be at the session. What defines a large group varies and also depends on the ages of the children present. The IV Coordinator should use their best judgment to decide if an additional provider is needed. If so, the primary childcare provider needs to be notified that additional support will be available for the next session.
      iii. The SAAF-T childcare providers need to be reminded about the bonus session so they will be prepared to stay late during Session 4. Notification about the time requirement for the bonus session should be included in the Childcare Agreement so the provider can plan accordingly.
   d. Sites
      i. The program site for the sessions often includes a staff person who is on-site during the weekly sessions. The site administrators need to communicate with IV staff regarding the schedule of their site staff so the facilitators will know who to expect at the sessions and who to go to with questions or concerns regarding the facility. Program sites will often provide the IV Coordinator with a schedule before the sessions start and only notify the Center if there is any change to that schedule.
ii. Program sites may also be in contact with the IV Coordinator if there are any changes to where the families need to meet at the facility. For example, at Dublin High School the families had to meet in the gym one week due to ACT testing.

e. Transportation
   i. Weekly correspondence with the transportation providers is necessary as transportation needs for families have a tendency to change weekly.
   ii. Families will sometimes specify that they want transportation every week. Other families may request transportation for certain weeks only. Facilitators should confirm transportation needs during their weekly reminder call to families who have requested transportation. If the facilitator is unable to confirm, the IV Coordinator should also try to follow-up with the family prior to the session.
   iii. A weekly transportation log should be sent to the provider (via fax or email) so that they will have an updated request.
   iv. If the transportation provider compensation is based on mileage or headcount, the IV Coordinator needs to maintain weekly communication with the provider to ensure accurate records of services provided are kept and timely payment is made.

6. Mailings
   a. Weekly reminder postcards are sent to each family.
      i. New postcards may need to be created in house if the IV schedule changes (e.g., if a session is rescheduled due to severe weather).
      ii. Postcards can also be sent as “missed you” cards to families who missed their scheduled session to invite them to the other session in their community. For example, if the sessions begin on Monday and a family assigned to that group misses, they should be sent a postcard about the Saturday session.
      iii. If there are any changes at the site regarding where the families are meeting, a postcard can be helpful (e.g., when Dublin High School moved the meeting to the gym during the weekend of ACT testing, families were sent a special postcard to notify them of the change).
   b. School visit letters to school counselors.
      i. During Session 3 of the SAAF-T program parents are encouraged to make a school visit.
      ii. A notification letter is sent to the high schools that may be impacted by the study to inform the school staff that parents/caregivers have been encouraged to make a visit with teachers and/or counselors.
         1. The letters are sent to school counseling staff who are asked to distribute the letters to the 10th grade teachers.
         2. The schools may follow-up and ask for more explanation about the program.

7. Weekly Team Meetings
   a. The IV Team meets on a weekly basis during and between the interventions to check in about updates or questions concerning the intervention.
   b. The weekly meeting is also a time to check-in about everyone’s progress regarding delegated tasks and to see if assistance is needed in any areas.
c. The weekly meeting provides a time to look ahead at the schedule and see what needs to be planned for and carried out in the coming weeks.
   i. Planning ahead includes giving reminders about upcoming trainings and site visits so that team members are aware of other team member’s schedules.

d. The RAAFHP Team meets on a weekly basis so that each part of the RAAFHP staff (Recruitment, Data Collection, and Intervention Unit) can make a report.
   i. The IV team makes a home engagement report.
   ii. After the intervention begins, the IV team will give an attendance report each week.
   iii. The IV team is also expected to provide updates regarding intervention preparation (training, securing sites and ancillary providers), in addition to updating the team on the sessions once the intervention begins.

Lessons Learned Regarding Implementation

1. Facilitator Communication
   a. In addition to the weekly memo to the Leads, a weekly email to all facilitators is a good idea to keep everyone in the loop about important reminders.
   b. Family switches need to be communicated to facilitators in the most timely manner possible. The IV team should also consider supplies when families switch groups. It is important to ensure that the group they are switching to will still have enough materials.
   c. Recommendations regarding facilitator’s communication with each other: facilitators should try to debrief at the end of the sessions about how things went and the plan for the next session. If facilitators do not have time to meet at the end of the session, an alternative arrangement is to meet during set-up for the next session. Conference calls may be helpful; it is important to clarify who will initiate the weekly contact with the teaching team—ideally this will be the Lead Facilitator, but other facilitators can initiate the call as well.
   d. Communicate with Lead Facilitator regarding families who are using transportation.

2. Lead Facilitator Communication
   a. Communicate back-up plan with Lead Facilitator in the event that the caterer is extremely late or does not show. This can be incorporated into the Lead Facilitator notebook.
APPENDIX

Implementation Tasks
## APPENDIX A

### County Day Group (Intervention—FUEL or SAAF-T): Session Number – Date – Account 308

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<thead>
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County: ________________ Session: __________

Intervention Site: ______________________________

Lead Facilitator: ________________________ Phone: __________

Date ___________________

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***Comments are welcome on the family’s readiness and presence upon your arrival. If a family was not present, please note this information in this column. Please submit to the group leader weekly.

Driver’s Signature________________________ Date: ______________________

Group Leader’s Signature________________________ Date: ______________________
Intervention Staff

The staff involved in the RAAFHP intervention programs includes CFR administrators, business administration staff, CFR-based full time staff, graduate students and hourly staff, part-time prevention supervisors as well as the field-based facilitators. The CFR-based staff that supported the RAAFHP Intervention is listed first, followed by a listing of the field-based staff. Descriptions of contributions and tasks for various staff and roles are also included in this section under the heading “RAAFHP Job Descriptions.” This section concludes with the compensation protocol for hourly staff and lessons learned during implementation.

CFR Administrative Staff
Dr. Gene Brody, Director
Dr. Velma McBride Murry, Co-Director
Dr. Anita Brown, Associate Director
Dr. Steve Kogan, Research Scientist
Dr. Tracy Anderson, Assistant Director

Business Administrative & Other Support Staff
Holly Ashley, Administrative Assistant
Diane Bowman, Administrative Associate
Jeanelle Braxton-Goldwire, Project Coordinator
Olive Conyers, Recruitment & Retention Specialist
Dr. Christina Grange, Dissemination Specialist
Matt Guidry, Network Administrative Associate
Sharon Koehler, Business Manager
Latrina Slater, Project Coordinator

RAAFHP Intervention Staff

Intervention Coordinators
Dr. Margaret Kabahenda (January 2007 – April 2007)
Nicole White (shifted from PC role to IV from April 2007 – October 2007)
Walidah Walker (October 2007 - November 2007)
Sandrika Walker (shifted from AIM IV Coordinator in December 2007 – May 2008)
Megan Sperr (promoted August 2008 – present)

Intervention Assistant
Megan Sperr (December 2007 – July 2008)

Graduate Students
Anita Thompson (January 2008 – May 2009)
Billy Yarbrough (January 2008 – May 2008)
Anissa Howard (August 2008 – May 2009)

CFR-based hourly assistant:
Tonya Williams
RAAFHP Staff Job Descriptions

This technical report outlines all of the tasks associated with planning and implementing the RAAFHP intervention. As evidenced by the listing of the staff involved in the intervention, it takes a great deal of communication and cooperation to implement an intervention. Throughout the implementation process, the IV team has received directions, guidance and supervision from the Center Administrators with regard to protocols, procedures, budgetary issues and curriculum concerns. The team worked closely with the Business Administration Team for personnel issues (e.g., hiring, payroll, and travel), financial matters (e.g., participant and provider compensation) and other administrative issues (e.g., car rental, UPS). The Network Administrative Associate provided invaluable support with equipment (televisions, video cameras, and laptop computers), database issues and creation and duplication of PSA DVDs.

The staffing pattern for the IV team shifted during the implementation and as indicated previously in this section, the intervention staff has also changed. As such, the specific responsibilities of individual staff members have been fluid. A general listing of the division of tasks is as follows:

- The IV Coordinator works closely with the Assistant Director, who oversees the activities of the Intervention Unit, for tasks related to materials, hiring (facilitators and ancillary providers), site selection, training, and organizing tasks of graduate students and other CFR-based staff.
- The Assistant Director was primarily responsible for overseeing the activities of prevention supervision and thus quality control during the implementation.
- The IV Coordinator generally takes primary responsibility for tasks that involve the business administrative staff (e.g., participant incentives, provider payments, personnel issues, site payments), sites and ancillary providers (e.g., price negotiation, agreements and issues/concerns), project communication (e.g., UPS process, family letters and postcards), the acquisition of materials (e.g., ordering, purchasing, coordinating with graphic artist) and issues and documents related to lead facilitators’ responsibilities.
- Graduate Students generally worked on tasks related to home engagement, check reconciliation, updating attendance, family mailings, prevention supervision and fidelity.
- The hourly assistant provided support with mailings and materials.

The job descriptions for facilitators, Lead Facilitators and prevention supervisors have been less subject to change and are described below:

**Facilitators**
Facilitators are individuals in the community who complete an extensive training to teach SAAF-T or FUEL. In each program, two facilitators led the teen session while the third facilitator led the parent session. All three facilitators worked together and shared the responsibility of leading the family session.

