



WASHINGTON STATE  
UNIVERSITY



Washington State  
Department of Social  
& Health Services

Transforming Lives

Division of Child Support

# Economic Mobility and Responsible Parenting *Implementation Brief*

## Background

The Office of Child Support Services awarded funding to the Washington State Department of Social and Health Services [Division of Child Support](#) (DCS) through the Charting a Course for Economic Mobility and Responsible Parenting demonstration grant. As part of its Economic Mobility and Responsible Parenting project, DCS provided Parenting: It's a Life (PIAL), a child support and parenting education program, to youth ages 13-25. For additional information on the project including project partners, PIAL curriculum, and evaluation framework and design, please refer to the [Project Planning Brief](#).

## Parenting: It's a Life

PIAL modules fall under two broader categories of prevention:

### **A. Intrapersonal Skill Building**

*Module 1: Decision and Goals*

*Module 2: Peer Pressure*

*Module 3: Healthy Relationships<sup>CM</sup>*

*Module 4: Risk and Protective Factors*

*Module 5: Resiliency*

### **B. Parenting with a Focus on Interpersonal Skill Building**

*Module 6: Cost of Raising a Child<sup>CM</sup>*

*Module 7: Managing Money*

*Module 8: Establishing Parentage<sup>CM</sup>*

*Module 9: Co-parenting<sup>CM</sup>*

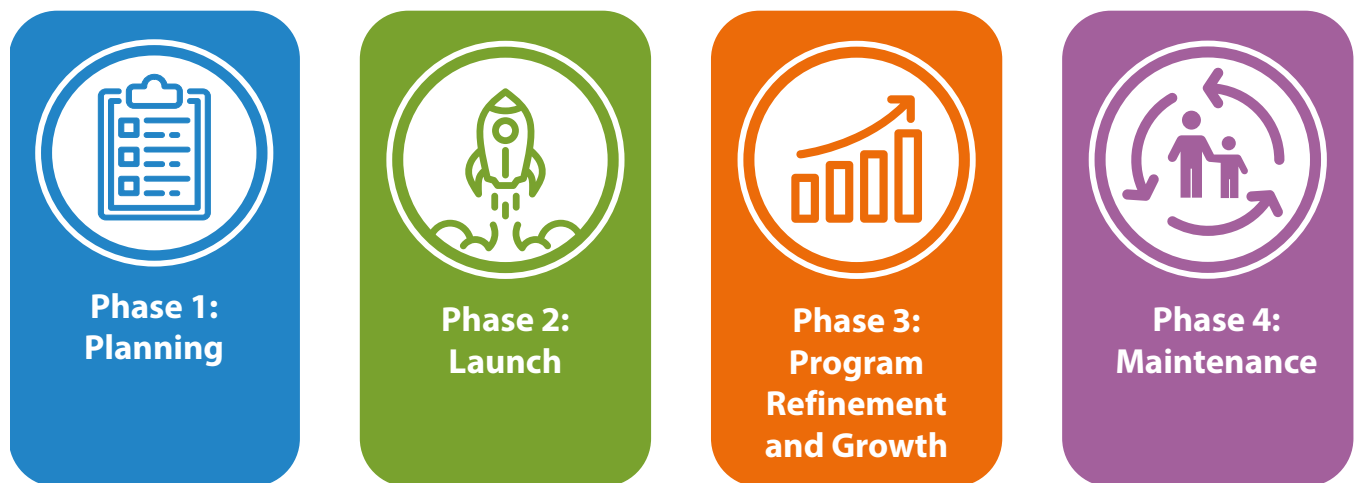
*Module 10: Child Support<sup>CM</sup>*

**CM = Core Module for this project.**

For this project, we identified five modules (3, 6, 8, 9, and 10) as core modules--foundational modules that are integral to achieving the project's goals and included in all complete implementations of the curriculum. Therefore, the full curriculum consists of all 10 modules, whereas the core-only curriculum includes the five foundational modules.

