An Evaluation Study of the
Lions Quest Virtual 12-Week Prevention Program

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Executive Summary

The Center for Drug and Health Studies was asked to conduct an evaluation study of the Lions Quest 12-week Virtual Prevention Program (LQ-12VP²). The Center worked with four community centers and gathered data between June and November of 2021. The study focused on readiness for implementation, training and support for facilitators, and fidelity of program implementation. To summarize the results of the study, the table below provides an answer, evidence, and selected suggestions from the evaluators and study participants are provided for each of the four evaluation questions.

Evaluation Question Answer	Evidence	Suggestions
What are stakeholders' views of the Lions Quest 12-week Virtual Prevention Program?		
Participants had overwhelmingly positive views of the Lions Quest program in general and feel it provides a means for youth to develop social and emotional awareness, decision-making skills, and connect with their communities. Multiple challenges to implementing virtually were described, such as becoming proficient using the technology, and connecting with the students.	*"So I think the program overall is phenomenal."* *"So the impact is more, the focus is more on making the connection with the community and the decision making about, you know, do I stay in school, do I drop out of school, do I, you know, do I start drinking? You know, how do I impact or how do I work with my peer group in making positive decisions, then dealing with that peer pressure"* *"I mean the lesson itself is great so, but it is very challenging to do the virtually, to get stuff out of the kids"*	Continue developing the virtual program to address the challenges associated with this form of lesson delivery to help increase stakeholder confidence in it.
To what degree was each site ready to implement the Lions Quest 12-week Virtual Prevention Program?		
While enthusiastic about implementing Lions Quest virtually, sites struggled to adequately prepare to do so. Environmental circumstances and decisions made at the sites interfered with putting in place many of the elements needed to prepare properly. The most notable influences described in the interviews were: not establishing a planning committee, COVID/timing/virtual implementation, difficulty recruiting, limited support from local Lions, and difficulty making local connections.	*"So it's like it [Lions Quest] was coming out at a time where everybody was forced to be inside and virtual was the only way you could do things. But when it started to come back to in-person, being online was even less desirable for them, because they were so exhausted about being online. That was a challenge."* *"I wish as like an organization, we had had more like youth already involved, because I feel like recruitment would have been easier for us.* *"if I understood the importance of that planning committee and how that planning committee was going to make this thing happen, and I needed a planning committee before this and that, I think that could have helped us out tremendously, so. Putting that committee together would have been an essential piece."*	Provide or arrange for a guide (mentor) from Lions Quest staff, or another site successfully implementing the program, to support the preparatory phases that include needs assessment, planning, networking, and training, to facilitate adequate readiness. Educate Lions about Lions Quest. Provide a site readiness checklist to sites.

Evaluation Question Answer	Evidence	Suggestions
How prepared and supported were facilitators prior to beginning implementation and throughout the Lions Quest 12-week Virtual Prevention Program?		
There were instances when preparation and support for facilitators were helpful and timely, but there were also many instances when additional training and support were necessary for them to feel confident and effectively facilitate lessons, moreso for facilitators with less experience with similar programming. Some facilitators felt like they were on their own without support from their sites or local Lions. There was an overall lack of communication with facilitators, and facilitators experienced challenges accessing lesson materials, working with Zoom, and making the lessons work effectively for virtual implementation. When facilitators received support from Ms. Haynes, site personnel, and local Lions, it was greatly appreciated.	*"Honestly, I want to say Kimberly was the most help that I've gotten from anyone."* *"I didn't know there was a weekly meeting. It happened once, it happened, there was one meeting like a month prior and then I never heard anything else again."* *And I'd be like 'well how do I know what I'm supposed to be teaching if I can't even find it, like I don't even know what I'm looking for right now.'"* *"I just kind of like barreled my way through it. Because, yeah, I had no idea, no one was giving me answers and I had no idea what my support was."* During one lesson, the facilitator skipped a role-playing activity because "it didn't appear to translate well on zoom," and for another lesson, discussion was held with the group as a whole because there was a problem with the Zoom breakout rooms.	Provide training in the use of technology that can be used as a platform to implement Lions Quest virtually. Modify facilitator training to include more hands-on work and less direct instruction, so facilitators can practice accessing materials and implementing lessons. Site leadership should actively support facilitators by asking what help they need to do their job effectively.
To what degree has the Lions Quest 12-week Virtual Prevention Program (LQ-12VP^2) been implemented with fidelity during lessons and regarding integrating it throughout the site and into the community?		
The LQ-12VP^2 is still developing, so determining the fidelity of implementation must be considered with this in mind. Observations of the lessons conducted at one site having showed that lessons were consistently implemented with moderate to high fidelity for most facilitator and student behaviors across all phases of the lessons. Some elements were strong, some need improvement, and some could not be evaluated. However, many Lions Quest elements were not implemented with fidelity across sites, such as community involvement, planning committees, communication, and local support.	Lesson phases with many elements implemented with high fidelity: - Facilitators: discovering, connecting, practicing-reflecting, and applying, as well as general facilitation skills - Students: discovering and general facilitation skills - Example: Responds respectfully to diverse student responses Lesson phases with many elements implemented with low fidelity: - Facilitators: classroom environment - Students: connecting - Example: Asks questions and responds authentically when facilitator checks for understanding Lesson phases with many elements that could not be rated: - Facilitators: practicing-guideds	Solidify the curriculum for the LQ-12VP^2 and align it with recommendations from the literature. Clearly articulate the types of adaptations that can be made for lesson implementation while retaining program fidelity. Review the observation tool and modify it so it better aligns with the LQ-12VP2 and can be used for training purposes, ongoing development on site, and program evaluation.

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Introduction

At the request of Lions Clubs International Foundation (LCIF), the Center for Drug and Health Studies conducted an evaluation study to examine the implementation of the Lions Quest 12-week Virtual Prevention Program (LQ-12VP[2]), which targets community-based substance use prevention. The initial 12-week program was developed prior to the COVID pandemic and was intended to be implemented in-person, however, due to widespread restrictions imposed for in-person activities, the original program was modified for virtual implementation.

LCIF was particularly interested in training and support effectiveness, site readiness, fidelity of implementation, and student outcomes. Due to challenges recruiting students, lesson implementation was limited. The study therefore focused on site readiness, support for facilitators, fidelity of implementation, and views of the program. Four evaluation questions guided the methods for the study.

Evaluation Questions

1. What are stakeholders' views of the Lions Quest 12-week Virtual Prevention Program?

2. To what degree was each site ready to implement the Lions Quest 12-week Virtual Prevention Program?

3. How prepared and supported were facilitators prior to beginning implementation and throughout the Lions Quest 12-week Virtual Prevention Program?

4. To what degree has the Lions Quest 12-week Virtual Prevention Program been implemented with fidelity during lessons and regarding integrating it throughout the site and into the community?

Literature Review

Last year, in preparation for implementing the LQ-12VP[2] in community settings, a literature review was conducted to explore the research on several topics important to implementing high quality youth development and prevention programs. The resulting report (Ackerman, Holz, & Walton, 2021) described salient research findings and provided recommendations for the following relevant topics: lesson facilitators, parents/guardians, community setting, program readiness, program implementation, and substance use prevention programming, many of which align with materials, training, and recommendations are already part of the Lions Quest program in some fashion. For example, facilitators should have experience with group processes and facilitation, and sites should "develop a logic model and an implementation plan describing how the program will be implemented in detail, who is responsible for which elements, and plans to evaluate the program's effectiveness over time" (p. 5). Please see the original literature distillation for a more detailed accounting of the topics mentioned.

Looking at previous research conducted on the Lions Quest program provides insight into some challenges with program implementation. An evaluation study on the Lions Quest program implemented in a school setting highlighted the need for a clear plan for implementation (Mart, Kidron, Hickling, & Osher, 2018). Mart, et al. (2018) reported that while Lions Quest provides a clear process to help site leadership understand program materials and activities, "leadership teams did not have tools or systems in place to monitor implementation or provide feedback to teachers to improve implementation" (p.23).

Another challenge described in a study conducted by Jones, Kahn, Nelson, & Temko (2019), was related to facilitator training and support. They described facilitator interest in training experiences focused on practicing the implementation of lessons. These publications and the literature from the distillation offer lenses through which this evaluation study was developed and are used to interpret its results.

Methods

Design

An exploratory evaluation was implemented to answer the evaluation questions. Interviews, facilitator logs, and observations of lesson implementation were conducted. Multiple methods and data sources were used to triangulate data and answer the evaluation questions when possible. Key stakeholder groups at each site were asked to participate in the study. Table 1 depicts the alignment of evaluation questions with the data sources and data collection methods used.

Table 1. Alignment of research questions, data collection methods, and data sources

Evaluation Question	Facilitator Logs	Observations	Interviews
1. What are stakeholders' views of the Lions Quest 12-week Virtual Prevention Program?			F, L, C*
2. To what degree was each site ready to implement the Lions Quest 12-week prevention program?			F, L, C
3. How prepared and supported were facilitators prior to beginning implementation and throughout the Lions Quest 12-week Virtual Prevention Program?	F		F, L, C
4. To what degree has the Lions Quest 12-week Virtual Prevention Program been implemented with fidelity during lessons and regarding integrating it throughout the site and into the community?	F	S	F, L, C

* S = student, F = facilitator, L = Site leader, C = community member

Site Participation

Lions Quest leadership communicated directly with a pool of sites to gauge interest in participating in the study. Sites were invited to attend an orientation to learn more about the study, eligibility criteria, and expectations for participation. All sites that attended the orientation were given a follow-up eligibility survey. Those that met criteria were selected for participation.

Four community-based sites located in the northeastern United States were selected for inclusion on the basis of their interest and capacity to meet several participation criteria. All sites worked with children of

varying ages, including the target age-group, and typically provided multiple program offerings. One site emphasized art activities and another served senior citizens as well as youth. Three of the sites were located in urban settings, and one was in a rural setting.

Before data collection started, parents/guardians of potential study participants and the potential student participants were sent informational letters describing the study. Parents/guardians were then emailed a consent form with a link to complete the online form. During an initial virtual meeting with the students, a member of the evaluation team reviewed the assent form with them, fielded questions they had, and provided the link to their online assent form. Lesson facilitators were also emailed with information about the study and asked to complete a consent form. The same was done when interviews were conducted with other individuals connected to the sites. The informational letters and consent and assent forms can be found in the Supplemental Materials document accompanying this report.

Instrumentation, Procedures, and Analyses

Lesson Observations

The Tool 3.3 Observing Instruction, from the Lions Quest: Skills for Growing and Skills for Adolescence Leadership Toolkit (Lions Clubs International, 2017) was modified to address the 12-week program, as well as virtual implementation of the program, and was used to ascertain the fidelity of program implementation. Through a multi-step process, elements of the tool were removed, modified, or added to ensure the revised tool aligned with the program content and method of delivery. First, Lions Quest leadership and a consulting professor with expertise in virtual program implementation made revisions to address changes necessary for virtual implementation. Because the observation tool was not developed with the intent of being used for research purposes, the evaluation team modified many elements to clarify their meaning. With additional feedback from Lions Quest leadership, changes were made that improved its alignment with the lesson phases to capture the essential elements characterizing high quality implementation.

In addition to noting the lesson, date, facilitator, and student count, the form includes sections for the five lesson phases plus two general topics and a global assessment. Each element is rated on a five-point scale where 1 is *not observed*, 2-4 is *partially accomplished*, and 5 is *accomplished*. Those elements for which a rating cannot be provided are marked *na*. In total, there are 42 facilitator elements and 38 student elements to be rated for each lesson (see *Table 2*). Four open-ended questions were added to address the use of technology, lesson adaptations, lesson enhancements, and additional comments. The observation tool used for this study can be found in Appendix A.

Dr. Ackerman developed an observation training procedure so observation data would be reliable and valid. It included review of relevant materials, and practice observations on a recording of one in-person lesson with discussions among the evaluation team members. This was followed by two rounds of observing recorded virtual lessons[1], each with a debriefing with Ms. Penny Willis, Training and Program Development Specialist for Lions Quest programs. The evaluation team also held extensive debriefings after meeting with Ms. Willis to review her ratings and rationale alongside the team's. While this process improved the evaluation team's comfort, proficiency, and reliability with the observation tool and rating lessons, it was too limited for the team to reach a level of reliability and validity for observations to be conducted by a single team member. To compensate, a pair of team members observed and rated the lessons.

Table 2. Distribution of ratings across lesson phases

Phase/Topic	Facilitator	Student
Discovering	4	4
Connecting	6	6
Practicing	14	13
Reflecting	5	4
Applying	2	2
General facilitation skills	6	5
Classroom environment and management	5	4
Global	1	
Total	42	38

To prepare for observing Lions Quest lessons, members of the evaluation team independently familiarized themselves with the lesson content, journal activities, and projectables each week using the facilitator guide provided by Lions Quest. Observers then attended, but did not participate in, the virtual lesson. The observation form was filled out in real-time as the lesson was being taught. During practicing phase activities that used breakout rooms, each observer joined one group to capture that lesson phase. If there was only one breakout room group due to low student numbers, only one observer joined the group.

After each lesson, the two observers met to review their ratings, discuss differences, and come to consensus on the final ratings. For the first few lessons, this was followed by a discussion with the full evaluation team to address questions about the tool, challenges coming to consensus, and to share their experience. Modifications were made to the observation instrument content and organization as observers became more familiar with the program during the first few real-time observations and what observations required of them.

Observation results were analyzed using descriptive and graphic methods to examine trends for facilitator and student elements. Responses to the open-ended questions were used to elaborate on the ratings when appropriate.

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[1] The two virtual lessons were arranged and organized by Ms. Haynes to facilitate the evaluation team's ability to practice using the observation tool.

Facilitator log

The facilitator log was designed specifically for this study and used to gather several details about facilitator experiences preparing for, implementing, and reflecting on each lesson. Facilitators were sent an email with a link to the online log each day they led a lesson and asked to complete it shortly after the lesson for that week was over. The items addressed the amount of time spent preparing to implement a lesson, time spent implementing, their understanding and confidence with the lesson material, support resource4s used that week, and whether anything occurred during the lesson that was particularly successful or challenging (see Appendix B for the Facilitator Log). Log entries were analyzed using descriptive methods.

Interviews

Virtual interviews were conducted with key informants from each site. These key informants were in the best position to discuss the background of the program at their site, how ready the site to was implement the LQ-12VP^2, fidelity of implementation, community involvement, as well as the successes and challenges experienced during program preparation and implementation. The interview protocols were developed by the evaluation team with input from Lions Quest leadership and are available in Appendix C. Interviews lasted 35-65 minutes and were recorded to facilitate transcription. No interviewee names were used in the transcription of the digital audio recordings.

