



# Stretching Grant Dollars and Expanding Reach: "TEACHERS AS FACILITATORS" MODEL FOR HEALTHY RELATIONSHIP PROGRAMMING

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# Welcome **TODAY'S TOPICS:**

**01**

ABOUT SIL

**02**

BETTER FUTURES  
PROJECTS

**03**

WHY TEACHERS

**04**

WHERE TO  
START

**05**

RECAP

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**SOCIAL INNOVATION**  
laboratory

## Funders



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

**FYSB**  
Family & Youth  
Services Bureau



**Sarah Simister**

Director of Positive Youth  
Development Programs

# SIL Programs



**SIL is a nonprofit organization dedicated to improving social programs and the processes behind them and supporting the passionate individuals who make them possible.**



SPREAD KINDNESS, NOT THE VIRUS  
For more information or to request a sign,  
visit [socialinnovationlab.org](http://socialinnovationlab.org)

# Teen Pregnancy Prevention (TPP) Projects

## Kansas Better Futures Expansion Project (KBFEP)

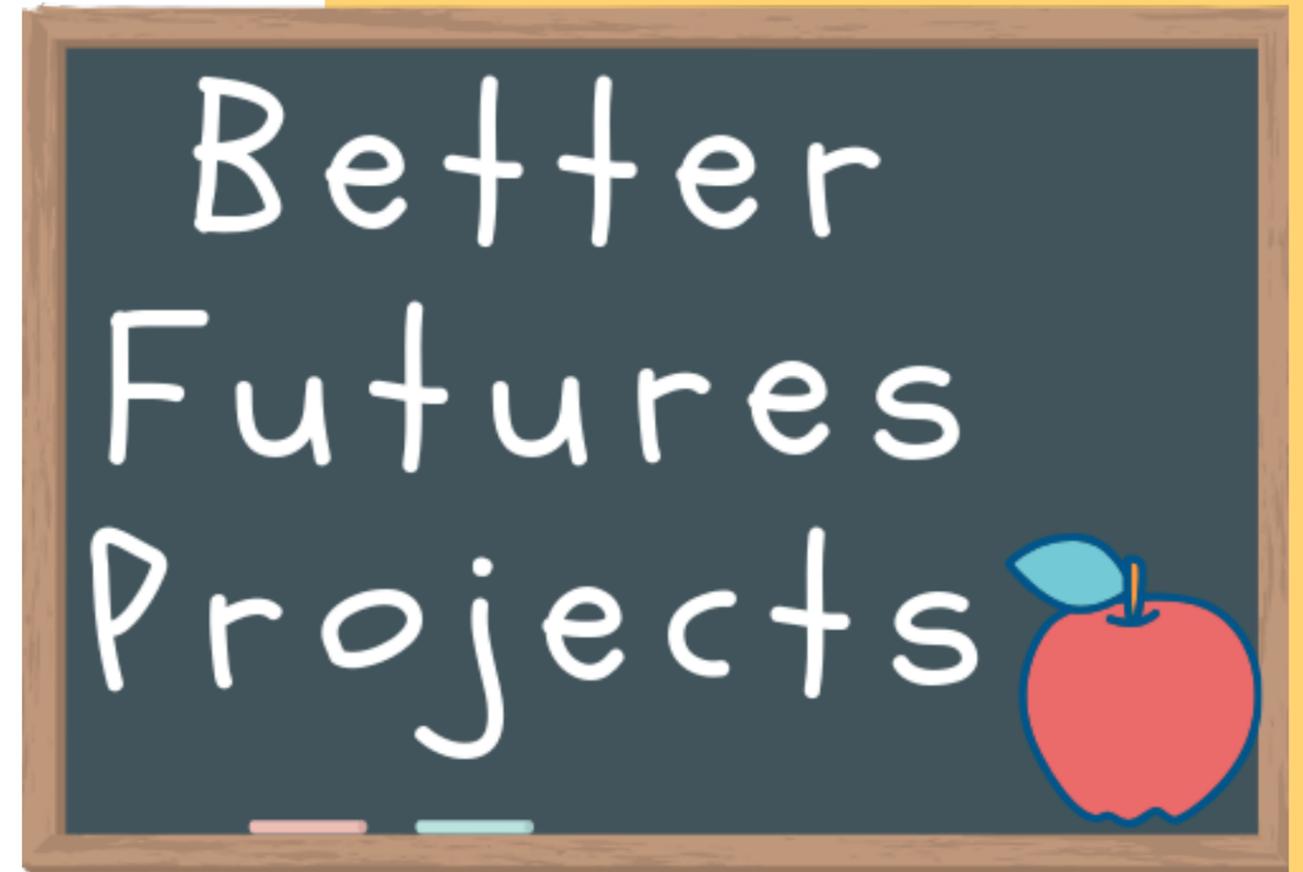
(2018-2020) - Competitive Sexual Risk  
Avoidance Education (SRAE)