## Implementation Overview

This brief focuses on the implementation process for the EMRP project, including its context, successes, challenges and lessons learned. This project has four phases:



In this brief, we discuss details from Phases 2 and 3. DCS partnered with the Graduation, Reality, and Dual-role Skills programs,<sup>1</sup> fatherhood organizations,<sup>2</sup> schools, and community partners to implement the PIAL curriculum. Fatherhood organizations used their own staff for program delivery. DCS staff facilitated curriculum delivery at GRADS sites and other school and community sites. At some sites, the staff collaborated with external facilitators to introduce or co-facilitate the curriculum.

### Phase 2: Launch

Phase 2, which served as a pilot phase for implementation, spanned six months, from March to August 2023. It involved the implementing PIAL at four GRADS sites across four counties. Three sites (75%) delivered the full curriculum (i.e., all 10 modules), and the delivery timeframe ranged from 5 to 10 weeks. One site did not finish curriculum delivery due to low attendance.

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1 Washington Office of Superintendent of Public Instruction supervises GRADS programs which help expectant and parenting students graduate high school and equip them with parenting, family management, and employment skills. [1, 2]

2 Washington Fatherhood Council is a collaborative group of practitioners and fathers that works to address inequalities, connect fathers to resources, and support fathers in their parenthood. [3]

### Phase 3: Program Refinement and Growth

Phase 3 spanned 10 months, from September 2023 to May 2024. During this phase, 22 iterations of the curriculum were delivered in 15 sites across 12 counties, including two GRADS sites from Phase 2.

- 3 iterations (14%) at GRADS Sites
- 9 iterations (41%) at School Sites
- 10 iterations (45%) Community Sites

Of the 22 iterations, two (9%) could not be completed due to low attendance or lack of staffing. Of the 20 complete iterations, the full curriculum was delivered in 16

iterations (80%), and the delivery timeframe ranged from 1.5 to 24 weeks. The core-only curriculum was delivered in four iterations (20%) and the delivery timeframe ranged from a little over a week to 18 weeks.<sup>3</sup>

### Overall Implementation

From March 2023 to May 2024, 26 iterations of the curriculum were delivered in 17 sites across 13 counties. Three iterations (12%) could not be completed due to low attendance or lack of staffing. Of the 23 complete iterations, the full curriculum was delivered in 19 iterations (83%) and the core-only curriculum was delivered in four iterations (17%). The delivery timeframe for the full curriculum ranged from 1.5 to 24

**Table 1. Curriculum Delivery and Iterations Across Implementation Timeframe**

	Phase 2 <sup>a</sup> March 2023 – August 2023	Phase 3 September 2023 – May 2024	Total
<b>Number of Sites</b>	4	15	19 <sup>b</sup>
<b>Number of Iterations</b>	4	22	26
<b>Number of Complete Iterations</b>	3 (75%)	20 (91%)	23 (88%)
<b>Number of Complete Iterations with Full Curriculum Delivery</b>	3 (100%)	16 (80%)	19 (83%)
<b>Number of Complete Iterations with Core Curriculum Delivery</b>	0 (0%)	4 (20%)	4 (17%)

<sup>a</sup> All Phase 2 sites were GRADS sites.

<sup>b</sup> This count does not represent the total number of unique sites, as two sites from Phase 2 delivered the curriculum in Phase 3. The curriculum was implemented at 17 distinct sites.

<sup>3</sup> Time frames were largely dependent on a site’s schedule, capacity, and attendance. While most sites adhered to a predetermined schedule for delivery of modules, at least one site followed a flexible schedule based on daily attendance.

**Table 2. Curriculum Delivery and Iterations Across Sites**

	GRADS Sites	School Sites	Community Sites	Total
<b>Number of Sites</b>	5	5	7	17
<b>Number of Iterations</b>	7	9	10	26
<b>Number of Complete Iterations</b>	6 (86%)	8 (89%)	9 (90%)	23 (88%)
<b>Number of Complete Iterations with Full Curriculum Delivery</b>	4 (67%)	6 (75%)	9 (100%)	19 (83%)
<b>Number of Complete Iterations with Core Curriculum Delivery</b>	2 (33%)	2 (25%)	0 (0%)	4 (17%)

weeks. The delivery timeframe for the core curriculum ranged from a little over a week to 18 weeks.

### Findings from Implementation Survey

As part of the evaluation process, the implementation survey was administered at the end of each iteration of the curriculum. In alignment with Washington State Institutional Review Board requirements, facilitators must consent to participate in the survey. Facilitators filled out the implementation survey for 21 (91%) of the 23 iterations.

