



# **The Center for Excellence in Youth Development Evaluation Report**

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## **EXECUTIVE SUMMARY**

The DC Children and Youth Investment Trust Corporation (The Trust) is the primary resource for developing partnerships that expand and improve services and opportunities for children and youth in the District of Columbia (DC). The Trust launched the Center for Excellence in Youth Development (CEYD) in March 2013. CEYD aims to build core competencies that strengthen the knowledge and skills of youth-serving organizations and agencies across DC. CEYD's pilot program consists of ten sessions designed to train front-line youth workers.

The Trust based the development of CEYD on twelve developmental outcomes outlined in the Advancing Youth Development curriculum. This curriculum defines desirable youth knowledge, attitude, and behavior outcomes and also provides examples of possible indicators. These outcomes compose CEYD's conceptual framework, and they guide all of the training modules.

The process evaluation of CEYD links back to the program's initial activities and anticipated outputs. The activities listed -- recruitment, surveys, sessions, and focus groups -- are the methods employed to conduct the process evaluation. Key process evaluation outputs that link back to the program's logic model are: youth worker satisfaction, youth worker reach, program compliance, and determining whether the sessions were implemented as planned.

The outcome evaluation assessed the effectiveness of the youth worker training sessions to produce change and link outputs to outcomes. From the CYED program data collected, measurable indicators that assess outcomes were created. The short, medium and long-term outcomes will be evaluated more in-depth once with the next round of trainings in 2013, and these outcomes will be directly linked to the CYED program objectives.

Evaluation data was collected using surveys, attendance logs, and focus groups. Participants completed a general pre-test survey at the start of the first session. The pre-test survey collects participant demographic information; knowledge, attitudes, and beliefs about the Advancing Youth Development outcomes; and opinions on the enrollment process. The same questions were asked on the general post-test survey to allow evaluators to assess if participants' knowledge, attitudes, or beliefs changed as a result of the CEYD curriculum. In addition, participants completed session-specific surveys at the end of each session. These surveys gauged participant knowledge relating to the session objectives, and their satisfaction with the session and facilitator. Attendance was logged at each session to measure participant engagement and retention. At the close of the program, participants' pre-test, post-test, session-specific surveys, and attendance logs were linked, allowing for a comprehensive assessment. Finally, focus groups were conducted with participants approximately two months after completion of the program. The semi-structured focus group sessions assessed the quality of session delivery, participant satisfaction with topics discussed, and logistics. The feedback provided was used to modify the session curricula to better fit the needs of DC's youth workers in the future.

After data collection is complete, analyses was be conducted using Stata v. 12.1 to identify significant trends in participant satisfaction and program effectiveness measured using the survey tools. Focus group data also was analyzed by coding responses and conducting statistical analyses to identify significant trends.

Professionals who work with youth have a significant impact on the development and life trajectory of young people. Incorporating the Advancing Youth Development curriculum into CEYD's sessions promotes a common youth worker philosophy, language, and standard curriculum for youth-serving organizations in DC. Practicing the youth development approach means understanding theories and concepts related to topic areas including adolescent development, individual assessment, program planning and implementation, and teamwork.

Recommendations for future evaluations include: assessing how youth workers actually implement what they have learned in CEYD; assessing the impact of CEYD training on youth served by CEYD youth workers; and further assessing opinions on the program by conducting individual semi-structured interviews with youth worker participants and session facilitators.

This evaluation was guided by the previous planning work of the George Washington University School of Public Health and Health Services (Carlee Culver, Kendal Harris Garcia, Lea Hatch-Vallier, Ifeoma Ikwuemesi, Brittney Lee, Kevin O'Connor, Flannery Peterson, Johnathon Shean, Benjamin Shibata, Carolyn Stalgaitis, and Carissa Walter). For questions or comments on this report, please contact Nisha Sachdev, Research and Evaluation Manager at the Trust at [nsachdev@cyitc.org](mailto:nsachdev@cyitc.org).

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## INTRODUCTION

### Background

Since the beginning of the industrial revolution, youth have experienced a tremendous increase in the amount of free time available to them.<sup>1</sup> Youth serving agencies and community based youth organizations have assumed a vital role in providing productive activities for youth during this free time.<sup>2</sup> There are many different agencies that fill the gaps for providing services to youth and educating the youth workers who run such programs, including well known national organizations such as the Boy Scouts of America, the YWCA, the YMCA, and the Boys and Girls Clubs of America.<sup>2</sup> An estimated 300,000 full and part-time staff work for these private, non-profit, and nationally-affiliated youth service organizations.<sup>3</sup>

Additionally, there are numerous programs and grassroots community organizations that are not affiliated with these national organizations that provide vital local services. These programs and organizations play an important role in the development of the young people they serve. Youth who participate in such programs are more likely to go on to be productive, employed, and active members of their communities.<sup>4-6</sup> The DC Children and Youth Investment Trust Corporation (The Trust) is one of these community organizations that oversees a number of local initiatives aimed at engaging the District of Columbia's youth ages 16-24, to ensure the healthy development of these youth.

The Trust is the primary resource for developing partnerships that expand and improve services and opportunities for children and youth in the District of Columbia (DC).<sup>7</sup> Since 1999, The Trust has provided grants, technical assistance, youth worker training, capacity building, learning opportunities, convening, and policy support in DC. The vision of the Trust is that each child and every youth in the District of Columbia will have the opportunity to make positive choices that let them develop and grow into healthy, caring, and productive adults.<sup>7</sup>

The Trust is committed to providing high-quality programs for youth that support their healthy development, academic achievement, leadership, growth, and success. The Trust leads several key initiatives tailored to meet the needs of DC youth through in-school and afterschool programming, conferences, academic enrichment, and recreation.

A key component of The Trust's activities is providing development training to staff who will serve as mentors and trainers to children and adolescents. The Trust believes that these youth workers need to gain a greater sense that they are on the path to a viable and rewarding career, and believes that professional development training is a means of accomplishing this goal. The Trust believes that encouraging and equipping them to rise within the ranks of their field to levels of greater responsibility will help youth workers feel that they are part of a professional community. In turn, this will increase youth worker investment in the programs they provide, which should improve the experiences of youth served by these workers. Offering these

opportunities to youth workers ultimately provides youth with opportunities to make and implement decisions; challenges youth to reach their full potential; and provides environments in which young people can further develop their social, civic, cognitive, and emotional competencies.

This logic led to the launch of The Center for Excellence in Youth Development (CEYD) in March 2013. CEYD provides the next step as a capacity builder for the youth-serving community by offering comprehensive slate of ten professional development sessions for front-line youth workers.<sup>8</sup>

The aim of CEYD is to help build core competencies that strengthen the knowledge and skills of youth-serving organizations and agencies across DC.<sup>8</sup> The program will be executed in levels; currently, the organization is focused on the first level of program piloting. The levels of program implementation are as follows:<sup>8</sup>

- Level 1: Build a foundation of knowledge for youth workers. At the end of this level, participants will have a basic set of skills necessary to a front-line youth worker.
- Level 2: This level builds on the knowledge and skills gained from Level One and through working the field. The Level should deepen knowledge and skills that an experienced youth worker can apply to direct interaction with youth in the community.
- Level 3: The final level develops advanced skills in an experienced youth worker that includes program mastery and organizational management skills.

## Objectives of CEYD

### Short-Term

1. At the end of phase one of CEYD, 75% of participants will feel strongly they have the skills they need to move forward working with youth.
2. At the end of phase one of CEYD, 75% of participants will value and feel strongly connected to the youth work profession.

### Medium-Term

1. Six months after phase one of CEYD, 65% of participants will be actively practicing the core competencies and skills of youth workers.
2. Six months after phase one of CEYD, 65% of participants will feel strongly connected to the youth work profession.

### Long-Term

1. Participants will continue to grow closer to youth and build a stronger skill set that they can pass on to other youth workers.
2. The Trust will gain valuable information from pre/posttest surveys to better tailor their program to reach their objectives.
3. 50% of the organizations the youth workers are affiliated with will reach their programmatic objectives involving better youth outcomes.

## Program Description

CEYD’s pilot program consists of ten sessions designed to train front-line youth workers using the Advancing Youth Development curriculum (see *Conceptual Framework* below for a full discussion of the 12 developmental outcomes in this framework). Each session focused on specific learning objectives to improve program participants’ ability to achieve these developmental outcomes in the youth they serve. Table 1 below contains a complete list of the sessions, with associated developmental outcome goals and learning objectives. Additionally, a calendar with the date, topic, and facilitator for each session is available in Appendix 1.

**Table 1: CEYD Pilot Program Sessions**

| Session and Topic   | Developmental Outcomes  | Learning Objectives for Youth Workers   |
|---|---|---|
| Session 1 – Child and Adolescent Development                | INTELLECTUAL ABILITY, EMOTIONAL HEALTH, and SAFETY AND STRUCTURE  | <ul style="list-style-type: none"> <li>• Design activities and programming that are at an appropriate developmental level for kids</li> <li>• Understand the “range” within developmental benchmarks</li> <li>• Understand the impact that factors of stress and poverty have on these developmental markers and understand ways to compensate for those obstacles</li> </ul>   |
| Session 2 – Youth Development                               | ALL OUTCOMES, with emphasis on IDENTITY, CULTURAL ABILITY, INTELLECTUAL ABILITY, and CIVIC AND SOCIAL ABILITY | <ul style="list-style-type: none"> <li>• Feel more confident and skilled in applying concepts they have previously learned in Advancing Youth Development training to create specific activities and projects in their programs that promote developmental outcomes</li> <li>• Develop strategies for cultivating a culture of positive youth development in programs where they may or may not have the buy-in and support of their leaders</li> </ul>   |
| Session 3 – Diversity and Cultural Competency               | CULTURAL ABILITY and BELONGING AND MEMBERSHIP   | <ul style="list-style-type: none"> <li>• Develop a greater understanding of their own personal biases and assumptions that they may already bring to their practices</li> <li>• Achieve greater clarity on what the “differences” actually are between different cultures, races, and genders and gain a clear understanding of what they have in common that does not negate those differences</li> <li>• Find ways to celebrate difference within their programs and make programming more inclusive</li> <li>• Show greater respect for and use of youth culture</li> </ul>                        |
| Session 4 – Conflict Resolution and Effective Communication | BELONGING AND MEMBERSHIP, CIVIC AND SOCIAL ABILITY, and EMOTIONAL HEALTH                                      | <ul style="list-style-type: none"> <li>• Effectively and respectfully navigate and resolve conflict between program participants, between participants and staff, between staff, and between staff and families</li> <li>• Create a program culture where young people have the front-end tools to navigate and resolve conflicts</li> <li>• Develop a specific and codified method for implementing a co-created code of conduct with young people in a program</li> <li>• Make resolving conflict intelligently and peacefully an attractive thing to young people, especially young men</li> </ul> |

| Session and Topic   | Developmental Outcomes  | Learning Objectives for Youth Workers  |
|---|---|--|
| Session 5 – Group Management, Communication, and Facilitation             | BELONGING AND MEMBERSHIP, RESPONSIBILITY AND AUTONOMY, SELF-WORTH, and EMOTIONAL HEALTH   | <ul style="list-style-type: none"> <li>• Understand what is and what is not a motivator to young people</li> <li>• Effectively utilize different skill levels, temperaments, and experience levels within a larger group for the good of the group</li> <li>• Communicate more effectively, transparently and respectfully with youth participants</li> <li>• Work more effectively to transfer power and accountability within a group setting to young people themselves</li> </ul>  |
| Session 6 – Youth Mental and Behavioral Health                            | EMOTIONAL HEALTH and SAFETY AND STRUCTURE   | <ul style="list-style-type: none"> <li>• Understand specific issues and disorders that young people may be dealing with in their programs</li> <li>• Detect the signs of mental or behavioral health issues in individual young people in their programs</li> <li>• Use basic intervention strategies that are within the scope of their expertise to initially help young people who are struggling</li> <li>• Gain a working knowledge of how to report abuse and where and how to refer young people for further assistance when issues are beyond the scope of their program’s practice</li> </ul> |
| Session 7 – Mandated Reporting of Physical and Emotional Abuse            | SAFETY AND STRUCTURE, EMOTIONAL HEALTH, and PHYSICAL HEALTH   | <ul style="list-style-type: none"> <li>• Understand the impact of physical and emotional abuse on young people</li> <li>• Understand and be able to detect the indicators of physical and emotional abuse</li> <li>• Know the proper steps to take in reporting physical and emotional abuse and where and how to refer young people for further assistance</li> </ul>   |
| Session 8 – Stewards of Children: Sexual Abuse Detection and Reporting    | SAFETY AND STRUCTURE, EMOTIONAL HEALTH, and PHYSICAL HEALTH   | <ul style="list-style-type: none"> <li>• Understand the impact of sexual abuse on young people</li> <li>• Understand and be able to detect the indicators of sexual abuse</li> <li>• Know the proper steps to take in reporting sexual abuse and where and how to refer young people for further assistance</li> </ul>   |
| Session 9 – Navigating City Resources and Services for Youth and Families | ALL OUTCOMES (emphasis on SAFETY AND STRUCTURE, EMPLOYABILITY, CIVIC AND SOCIAL ABILITY, BELONGING AND MEMBERSHIP, EMOTIONAL HEALTH, PHYSICAL HEALTH, and INTELLECTUAL ABILITY)   | <ul style="list-style-type: none"> <li>• Guide both youth and their families to more specialized resources and services when needs are beyond the scope of the practitioner’s program</li> </ul>   |
| Session 10 – Basic Program Design   | ALL OUTCOMES (emphasis on INTELLECTUAL ABILITY, BELONGING AND MEMBERSHIP, SELF-WORTH, RESPONSIBILITY AND AUTONOMY, CIVIC AND SOCIAL ABILITY, CULTURAL ABILITY, and EMPLOYABILITY) | <ul style="list-style-type: none"> <li>• Help practitioners make the connection between their work and specific outcomes for young people and their families</li> <li>• Understand core instructional best practices that make programming more effective and engaging</li> <li>• Understand which outcomes are measurable and how they can be measured</li> <li>• Understand the strategic roles that developmental “supports” can play in effective programming</li> </ul>   |

## CONCEPTUAL FRAMEWORK

The Trust based the development of CEYD on 12 developmental outcomes outlined in the Advancing Youth Development curriculum.<sup>8</sup> This curriculum defines desirable youth knowledge, attitude, and behavior outcomes and also provides examples of possible indicators.<sup>9</sup> Together, these outcomes compose CEYD’s conceptual framework, and they guide all of the training modules. Six of these developmental outcomes relate to aspects of identity, and six relate to areas of ability. Aspects of identity posit that young people demonstrate a positive identity when they have a sense of personal well-being and connection as well as a commitment to others.<sup>9</sup> The constructs included in aspects of identity is displayed in Table 2 below. Areas of ability posit that youth demonstrate ability upon gaining knowledge, skills, and attitudes that prepare them for adulthood.<sup>9</sup> The six constructs included in aspects of ability are displayed in Table 3 below.