**Requirements & Qualifications**
1. A minimum of a GED or equivalent
2. Experience facilitating support groups, community groups or clinical groups, leading workshops or participating in health education
3. Social Service or home visitation work experience
4. Good communication skills
5. Access to a telephone
6. Reliable transportation
7. Willingness to travel to attend mandatory training sessions

**Duties and Expectations**
1. Attend mandatory training during which the background of the project, goals of the research, home engagement procedures and the curricula will be presented.
2. Attend other scheduled trainings and meetings as needed and requested.
3. Make home engagement visits to all families between data collection and the first intervention session.
4. Prepare for each session by reviewing activities and practicing, communicating with teaching partners, and assembling materials needed to teach the session.
5. Arrive an hour prior to each session to set up, meet caterer and greet families. Facilitators are expected to sit with the families during the meal as a way of extending family engagement and rapport.
6. Remain on-site until the classroom space is straightened, approximately 30 minutes.
7. Accept responsibility for project materials (e.g., Laptop Computers, TV/DVD, Video cameras, etc.) during the program.
8. Return all project materials, electronic equipment, curriculum materials, teaching manual and supplies at the end of the program.
9. Communicate weekly with prevention supervisor to debrief about session, discuss *Session Note and Self-Development Checklist*, and prepare for the upcoming session.

**Lead Facilitators**
Lead Facilitators serve as a liaison between their teaching team in the field and the IV staff. Lead Facilitators are chosen by CFR staff and will not necessarily be the same person during the Home Engagement and program implementation phases.

**Requirements & Qualifications**
1. Lead Facilitators must meet all of the requirements and qualifications of a facilitator
2. Availability during the week to make reminder phone calls and prepare session paperwork (and return paperwork)
3. Strong organizational and communication skills

**Duties and Expectations**
1. The Lead Facilitator will be the main point of contact between CFR and their group.
2. During home engagement, the Lead Facilitator will coordinate and attend all of the home engagement visits and will be responsible for:
   a. Contacting the families, scheduling the visits, coordinating with a co-facilitator to conduct the visit if needed, and maintaining supplies and equipment.
   b. Calling in weekly reports and submitting all home engagement-related documents.
3. During the program implementation phase, the Lead Facilitator will be the primary contact for the families and the on-site contact for the ancillary providers.
4. Receive the weekly UPS package and promptly review all the contents.
5. Follow-up on any group/family related issues as needed.
6. Make weekly reminder phone calls to all of the participants; maintain call logs of information gathered during calls.
7. Ensure coordination of the teaching team.
8. Return all the group documents via UPS to the Center.

**Prevention Supervisors**
Prevention Supervisors are experts on the intervention program and provide feedback to facilitators. Prevention Supervisors are central to ensuring quality control of the intervention programs during implementation.

**Requirements & Qualifications**
1. At least some college coursework, a Bachelor’s degree preferred
2. Experience facilitating intervention programs, support groups, community groups or clinical groups, or leading workshops. Experience working on a CFR intervention is preferred
3. Good communication skills
4. Access to a telephone
5. Reliable transportation
6. Willingness to travel to attend mandatory training sessions

**Duties and Expectations**
1. Attend mandatory training during which the background of the project, goals of the research, home engagement procedures and the curricula will be presented.
2. Attend other scheduled trainings and meetings as needed and requested.
3. Make scheduled site visits to observe intervention sessions.
4. View video tapes of assigned group(s) as outlined.
5. Communicate weekly with assigned facilitators to debrief about session, discuss the facilitator *Session Note and Self Development Checklist*, and prepare them for the upcoming session.
6. Conduct face to face meetings and review video tape with facilitators as required/needed.
7. Accept responsibility for project materials (i.e., video cameras, cell phones) during the implementation.
8. Return all project materials, electronic equipment, curriculum materials, manuals and supplies at the end of the program.
Compensation Protocol for Hourly Staff

**Payroll Protocol**

All facilitators and prevention supervisors are considered part-time temporary employees of the University of Georgia, Institute for Behavioral Research, Center for Family Research. Work activities for facilitators include the time spent at training, home engagement visits, session preparation, facilitating each session and meetings with the prevention supervisors. Work activities for prevention supervisors include time spent at training, site visits, meetings, weekly phone calls, and video review.

UGA policy requires that all employees receive payment via direct deposit. The first two checks may be paper checks, depending on how quickly UGA is able to process direct deposit information. Paper checks are mailed the Friday afternoon of the pay date. When direct deposit is established, funds will be available the morning of pay day.

The processing of payroll occurs as follows:

- Time sheets will be generated bi-monthly. Holly Ashley, Administrative Assistant, will mail timesheets to all hourly staff (to the address on file) with a self-addressed stamped envelope enclosed.
- Hourly staff should sign (but not date) the blank timesheet upon receipt and return to CFR immediately. Time sheets must be signed in black ink.
- At the end of the pay period, the supervising staff submits a chart to Diane Bowman, Administrative Associate, with the appropriate hours for each hourly staff member.
- Diane will transfer the reported hours to the timesheet.
- The supervising staff will sign off on the timesheet to ensure accuracy.
- The completed time sheets are then sent to IBR (Institute for Behavioral Research), then to Payroll, where the paychecks are generated.
- Wages are deposited into the bank account on file; or if the employee does not have direct deposit, one of the Administrative staff retrieves checks by the afternoon of the payday. Checks are mailed to employees the evening of payday.

Administrative Considerations:

1. If time sheets arrive at CFR after the deadline, payment will be delayed until the next pay period.
2. Extra signed time sheets are kept on file in the facilitator’s personnel folder (these are folders maintained by the IV Coordinator). These time sheets can be utilized in the event that a facilitator’s time sheet does not return to the Center in time for the payroll submission.

**Mileage Reimbursement Protocol** *(Note: This process can take a total of 4-6 weeks.)*

Facilitators will be reimbursed for mileage for the home engagement visits and for traveling to the intervention site and prevention supervisors will be compensated for site visits and face to face meetings at the UGA reimbursement rate. The CFR procedure regarding Travel Reimbursement is as follows:
• Hourly staff will complete a “Daily Travel Log” (see Appendix A) and submit the original to the supervising staff.
• The supervising staff will review the form to ensure that it is complete and accurate and sign on the “Approved by project personnel” line and submit it to Holly.
• After 50 miles have been accumulated, Holly will type the information from the travel logs onto the UGA Travel Expense Statement and mail the form directly to the facilitator, with a self-addressed stamped envelope.
• Employees should review the form, and if correct, sign it and mail the form back to the Center. If the information is incorrect, the employee should contact the supervising staff.
• Once the Travel Expense Statement is received at the Center, Holly will obtain the supervisor’s signature on the “Approved” line and type the check request for reimbursement.
• Sharon Koehler, CFR Business Manager, will approve the check request and forward it to campus. The remaining steps include approval at the following offices:
  o Contracts and Grants
  o Accounts Payable, who will then generate payment.
• Once processed, travel reimbursements will be deposited into the account on file; or if the employee doesn’t have direct deposit, the check will be sent to the Center. If a check is sent to the Center, Holly will mail the check to the facilitator.

Cohort 1 Facilitator Protocol

Round 1 Payroll Protocol
All facilitators received the hourly rate of $15 per hour. The compensation per task was:

Trainings/Meetings
All trainings are paid at the hourly wage for the duration of the training or meeting period.

Home Engagement
Lead Facilitators were be paid for 1 ½ hours for each completed home visit, plus mileage. If a co-facilitator accompanied the Lead Facilitator, this person was paid for 45 minutes (recorded as .8) for each completed home visit.

Program Implementation
Facilitators were paid for 6 hours each session taught during the intervention period. The breakdown of the 6 hours is as follows:
• Leading the Group Sessions = 2 hours
• Additional time spent on the day of a Group Session = 2 hours (set up, meal, clean up)
• Preparation for Group Session = 2 hours (includes reviewing materials and communication with teaching partners).

Professional Development (Prevention Supervision)
• Facilitators were paid for the face-to-face session review for the duration of the meeting (estimated to be 1 ½ - 2 hours).
• An additional ½ hour was paid each week for the teleconference and completion of the Session Note and Self Development Checklist.
Facilitators were compensated for the duration of any other meetings arranged by the prevention supervisors or IV Coordinator.

Lead Facilitators received an additional 4 hours during the implementation (for a total of 10.5 hours per session).

**Round 2 Payroll Protocol**
During Round 1, a veteran facilitator advocated for an increase in hourly wage. The request was based on the fact that the facilitator had worked with CFR since the SAAF Program (hired in 2001) and has also worked on the AIM Program. After discussion between Sandrika Walker (the then IV Coordinator), Tracy Anderson and Anita Brown, the protocol was changed as follows for Round 2 (these allotted hours include the ½ hour for prevention supervision.):

- All newly hired facilitators received an hourly rate of $15 per hour for 6.5 hours per week or a total of $97.5/session.
- Facilitators who have worked on one previous intervention received an hourly rate of $15 per hour for 7.5 hours per week or a total of $112.5/session.
- Facilitators who have worked two or more previous interventions received an hourly rate of $15 per hour for 8.5 hours per week or a total of $127.5/session.
- Facilitators traveling to teach in a county that is at least 45 miles from their home were paid for an additional hour or $15 in travel time.
- Lead Facilitators continued to receive an additional 4 hours each week.

**Round 1 Travel Protocol**
The decision was made for Cohort 2 to provide facilitators and prevention supervisors with reimbursement for time spent traveling to the intervention site. The amount of travel time was calculated based on mileage from the facilitator or prevention supervisor’s home to the intervention site.