The findings in this section are based on data from 21 iterations:

- 90% were implemented in person, while 10% were implemented in a hybrid format.

- 38% had one facilitator, 48% had two facilitators, 10% had three facilitators, and 5% had four facilitators.
- 95% of facilitators reported that they were comfortable with facilitating the PIAL curriculum.
- 95% of facilitators reported that they would recommend the PIAL curriculum to another teacher, school, or fatherhood program provider.
- 81% of facilitators reported that the PIAL curriculum fits well with other parenting programs offered at their school or organization.
- All facilitators reported that the youth were engaged (48% moderately engaged, 38% very engaged, and 14% extremely engaged).

Qualitative data from the implementation survey indicate that facilitators appreciated the interactive nature of the modules.

Some facilitators highlighted student engagement as a notable achievement. Additionally, some facilitators observed that students openly shared their thoughts, and a few took leadership roles in discussions fostering a positive atmosphere.

*“I was able to engage with a 13/14-year-old mother whom I feel was able to take some life lessons away from the material. I was also able to engage with the teacher, and I hope [the teacher] is able to implement some of the material in some fashion into future curriculum.” (Facilitator, GRADS Site)*

*“Student engagement was a great success. Had an interesting talk about resilience with a young man looking forward to eventual fatherhood.” (Facilitator, Community Site)*

Some facilitators reported that engaging the youth was challenging at times. One facilitator noted that distracting behavior in one class hindered participation for some students. This facilitator also shared that learning disabilities posed barriers to full participation for some students. Some facilitators observed that the content seemed more appropriate for middle school students, making it harder for older youth to relate. Additionally, a facilitator shared that the youth felt the curriculum was biased.

*“The students wondered about why the curriculum focuses on fathers more than mothers. They felt it would be better if the curriculum addressed the importance of both roles.” (Facilitator, School Site)*

## Themes from Interviews with Facilitators and Site Staff

We interviewed 13 facilitators and site staff who consented to participate in the evaluation. Seven interviews (54%) were with site staff and six (46%) were with facilitators and co-facilitators. In this section, we present key themes and highlights across five categories:

1. Implementation Context & Participant Characteristics
2. What Worked
3. Success Stories and Short-Term Outcomes
4. Opportunities for Improvement
5. Challenges and Lessons Learned

### Implementation Context and Participant Characteristics

Facilitators and site staff highlighted the diverse settings in which the curriculum was implemented, ranging from ethnically homogeneous, blue-collar, and farming communities to more suburban, culturally diverse areas. They pointed out that the curriculum reached many high-need youth who face multiple risk factors such as food insecurity, unstable housing, and limited familial and social support networks. These challenges are particularly pronounced among expectant and parenting youth who participated in the PIAL curriculum. Despite these challenges, facilitators noted that the youth showed resilience and an eagerness to learn.

## What Worked

### Value Addition, Ease of Adaptation and Integration into Existing Programs

**Facilitators and site staff highlighted that the PIAL curriculum complements their existing programs and provides added value, addressing knowledge and skills that are often overlooked in standard high school classrooms.** They also noted that a comprehensive parenting curriculum delivered at schools is one of the necessary subjects to prepare the students for life. The facilitators appreciated the curriculum's open-source nature, which allows for flexibility in tailoring content to meet participants' needs and local contexts, including information on resources or cost of living. Moreover, they found the interactive and discussion-based nature of the curriculum effective in keeping participants' attention and fostering learning and skill development on the topics discussed.

*"I loved how there were interactive bits. Having activities, especially with youth-centered programs, is very important, because just talking at them for an hour is not effective. But things like the calculator that you use to see if you can make it all the way to the end of the month on your budget. They loved that activity ... they were all just right there in it and doing it. So, I thought that that was cool, and really made me think about how in other programs that we deliver, how we could add elements like that." (Staff, School Site)*



### Student Interest and Engagement in Specific Modules

**Facilitators used diverse strategies to capture youths' attention and maintain their engagement.** These included intentional grouping and pairing of students, organizing activities conducive to group discussions, encouraging questions, and providing individualized engagement with youth. Certain modules and topics elicited greater interest and engagement than others, according to observations from facilitators and site staff. Modules such as Managing Money, Cost of Raising a Child, Healthy Relationships, and Establishing Parentage were frequently highlighted as engaging. For instance, a group that included high-need youth--including expectant and parenting youth--showed heightened interest in the Managing Money and Cost of Raising a Child modules compared to others. A group of senior students from a relatively smaller school in a rural community showed interest in the Establishing Parentage module.