**Table 2: Aspects of Identity in the Advancing Youth Development Curriculum**

| <b>Construct</b>                   | <b>Definition</b>   |
|------------------------------------|---|
| <b>Safety and Structure</b>        | Notion that an individual is safe in the world and daily events are predictable.  |
| <b>Self-worth</b>                  | Notion that one is a ‘good person’ who contributes to themselves and others.  |
| <b>Mastery and Future</b>          | Notion that someone is doing well and will succeed.   |
| <b>Responsibility and Autonomy</b> | Notion that someone has some degree of control over daily events and is responsible for their actions.                              |
| <b>Awareness and Spirituality</b>  | Notion that someone is unique and is attached to their extended family, cultural group, community, higher power, and/or principles. |

**Table 3: Areas of Ability in the Advancing Youth Development Curriculum**

| <b>Construct</b>                       | <b>Definition</b>   |
|--|---|
| <b><i>Physical Health</i></b>          | The capacity and incentive to act in ways that best ensure current and future physical health for one’s self and others.  |
| <b><i>Mental Health</i></b>            | The capacity and incentive to respond affirmatively to and deal with positive and adverse situations, reflect on one’s emotions and surroundings, and engage in leisure and fun.        |
| <b><i>Intellectual Ability</i></b>     | The capacity and incentive to learn in school, gain the knowledge needed to graduate from high school, think critically, be creative, and use problem-solving and expressive abilities. |
| <b><i>Employability</i></b>            | The capacity and incentive to gain the functional and organizational skills needed for employment.  |
| <b><i>Civic and Social Ability</i></b> | The capacity and incentive to work with others for the larger good and maintain healthy friendships and relationships.  |
| <b><i>Cultural Ability</i></b>         | The capacity and incentive to respect and respond to differences among groups and individuals with diverse backgrounds, interests, and traditions.                                      |

## LOGIC MODEL

The logic model is a tool used to design the evaluation plan. It provides a way to share the ideas and resources that make up the evaluation plan for an organization and creates a framework to have those involved in the evaluation see what they need to achieve their goals. Table 4 below lists the logic model for the CEYD pilot program evaluation plan. The logic model covers topics from inputs and activities to outputs and outcomes. Inputs focus on what needs to be completed before the program begins and contains items such as resources, partnerships, and development of the program sessions and evaluation tests for the sessions. Activities cover recruiting participants, conducting the sessions, distributing the session evaluation tests, and running a focus group at the completion of the session to see what worked and did not work with each session. Outputs of the CEYD program include meeting the DC government’s requirement of using grant money to train youth workers, having as many participants as possible present at each session, and promoting staff and participant satisfaction. For outcomes, there are short, medium, and long-term outcomes that CEYD hopes to achieve through the pilot program. These range from the immediate goal of participants feeling that they have developed the skills they need to move forward in working with youth, to longer range goals of the Trust being able to use the pre/posttest surveys to improve and strengthen CEYD. Utilizing a logic model makes it easier for all involved in the project to visualize the resources and activities needed to achieve the goals of the program set by the organization.

**Table 4: CEYD Logic Model**

| Inputs  | Activities  | Outputs  | Outcomes   |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>• Money for materials for sessions, facilities, and salaries of facilitators</li> <li>• Partnership with DC government since they fund CEYD</li> <li>• Creation of program objectives and design</li> <li>• Creation of ten sessions</li> <li>• Creation of pre/post session surveys and other evaluation tools</li> <li>• Time and effort of facilitators, organizing staff, and evaluation team</li> </ul> | <ul style="list-style-type: none"> <li>• Participant recruitment</li> <li>• Ten sessions taught to participants</li> <li>• Distribution and analysis of pre/post session surveys</li> <li>• Logging participant attendance</li> <li>• Focus groups after program completion led by Trust employees</li> </ul> | <ul style="list-style-type: none"> <li>• All sessions taught to as many of the initial participants as possible</li> <li>• Participants and staff satisfaction</li> <li>• Youth and families served by educating their mentors</li> <li>• Trust satisfies DC’s requirement of spending money to train youth workers</li> </ul> | <p>Short:</p> <ul style="list-style-type: none"> <li>• At the end of the pilot: 75% of participants will feel strongly they have the skills needed to move forward with youth work</li> <li>• At the end of the pilot, 75% of participants will value and feel strongly connected to the youth work profession.</li> </ul> <p>Medium:</p> <ul style="list-style-type: none"> <li>• Six months after pilot, 65% of participants will be actively practicing the core competencies and skills of youth workers.</li> <li>• Six months after pilot, 65% of participants will feel strongly connected to the youth work profession.</li> </ul> <p>Long:</p> <ul style="list-style-type: none"> <li>• Participants will grow closer to youth and build a skill set that they can pass on to other youth workers</li> <li>• The Trust will gain valuable information from pre/posttest surveys to reach their objectives</li> <li>• 50% of organizations with CEYD youth workers will reach programmatic objectives involving better youth outcomes</li> </ul> |

## OVERVIEW OF PROCESS AND OUTCOME EVALUATION

### Process Evaluation

The process evaluation of CEYD links back to the program’s initial activities and anticipated outputs. The activities listed -- recruitment, surveys, sessions, and focus groups--are the methods employed to conduct the process evaluation objectives. Key process evaluation outputs that link back to the program’s logic model are youth worker satisfaction, youth worker reach, program compliance, and sessions implemented as planned.

#### *Objectives for Process Evaluation*

1. To determine the number of youth workers trained
2. To determine youth worker attendance and retention
3. To ensure that youth workers from a variety of organizations and agencies across DC participated in the project
4. Identify the characteristics, demographics and training needs of youth workers/program participants
5. To evaluate whether the ten professional development sessions were implemented as planned and by whom
6. To evaluate youth worker satisfaction of training
7. To provide documentation on which program offerings need to be revised

#### *Indicators*

To measure the objectives of the process evaluation, data was collected regarding the number and types of youth workers trained, attendance at the sessions, as well as the satisfaction of the sessions. Table 5 below depicts proposed indicators for the CEYD pilot program process evaluation.

**Table 5: Indicators for CEYD Process Evaluation**

| Concept                    | Process Objective  | Outputs                | Specific Indicator                                   | Data Source                 | Collection Method                             | Collection Effort                |
|----------------------------|--|------------------------|--|-----------------------------|---|----------------------------------|
| Youth Worker Participation | Number of youth workers trained                            | Youth workers trained  | Overall program enrollment                           | Youth worker attendance log | Session sign-in by youth workers              | High: every session              |
|                            | Youth worker attendance and retention                      | Youth workers retained | Program attendance and weekly participant enrollment | Youth worker attendance log | Session sign-in by youth workers              | High: every session              |
|                            | Youth workers from a variety of organizations participated | Youth workers reached  | Organization name and current position               | Youth worker attendance log | Pre- and post-test completed by youth workers | High: beginning & end of program |

| Concept                   | Process Objective   | Outputs                                      | Specific Indicator   | Data Source  | Collection Method                                       | Collection Effort   |
|---------------------------|---|--|--|--|---|---|
| Youth Workers Reached     | Identify the demographics of youth workers                                | Demographics of youth workers                | Gender, education, race, ethnicity                           | CEYD Participant Survey  | Pre- and post-test completed by youth workers           | Medium: at the end of each session  |
|                           | Identify the characteristics of youth workers                             | Characteristics of youth workers             | Employment and organization information                      | CEYD Participant Survey  | Pre- and post-test completed by youth workers           | Medium: at the end of each session  |
|                           | Identify training needs of youth workers                                  | Training needs of youth workers              | Survey with Likert-scale and open-ended responses            | CEYD Participant Survey  | Pre- and post-test completed by youth workers           | Medium: at the end of each session  |
| Intended Services         | Professional development sessions were implemented as planned and by whom | Sessions implemented as planned              | Activity outputs and resources used                          | Evaluation Activity Tracking Sheet and observations by program staff | Completed by session facilitators pre- and post-session | Medium: start and end of each session   |
|                           | Each level of the program was carried out as planned                      | Program levels carried out as planned        | Activity outputs and resources align with program objectives | Evaluation Activity Tracking Sheet and observations by program staff | Completed by session facilitators pre- and post-session | Medium: start and end of each session (final evaluation at end of each level) |
| Youth Worker Satisfaction | Youth worker satisfaction with program procedures and personnel           | Participants are satisfied with CEYD program | Survey with Likert-scale and open-ended responses            | CEYD Post-test Survey  | Completed by youth workers                              | Low: end of program   |
|                           | Documentation of which program offerings need to be revised               | Participant feedback on changes              | Survey with Likert-scale responses, focus group feedback     | CEYD session surveys, and focus groups                               | Completed by youth workers and program staff            | Low: end of program   |

### Outcome Evaluation

Evaluating the short, medium, and long-term outcomes of CEYD is critical to determining if any changes occurred among the youth workers, and if these changes can be linked to the program. This is especially essential because as a pilot test, evaluating the outcomes ensures the chosen indicators are relevant and directly connected to the program and demonstrates the utility of continuing the program.

Fundamentally, the outcome evaluation assesses the effectiveness of the youth worker training sessions to produce change and link outputs to outcomes. Direct linkage of these outcomes to the

program’s objectives will also be established. This linkage is imperative as it allows for a rational conclusion on the program’s actual success. Evaluating outcomes for the youth workers is essential for continuing quality management, determining successful components of the program, and enabling The Trust to: Strengthen, support, and improve training sessions; understand specific intervention components that are most successful with the youth workers; formulate long term plans for the intervention; and maintain initial funding, and attract new funders by showing that the youth workers gained youth development competencies.

Results from the pre-post as well as session based surveys determined if the Trust met the short-term objectives: At the end of the program, 75% of participants will strongly agree that they have the skills to move forward in their profession and 75% of participants will strongly agree that they value and feel strongly connected to the youth work profession. The following table depicts the outcomes of interest for the CEYD pilot program outcome evaluation.

**Table 6: CEYD Outcome Evaluation Outcomes of Interest**

| <b>Outcome</b>  | <b>Objective Linked to Outcome</b>   | <b>Specific Indicators</b>   | <b>Source of Data</b>          | <b>Method of Collection</b>   | <b>Effort of Collection</b> |
|---|--|--|--------------------------------|---|-----------------------------|
| Of participants who complete all sessions, 75% will strongly agree that they have skills to move forward in their profession                | At the end of program completion, 75% of participants will strongly agree that they have the skills to move forward in their profession            | --Increased understanding of youth issues and needs<br>--Increased frequency of application of youth development competencies in youth programs. | Pre- and post-training surveys | Self-administered surveys given at the start of the pilot, the end of the pilot, and after each session | High                        |
| Of participants who complete all sessions, 75% will strongly agree that they value and feel strongly connected to the youth work profession | At the end of program completion, 75% of participants will strongly agree that they value and feel strongly connected to the youth work profession | Improved ability to build positive relationships with youth  | Pre-and post-training surveys  | Self-administered surveys given at the start of the pilot, the end of the pilot, and after each session | High                        |

## **DATA COLLECTION METHODS**

Quantitative and qualitative methods were used including surveys, attendance records, and focus groups. Surveys were the most effective way to quantify participant knowledge and satisfaction before and after the CEYD program, and at the conclusion of each session since these measures are based on participant perceptions. Attendance records were used as an appropriate means of gauging participant engagement and commitment by tracking youth workers' levels of participation. The focus group at the conclusion of the CEYD program was an effective means of gaining in-depth opinions and suggestions from participants in order to improve the overall program and to address any issues identified by participants. Focus groups are an integral part of pilot program evaluations as they allow participants to provide free-response feedback on topics evaluators may not have considered when creating evaluation tools and allow for interaction between evaluators and participants to improve evaluator understanding of participants' opinions.

### **General Pre-Test Survey**

At the start of the first session on March 19, 2013, participants completed a general pre-test survey. This survey collected information about participant demographics and knowledge, attitudes, and beliefs relating to the CEYD session topics. Demographic information was also collected to describe the participants, and to evaluate how participant demographics relate to attendance and satisfaction with the CEYD program. Information collected included: participant's name, birthday, and race; participant's education level; the type of organization the participant works for and that organization's focus; participant's role in the organization; years worked with youth in general and at the current organization in particular; age of youth the participant serves; and whether or not the organization receives grant money from The Trust.

Participants then answered a series of questions to assess their aptitude in the Advancing Youth Development competencies that were covered by the sessions. These measures assessed participants' knowledge, attitudes, and beliefs about the core competencies by asking them to indicate their agreement with statements on a four-point Likert scale from "strongly agree" to "strongly disagree." Although the specific questions on the surveys administered to CEYD participants have not been tested for reliability and validity, the Likert-style scale used is an accepted standard for survey development that should provide quality data. Finally, participants were asked a series of questions about the application and enrollment process for CEYD to assess if the enrollment process was easy, if participants had previous Advancing Youth Development training, and if the commitment and responsibilities of CEYD were made clear to participants before the program began. The pre-test survey can be found in Appendix 2.

### **General Post-Test Survey**

After the completion of the last session on May 23, 2013, participants answered a general post-test survey. This survey collected the same demographic and employment information as the general pre-test survey. The same competency questions were asked so that participant responses

can be linked in order to assess growth over the course of the program. Two questions were added at the end of the survey to assess participant satisfaction with the CEYD program overall. The post-test survey can be found in Appendix 3.

### **Session Surveys**

Participants also completed brief surveys at the conclusion of each of the ten sessions. These surveys assessed participant satisfaction with the session topic and facilitator. Participants also indicated their degree of knowledge regarding the specific objectives of the session. This was assessed using “I understand...” statements based on the session objectives. A five-point Likert scale, from “very much disagree” to “very much agree”, was used to quantify these answers. Again, although these survey questions have not been field tested, they utilize the standard Likert-style format to facilitate quality data collection. The session surveys also include three free-response questions to collect qualitative data on: participants’ intentions to use the information in practice; topics of educational value to the participants; and participants’ likes and dislikes about the session. The surveys used for each session can be found in Appendix 4.