Efforts were made to include a site leader, facilitator, and community member from each site. Site leaders were responsible for providing a few names and contact information for community members involved in the initiative. Multiple emails and phone calls were made to each individual identified. Community members were not identified at two sites due to lack of responsiveness, and therefore not included. The final group of interviewees included at least one person from each site, as shown in Table 3.

Table 3. Interview participants across sites

Site	Site leader	Facilitator	Community Member
A	1	1	1
B	1		1
C		1	
D	2		

Interviews were analyzed using NVivo software (2020) to manage the process. Early stages of analysis focused on emerging themes and topics addressed directly in the interview protocols. Codes were added that aligned with the evaluation questions for this study and used as parent codes under which as much interview material could reasonably be placed. This was an iterative process that included several coding phases to solidify the most relevant themes and their associated interview material.

Results and Discussion

The LQ-12VP^2 is different in several ways from the 36-week in-person Lions Quest program. This was the first attempt to implement and examine the program. Because the program was implemented to varying degrees across sites, the amount of data available to respond to the evaluation questions varied, as well.

The four evaluation questions focus on the views of the program and perceived program impact, site readiness for implementation, facilitator preparation and support, and fidelity of implementation. Because some data can be used to answer multiple questions, and in an effort to reduce redundancy, results are included in the most appropriate place and not repeated. The most noteworthy instance of this is in response to the evaluation question about fidelity of implementation where much of the relevant content from the interviews is included in responses to the questions about readiness and facilitator preparation.

What are stakeholders' views of the Lions Quest 12-week prevention program?

Answer: Participants had overwhelmingly positive views of the Lions Quest program in general and feel it provides a means for youth to develop social and emotional awareness, decision-making skills, and opportunities for community engagement. Multiple challenges to implementing virtually were described, such as becoming proficient using the technology, and connecting with the students.

This first evaluation question addresses what site leaders, facilitators, and community members think about the Lions Quest program in general, and in some cases, regarding the implementation of the LQ-12VP[2]. Overwhelmingly, interviewees felt the Lions Quest program was an excellent way to engage students in learning skills that would help them in life. Some interviewees shared reservations about implementing Lions Quest virtually, feeling that this approach limited the program's effectiveness. Below, the three robust themes are described – views about Lions Quest, the impact of Lions Quest, and views about implementing Lions Quest virtually. Quotes taken from the interviews are provided to more clearly illustrate the sentiments of participants.

The **views about Lions Quest** that site leaders, facilitators, and community members provided were positive, which is not surprising given the efforts they were making to begin implementing the virtual program. Several interviewees were clearly excited and complimentary about the program overall, though one individual voiced a concern about the content not hitting the mark in terms of relating to the age group they were working with.

"So I think the program overall is phenomenal."

"But I do like love the curriculum and the, you know, the vision, like the vision and the goals and all of that of SEL."

"Well, like I said, my biggest, the thing I truly enjoy about Lions Quest and, as far as comparing it to other social emotional programs, is the connection you make with the community. The community service project, I'm glad that was continued to be part of this program. I think that makes a huge impact."

"we're excited about being able to implement that program into our communities, because we saw where there would definitely be a value and sharing that content with young people."

"But some of the scenarios could be outdated for the kids so that's a concern. What it talks about is not relatable to the kids that's going on right now, so."

Because of the limited implementation of lessons across sites, most interviewees commented on the programmatic **impact** they hoped and expected among students or communities would experience instead of observed impacts. Not surprisingly, social and emotional awareness and better decision-making were mentioned by multiple interviewees. In addition, connecting students to the community was also commented on by more than one interviewee.

> *"I would hope that they could get a sense of what are the long-term consequences of poor decision making and this program is meant to help you identify where those situations may happen."*

> *"So giving them, you know, the lesson and the curriculum to kind of learn how to control or express, like how they're feeling but also learning that there are outlets that they can go to that are, you know, appropriate and that can make them feel good or feel better"*

> *"But this particular 12 week program wasn't specifically set for school districts. It was set for outside, was set for folks outside of that venue. So the impact is more, the focus is more on making the connection with the community and the decision making about, you know, do I stay in school, do I drop out of school, do I, you know, do I start drinking? You know, how do I impact or how do I work with my peer group in making positive decisions, then dealing with that peer pressure"*

> *"Awareness. And that's the biggest thing, awareness, exposure, and then having a sense of a solution of how to deal with some of these social emotional issues that come up, that come about, you know."*

Some comments about the **virtual implementation** of the LQ-12VP[2] mentioned concerns over the challenges of truly connecting with students on screen and effectively delivering the lessons. Not surprisingly, several specific comments on this came from the facilitator who implemented most of the 12-week program. Challenges described were associated with a mismatch between the curriculum and what could be done virtually, determining whether students were engaged if their cameras were off, and concern about the degree to which changes could be made while still maintaining the fidelity of the program. Other comments suggested that virtual implementation seemed like it would work well. This theme does not address the challenges related to "Zoom fatigue" and COVID which are detailed elsewhere.

> *"Sure, the, you know, the barrier to being able to meet in person is a huge barrier. No matter how well designed a program is, connecting to other human beings through a screen is tough. Can you do it? Yes, absolutely, but it changes the entire, you know, design structure of what needs to be done and implemented."*

> *"I mean the lesson itself is great so, but it is very challenging to do the virtually, to get stuff out of the kids"*

> *"I don't think [the site leadership and local Lions] understood how hard it was to get kids to sign on to a Zoom meeting like I don't think they understood like just the difficulty of even getting them to sign on to it sometimes."*

"But I think virtually it could be. There's a couple of things that reading out prior to it was like, wait that doesn't make any sense, you can't really, the whole breakout room thing is difficult, the way it was written, for some of the stuff it was like virtually it couldn't be done so. "

"I think the actual implementation, implementing virtually could be fine, but we had no audience and we needed that. It was kind of, it's hard for me to even evaluate the goods and the bads because there wasn't even anyone there to contribute to the like the program."

To what degree was each site ready to implement the Lions Quest 12-week Virtual Prevention Program?

Answer: While enthusiastic about implementing LQ-12VP[2] virtually, sites struggled to adequately prepare to do so. Environmental circumstances and decisions made at the sites interfered with putting in place many of the elements needed to prepare properly. The most notable influences described in the interviews were not establishing a planning committee, COVID/timing/virtual implementation, difficulty recruiting, limited support from local Lions, and difficulty making local connections.

To implement the LQ-12VP[2], a community center has much to prepare, such as establishing a planning committee, getting facilitators trained, recruiting students, engaging parents, and more. Literature on program implementation indicates that programming is more likely to be successful if the necessary preparations are made prior to the start of the program (Substance Abuse and Mental Health Services Administration, 2019) and was found to be a challenge in a previous Lions Quest study (Mart, et al., 2018).

The themes related to readiness that emerged from the interview data were numerous: The most robust describe the challenges and impact of virtual implementation, timing, the COVID-19 pandemic; recruitment; planning committee involvement; and support from local Lions.

Site leaders, facilitators, and community members described the overlapping nature of the challenges of preparing for implementation related to **the COVID-19 pandemic, timing, and virtual implementation.** Because students had been participating in school virtually and spending many hours a day in online classes, they were not interested in participating in another virtual activity, according to interviewees. This was exacerbated by the start of summer, when one site began implementing but the lure of outside activity pulled students away from Lions Quest participation.

"I think it was the timing also, the timing was just… We had such great hopes when, you know, we were first notified that [site name] was nominated. Everybody was so excited and then COVID hit, you know. COVID really got bad here…"

"when COVID hit, I think that just put the X on any potential forward momentum that we were starting to get."

"So it's like it [Lions Quest] was coming out at a time where everybody was forced to be inside and virtual was the only way you could do things. But when it started to come back to in-person,

being online was even less desirable for them, because they were so exhausted about being online. That was a challenge."

"I just think that the timing was just off, you know, and the fact that there were really no programs going on at [site name] when this first started. Because of COVID they weren't doing any of their after school programs, … had we been able to, you know, recruit in February, I think we would have had a little more success"

The COVID-19 pandemic also impacted sites' ability to **recruit** and retain participants. Some sites worked hard to recruit, but were unsuccessful, while others successfully found students to participate. Interviewees had suggestions for what would have improved the recruitment process, such as incentives for the students and having a base of students already engaged in programming at their community center.

"I think, by the time this really got rolled out, we were very close to summer. And we were, you know, starting to, you know, get back to a little sense of normalcy and I think, really, in all likelihood the kids were just kind of, you know, virtually burned out. I mean I think they were, you know, Zoomed out. I think they wanted to get outside. I think they wanted to be face-to-face"

"Well. I know that the gentleman who was at, was employed in the school, he reached out to several groups. We sent the, we had the flyer, we sent the flyer to the superintendents of four of the schools that were around [town name] where these kids, some of these kids come for this community center….I know that one of them reached out to the homeschool folks, but it really didn't get any kind of reply. We posted the flyer to their, to the [site name] Facebook page."

"And to get kids involved, make it worth their while, because if they don't want to… why would they want to do that at four o'clock on a [weekday], for no reason?"

"There was like five kids and then by the end it was down to two and I think we were even more, I think we were like eight at first."

"I wish as like an organization, we had had more like youth already involved, because I feel like recruitment would have been easier for us.

One of the most essential elements of preparing to implement Lions Quest is establishing a **planning committee** comprised of individuals representing the stakeholder groups in the community where the program will be implemented. While one site had a community coalition in place prior to this study, none of the sites established a planning committee to guide the implementation of the LQ-12VP[2]. Some interviewees were not aware their site was expected to have one, or indicated they had not understood the importance of having a planning committee. and, looking back at how their sites' progress toward implementation was hindered, they realized how beneficial a planning committee could be.

"but honestly I don't know exactly who would have been on the planning committee, what exactly they did"

"if I understood the importance of that planning committee and how that planning committee was going to make this thing happen, and I needed a planning committee before this and that, I think that could have helped us out tremendously, so. Putting that committee together would have been an essential piece."

Interviewer: *"Was there a planning committee for the virtual? It sounds like no."*
Facilitator: *"No. We had that one meeting, I assume that that was supposed to be a planning committee, but then, if they were having meetings I wasn't getting the invites"*

The amount of **support received from local Lions[2]** to prepare for implementation varied across sites. Some sites indicated that local Lion support was not as robust as they had hoped. One indicated that local clubs were busy with other initiatives that kept them from helping. Some interviewees reported that many Lions were not familiar with the program, which made getting their help a challenge. However, some sites received help with recruitment from their local Lions.

"we were struggling a little bit with finding kids, I reached out to several members of the [local] Lions Club who helped, you know, were also trying to help recruit kids."

"different Lions Clubs in the area have their own initiatives, you know, that they're working with and it seemed almost like to look at anything we were doing was just like extra. And they weren't really interested because they were so focused on 'hey we're talking about, you know, raising, getting clothes for kids with cancer, doing the book drive' or whatever thing they were doing. And they couldn't see how 'you can do this too', you know, without feeling like it's taking you away from what your main thing is"

Local connections within the community, with parents, and with schools were recognized as important to getting the program off the ground, and the challenges associated with establishing these connections were expressed by the site leaders, facilitators, and community members across sites. Interviewees from one site described their success working with the parents of students in their program.

"Because when you can get a real strong advocate in a community center and, you know, in an after school program, in a school program, if you get somebody that's, you know, not going to let this go, then it has a much higher chance of being successful."

"But then for parents to see that, you need the buy in for parents. Like, for me, I have a bias, this is something you use right, you need to buy in for parents, if you don't need to buy in from parents it's just, it's not gonna happen."

"No, we did not have any parent involvement."

"And our parents are engaged, you know, we make them a part of the process. We present ourselves as an extension of their family and a village, so that they feel safe. If there are things that they may be concerned about, they let us know, so that, in this safe space… that we address it, you know. And so we worked really well collectively, you know, with the families"

How prepared and supported were facilitators prior to beginning implementation and throughout the Lions Quest 12-week Virtual Prevention Program?

Answer: There were instances when preparation and support for facilitators were helpful and timely, but there were many instances when additional training and support were necessary for

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[2] Support for facilitators or the facilitation of lessons will be addressed under evaluation question three.

them to feel confident and effectively facilitate lessons, moreso for facilitators with less experience with similar programming. Some facilitators felt like they were on their own without support from their sites or local Lions.

There was an overall lack of communication with facilitators, and facilitators experienced challenges accessing lesson materials, working with Zoom, and making the lessons work effectively for virtual implementation. When facilitators received support from Ms. Haynes, site personnel, and local Lions, it was greatly appreciated.

Lesson facilitators are key to successful LQ-12VP[2] implementation. They are in direct weekly contact with the students participating. They need to be trained and prepared for Lions Quest and supported by the community around them; but research has also shown that more successful facilitators have certain characteristics and experience (see Ackerman et al., 2021 for a summary).

Interviews

From the interview data, numerous themes emerged about facilitator preparation to implement Lions Quest lessons and the support they received throughout the process. The most robust themes that surfaced on this topic were about the support from local and national Lions and support from the individuals at their sites – support provided and support needed. Support from Ms. Haynes, the bi-weekly meetings, and the training and support more generally were the strongest sub-themes related to Lion support. Two other themes of note were communication and prior facilitator experience.

Ms. Haynes, Program Development and Evaluation Specialist, was considered quite helpful by some of the interviewees who indicated that she provided excellent support and was always responsive to emails seeking help with finding lesson materials, navigating the online materials, or providing help with non-lesson related things. This was not the case for everyone, however.

> *"Honestly, I want to say Kimberly was the most help that I've gotten from anyone. She was always there to help me with emails or if I had any questions or if I was confused, she was there to help me, like always. She would answer my emails so quickly."*

> *"I even asked, I even asked Kim and them where I was like 'hey what's going on?' and they didn't even respond to my email, so I was like 'okay…'"*

> *"We had conversations with Lion Kimberly about ways that we hope to be able to strategize and help bring more Lions and help educate them about 'hey we can do Lions Quest here collectively, it doesn't have to be your club, my club' like we're all serving the same area."*

Ms. Haynes led **bi-weekly meetings** for facilitators and site leaders to provide support, a forum for discussion, and opportunities to offer some additional professional development as sites prepared to implement the LQ-12VP[2]. Multiple individuals indicated that they did not receive the emails to participate in them, and one interviewee said they did not understand why they suddenly stopped receiving invitations to them during the summer. Facilitators found the meetings useful in some respects, but not in others. One facilitator said the meeting content did not align with where they were in the programming process, and was of little utility as a result.

"And then the Zoom meetings that we had with Kimberly were effective at times, but not always. Like there were times that I would be like, 'okay, I'm not exactly sure how this helps me at the moment', because it was almost like the people that already had the kids and had already started the classes were just telling us how to run the…. But I was so far behind that I didn't even have the kids yet …. So, sometimes I would get out of those meetings and I'd be like, 'okay, but I still don't even have anyone to do these classes yet and so now what do I do?'."