1. Record an additional hour for traveling 30 - 45 miles (one way) to teach
2. Record an additional 2 hours for traveling 45 – 75 miles (one way) to teach
3. Record an additional 3 hours for traveling more than 75 miles (one way) to teach

**Round 2 Payroll Protocol**
Hours for prevention supervision were given to facilitators upon receipt of their Session Note and Self-Development Checklist.

Effective January 2009, 15% raises were given to veteran facilitators.

The base pay for these facilitators increased to $16.50 per hour, which caused the following adjustment in the number of hours reported for teaching the intervention:

1. Veterans who have taught one other intervention receive a base of 6.5 hours
2. Veterans who have taught at least two other interventions receive a base of 7.5 hours
Round 2 Travel Protocol
1. Record an additional hour for traveling 30 - 45 miles (one way) to teach.

2. Record an additional 2 hours for traveling 45 – 75 miles (one way) to teach.

3. Record an additional 3 hours for traveling more than 75 miles (one way) to teach.

Prevention Supervisor Payroll Protocol

During Cohort 1 and Cohort 2 Round 1 all Prevention Supervisors were paid $15 per hour. Beginning in Cohort 2, Round 2, several prevention supervisors received the increase given to veteran facilitators, $16.50 per hour. Prevention Supervisors were paid a pre-determined amount of hours per task. The breakdown is outlined below.

Hours: PSs who were paid hourly submitted the Prevention Supervision Log (see Appendix D in the Quality Control section on page 345) to Tracy for the two-week pay period, prior to the payroll deadline. In general, the estimated time allotment for each task is as follows:

- Training: Hours of actual training
- Site Visits: 5 - 7 hours per on-site observation (both primary PS and partner). The time allotment increased as the intervention entered communities further away from Athens.
- Face to Face Meetings/Video Review: Time reported (should not exceed 1 hour per meeting for individuals or 2 hours for a pair or entire group).
- Preparation for Face to Face Meeting/Post Session 1 Phone Call: 2 hours (review of parent tape and notes, selections of segments for teen facilitators).
- Prevention Supervisor Meeting: Time spent in meeting (plan to a lot 1 - 1 ½ hours per meeting.)
- Weekly Phone Calls: 2 hours if all calls are made or 30 minutes per individual call with assigned facilitators.
- Video Review: 4 hours per complete session reviewed. Time includes 3 hours for review of Parent, Teen and Family session, plus an hour to prepare notes for weekly follow-up phone calls.

Lessons Learned Regarding Staff and Compensation

1. When a facilitator teaches multiple groups, the base compensation should be adjusted because preparation and curriculum review will only occur once, despite teaching two sessions. For example, in RAAFHP, a facilitator of two groups was paid a base rate of 12 hours per week, 4 of which was allotted for preparation time. The suggested adjustment is to reduce the hours by 2, for each additional group being taught.
2. Ideally, any individual facilitator will not serve as a Lead for more than one group per round.
3. Facilitators are likely to become invested in their teaching teams and may be resistant to being assigned to different teaching teams in subsequent rounds of the intervention. The likelihood of team assignment changing throughout the intervention should be addressed in the initial curriculum training.
4. When making team assignments, the strengths and weaknesses of individual facilitators should be considered, particularly among teen facilitators.

5. The IV staff should ensure that facilitators understand the importance of communicating substitutions with both the IV staff and their teaching team.
APPENDIX

Compensation Protocol for Hourly Staff
APPENDIX A

Office Use Only:

CHARGE AGAINST:

☐ RAAFHP
☐ SAAF
☐ FIIT
☐ AIM NIDA
☐ AIM WT Grant
☐ FACHS
☐ Other ______________________

CENTER FOR FAMILY RESEARCH
Daily Travel Log

DATE: ______________________

DRIVER: _____________________

Origin (City Only) _____________________

DESTINATION (City Only) _____________________

LICENSE PLATE# _____________________

BEGINNING MILEAGE: _____________________

ENDING MILEAGE: _____________________

TOTAL MILES TRAVELED _____________________

Purpose of Travel: _____________________

Approved by project personnel: _____________________

Signature

Note: This form must be filled out in its entirety; failure to do so may result in delayed processing.
Intervention Quality Control

The goal of a prevention trial is to implement the intervention with the highest possible quality and “faithfulness” to the manual. Doing so allows the researcher to have confidence that each participant received the same high quality intervention. If the intervention is not implemented with high quality, researchers cannot gauge its successfulness or evaluate its usefulness.

The two mechanisms for ensuring quality control are Prevention Supervision and Fidelity Coding. Prevention Supervision encompasses the things that can be done to ensure quality control while the intervention is in the field. The Fidelity Coding is a post-intervention evaluation method that makes use of video tapes that the facilitators record of themselves during implementation. This section of the report provides a description of the protocols related to quality control. The section includes a list of terms and definitions that are used throughout the section, a description of the protocols for each mechanism of quality control, and a list of lessons learned regarding quality control.

Terms and Definitions Associated with Quality Control

**Prevention Facilitator**: An instructor for the intervention program. All prevention facilitators have been trained on the curriculum being taught.

**Prevention Supervisor (PS)**: An expert on the intervention who provides feedback to facilitators and makes site visits. All PS are trained on the curriculum they are supervising. These individuals are either former CFR facilitators or CFR staff.

**Adherence**: The degree to which the facilitator followed the written curriculum (manual) during implementation.

**Competence**: The degree to which the facilitator is able to present well and manage the interpersonal aspects of delivering the intervention. The domains of competence are: communication clarity, session organization, interpersonal engagement, discussion management, and identification with the program.

**Fidelity**: Combination of high adherence and high competence.

Prevention Supervision Protocol

Prevention Supervision is the “in-field” evaluation mechanism used by CFR to ensure quality control throughout the intervention period. Prevention Supervision allows staff a direct way to work with facilitators to help them maintain high standards of adherence and competence and to immediately provide feedback to facilitators about what they are doing well and what they might improve upon. RAAFHP utilized the following mechanisms to assess the quality of the intervention during the implementation. The logic model that guides this process is located in Appendix A.

1. **Facilitator Self Evaluation**. All prevention facilitators were asked to rate themselves at the end of each session using the Session Note and Self Development Checklist* form.
2. Site Visit. Each intervention group was assigned a primary prevention supervisor. Initially, the PS conducted a site visit during the first session of each group. The SAAF-T groups had another site visit at Session 4 for support and assistance with the bonus session. In subsequent rounds of the intervention, a site visit was only conducted at Session 1 if 2-3 members of the teaching team were new hires. If there were at least two veteran facilitators in the group, the site visit was conducted later in the program (ideally by week 3). Throughout all the rounds, the SAAF-T groups continued to have a site visit conducted at Session 4.

The primary PS always observed the teen session. Where possible, a partner (either another PS or a member of the intervention staff) accompanied the primary PS. In these cases, the partner observed the parent session and both staff observed the family session. The PS and his or her partner recorded their observations and ratings of the session on the Site Visit Note (see Appendix C). The primary PS used these notes to prepare for the face-to-face meetings with facilitators or the weekly phone call.

3. Face-to-face Meeting and Video Review. Initially, each PS was asked to meet with the facilitators in their assigned groups (ideally) between Sessions 1 and 2. During this meeting the PS provided support and elicited personal evaluations of how the first session(s) went. Typically this meeting was a one-time experience for facilitators. The PS had the option of arranging additional meetings if needed.

4. Observation of session video. As stated previously, facilitators were asked to tape themselves each week. The PS reviewed tapes to ensure that facilitators followed any suggestions or directives given after Session 1, and continued to progress in terms of their familiarity with the curriculum, ability to manage their groups, working within a team, and their confidence in facilitating.

5. Weekly telephone check-in. Each week PSs were expected to contact their assigned facilitators for a telephone check-in. This phone call served two purposes. First, it provided an opportunity for the PS to check in about the previous session by reviewing the Session Note and Self-Development Checklist with the facilitators. The phone call also allowed the PS to follow-up on specific issues that were previously addressed with the facilitator or things noted from viewing the videotape. In addition to checking in about the previous session, PSs were also able to help the facilitators look forward to the next session by providing reminders about specific things in the session and offering points of clarification as needed.
Documentation and Administrative Protocols

The mechanisms for assuring the quality of the intervention programs require careful and thorough documentation. The various forms used to document quality issues were:

**Session Note and Self Development Checklist:** The facilitators were responsible for completing this form as soon after the session as possible (ideally within 2 days). Facilitators were asked to email the completed form to their PS and Tracy. Facilitators who did not have access to email had the option of faxing the form to Tracy, who then forwarded a copy to the appropriate PS.

**Site Visit Note:** The primary PS and partner completed this form for each site visit conducted. The partner was asked to complete the note and return it to the primary prevention supervisor within two days of the observation. Hard copies of the notes were maintained by the PS during the intervention and turned in after the round.

**Prevention Supervision Log:** PSs were asked to document all contacts with facilitators on this form - summarizing the issues discussed and identifying areas where further action was needed (see Appendix D for the PS Log). These logs were used for information purposes as well as payroll (for PS’s who were paid hourly).

