



Carrera

Adolescent Pregnancy Prevention Program

The Children's Aid Society (CAS) - Carrera Adolescent Pregnancy Prevention Program Overview of the Integrated School Model: Early Indications of Success

The integrated school model is conducted daily during the school week, most Saturdays (Saturday school) and continues in a 6 week summer program with students beginning when they are initially engaged in the 6th grade through high school graduation and college admission. Class time for components is provided during the school day through advisory and guidance periods, resource time, and other slots where our program staff can add its weekly dosage. In some cases an additional 45 minutes may be added on certain days to guarantee full component inclusion. All staff are CAS employees paid by foundation support. The Robin Hood Foundation funds four of our five New York City schools as well as our Training Center infrastructure, and the Edna McConnell Clark and the Atlantic Philanthropies provides support to our National Training Center infrastructure and to our National sites. There are no additions to teacher's schedules in the schools implementing our model

School principals and teachers already realize superior education alone is insufficient to help their students succeed and thrive through high school and into college. Too many mental health problems, family problems, pregnancies, earaches, toothaches, asthma, obesity, vision problems and on and on, get in the way of young people from underserved communities, absorbing and integrating benefits from strong education. Teachers and administrators see these challenges in their classroom everyday but they are helpless in overcoming these barriers. Accordingly, all we offer at no financial cost to them represents an extraordinarily appealing partnership freeing them to provide strong classroom instruction knowing support and problem solving assets are in their school.

From our standpoint, taking a new grade each year scales the program in a way not possible using the after-school version of our model. Dosage is guaranteed with the integrated model. Economies of scale are achieved using this model with costs per student reduced 50% after three years. Cohort continuity, interdisciplinary learning, greater parental involvement, increased mental health follow up, greater medical and dental utilization and follow up, absence of recruitment and retention problems, greater opportunity to gather metrics and conduct evaluation are just some reasons for the efficacy of this approach. The integrated school model can contribute to the school reform dialogue and can make a systemic impact in a fashion not possible utilizing the after-school version.

Components of this effort include:

- Daily in class education and support to the teachers;
- Weekly in class Job Club (bank accounts, entrepreneurial activities, internships);
- Weekly in class Power Group and licensed full time mental health staff available throughout the day;
- Weekly in class Family Life and Sexuality Education with a full time sexuality educator available throughout the day;
- Weekly Lifetime Individual Sports in conjunction with the physical education schedule;
- Weekly Self Expression in conjunction with the Arts offering at the school;
- No cost, comprehensive, medical and dental services on the school premises if available or at a comprehensive adolescent health services provider in the community.

A new grade is added each year, as the previous grade moves up doubling and tripling, etc., the size of the cohort going forward. This approach guarantees scale, generates economies which drives down cost per participant, ensures content dosage over a long period of time, and provides for swift recognition and follow up of mental health and medical and dental problems - the issues which negatively affect learning and growth.

Brigham Research Associates Initial Findings

Recognizing the importance of learning from the early implementation of the integrated school model, CAS-Carrera enlisted Brigham Nahas Research Associates to conduct an independent assessment. Early process outcomes are suggestive that the integrated school model is moving in the right direction and there is a strongly positive reception of the implementation of the integrated model at our partner schools. The following highlights findings from Phase I and Phase II of their research.

Phase I Findings: Perceived Outcomes from Early Implementation

Brigham Nahas conducted an assessment of early implementation of the integrated school model to determine how the approach of the after-school model translates into the school day, and to identify early outcomes from the perspective of school principals. Highlights are as follows:

Student-Level Outcomes

- Increased and improved connections with adults and improved management of emotions;
- Greater engagement in learning and a strong sense of “group life,” with less fighting, stealing, and bullying among the members;
- Gains in knowledge about their bodies as well as experience working through peer pressure.

Classroom and Teacher Outcomes

- Calmer classrooms and improved classroom management based on support for implementing effective strategies in managing challenging behavior;
- Shifting the teachers’ mindset around adolescent development through a greater understanding of overall youth development.

School-Level Outcomes

- Shifting culture to infusing youth development into education; faster interventions in crisis situations and earlier identification of needs;
- Stronger sense of belonging, cohesion and school spirit.

Phase II Findings: Results from the Teacher Pilot Survey

Brigham Nahas developed and administered a survey to teachers at the four New York City schools to determine if program objectives were being met, and what, if any, impact did teachers believe services were having on them, the students and the school. The highlights are as follows:

- 74% of the teachers felt that the Carrera program had changed the dynamics of their classroom;
- 54% of the teachers said that they had changed the way they approach the socio-emotional health of their students due to Carrera;
- 84% of the teachers felt that the provision of comprehensive, no cost medical and dental services was very helpful to students; teachers talked specifically about vision screening and its impact;
- 56% of teachers worked in collaboration with Carrera social workers regarding approaches to managing student behavior on a regular basis; 40% report making a referral to the social workers on a classroom issue and/or crisis situation several times a year.