"I didn't know there was a weekly meeting. It happened once, it happened, there was one meeting like a month prior and then I never heard anything else again."

"But I do just feel like the Zoom meetings even, like between me and the other facilitators and that kind of thing, they were helpful"

"That would have been helpful because I didn't even know was available for me to do that. I, yeah, so there was one meeting she had, and I just happened to be jumping in otherwise I didn't even know there was available."

Facilitator training and preparation to implement the lessons included an initial training provided by Ms. Willis, Training and Program Development Specialist, a couple of follow-up meetings, access to online training modules and support materials, a google classroom, and the lesson materials for the 12 lessons in digital format made available from Lions Clubs International. The training included the review of two virtual lessons, some homework to develop materials for use when lessons began, and Ms. Willis was also available to field questions and help facilitators who needed assistance when the official training was completed. There were differences of opinion about the effectiveness of the training and materials provided. Some individuals found them useful and easy to access, while others felt more hands-on activity would have improved their experience. One individual indicated that they did not know whether or how much change could be made to the lessons and materials to make things work better for virtual implementation.

"one of my main problems was even finding where I would find curriculum, like it took me… Honestly, I'm still not exactly sure where to find online curriculum. I can, I know where to order a book from, to do in-person curriculum. But I'm still a little lost on finding the online courses and I, that was one thing that was like always really hard for me, that I'd be like 'I'm not even exactly sure what I'm looking for'"

"I thought the training was interesting. I think we walked away feeling like we learned something from it when we had the training. I think that access to the materials was good"

"Like I felt, I mean, it's one of those things like there had been a year of Zoom meetings, and so it was sometimes just like I mean there's no other way to do it, besides a Zoom meeting but it sometimes was just kind of like, I would sit there and just listen and listen and listen. And I'm a person that I learn through like doing things, I guess, and so to like to sit there and listen to someone in a Zoom meeting wasn't always my best way of like understanding exactly what was going on."

"It's pretty much based upon what I was saying, as far as not knowing how to adapt it from physical to virtual, that kind of thing. Which in hindsight doesn't seem like that big of a deal but initially it's kind of like 'oh what am I gonna do?' whereas after talking about it, it was like 'okay,

I can just scrap this and do something else'. I wasn't really sure, fidelity at times is, I'm unsure what's considered like absolutely necessary and this is okay to tweak. And I think that was a learning process."

"Well, I remember during our Zoom meeting that we were supposed to like present our PowerPoint, me and one other person in it were the only two who even did it. So it seemed like it went fine, but the lesson that I based it off of was like a sample lesson."

Support sites provided to their facilitators varied in terms of the kind of help they received and who offered it. Sites were enthusiastic about the program, but this enthusiasm did not always translate into the type of support their facilitators needed. Facilitators reported feeling as though they were left to figure things out on their own.

"I mean support-wise of like the curriculum and the facilitating, not much. It was kind of just like I had to figure it out. So I asked as many questions as I could. I was typically still just directed back to Kimberly, but they did, it's not that they were like ignoring me and giving me no support, but they just didn't exactly know what to do either, if that makes sense, so."

"The Lions were very gung-ho to help me. But I also didn't have their contact information. I just had to go to [site name] and hope that they would contact them if I needed anything. And so I didn't have direct contact with [Lion name]….I never contacted him one on one, just me anyways. I would always just go to [site lead name] and then [site lead name] would contact [Lion name]."

"And I would like talk to the people I was working with in [site name] about it, and I never really got any answers, like, I would just kind of have to be like 'okay, like I guess I'll figure it out' and so that was always difficult of like, it was almost like they wanted it to happen, but they just kind of figured I was the facilitator and I would figure it out."

"And I even brought that up too, I brought that up to [site leader] where I was like 'I don't know what, like what is this…. I was like 'okay…' I just kind of like barreled my way through it. Because, yeah, I had no idea, no one was giving me answers and I had no idea what my support was."

"And one of my biggest supporters was the individual I mentioned, [colleague name], he was like very helpful to me in like recruiting and kind of talking me through things because I really hadn't, I mean, I'd worked with kids but not almost in that setting. And he was very helpful in being like 'okay, this is how you keep them interested, this is how you do this, and this is how you do this' and he's like, 'you know, even if you're…', he's like 'follow the curriculum, but if you have to add in a game, add in a game, and do this and do this and take small breaks in between, because if not they'll lose focus'. And he was very helpful with that, but he was really the only one that was helpful with that and honestly, if he wasn't there I don't know if I would have ever figured out anything.."

Communication challenges existed at multiple sites adding to the difficulties facilitators faced preparing for and implementing the program. Limited communication meant one facilitator was unaware they could contact Ms. Haynes for assistance and another did not have a direct line of communication with local Lions. However, help was provided at all sites by one or more colleagues, volunteers, and site leaders. From their perspectives, more communication from other site personnel and from national Lions was

needed for them to be comfortable and effective in their work on the project. Facilitators felt unsupported due to the lack of communication.

> *"It was very embarrassing, honestly. It was like how am I supposed to do, like this doesn't make me feel confident in anything that we're doing…. like 'why am I doing this?' and nobody's giving me answers, everyone's just disappearing and not talking to me. It was very bizarre."*

> *"And so, well and then, like, I know, I think it was like mid-like beginning of July that like I, I know, like [site leader], said the same thing, like I stopped getting the link to join the Zoom meeting, so I don't know if they continued or if they ended. That was kind of the point where I was like 'well now, what do I even do?' because I'm at a standstill, all of my kids have stopped coming, and now I don't even have these Zoom meetings to go off of. And like, to be quite honest with you, I kind of just started focusing on other things because I wasn't even exactly sure what to do next right."*

> *"And like Kim and like that whole group, like there was never, I was never sent any… I didn't even know there was someone I could talk to."*

Facilitators came to this study with widely varying degrees of **prior experience** working with youth, social and emotional learning programs, and substance use prevention. Some had many years of experience working with youth and social emotional programming, and others were relatively new to youth development. One facilitator had already been trained to implement Lions Quest prior to the study and been doing so with multiple age groups for a couple of years. Another facilitator had more than a decade of experience as a life-coach in middle schools. A third had been working with youth for only a couple of years.

> *"I am a certified prevention specialist with the [organization name], as well as [site name]. And I work alongside with youth on a daily basis, high risk youth….Prior to where I am now…I was a community mobilizer, which is, they all mix together, but essentially it was the same kind of work, social emotional learning, being out in the community, only it was statewide as opposed to only [county name], so I think it was like four or five years total."*

> *"Okay, so I started working with kids in fall of … 2019, yeah, 2019. I worked with Americorps so I worked at a local elementary school….[and] Before that I had never really worked with kids….I worked mainly in literacy and reading, so I worked with a couple of students like typically, like up to five at a time"*

> *"I have a extensive 16 plus year background as a past Vice President of a youth organization where I was responsible for 276 families. I was an on-call life coach for some of the area middle schools. I've dealt with calls that had to do with attempted suicides, where I had to go to the school and actually administer, you know, some conflict resolution and resolve for kids…. [I have] a certification for mental health first aid. And then I have a advanced youth certification"*

> *"I would say that Lions Quest is a new structure for something that we've been doing for some time. So we've been doing social and emotional learning for over 15 years. The structure and how Lions Quest is put together is something, is a new, to how we do things. So we're embracing that."*

"I have served for the last seven years as an area Vice President for [county name], County Council of PTA, I've also served at the state level for the state PTA representing the area schools, so it's elementary, middle, and high schools, working with the schools and the community to develop programs, to understand the needs that are in our specific school area, to ensure that the board of education, superintendents, and county councils understand the dynamics of our area, because they are all the same. So we work very closely with families and students to…find their voice, but understand the importance of sharing their stories to get the change that they need to see in their communities to thrive and have them be sustainable."

Facilitator Log

The facilitator log was completed each week by the facilitator who implemented lessons in alignment with program materials. They prepared for ten lessons, but implemented nine because they cancelled the 10th one when only one student showed up. The facilitator completed nine log entries. The log asked the facilitator to report on time spent preparing for and implementing lessons, technology, adaptations and enhancements, supports used, and lesson highlights and challenges. The results are described below, and a complete set of data tables are available in Appendix D.

The facilitator reported spending 30 to 90 minutes preparing for each lesson (average = 63.2 minutes) and 38 to 83 minutes implementing each lesson (average 51.5 minutes). They felt confident implementing all but one lesson. Across most lessons, technology worked well and did not present difficulties for the facilitator or students. There was one lesson early on when the facilitator and students had greater challenges with technology, and one later where students had some difficulty. The early technology challenge was that the facilitator was unable to put the students into breakout rooms because they had not been given access to the Zoom account's full functionality. This was corrected by the following lesson.

The facilitator was asked to note any adaptations and enhancements made to each lesson. Adaptations are changes to the content or delivery of the lesson without changing the intended objectives for the lesson. The facilitator made two types of adaptations. They modified the introductory slide for a few lessons so it better aligned with what they would be doing with the students. In a couple of lessons, they modified or removed an activity. In one case, the facilitator skipped a role-playing activity because "it didn't appear to translate well on zoom," and for another lesson, discussion was held with the group as a whole because there was a problem with the Zoom breakout rooms. Enhancements are additional activities unrelated to the lesson used to keep participants engaged and allow the facilitator to implement the complete lesson. The facilitator did not use any enhancements during any of the lessons.

Multiple support options were provided to facilitators: bi-weekly group check-in meetings with Ms. Haynes; phone, email, or text check-ins with Ms. Haynes or Ms. Willis; professional learning community meetings; and Lions Quest videos. Facilitators were asked which they used during the week prior to the lesson, and how helpful they were. With the exception of the Lions Quest videos, all other supports were used once or twice across three of the nine weeks lessons were implemented. Their helpfulness ranged from very helpful to not at all helpful, with no discernable pattern. What is most noteworthy, is the lack of support use across lessons, though this may be due to the facilitators' prior experience leading Lions Quest lessons.

The facilitator provided lesson highlights for five lessons and challenges for two lessons. Highlights focused on good student participation and engagement during the lessons, but also addressed the

contribution of a parent volunteer to the lesson. Challenges the facilitator faced dealt with the Zoom breakout rooms and that the physical lesson book was different than the virtual materials.

To what degree has the Lions Quest 12-week Virtual Prevention Program been implemented with fidelity during lessons, and regarding integrating it throughout the site and into the community?

Answer: The LQ-12VP[2] is still under development, so determining the fidelity of implementation must be considered with this in mind. Observations of lessons conducted at one site having a few students showed that lessons were consistently implemented with moderate to high fidelity globally, and for most facilitator and student behaviors across all phases of the lessons. Some elements were strong, some need improvement, and some could not be evaluated.

However, many Lions Quest elements were not implemented with fidelity across sites, such as community involvement, planning committees, communication, and local support.

To examine the fidelity of implementation for the LQ-12VP[2] there are numerous programmatic elements that are relevant, some of which were able to be evaluated and others that were not due to the level of implementation across participating sites. In addition, many topics related to fidelity were addressed under the previous three evaluation question results, so they will not be discussed here. *Lesson* implementation fidelity will be the focus of this section.

The first nine lessons of the LQ-12VP[2] were observed using the modified observation tool (see Appendix A) and the lesson details and ratings are based on observations conducted by evaluation team members. The observations were conducted to learn about the degree to which lessons were implemented as intended, that is, the fidelity of implementation.

Between two and six students participated each week, averaging 3.6 students. Lessons lasted an average of 35 minutes and ranged from 15 to 46 minutes as reported by the observers, which is shorter than what the facilitator reported in their log. This may be because the observers were very particular about noting when lesson activities began and did not include time waiting for students to arrive. The following sections describe the observation results organized by lesson phases. Each includes a description of the lesson phase, summary of results, noteworthy findings for facilitator and student elements, and a figure summarizing the observation ratings. In addition, relevant notes written by the observers or the facilitator are included. Before discussing the results in detail, a brief summary of the observation results follows.

A word of caution about the observation results: While there is extensive discussion of the observation results and much detail is provided in Appendix E, it is important to remember that it is based on the implementation of *one* facilitator. The value in examining these results is that they provide an initial look at virtual implementation, the use of revised program materials, and the utility of the observation tool, as well as the experience of one facilitator working with a limited group of students. The results also provide a structure for analyzing and examining the observation data that could be used in the future.

Summary of Observation Results

Overall, lesson implementation was moderate to very good: **global** ratings ranged from 3 to 5 on a five-point scale, with an average of 4 out of 5 across the nine lessons. Lessons were implemented with fidelity, though there was room for improvement for some lessons more than others, and for some phases more than others, as well.

The **discovering** phase was successful for the facilitator and students. Ratings of facilitator behaviors were mostly high. The facilitator was particularly effective at clearly articulating the lesson's purpose and relevance; observer comments and facilitator log comments noted that the facilitator created their own projectables to share on-screen for students. Student ratings were also mostly high and showed improvement over time across all observed elements for the discovering phase. See Appendix E for ratings of all elements for each lesson and distributions of ratings for each lesson phase.

During the **connecting** phase, the facilitator was particularly successful at getting students engaged and sharing their personal examples of lesson skills and concepts. Although students had lower scores in this phase, they generally increased as the weeks went on.

Guided practice was a struggle to implement due to challenges implementing virtually, in part because of difficulty managing some Zoom features and unreliable internet connections. In addition, the facilitator reported that the guided practice activities provided did not translate well to a virtual setting. Few student participants and challenges with Zoom features, such as breakout rooms, are why there was such a high proportion of low or *na* (not applicable) observation ratings, as well. Successes for this phase were improved ratings for students over time and consistently high scores for some facilitator elements.

The **reflecting** portion of the practicing phase had generally high ratings for the facilitator and student elements. Ratings also improved over time. The greatest challenge in this phase seemed to be providing opportunities for students to reflect in a variety of ways, partially due to the virtual setting and few participants.

The **applying** phase, with its limited number of elements to be observed, still showed mixed ratings. The facilitator successfully introduced the prompts on the applying page of the student journal and assigned them for homework every week, but did not consistently bring up the reflecting homework from the previous week. Thus, the applying page of the student journal was often not discussed. Students also struggled in this phase. Although they showed improvements over time, there were far fewer high ratings.

The ratings of **general facilitation skills** elements were high. The facilitator was consistently encouraging and positive toward students, with lower scores for acting as a facilitator instead of an instructor and building leadership opportunities for students. Students were also successful in these observation elements, responding appropriately to the facilitator. They demonstrated respectful listening and responding throughout the lessons and improvement over time.

Classroom environment and management facilitator ratings had the highest proportion of low ratings compared to other areas. The primary areas with low scores were using Lions Quest program language and concepts, in particular Shared Agreements, Energizers, and Ticklers. The facilitator sometimes struggled maintaining proper pacing of lesson elements. Responding to inappropriate behavior was not applicable with this group of students because of their good behavior which was consistent with the Shared Agreements, and student elements were often rated *na* in this section.