**Daily Travel Log:** Several PS were “field-based,” living in communities outside of Athens. These PSs’ primarily used their personal vehicles to travel to site visits and meetings with their assigned facilitators. They were reimbursed for their mileage at the UGA rate using the established mileage reimbursement protocol described in Section 5 on page 310.

**Payroll Time Sheets:** PS’s who were paid hourly either received their time sheets via USPS or in an assigned mailbox at CFR (if convenient for Athens-based PSs). Hourly PS’s were paid according to the payroll protocol described in Section 5 on page 310.

**Fidelity Coding Protocol**

Fidelity coding is the post-intervention evaluation mechanism that allows for additional, more complex assessments of adherence and competence after the implementation period. The original plan for post-implementation quality control included evaluating adherence and competence. Adherence is evaluated by coding checklists that correspond to each session of FUEL and SAAF-T. Coders rate the sessions by watching the videotape and using the checklists. Competence is an assessment of each facilitator on the following domains: communication clarity, session organization, interpersonal engagement, discussion management, and identification with the program. The competence rating tool is new and after some initial codings were completed, Steve Kogan, Research Scientist, determined that further work was needed on the protocol for competency coding. As such, the coders stopped evaluating competence with this tool during the coding of the Cohort 1 tapes.
To prepare for coding, the intervention staff created the adherence checklists, prepared the videotapes and made coder assignments. These processes are described below.

**Adherence Checklists**
The Adherence Checklists are specific to the intervention and session. These checklists were created by Billy Yarbrough and Anissa Howard based on the curriculum manuals for SAAF-T and FUEL. As revisions were made to the curriculum manuals, revisions were also made to the adherence checklists. Megan Sperr and Anissa Howard made the necessary revisions to the adherence checklists between Cohorts.

The questions on the adherence checklists were taken directly from the instructions given to the facilitators in the manual. For example, if the facilitator is instructed to do something, the adherence checklist asks whether or not the facilitator did what he or she was asked to do. Emphasis is placed on whether the facilitator followed specific instructions such as, “have each person” or “each pair” do an activity, as this is the participants’ opportunity to demonstrate his or her understanding.

The first page of each adherence checklist allots space to record the coder’s name, the date the coding was conducted as well as identifying information for the tape being coded: session date, facilitators and group ID. The first page also has a place to record the overall fidelity score and a team score.

**Video Tapes**
The ability to code videos for adherence depends entirely on facilitators’ taping their sessions and returning the tapes to the Center. Facilitators were instructed to record each of their sessions, with the camera focused primarily on the facilitator. After the intervention sessions are completed (per round) and all of the tapes have been returned to the Center, the intervention staff should organize the tapes by group. Based on this preliminary inventory, the intervention staff should be able to make labels for the tapes. Two labels are created for each tape. One label contains the names of the facilitator(s) who are teaching. For the example, a parent tape would only have the Parent Facilitator’s name, the teen tape would have both teen facilitators’ names and the family tape would list the names of all three facilitators. The second label contains the group ID and the session date. This second label is unique for each group and is used to identify the tapes for coding.

An example of a tape’s identification is **G2P1** which represents the following:

- **G** = **Group**. “G” is used for projects that only have one family-based intervention. For projects that have more than one intervention (i.e., RAAFHP), this first letter will be the first letter of the intervention. In the case of RAAFHP, “S” will indicate SAAF-T and “F” will indicate FUEL.

- **2** = **Group Number**. Groups are typically assigned during Round 1 of an intervention. Group numbers begin with 1 and are ordered alphabetically by county and chronologically by day of the week. For example, if Baldwin County has a Wednesday
and Saturday group and McDuffie has a Tuesday and Saturday group, their group numbers would be: Baldwin Wednesday – 1; Baldwin Saturday – 2; McDuffie Tuesday – 3; and McDuffie Saturday, 4.

\textbf{P = Parent} – the audience. In most CFR interventions there are three audience groups: Teen or Youth, Parent and Family.

\textbf{1 = Session number.} The number of sessions will vary according to the specific intervention. For example, SAAF and FAMCDM have 7 sessions, AIM has 6 sessions and FUEL and SAAF-T have five sessions.

After the tapes were labeled, they were organized separately by intervention (SAAF-T vs. FUEL) then stored in trays and organized chronologically by Group ID and session number. Once tapes are labeled and organized, the intervention staff created a tape inventory using an excel spreadsheet. Any missing tapes were documented on the spreadsheet. A copy of the SAAF-T and FUEL tape inventory can be found in the final report section, beginning on page 125.

\textbf{Coding Assignments}

For the purpose of fidelity coding, in general neither the first or last sessions are coded. Coders should be individuals who have been trained on the intervention programs and therefore are familiar with the special nuances that might occur. In RAAFHP, two specific sessions were coded, per intervention, per group. As such, each group has two of the five sessions coded for adherence. The coders included Tracy Anderson, Anissa Howard and Megan Sperr. The coders were randomly assigned to code specific groups and sessions.

In addition to the coding described above, 20\% of the originally coded tapes should be doubly coded for inter-rater reliability. Inter-rater reliability ensures that the coders consistently rate groups based on shared understanding of the curriculum and established protocols. Inter-rater scores do not have to match exactly but the discrepancy should not be more than 10 points.

After assignments were made, a fidelity tracking spreadsheet was created in Excel. This spreadsheet lists the assigned tapes by session and audience and has space to record the coder, the scores and any comments. A copy of this spreadsheet can be found in (the final reports section, beginning on page 147).

\textbf{Coding }

Coders need access to a relatively quiet space with a television and video camera. Coders connect the video camera to the television so that while the tape plays in the camera, it is projected on the television. The coding process proceeds as follows:

1. Coders retrieve the tapes and corresponding adherence checklists from designated areas.
2. The coder will watch the tape and code the level of adherence by responding to the questions on the checklist. Each tape is approximately 60-75 minutes long.
The coding time may take longer if the coder needs to rewind to watch specific sections again. During segments where the participants are watching DVDs (e.g., the SAAF-T parent sessions), the coders can save time by fast forwarding the tapes to the discussions.

3. After coding the tape, the coders will score the fidelity by totaling the points that the facilitator(s) earned and the total points possible. The final scores are calculated and recorded on the first page of the adherence checklist in the appropriate place. Final scoring should be determined as follows:
   a. The overall fidelity score is calculated by dividing the total number of points received by the total number that was possible. The resulting number should be converted into a percentage for scoring. Scores are on a 0 to 100 percent scale with 100% indicating perfect implementation of a session. Acceptable scores fall in the 80% - 100% range.
   b. The team score falls in a range of 1-4 based on the criteria listed in Appendix E.

4. Each coder will update the fidelity tracking spreadsheet with the scores and file the adherence checklists in the designated place.

**Inter-Rater Reliability (IRR)/Double Coding**
The same considerations mentioned above apply to the tapes that are to be double coded. The following points are also applicable to double coding:

1. If convenient, the coders can watch the tape together, though they should not discuss the tape or the ratings while coding.
2. The coders should update the fidelity tracking spreadsheet with the score and IRR score for the tapes. For easy identification, the groups that are assigned for double coding are color-coded on the spreadsheet.
3. After the tapes have been coded, the coders should compare the scores. If the score is different, the coders should review the ratings together to note the differences. If the discrepancy is greater than 10 points and the point of discrepancy is not clear, the coders should watch that portion of the tape together and make any necessary adjustments. If the discrepancy is less than 10 points, the original coder’s score will stand as the official score.

Matt Guidry created a fidelity database that includes the intervention (FUEL or SAAF-T), group ID, fidelity scores, and coder information. At this writing, this tool is being used by Steve Kogan and the data management unit and the score information is being retrieved directly from the fidelity tracking spreadsheet.

**RAAFHP Fidelity Protocol**

There were 40 groups that were implemented for the RAAFH Project. Cohort 1 includes 16 total groups, 8 groups each of FUEL and SAAF-T. Cohort 2 includes 24 total groups, 12 groups each of FUEL and SAAF-T. For fidelity purposes, each group will have 2 sessions rated for fidelity, for a total of 40 sessions per program, 80 overall. Each session assigned for coding will involve completing the adherence checklists for designated sessions of Parent, Teen and Family sessions and Teen 4b of SAAF-T. The following
information details the number of base tapes coded, the number of tapes coded for Interrater Reliability (IRR), the coders and the specific session numbers to be coded.