### **Survey Linkage**

In order to most effectively analyze the data collected, information from pre-test, post-test, and session-specific surveys must be linked. The original intention was to link a participant’s responses across surveys using the first letter of his or her last name and his or her birthday, which would be written on each survey the participant completed. Participants were reluctant to provide this information on initial surveys, however, due to privacy concerns that their responses could be linked back to their identities based on this information. As a result, a new system was developed to track responses longitudinally. Instead of using an ID based on identifiable information, participants were asked to each pick a random four digit number to use as an ID on all surveys going forward. This number remained private to the individual, and CEYD staff was not being informed of which ID number is associated with which participant. This method appears to be more effective at allowing CEYD staff to link surveys completed by the same participant over time while still protecting participant identity.

### **Attendance Logs**

Participant attendance was tracked as well to determine youth worker reach and retention. As some sessions span across several sessions, a spreadsheet was developed with an attendance sheet for each session topic. Attendance was taken by CEYD staff as participants arrive for each session. Each spreadsheet includes the demographic information collected in the initial survey to facilitate linkage of competency and satisfaction data with attendance. The attendance sheet can be found in Appendix 5. To review the dates and topics of each session, please see the program calendar in Appendix 1.

### **Focus Groups**

Finally, a focus group was conducted on the last day of the program. The semi-structured focus group sessions assessed the quality of session delivery, participant satisfaction with the topics discussed, and logistics through 48 open-ended questions, including:

- Five questions per session;
- Two questions exploring session logistics;
- Three questions exploring participants' prospective long-term goals from knowledge acquired during sessions;
- And three questions asking for recommendations for the CEYD program.

The focus group guide developed for the moderator's use can be found in Appendix 6. Ultimately, the focus group provided invaluable insight into the youth workers' experiences as participants in the CEYD program. Focus group moderators reported the main themes and most important comments from the focus groups back to CEYD and Trust staff. The feedback provided was used to modify the session curricula to better fit the needs of DC's youth workers in Level Two of the CEYD implementation.

## **FINDINGS**

### **Data Analysis**

Given the low sample size of the evaluation process, choosing appropriate statistical tests was important to determine effectiveness of the sessions and the overall satisfaction of the participants. Using preliminary data from the session surveys, analyses including attendance and general understanding of the materials covered. Percent change was calculated between the twenty items on both the pre-test and post-test surveys. While 31 participants completed the pre-test survey, 21 participants completed the post-test survey, and thus, percent change was calculated for these 21 participants only. By determining the percent change between the pre-test survey and post-test survey on participants' scores, those with significant changes (five percent or more) were then highlighted and assessed, so as to show CEYD program effectiveness.

Percentages were also calculated for the pre-test and post-test surveys individually, in order to gather data on each unique item. Among the 31 participants who completed the pre-test survey, percentages were calculated to determine overall areas of strong agreement, agreement, disagreement, and strong disagreement. Items, for which high percentages of strong agreement or disagreement were found, received further analyzed for their contribution to CEYD program effectiveness.

The facilitator survey had an even smaller sample size (n=8) from which to gain feedback, and only four completed the survey. Thus, analysis was conducted by calculating ratios of individuals' responses, as this method proved most useful to showing trends.

Also, qualitative analysis was conducted on the focus group responses to five questions. Responses were grouped into five categories: staffing, resources, practice, time, and training.

Finally, for all ten CEYD sessions, for which there were 18 sessions, averages to each response were calculated among all participants with completed surveys. These averages were then used to determine overall session effectiveness and topic delivery.

### **CEYD Demographics**

The Trust offered 10 different topics that were covered over 18 sessions, which included repeat-topic sessions. The sessions were offered during a two-month period between March and May 2013 (65 days). The average cost to conduct each topic was \$670 or \$370 per session. Diversity and Cultural Competency was the most expensive session, costing \$2560 to complete. This session was offered twice during the two-month period. Conflict Resolution and Effective Communication was the least expensive session, costing \$425, which was also offered twice. Two topics - Youth Mental and Behavioral Health and Mandated Reporting of Physical and Emotional Abuse, were completed by internal Trust staff and did not add to the overall cost.

A total of 32 individuals were invited to attend the various sessions. The participants consisted of 22 females and 10 males. The first session, Child and Adolescent Development, was the only session attended by all participants (n=32). The lowest number of participants (n=23) attended the session dealing with Youth Development. The average number of participants attending a session was 28.

Participant session completion ranged from seven to eighteen sessions. Out of the 32 participants, 38 percent or seven participants attended all eighteen sessions. One participant attended only seven sessions. Most participants attended 16 sessions, which is a 90 percent completion rate.

### **Facilitator Characteristics**

Eighteen sessions, covering ten topics, were held over a two month period and each was facilitated by an expert in the field of youth work, development or abuse. Facilitators had an opportunity to study the curriculum and the topics for each of the sessions, as well as a chance to meet the other facilitators at a lunch before CEYD began. There were eight facilitators, some of which facilitated in teams or did multiple sessions. Four facilitators filled out a post program evaluation created by the evaluation team, making a 50 percent response rate.

All the data reported is from the four facilitators who filled out the survey. Of the participants who filled out the survey, 50 percent were male and 50 percent were female. Twenty-five percent have completed a Bachelor degree, 50 percent completed a postgraduate degree and 25 percent completed a post graduate degree. Twenty-five percent of facilitators who completed the survey identified as white, 50 percent identified as Black or African American and 25 percent listed as other. All four facilitators had over five years of experience working with youth.

All four facilitators served as primary facilitators during the training sessions. Twenty-five percent of facilitators found the facilitator luncheon to be somewhat helpful and seventy-five percent found it to be helpful. Some facilitators led more than one session, however, the survey results did not allow seeing who filled out the survey to determine which facilitators participated. They all said they were likely to facilitate for CYITC again in the future.

All facilitators agreed that the sessions were conducted in the correct sequence, and according to funding guidelines. Three out of four agreed that their session(s) were completed according to plan, where one indicated that it was not completed according to plan because too much discussion about what approaches would not work in youth worker organizations, rather than a focus on what can be done differently, occurred. When asked about the amount of time or participants in a session, three out of four indicated that the number of participants and the time allotted for each session was just right; where one out of four indicated there were too many participants, and one out of four indicated that there was too little time allotted for the session.

Preparation and follow up from the sessions varied by facilitator, as did payment. One participant spent one to two hours in preparation, another spent three to four hours and two others spent eight to ten hours of preparation. Three facilitators indicated that they spent time outside of the session in communication with a participant, and one of them specified that the communication occurred through email. One facilitator indicated that they spent one to thirty minutes communicating with participants outside of the session.

### **Training Sessions**

After each session, a survey was administered to evaluate the competencies and skills gained from the session. Sessions six and ten did not have surveys, and sessions with multiple sessions only had a single survey. Survey participation was not 100 percent of attendance at each session.

For each session participants were given several statements that they then rated as: (1) Strongly Disagree, (2) Disagree, (3) Agree, and (4) Strongly Agree. Following the Likert scale, questions were open ended and assessed how the skills acquired impact practice in youth work, what participants learned, their likes/dislikes and suggestions.

### *Session 1 – Child and Adolescent Development*

#### Process Outcome

Session one taught Child and Adolescent Development with the following objectives:

- Design activities and programming that are at an appropriate developmental level for children
- Understand the “range” within developmental benchmarks
- Understand the impact of stress and poverty on these developmental markers and ways to compensate for those obstacles.

There were 32 participants at this session held from 11:00 am to 1:00 pm and from 9:30 am to 11:30 am on March 19 and 21st, 2013, respectively. Of these, 27 participants filled out the survey, yielding an 84 percent response rate for the session. The session was facilitated by Dr. Cecilia Breinbauer.

#### Outcome Evaluation

Participants averaged a 3.4 in agreement with understanding the stages of physical, emotional, and cognitive change that young people go through, and a 2.9 in understanding how to incorporate activities that are developmentally appropriate for youth. The youth workers averaged a 3 in understanding the core youth developmental benchmarks. Participants agreed with an average of 3.4 that they understand the impact that factors of stress and poverty have on developmental milestones, and a 3.1 that they understand how to provide support to address impact of stress and poverty on developmental milestones.

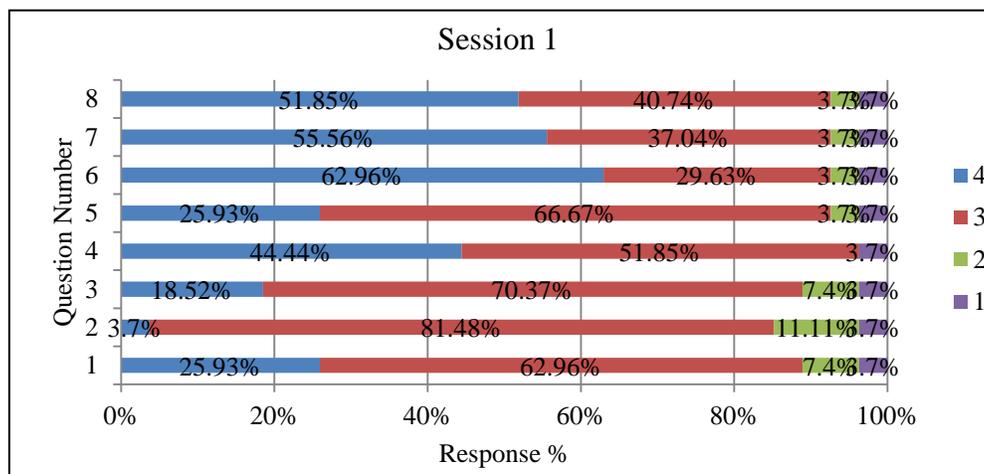
In regards to recommending the session to colleagues, participants gave a 3.5 for agreement. Participants agreed that the facilitator was engaging, with an average of 3.4, and had adequate knowledge of the subject matter. Overall, the participants rated their satisfaction of the session at a 3.4.

Additionally, there were three open-ended questions. The first was, “How do you think your experience in this session will affect your practice?” Several answered this question using phrases such as “more knowledge,” “better understanding,” or “more aware of developmental stages.” Others discussed applying this knowledge into programming, interactions with youth, and working with youth. Two people did not answer this question, and one participant stated that they were, “Not sure.”

The second question was, “What did you learn in this session that you did not know before?” In response to this, many stated that the concepts, terminology, or competencies were new to them, whereas others highlighted the impacts or effects developmental stages have youth were new. Five participants chose not to answer, and two stated that the session was review or that they had not learned anything new.

Finally, the third question asked, “Tell us about your likes and dislikes or any other comments about this session that you would like to provide.” While several participants stated that they liked the session overall, two reiterated that the information presented was not new to them. However, two expressed a need for more time. Another discussed wanting more practice or time focused on incorporating the concepts into activities. Two people indicated that they did not like the facility. The figure below shows the results of the survey questions.

**Figure 1: Session 1 Survey Results**



## *Session 2 – Youth Development*

### Process Outcome

Session two discussed Youth Development with learning objectives of:

- Feeling more confident and skilled in applying concepts they have previously learned in Advancing Youth Development training to create specific activities and projects in their programs that promote developmental outcomes
- Develop strategies for cultivating a culture of positive youth development in programs where they may or may not have the buy-in and support of their leaders.

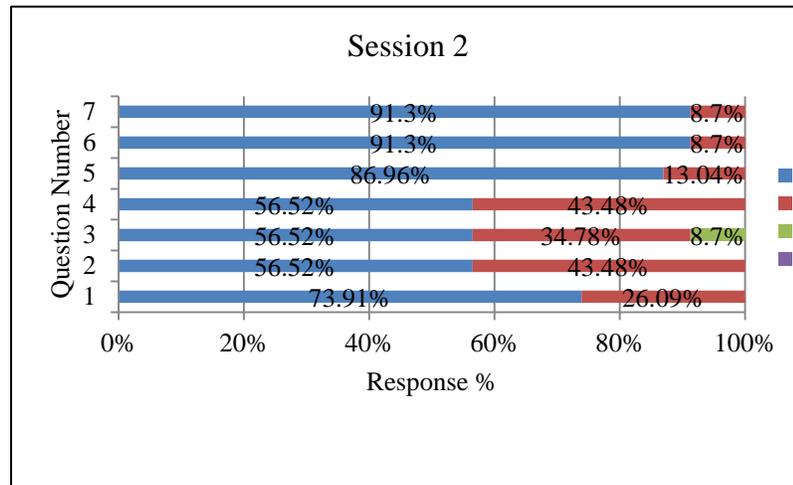
There were four meetings to complete this session, completed on March 28, April 2, April 4 and April 9, 2013. Surveys were completed by 23 participants. The sessions were facilitated by Thandor Miller and Syreeta Evans.

### Outcome Evaluation

Participants averaged a 3.7 in agreement with understanding how to articulate and maintain appropriate boundaries with youth, and a 3.6 with understanding how to create and implement projects and activities that promote youth development outcomes. Youth workers agreed at a level of 3.5 that they understand how to cultivate a culture of positive youth development into programs where they may or may not have the buy-in and support from their leaders and/or supervisors. Participants rated their understanding of how to actively involve and encourage youth to contribute to programs and other conditions that affect their lives as a 3.6. They felt that they would recommend this session to colleagues at a level of 3.9, and they also rated the facilitators at a 3.9 for knowledge of their subject matter. They rated the overall session as a 3.9 in terms of satisfaction.

When asked how the session will affect their practice, most answers were nonspecific mentioning providing support, reflection, inspiration, or a general impact. Three respondents mentioned that the session reinforced previous AYD training, and one mentioned refocusing on measuring youth development outcomes. Four respondents did not answer. Participants mentioned learning code switching and youth development language as well as the importance of the topics. One mentioned that “this is a process.” Ten respondents did not answer this question, and one answered that they learned nothing new. The overall response to the session and its facilitators was very positive, however one participant felt that the session was not relevant to them, and another suggested more breaks. Nine respondents did not answer this question.

**Figure 2: Session 2 Survey Responses**



### *Session 3 – Diversity and Cultural Competency*

#### Process Outcome

The third session of the “Trust Certified” training program was focused on cultural diversity. Learning objectives included:

- Develop a greater understanding of their own personal biases and assumptions that they may already bring to their practices
- Achieve greater clarity on what the “differences” actually are between different cultures, races, and genders and gain a clear understanding of what they have in common that does not negate those differences
- Find ways to celebrate difference within their programs and make programming more inclusive
- Show greater respect for and use of youth culture

Two sessions were held from 9:30 to 12:30 on April 11th and 18th, 2013, and 27 participants filled out the survey. The session was facilitated by Mosaica.