Table 4 broadly summarizes the observation ratings across lessons implemented and highlights the level of fidelity with which each was implemented. When it was not possible to provide a rating because the facilitator or students lacked the opportunity to show specific elements, they were rated *na*. Facilitator ratings indicate that the discovering, connecting, practicing-reflecting, and applying phases, as well as general facilitation were implemented with fidelity as greater than 70% of their ratings are comprised of 4-5 on a five-point scale. For students, the areas implemented with fidelity were the discovering phase and general facilitation. Areas with greater than 25% of ratings of 1-2 were considered to be implemented with low fidelity and include classroom environment for the facilitator and the connecting phase for students. A relatively high percentage of *na* ratings in an area could indicate that there was no need for the behavior during the lesson (eg. no bad behavior), a lack of alignment between the observation tool and the lesson implementation (eg. lessons do not include the use of the student journal activities), or that there is some aspect of implementation at the site limiting the opportunity to demonstrate the behavior not directly related to the fidelity of program implementation (eg. virtual platform, number of students). These include the practicing-guided phase for the facilitator and students, and the applying phase and classroom environment for students only. Appendix E includes figures representing the ratings for facilitators and students across all lessons and phases.

Table 4. Summary of Lesson Ratings

Lesson Phase	High Fidelity Percent of 4-5 ratings		Low Fidelity Percent of 1-2 ratings		Can't be rated Percent *na*	
	Fac	Stu	Fac	Stu	Fac	Stu
Discovering	97.2	77.7	0.0	2.8	0.0	4.1
Connecting	80.5	61.1	11.1	25.5	0.0	2.8
Practicing – Guided	61.9	47.1	10.3	8.5	22.2	34.2
Practicing – Reflecting	73.3	58.3	24.4	8.4	2.2	11.1
Applying	72.2	44.4	22.2	16.7	5.6	22.2
General Facilitation	88.9	73.4	3.7	17.8	7.4	8.9
Classroom Environment	42.2	47.2	33.3	5.6	15.6	44.4

Discovering

The discovering phase of Lions Quest lessons provides an opportunity "to articulate the lesson purpose, name the skills being taught, and find out what students already know about the topic" (Lions Clubs International, 2017, p.1). The facilitator works to understand students' prior knowledge about the skills and concepts in the lesson. Four facilitator elements and four student elements are rated for this lesson phase.

Ratings for facilitator behaviors were moderate to high for the discovering phase elements across all nine lessons. The majority of ratings (83.3%)[3] across elements and lessons were 5. None of the elements were

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[3] Rating percentages reported for each lesson phase were calculated based on the proportion of ratings at each level divided by the total number of ratings across all elements and lessons. For example, if there were 5 facilitator elements rated for each of the nine lessons totaling 45 ratings, and there were 18 ratings of 2, that would be 40% level 2 ratings.

rated below 3 on the five-point scale. The facilitator successfully implemented these lesson elements and this lesson phase. Figure 1 shows the distribution of facilitator ratings.

For students, the elements for the discovering phase showed improvement over time, although the scores did vary somewhat. Ratings of *na* were noted for the element *accepting different opinions and alternative answers to questions* when this was not applicable to the particular discussion. Overall, most scores were high with 44.4% rated 5 and 33.3% rated 4. Figure 1 shows the distribution of student ratings.

Figure 1. Discovering phase: Rating summary
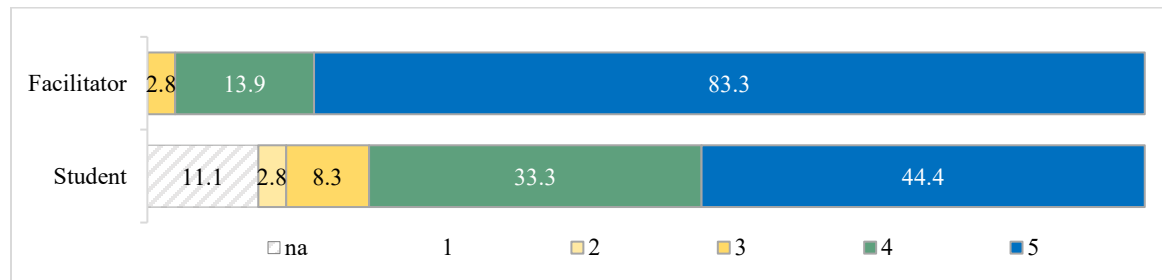
For two lessons, the observers and facilitator recorded the addition of a projectable created by the facilitator to better showcase the skills and concepts to be taught during the lesson and that the facilitator provided a good explanation of the concepts and skills. Observers gave ratings of 5 those weeks for *clearly articulating the lesson's purpose and relevance to students* and *naming the skills or concepts being taught in the lesson*. During the last lesson completed, observers did not see distinct discovering and connecting phases.

Connecting

During the connecting phase of lessons "the teacher connects students' current knowledge and experiences to the skills and concepts taught in the lesson" (Lions Clubs International, 2017, p.1). The facilitator teaches appropriate ways to use the skills or concepts introduced in the lesson and expand on the students' existing knowledge. Six facilitator elements and six student elements are rated for this phase.

For the connecting phase, 80.5% of facilitator ratings were high – ratings of 4 and 5 – indicating strong fidelity of implementation. Students had lower scores overall in the connecting phase, with 61.1% high ratings and 25.5% low ratings. The student rating distribution can also be found in Figure 2 for the connecting phase. Although students did have lower scores, it should be noted that most of the lowest scores were found in the earlier lessons, with scores generally improving over time. This can be seen in Appendix E, which shows all ratings for all lessons and elements.

Figure 2. Connecting phase: Rating summary*
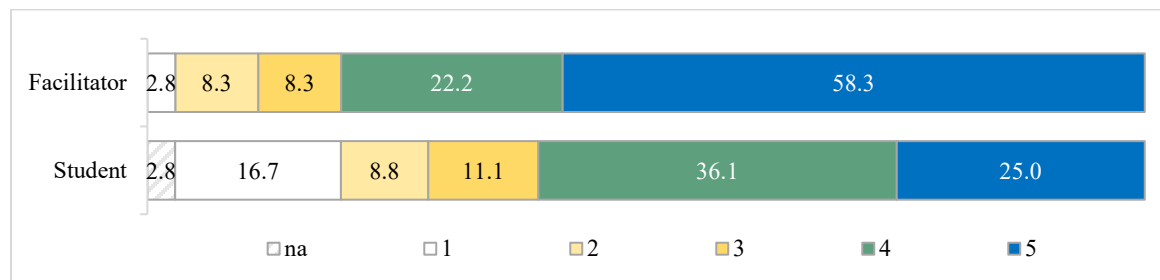
*Not including 18 *na* from connecting phase student journal observations

Observers noted multiple times that the facilitator was able to get students engaged in a discussion on the lesson topic, as well as give good personal examples, particularly in lessons 2.1, 3.2, and 4.1. Observers also noted that students who participate in the discussion were typically those already engaged in the lesson or were drawn in because so few students were present.
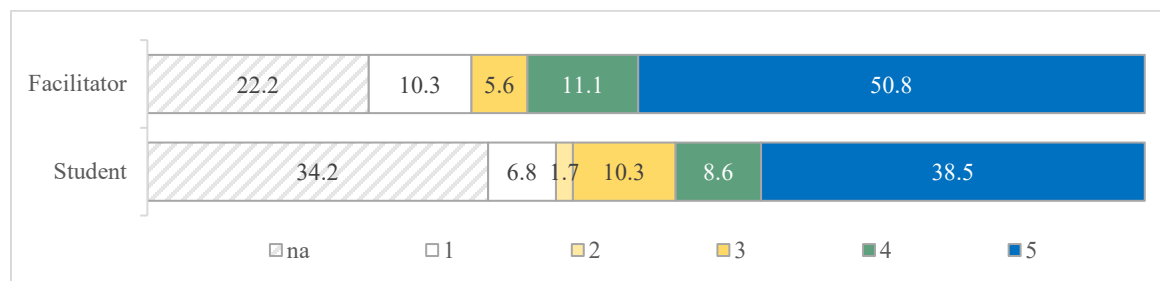
Practicing – Guided Practice

There are two broad sections in the practicing phase of LQ-12VP^2 lessons, guiding and reflecting. They will be discussed separately because the most time is spent on them and they have the most observation elements. During the guided aspect of the practice phase "students practice new skills and reflect on the learning experience" (Lions Clubs International, 2017, p.1). The practicing phase gives students the opportunity to use the skills or concepts from the lesson successfully. This lesson phase has the largest number of elements to be observed 14 for facilitators and 13 for students.

For the guided practice phase, a smaller proportion of facilitator ratings were high (61.6%) indicating moderate fidelity of implementation. High student ratings accounted for less than half (47.1%) of all ratings for this phase, and one quarter received low ratings (25.5%). However, the lower percentages of high ratings were due to a high proportion of elements that could not be rated at all (22.2% for facilitators and 34.2% for students). Rating distributions are shown in Figure 3.

These observation elements relate to the part of the practicing phase in which students are meant to break up into groups and utilize the skills or concepts they are learning. The reasons for the large proportion of *na* ratings for facilitator elements were: issues with Zoom breakout rooms and issues with recruitment, that is, only one pair of students was available for participation in the activity. These issues meant that the facilitator often adapted the guided practice activities to the circumstances.

Overall, the guided practice section was a challenge for students for some of the same reasons as it was for the facilitator. However, when students were able to complete the guided practice as intended, they were able to do so successfully.

Figure 3. Practicing phase-guided practice: Rating summary

Observers noted some challenges for guided practice across lessons. A few lessons seemed disorganized or rushed. This may have been due to low student participation or issues with breakout rooms. The use of technology was challenging at times, particularly for the guided practice section for multiple lessons. Both observers noted that the facilitator struggled with some Zoom features during the first lesson, such as the inability to create breakout rooms and screen sharing issues. Over the course of several lessons, observers noted the facilitator's use of Zoom improved, shown by the sharing of projectables on the screen throughout the lesson and use of breakout rooms.

The facilitator log entries confirmed the observer comments. They identified challenges implementing the guided practice portion, saying that some activities are better suited to in-person implementation. Several adaptations were made to these activities, such as skipping a role-playing activity because "it didn't appear to translate well on zoom." Challenges associated with virtual implementation took place near the beginning and at the end of the nine-lesson sequence, showcasing that this was an issue throughout.

Practicing – Reflecting

The reflecting activities of the practicing phase, in which students are asked to reflect on the skill or concept they learned and used during guided practice are described below. There were five elements observed for facilitators and four for students.

The majority (62.2%) of facilitator ratings were 5, with most other elements rated 3 (20%) or 4 (11.1%) (see Figure 4 below). The observation element with the lowest facilitator rating was *using a variety of methods to lead students to reflect* (see Appendix E for the complete ratings). This element was challenging because it requires the use of *a variety of methods* for reflecting which was difficult over Zoom and with only a few students.

Student ratings for these activities varied, and most were moderate to high: 5 (38.9%), 4 (19.4%), and 3 (22.2%). Mirroring the facilitator challenge, students struggled to *participate in reflection in a variety of ways*, but their lower ratings are because they were not provided the opportunity to do so by the facilitator.

Figure 4. Practicing-phase reflecting: Rating summary

	na	1	2	3	4	5
Facilitator	2.2	4.4	20.0		11.1	62.2
Student	11.1	2.8	5.6	22.2	19.4	38.9
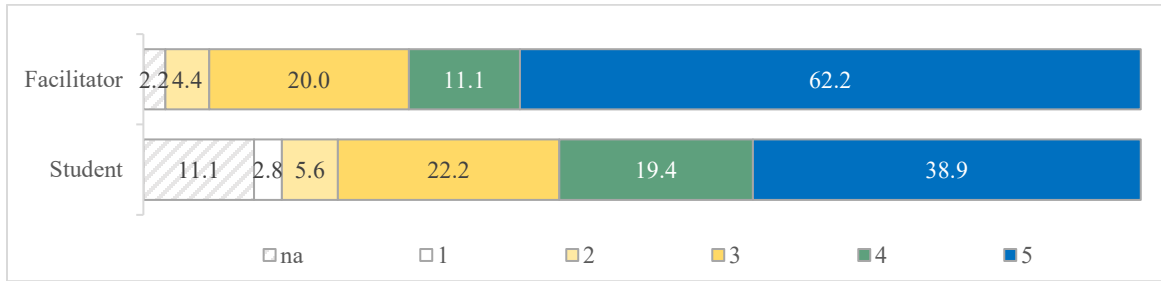
Applying

During the applying phase of the lesson, the facilitator prompts students "to apply new skills in different situations in and outside school" (Lions Clubs International, 2017, p.1) throughout the coming week. Students are also asked how they applied their new skills from the lesson the previous week and challenged to use what they have learned in their lives going forward. Facilitators and students have two observation elements each.

The facilitator observation ratings for the applying phase were high with 72.2% rated 5. The ratings were at the two extremes though: The rest of the ratings were 1 or *na*, which can be seen in Figure 5. The facilitator successfully *introduced the prompts on the Applying page of the student journal* during the lessons, but did not consistently ask students to share how they applied the skills or concepts from last week.

The applying phase was challenging for students overall: There were few ratings of 5 (only 11.1%), though one-third of the ratings were a 4 (33.3%). Similar to the reflecting activity part of the practicing phase, about one-fifth of the ratings were *na* (22.2%). Because the facilitator did not present the previous week's applying homework for discussion, students did not have an opportunity to respond. The full distribution of scores for students can be seen in Figure 5.

Figure 5. Applying phase: Rating summary

	na	1	2	3	4	5
Facilitator	5.6	22.2				72.2
Student	22.2	16.7	16.7		33.3	11.1
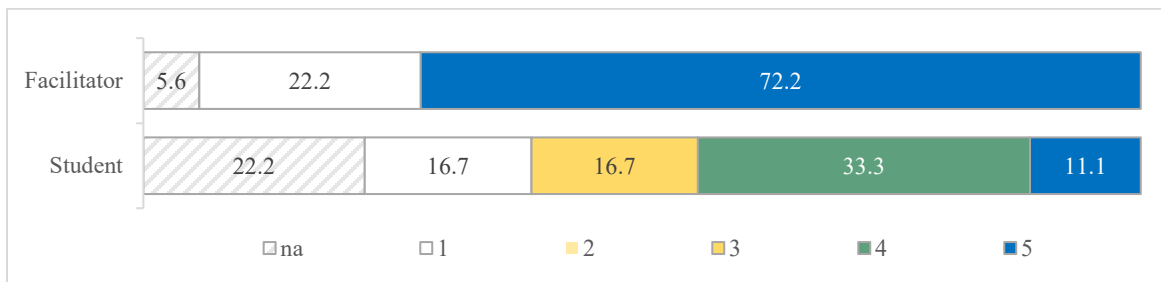
Observer comments aligned with their ratings. They noted that the applying section was often assigned as homework, but, the facilitator often did not revisit the previous week's applying phase questions at the beginning of the following week. The applying phase thus was not implemented to its full potential at times.