**Cohort 1**

Base SAAF-T ratings: 16 sessions  
Base FUEL ratings: 16 sessions

Inter-rater Reliability for SAAF-T: 20% of 16 = 3.2, rounded down to 3 sessions  
Inter-rater Reliability for FUEL: 20% of 16 = 3.2, rounded down to 3 sessions

**Coders:**  
Base Raters: Anissa Howard & Megan Sperr  
IRR: Tracy Anderson & Megan Sperr

**Session to be Coded**  
SAAF-T: Sessions 3, 5  
FUEL: Sessions 2, 4

**Cohort 2**

Base SAAF-T ratings: 24  
Base FUEL ratings: 24

Inter-rater Reliability for SAAF-T: 20% of 24 = 4.8 rounded up to 5 sessions  
Inter-rater Reliability for FUEL: 20% of 24 = 4.8 rounded up to 5 sessions

**Coders:**  
Raters: Tracy Anderson & Megan Sperr

**Sessions to be Coded:**  
SAAF-T: Sessions 2, 4  
FUEL: Sessions 2, 3

**Lessons Learned Regarding Quality Control**

1. **Fidelity**
   a. Developing adherence checklists. Adherence checklists should be developed with a focus on the primary points of the activity. After the checklists are created, the IV staff should conduct a “test” by using the forms to rate the corresponding sessions. Doing so will ensure that the forms are appropriate and allow staff to make any final changes prior to duplication.
   b. Retrieving videotapes from prevention supervisors. If PSs are off-site, provide them with self-addressed stamped envelopes in order to return tapes to the Center after they have had a chance to review them rather than retrieving them after the intervention round.
2. Prevention Supervision
   a. At the beginning of each round, notify all facilitators and prevention supervisors regarding the PS process. This document should include the assigned PS and contact information as well as the expectation concerning communication. Emphasize that the responsibility of the contact is on both the facilitator and the PS.
   b. If a facilitator is teaching more than one group, only assign one prevention supervisor to that facilitator. In these cases the prevention supervisors of the two groups may need to communicate about issues or concerns.
   c. During 4b avoid having a female prevention supervisor in the room with the teen male group. If a male prevention supervisor is not available, arrange to have a male facilitator sit in on the male 4b group.
   d. Consider allowing email communication between PS and facilitator instead of phone calls if the situation is more feasible.
   e. During an implementation, always schedule at least one PS site visit.
APPENDIX

Intervention Quality Control
APPENDIX A

Quality Control Logic Model

Levels of supervision required during the course of the intervention are outlined in the following model.

Has the team implemented the intervention with high levels of fidelity previously?

No

Site Visitor Required

Yes

Site Visitor Not Required but recommended

First Session

Adherence and Competence

Low

- Face-to-face video review
- Plan additional site visit if necessary.

High

- Face-to-face video review

Second Session

Adherence and Competence

Low

- Consider Dismissal
- Face-to-face meeting
- Plan site visit

High

- Telephone check in

Third Session

Adherence and Competence

Low

- Consider Dismissal
- Face-to-face meeting
- Plan site visit

High

- Telephone check in
SAAF-T Session 1: SESSION NOTE & Self Development Checklist

Please complete this note page and the self-evaluation after each session. Your prevention supervisor will talk with you about these documents during your weekly calls.

Date: ___________________ Session Number: ________ Facilitator name: ___________________

Time spent preparing for session _______ (Before today)

1. When families first arrived for today’s session my teammates and I had completed setting up the room and organizing materials. □Yes □No

2. I sat with families and interacted with them during the meal. □Yes □No

3. Was each activity in the curriculum completed as planned? □Yes □No
   If no, what happened?

4. Did anything unusual occur during this workshop affecting the quality of the lessons? □Yes □No
   If yes, what happened?

5. What did you do well during tonight’s meeting?

6. How would you like to improve as a facilitator?

---

We are strong African American prevention facilitators.
We care about our community and are working hard to make a difference in families’ lives.
## Self-Development checklist:

<table>
<thead>
<tr>
<th>I Need To Improve</th>
<th>I was OK</th>
<th>A Strength of mine</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I was well prepared to lead activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. I managed curriculum materials (posters, cards, etc) efficiently.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. I managed time well.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d. I gave clear explanations of activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e. I felt comfortable relating to participants.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>f. I did NOT impose my personal views on participants.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>g. I managed discussions well.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>h. I involved all participants.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>i. My co-facilitators and I worked well together as a team.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

## Overall Impressions of Today’s Family Session (for research purposes)

*Please circle the number that best fits your impressions.*

**I. In general, tonight’s family session was fun and engaging for the participants.**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>no fun at all for most people</td>
<td>kind of fun for most people or some people had fun</td>
<td>most people had fun</td>
<td>almost everybody had a really good time</td>
</tr>
</tbody>
</table>

**II. In general, tonight’s family session was interesting and helpful to participants.**

<table>
<thead>
<tr>
<th>1</th>
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<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>no learning or taking away new information or ideas at all for most people</td>
<td>a little learning for most people</td>
<td>most people learned something and many learned a lot</td>
<td>almost everybody really learned a lot</td>
</tr>
</tbody>
</table>

**III. In general, tonight’s meeting went well.**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A poor session, disorganized, low energy, poor participation, little fun and little learning</td>
<td>A tough session, at times confusing and disorganized with participation uneven, though some learning may have occurred</td>
<td>A pretty good session, good organization, many people learned from this, often fun</td>
<td>The best a session could be. Well organized, fun, thought provoking and maybe even personally “moving” for many people</td>
</tr>
</tbody>
</table>
### Session 1 – SAAF-T

<table>
<thead>
<tr>
<th>Questions for Teen Facilitators</th>
<th>I/we Need To Improve</th>
<th>I was/ we were OK</th>
<th>A Strength of mine/ours</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. How well did you manage the &quot;Identifying Likes &amp; Skills&quot; activity (1.1)?</td>
<td>1 2 3 N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. How well did you manage the &quot;Matching Likes &amp; Skills to Careers&quot; activity (1.2)?</td>
<td>1 2 3 N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. How can you improve the way in which you managed these two activities next time?</td>
<td></td>
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</tr>
</tbody>
</table>

### Questions for Parent/Caregiver Facilitators

| d. How well did you manage the discussion on “Being Strict with Teens” (1.3, 12 minutes)? | 1 2 3 N/A |
| e. Did you have the parents/caregivers role play during the "Monitoring Teens" discussion (1.4)? | |
| f. How can you improve the way in which you manage these activities next time? | |

### All facilitators

| g. How well did you and your co-facilitators work together to implement the "Strong African American Families" game? | 1 2 3 N/A |
| h. How did the families respond to the game? | |
### Session 2 - SAAF-T

<table>
<thead>
<tr>
<th>Questions for Teen Facilitators</th>
<th>I/we Need To Improve</th>
<th>I was/ we were OK</th>
<th>A Strength of mine/ours</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. How well did you manage the &quot;Where Did Your Money Go?&quot; activity (2.4)?</td>
<td>1 2 3 N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. How did the teens react to this activity and is there anything that can be done to make it go more smoothly in the future?</td>
<td></td>
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<tr>
<td>c. How useful was it to have a “helper“? Did you have any concerns about the person assigned to your group?</td>
<td></td>
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</tbody>
</table>

### Questions for Parent/Caregiver Facilitators

| d. How well did you manage the discussion on "Ways of Encouraging Independence" (2.1) and keeping the focus on home? | 1 2 3 N/A |
| e. How well did you manage the discussion on "Community Involvement and Independence" (2.2) and shifting the focus to the community? | 1 2 3 N/A |
| f. Did you have other concerns or difficulties in implementing Parent Session 2? | |

### All Facilitators

| g. How well did you and your co-facilitators work together to implement the "Understanding Each Other's Stress" activity? | 1 2 3 N/A |
| h. How well did you and your co-facilitators work together to implement the two discrimination activities and discussion (2.3 and 2.4)? | 1 2 3 N/A |
| i. How did the families respond to these activities? | |
| j. How can you improve the way in which you manage these activities next time? | |
### Session 3 - SAAF-T

**Questions for Teen Facilitators**

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. How well did you and your co-facilitator manage the “How can I make more Money?” activity (3.2)?</td>
<td></td>
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</tr>
<tr>
<td>b. How well did you and your co-facilitator manage the “Matching Education and Job Choices?” activity (3.3)?</td>
<td></td>
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<tr>
<td>c. What will you do differently the next time you implement this session?</td>
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</table>

**Questions for Parent/Caregiver Facilitators**

<table>
<thead>
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<th>Question</th>
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<th>3</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>d. How well did you manage the discussion on “Plans for the School Visit” (3.3)?</td>
<td></td>
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<tr>
<td>e. How well did you manage the discussion and practice on “Practicing for the School Visit” (3.4 &amp; 3.5)?</td>
<td></td>
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<tr>
<td>f. What concerns or difficulties did you have in implementing Parent Session 3?</td>
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</table>

**All facilitators**

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
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<tbody>
<tr>
<td>g. How well did you and your co-facilitators work together to implement the “Solving Problems Together” activity?</td>
<td></td>
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<tr>
<td>h. How did the families respond to this activity?</td>
<td></td>
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<tr>
<td>i. How did the families respond to the “Education After High school” DVD and discussion?</td>
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<tr>
<td>j. Are there things you would do differently to make either of these activities and discussions flow more smoothly?</td>
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</table>
### Session 4 – SAAF-T

<table>
<thead>
<tr>
<th>Questions for Teen Facilitators</th>
<th>I/we Need To Improve</th>
<th>I was/ we were OK</th>
<th>A Strength of mine/ours</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. How well did you and your co-facilitator manage the “Name Game?” activity (4.1)?</td>
<td>1 2 3</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. How well did you and your co-facilitator manage the “Standing by your Decision to Abstinent” discussion (4.3)?</td>
<td>1 2 3</td>
<td>N/A</td>
<td></td>
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<tr>
<td>c. How did the teens respond to the Session 4 activities and discussion?</td>
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### Questions for Parent/Caregiver Facilitators

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<th>I was/ we were OK</th>
<th>A Strength of mine/ours</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. How well did you manage the discussion on “Hopes and Realities Regarding Teen Sexuality” (4.3)?</td>
<td>1 2 3</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. How well did you manage the discussion and practice on “Being an Askable Caregiver” (4.6)?</td>
<td>1 2 3</td>
<td>N/A</td>
<td></td>
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<tr>
<td>f. How did the parents/caregivers respond to the discussion regarding sexuality and participate in 4b?</td>
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</table>