#### Outcome Evaluation

Data analysis of the third session indicated that the participants rated an average of 3.4 out of 4 in gaining a greater understanding of how to seek information about youth with social backgrounds different from their own. They had a slightly lower rating of 3.3 in understanding and acknowledging their own biases that are brought forward in their practice. The participants rated 3.5 in understanding how to build on diversity in ways that will strengthen their program outcomes. Participants indicated a slightly lower rating of 3.3 in understanding how to incorporate individual differences into activities that may weaken opportunities for positive youth development. Rating for participants’ understanding of how to handle differences between their values and others was 3.5. Overall, participants indicated they would recommend the session to other colleagues with a 3.5 out of 4 rating and the overall rating of those who were

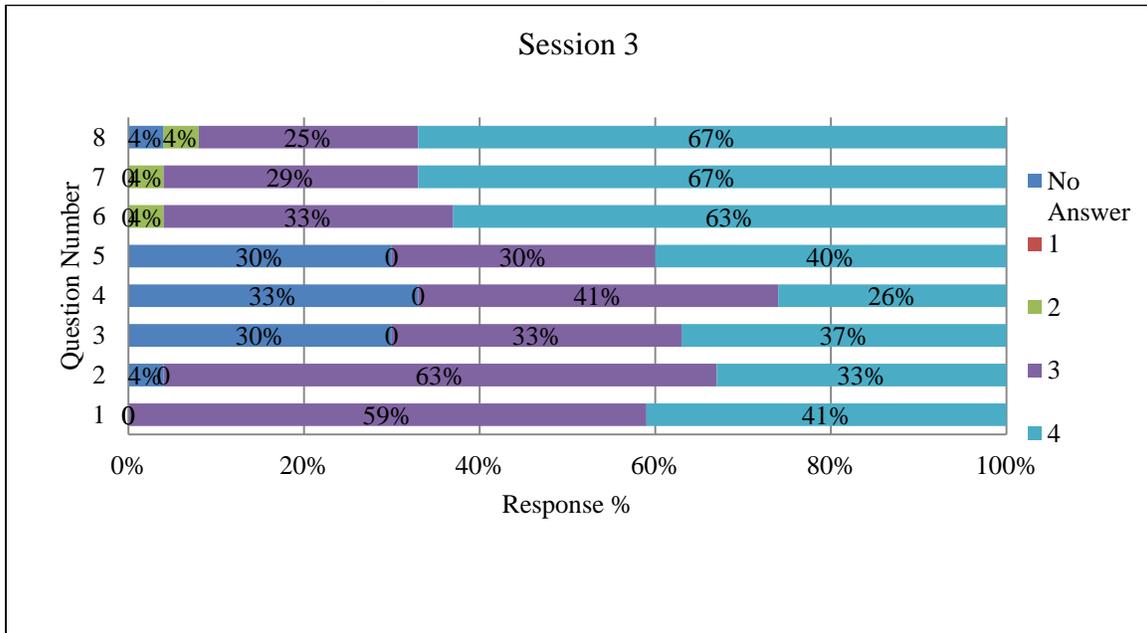
satisfied with the worksheet was 3.6 out of 4. The facilitator was rated 3.6 in showing adequate knowledge of the subject matter and being engaging.

Additionally there were three open ended questions that participants were asked to respond to. The first question was, “How do you think your experience in this session will affect your practice?” Seven participants indicated they will use this knowledge to re-evaluate how they view cultural differences within their own organization to improve how they interact with youth from different cultural backgrounds. Several participants stated it has helped them to recognize areas where they can improve their culture competence within their organization, using phrases such as culturally considerate, new insight and cultural sensitivity. One participant indicated that the overall experience did not introduce new information to his or her knowledge base; however, they considered it a good refresher.

The second question was “What did you learn in this session that you didn’t know before?” Nine of the participants indicated that the terminology and vocabulary used in describing the language of cultural competency was new to them. Three participants indicated that learning about the customs of different cultures was a great learning experience for them. Two participants indicated that the material shared during this training was not new to them.

The final question was “Tell us about your likes and dislikes or any other comments about this session that you would like to provide.” Two participants stated they enjoyed the hands-on approach to the program. There were mixed feeling on the facilitators who lead this session, two participants indicated that they enjoyed the facilitators who showed good knowledge of the subject matter. Three participants indicated that they did not like the style of the facilitators stating things such as: not starting on time, there were too many restrictions in discussing the topic and feeling the subject matter was sensitive and a “safe environment” should have been established prior to discussing the topics. Additionally, one participant felt that it would have been beneficial if they were given the opportunity to apply the knowledge they gained to discuss how it could be applied to their specific organization.

**Figure 3: Session 3 Survey Responses**



*Session 4 – Conflict Resolution and Effective Communication*

Process Outcome

The fourth session of the “Trust Certified” training program was focused on conflict resolution.

Learning objectives included:

- Effectively and respectfully navigating and resolving conflict between program participants, participants and staff, and staff and families
- Create a program culture where young people have the front-end tools to navigate and resolve conflicts themselves
- Develop a specific and codified method for implementing a co-created code of conduct with young people in a program
- Make resolving conflict intelligently and peacefully an attractive thing to young people, especially young men

This session was held over two sessions which were held from 9:30 to 12:30 on April 23rd and 25th, 2013, and 25 participants filled out the survey. The session was facilitated by Tarak Massarani.

Outcome Evaluation

Data analysis indicated that the participants rated an average of 3.2 out of 4 in gaining a greater understanding of the concept of intrinsic motivation. They rated 3.6 in understanding the concept of empathy-based communication and 3.4 in understanding the concept of conflict coaching. Participants rated their understanding of how to effectively navigate and resolve conflict between youth, youth and staff and youth and families at 3.3 and rated their understanding of mediation concepts at 3.5. The participants gave the lowest rating of 3.1 to their understanding of how to create a program culture where youth have the tools to navigate

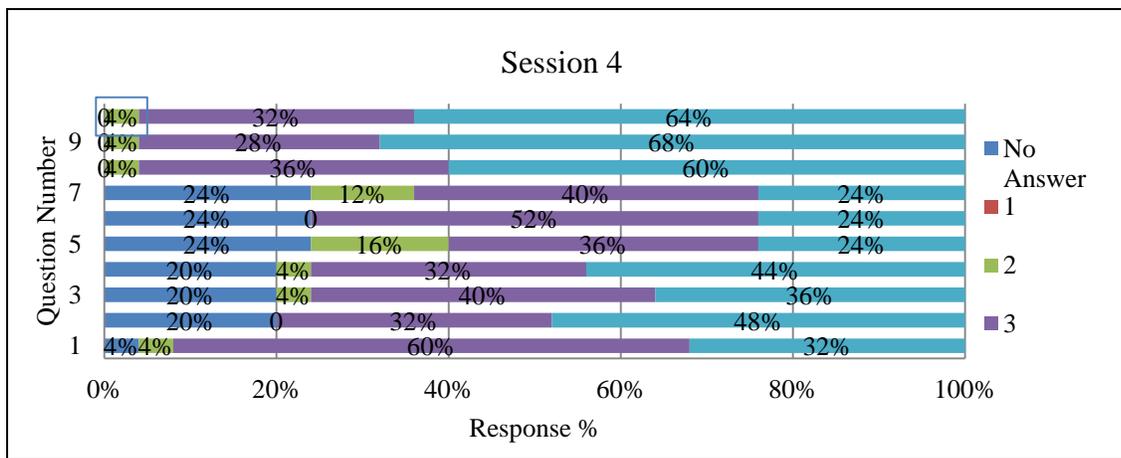
and resolve conflict themselves. Overall participants indicated they would recommend the session to their colleagues with a 3.5 rating and satisfaction with a 3.6 rating. They rated the facilitator as 3.6 indicating he was engaging and had adequate knowledge of the subject matter.

Additionally there were three open ended questions that participants were asked to respond to. The first question was “How do you think your experience in this session will affect your practice?” Two participants stated they will use this knowledge to re-evaluate how they view conflict from a negative perspective to a more positive view. Six participants indicated that it greatly impacted their ability to view and understand why conflict arises amongst youth; therefore, improving their ability to resolve the conflict. Three participants stated they will take time to self-reflect and evaluate what their personal interests are in the conflict and how that may impact their ability to effectively resolve the conflict.

The second question was “What did you learn in this session that you didn’t know before?” Four participants indicated that the empathy card exercise would greatly impact how they participate in conflict resolution and will be a great tool to use when working with youth. One participant stated he/she is not better prepared to turn conflict from a negative interaction to a positive one. Two participants indicated they better understand how to view conflict from a social perspective.

The final question was “Tell us about your likes and dislikes or any other comments about this session that you would like to provide.” Five people appreciated the participatory approach that was created with the help of the case studies. Eight participants indicated they enjoyed the session describing it as very helpful and an excellent session. One participant indicated that they would have appreciated knowing how to handle a conflict solution that was beyond their ability to resolve within their organization and what resources are available in that situation.

**Figure 4: Session 4 Survey Responses**



## *Session 5 – Group Management, Communication, and Facilitation*

### Process Outcome

Session five focused on “Group Management, Communication and Facilitation”. The developmental outcomes were belonging and membership, responsibility and autonomy, and self-worth and emotional health. There were three learning objectives:

- Understand what is and what is not a motivator to young people
- Effectively utilize different skill levels, temperaments, and experience levels within a larger group for the good of the group
- Communicate more effectively, transparently and respectfully with youth participants

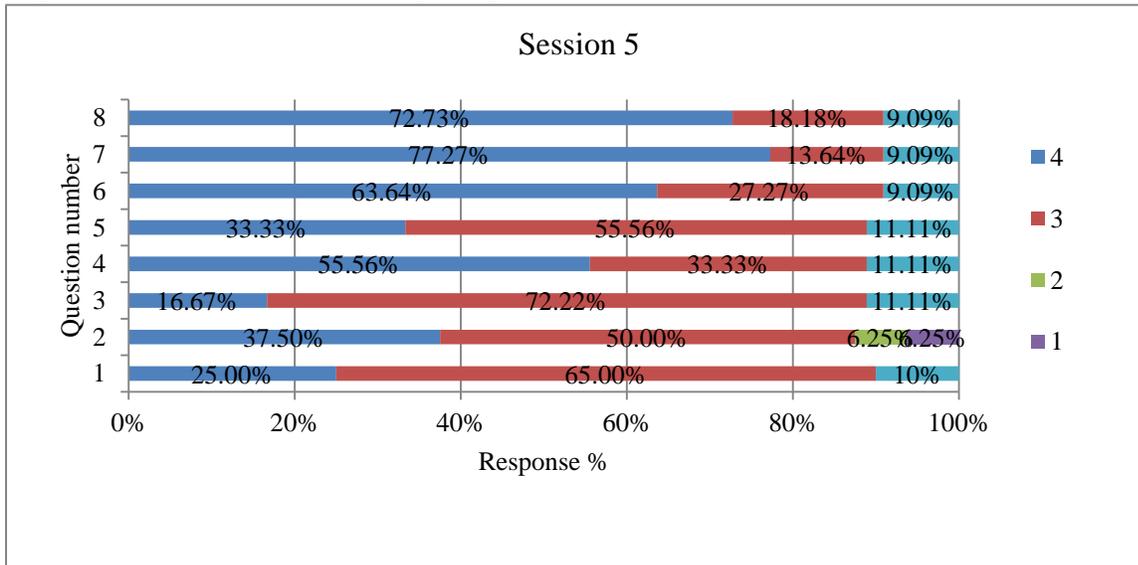
There were two trainings in this session. The sessions were held from 9:30 to 12:30 on April 30th and May 2nd, 2013, and 22 participants filled out the survey. The session was facilitated by Timothy Jones.

### Outcome Evaluation

When asked if they understood basic principles of group work and facilitation, participants’ average response was 3.3. The same average held when asked about understanding how to facilitate independent group work. When asked if they understood how to support groups through the process of identifying needs and determining appropriate responses, the average score was 3.4. The lowest average score of 3.2 came when participants were asked about understanding how to balance and leverage different skill sets and experiences among youth working in groups. The highest average score of 3.6 came when participants were asked about understanding how to communicate effectively, transparently, and respectfully with youth. The next three questions sought to gauge participants’ general satisfaction with the session and facilitator. When asked if participants would recommend the session to colleagues, the average response was 3.6. Satisfaction with the session facilitator averaged a response 3.8. Overall, satisfaction of the session averaged a response of 3.7.

The final three questions were open-ended/free-response questions. The first question asked “How do you think your experience in this session will affect your practice?” All but one respondent answered this question giving it the highest response rate. Generally, most responses referred to improved ability to effectively utilize group work and activities and appropriate group management. The second question asked “What did you learn in this session that you did not know before?” Of the 15 participants who responded to this question, six mentioned learning importance of and new methods of communication and six specifically mentioned strategies of group facilitation. The final question asked “Tell us about your likes and dislikes or any other comments about this session that you would like to provide.” There were 13 responses to this question. All responses were positive. Participants generally enjoyed this session and the facilitator. One respondent recommended having a printed document with facilitation methods and resources for future reference.

**Figure 5: Session 5 Five Survey Responses**



*Session 6 – Youth Mental and Behavioral Health*

Process Outcome

This session had the topic of Youth Mental and Behavioral Health.

Learning objectives included:

- Understand specific issues and disorders that young people may be dealing with in their programs
- Detect the signs of mental or behavioral health issues in individual young people in their programs
- Use basic intervention strategies that are within the scope of their expertise to initially help young people who are struggling
- Gain a working knowledge of how to report abuse and where and how to refer young people for further assistance when issues are beyond the scope of their program’s practice

This training occurred over two sessions held from 9:30 to 12:30 on Tuesday May 7th and 9th, 2013. The session was facilitated by Erica Barnes.

Outcome Evaluation

No survey was conducted for this session.

*Session 7 – Mandated Reporting of Physical and Emotional Abuse*

Process Outcome

The seventh session of the “Trust Certified” training program was focused on Mandated Reporting of Physical and Emotional abuse. The developmental outcomes included safety and structure, emotional and physical health. Learning objectives for this session were outlined in the Evaluation Plan and included:

- Understanding the impact of physical and emotional abuse on young people

- Understand and be able to detect the indicators of physical and emotional abuse
- Know the proper steps to take in reporting physical and emotional abuse and where and how to refer young people to further assistance

There were 27 participants at this session held from 10:30 to 12:30 on Tuesday May 14, 2013 and 10 of these participants filled out the survey, yielding a 37 percent response rate for the session. The session was facilitated by CFSA, the Child Welfare Academy.