*“They were pretty interested in the parentage part of the curriculum. They didn’t understand birth certificates and all the legal ramifications of signing stuff to be a parent and how that all worked. That was probably the most interesting to them, I think, of all of the pieces of it. They didn’t seem to know a lot about how child support worked, all the legalese with that, so that was interesting to them as well. I think there was a lot of it [the curriculum] that was redundant for them, I think, just because they were seniors.” (Staff, School Site)*

Youth engagement in specific modules may be influenced by participant and facilitator characteristics, as well as school and community contexts. However, it was consistently reported that youth responded positively to discussion-based activities, hands-on sections, and topics that were relatable to them.

*“I think that each student has a different level of readiness [to engage] and not every student is going to be at that same level. I do appreciate being able to come together and have conversations about things that they might not be thinking about, even if it is a little awkward for them just due to the nature of the subject material.” (Staff, School Site)*

### Positive Relationships and Supportive Environments

**Facilitators emphasized the importance of building rapport and trust, establishing a sense of support, and creating positive relationships with youth to effectively engage students emotionally and cognitively.** A common thread throughout interviews was the practice of building rapport through

personalized interactions, accommodating the needs of youth by offering food and other treats, and creating a trauma-informed and safe environment. Facilitators noted that this approach not only made the youth feel valued but also enriched their overall experience.

*“We also brought candy. Because first, it’s early in the morning. These are pregnant moms. But then the dads are there trying to be supportive as well. And just bringing them a treat just to get their day started ... You could tell that they were more willing to participate, even though it was just candy. But it made a difference to that girl when we put her favorite candy on her desk.” (Facilitator, GRADS Site)*

### Facilitator Confidence and Growth in Curriculum Delivery

**The facilitators shared that they were confident delivering the curriculum, citing their experience in public speaking, presenting, and teaching.**

Some facilitators were also the classroom teachers of the participants. This helped with program delivery, as they were familiar with the student behavior in their classrooms. They also noted improvement in their delivery as they progressed through the modules, becoming adept at preparing activities, transitioning between sections, and using varied techniques to foster participant discussions.

### Clear Guidance and Strong Support for Facilitators and Site Staff

**Facilitators appreciated the well-organized facilitator guide and clear expectations, which aided in planning and navigating module contents effectively.** All facilitators went through

training and met regularly with the program coordinator to address any challenges and questions. Many facilitators reported receiving strong support from DCS, schools, and their community organization, which they believe helped them successfully implement the curriculum. Site staff emphasized that close collaboration with the DCS grants team helped the sites with planning, scheduling, and data collection.

### Collaborations and Strategic Partnerships

**Facilitators reported that the presence of a co-facilitator—often a site staff member or classroom teacher—enhanced student engagement, streamlined workload distribution and facilitated efficient preparation for activities and subsequent modules.**

Co-facilitators also complemented each other's knowledge, skills, and perspectives. In sites where DCS staff facilitated, the site staff highlighted the value of DCS facilitators delivering curriculum modules on establishing parentage and child support rules. This approach fostered trust among youth, providing them with direct access to subject matter experts to discuss personal cases and future concerns. Moreover, partnerships forged by fatherhood sites collaborating with schools underscored their ability to leverage existing and new alliances, ensuring effective delivery of the curriculum. These organizations emphasized their proficiency in implementing evidence-based practices and training facilitators, thereby enhancing program outcomes. This collaboration helped to educate the youth on accessible support channels, reduce the stigma

around child support, and address lack of understanding about the child support system.