### All facilitators

<table>
<thead>
<tr>
<th>Questions for All Facilitators</th>
<th>I/we Need To Improve</th>
<th>I was/ we were OK</th>
<th>A Strength of mine/ours</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>g. How well did you and your co-facilitators work together to implement the “Resistance Skills Practice” activity?</td>
<td>1 2 3</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Did you do the demonstrations as outlined in the manual?</td>
<td></td>
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</tr>
<tr>
<td>i. How did the transition between the Family Session and 4b go?</td>
<td></td>
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<tr>
<td>j. How did your participants respond to 4b?</td>
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</table>
### Questions for Teen Facilitators

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</thead>
<tbody>
<tr>
<td>a. How well did you and your co-facilitator manage the collage activity?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>b. How well did you and your co-facilitator manage the &quot;Game of Your Life&quot;?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>c. How did the teens respond to these two activities?</td>
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### Questions for Parent/Caregiver Facilitators

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</thead>
<tbody>
<tr>
<td>d. How well did you manage the discussion on parents' visit to the school?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>e. If you had to use the optional activity, how well did you manage this discussion about the parenting tools used in SAAF-T?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>f. Did anything come up in either of these discussions that would be helpful to know for future implementations?</td>
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### All facilitators

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<tbody>
<tr>
<td>g. How well did you and your co-facilitators work together to implement the balloon compliment activity?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>h. How did your families respond to these final activities (the compliments, the letters, receiving their graduation certificate)?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>i. Is there anything you would like to share about your overall experience during this round of the implementation?</td>
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</table>
### Questions for Teen Facilitators

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</thead>
<tbody>
<tr>
<td>a. How well did you manage the discussions of the <em>Skin Deep</em> video?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>b. How well did you manage the time for &quot;Defining Myself Collages&quot; activity (1.8)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>c. How can you improve the way in which you managed these two activities next time?</td>
<td></td>
<td></td>
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</table>

### Questions for Parent/Caregiver Facilitators

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</thead>
<tbody>
<tr>
<td>d. How well did you manage the interactive &quot;Introduction to FUEL&quot; (1.4)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>e. How well did you manage the discussions of the <em>Skin Deep</em> video?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>f. How can you improve the way in which you manage these activities next time?</td>
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</tbody>
</table>

### All Facilitators

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</tr>
</thead>
<tbody>
<tr>
<td>g. How well did your team manage allowing each teen to share their collages?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>h. Is there anything about the Family Session that you would do differently next time?</td>
<td></td>
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</tr>
</tbody>
</table>
### Questions for Teen Facilitators

<table>
<thead>
<tr>
<th>Question</th>
<th>I/we Need To Improve</th>
<th>I was/ we were</th>
<th>A Strength of mine/ours</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. How well did you manage the discussions of the <em>Energy for Action</em> video?</td>
<td>1 2 3 N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. How well did you manage the discussion and activity in Nutritional Facts (2.5) (reviewing the Food Guide Pyramid and having teens make meals)?</td>
<td>1 2 3 N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. How can you improve the way in which you managed these activities and discussions next time?</td>
<td></td>
<td></td>
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### Questions for Parent/Caregiver Facilitators

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<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. How well did you manage the discussions of the <em>Energy for Action</em> video?</td>
<td>1 2 3 N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. How well did you manage the discussion regarding Nutritional Facts (Food Guide Pyramid, Understanding Fats in Foods, Nutritional Labels)?</td>
<td>1 2 3 N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. How can you improve the way in which you manage these discussions and activities next time?</td>
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</tbody>
</table>

### All facilitators

<table>
<thead>
<tr>
<th>Question</th>
<th>I/we Need To Improve</th>
<th>I was/ we were</th>
<th>A Strength of mine/ours</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>g. How well did your team manage the Family Feud game?</td>
<td>1 2 3 N/A</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>h. Is there anything about the Family Session that you would do differently next time?</td>
<td></td>
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</tbody>
</table>
### Questions for Teen Facilitators

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. How well did you manage the discussions of the <em>Perfect Machine</em> video?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>b. How well did you manage helping the teens complete the <em>Activity Pyramid</em>?</td>
<td></td>
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<tr>
<td>c. How did the teens receive the <em>Facts about Teens and Physical Activity</em> activity?</td>
<td></td>
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<tr>
<td>d. How can you improve the way in which you managed these activities and discussions next time?</td>
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</tbody>
</table>

### Questions for Parent/Caregiver Facilitators

<table>
<thead>
<tr>
<th>Question</th>
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<th>2</th>
<th>3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>e. How well did you manage the discussions of the <em>Perfect Machine</em> video?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. How well did you manage helping the parents/caregivers complete the <em>Activity Pyramid</em>?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. How can you improve the way in which you manage these discussions and activities next time?</td>
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### All facilitators

<table>
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<th>3</th>
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</thead>
<tbody>
<tr>
<td>h. How well did your team manage the <em>Physical Activity Pyramid</em> discussion in the Family Session?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. How well did your team manage the <em>Fit or Fact Game</em>?</td>
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</tr>
<tr>
<td>j. Is there anything about the Family Session that you would do differently next time?</td>
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</tbody>
</table>
### Questions for Teen Facilitators

<table>
<thead>
<tr>
<th></th>
<th>I/we Need To Improve</th>
<th>I was/ we were OK</th>
<th>A Strength of mine/ours</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>How well did you manage the interactive discussions that recapped the previous sessions (Activity 4.3)?</td>
<td>1 2 3 N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>How well did you manage the Health Comebacks activity (4.4)?</td>
<td>1 2 3 N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>How can you improve the way in which you managed these activities and discussions next time?</td>
<td></td>
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### Questions for Parent/Caregiver Facilitators

<table>
<thead>
<tr>
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<th>I/we Need To Improve</th>
<th>I was/ we were OK</th>
<th>A Strength of mine/ours</th>
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<tr>
<td>d.</td>
<td>How well did you manage the interactive discussions that recapped the previous sessions (Activity 4.3)?</td>
<td>1 2 3 N/A</td>
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<td>e.</td>
<td>How well did you manage the Health Comebacks activity (4.4)?</td>
<td>1 2 3 N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>How can you improve the way in which you manage these discussions and activities next time?</td>
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### All facilitators

<table>
<thead>
<tr>
<th></th>
<th>I/we Need To Improve</th>
<th>I was/ we were OK</th>
<th>A Strength of mine/ours</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>g.</td>
<td>How well did your team manage the <em>FUEL Jeopardy</em> game in the Family Session?</td>
<td>1 2 3 N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>How well did your team manage the <em>Setting Up Our Community</em> activity?</td>
<td>1 2 3 N/A</td>
<td></td>
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</tr>
<tr>
<td>i.</td>
<td>Is there anything about the Family Session that you would do differently next time?</td>
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</table>
## Session 5 - FUEL

<table>
<thead>
<tr>
<th>Questions for all Facilitators</th>
<th>I/we</th>
<th>I was/</th>
<th>A Strength</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) How did the families respond to partaking in the meal they suggested?</td>
<td></td>
<td></td>
<td>OK</td>
<td></td>
</tr>
<tr>
<td>(b) How well did you explain the PSA activity?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>(c) Did the families seem to understand what we were asking them to do?</td>
<td></td>
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<tr>
<td>(d) Do you think the families enjoyed creating the PSAs?</td>
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<tr>
<td>(e) How did they respond to seeing their own PSA?</td>
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<tr>
<td>(f) Do you have suggestions for future implementation of this family session?</td>
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</tbody>
</table>
### APPENDIX C

**(IV Name): SITE VISIT NOTE (2 pages)**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Session Number</th>
<th>PS Name</th>
<th>Facilitator Name</th>
</tr>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>Comments</th>
<th>Rating</th>
<th>Comments</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
</table>

| Pre-session interaction with families | | | | | |
| Preparation to lead activities | | | | | |
| Management of curriculum materials | | | | | |
| Time management | | | | | |
| Curriculum adherence | | | | | |
| Clear explanations of activities | | | | | |
| Good use of examples to illustrate concepts | | | | | |
| Comfortable relating to participants | | | | | |
| Not imposing personal viewpoints | | | | | |
| Managing discussions | | | | | |
| Involving participants | | | | | |
| Good teammate | | | | | |

**KEY:**

1 = Needs Improvement  
2 = Acceptable  
3 = A strength  
NA = Not Applicable

**SESSION RATING:**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not true</th>
<th>A little true</th>
<th>Pretty True</th>
<th>Very true</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general, tonight’s meeting was fun for the participants</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>In general, tonight’s meeting was interesting and helpful to participants</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>In general, tonight’s meeting went well</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>PS Tasks</td>
<td>Date(s)</td>
<td>Facilitator(s) Involved</td>
<td>Comments for Tracy</td>
<td>CFR</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------</td>
<td>-------------------------</td>
<td>--------------------</td>
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</tr>
<tr>
<td>Training</td>
<td></td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site Visit</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Weekly Phone Calls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Face to Face Mtgs with Facilitators</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Video Review</td>
<td></td>
<td>Please specify Parent, Teen, Family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS Mtg</td>
<td></td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (anything that does not fit above)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Method of Contact: FF = Face to Face  PC = Phone Call

Other General Notes/Comments (i.e. for future facilitator training, concerning the PS protocol/policy notes for implementation team, etc.):
APPENDIX E

Fidelity Team Score Criteria (Teen and Family Sessions).