### Outcome Evaluation

All Likert scale ratings were given options of one through four with one being strongly disagree, two indicating agreement, three indicating disagreement and four being strongly agree.

Data analysis showed that the participants rated an average of 3.89 out of 4 in gaining a greater understanding of the physical and mental impact of physical and emotional abuse on youth. They rated 3.78 in understanding the warning signs of youth that are victims of physical and emotional abuse and 3.89 in understanding the concept of knowing the proper steps to take in reporting physical and emotional abuse. Participants rated their understanding of where and how to refer young people for further assistance when issues are beyond the scope of my program's practice at 3.78.

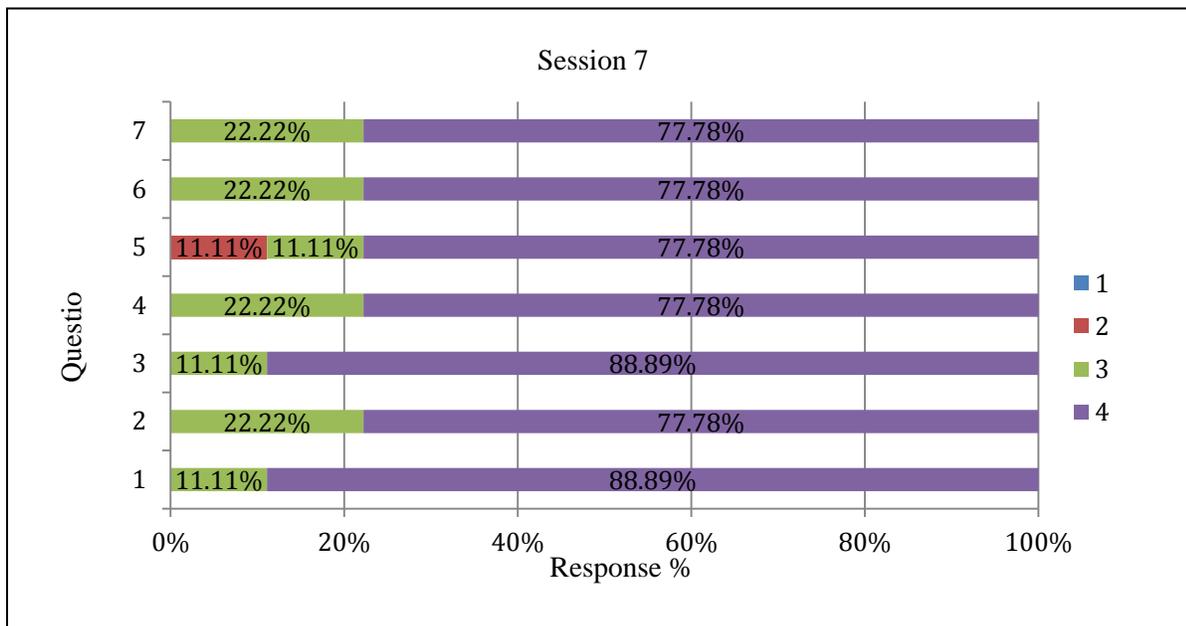
Participants rated recommending this course to colleagues as 3.67. This was the lowest value given for this session, showing that participants agreed that they had gained skills and competencies which survey assessed for. Overall, participants indicated a 3.78 rating in satisfaction. They rated the facilitator as 3.78. All ratings were over 3, indicating that the session was a worthwhile and educational experience.

Additionally, there were three open-ended questions. Participants were asked to evaluate their experience in this session and how it will affect their practice. In response to the question "how do you think your experience in this session will affect your practice," six participants stated that the session will make them more aware of possible abusive behavior and gave them the tools to know how and when to report abuse as well as what is required of mandating. Two participants indicated they were better informed because of this session and one stated that they were able to inform their co-workers as well.

In response to the question "what did you learn in this session that you did not know before," three participants indicated that they learned about different categories of abuse or neglect. Two participants stated they gained a greater understanding of DC laws and learned what the role of different abuse enforcement agencies consists of, distinguishing between CFSA and the police. One participant learned that there is no legal age at which a child can be left at home alone.

In response to the question “tell us about your likes and dislikes or any other comments about this session that you would like to provide”, five people stated how important and informative this session was as evidenced by one comment “Everyone working with children and youth needs to be aware of this information, especially the tell-tale signs of abuse” and one of these participants indicated that this session should be completed in two sessions to offer more time. However, while indicating that this session was important for folks who had never had training like this, one participant stated that it was very content heavy and that they would have preferred an online training and an in person follow up with specific questions and the ability to be interactive. Overall, participants felt this session was informative and essential in work with youth.

**Figure 6: Session 7 Survey Responses**



*Session 8 – Stewards of Children: Sexual Abuse Detection and Reporting*  
Process Outcome

The eighth session of the “Trust Certified” training program was focused on being stewards of children, sexual abuse detection and reporting. The developmental outcomes included safety and structure, emotional and physical health. Learning objectives for this session were outlined in the Evaluation Plan and included:

- Understanding the impact of sexual abuse on young people
- Understand and be able to detect the indicators of sexual abuse
- Knowing the proper steps to take in reporting sexual abuse and where and how to refer young people to further assistance

There were 27 participants at this session held from 9:30 to 11:30 on Thursday May 16, 2013, and 23 of the participants filled out the survey, yielding an 85 percent response rate. The session was facilitated by Michelle Booth Cole of Safe Shores.

### Outcome Evaluation

Data analysis showed that the participants rated an average of 3.56 out of 4 in gaining a greater understanding of the physical and emotional impact of sexual abuse on youth. They rated 3.35 in understanding the warning signs of youth that are victims of sexual abuse and 3.61 in knowing the proper steps to take in reporting sexual abuse. Participants rated their understanding of 3.43 at understanding where and how to refer young people for further assistance when issues are beyond the scope of their program's practice. The participants gave the lowest rating of 3.43 to their understanding of referring youth for further assistance indicating this might be an area for reinforcement in the program.

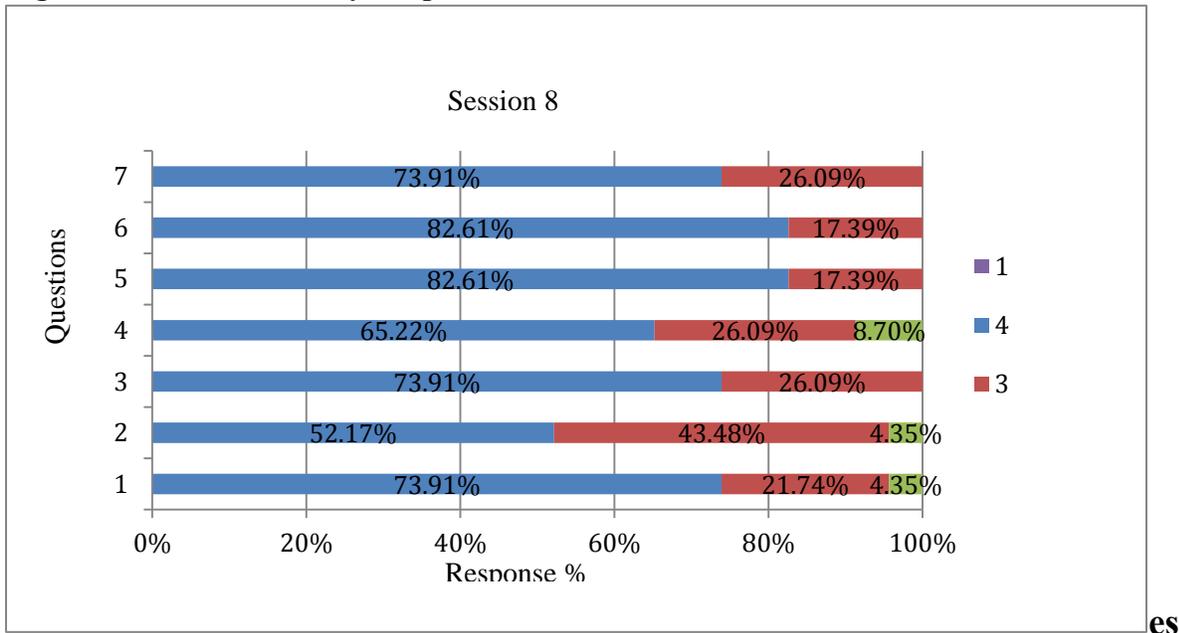
Overall, participants indicated they would recommend this session to colleagues with a 3.70 rating and satisfaction with a 3.61 rating. They rated the facilitator as 3.70. All ratings were above 3, indicating that participants felt the session was worthwhile and applicable.

Additionally, there were three open-ended questions. In response to the question "how do you think your experience in this session will affect your practice," participants stated: two said this was a practical skill to be able to add to their tool belt and four said they want to share this information with their organization and co-workers through training and increasing awareness of sexual abuse signs and symptoms, being cautious about the power and policies within organizations and advocating to help more children. In addition, 12 participants said that this training increased their awareness, sensitivity and provided them with an increased ability to recognize and identifying signs and symptoms of sexual abuse in their youth. Three participants also indicated that this session gave additional tools to know how to help youth victims of sexual abuse and how to report it. One participant also indicated that they learned about the STAR program. These overwhelming responses indicated that this topic was extremely useful and directly applicable in practice.

In response to the question "what did you learn in this session that you did not know before," participants indicated: three participants learned how to identify and speak to an abused victim and two learned how to report signs of abuse, even if he/she is not positive it has occurred, where one emphasized the importance of reporting, which is never too late. Five gained an understanding for the magnitude, statistics and ratios of youth sex abuse and one learned of the long term impact abuse has on a child. Two participants learned that abuse is often by someone known to the youth. One participant indicated that they learned that some abuse cases are civil and others are criminal. Two participants indicated that they learned the importance of having organizational policies in place to protect their youth from abuse and provide a safe space.

In response to the question “tell us about your likes and dislikes or any other comments about this session that you would like to provide,” eight people stated that they really enjoyed the session or found it to be excellent. One participant noted that he/she benefitted from receiving a certificate for this session, and one indicated that there should have been two sessions on this topic. One participant stated that the session was a bit too intense and that participants should be warned and given an option of receiving the information in another form. Three participants remarked that the facilitator did a good job and maybe even that her expertise was underutilized.

**Figure 7: Session 8 Survey Responses**



*Session 9 – Navigating City Resources and Services for Youth and Families*

Process Outcome

Session nine was on the topic of Navigating City Resources and Services for Youth and Families. The following learning objectives guided the course:

- Guide both youth and their families to more specialized resources and services when their needs are beyond the scope of the practitioner’s program

There were 28 participants at this session held from 9:30 to 12:30 on May 21, 2013, and 15 participants filled out the survey, yielding a 54 percent response rate for the session. The session was facilitated by Advocates of Justice and Education.

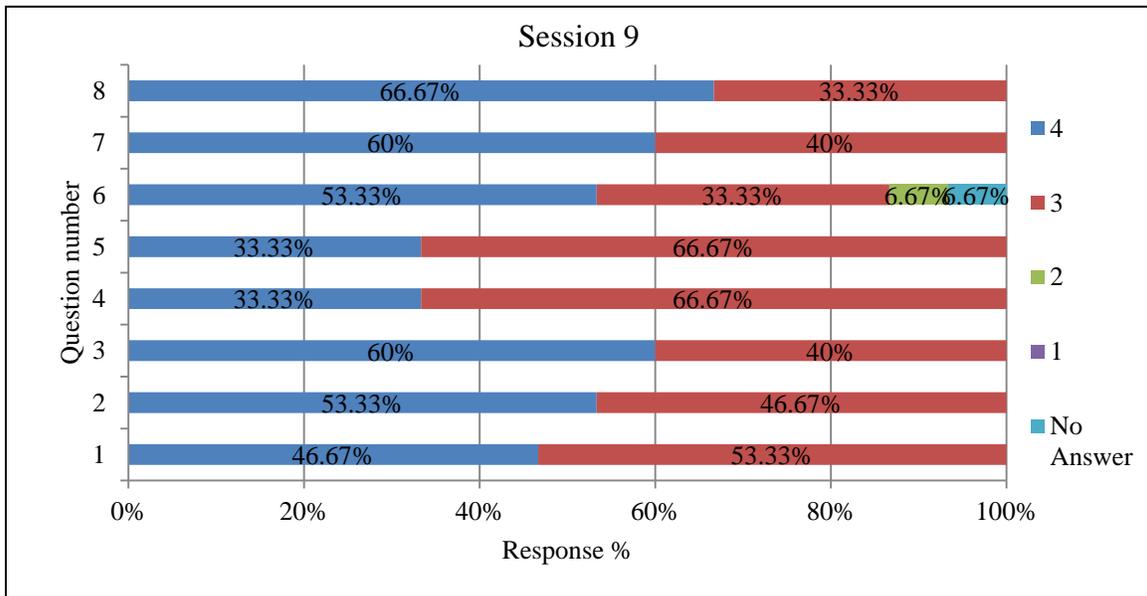
Outcome Evaluation

Participants agreed at an average of 3.5 in understanding how to observe and talk with youth to assess their individual needs, interests, and fears, as well as an average level of 3.5 in understanding when the needs of youth are beyond their program. They averaged a 3.6 in understanding where to refer youth when the needs were beyond the program. Also, youth

workers stated their agreement at an average of 3.3 in understanding how to engage and support family members in program initiatives, and another 3.3 in understanding how to conduct a community assessment and how to identify additional resources for youth. They stated they would recommend the session to colleagues as a 3.5, and they rated the facilitator’s knowledge at a 3.6. Finally, participants rated the overall session at a 3.7.

Respondents stated that they would use the resource book, and that they know how to and will refer families to resources discussed in the session. Responses were positive, and one respondent said they would create a protocol for their workers. Three respondents did not answer the question. Many stated that they learned about agencies that they could refer youth and families to, and one respondent mentioned he/she learned he/she was a valid reporter for youth. Another emphasized understanding a problem before trying to fix it, and six respondents did not answer the question. Overall, the session was well liked, and respondents specifically mentioned enjoying the facilitator and the resource guide. However, one stated that the facilitator talked too much and did not engage all participants, and seven respondents did not answer the question.