*“Having somebody who works in social work and is from the office, from the state, they have a level of respect or knowledge that is separate from the teacher. And so I think there’s also value in having somebody come in. It did take a little bit for them to warm up, but like I said, by the end of the modules that they got through, my students were openly and very enthusiastically engaging with them. There might be value in meeting the students where they’re at and letting them warm up to somebody new. And also, it’s not as scary if you need to go into an office to file for food or assistance or have issues legally with child support. That might be a bridge to allowing the students to feel a little more comfortable reaching out for those kinds of things.” (Staff, GRADS Site)*



## Desire for Implementation Sustainability

**Facilitators and site staff expressed interest in either fully or partially integrating the PIAL modules, sections, and activities into their existing curricula and programs.** However, for most sites, implementation sustainability would depend on securing additional funding and training, outsourcing facilitators, and obtaining approval of the school district and the board. Site staff in schools also expressed interest in training classroom teachers to deliver the curriculum, which would help with more flexible scheduling of modules. Some sites suggested continuing to implement the curriculum through guest speakers and facilitators from DCS to enhance their curriculum on topics that are not extensively covered or kept current.

*“Of course, having the funding to do it is a big deal. We don’t really have the resources just to specifically put this into part of our program without some funding, so we’re still looking to try and get one more class done somewhere before the funding ends, but beyond that I am not sure. That’s going to be up to our board.”*  
(Staff, School Site)

## Success Stories and Short-Term Outcomes

Facilitators and site staff observed several successes because of the PIAL curriculum implementation:

- Increased student engagement in seeking resources and information tailored to their needs.
- Positive shifts in students’ attitudes and goal-setting behaviors.
- Enhanced student understanding of practical aspects of parenting due to the curriculum.
- Successful establishment and strengthening of partnerships with schools, promoting collaborative efforts for future initiatives.

*“I think the biggest one that’s consistent is people saying they can wait. They can wait before they start having children. There are other goals they have in life that they would like to pursue before parenthood. That would be the biggest one.”* (Staff, Community Site)

*“I would say, it’s strengthened our partnership ... So, it strengthened that collaboration, and I think it built capacity for beyond this grant. Now, we have several folks in our community who know this curriculum and have access to it. And so that’s been one of the conversations that I’ve been having: what are the possibilities to integrate this into the school beyond this pilot project?”* (Staff, School Site)

## Opportunities for Improvement Adapting Curriculum

**Facilitators and site staff provided insights into necessary adaptations for the curriculum to better meet the needs of various demographics and settings, including high-need youth, differing group sizes, and both community and school settings.** These adaptations may be specific to certain groups and contexts, and further data is required for definitive recommendations. Below we provide details on adapting the curriculum for diverse needs and settings.

### *Adapting Curriculum for Older Youth*

**Some facilitators and site staff recommended developmental adaptations to the curriculum to better meet the needs of high school seniors and young adults.** For instance, while older youth generally engaged with the Healthy Relationships module, facilitators noticed that the content seemed more geared toward younger youth. To address this mismatch during curriculum delivery, some facilitators skipped exercises or adjusted content.



*“Yeah, the relationship one, I think some of that they paid pretty close attention to. I think a lot of them had already had a lot of those experiences. What I’m remembering is I thought a lot of it was more for younger ninth graders, 10th graders. I think by the time these folks got to be seniors they’d had these experiences. It was like they agreed with the curriculum, but I think most of them had already had a lot of the experiences that were talked about.” (Staff, School Site)*

### *Adapting Curriculum for High-Need Youth*

**Facilitators and site staff who taught the curriculum to high-need youth and parenting and expectant youth discussed specific adaptations to content and teaching methods to consider during curriculum delivery.** These adaptations include creating a safe classroom environment by building trust and rapport so participants feel comfortable discussing sensitive topics. Some facilitators also highlighted that the curriculum effectively serves as a preventative approach, emphasizing the need to adjust language and content to better meet the needs of parenting and expectant youth.

