

# Project FUTRE

## Families Uplifted Through Recovery Education

*Pre-Apprenticeship Training Report: Cohort 1 Feedback at Three Months*



Comprehensive Pain  
& Addiction Center



**WORKFORCE  
DEVELOPMENT  
PROGRAM**  
Family & Community Medicine



THE UNIVERSITY OF ARIZONA  
MEL & ENID ZUCKERMAN COLLEGE OF PUBLIC HEALTH  
Center for Rural Health

## 1. Introduction: Project FUTRE

Families Uplifted through Recovery Education (Project FUTRE) is designed to enhance and expand behavioral health paraprofessionals' knowledge, skills, and expertise. The aim of this project is to increase the number of behavioral health-related paraprofessionals qualified to provide services to children and families who are impacted by opioid use disorders (OUD) and other substance use disorders (SUD). The project has two levels: 1) pre-apprenticeship classroom training for 6-months and 2) an onsite apprenticeship with a healthcare organization for 12-months. Those who complete the pre-apprenticeship level become certified Parent and Family Support Specialists. About half of Level I graduates will be placed with a healthcare organization and receive on-the-job training as apprentices.

This report details Cohort 1's pre-apprenticeship feedback after three months of training.

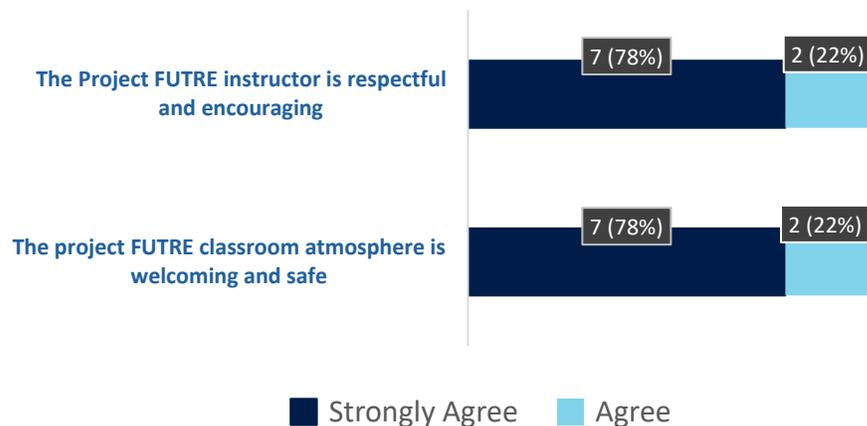
## 2. Trainee Characteristics

The cohort began with 13, but now includes 10. All were contacted for the 3-month evaluation, of which 9 participated. Most of the trainees 5 (56%) identified as females, two (22%) as males and two (22%) as non-binary/non-conforming. Nearly a quarter, 2 (22%) identified as Hispanic/Latino, one (11%) as Alaskan Native, and one (11%) with another race not listed. More than half, 5 (56%) identified as Non-Hispanic White. The mean age of those who completed the survey is 48 years and 50% are between the ages of 30 and 66 years old. Three trainees (33%) said they have some college education, 2 (22%) have a high school diploma/GED, one (11%) has an associate degree, one (11%) has some form of vocational training, and 2 (22%) have a bachelor's degree. More comprehensive trainee demographics report can be viewed at <https://www.fcm.arizona.edu/project-futre>.

## 3. Classroom Environment

As shown in Figure 3.1, all the trainees agree that the classroom environment is conducive for learning. They also reported that Project FUTRE instructors are respectful and encouraging.

**Figure 3.1 Classroom atmosphere and respect. (n=9)**



#### 4. Workload and Usefulness of Activities

Most trainees (67%) felt that the workload required to fulfill the requirements of the training program is appropriate for the program, and no one felt overwhelmed (Figure 4.1). Most trainees also (78%) strongly agreed that learning activities are useful and will help them in their jobs and 5 (56%) strongly believed that the materials were accessible and acceptable (Figure 4.2).