**Figure 8: Session 9 Survey Responses**



*Session 10 – Basic Program Design*

Process Outcome

The topic for this session was Basic Program Design and learning objectives included:

- Help practitioners make the connection between their work and specific outcomes for young people and their families
- Understand some core instructional best practices that make programming more effective and engaging
- Understand which outcomes are measurable and how they can be measured

- Understand the strategic roles that developmental “supports” (relationships) can play in effective programming

This training was held from 9:30 to 11:30 on Tuesday May 23rd, 2013. There were 28 participants. The session was facilitated by Syreeta Evans, Peter Guttmacher, Nisha Sachdev and Rebecca Renard.

#### Outcome Evaluation

No survey was conducted for this session.

#### **Pre CEYD Evaluation**

Thirty-one of the 32 participants responded to the survey with one respondent skipping some questions. Participants reported their race as 73 percent African American or black, 10 percent white, 10 percent Latino and 7 percent Asian. Participant’s gender was reported as 73 percent female and 27 percent male. Most participants have a bachelor’s degree (55 percent) with 30 percent having master’s degree. Majority of them (87 percent) work with non-governmental organizations, 93 percent of participants indicated having over three years work experience with youth. Seventy-five percent of the participants indicated their organization receives money from the Trust. Assessing the participants’ aptitudes in the advancing youth development competencies that were covered by the session, twenty questions were asked. The majority of participants demonstrated having the necessary competencies by indicating on the Likert scale “strongly agree” or “agree” with 18 of the questions. But on the question, “I am able to detect the indicators of sexual abuse,” 52 percent of respondents indicated they lack the competency (disagreed). All participants agreed the application process for the CEYD was easy, with 94 percent indicating having previous Advancing Youth Development (AYD) training.

#### **Post CEYD Evaluation**

All Likert scale ratings were given options of one through four, with one being strongly disagree, two indicating agreement, three indicating disagreement and four being strongly agree.

Data analysis showed that participants rated an average of 3.4 out of 4 overall in statements pertaining to participants’ knowledge and confidence in their abilities after completion of the entire CEYD program. The average ratings for each of these questions were limited to a range from 3.1 to 3.7. Higher reported percentages (60 to 62 percent) in the “strongly agree” category came from the ability to maintain appropriate boundaries when working with others, understanding of how external factors have an impact on the stages of child development, their ability to challenge values and attitudes of youth in a supportive manner to foster learning, and their feelings of value and connection to the youth worker profession and community. Overall, 69 percent of the participants strongly agreed that they have the skills and understanding needed to move forward and grow within the youth worker profession.

In addition, two questions that showed a higher percentage, which was 15 percent, in the “disagree” category, comparatively, included the application of strategies for community

building, mobilization, and advocacy as well as detection of indicators of sexual abuse. Thirty-five percent of the statements in the survey induced a response of a seven to eight percent disagreement rate among the participants. This rate indicated that one participant among all the participants that responded to that statement disagreed. No participants indicated strong disagreement with any of the statements.

From the qualitative and open-ended questions, the session that was commonly reported as the most beneficial was the “Youth Development” session. When asked how participants have been able to apply their skills, the most commonly reported answer was when managing conflict between two students. When asked about suggestions to improve the experience for the participants some reported a need for a “true debriefing” of the sessions, a formal option of a continuing program with less frequency following the initial term, and ongoing follow-up sessions, especially in the areas of sexual abuse and stages of youth development. Some reported topics to consider that were not included were: self-care for youth workers, navigating the DC public school system, understanding behavior of youth from detention centers, and understanding the gap between funders and front line youth workers. Finally, when asked what topics were unnecessary, one participant reported that Advancing Youth Development Program was discussed redundantly.

### **Pre and Post Evaluation Comparison**

Thirty-two participants were asked to complete a survey prior to and after attending the youth educational sessions prepared and offered by CYITC. In addition to collecting demographic information, the surveys identified which topics the participants were able to increase their knowledge in. Prior to the sessions, 31 of 32 participants completed the surveys; however, only 21 participants completed the post-surveys. In both cases, more females than males completed the surveys.

CYITC presented twenty statements in the survey to assess the participant’s perception and understanding of managing various youth issues. Depth of knowledge was measured using a Likert four-point scale: Strongly Agree, Agree, Disagree, and Strongly Disagree. The participant was asked to select one of the four options as his/her response. Of the 31 participants who completed the pre-survey, 30 provided responses to the statements. Only 15 of the 21 participants who completed the post-survey gave responses. The percent change in values recorded between the pre and post surveys of each statement is listed below in Table 1. A positive number means that the percent of participants who selected this option on the Likert scale increased; conversely, a negative value indicates that the percent of participants who selected the option decreased. Overall, participant’s positive responses (Agree and Strongly Agree) increased in the post-survey. These six statements showed an increase by at least 10% towards a positive response: understanding stages of child/adolescent development, indicators of

sexual, physical and emotional abuse (two sessions), and reporting procedures in cases of abuse, diverse youth backgrounds, and ways to build on diversity to strengthen institutions.

**Figure 9: Comparison of Pre and Post Survey Responses, by Question**

**Questions**

**Response (%)**

**Table 7: Change in Responses (%) Between Pre & Post Surveys by Question**

|  | <b>Strongly Agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly Disagree</b> |
|--|-----------------------|--------------|-----------------|--------------------------|
| When working with you, I am able to maintain appropriate boundaries (i.e. relationships, confidentiality).             | -20.0%                | +20.0%       | 0.0%            | 0.0%                     |
| I am knowledgeable in the stages of child and/or adolescent development.   | +25.2%                | -5.7%        | -16.2%          | -3.3%                    |
| I understand how external factors (ex. poverty, stress) have an impact on the stages of child development.             | +24.9%                | -18.2%       | -6.7%           | 0.0%                     |
| I feel confident in detecting the indicators of physical and emotional abuse.  | +18.5%                | +0.5%        | -15.6%          | -3.3%                    |
| I feel confident in reporting abuse and neglect and know where to refer youth for further assistance.                  | +17.2%                | -3.8%        | -13.3%          | 0.0%                     |
| I am able to detect the indicators of sexual abuse.  | +14.1%                | +27.2%       | -37.9%          | -3.3%                    |
| I have the ability to challenge values and attitudes of youth in a supportive manner to foster learning.               | +30.5%                | -27.1%       | -3.4%           | 0.0%                     |
| I feel confident in dealing with conflict within my program.   | -4.9%                 | +10.5%       | -5.6%           | 0.0%                     |
| I feel comfortable in facilitating different groups of young people.   | +7.2%                 | -8.2%        | +1.0%           | 0.0%                     |
| I am confident in building on diversity among individuals to strengthen programming.                                   | +1.8%                 | -2.8%        | +1.0%           | 0.0%                     |
| I have an awareness of commonalities/differences among youth of diverse backgrounds.                                   | +5.1%                 | +8.2%        | -13.3%          | 0.0%                     |
| I feel confident in assessing individual youth needs, fears, interests, and competencies.                              | -3.6%                 | +9.2%        | -5.6%           | 0.0%                     |
| I am able to apply youth development best practices to strengthen programming.   | -1.5%                 | +1.5%        | 0.0%            | 0.0%                     |
| I feel confident including issues that are important to youth into programming.  | +7.2%                 | -3.8%        | -3.3%           | 0.0%                     |
| I can apply strategies for community building, mobilization, and advocacy.   | +6.4%                 | +1.5%        | -7.9%           | 0.0%                     |
| I can engage family members in programs.   | 10.9%                 | -8.2%        | -2.7%           | 0.0%                     |
| I can build on diversity among individuals to strengthen organizations.  | +13.5%                | +0.3%        | -13.8%          | 0.0%                     |
| I have the ability to be reflective and can evaluate myself.   | +2.1%                 | +4.8%        | -6.9%           | 0.0%                     |
| I value and feel strongly connected to the youth worker profession and community.                                      | -0.5%                 | +7.4%        | -6.9%           | 0.0%                     |
| I believe that I have the skills and understanding needed to move forward and grow within the youth worker profession. | +3.7%                 | -0.3%        | -3.4%           | 0.0%                     |

The post-survey posted additional questions to provide information on applied use of the knowledge and skills acquired during the sessions. Of the participants who answered these questions (13 of 21), most responded that they were able to utilize the new skills when managing behavior. The two most beneficial sessions were Youth Development and Conflict Resolution and Effective Communication.

### Focus Group Analysis

The CEYD focus group was designed to gather necessary feedback from participants. The feedback provided was then used in the planning activities for the second phase of the program. The following questions were posed to the group during the debriefing session:

- How does participating in CEYD impact your practice?
- What kind of components would you like to see added to the next CEYD slate for the Program? Directors?
- What do you feel was missing from the CEYD sessions in the pilot that would enhance your experience?
- In what areas would you like to be able to gain more knowledge or skills?

Overall, the feedback provided indicates a trend - the participants deemed the pilot useful to bettering them in their role as youth workers. However, significant modifications could be done to specific elements of CEYD; suggestions were generally made towards improvements in program structure and topics presented (content).

In responding to the first question, participants believed the pilot program provided a good foundation for youth development and thinking about youth behaviors. For the next question, participants suggested having a monthly meeting at their sites, with Peter Guttmacher in attendance. In this meeting, participants would have an opportunity to share challenges and highlights about their work. In addition, meetings could include a relevant presentation or training led by one of the participants.

Feedback to the third question pertained to additional elements that could be added to the program, which could be considered most useful to the planning of the next phase of CEYD. The feedback fit into the following five categories: staffing, resources, practice, time, and training. Regarding staffing, participants believed the program could devote more time to discussing management and supervision techniques and engaging Program Directors as community builders.

In regards to resources, participants generally felt that more attention should be given to the development of community partnerships, and the engagement of communities and parents in the

advocacy process. In addition, participants suggested more discussion about how to address systems of oppression, and handle challenges with funding and program expectations.

As far as practice, participants wanted to hear more on working with SYEP youth and interns and how to conduct in-depth evaluations. Concerning time, participants felt that more discussion should occur on the importance of self-care and maintaining a work-life balance. Lastly, as far as training, overall, participants wanted more preparation on developing a “youth voice,” incorporating best practices, and addressing the widespread impact of gentrification.

In responding to the fourth question, participants generally felt that there was not enough time to mentor and share practices with one another, and that some sub-groups of youth were excluded from the sessions. Also, participants felt that there was not enough discussion on gang prevention and creating new funding streams for their youth-serving organizations.

Additionally, participants thought it would have been helpful to gain a national perspective on youth-work, so as form a realistic point-of-view of their organizations’ goals and expectations. Finally, for the fifth question, participants thought that additional sessions should focus on collective problem-solving activities, and how to navigate trauma, while ensuring regular self-care. Participants felt it would be very helpful to bring in a DC Public Schools representative to increase understanding and communication between their youth-serving organizations, especially as it relates to school resources and procedures.

The CEYD focus group concluded with the participants asking questions of CYITC staff. These questions were largely related to how the pilot participants could bring attention to their work and the youth they serve, in addition to the wealth of knowledge and resources available to shape future directions in practice and advocacy. A final question was then raised regarding the possibility of adding the CEYD program to a list of credit or certification courses, to which CYITC responded that the suggestion would have to be further explored with possible University partners in order to generate Continuing Education Units.

## DISCUSSION AND FUTURE RECOMMENDATIONS

Professionals who work with youth have a significant impact on the development and life trajectory of young people. The work that The Trust accomplishes in the DC community improves the self-efficacy of youth workers, which will in turn increase youth workers' confidence in their work in the youth communities they serve. Ultimately, The Trust aims to improve youth outcomes by providing high-quality training opportunities such as the CEYD program for youth workers in Washington, DC.

Incorporating the Advancing Youth Development curriculum into CEYD's sessions promotes a common youth worker philosophy, language, and standard curriculum for youth-serving organizations in DC. Practicing the youth development approach means understanding theories and concepts related to topic areas including adolescent development, individual assessment, program planning and implementation, and teamwork. The Advancing Youth Development curriculum employs twelve developmental outcomes to achieve these goals, which are reflected in the CEYD session topics.

The evaluation measured indicators of the ten program sessions such as participation rates, the impact of the training on the youth workers, and the successes and barriers to implementation and sustainability of the initiative. Additionally, the evaluation allowed for qualitative feedback from participants to help CEYD staff members identify strengths and weaknesses for future implementations of the program.

The following recommendations for future CEYD courses are outlined below. By implementing these recommendations, the outcomes and effectiveness on youth development practice will be increased:

- Add a coaching and observation to the program to increase maximum impact of the training.
- Offer remote access if someone was unable to attend the facilitator lunch.
- Allow for facilitators to receive feedback or the evaluation results from the participants in order to know how each session was received.
- Identify a pace that is conducive for the integration of technology into the session and increasing the accessibility to technology.
- Offer more time in the sessions and over the course of the week to allow participants the opportunity to have more discussion and opportunity for deep reflection on the material.
- For many of the topics covered there was an overall consensus that more time was needed to cover the concepts thoroughly enough with suggestions like completing the topics in two sessions to offer more time.

- Frequently participants requested more time to practice or focus on incorporating the concepts into activities to recognize how to utilize the skills in their practice.
- Several participants indicated that they did not like the facility where the sessions were held.
- Throughout the surveys there was a split feeling on the facilitators who ran the sessions with the half of the participants who did not enjoy the facilitator style identifying reasons such as, they did not starting on time, there were too many restrictions in discussing the topic and feeling the subject matter was sensitive and a “safe environment” should have been established prior to discussing the topics.
- Participants recommended having a printed document with facilitation methods and resources for future reference.
- For topics that are more intense it was suggested that they would prefer an online training and an in person follow up with specific questions and the ability to be interactive.
- CYITC should collect additional demographic data on participants and session facilitators including age, race, and ethnicity.
- Each participant should have a four digit number that is attached to their surveys making pre and post data analysis more accurate
- An emphasis on answering all questions in the survey would help make surveying each individual session more accurate.

The benefits of the CYITC trusted youth worker outreach sessions warrant continuation of the program in the future. The overall consensus of both the facilitators and the participants is that the programs provide education on important topics for youth workers and an opportunity to network with other organizations and individuals who work in the field. One of the primary points that both participants and facilitators have requested for future sessions would be to provide remote access opportunities for individuals to participate when they are unable to be available on site. This is an important suggestion because it would potentially open the sessions to a greater number of participants who may not be able to attend all of the sessions on site. Additionally, providing participants with formal handouts or materials during the sessions would be essential in enabling them to ensure they are utilizing their newly learned skills correctly. The CYITC trusted youth worker training program should be extended for another series of sessions because they have the potential to play an important role in our communities as more people model safe and healthy behaviors for children making a positive impact nationwide.