General facilitation skills focus on how a facilitator leads the lessons, as well as student responses to the facilitator throughout the lesson. To examine this skill set, the observation tool includes six facilitator elements and five student elements.

As shown in Figure 6, the majority (70.4%) of facilitator ratings were 5, with none falling below 3. The facilitator had the greatest challenge *acting as a facilitator rather than an instructor* and had a broader range of scores for *building opportunities for leadership roles in the lesson for all students*. Providing leadership roles for students was particularly challenging because there were so few students participating in most lessons.

Nearly three-quarters (73.4%) of student ratings were 4 or 5. Students generally had lower scores during the first few lessons and higher scores for those later on. They regularly responded well to facilitator encouragement and thought before speaking. The element about taking on leadership roles had many *na* ratings because the facilitator struggled to provide them opportunities to do so under the conditions the lessons were implemented.

Figure 6. General facilitation skills: Rating summary
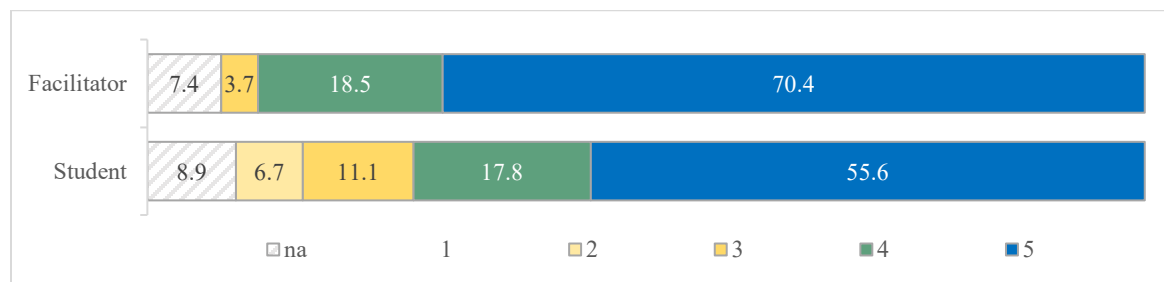
Observers reported that the facilitator was very warm and inviting to the students. In particular, observers noted "good positive encouragement" to students during lesson 2.2.

Classroom Environment and Management

This section looks at how the facilitator manages the classroom, how comfortable the environment is for the students, and the appropriateness of student behavior. It addressed the Shared Agreements established for the group, risk levels of the activities, and other elements. Five elements are rated each for the facilitator and the students.

Ratings varied greatly across facilitator classroom environment and management elements: 33.3% were rated a 1 and 28.9% were rated a 5. The full distribution of scores is shown in Figure 7. While the facilitator was successful moving from low risk to higher risk activities, they generally did not refer to the Shared Agreements or include Energizers and Ticklers. Addressing inappropriate student behavior was often *na* because students did not engage in inappropriate behaviors.

Students had a large percentage of *na* scores (44.4%) for classroom environment. Many student elements were not applicable because opportunities were not provided by the facilitator (eg. *Energizers/Ticklers*) or a lack of necessity (eg. *responding appropriately to behavior corrections*). Students received high scores on demonstrating behaviors that align with the Shared Agreements because, although the Shared

Agreements were not reinforced by the facilitator, students' behavior still aligned with the guidelines they established during week 1 of the program.

Figure 7. Classroom environment: Rating summary

	na	1	2	3	4	5
Facilitator	15.6	33.3	8.9		13.3	28.9
Student	44.4		5.6	2.8	13.9	33.3
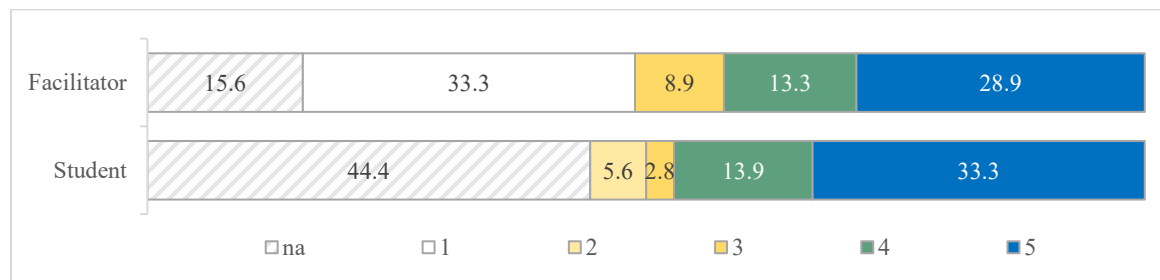
Observers noted that the facilitator used program language more often in earlier lessons (2.2) than in later lessons. They reported that the facilitator was clear with what section they were working on, and explicitly referred to the Shared Agreements from the previous week. As the weeks went on, observers noted the lack of program language.

Global Ratings

Global ratings are provided to describe the observers' overall impressions of the quality and fidelity of lesson implementation, but responding to the questions: "To what extent does the observed lesson follow the lesson plan? [and] What is the fidelity of implementation, accounting for modifications that align with the purpose of the lesson?"[4] The global rating was scored using the same five-point scale, with 1 being *not at all* following the lesson plan, 3 being *partially*, and 5 being *completely*. As shown in Figure 8, the global rating never dipped below 3, and the majority of ratings (5/9) were 4. This highlights the general success of lesson implementation with fidelity over the nine weeks that the program was implemented.

Figure 8. Global ratings across lessons

Limitations of the Study

This exploratory study, intended to take an initial look at the implementation of the LQ-12VP^2, must be understood in the context of its limitations. These limitations impact the ability to fully understand the program's implementation and respond to the evaluation questions posed. In addition, the limited implementation and data available require that caution be exercised when interpreting the results and making suggestions for future programming, training, and other elements related to implementing Lions Quest virtually.

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[4] From Observation Protocol for Lions Quest Virtual Lesson Implementation

The study was designed to include between six to eight groups of students across participating sites. Four were selected for inclusion based on the number of sites expressing interest that met the criteria for inclusion. There were several criteria sites needed to meet to participate. They were selected to increase the likelihood that the study would be robust and the results informative. While all four sites that were accepted into the study agreed to the criteria, in the end, many of them were not met. For example, three sites did not recruit 8-12 students ages 12-14, and none created a planning committee for the virtual implementation and only one fulfilled its responsibilities regarding the evaluation activities. However, all sites were planning to conduct the program in English using a recommended virtual meeting platform, and most had facilitators in place with related experience working in positive development programs.

Lesson implementation was limited across sites. One site fully implemented 9/12 lessons, though there were typically only a few students present were above the targeted age range. Another site implemented elements of the program, but did not follow the lesson plans in a systematic fashion. This site used the Lions Quest materials more as a resource: When lesson content or activities aligned with the site's existing programming or relevant issues arose with issues that arose with the students, the facilitators would pull in Lions Quest materials or concepts. Therefore, there was only one site that participated in lesson observations and the facilitator log, resulting in limited data on lesson implementation. As a result, there was little information in the interview data related to lesson implementation to expand on the observation and facilitator log data.

Interview data plays a large role in this study. Three interviews were intended to be conducted at each site, one each with the site leader, facilitator, and a community member. While multiple attempts to contact the interviewees were made by email and phone, researchers were unable to interview all three individuals at three of the four sites. At least one person was interviewed at each site, one site provided all three individuals, and the total interviews conducted was just over half of what was proposed.

The last limitation is one that hardly needs mentioning. It is the influence that the COVID-19 pandemic had on multiple elements of this study. It impacted the timing of implementation, recruitment, and ongoing program participation in ways that would not exist under more normal circumstances.

Discussion and Suggestions

Drawing on the literature distillation from last year (Ackerman et al., 2021), this discussion section will contextualize the current study within the literature focusing on the degree to which the LQ-12VP[2] implementation aligns with the literature. References from the literature distillation are numbered according to those in the original document and are provided in their own reference list. In addition, suggestions and questions for consideration are included, some of which come directly from the participant interviews, so their voices are clearly represented.

What are stakeholders' views of the Lions Quest 12-week Virtual Prevention Program?
Alignment with the literature
Stakeholders' views of the Lions Quest program are positive, which is important for the successful implementation of the program [4] [2] [5] [6] [7] [8]. This includes buy-in and enthusiasm from administrators, program leaders, and facilitators, as well as any other stakeholders involved [13] [7] [8]

[12] [26] [31], such as parents and community members. Everyone interviewed described the positive impact the program would have on student participants. The one area where views of the program were somewhat mixed was regarding the virtual nature of implementation and the challenges associated with it. However, multiple interviewees felt virtual implementation could be successful.

Question for consideration and

What changes to the materials or implementation would make delivering lessons easier on a virtual platform?

Suggestion

- Continue developing the virtual program to address the challenges associated with this form of lesson delivery to help increase stakeholder confidence in it.

To what degree was each site ready to implement the Lions Quest 12-week Virtual Prevention Program?

Alignment with the literature

Program readiness is the capacity for a site or community hosting a program to do so effectively through all phases of the process – planning, training, implementation, and evaluation (Ackerman, 2021). The literature on program readiness addresses a wide array of topics, such as the need for extensive formal and informal community relationships [8], assessing community needs and available resources [12] [8] [2] [29], developing implementation and evaluation plans [12] [4] [2] [30] [29] [8], stakeholder buy-in [13] [7] [12] [8] [26] [31], and quality professional development and training [4] [12].

Readiness was challenging across all sites. The COVID-19 pandemic, and the associated challenges with the timing of the program activities, recruitment, and implementing virtually, were significant. Much of this could not have been foreseen or planned for, and each site was working to put in place the elements needed to prepare the site and community, and to implement lessons.

When preparing to implement LQ-12VP^2, it is strongly recommended – and for this study it was expected – that the sites form planning committees comprised of site personnel, community members, and parents to plan and coordinate all that is needed to effectively implement the program. This committee would be responsible for assessing community needs and available resources, planning necessary training, connecting with the community, and many other tasks. The importance of a planning committee was unclear to the leadership at most sites. Therefore, because none of the sites established a planning committee to guide the implementation of the LQ-12VP^2, many of these necessary planning and organizing activities went undone. Without a coordinated team and committed members, it is difficult to do all that is needed to prepare a site for implementation.

Questions for consideration

How can sites be made to understand how critical establishing a robust planning committee is to successful program implementation?

How can national Lions Quest leadership support the establishment and effectiveness of planning committees?

Suggestions

- Create a clear, useful, and realistic set of planning, implementation, and evaluation documents to facilitate common understandings among stakeholders, and to serve as touchstones throughout the implementation process. These materials can be drawn from those already developed, but selected strategically for ease of use and importance so as not to overwhelm site new to implementation.
- Provide or arrange for a guide (mentor) from Lions Quest staff or another site successfully implementing the program to support the preparatory phases that include needs assessment, planning, networking, and training, to facilitate adequate readiness.
- Suggestions from the interviews:
  - Implement at locations that already have an established group of students already participating in programming to limit the challenges with recruitment and so Lions Quest can more easily be integrated.
  - Establish planning committees early on and have them participate in an orientation and training meeting with Lions Quest leadership at the beginning.
  - Educate Lions about Lions Quest, that it is something LCI "wants to push forward" and add to existing initiatives, and provide a brief tutorial or experience with a lesson.
  - Connect with schools and educational associations to teach them about Lions Quest and increase their buy-in for the program.
  - Provide a site readiness checklist to sites intending to implement the program.
  - Provide a student incentive for participants to increase initial and ongoing engagement.

How prepared and supported were facilitators prior to beginning implementation and throughout the Lions Quest 12-week Virtual Prevention Program?

Alignment with the literature

Lions Quest facilitators need effective training and preparation prior to implementing the program [2] [7] [1] to build capacity and confidence, and ongoing support from a variety of sources as they lead lessons [1] [5] [8] [12] [14]. This is particularly the case for facilitators new to working with children, social-emotional learning, or substance use prevention, which are the cornerstones of the program. In addition, the literature points to several individual characteristics that describe successful program facilitators [1] [2] [3] [4] [5] [6] [7] [8] [9] [10] [11].

The facilitators in this study varied widely in their experiences working with children, communities, prevention, SEL, and Lions Quest. Some had vast experience in all of these areas while others came with little experience. The training provided by Lions Quest leadership was not enough to foster confidence and comfort to implement the program [1] [2] [3] or facility with group process and facilitation [10] [3], particularly for those new to this type of work.

It is difficult to meet the training needs of such diverse individuals. However, had all of the facilitators been experienced, as was stipulated in the criteria for inclusion in the study, it is possible they would have found the training sufficient. From another perspective, the literature indicates that effective training

refers to *quality* and *quantity* and should include opportunities to practice in a real setting with real time feedback [2] [7] [1]. Interest in this type of training and support was described in a previous study examining Lions Quest implemented in a school setting (Jones, et al., 2019) and such practice opportunities were not provided as part of the training for this study.

Support provided to facilitators should come in many forms. As it is described in the literature, it should come from national and local leadership. It should be ongoing (coaching, mentoring, facilitator groups), provide question and answer opportunities, as well as, lesson observations with feedback and opportunities to discuss their implementation [1] [5] [8] [14]. In addition, administrative support from organizational leadership should be provided [1] [12].

Ms. Haynes held bi-weekly meetings for facilitators and other site leaders. These meetings included opportunities to share progress from each site and to teach participants targeted skills and information. However, not all facilitators were aware this was happening and, because most sites were not implementing lessons, observations with feedback and discussions about lesson implementation did not take place for actual lessons or practice sessions. Ms. Haynes also provided coaching and mentoring when facilitators asked or when she saw a need, which was greatly appreciated. Site support for facilitators was lacking at some of the sites. More than one facilitator expressed feeling as though they were on their own to sort out how to implement the program.

Question for consideration
What modifications can be made to the training process, training materials, and support provided by national Lions Quest leaders to better prepare facilitators overall, and specifically to use a virtual platform, understanding what are appropriate adaptations to lesson activities, and make the lesson materials easier to access?

Suggestions
- Provide facilitators comprehensive professional development and training in Lions Quest lesson implementation that includes real-time practice opportunities and coaching with feedback, as well as ongoing coaching and support opportunities throughout implementation.
- Provide training in the use of technology that can be used as a platform to implement Lions Quest virtually.
- Encourage sites to select facilitators carefully to ensure they have the necessary skills, experience, and attributes that will improve the likelihood they will be able to implement the lessons with fidelity and connect effectively with program participants. Provide additional training and mentoring to facilitators who may be lacking these skills, experiences, and attributes.
- Suggestions from the interviews
  - Modify facilitator training to include more hands-on work and less direct instruction so facilitators can practice accessing materials and implementing lessons.
  - Hold regularly scheduled meetings for facilitators to review lesson materials, discuss them, and make revisions to the plan and materials for virtual implementation.
  - Foster open and ongoing communication between facilitators and Lions Quest staff and site personnel so facilitators know what is going on.