## Oklahoma Better Futures Project (OKBFP)

(2019-2022) - General Departmental SRAE

## Kansas Personal Responsibility Education Program (K-PREP)

(2021-2024) - Competitive PREP



# BFP Partners



**MIDWEST  
EVALUATION**  
*Shepherd & Company*



**OKLAHOMA**  
STATE ASSOCIATION



**The Dibble Institute**  
Resources for Teaching Relationship Skills



**OKLAHOMA**  
**CareerTech**



# 2018

Better Futures  
Projects begin

# \$1.6 MIL

Federal grant dollars  
awarded for programs  
until 2024

# 2,613

Youth served in  
Oklahoma and Kansas

# 93

Family and  
Consumer Science  
teacher participants

# Project Design

- Engage FCS Teachers in rural schools across OK and KS
- Matching pre- and post-surveys to student participants
- Monthly Performance Measure survey to teachers
  - How the program was going
  - Referrals
  - Time spent implementing LN or RS+
- Collect attendance for reporting purposes

**Research Question:** "Are teachers as effective as outside facilitators in delivering healthy relationship curriculum?"



## Assumptions

- Students will already be in classrooms
- Teachers will continue to use curriculum after funding ends
- Teachers are as effective as outside facilitators when delivering EBPs



# DELIVERY MODELS



Outside Facilitators



Teachers as Facilitators



## Outside

### Facilitators

- Typically create an atmosphere of neutral and unbiased learning
- They can bring fresh perspectives to students
- Less teaching, more facilitating

- 
- Struggle to get information from schools - demographics, etc.
  - Only there for a few days
  - Unintended barriers to schedules, completion, and fidelity



## Teachers

- Have existing relationships with students
- Better understand the needs of their students and communities
- Create a sustainable program once trained

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- Less facilitation, more teaching
  - Fidelity may be a concern



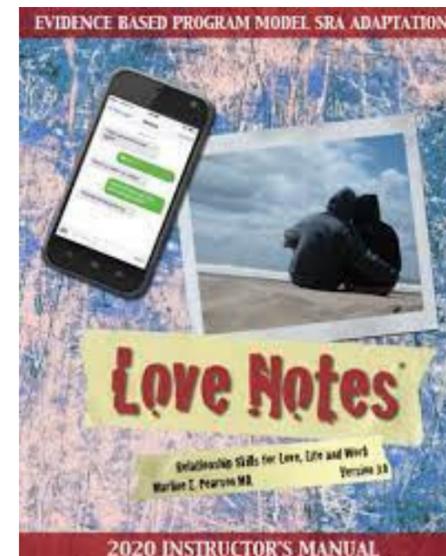
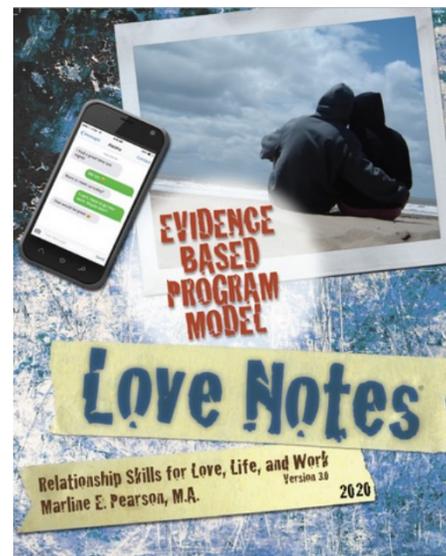
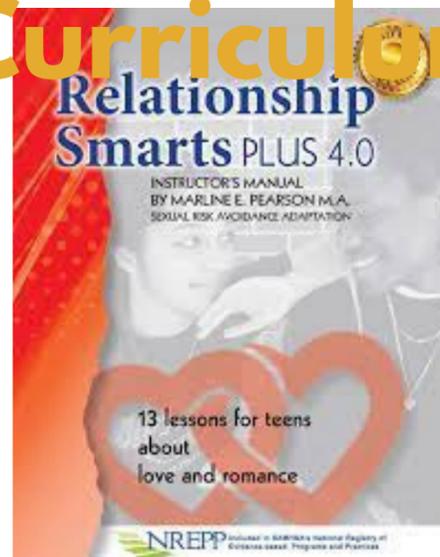
# Family & Consumer Science (FCS)

## "The People-Centered Sciences"

Field of study focused on the science and the art of living and working well in our complex world.

