



IMPLEMENTATION PACKAGE OVERVIEW



Re:MIX is a comprehensive, inclusive sexual health education program that includes age-appropriate, medically accurate information on a broad set of topics related to human development, healthy relationships, gender, sexual decision making, contraception, and sexually-transmitted infection prevention. Future implementers can reference a suite of four guides to support implementation efforts. Guides can be used as a comprehensive implementation overview, or can be modulated, for implementers to use and adapt the sections most relevant to their work. Click [here](#) to download the pdf versions of each guide.

For inquiries about implementing Re:MIX or Gender Matters in your settings, you can contact chremixaustin@gmail.com (through June 2021). For general inquiries about EngenderHealth programs and services, please contact info@engenderhealth.org.

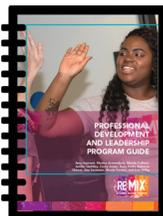
Material Overview



Curriculum, Re:MIX Supporting Youth to Maximize Their Strengths, Imagine a Healthy Future, and Explore their Identities: The curriculum provides lesson plans for ten 55-minute individual sessions, grouped into four units. In addition to lesson plans, the curriculum has suggestions for how facilitators can adapt material, based on their unique setting needs, and including Spanish adaptations for some of the lessons.



Program Implementation and Adaptation Manual (PIAM): This guide provides detailed information intended to enable an organization to implement and evaluate the Re:MIX program. The guide includes details about the Re:MIX Curriculum, the Peer Educator Professional Development and Leadership Program (PD&LP), and other core elements of the Re:MIX program. While each section of this manual builds on the previous section, it is also possible for readers to use the sections most relevant in their process of implementing and/or evaluating Re:MIX.



Professional Development and Leadership Program (PD&LP): This guide was developed as a tool for engaging Re:MIX peer educators in professional development and leadership opportunities, and has been designed to be adapted and implemented with diverse groups of youth participating in other programs. The PD&LP program comprises a blend of activities designed to teach, practice, and reinforce proficiencies and skills in four core competency areas: accountability, communication, leadership, and personal motivation.



Training of Facilitators (TOF) Guide: The TOF is a 40-hour training program designed to prepare peer and health educators to implement the Re:MIX curriculum. The training program is designed around the primary assumption that peer and health educators are starting with limited knowledge of the Re:MIX program and that peer educators will have limited facilitation experience. This manual can be used as a stand-alone resource to enhance sexual-health based facilitation skills, and has been used to train a wide range of youth-serving professionals.



WHY CHOOSE RE:MIX?

Evidence of Program Effectiveness



Classroom Implementation Findings

The Re:MIX program was evaluated through a randomized controlled trial (RCT) study. Rigorous evaluation results demonstrate that Re:MIX had a positive impact on participants' knowledge about condoms, STI prevention, and contraception efficacy. In addition, participants indicated significantly higher measures of knowledge, self-efficacy, and intentions related to sexual activity, contraception, and consent, when compared to students from the control group.

98% of treatment group students said they learned something from Re:MIX

93% reported receiving meaningful information on sexual and reproductive health, (compared to 70% in the control group).

78% said they would recommend Re:MIX to a friend

Peer Educator Professional Development & Leadership Program (PD&LP)

Re:MIX partners with young parents as peer educators to co-teach sessions alongside professional health educators. In addition to co-facilitating classroom lessons, peer educators received training through the PD&LP, surrounding four core professional development competencies: 1. Leadership, 2. Communication, 3. Personal Motivation, and 4. Accountability. Based on the results of post-program self-assessments, peer educators in years 2-3 of programming reported the most growth within the *personal motivation* competency area, particularly in the goal-oriented and coachability sub-competencies.

Training of Facilitators

In the final year of programming, staff trained 45 educators and youth-serving professionals across ten organizations, with a collective reach of around 10,000 young people throughout Central Texas. Following these trainings, educators and providers reported having an increased knowledge, comfort and competency in ensuring classroom inclusivity, answering youth questions around sexual health, and providing interactive methods for engaging and building rapport with youth.

Post-training evaluation indicated that **100 percent** of youth-serving providers and educators either agreed or strongly agreed with the following measures:

Inclusivity Measures:

I can identify at least three techniques for creating safe, inclusive classrooms for LGBTQ+ youth.

Values Measures:

I have a better understanding of how my personal values, assumptions, and experiences with sexuality can affect my interactions with youth.

Engaging Youth Through Interactive Tools and Games:

The materials provided will help me to duplicate the activities when working with youth.

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Our students are better informed, have less unanswered questions and since we have had the program at the school for more than 3 years this last year we have had no student pregnancies.

- School Director

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Sharing their stories makes us feel more comfortable because they [peer educators] are sharing a deep part of their own life.

- Re:MIX Student

“

When I first started teaching, I was uncomfortable talking to my students about [sexual health]. Re:MIX has helped give me the tools and confidence to assist my students with this topic.

- Teacher, EACP Charter School

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I have gained a lot of confidence in myself. I have learned to appreciate my own story and life more than I did before I started this program.

- Former Re:MIX Peer Educator

“

I have grown in realizing what I am capable of and that I can track progress without validation from others. I have seen myself grow in the classroom and in my academics!

- Former Re:MIX Peer Educator

“

It should be every day and every year. [When asked what would make the program better]

- Re:MIX Student