- - Site leadership should actively support facilitators by asking what help they need to do their job effectively.

To what degree has the Lions Quest 12-week Virtual Prevention Program been implemented with fidelity during lessons and regarding integrating it throughout the site and into the community?

Alignment with the literature

As previously noted, much of the results relevant to fidelity of implementation is presented under previous evaluation questions. To avoid repetition, only new topics will be discussed here. While the focus of this evaluation question is on fidelity of program implementation, to provide some additional context for the results, research related to high quality program implementation and substance use prevention programming is integrated from the literature distillation (Ackerman, et al., 2021). Successful implementation involves program preparation, program delivery, monitoring, and evaluation. The Lions Quest program has materials that describe these elements and makes recommendations for successful implementation (Lions Clubs International Foundation, 2017).

The 36-week Lions Quest program is an evidenced based program, but the 12-week prevention-focused program does not yet have a research base behind it showing its effectiveness. In addition, modifications were made to the original curriculum so it would be better suited for virtual implementation. One element of this initiative, though not an element of this study, was to identify ways to improve the virtual curriculum. The Lions Quest leadership intended to integrate methods facilitators reported as successful into the LQ-12VP[2] curriculum. Therefore, while the literature emphasizes implementing a program as intended as much as possible to obtain the predicted results [2] [30] [12] [26], adaptations were expected and encouraged to improve this first attempt at virtual implementation. Adaptations are appropriate, according to the research [2] [12], though the literature articulates the importance of doing so deliberately, prior to implementation, and with the assistance of an expert. Minor adaptations were made at one site, while more extreme adaptations were made at another. Some were made prior to leading a lesson, but facilitators did not modify the programming systematically with the help of an expert, which would have been a burden of time and resources unavailable to them.

The observation and facilitator log data show that the LQ-12VP[2] lessons were implemented at one site with fidelity. Program elements related to readiness and support were implemented with limited fidelity. Research provides several characteristics that describe effective substance use prevention programs. These characteristics include involving parents/guardians and family members in programming [20] [16]; that they are developmentally relevant, engaging, non-judgmental, and confidential [32]; interactive [7]; long-term [33] [34]; and evidence-based and adapted for specific groups or community settings [3]. With the exception of being evidence-based and long-term, the Lions Quest program and this study adhere to this list, providing support for the new LQ-12VP[2].

Substance use prevention program content should include information, as well as, skill development activities. Information should include myths about the prevalence of substance use, challenge unrealistic beliefs about substance use, ways of resisting peer pressure, and the benefits of resisting or reducing substance use [32]. The skills the research indicates should be included are resistance skills [32] [10] [35], broad-based life skills [10] [35], cooperative social skills and social and psychological skills [35], and

self-regulation and stress management [19]. Because the 12-week virtual Lions Quest program is a social-emotional learning program, it addresses these skills and information.

Question for consideration

What steps need to be taken to make the LQ-12VP^2 stronger and finalize it for future use?

Suggestions

- Solidify the curriculum for the LQ-12VP^2 and align it with recommendations from the literature.
- Clearly articulate the types of adaptations that can be made for lesson implementation while retaining program fidelity.
- Review the observation tool and modify it so it better aligns with the LQ-12VP^2 and can be used for training purposes, ongoing facilitator development, and program evaluation.

Closing remarks

The results from this study have a two common threads: enthusiasm and support for the program, and the need for more leadership and facilitator support at sites planning and trying to implement. It is not possible to say the degree to which the COVID-19 pandemic precipitated the challenges sites experienced. However, they clearly experienced challenges that would exist under normal circumstances such as those associated with facilitator selection and training, local Lion help, communication, and others. Looking to existing literature on youth development and prevention, as well as what has already been learned from evaluation studies conducted on Lions Quest program implementation, can guide the development of this virtual program to become robust in all areas.

This exploratory study sets the stage for additional research and evaluation studies to examine the LQ-12VP^2. If Lions Clubs International's goal is to see it on the approved list of evidence-based programs, more work needs to be done to finalize the program and its materials; training and training materials; and extended support to sites. In addition, well-designed research studies to examine its effectiveness will need to be conducted with sites willing and able to participate fully. A multi-year research agenda could help facilitate this process.

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Appendix A: Observation protocol for Lions Quest virtual lesson implementation

Purpose: This classroom observation framework identifies teaching strategies and student behaviors that indicate successful implementation of the Lions Quest programs. Since it can be difficult to observe student behavior in an on-line environment, we will pay attention to what students _say_, their _facial expressions and other non-verbals_, and what they _appear to be doing_.

DATE:	SITE:	LESSON:	Facilitator(s):	# of students:	Observers: R1 (Primary) = R2 =

RATING SCALE						NA vs 1 – NA if no opportunity, 1 had opportunity, but not observed
5	4	3	2	1	NA	
Accomplished (All students)	Partially Accomplished			Not Observed (No students)	Not Applicable	Consider # of participants engaged, AND quality of behavior
	(>Half)	(About half)	(< Half)			

The Facilitator…		Students…		Notes, Comments, Rationale
Applying Phase (from previous lesson)	Rating	Applying Phase (from previous lesson)	Rating	

Start time:	R1	R2	C		R1	R2	C	
Asks a question that invites students to share how they have applied the program skill(s) or concept(s) from the previous lesson.				Indicate that they have applied the skills or concepts from the previous lesson in new situations.				

Discovering Phase	Rating			Discovering Phase	Rating			What do kids know? Accessing prior knowledge.
Start time:	R 1	R 2	C		R 1	R 2	C	
Clearly articulates the lesson's purpose and relevance to students.				Are attentive to what the facilitator says.				
Names the skill(s) or concept(s) being taught in the lesson.				Ask questions or share ideas authentically and appropriately.				
Invites students to share what they already know about the topic or share relevant personal experiences by using open-ended questions.				Listen attentively to their peers.				
Responds respectfully to diverse student responses and builds subsequent questions on multiple students' responses.				Accept different opinions and alternative answers to questions. No disagreement allowed. ● "I see what you mean.", "That's a good point."				

Connecting Phase	Rating			Connecting Phase	Rating			Teach the appropriate way to use the skills or concepts introduced in the lesson. Facilitator expands on student knowledge.
Start time:	R1	R2	C		R1	R2	C	
Presents the new skill(s) and concept(s) clearly and compellingly.				Demonstrate interest in the new skill(s) and/or concepts.				
Models the new skill(s) or concept(s) using personal examples and experiences to create interest.				Seem to relate to the modeling of the skill(s) or concept(s) presented by the facilitator by telling their own story or giving examples.				
Leads an effective *discussion* about the *importance* of learning the new skill(s) or concepts(s).				Engage in discussion responding to questions and prompts making meaningful contributions.				
Assesses students' readiness through quick checks for understanding. (These should be questions to the kids.) ● "Does that make sense to you?", "How does this relate to…?"				Ask questions and respond authentically when the facilitator is checking for understanding. ● "Yes, I have it"				
Instructs students to complete the *Connecting* page in the Student Journal if applicable. ● These projectables teach essential skills and frameworks; can be completed in group discussion.	na	na	na	Complete the *Connecting* page in the Student Journal if instructed to do so working independently. ● *NA* if facilitator **did not assign or discuss**	na	na	na	
Asks students to share their input about the *Connecting* page. ● *NA* **if facilitator did not assign UNLESS it is discussed as a group even though** they **didn't write in their journals**	na	na	na	Students share their input about the *Connecting* page. ● *NA* **if facilitator did not assign UNLESS it is** discussed **as a** group **even though they didn't write in their journals**	na	na	na	

Practicing Phase: **Guided Practice**	Rating			Practicing Phase: **Guided Practice** (The observer will be assigned to a breakout room w/the facilitator)	Rating			Give students an opportunity to use the skills successfully.
Start time:	**R 1**	**R 2**	**C**		**R 1**	**R 2**	**C**	
Clearly articulates the purpose of the guided practice activity.				Listen attentively to the instructions for the entire activity.				
Describes the entire guided practice activity first and then provides step-by-step instructions, after which students engage in the activity. (Even if not the one in the guidebook.)				Proceed step by step through the activity. ● Was the group able to (5-complete their activity, 3-partially finish the activity, or 1-not start their activity)				
Models the guided practice first with appropriate demonstration of the skill(s).				Assign and demonstrate Group Roles. ● Did the group (5-assign all students roles, 3-assign some students roles, or 1-assign no students roles)				
Assigns or coordinates the assignment of Group Roles for small group work. ● GROUP ROLES – *NA* if students put into pairs for practicing phase group work				Demonstrate the cooperative group norms and carry out equal shares of the work. ● 5- all have equal share of the work & follow cooperative norms, 3-most students work but unequally & group norms are somewhat followed, or 1-some students did no work & group norms were not followed).				
Ensures that students use Group Roles for cooperative small-group work. Could include reminding, redirecting, reiterating what needs to be done.				Demonstrate some understanding of the skill(s) and concepts in their guided practice. ● Skills in the guided practice (5-accurately reflect facilitator demonstration, 3-resemble the facilitator demonstration, or 1-look nothing like the demonstration). ● *NA* **if** facilitator **did not demonstrate skills/concepts**				
Reiterates cooperative group norms before initiating small group work.				Help peers without being asked. ● "How can I help with that", "I can…", "Here, I'll…"				
Plays the negative role in guided practice if required.				Accept feedback in a way that promotes learning. ● Feedback provided by peers in the breakout room, not feedback from by the facilitator.				

	R1	R2	C		R1	R2	C
Manages activity timing and pacing effectively during the practicing phase.				Ask questions when they need help. "I have a question about…", "What did you mean when you said…", "Can you show me how to...?"			
Is accessible to answer student questions while students engage in practice.				Show appreciation of individual and group feedback during practicing phase. • Feedback provided by peers within the breakout room, not feedback from the facilitator. • "That makes sense, thanks.", "I get it now, thanks."			
Provides constructive, respectful, one-on-one and group feedback.				Demonstrate creative and original thinking in practice. • "Let's try…", Here we are going to do it…"			
				Use or refer to skills or concepts from previous lessons that apply to the current lesson. • "How does this relate to…?", "The last time we did something like this was…", "Another example of this is…"			
Instructs students to complete the *Practicing* page in the Student Journal if applicable. • Booklet will be used by the facilitator as these projectables teach essential skills and frameworks.				Complete the *Practicing* page in the Student Journal if instructed to do so working independently. • *NA* if facilitator **did not assign**			
Will ask students to share their input about the *Practicing* page. • *NA* if facilitator did not assign UNLESS it is discussed as a group even though they **didn't write in their journals**				Students share their input about the *Practicing* page. • *NA* if facilitator did not assign UNLESS it is discussed as a group even though they didn't write in their journals			
Provides space for creative and original student thinking and expression.							
Facilitator spends time with all student groups. (5=All, 3=some, 1=none)							

Practicing Phase: **Reflecting Questions**	Rating			Practicing Phase: **Reflecting Questions**	Rating			
	R1	R2	C		R1	R2	C	
Provides time for students' self-reflection (individually or in groups) relative to what they have just learned.				Participate in reflection in a variety of ways.				
Uses a variety of processes or methods (e.g., individual, large-group discussion) to lead students to reflect on the "What?", "So What?", and "Now What?" questions.				Demonstrate understanding and interest in what they learned at the end of the lesson.				
Instructs students to complete the *Reflecting* page in the Student Journal if applicable. • Booklet will be used by the facilitator as these projectables teach essential skills and frameworks.				Complete the *Reflecting* page in the Student Journal if instructed to do so working independently. • *NA* if facilitator **did not assign**				
Will ask students to share their input about the *Reflecting* page. • *NA* **if facilitator did not assign UNLESS it is discussed as a group even though** they **didn't write in their journals**				Students share their input about the *Reflecting* page. • *NA* **if facilitator did not assign UNLESS it is** discussed **as a group even though they didn't write in their journals**				
Repeats the purpose of the lesson and summarizes the key learning points.								

Applying Phase	Rating			Applying Phase	Rating			Students apply what they learned beyond the classroom.
Start time:	R1	R2	C		R1	R2	C	
Introduces the prompts on the *Applying* page in the Student Journal.				Show interest in pursuing the prompts on the *Applying* page to a real-life situation.				
End time:								

General Facilitation Skills	Rating			Response to General Facilitation Skills	Rating			
	R1	R2	C		R1	R2	C	
Teacher Student Interaction								
Acts as a facilitator rather than an instructor (e.g., facilitator speaks 30 percent of the time; students engage 70 percent of the time).								
Reinforces student participation with warmth, encouragement, and positivity.				Respond positively to encouragement from the facilitator. ● "I get it, thanks.", "Makes sense."				
Attentively listens to all students when they share personal experiences, opinions, and ideas.				Demonstrate respectful listening and responding. ● Student responds to facilitator with cordial tone, without being prompted repeatedly, and directly addresses the comment from the facilitator.				
Explicitly communicates at least once during the lesson that all opinions and ideas are valued.				When invited by the facilitator, share opinions, preferences, and ideas.				
Builds opportunities for leadership roles in the lesson for all students. ● This will refer specifically to the whole-class context and likely will involve Shared Agreements or the Class Community Builder.				When invited by the facilitator, assume a leadership role in the lesson (e.g., facilitate a small group activity). ● This will refer specifically to the whole-class context and likely will involve Shared Agreements or the Class Community Builder. ● "We should start with…", "The next step is to…"				
Use a "wait time" of 7–10 seconds for students' responses.				Demonstrate the ability to think briefly before speaking.				

Classroom Environment and Management								
	R1	R2	C		R1	R2	C	
Refers to the Shared Agreements to reinforce respectful classroom behaviors.				Demonstrate behaviors that align with the Shared Agreements. ● The degree to which students adhere to the agreements defined in lesson one for their group				
Allocates appropriate time for each phase so that all phases are completed and the Practicing phase receives the most time.								
Moves from low-risk to higher risk activities based on student readiness.				Seems comfortable with the level of risk of the activities.				
Integrates Energizers and Ticklers throughout the lesson to keep student interaction, cooperation, and collaboration high.				Show excitement about learning when creative grouping strategies, Energizers, and Ticklers are used in a lesson.				
Addresses inappropriate student behavior in a timely and appropriate way.				Respond appropriately to corrections to behavior. ● Student, when corrected by the facilitator, ceases the undesirable behavior.				