# Project Inputs

## Dibble Curriculum



# Target Audience



- Underserved rural communities in Kansas and Oklahoma
- Counties with teen birth rates higher than the national average
- Free/reduced lunch rates
- Had a FCS program

# Theory of Change

Four primary factors influence an individual's behavioral intentions and subsequent behavior.

- Perceived Risk
- Attitudes
- Perceived Norms
- Self-Efficacy

Is the program effective in delaying the onset of sexual activity?

46.6% Improved

Is the program effective in increasing student knowledge related to SRA?

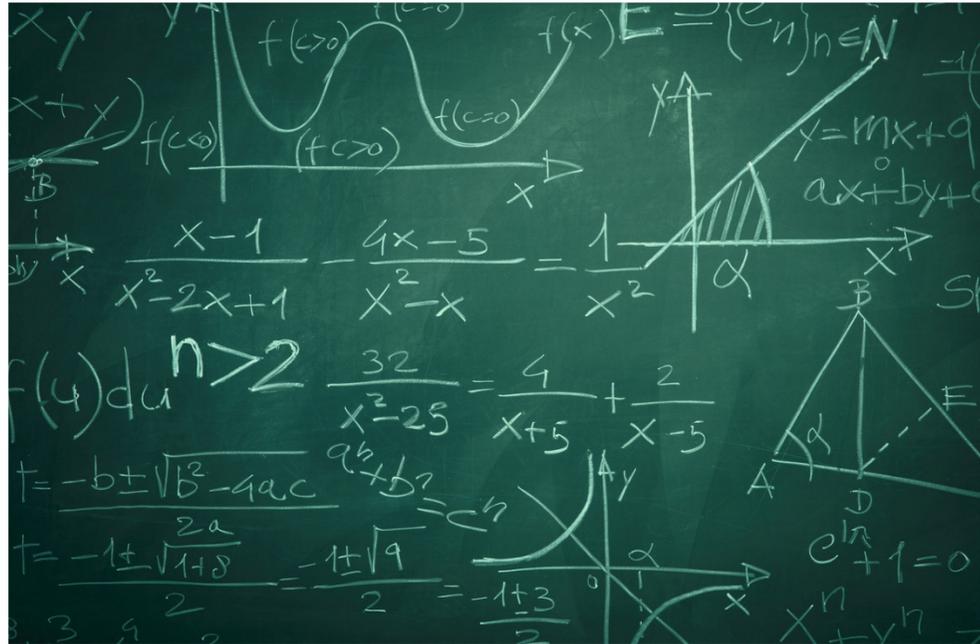
46.3% Improved

Is the program effective in modifying attitudes and beliefs?

46.2% Improved

Is the program effective in increasing skills related to sexual avoidance?