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## **APPENDICIES**

## **Appendix 1: CEYD Program Calendar**

| ~ March 2013 ~ |   |  |     |  |     |            |
|----------------|---|--|-----|--|-----|------------|
| ◀ Feb 2013     |   |  |     |  |     | Apr 2013 ▶ |
| Sun            | Mon   | Tue  | Wed | Thu  | Fri | Sat        |
|                |   |  |     |  | 1   | 2          |
| 3              | 4   | 5  | 6   | 7  | 8   | 9          |
| 10             | 11  | 12   | 13  | 14   | 15  | 16         |
| 17             | 18  | 19<br>11:00am-1:00pm<br><b>CHILD AND ADOLESCENT DEVELOPMENT</b><br>w/ Dr. Cecilia Breinbauer | 20  | 21<br>9:30am – 11:30am<br><b>CHILD AND ADOLESCENT DEVELOPMENT</b><br>w/ Dr. Cecilia Breinbauer | 22  | 23         |
| 24             | 25  | 26   | 27  | 28<br>9:30am-12:30pm<br><b>YOUTH DEVELOPMENT</b><br>w/ Thandor Miller and Syreeta Evans        | 29  | 30         |
| 31             | <b>Notes:</b><br><b>1: Child/Youth Development</b> <b>2: Health and Well-Being</b> <b>3: Program Environment</b><br><b>4: Program Content/Curriculum</b> <b>5: Program Connection</b> <b>6: Professionalism</b> |  |     |  |     |            |

| ~ April 2013 ~ |     |   |   |  |     |            |
|----------------|-----|---|---|--|-----|------------|
| ◀ Mar 2013     |     |   |   |  |     | May 2013 ▶ |
| Sun            | Mon | Tue   | Wed   | Thu  | Fri | Sat        |
|                | 1   | 2<br>9:30am-12:30pm<br><b>YOUTH DEVELOPMENT</b><br>w/ Thandor Miller and Syreeta Evans                | 3   | 4<br>9:30am-12:30pm<br><b>YOUTH DEVELOPMENT</b><br>w/ Thandor Miller and Syreeta Evans               | 5   | 6          |
| 7              | 8   | 9<br>9:30am-12:30pm<br><b>YOUTH DEVELOPMENT</b><br>w/ Thandor Miller and Syreeta Evans                |   | 11<br>9:30am-12:30pm<br><b>DIVERSITY AND CULTURAL COMPETENCY</b><br>w/ Mosaica                       | 12  | 13         |
| 14             | 15  | 16  | 17  | 18<br>9:30am-12:30pm<br><b>DIVERSITY AND CULTURAL COMPETENCY</b><br>w/ Mosaica                       | 19  | 20         |
| 21             | 22  | 23<br>9:30am – 12:30pm<br><b>CONFLICT RESOLUTION AND EFFECTIVE COMMUNICATION</b><br>w/Tarek Massarani | 24  | 25<br>9:30am-12:30pm<br><b>CONFLICT RESOLUTION AND EFFECTIVE COMMUNICATION</b><br>w/ Tarek Maasarani | 26  | 27         |
| 28             | 29  | 30<br>9:30am-12:30pm<br><b>GROUP MANAGEMENT, COMMUNICATION AND FACILITATION</b><br>w/ Timothy Jones   | <b>Notes: Notes:</b><br><b>1: Child/Youth Development</b> <b>2: Health and Well-Being</b> <b>3: Program Environment</b><br><b>4: Program Content/Curriculum</b><br><b>5: Program Connection</b> <b>6: Professionalism</b> |  |     |            |

| ~ May 2013 ~ |     |  |     |   |     |            |
|--------------|-----|--|-----|---|-----|------------|
| ◀ Apr 2013   |     |  |     |   |     | Jun 2013 ▶ |
| Sun          | Mon | Tue  | Wed | Thu   | Fri | Sat        |
|              |     |  | 1   | 2<br>9:30am – 12:30pm<br><b>GROUP<br/>MANAGEMENT,<br/>COMMUNICATION<br/>AND<br/>FACILITATION</b><br>w/ Timothy Jones                                  | 3   | 4          |
| 5            | 6   | 7<br>9:30am – 12:30pm<br><b>YOUTH<br/>MENTAL AND<br/>BEHAVIORAL<br/>HEALTH</b><br>w/ Erica Barnes  | 8   | 9<br>9:30am – 12:30pm<br><b>YOUTH MENTAL<br/>AND<br/>BEHAVIORAL<br/>HEALTH</b><br>w/ Erica Barnes   |     | 11         |
| 12           | 13  | 14<br>10:30am –<br>12:30pm<br><b>MANDATED<br/>REPORTING OF<br/>PHYSICAL AND<br/>EMOTIONAL<br/>ABUSE</b><br>w/ CFSA Child<br>Welfare Training<br>Academy            | 15  | 16<br>9:30am – 12:30pm<br><b>STEWARDS OF<br/>CHILDREN<br/>SEXUAL ABUSE<br/>DETECTION AND<br/>REPORTING</b><br>w/ Michele Booth<br>Cole of Safe Shores | 17  | 18         |
| 19           | 20  | 21<br>9:30am – 12:30pm<br><b>NAVIGATING<br/>CITY<br/>RESOURCES<br/>AND SERVICES<br/>FOR YOUTH<br/>AND FAMILIES</b><br>w/ Advocates for<br>Justice and<br>Education | 22  | 23<br>9:30am – 11:30am<br><b>BASIC PROGRAM<br/>DESIGN</b><br>w/Syreeta Evans,<br>Peter Guttmacher,<br>Nisha Sachdev and<br>Rebecca Renard             | 24  | 25         |
| 26           | 27  | 28   | 29  | 30  | 31  | Notes:     |

## **Appendix 2: Pre-Test Survey and Session Surveys**



# THE CENTER FOR EXCELLENCE IN YOUTH DEVELOPMENT PARTICIPANT PRE/POST SURVEY

Thank you for participating in The Center for Excellence in Youth Development (CEYD). As you are part of the first cohort to participate, we are especially interested in receiving your feedback to help assess the effectiveness of CEYD on your knowledge and practice in the youth development field as well your experience in participating in CEYD. The information you give provide be used to develop better programming to help meet your needs. The answers you give will be kept private. No one will know what you write except the people involved in the evaluation. Completing the survey is voluntary and results are anonymous, therefore please be sure NOT to write your name or organization on any page. We will ask you to complete a similar survey at the end of the training program.

**Answer Selection:** Correct = ● Incorrect = ✗ ✓ ⊖

1. What is the first letter of your LAST NAME?

Black or African American  Other

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2. What month were you born?

January  April  July  October  
 February  May  August  November  
 March  June  September  December

3. What day of the month were you born? (Fill in blank circle if born on 31<sup>st</sup>)

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4. What is your gender?

Male  Female

5. What is your highest level of education?

Below High School  Bachelor's Degree  
 High School Graduate (or equivalent)  Master's Degree  
 Some College  Doctorate Degree  
 Associate's Degree  Other

6. What is your race/ethnicity? (Select all that may apply).

American Indian or Alaska Native  Hispanic or Latino  
 Asian or Pacific Islander  White

7. What type of organization do you represent? (Select ONE that best applies).

Government Agency  School  
 For Profit  University  
 Non-Profit/Community Based  Other

8. What is the main focus of your organization/agency? (Select ONE that best applies).

Arts/Culture  Education  Law  Workforce  
 Childcare  Faith  Research  Other  
 Community Dvpt  Health  Sports/Recreation

9. How many years have you worked at your organization/agency?

Less than 1 year  3 to 5 years  9 to 11 years  
 1 to 2 years  6 to 8 years  More than 11 years

10. How many years have of experience do you have working with youth?

Less than 1 year  3 to 5 years  9 to 11 years  
 1 to 2 years  6 to 8 years  More than 11 years

11. What is your primary role within your organization/agency?

Administration  Executive Director  Youth Worker  
 Assistant  Program Manager  Other

12. What ages do you primarily work with? (Select all that may apply).

Birth to 4 years  10 to 13 years  19 to 21 years  
 5 to 9 years  14 to 18 years  More than 22 years

13. Is your organization a grantee of the Trust?

Yes  No  I don't know

## THE CENTER FOR EXCELLENCE IN YOUTH DEVELOPMENT PARTICIPANT PRE/POST SURVEY

14. For the following statements please fill in the appropriate circle for each item, depending on whether you strongly agree, agree, disagree, or strongly disagree.

|  | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| When working with you I am able to maintain appropriate boundaries (i.e. relationships, confidentiality).  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am knowledgeable in the stages of child and/or adolescent development.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand how external factors (ex. poverty, stress) have an impact on the stages of child development. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel confident in detecting the indicators of physical and emotional abuse.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel confident in reporting abuse and neglect and know where to refer youth for further assistance.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am able to detect the indicators of sexual abuse.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have the ability to challenge values and attitudes of youth in a supportive manner to foster learning.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel confident in dealing with conflict within my program.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel comfortable in facilitating different groups of young people.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am confident in building on diversity among individuals to strengthen programming.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have an awareness of commonalities/differences among youth of diverse backgrounds.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel confident in assessing individual youth needs, fears, interests, and competencies.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        |
| I am able to apply youth development best practices to strengthen programming.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|  |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| I feel confident including issues that are important to youth into programming.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can apply strategies for community building, mobilization, and advocacy.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can engage family members in programs.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can build on diversity among individuals to strengthen organizations.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have the ability to reflective and can evaluate myself.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I value and feeling strongly connected the youth worker profession and community.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I believe that I have the skills and understanding needed to move forward and grow within the youth work profession. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

15. Was the application process to participate in CEYD easy to complete?

- Yes  No

16. Have you participated in the Advancing Youth Development training prior to participating in CEYD?

- Yes  No  I don't know

17. Do you believe you had a clear understanding of your responsibilities before the start of CEYD?

- Yes  Somewhat  No



## THE CENTER FOR EXCELLENCE IN YOUTH DEVELOPMENT – CHILD AND ADOLESCENT DEVELOPMENT (SESSION 1)

The answers you give will be kept private. Completing the survey is voluntary and results are anonymous, therefore please be sure NOT to write your name or organization on any page. We will ask you to complete a similar survey at the end of the training program.

**Answer Selection:** Correct = ● Incorrect = ✗ ✓ ⊕

1. Provide your four-digit code.

\_\_\_\_\_

2. For the following statements please fill in the appropriate circle for each item, depending on whether you strongly agree, agree, disagree, or strongly disagree.

|  | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| I understand the stages of physical, emotional, and cognitive change that young people go through.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand how to incorporate activities that are developmental appropriate for youth participants.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand the core youth developmental benchmarks.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand the impact that factors of stress and poverty have on developmental milestones.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand how to provide support to address impact of stress and poverty on developmental milestones. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would recommend this session to my colleagues.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The facilitator was engaging and had adequate knowledge of the subject matter.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall, I was satisfied with this session.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. How do you think your experience in this session will affect your practice?

4. What did you learn in this session that you did not know before?

5. Tell us about your likes and dislikes or any other comments about this session that you would like to provide.



## THE CENTER FOR EXCELLENCE IN YOUTH DEVELOPMENT – YOUTH DEVELOPMENT (SESSION 2)

The answers you give will be kept private. Completing the survey is voluntary and results are anonymous, therefore please be sure NOT to write your name or organization on any page. We will ask you to complete a similar survey at the end of the training program.

**Answer Selection:** Correct = ● Incorrect = ✗ ✓ ⊕

1. Provide your four-digit code.

\_\_\_\_\_

2. For the following statements please fill in the appropriate circle for each item, depending on whether you strongly agree, agree, disagree, or strongly disagree.

|  | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| I understand how to articulate and maintain appropriate boundaries (i.e. relationships, roles, responsibilities, and confidentiality) with youth.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand how to create and implement projects and activities that promote youth development outcomes.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand how to cultivate a culture of positive youth development into programs where I may or may not have the buy-in and support from my leaders and/or supervisors. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand how to actively involve and encourage youth to actively contribute to programs and other conditions that affect their lives.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would recommend this session to my colleagues.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The facilitator was engaging and had adequate knowledge of the subject matter.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall, I was satisfied with this session.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. How do you think your experience in this session will affect your practice?

4. What did you learn in this session that you did not know before?

5. Tell us about your likes and dislikes or any other comments about this session that you would like to provide.



## THE CENTER FOR EXCELLENCE IN YOUTH DEVELOPMENT – DIVERSITY AND CULTURAL COMPETENCY (SESSION 3)

The answers you give will be kept private. Completing the survey is voluntary and results are anonymous, therefore please be sure NOT to write your name or organization on any page. We will ask you to complete a similar survey at the end of the training program

1. Provide your four-digit code.

\_\_\_\_\_

**Answer Selection:** Correct = ● Incorrect = ✗ ✓ ⊕

2. For the following statements please fill in the appropriate circle for each item, depending on whether you strongly agree, agree, disagree, or strongly disagree.

|  | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| I understand how to seek out information about youth with social backgrounds different from my own.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand and acknowledge my own biases that I may already bring into my practice.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand how to build on diversity among individuals to strengthen program outcomes.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand how to incorporate individual differences into activities that may weaken opportunities for positive youth development. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand how to handle differences between my values and others' values.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would recommend this session to my colleagues.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|  |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| The facilitator was engaging and had adequate knowledge of the subject matter. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall, I was satisfied with this session.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. How do you think your experience in this session will affect your practice?

4. What did you learn in this session that you did not know before?

5. Tell us about your likes and dislikes or any other comments about this session that you would like to provide.



# THE CENTER FOR EXCELLENCE IN YOUTH DEVELOPMENT – CONFLICT RESOLUTION AND EFFECTIVE COMMUNICATION (SESSION 4)

The answers you give will be kept private. Completing the survey is voluntary and results are anonymous, therefore please be sure NOT to write your name or organization on any page. We will ask you to complete a similar survey at the end of the training program.

1. Provide your four-digit code.

**Answer Selection:** Correct = ● Incorrect = ✕ ☑ ⊕

\_\_\_\_\_

2. For the following statements please fill in the appropriate circle for each item, depending on whether you strongly agree, agree, disagree, or strongly disagree.

|   | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| I understand the concept of intrinsic motivation.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand the concept of empathy-based communication.  |                          |                          |                          |                          |
| I understand the concept of conflict coaching.  |                          |                          |                          |                          |
| I understand the concept of mediation.  |                          |                          |                          |                          |
| I understand the concept of motivational interviewing.  |                          |                          |                          |                          |
| I understand how to effectively navigate and resolve conflict between youth, youth and staff, and youth and families. |                          |                          |                          |                          |
| I understand how to create a program culture where youth have the tools to navigate and resolve conflict themselves.  |                          |                          |                          |                          |
| I would recommend this session to my colleagues.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The facilitator was engaging and had adequate knowledge of the subject matter.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall, I was satisfied with this session.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. How do you think your experience in this session will affect your practice?