To what extent does the observed lesson follow the lesson plan?
What is the fidelity of implementation, accounting for modifications that align with the purpose of the lesson?   **Global**
Rating:

5	4	3	2	1
Completely	**Partially**			**Not at all**

R1	R2	C

On the following lines, briefly explain your global rating. Focus on those things that most significantly influenced your rating.

R1:
R2:
C:

Additional Comments

Describe the facilitator and participants' ability to use the technology (help, hinderance).

R1:
R2:
C:

Describe adaptations the facilitator made to the lesson and how effective they were in supporting the lesson's quality. (Adaptations are changes to the content or delivery of the lesson)

R1:
R2:
C:

Describe any enhancements the facilitator made to the lesson and how effective they were at supporting the lesson's quality. (Enhancements are additional work or activities to keep participants engaged and allow the facilitator to implement the complete lesson.)

R1:
R2:
C:

Additional comments (themes, questions, ideas, etc.).

R1:
R2:
C:

Consensus Building Comments – important information and reasons for consensus ratings.

Appendix B: Lions Quest facilitator Log

Please reflect on the Lions Quest lesson you facilitated today and complete all questions. It's your chance to let the Lions Quest leadership know what is going well, what is challenging for you, and what specific help you feel you need to improve your implementation. It will also be used to improve training and program materials in the future.

Your answers will be combined with those of other facilitators on a monthly basis, and your name will never be connected with any information shared with the leadership.

If you have any questions about completing this log, please contact Dr. Cheryl M. Ackerman at cma@udel.edu or 302-709-1918 for assistance.

Where do you facilitate the Lions Quest program?
- ○ Double Play Senior and Teen Center - Lowville, NY
- ○ Bellevue Prevention & Outreach Center - Wilmington, DE
- ○ ArtsAltoona - Altoona, PA
- ○ I.SPOT1 - Silver Spring, MD

Which grade 8 Lions Quest lesson did you lead today?

1.2 Rights and Responsibilities	3.2 Intent and Impact: Do We Understand Each Other?
2.1 Standing Up for Positive Values	3.3 Expressing Emotions and Needs Constructively
2.2 Your Wall of Fame	4.1 Leading the School in Healthy Choices
2.3 Positive Role Models	4.2 Target your Decisions
2.6 Exploring Emotions	4.6 The Trouble with Drugs
2.7 My Anger Buttons	4.7 Standing Up to Pressure to Use Drugs

How many MINUTES did you spend preparing and implementing the lesson?
Slide each marker to the right to select your answers.

	0	8	15	23	30	38	45	53	60	68	75	83	90

Preparing ()	
Implementing ()	

Select the responses that most closely describe your experiences today.

	Extremely accurately (1)	(2)	(3)	(4)	Not accurately at all (5)
Technology presented no difficulties today for me.	○	○	○	○	○
Technology didn't present any difficulties today for my students.	○	○	○	○	○
I felt very confident about implementing today's lesson.	○	○	○	○	○

We are interested in **adaptations** you may have made during today's Lions Quest lesson.
Compared with the Lions Quest materials, did you make any **changes to the lesson's content or delivery** to better meet the needs of your students?

- ○ Yes, please describe. [_____]
- ○ No
- ○ Not sure

We are interested in **enhancements** you may have made during today's Lions Quest lesson.
Did you add any work or activities **that are not part of the Lions Quest materials** to support the lesson, keep students engaged, or better meet the needs of your students?

- ○ Yes, please describe. [_____]
- ○ No
- ○ Not sure

Rate how helpful each Lions Quest support opportunity you participated in this past week was?

	How helpful was it?			
	Very (1)	Somewhat (2)	A little (3)	Not at all (4)
Bi-weekly group check in with Kim or Penny	○	○	○	○
Other phone, email, or text check in with Kim or Penny	○	○	○	○
Professional learning community meeting	○	○	○	○
Watched a Lions Quest video	○	○	○	○
Other, please describe.	○	○	○	○

Briefly describe a highlight of today's lesson - something that went well.

_____

_____
_____
_____
_____
_____

What challenge(s) did you face during this week's lesson that you would like help addressing?

For example: difficulty with the lesson content, difficulty adapting to the students in your group, technology problems, challenges preparing for the lesson, or anything else at all.

_____
_____
_____
_____
_____

Appendix C: Interview protocols

Facilitator Interview Protocol

"My name is _____ and I am from the University of Delaware research team evaluating the Lions Quest 12-week prevention program. The purpose of the interview is to get feedback from the lesson facilitators about your experiences planning for Lions Quest implementation and facilitating the virtual Lions Quest 12-week prevention program, if you did. The information learned from this interview will be used by Lions Quest to improve how they train and support sites implementing the Lions Quest programs in the future. This interview should last about an hour.

You already signed a consent form to participate in this interview. We will maintain your confidentiality. Your name will not be used in any reporting. I would, however, like to tape record this conversation so that we may accurately represent your thoughts and opinions. The recording will be erased once it has been transcribed. No one other than the research team and the transcriber will have access to your comments.

Be assured that you do not have to answer any questions you feel uncomfortable about. Please take your time in responding to the questions. There is no hurry. Do you have any questions before we get started?"

The interviewer will answer any questions the facilitator has.

"Let's begin."

START RECORDING NOW

Background

Tell me a bit about your background and the work you do, particularly about your experience working in youth development, SEL, and prevention. (Training, Experience, Different programs, Roles, Lions Quest)

- How have you been involved with Lions Quest in the past?

Role

What other ways are you involved in with Lions Quest planning and implementation, such as the planning committee, recruitment, etc. at [site name]? Please describe.

Overall perception of the Lions Quest program

What are your overall perceptions of program implementation at [site name]?

In general, how effective was program planning, training & support, and implementation? - *ask about lessons only if they have been implemented*

We'll talk more in detail about each area after.

Experience leading lessons - *only if lessons were implemented*

Tell me about your experience leading the Lions Quest lessons. What went well? What was challenging?

- What challenges were associated with virtual implementation?

Implementation - *only if lessons were implemented*

Tell me how implementing the lessons has been for you so far.

- Challenges?
- Successes?
- Materials?
- Training?

How is student attendance and participation?

How closely were you able to implement the program the way it was meant to be implemented?

- What types of adaptations and enhancements did you make?
- Why and how effective were they?

Training and support

Since support can come from various sources, I want to be sure we touch on each one. Let's begin with the biweekly meetings with Kim. Have you attended them? How have they been helpful, if so? What changes would make them more helpful?

- Kim
- Penny
- Online classroom and materials
- Site leader
- Planning committee members
- Local Lions
- Parents
- Other

What other types of support would have been helpful? Materials? Training?

Site readiness and support

How prepared did/do you feel the site was/is to implement the Lions Quest 12-week virtual program?

- What makes you say that?
- Tell me more about the positive/challenging experiences.

What kinds of support did you receive from the site?

Did you feel supported in preparing for and implementing these lessons at this site?

In what ways did COVID impact the program?

Program impact

If lessons HAVE been implemented

How would you describe the impact the LQ program has had on the participants?

- Positive? In what way?
- What do you think they learned?
- What behavior or thought changes did you observe over the course of the 12 weeks?

If no lessons have been implemented

What are you hoping bringing LQ to your site will do for the community? The kids?

- What impacts would you like to see?

Suggestions

What changes do you think would improve the virtual implementation of the Lions Quest 12-week program? - *only if lessons were implemented*

What suggestions do you have for planning, training & support, and implementation?

Closing

Is there anything else you would like to share about your experience implementing LQ?

STOP RECORDING

Thank them for their time and let them know they will receive an email for a $25 Amazon gift card within the week.

Community Member Interview Protocol

"My name is _____. Thanks so much for taking the time for this interview. I'm going to ask you questions about your experience as a member of the Lions Quest planning committee at [site name]. We are conducting the interview to learn how planning and implementation has gone at [site name]. As a community member of the team, you provide a unique perspective to help us understand the process. The information we learn will be used by Lions Quest to improve Lions Quest programs in the future. This interview should last about an hour.

You already signed a consent form to participate in this interview. We will maintain your confidentiality. Your name will not be used in any reporting. I would, however, like to record this conversation so that we can capture your thoughts and opinions clearly. No one other than the evaluation team and the transcriber will have access to the transcript. The recording will be erased once it has been transcribed.

Keep in mind that you do not have to answer any questions you feel uncomfortable about. Please take your time in responding to the questions. There is no hurry. Do you have any questions before we get started?"

The interviewer will answer any questions the community member has.

"Let's begin."

START RECORDING NOW
Background
Tell me a bit about your background and experience working in youth development, SEL, and prevention. (Training, Experience, Different programs, Roles, Lions Quest)
- How have you been involved with Lions Quest in the past?

Role
What is your role at this site related to the LQ program?
- How long have you been involved and how have you been engaged so far?

Overall perception of the Lions Quest program
How is LQ implementation going?
How engaged has the planning committee been and what have the members been working on?
- Challenges?
- Successes?

Implementation
How engaged has the planning committee been and what have the members been working on?
- Challenges?
- Successes?

Training and support
Did your site have a LQ planning committee?
What leadership development and training was provided to members of the planning committee?
- What support did you receive from local and national Lions?
- What leadership development would have been helpful?

What support has the planning committee been providing to the facilitator?

Site readiness and support

There is a great deal to do to get a site prepared to implement LQ like establishing a planning committee, getting facilitators trained, recruiting students, engaging parents, and so much more. What challenges have you had getting your site ready to implement LQ?

- What would help your process?
- What successes have you had?

How would you say the level of readiness prior to implementation has impacted program implementation on site?

- LQ lessons
- Parent engagement
- Community engagement
- Which supplemental activities were used and how helpful were they?

In what ways did COVID impact the program?

Program impact

If no lessons have been implemented

What are you hoping bringing LQ to your site will do for the community? The kids?

- What impacts would you like to see?

If lessons HAVE been implemented

What impact has the program had?

- On participants - Can you give me an example of that?
- On the community - Can you give me an example of that?

Suggestions

What changes would improve virtual implementation of the 12-week LQ program?

What suggestions do you have for planning, training & support, and implementation?

Closing

Is there anything else you would like to share about your experience with LQ?

STOP RECORDING

Thank them for their time and let them know they will receive an email for a $25 Amazon gift card within the week.

Leader Interview Protocol

"My name is _____. Thanks so much for taking the time for this interview. I'm going to ask you questions about your experience as a member of the Lions Quest planning committee at [site name]. We are conducting the interview to learn how planning and implementation has gone there. The information we learn will be used by Lions Quest to improve Lions Quest programs in the future. This interview should last about an hour.

You already signed a consent form to participate in this interview. As a reminder, we will maintain your confidentiality. Your name will not be used in any reporting. I would, however, like to record this conversation so that we can capture your thoughts and opinions clearly. No one other than the evaluation team and the transcriber will have access to the transcript. The recording will be erased once it has been transcribed.

Keep in mind that you do not have to answer any questions you feel uncomfortable about. Please take your time in responding to the questions. There is no hurry. Do you have any questions before we get started?"

The interviewer will answer any questions the site leader has.

"Let's begin."

START RECORDING NOW
Background
Tell me a bit about your background and the work you do, particularly about your experience working in youth development, SEL, and prevention. (Training, Experience, Different programs, Roles, Lions Quest)
- How have you been involved with Lions Quest in the past?

Role
You're the one who had the idea to bring LQ to this site, correct? Tell me why you chose to do this?
- How are you involved with Lions Quest planning and implementation?

Please describe.
- Planning committee recruitment
- Student recruitment
- Fund-raising
- Parent engagement
- Orientation development
- Administration

Overall perception of the Lions Quest program
What are your overall perceptions of program implementation at [site name]?
In general, how effective was program planning, training & support, and implementation - *ask about lessons only if they have been implemented*
We'll talk more in detail about each area after.
Implementation - *only if lessons were implemented*
How is LQ implementation going?

How engaged has the planning committee been and what have the members been working on?

- Challenges?
- Successes?

Training and support

Did your site have a LQ planning committee?

What leadership development was provided to you and the other members of the planning committee?

- What support did you receive from local and national Lions?
- What leadership development would have been helpful?

What support have you and the planning committee been providing to the facilitator?

Site readiness and support

There is a great deal to do to get a site prepared to implement LQ like establishing a planning committee, getting facilitators trained, recruiting students, engaging parents, and so much more. What successes have you had?

- What challenges have you had getting your site ready to implement LQ?
- What would help your process?

How would you say the level of readiness prior to implementation has impacted program implementation on site?

- LQ lessons
- Parent engagement
- Community engagement
- Which supplemental activities were used and how helpful were they?

In what ways did COVID impact the program?

Program impact

If no lessons have been implemented

What are you hoping bringing LQ to your site will do for the community? The kids?

- What impacts would you like to see?

If lessons HAVE been implemented

What impact has the program had?

- On participants - Can you give me an example of that?
- On the community - Can you give me an example of that?

Suggestions

What suggestions do you have for planning, training & support, and implementation?

What changes would improve virtual implementation of the 12-week LQ program?

Closing

Is there anything else you would like to share about your experience with LQ?

STOP RECORDING

Thank them for their time and let them know they will receive an email for a $25 Amazon gift card within the week.