The team rating occurs as part of the adherence checklist as it is a session level rating. Remember a team is only as good as its’ weakest member. Thus if one person is a good teammate but the other person is not, the team rating goes down to the level of the weaker teammate.

<table>
<thead>
<tr>
<th>Examples of Weak Teams</th>
<th>Examples of Strong Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Seems to have not coordinated who is going to do what (awkward transitions between primary leader)</td>
<td>• Seems clear on their responsibilities (smooth transitions between primary leader)</td>
</tr>
<tr>
<td>• Does not help the other when it is needed (writing on flip chart, passing materials)</td>
<td>• Helps each other make discussions useful</td>
</tr>
<tr>
<td>• Does not help when not the leader (silent when partner is struggling or group is quiet)</td>
<td>• Helps with audio visual, writing, and encouraging participants when not the primary leader</td>
</tr>
<tr>
<td>• Has little rapport (does not seem at ease with partner(s), does not seem to work well with partner)</td>
<td>• Appears to like each other and enjoy working together (good rapport, easy flow of conversation during teaching, appropriately smiling/laughing and other wise supporting team mate(s))</td>
</tr>
<tr>
<td>• Puts down or contradicts teammate</td>
<td>• Encourages, backs up teammate</td>
</tr>
</tbody>
</table>

4  Consistent evidence of positive team behaviors

3  Occasional instances of non helpfulness or lack of coordination but in general the facilitators are working together and both are trying to be good teammates

2  Facilitators do not work well together. Lack of planning is clearly evident, little coordination of efforts or helping of each other

1  Active dislike, animosity in the team. Little or no help given to each other.
Post-Implementation Tasks

The tasks associated with wrapping up the SAAF-T and FUEL interventions should begin about mid-implementation and will continue months after the implementation has ended. The following tasks include those that occur between rounds as well as the overall wrap-up of the intervention. Tasks are specified for each program followed by a list of tasks that occur for the overall intervention.

1. **SAAF-T**
   a. **Scrapbooks**
      i. During Sessions 1-3 facilitators are asked to use the disposable cameras to take photos of the families participating in the sessions. These disposal cameras should be returned in the Session 3 UPS package. If cameras are not returned, the IV staff will need to follow-up with the Lead Facilitator.
      ii. After all cameras have been received, the IV staff should take them to a local business to get the photo CDs made.
      iii. The IV staff will coordinate with the graphic designer (Rachel Cook) about getting the photo CDs and creating the scrapbooks.
      iv. Rachel Cook will send the IV Coordinator a proof of each scrapbook, or make contact regarding any issues.
      v. The IV Coordinator will approve the scrapbooks and Rachel will place the order with Office Max (her preferred vendor) and notify the IV staff when the order is ready for pick up.
      vi. Ideally, scrapbooks are sent in the Session 5 UPS package. If the scrapbooks are not ready, they will be mailed to the families after the intervention.
   b. **Family graduation certificates** should be sent to the Lead Facilitator in the Session 4 UPS package to allow time for all facilitators to sign and distribute to families in Session 5. In order to do so, the following steps must occur:
      i. Certificate paper (glossy) should be ordered from Staples, UGA’s preferred vendor as of 8/09.
      ii. Family names should be added in-house and printed from the RAAFHP database. The following are directions for how to generate and print the certificates from the database:
         1. Open the RAAFHP database and click on the “Intervention” button on the main screen.
         2. Click on the “Info/Services” tab where there is a box for the graduation certificate. The graduation certificate box must be checked for each family on the SAAF-T roster so that a certificate will be generated for them.
         3. Search by Parent/Caregiver name and check the graduation certificate box for each of the SAAF-T families.
         4. After all the families have been selected, click on the “Int. Reports” tab.
5. At the bottom of the screen there is a button for the graduation certificates. Click on this and it will generate a certificate for each family.
6. Print the certificates to the color printer.
c. Parent/Teen Letters – These letters are written by the participants in Session 5 and returned in the Session 5 UPS package. The IV staff ensures that the mailing addresses are complete, have return addresses, and mails the letters approximately two weeks following the end of the intervention.
d. Networking Lists
   i. IV staff creates group specific Parent and Teen networking lists for each SAAF-T Group (e.g., Burke Saturday Parent). The networking lists have space for phone, address, and email information (See Appendix A). These lists are sent in the Session 5 UPS package.
   ii. The lists are returned by the Lead Facilitator in the Session 5 UPS package.
   iii. IV staff type the lists and sends them to everyone in the group.

Note: Scrapbooks and networking lists are mailed together to minimize postage costs. The IV staff typically sends a note along with these post-intervention mailings (networking lists and scrapbooks). See Appendix B.

2. FUEL
   a. Final Family Meal: During Session 2 the participants will create menu options. These menus should be returned with the Session 2 UPS package. If the menu is not returned, the IV staff should contact the Lead Facilitator to get the menu.
   b. The IV team contacts the Caterer to discuss the possibility of incorporating some, if not all, of the family suggestions into the final meal. This contact should occur as early as possible, but at least during the week of Session 4.
   c. Networking Lists
      i. IV staff creates group specific Parent and Teen networking lists for each FUEL Group. These lists are sent in the Session 5 UPS package (Burke Thursday Teen). See Appendix A for an example of the SAAF-T networking list.
      ii. The lists are returned by the Lead Facilitator in the Session 5 UPS package.
      iii. IV staff type the lists and sends them to everyone in the group.
   d. PSAs: In Session 5, the family groups create PSAs, which the facilitators tape to show at the end of the session.
      i. The PSA recording is returned in the Session 5 UPS.
      ii. Once all PSA tapes were received, IV staff coordinated with Matt Guidry, Network Administrative Associate, to have the tapes converted to DVD and copied for the participating families.
iii. Once the DVDs are created and copied, the IV staff labeled them by group and put them in DVD cases before mailing the appropriate DVD to each family.

Note: Networking lists and PSAs are mailed together to minimize postage costs. The IV staff typically sends a note along with these post-intervention mailings (networking lists and PSAs). See Appendix C.

3. **Debriefing Meeting.** Facilitators are invited to a meeting at the end of each round during which the IV staff solicit feedback about the implementation and facilitator’s experiences. IV staff share information regarding final status of home engagement visits, attendance rates, and provide copies of parent and teen feedback. This meeting also provides an opportunity to retrieve materials and supplies.

   a. **Meeting Preparation and Structure**
      i. The IV team will determine the debriefing questions based on observations and issues that arose during the round. See Appendix D for an example of questions.
      ii. To maximize time and funds, debriefings for both SAAF-T and FUEL were scheduled on the same day with a joint meal served between the meetings. For example, the SAAF-T facilitators met from 6:00 p.m. – 7:00 p.m. The FUEL facilitators arrived at 7:00 p.m. and all facilitators ate the meal together. After the meal, from 7:30 p.m. – 8:30 p.m., the SAAF-T facilitators departed and the FUEL debriefing took place.

   b. The IV team determined a tentative date and community to have the meeting. Ideally, the date fell during the week following the last session, giving the final group(s) a couple of days to organize their bins for check-in. The selected community should be fairly central to the current intervention counties, if not in one of the counties.

c. Once a date and location are established, the IV team must select a site within the community and negotiate the rental. Debriefings have taken place at county libraries as well as sites used for the intervention.

d. The IV team also makes arrangements with a caterer (ideally a caterer who has provided service during the intervention) to provide a meal.

e. The facilitators and prevention supervisors are notified of the date and location and asked to RSVP. Facilitators are sent instructions for organizing materials for check-in.

f. IV staff arranges a vehicle to travel to the debriefing meeting. The reservation is coordinated through Holly Ashley, Administrative Assistant.

g. Finally, the IV team arranges assistance with supply retrieval (hourly CFR staff) and a cargo van.

4. **Participant Feedback.** Parents and teens are asked to provide feedback regarding their experiences with participating in the intervention. The Participant Feedback
Forms are included in the Family Bin, Session 5 envelope for each group. See Appendix E for a copy of the form.

a. Facilitators distribute and collect the feedback forms. The Lead Facilitator returns the forms in the Session 5 UPS package.
b. IV staff review the forms to note any ratings of concern. The IV staff type the answers to the open-ended questions for each group. This feedback is shared with the facilitators at the debriefing meetings. The RAAFHP participant feedback is located in the final reports section of this report beginning on page 54.

5. Facilitator Questionnaire. Facilitators are asked to provide feedback concerning their experiences with teaching their assigned intervention via a Facilitator Questionnaire Form (see Appendix F). Hard copies of the Facilitator Questionnaire Forms are sent in the Session 4 UPS package along with an envelope to return in the Session 5 UPS or at debriefing. The RAAFHP facilitator feedback is located in the final reports section of this report beginning on page 49.

6. Prevention Supervisor Evaluation. Facilitators are asked to evaluate their Prevention Supervisor and the PS protocol. These evaluation forms are sent electronically during the final week of the program. Hard copies are made available at the debriefing meeting as well (See Appendix G).