*“I would like for the activities to be laid out a little bit differently and the language in the actual curriculum, instead of being like in theory, and instead of when or if you become pregnant that this is how your life is going to look, have some phrasing like, hey, you’re pregnant, or you’re parenting, these are the things you have to take into account now. Because now you’re responsible for another little human. But also, you’re responsible for yourself. And how do you make these decisions for your little human and yourself? So, something more along the lines of not in the future, but this is happening to a lot of them now.” (Facilitator, GRADS Site)*

### *Changing Curriculum Name*

**Several facilitators and site staff suggested changing the curriculum name. Some sites opted to advertise it under a different name to generate interest in the curriculum and increase recruitment.** For example, one site used the name “Adulting 101” to boost recruitment. At another site, the staff attributed

lower recruitment levels to confusion among youth who could not relate to the original name. It was emphasized that the curriculum covers diverse topics and the current name might be misleading to youth who are not parents.

*"We did reach out to them ... to see what else we can do, how we can get more students. And they wrote out an email and ... they gave us good feedback and said that a lot of students felt the name of it was offensive because not all of them are parents, not all of them are expecting." (Facilitator, Community Site)*

### Updating and Expanding the Curriculum Content

**Some facilitators and site staff observed that certain content and videos were outdated.** They also identified modules and sections that required expansion, such as the Child Support module or the section on parental figures. To address these issues, facilitators adjusted during delivery by expanding on these topics and fostering discussions on why the content was outdated and how local contexts differed.

*"I think the child support one could go a bit more in depth ... [to include] how we create administrative orders, how judges create court orders. What kind of ways can we get money from people? What are the negative things that can happen if somebody doesn't pay? So, for that module, just having the one activity where you can list things under a yes or no column, I don't think is as engaging for them as it could be." (Facilitator, School Site)*

*"I think, sometimes focusing more on [the fact that] it's important to have a parental figure [and] that person may not be the biological*

*father and for one of our students sometimes I would have to have conversations, saying that your son has grandpa, who's a parental figure, has your brother, that's a parental figure." (Staff, GRADS Site)*

### Adapting Curriculum Delivery to Time Constraints

**Some facilitators and site staff raised concerns about the duration of modules, noting that the content requires more time than standard classroom periods.**

Others suggested combining or shortening modules and activities to address this issue. Some adapted for time constraints during delivery by skipping activities or redesigning them as they delivered. Additionally, one site highlighted that the transition between the first five modules focusing on comprehensive life skills and knowledge (like relationships and risk factors) and the next five modules focusing on parenting was not seamless.

*"The content of the modules requires an hour or even an hour and half to have time for discussions and group activities and 40-45-minute-long classroom time does not allow the engagement and feedback and communication with the students on the module delivered." (Staff, School Site)*

### Adapting Curriculum Activities for Varied Classroom Sizes

**Some facilitators and site staff reported adjusting the curriculum to accommodate smaller group sizes, as it was originally designed for larger groups.** This led to adaptations in activity formats, with facilitators modifying their approach based on daily student attendance. Strategies included facilitating

whole group discussions (instead of breakout discussions), direct engagement with students, and using varied teaching techniques to enhance student participation.



*"I took a little bit of liberty as far as how I would present the material. A lot of the [facilitator] notes give some pretty specific ideas, [such as] walk around the room and paste this on the board here and this one over here. But when you only have two students having six options available for the students to walk to is just not going to be viable. So, I engaged them directly. And I said which one of these do you feel like you would belong to, and then we discussed it that way rather than getting them up and moving them around. Things like that where you need to make adjustments and accommodate a smaller crowd." (Facilitator, GRADS Site)*

## Challenges and Lessons Learned

### Challenges with Recruitment, Attendance, and Engagement

**Facilitators and site staff reported several challenges with recruitment and attendance, which affected curriculum delivery.** Some sites encountered recruitment difficulties, partly because youth did not relate to the curriculum's name, "Parenting: It's a Life," assuming it was intended for parents.

Low attendance at some sites may be attributed to high-need youth already grappling with challenges and prioritizing other obligations. Facilitators suggested that adjusting the delivery schedule, such as avoiding early morning sessions, could enhance participation at certain sites. Additionally, the shift towards remote learning and education post-Covid was noted as another factor possibly contributing to low attendance in specific cases.

At some sites, youth showed high engagement and eagerness to learn, even when the group size was small. Other sites faced challenges with engagement. Staff at a GRADS site noted that low engagement--particularly during earlier modules facilitated by an external facilitator--might be due to youth being hesitant to open up. They added that this reluctance is likely influenced by the significant trauma and stigma associated with teenage parenthood. The staff noted that engagement increased in later modules.