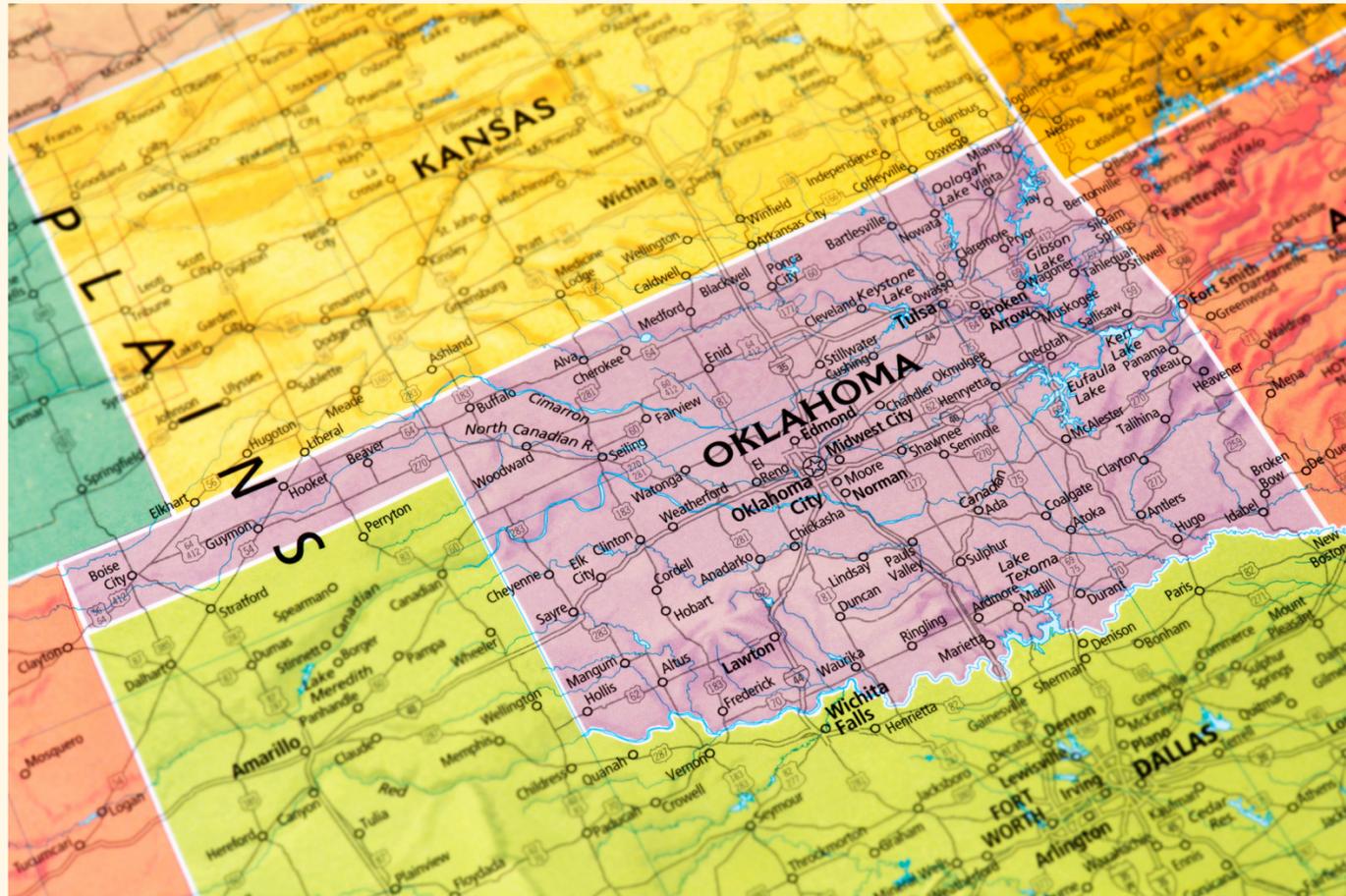
45.9% Improved



**Let's do  
some  
math!**



# Better Futures Expenditures



**\$101,223**

**Classroom Materials**

**4**

**Academic Years of Programming**

**\$98,805**

**Training costs plus  
teacher manuals**

**2,613**

**Students**

**\$26,992**

**In-person training costs**

**93**

**FCS Teachers Trained**

# BY THE NUMBERS

## Better Futures Projects

Facilitator Training - **\$31,450** avg



Implementation Costs - **\$25,305**



**\$56,755**



Number of Students - **650**



**\$87 per student**

### Teachers (Facilitator Training)

Startup costs - Teacher training and manuals, travel expenses for in-person trainings

### Implementation Costs

Student workbooks and program materials, teacher and student incentives

### Students

Students who had at least one lesson in healthy relationship programming

# BY THE NUMBERS

Healthy Relationships 101

Employment Costs - **\$44,293**



Implementation Costs - **\$9,905**



Facilitator Training - **\$14,200**



**\$68,398**



Number of Students - **650** = **\$105 per student**

## Employment Costs

Onboarding, salary and benefits, mileage, etc. (\$1,888 onboarding average; \$18.05/hr, overhead at 1.25x hourly rate; \$.62.5/mile)

## Implementation Costs

Student workbooks and program materials (\$130/ pack of 10, \$11.50 for program supplements)