Appendix D: Facilitator log data tables

Time spent (0-90 minutes)

Lesson	Time Spent Preparing (Min)	Time Spent Implementing (Min)
1.2	62	50
2.1	90	60
2.2	61	45
2.3	90	50
2.6	69	47
3.2	60	83
3.3	45	38
4.1	30	39
4.2	62	Cancelled

Experience during lesson (scale: 1 extremely accurate to 5 not accurate at all)

Lesson	Technology presented no difficulties today for me	Technology didn't present any difficulties today for my students	I felt very confident about implementing today's lesson
1.2	2	2	2
2.1	4	3	4
2.2	Extremely accurately	Extremely accurately	Extremely accurately
2.3	Extremely accurately	Extremely accurately	Extremely accurately
2.6	Extremely accurately	Extremely accurately	Extremely accurately
3.2	2	2	2
3.3	Extremely accurately	Extremely accurately	Extremely accurately
4.1	Extremely accurately	3	Extremely accurately
4.2	2	2	2

Adaptations/changes to lesson's content or delivery

Lesson	Adaptations?	Describe
1.2	No	
2.1	Yes	The book and the powerpoint material aren't the same. It was confusing to deliver the material as the books and the material given to present virtually aren't the same.
2.2	Yes	I created my own slide for the first part of the lesson on displaying what we are good at and how we treat others and how we want to be treated.
2.3	Yes	I created a beginning slide as the one we had was different that what was needed for the lesson.
2.6	Yes	We skipped role playing as it didn't appear to translate well on zoom
3.2	No	
3.3	Yes	
4.1	Yes	We needed to discuss as a group the questions due to technical difficulties with zooms breakout rooms
4.2	Yes	

Enhancements/additional material to lesson

Lesson	Enhancements?
1.2	No
2.1	Yes
2.2	Not sure
2.3	Yes
2.6	No
3.2	No
3.3	No
4.1	No
4.2	No

Helpfulness of support opportunities (1 very, 2 somewhat, 3 a little, 4 not at all, didn't use)

Lesson	Bi-weekly group check in with Kim or Penny	Other phone, email, or text check in with Kim or Penny	Professional learning community meeting	Watched a LQ video	Other
1.2	Didn't use	Didn't use	Didn't use	Didn't use	Didn't use
2.1	Didn't use	Didn't use	Didn't use	Didn't use	Didn't use
2.2	Didn't use	Didn't use	Didn't use	Didn't use	Didn't use
2.3	Didn't use	Didn't use	Didn't use	Didn't use	Very *
2.6	Very	Didn't use	Somewhat	Didn't use	Didn't use
3.2	Didn't use	Didn't use	Didn't use	Didn't use	Didn't use
3.3	Didn't use	Didn't use	Didn't use	Didn't use	Didn't use
4.1	Didn't use	Didn't use	Didn't use	Didn't use	Didn't use
4.2	Not at all	Not at all	Didn't use	Didn't use	Didn't use

* "Discussed the exercise with Hayat and developed plans going forward with Daniel Elkins"

Highlight of this week's lesson

Lesson	Highlight
1.2	The student engagement.
2.1	As the lesson progressed we used personal experiences to grow and build our lesson.
2.2	The participation was great this week. A lot of positive voices and mindsets with the youth.
2.3	The 2 leaders in the group, [name and name], were very interactive and positive. Great future leaders. [Parent volunteer] was also a tremendous help to the efforts and added a lot of value to the discussion.
3.3	The students caught on quickly on the lessons method of "What, When, Why and How messages" to express emotions and needs constructively.

Challenge of this week's lesson

Lesson	Challenge
1.2	Accessing the breakout room portion of Zoom.
2.1	The materials at times didn't match up as I was utilizing the physical book material and not the virtual material. Going forward I will make sure I match up the material properly.

Appendix E: Observation rating summary tables

Note: Only 9 of the 12 virtual lessons were observed
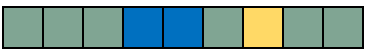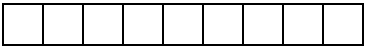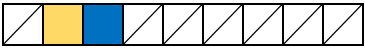
Color Scale for Rating Tables:

na Not applicable	1 Not observed	2	3 Partially accomplished	4	5 Accomplished

Facilitator Data

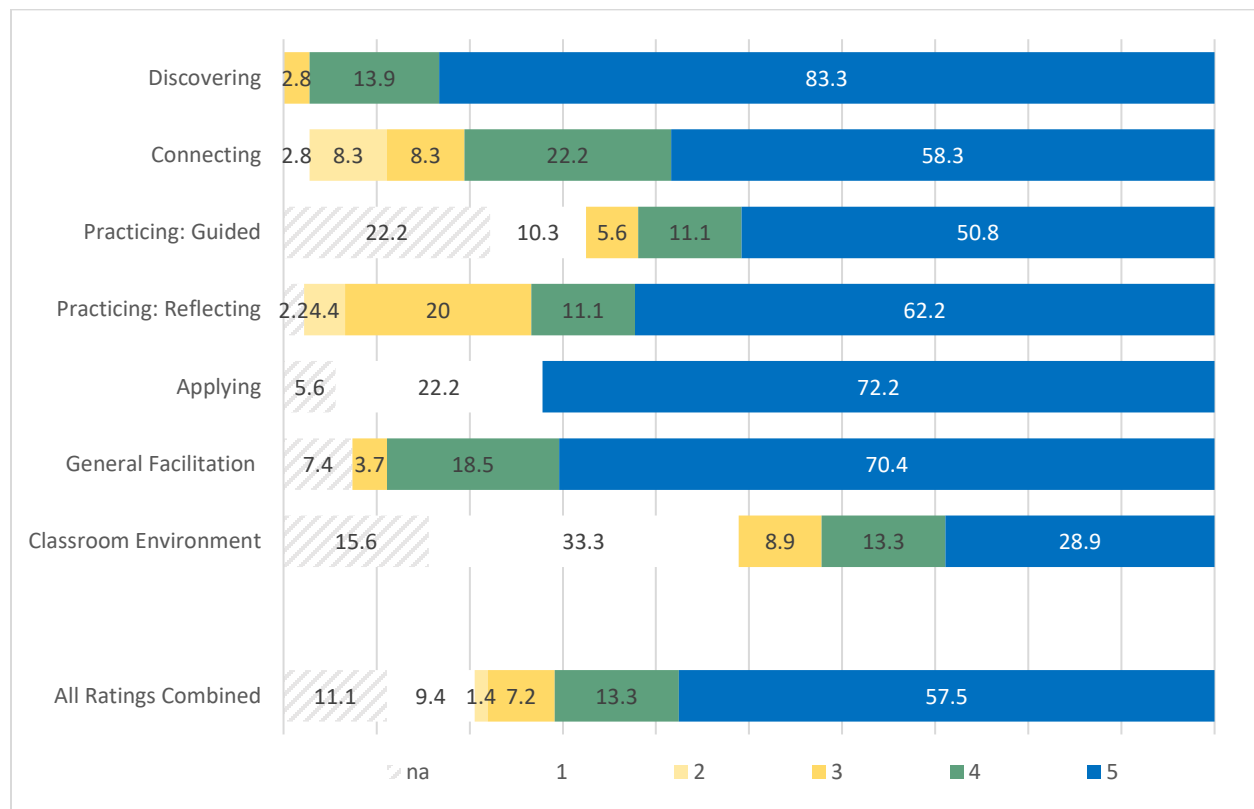| Facilitator Observation Ratings	
X = lower scores because na due to majority of lessons only having one *pair* of students	
X = lower scores because na due to lack of necessity	
Observation	Consensus ratings by lesson
Discovering Phase	
Clearly articulates the lesson's purpose and relevance to students.	
Names the skill(s) or concept(s) being taught in the lesson.	
Invites students to share what they already know about the topic or share relevant personal experiences by using open-ended questions.	
Responds respectfully to diverse student responses and builds subsequent questions on multiple students' responses.	
Connecting Phase	
Presents the new skill(s) and concept(s) clearly and compellingly.	
Models the new skill(s) or concept(s) using personal examples and experiences to create interest.	
Leads an effective *discussion* about the *importance* of learning the new skill(s) or concepts(s).	
Assesses students' readiness through quick checks for understanding.	
Instructs students to complete the *Connecting* page in the Student Journal if applicable.	na
Asks students to share their input about the *Connecting* page.	na
Practicing Phase: Guided Practice	
Clearly articulates the purpose of the guided practice activity.	
Describes the entire guided practice activity first and then provides step-by-step instructions, after which students engage in the activity.	
Models the guided practice first with appropriate demonstration of the skill(s).	

Assigns or coordinates the assignment of Group Roles for small group work.	
Ensures that students use Group Roles for cooperative small-group work. Could include reminding, redirecting, reiterating what needs to be done.	
Reiterates cooperative group norms before initiating small group work.	
Plays the negative role in guided practice if required.	
Manages activity timing and pacing effectively during the practicing phase.	
Is accessible to answer student questions while students engage in practice.	
Provides constructive, respectful, one-on-one and group feedback.	
Instructs students to complete the *Practicing* page in the Student Journal if applicable.	
Will ask students to share their input about the *Practicing* page.	
Provides space for creative and original student thinking and expression.	
Facilitator spends time with all student groups.	
Practicing Phase: Reflecting Questions	
Provides time for students' self-reflection (individually-or in groups) relative to what they have just learned.	
Uses a variety of processes or methods (e.g., individual, large-group discussion) to lead students to reflect on the "What?", "So What?", and "Now What?" questions.	
Instructs students to complete the *Reflecting* page in the Student Journal if applicable.	
Will ask students to share their input about the *Reflecting* page.	
Repeats the purpose of the lesson and summarizes the key learning points.	
Applying Phase	
Asks a question that invites students to share how they have applied the program skill(s) or concept(s) from the previous lesson.	
Introduces the prompts on the *Applying* page in the Student Journal.	
General Facilitation Skills	
Acts as a facilitator rather than an instructor (e.g., facilitator speaks 30 percent of the time; students engage 70 percent of the time).	

Reinforces student participation with warmth, encouragement, and positivity.	▮▮▮▮▮▮▮▮
Attentively listens to all students when they share personal experiences, opinions, and ideas.	▮▮▮▮▮▮▮▮
Explicitly communicates at least once during the lesson that all opinions and ideas are valued.	▮▮▮▮▮▮▮▮
Builds opportunities for leadership roles in the lesson for all students.	▮▮▮▮▮☐☐☐
Use a "wait time" of 7–10 seconds for students' responses.	▮▮▮▮▮▮▮▮
Classroom Environment/Management	
Refers to the Shared Agreements to reinforce respectful classroom behaviors.	▮☐▮☐▮☐☐☐
Allocates appropriate time for each phase so that all phases are completed and the Practicing phase receives the most time.	▮▮▮▮▮▮▮▮
Moves from low-risk to higher risk activities based on student readiness.	▮▮▮▮▮▮▮▮
Integrates Energizers and Ticklers throughout the lesson to keep student interaction, cooperation, and collaboration high.	☐☐☐☐☐☐☐☐
Addresses inappropriate student behavior in a timely and appropriate way.	☐▮▮☐☐☐☐☐
Global Rating	
What is the fidelity of implementation, accounting for modifications that align with the purpose of the lesson?	▮▮▮▮▮▮▮▮

Number (Percent) of Each Rating by Phase: Facilitator Data							
Phase	Total Observations	*na*	1 Not observed	2	3	4	5 Accomplished
Discovering	36	0	0	0	1 (2.8)	5 (13.9)	30 (83.3)
Connecting*	36	0	1 (2.8)	3 (8.3)	3 (8.3)	8 (22.2)	21 (58.3)
Practicing: Guided	126	28 (22.2)	13 (10.3)	0	7 (5.6)	14 (11.1)	64 (50.8)
Practicing: Reflecting	45	1 (2.2)	0	2 (4.4)	9 (20.0)	5 (11.1)	28 (62.2)
Applying	18	1 (5.6)	4 (22.2)	0	0	0	13 (72.2)
General Facilitation	54	4 (7.4)	0	0	2 (3.7)	10 (18.5)	38 (70.4)
Classroom Environment	45	7 (15.6)	15 (33.3)	0	4 (8.9)	6 (13.3)	13 (28.9)
All Observations	360	40 (11.1)	34 (9.4)	5 (1.4)	26 (7.2)	48 (13.3)	207 (57.5)

*Not including 18 *na* from connecting phase student journal observations

Observation Rating by Percent per Phase: Facilitator

Student Data

Student Observation Ratings
X = lower scores because na due to majority of lessons only having one *pair* of students
X = lower scores because na due to lack of necessity
X = lower scores because na due to lack of opportunity for this behavior provided by the facilitator

Observation	Consensus ratings by lesson
Discovering Phase	
Are attentive to what the facilitator says.	
Ask questions or share ideas authentically and appropriately.	
Listen attentively to their peers.	
Accept different opinions and alternative answers to questions. No disagreement allowed.	
Connecting Phase	
Demonstrate interest in the new skill(s) and/or concepts.	
Seem to relate to the modeling of the skill(s) or concept(s) presented by the facilitator by telling their own story or giving examples.	
Engage in discussion responding to questions and prompts making meaningful contributions.	
Ask questions and respond authentically when the facilitator is checking for understanding.	
Complete the *Connecting* page in the Student Journal if instructed to do so working independently.	na
Students share their input about the *Connecting* page.	na
Practicing Phase: Guided Practice	
Listen attentively to the instructions for the entire activity.	
Proceed step by step through the activity.	
Assign and demonstrate Group Roles.	
Demonstrate the cooperative group norms and carry out equal shares of the work.	
Demonstrate some understanding of the skill(s) and concepts in their guided practice.	
Help peers without being asked.	
Accept feedback in a way that promotes learning.	
Ask questions when they need help.	
Show appreciation of individual and group feedback during practicing phase.	

Item	Rating
Demonstrate creative and original thinking in practice.	
Use or refer to skills or concepts from previous lessons that apply to the current lesson.	
Complete the *Practicing* page in the Student Journal if instructed to do so working independently.	
Students share their input about the *Practicing* page.	
Practicing Phase: Reflecting Questions	
Participate in reflection in a variety of ways.	
Demonstrate understanding and interest in what they learned at the end of the lesson.	
Complete the *Reflecting* page in the Student Journal if instructed to do so working independently.	
Students share their input about the *Reflecting* page.	
Applying Phase	
Indicate that they have applied the skills or concepts from the previous lesson in new situations.	
Show interest in pursuing the prompts on the *Applying* page to a real-life situation.	
General Facilitation Skills	
Respond positively to encouragement from the facilitator.	
Demonstrate respectful listening and responding.	
When invited by the facilitator, share opinions, preferences, and ideas.	
When invited by the facilitator, assume a leadership role in the lesson (e.g., facilitate a small group activity).	
Demonstrate the ability to think briefly before speaking.	
Classroom Environment/Management	
Demonstrate behaviors that align with the Shared Agreements.	
Seems comfortable with the level of risk of the activities.	
Show excitement about learning when creative grouping strategies, Energizers, and Ticklers are used in a lesson.	
Respond appropriately to corrections to behavior.	

Number (Percent) of Each Rating by Phase: Student Data							
Phase	**Total Observations**	*na*	**1** Not observed	**2**	**3**	**4**	**5** Accomplished
Discovering	36	4 (11.1)	0	1 (2.8)	3 (8.3)	12 (33.3)	16 (44.4)
Connecting*	36	1 (2.8)	6 (16.7)	3 (8.8)	4 (11.1)	13 (36.1)	9 (25.0)
Practicing: Guided	117	40 (34.2)	8 (6.8)	2 (1.7)	12 (10.3)	10 (8.6)	45 (38.5)
Practicing: Reflecting	36	4 (11.1)	1 (2.8)	2 (5.6)	8 (22.2)	7 (19.4)	14 (38.9)
Applying	18	4 (22.2)	3 (16.7)	0	3 (16.7)	6 (33.3)	2 (11.1)
General Facilitation	45	4 (8.9)	0	3 (6.7)	5 (11.1)	8 (17.8)	25 (55.6)
Classroom Environment	36	16 (44.4)	0	2 (5.6)	1 (2.8)	5 (13.9)	12 (33.3)
All Observations	324	73 (22.5)	18 (5.5)	13 (4.0)	36 (11.1)	61 (18.8)	123 (38.0)

*Not including 18 *na* from connecting phase student journal observations

Observation Rating by Percent per Phase: Student