*"The attendance was the biggest struggle, because a lot of the times we had between two and four youths who would participate.*

*And I don't really know what we could do differently to entice their attendance because, like, I said that they're really experiencing a lot of difficulties and hardships and family dynamics that it's just more than what we probably realized before going in. But also, there's a lot of struggles that they're going through in their in their own lives. I don't think it's the first class of the day. I don't think there's anything that we can do additionally, that is going help with their involvement, because even the enticement of a gift card at the end I don't think really was enough to get them to participate." (Facilitator, GRADS site)*

*"Well, they have to attend because it's school, and with that, our attendance is spotty. That's something our school struggles with every day is attendance. My attendance was floating around the same numbers every day, but it wasn't always the same students. I'd say on average I'd have 13 to 15 students in class a day ... So that wasn't specific to this curriculum, it's just specific to the school." (Facilitator, School Site)*

### Challenges with Partnerships, Curriculum Preparation, and Delivery

**During the interviews, facilitators and site staff generally expressed appreciation for the existing partnerships they leveraged or new partnerships they established to deliver the curriculum.** However, they encountered a few challenges such as coordinating schedules between schools and external facilitators. A staff member at a GRADS site suggested that having teachers deliver the curriculum would be more efficient, allowing them to teach when students are present. Coordinating the schedules of external facilitators with

student attendance posed a significant challenge in delivering the modules.

Several facilitators highlighted a common challenge of preparing class materials because the modules and facilitation materials were digital. They suggested that having printed curriculum materials readily available would streamline preparation time for delivering the curriculum. Several facilitators found it challenging to deliver the module within the specified time. Others highlighted the need to adapt content that was outdated or that made youth feel uncomfortable.

*"We spent a little more time preparing the next day of just like practicing through some of the transitions, but having all the materials printed out ahead of time, I organize them by module, and put sticky notes with directions of like this goes out to these three groups. And this goes to every student. Just made the like doing of it a lot easier. We also had multiple adults in the room. So for some sessions, well, we went through and identified sessions where we might need additional support." (Staff, School Site)*

*"I think for new facilitators, it would be really helpful to have the modules, the information that you need already printed out, laminated things, have packets ready for people. I would say that that was where the majority of my time was spent was getting everything ready to go to these classes and present it." (Facilitator, School Site)*

### Challenges with Grant Restrictions

**Facilitators and site staff noted that due to grant restrictions they could not purchase food or small items to provide incentives for attendance and**

**participation.** Additionally, some youth experience food insecurity. Providing youth with snacks, food, and other items tailored to their needs could help establish positive relationships and encourage continuous buy-in, attendance, and engagement. Some facilitators and site staff reported leveraging other funds or using their own money to buy food for youth.

*The only thing I would say that I wish about funding was that we could buy treats and snacks ... I had to leverage other funding in our organization, and I bought some things with my own money to bring to the students. Because especially in this population students often shared that they feel slighted, that they feel ripped off and that things aren't fair to them. And when I would bring in treats, they were so excited to eat them. And one person came up to me afterwards and said "we don't deserve how good you are to us" ... and it just really broke my heart to hear that internalized negative view of themselves ... So, food with young people is always a big hit and with federal funding it's a challenge. Food is always a challenge. But if this was to happen again, I would say, if there was any way to make that part of the grant it would be appreciated."*  
(Staff, School Site)

## Conclusion

Facilitators and site staff observed increased youth engagement, positive shifts in youths' attitudes and goal-setting behaviors, enhanced practical understanding of parenting among youth, and strengthened partnerships among grantees and their collaborators. These achievements highlight the project's short-term effects in creating meaningful learning experiences for youth and increasing capacity among grantees.

Alongside these accomplishments, the project faced challenges that present areas of opportunity for growth and development. Addressing logistical, financial and administrative barriers is crucial for ensuring the sustainability of implementation efforts beyond the project's funding period.

## References

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2. Office of Superintendent of Public Instruction. (n.d.). Graduation, Reality And Dual-Role Skills (GRADS). Retrieved August 21, 2024, from <https://ospi.k12.wa.us/student-success/learning-alternatives/graduation-reality-and-dual-role-skills-grads>
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