Figure 4.1 The Project FUTRE workload is: (n = 9)

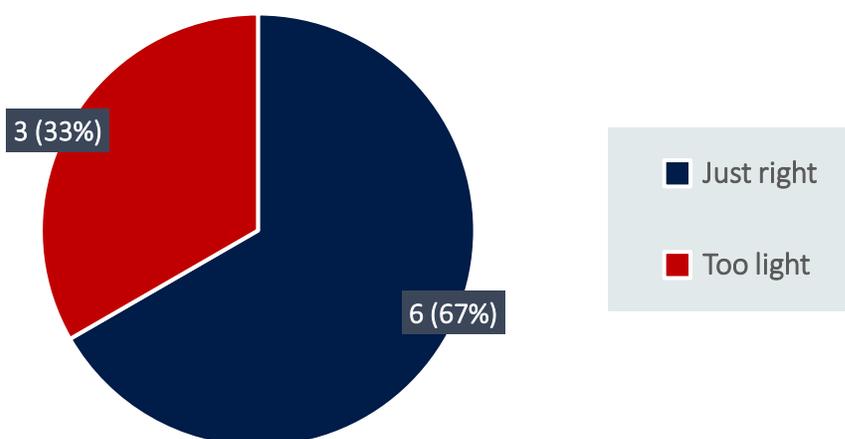
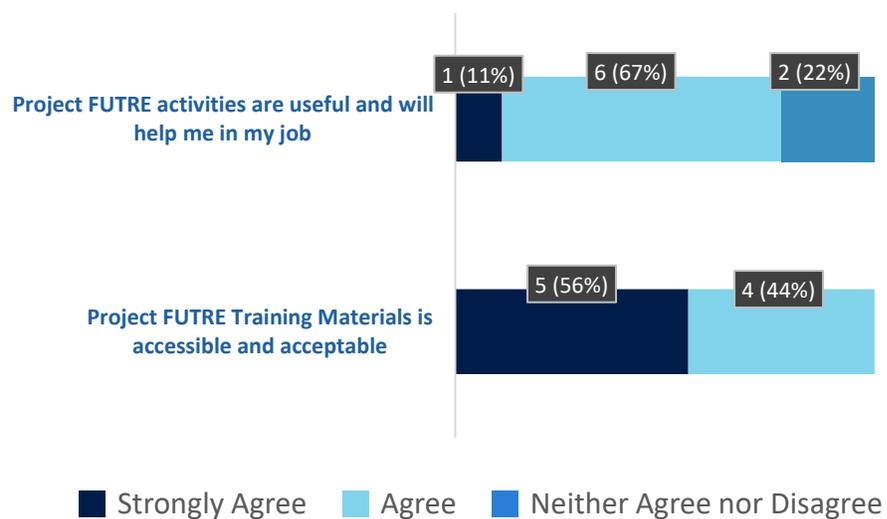


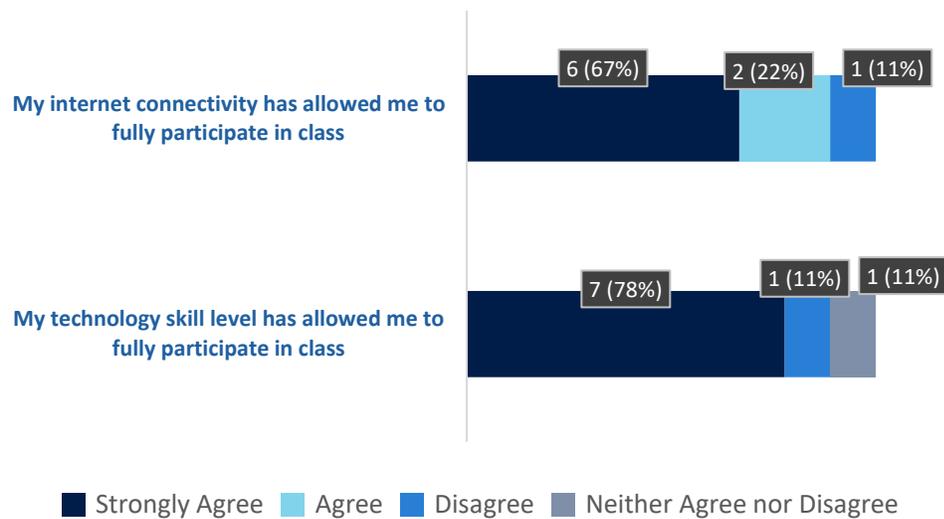
Figure 4.2 Activities and Training Materials (n = 9)



## 5. Technology and Internet Connectivity

Most of the trainees 8 (89%) indicated that their internet connectivity was sufficient to fully participate in class and 7 (78%) agree that their technology skills were sufficient to enable them to participate fully in class. About 11% were undecided on whether their technology skills have helped them in participating in this program and another 11% of the cohort indicated that they lacked sufficient internet connectivity to participate in class.