## Facilitator Training

Startup costs - training and manuals. (Virtual Training \$6775 for 25 Facilitators; manuals \$495 each)

## **(650 Student Participants for a 2nd Year)**

**\$18**

**Money saved  
per student  
during  
startup  
(\$11,700)**

**\$15.50**

**Continued  
cost per  
student  
(\$10,075)**

**\$1,625**

**Money left  
after second  
year of  
programming**

# Sustainability

**Research Question:** "Do teachers continue to use LN after federal funding ends?"



# Preliminary Evaluation



Effective Program



Cost Effective



Warrants Further Research

# Advantages



- Low-cost delivery
    - High start-up costs, lower continued costs
  - Work directly with admin = access to students
  - Reach large number of students in schools who will complete the program
  - Ability to adjust accordingly to school schedule
  - Teachers are employed by the school
  - Sustainability
  - Already developed relationships with students and families
  - Already teaching content - curriculum supplements what is already being taught
- 



# Barriers

- Reporting issues
  - Access to classrooms for observations
  - Timing - lesson plans are complete
  - Fidelity issues - changing activities or order
  - Survey collection might be an issue
  - Teaching vs Facilitation
  - Different schools, different teachers, different rules
- 



# Why teachers?

- Sustainable
- Cost-effective
- Expanded reach

**WHERE  
TO  
START?**





# RESEARCH

- Needs assessment
- Explore available curricula
- Search for compatible class topics
- State standards for all grades
- Existing relationships
- Grant opportunities





# WORKING WITH SCHOOLS

- Not all schools are alike
- Be flexible
- Communication with parents/guardians is a must