4. What did you learn in this session that you did not know before?

5. Tell us about your likes and dislikes or any other comments about this session that you would like to provide.



# THE CENTER FOR EXCELLENCE IN YOUTH DEVELOPMENT – GROUP MANAGEMENT, COMMUNICATION, AND FACILITATION (SESSION 5)

The answers you give will be kept private. Completing the survey is voluntary and results are anonymous, therefore please be sure NOT to write your name or organization on any page. We will ask you to complete a similar survey at the end of the training program.

**Answer Selection:** Correct = ● Incorrect = ✕ ⊗ ⊕

1. Provide your four-digit code.

\_\_\_\_\_

2. For the following statements please fill in the appropriate circle for each item, depending on whether you strongly agree, agree, disagree, or strongly disagree.

|  | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| I understand basic principles of group work and facilitation.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand how to facilitate independent group work.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand how to balance and leverage different skill sets and experiences among youth working in groups.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand how to communicate effectively, transparently and respectfully with youth.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand how to support groups through the process of identifying needs and determining appropriate responses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would recommend this session to my colleagues.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The facilitator was engaging and had adequate knowledge of the subject matter.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall, I was satisfied with this session.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. How do you think your experience in this session will affect your practice?

4. What did you learn in this session that you did not know before?

5. Tell us about your likes and dislikes or any other comments about this session that you would like to provide.



## THE CENTER FOR EXCELLENCE IN YOUTH DEVELOPMENT – YOUTH MENTAL AND BEHAVIORAL HEALTH (SESSION 6)

The answers you give will be kept private. Completing the survey is voluntary and results are anonymous, therefore please be sure NOT to write your name or organization on any page. We will ask you to complete a similar survey at the end of the training program.

**Answer Selection:** Correct = ● Incorrect = ✕ ✓ ⊕

1. Provide your four-digit code.

\_\_\_\_\_

2. For the following statements please fill in the appropriate circle for each item, depending on whether you strongly agree, agree, disagree, or strongly disagree.

|   | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| I understand specific issues and disorders that young people may be dealing with.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand how the signs of mental or behavioral health issues in young people.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand how to use basic intervention strategies that are within my scope of expertise to initially help youth who are struggling. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have an increased level of mental health issues that affect the well-being of youth.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would recommend this session to my colleagues.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The facilitator was engaging and had adequate knowledge of the subject matter.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall, I was satisfied with this session.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. How do you think your experience in this session will affect your practice?

4. What did you learn in this session that you did not know before?

5. Tell us about your likes and dislikes or any other comments about this session that you would like to provide.



# THE CENTER FOR EXCELLENCE IN YOUTH DEVELOPMENT – MANDATED REPORTING OF PHYSICAL AND EMOTIONAL ABUSE (SESSION 7)

The answers you give will be kept private. Completing the survey is voluntary and results are anonymous, therefore please be sure NOT to write your name or organization on any page. We will ask you to complete a similar survey at the end of the training program.

**Answer Selection:** Correct = ● Incorrect = ✕ ✓ ⊕

1. Provide your four-digit code.

\_\_\_\_\_

2. For the following statements please fill in the appropriate circle for each item, depending on whether you strongly agree, agree, disagree, or strongly disagree.

|  | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| I understand the physical and mental impact of physical and emotional abuse on youth.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand the warning signs of youth that are victims of physical and emotional abuse.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I know the proper steps to take in reporting physical and emotional abuse.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand where and how to refer young people for further assistance when issues are beyond the scope of my program's practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would recommend this session to my colleagues.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The facilitator was engaging and had adequate knowledge of the subject matter.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall, I was satisfied with this session.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. How do you think your experience in this session will affect your practice?

4. What did you learn in this session that you did not know before?

5. Tell us about your likes and dislikes or any other comments about this session that you would like to provide.



## THE CENTER FOR EXCELLENCE IN YOUTH DEVELOPMENT – STEWARDS OF CHILDREN SEXUAL ABUSE DETECTION AND REPORTING (SESSION 8)

The answers you give will be kept private. Completing the survey is voluntary and results are anonymous, therefore please be sure NOT to write your name or organization on any page. We will ask you to complete a similar survey at the end of the training program.

**Answer Selection:** Correct = ● Incorrect = ✕ ✓ ⊕

1. Provide your four-digit code.

\_\_\_\_\_

2. For the following statements please fill in the appropriate circle for each item, depending on whether you strongly agree, agree, disagree, or strongly disagree.

|  | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| I understand the physical and emotional impact of sexual abuse on youth.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand the warning signs of youth that are victims of sexual abuse.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I know the proper steps to take in reporting sexual abuse.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand where and how to refer young people for further assistance when issues are beyond the scope of my program's practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would recommend this session to my colleagues.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The facilitator was engaging and had adequate knowledge of the subject matter.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall, I was satisfied with this session.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. How do you think your experience in this session will affect your practice?

4. What did you learn in this session that you did not know before?

5. Tell us about your likes and dislikes or any other comments about this session that you would like to provide.



## THE CENTER FOR EXCELLENCE IN YOUTH DEVELOPMENT – BASIC PROGRAM DESIGN (SESSION 10)

The answers you give will be kept private. Completing the survey is voluntary and results are anonymous, therefore please be sure NOT to write your name or organization on any page. We will ask you to complete a similar survey at the end of the training program.

**Answer Selection:** Correct = ● Incorrect = ☒ ☑ ⊕

1. Provide your four-digit code.

\_\_\_\_\_

2. For the following statements please fill in the appropriate circle for each item, depending on whether you strongly agree, agree, disagree, or strongly disagree.

|   | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| I understand how to observe and talk with youth to assess their individual needs, interests, and fears. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand when the needs of youth are beyond my program's scope.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand of where to refer youth when their needs are beyond my program's scope.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand how to engage and support family members in program initiatives.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand how to conduct community assessment and to identify additional resources for youth.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would recommend this session to my colleagues.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The facilitator was engaging and had adequate knowledge of the subject matter.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall, I was satisfied with this session.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. How do you think your experience in this session will affect your practice?

4. What did you learn in this session that you did not know before?

5. Tell us about your likes and dislikes or any other comments about this session that you would like to provide



## THE CENTER FOR EXCELLENCE IN YOUTH DEVELOPMENT – BASIC PROGRAM DESIGN (SESSION 10)

The answers you give will be kept private. Completing the survey is voluntary and results are anonymous, therefore please be sure NOT to write your name or organization on any page. We will ask you to complete a similar survey at the end of the training program.

**Answer Selection:** Correct = ● Incorrect = ✕ ✓ ⊕

1. Provide your four-digit code.

\_\_\_\_\_

2. For the following statements please fill in the appropriate circle for each item, depending on whether you strongly agree, agree, disagree, or strongly disagree.

|   | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| I understand how to make the connection between my work and specific outcomes for youth and their families. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand core instructional best-practices that make programming more effective and engaging.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand the importance of outcomes and how they can be measured.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand how to establish priorities in relation to an organizational mission.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would recommend this session to my colleagues.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The facilitator was engaging and had adequate knowledge of the subject matter.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall, I was satisfied with this session.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. How do you think your experience in this session will affect your practice?

4. What did you learn in this session that you did not know before?

5. Tell us about your likes and dislikes or any other comments about this session that you would like to provide.

### **Appendix 3: Attendance Sheets**











## Appendix 4: Focus Group Guide



## **Introduction (3 minutes)**

Good evening, my name is \_\_\_\_\_, and I'll be your moderator this evening. Welcome to our focus group discussion tonight.

A focus group is a small group discussion that focuses on a particular topic in depth. Tonight we will be talking about your experience as a participant in the Trust's Center for Excellence in Youth Development (CEYD). I'm here to listen to your ideas and thoughts about your experience throughout the sessions.

In a focus group, there is no right or wrong answers, only opinions, and I'd like to hear from all of you about equally. It's important that I hear what each of you thinks, because your thoughts may be similar to those of many other people who aren't here at this table tonight. Your ideas are extremely important to us, and I'm interested in your comments and opinions. Please feel free to speak up even if you disagree with someone else here. It's OK to disagree, because it's helpful to hear different points of view. I'm also interested in any questions you may have as we go along.

We have a lot of ground to cover in the next two hours, so, for the sake of time, I may jump ahead to the next topic from time to time, but please stop me if you want to add anything. We're audiotaping and videotaping our discussion. Everything you say is important to us, and we want to make sure we don't miss any comments. Later, we'll go through all of your comments and use them to prepare a report on our discussion. I want to assure you, however, that all of your comments are confidential and will be used only for research purposes. Nothing you say will be connected with your name. Also, if there are any questions you would prefer not to answer, please feel free not to respond to them.

### ***Disclosure***

- Observation: There is a one-way mirror with observers in the next room who are interested in hearing your views, but don't want to interrupt the conversation.
- Audio taping and video recording: This session will be recorded by audio and video tape to enable us to capture everything that is being said today. We will use the tape to write our report to our client.
- Confidentiality: All of your answers will be confidential, so feel free to say exactly what is on your mind. Nothing will be attributed to any particular person in our report.

### ***Ground Rules***

- Need to hear from everyone, one at a time please
- No right or wrong answers, want personal opinions
- Moderator is impartial, please be candid



- It's okay to be critical. If you dislike something you hear, it's fine to disagree but please be willing to offer your own views and opinions.
- If anyone needs to use the rest room, they are located [specify]. There is no need to stop the discussion

Do you have any questions before we get started?

### ***Participant introductions***

Brief introductions around the table – name, occupation, organization representation, and years worked with youth.

### **Exploring Participants' Experience in CEYD Sessions – Topics**

In the introduction, we talked about how we'd like to learn more about your experience with the CEYD's sessions. So if you can, please think back to each session you attended, and feel free to use specific examples from each session with the questions I'll ask.

#### Session 1 – An Overview of Child and Adolescent Development

- a) What were the strengths of the session? Weaknesses?
- b) Did you acquire new information/skills that you can use in your work?
- c) What additional information would you have liked to be included in this topic?
- d) Do you feel the presenter was competent/credible to present this information? Do you feel he/she actively involved you in the learning process?
- e) Are there reasons why (why not) you feel this session should be included in future training programs?

#### Session 2 – Practical Applications of Youth Development Concepts

- a) What were the strengths of the session? Weaknesses?
- b) Did you acquire new information/skills that you can use in your work?
- c) What additional information would you have liked to be included in this topic?
- d) Do you feel the presenter was competent/credible to present this information? Do you feel he/she actively involved you in the learning process?
- e) Are there reasons why (why not) you feel this session should be included in future training programs?

#### Session 3 – Diversity and Cultural Competency

- a) What were the strengths of the session? Weaknesses?
- b) Did you acquire new information/skills that you can use in your work?

- c) What additional information would you have liked to be included in this topic?
- d) Do you feel the presenter was competent/credible to present this information? Do you feel he/she actively involved you in the learning process?
- e) Are there reasons why (why not) you feel this session should be included in future training programs?

#### Session 1 – An Overview of Child and Adolescent Development

- a) What were the strengths of the session? Weaknesses?
- b) Did you acquire new information/skills that you can use in your work?
- c) What additional information would you have liked to be included in this topic?
- d) Do you feel the presenter was competent/credible to present this information? Do you feel he/she actively involved you in the learning process?
- e) Are there reasons why (why not) you feel this session should be included in future training programs?

#### Session 4 – Conflict Resolution and Effective Communication

- a) What were the strengths of the session? Weaknesses?
- b) Did you acquire new information/skills that you can use in your work?
- c) What additional information would you have liked to be included in this topic?
- d) Do you feel the presenter was competent/credible to present this information? Do you feel he/she actively involved you in the learning process?
- e) Are there reasons why (why not) you feel this session should be included in future training programs?

#### Session 5 – Group Management, Communication and Facilitation

- a) What were the strengths of the session? Weaknesses?
- b) Did you acquire new information/skills that you can use in your work?
- c) What additional information would you have liked to be included in this topic?
- d) Do you feel the presenter was competent/credible to present this information? Do you feel he/she actively involved you in the learning process?
- e) Are there reasons why (why not) you feel this session should be included in future training programs?

#### Session 6 – An Overview of Mental and Behavioral Health Issues for Children and Youth

- a) What were the strengths of the session? Weaknesses?
- b) Did you acquire new information/skills that you can use in your work?

- c) What additional information would you have liked to be included in this topic?
- d) Do you feel the presenter was competent/credible to present this information? Do you feel he/she actively involved you in the learning process?
- e) Are there reasons why (why not) you feel this session should be included in future training programs?

#### Session 7 – Mandated Reporting of Physical and Emotional Abuse

- a) What were the strengths of the session? Weaknesses?
- b) Did you acquire new information/skills that you can use in your work?
- c) What additional information would you have liked to be included in this topic?
- d) Do you feel the presenter was competent/credible to present this information? Do you feel he/she actively involved you in the learning process?
- e) Are there reasons why (why not) you feel this session should be included in future training programs?

#### Session 8 – Sexual Abuse Detecting and Reporting

- a) What were the strengths of the session? Weaknesses?
- b) Did you acquire new information/skills that you can use in your work?
- c) What additional information would you have liked to be included in this topic?
- d) Do you feel the presenter was competent/credible to present this information? Do you feel he/she actively involved you in the learning process?
- e) Are there reasons why (why not) you feel this session should be included in future training programs?

#### **Exploring Participants' Experience with Logistics of CEYD**

- a) Are there any reasons you may feel that the session times/days were inconvenient to your work schedule?
- b) How did the session durations impact your ability to retain information presented?

#### **Exploring Participants' Satisfaction with CEYD Sessions (as a whole)**

- a) Do you feel this training was a worthwhile investment in your professional educational needs? For your organization? For the youth you work with?
- b) Do you feel satisfied with what topics were presented and how they were presented?
- c) What will you do differently in your practice/service setting as a result of this training?

#### **Participant Recommendations**



- a) Is there anything you would change about this program to make it more effective?
- b) What additional training-development education would you like to see added to CEYD?
- c) Please feel free to make additional comments.

### **Close/Wrap-Up**

We've come to the end of our discussion. Thank you, again, for participating in The Trust's CEYD and providing invaluable insight into your experience as a youth worker. Your comments today will help us to continuously improve CEYD's curricula.