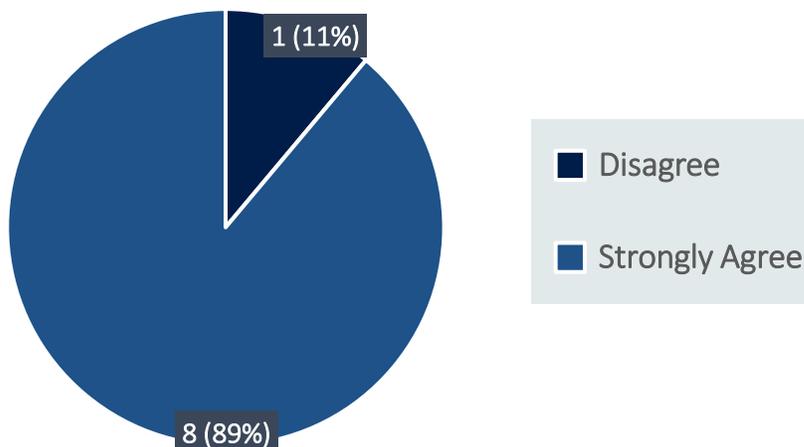
**Figure 5.1 Technology Skill and Internet Connectivity (n = 9)**



## 6. Payment Process

Each full-time trainee in level I receives a monthly stipend of \$750 for six months. Overall, 89% of the trainees are comfortable with the payment process of Project FUTRE as shown in Fig 6.1.

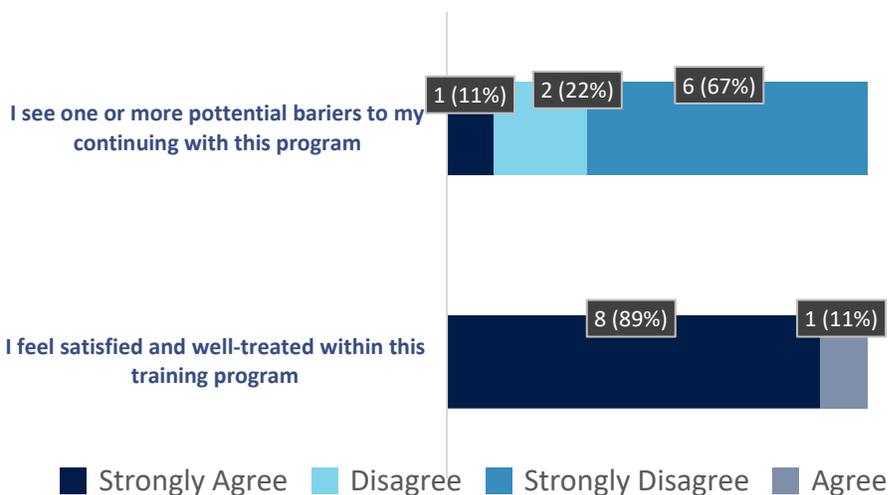
**Figure 6.1 Payment process (n = 9)**



## 7. Trainee Satisfaction, Barriers and Areas for Improvement

Trainees all reported feeling satisfied with Project FUTRE and about 89% of the trainees did not see any challenges that would prevent them from completing this program. Trainees also provided improvement ideas including suggestions to introduce homework, learn about impact of poverty on healthcare, and add more guest speakers.

**Figure 7.1 Overall Satisfaction and Barriers (n = 9)**



### ACKNOWLEDGEMENTS

The Project FUTRE Evaluation Team is grateful to our Trainees for candidly relating their experiences in Project FUTRE and beyond. We offer our thanks for your time and commitment and hope this report rewards your efforts. We also hope you will keep in touch! Thanks as well to all Project FUTRE Program staff who facilitated correct and complete data collection and provided useful feedback on the format of this report.

### FUNDING DISCLAIMER STATEMENT

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