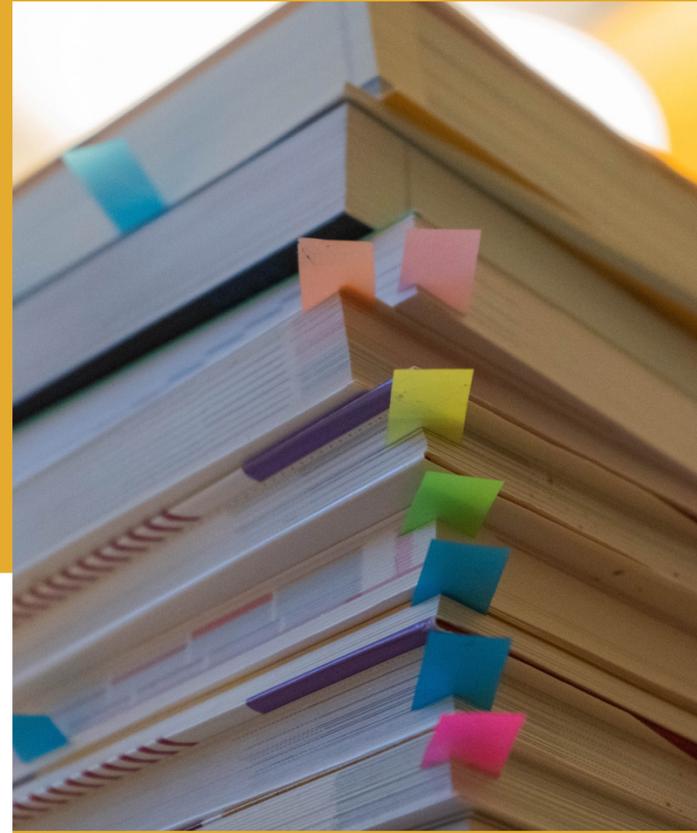
Working with Schools

<https://www.nasbe.org/how-schools-work-and-how-to-work-with-schools/>





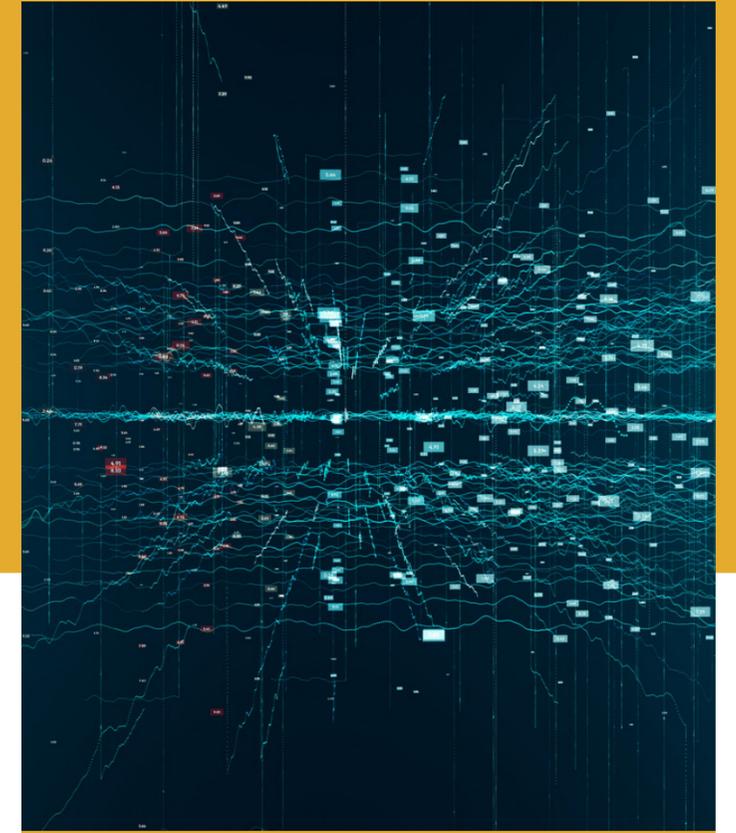
Reach



Supplemental  
Learning



Sustainability



Data

## FUNDING

grants.go  
Area Foundations

## What's attractive about this model to funders?

foundationcenter.org  
Corporations  
grantstation.com

# Navigating a volatile climate

- Know your curriculum
- Work with curriculum developers
- Share your needs assessment
- Resolve at the school level
- Do not share confidential information
- Take the "no" and move on



# RECAP

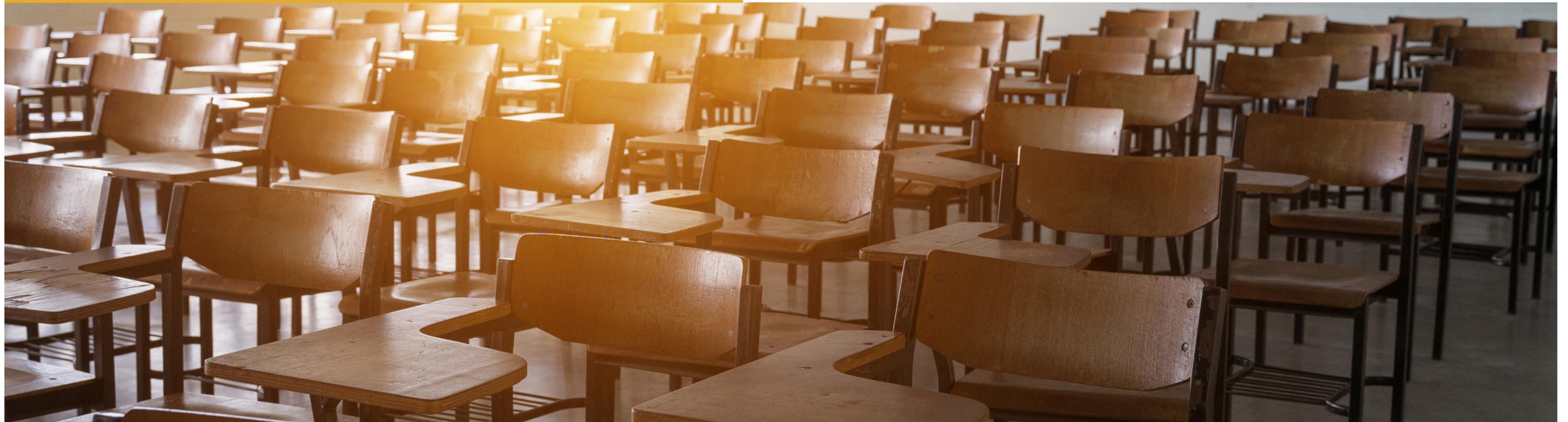


**\$18**

per student

**Estimated money saved at startup by working with teachers as facilitators**

- Reach youth with consistent programming
- Program sustainability after funding ends
- Data collection for evaluation
- New models can be appealing to dynamic funders





# RESOURCES

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Weltman, B. (August 2019.) *How much does an employee cost you?* U.S. Small Business Administration. <https://www.sba.gov>

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**THANKS  
JOINING ME**

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