7. Final reconciliations.
   a. IV staff will reconcile all remaining check requests, receipts/honoraria and returned checks.
b. Diane Bowman, Administrative Associate, will send a list of all outstanding checks and the IV staff will mail receipts to those families or providers. If needed, facilitators or community liaisons may be asked to assist.

8. Payment of sites. Site administrators are instructed to send their final invoice to the IV Coordinator at the conclusion of the intervention. The IV Coordinator will follow-up with any site who has failed to return their invoice. The IV Coordinator submits invoices to Sharon Koehler, Business Manager, for processing.

9. Thank you letters. IV staff sends a thank-you letter to all ancillary providers and sites.

10. Materials. IV staff unpacks bins and reorganizes the curriculum material into complete sets. These sets will either be used for the next round or stored in the IV room at the conclusion of the intervention. Likewise, the returned support materials are either reorganized and packed into bins or stored in the IV room.

11. Equipment check-in. IV staff ensures that all inventoried materials have been returned (video cameras, laptops) and either reassigns them for the next round or
coordinates with Matt Guidry to store the equipment in room 119 upon the completion of the intervention.

12. **Final Payroll and Travel Reimbursement.** The IV staff determines a date (that falls after the debriefing meeting) that all travel is due and the final payroll. This date is communicated to the facilitators at the debriefing so that all expenses for a given round can be finalized. At the completion of each round and at the conclusion of the intervention, the IV staff communicates with the business administration staff so that time sheets will no longer be sent to individuals who will not be working and so that all outstanding travel can be processed.

13. **Session Tapes.** The IV Coordinator assigns a group ID to each intervention group and labels all mini-DVC tapes with the group ID number, the session date and the facilitator’s names. This process can be quite arduous and includes the following steps:
   a. Tapes must be retrieved from Prevention Supervisors.
   b. Tapes must be organized by Intervention (FUEL or SAAF-T) and by Session.
   c. Each tape must be checked to confirm the session number, session date, audience and facilitators (noting substitutes where needed).
   d. The labeled tapes are then organized by program and stored in tape trays for fidelity.
APPENDIX

Post-Implementation Tasks
APPENDIX A

Life’s most urgent question is:
what are you doing for others?
~ Martin Luther King, Jr.

Jefferson Saturday SAAF-T

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone #s</th>
<th>Other Info</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td></td>
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</tbody>
</table>
May 29, 2009

Dear SAAF-T Parents, Caregivers, and Teens,

Thank you for your participation in the Rural African American Families Health Project (RAAFHP). The involvement and support from your family is invaluable to our work at the Center for Family Research. We hope that you enjoyed the Strong African American Families Teen Program (SAAF-T) and that you found the sessions to be both fun and educational.

We are excited to share with you the networking list you completed during session 5 of the program. The networking list is a resource for your family to use so that you can be in touch with other members of your group for support, trouble-shooting and encouragement in the future. We hope that this will be a helpful tool for you. We are also enclosing a scrapbook of pictures to help you remember your group. We hope that you enjoy the enclosed materials that we extend as a small token of appreciation for your involvement in our program.

If you have any questions or concerns about anything related to the RAAFH Project, please feel free to call me directly at the Center. I can be reached toll-free at (xxx) xxx-xxxx.

Thank you again for your participation in SAAF-T!

Sincerely,

Megan Sperr

Megan Sperr
Intervention Coordinator
June 1, 2009

Dear FUEL Parents, Caregivers, and Teens,

Thank you for your participation in the Rural African American Families Health Project (RAAFHP). The involvement and support from your family is invaluable to our work at the Center for Family Research. We hope that you enjoyed the FUEL for Families Program and that you found the sessions to be both fun and educational.

We are excited to share with you the networking lists you completed during session 5 of the program. The networking list is a resource for your family to use so that you can be in touch with other members of your group for support, trouble-shooting and encouragement in the future. We hope that this will be a helpful tool for you. In addition to the networking lists, we are also enclosing a copy of the Public Service Announcement as a small token of appreciation for your involvement in our program. We hope that you enjoyed creating it and that it will help you recall some of the information you learned during your sessions.

If you have any questions about anything related to the RAAFH Project, please call me directly at the Center. I can be reached toll-free at (xxx) xxx-xxxx.

Thank you again for your participation in FUEL for Families!

Sincerely,

Megan Sperr

Megan Sperr
Intervention Coordinator
APPENDIX D

Facilitator Debriefing Questions

1. Home Engagement Questions
   a. Was the process smooth (with one person responsible for scheduling the visits)?
   b. How could we have made this process smoother/better?

2. Ancillary Provider Questions
   a. How were the ancillary providers this cohort? Do you have suggestions for how we should select ancillary providers in the future?
   b. As for the site – are there things that you would suggest we look for in new facilities? Is there an ideal way that rooms should be set up?

3. Implementation Questions
   a. Is there anything we could have done to help you be more prepared to lead your sessions?
   b. Did you have the supplies, equipment and materials you needed? Are there things we could have done to make it smoother?
   c. Were there topics that the participants wanted to talk more about?
   d. How did you keep participants engaged and interested in discussions?
   e. How did you prevent or handle awkward silences in your groups?
f. Which sessions or session activities seemed to be more difficult to deliver or seemed more complicated than others? If any, what made these more difficult?

g. What one piece of advice would you give a new facilitator?

4. Communication with CFR staff
   a. Did we respond to your questions or concerns in a timely manner?

   b. How could we have better facilitated your communication with us?
## APPENDIX E

**FUEL Participant Feedback Form**

Please circle one:  
**Teen**  
**Parent**

*Your opinions are important to us. Please tell us what you thought of the program.*

<table>
<thead>
<tr>
<th>Questions about the Program</th>
<th>Not True</th>
<th>Very True</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The DVDs were interesting and helpful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. The activities were fun and educational.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. I learned something in the program that will help me/my child in the future.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. I would recommend this program to others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions about the Facilitators</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The facilitators were excited about the program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. The facilitators were knowledgeable about the program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. The facilitators led good discussions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. The facilitators were open to different points of view.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions About the Site and Services</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The location of the program was accessible (in a convenient location).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. The setting was comfortable.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. The meals were good.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. I felt satisfied with the childcare services.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. I felt satisfied with the transportation provider.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Which session did you attend?  1  2  3  4  5  ALL

What did you especially like about the program?

Was there anything that you did not like about the program?

Please share any other comments about your experience
APPENDIX F
RAAFHP: SAAF-T Facilitator Questionnaire

Please take a few moments to reflect on your overall experiences with the SAAF-T Program and answer the following questions as honestly as possible. This information will be collated and used to inform future implementations of the program.

<table>
<thead>
<tr>
<th>I Need To Improve</th>
<th>I was Okay</th>
<th>A Strength of mine</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Questions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. I took time during the week to prepare for my weekly sessions (including reading the manual, watching the DVD and practicing).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>j. I spoke with or met with my teaching partner(s) prior to the day of our session to divide responsibilities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Questions for Lead Facilitators:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. I called my assigned families each week to encourage participation in the program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>d. I spoke with or met with the members of my teaching team each week to plan for our session.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>e. Share any thoughts you have about the lead facilitator role and how it can be improved for the benefit of the teaching team.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Questions for Team Members:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. The Lead facilitator for my group contacted me each week to discuss the upcoming session.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Do you feel that the lead facilitator informed you of pertinent information?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Share any thoughts you have about the lead facilitator role and how it can be improved for the benefit of the teaching team.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>General Questions</strong></td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>I had all the materials I needed to implement the sessions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The bins were organized in a way that allowed easy access to materials I needed for the sessions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The meal provider was adequate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The childcare provider was adequate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The childcare materials were adequate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The transportation provider was adequate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CFR – related Questions</strong></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I knew who to contact for various program needs (i.e., curriculum questions vs. administrative issues)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The Intervention staff responded to my questions and needs in a timely manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>My Prevention Supervisor provided feedback that was beneficial to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>My Prevention Supervisor responded to my questions and concerns in a timely manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>What has been the most rewarding part of this experience for you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In retrospect, I feel that I was adequately prepared to teach the curriculum.</td>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Suggestions/Final Comments</strong></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We are committed to improving all the protocols and procedures for future intervention implementation.</strong> As a front-line team member, your input is invaluable to this process. With this in mind, please use this space to share any suggestions or ideas that you have for the next round.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX G

Prevention Supervision Feedback Form

Please complete this form to provide feedback regarding your prevention supervision experience. Indicate the degree to which you agree or disagree with the statements below. Your feedback is helpful in improving future Prevention Supervision experiences.

<table>
<thead>
<tr>
<th>My Prevention Supervisor…</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provided feedback about my facilitation style that was helpful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Shared useful tips that helped me to work with my implementation team better.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Was available to meet with me by phone if I had problems or concerns (outside of scheduled meetings).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Contacted me weekly so that we could have prevention supervision meetings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Demonstrated strong knowledge of the curriculum.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Made me feel comfortable in voicing my concerns openly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Communicated with me in a clear manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Provided feedback that recognized my strengths.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Highlighted my limitations in a constructive manner that inspired me to improve.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Was helpful (overall) during my experience as a facilitator.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

1. Did you feel your PS was responsive to your concerns? If not, how could they have been more responsive?

2. Did your prevention supervisor ever make you feel uncomfortable (i.e., overstepping their role) at sessions they observed? If so, what else could they have done to be helpful?

3. I believe that my prevention supervision experience can be improved by: