

Youth Development Institute

Evaluation Findings

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Executive Summary

The Youth Development Institute (YDI), a project of the Youth Services Provider Network (YSPN), is a series of 10 one-day sessions intended to help youth-serving organizations improve their programs by incorporating evidence-based youth development activities. The curriculum is based on a “Youth Development Framework for Practice”, which focuses on five main areas: (1) building readiness for change; (2) organizational practices; (3) youth development practices; (4) developmental youth outcomes; and (5) early adult outcomes.

The YSPN contracted with a local evaluator to determine the effectiveness of the YDI and document the progression of organizations’ implementation of youth development approaches. The evaluation consisted of a survey administered on the final day of the YDI for all three classes, an organizational self assessment completed one-year after completion of the YDI, and focus group style interviews one-year after completion of the YDI. The following is a summary of key findings.

Course Evaluation

The course evaluation findings included responses from all three cohorts. Overall, participants were highly satisfied with the training team. Both line and management level participants reported that the YDI influenced their knowledge of youth development and ways to work with youth. They also perceived substantial increases in their level of youth development knowledge as a result of participation in the YDI. However, program managers reported higher levels of youth development knowledge than the line staff.

Respondents identified changes they anticipated occurring as a result of participating in the YDI. Line staff anticipated personal changes related to interactions with youth; program managers anticipated personal changes related to the utilization of the YDI framework and theoretical youth development principles. Anticipated organizational changes focused on incorporating the framework at the programmatic and organizational levels; gaining support from co-workers and management; and creating partnerships with youth. Anticipated changes for youth focused on a stronger sense of youth empowerment, a higher level of engagement, and increased leadership opportunities.

In addition to identifying potential change, respondents identified potential areas for challenges/barriers to change. The most prevalent challenges/barriers identified were resistance to change, lack of buy-in, and limited time and resources as the areas with the most potential for providing challenges.

Organizational Self Assessment

The first cohort of YDI participants completed an organizational self assessment one year after the completion of the YDI. The assessment contained four sections. On average, respondents reported that their organizations were in the implementation phase for program practices pertaining to relationships with young people and opportunities for young people to participate in their communities.

Respondents reported that their organizations were between the planning phase and the implementation phase in the remaining three sections: (1) organizational practices (integration of youth development principles within the organization); (2) participation practices (activities at the programmatic and organizational level which help improve outcomes for young people); and (3) collaboration and evaluation practices (solicit feedback from young people, feedback and partnerships with parents and the general community; and feedback and evaluation from staff).

Interviews

The evaluation team conducted focus-group style interviews with the first cohort one-year after the completion of the YDI. The interviews responses addressed seven general areas.

- *Valuable information and experiences* – Respondents reported gaining the most value from learning new concepts. Other valued experiences included a greater feeling of connectedness to other professionals working with youth, and a changed outlook on working with youth.
- *Lesson transfer* – Respondents listed three types of YDI lessons that transferred to their organizations: (1) administrative (i.e., training, changing staff meeting format, etc.); (2) curriculum and program development (to incorporate youth development principles); and (3) curriculum and program changes (incorporate more ability for day-to-day youth participation).
- *Challenges/Barriers* – There were a handful of barriers/challenges to incorporating youth development principles such as lack of sufficient organizational or staff buy-in, and the existence of bureaucratic barriers (i.e., lack of funding and/or resources).
- *Youth engagement* – Organizations reported using youth input to drive changes in program structure and content. Respondents sensed that young people have a greater sense of belonging, have a greater sense of safety, and are more trusting of adults and other youth as indicated by increased attendance and increased participation/involvement.
- *Training/Coaching* – Practicing YDI methods in groups during the training made the most difference for the YDI respondents. The first cohort did not utilize the coaching as much as the subsequent cohorts due to staff turnover.

- *Participant advice* – Respondents had three general recommendations for organizations preparing to send a team to the YDI: (1) send as many and as diverse a team as possible; (2) be open-minded; and (3) be dedicated to the process.
- *Other Participation* – Many respondents attended YSPN convenings as often as possible and found the convenings that included youth to be the most valuable. The few respondents who attended alumni meetings did not find the meetings as helpful as they could have been. In response to this finding, the YDI staff has introduced changes to the format of the alumni meeting to make it more substantive.

Survey Responses v Interview Responses

Both alignments and discrepancies between the post-YDI survey and the one year follow up interviews provided insight into the immediate impressions of the participants with implementation realities. Participant feedback immediately following the YDI was more philosophical (i.e., youth will feel more empowered) and after one year the changes that transpired were more practical (i.e., programs changed due to feedback from young people). Also some challenges and barriers reported immediately after the program were more severe than the actual challenges the participants encountered. Finally, the YDI staff fulfilled the expressed needs of the participants, but the YDI participants from cohort one subsequently did not fully take advantage of coaching and alumni opportunities or did not perceive these as valuable.

Overall, the feedback from the participants both immediately following the YDI and after one year of implementation was positive and the YDI staff are already acting on participants' suggestions for improvement.

Section 1 – Introduction and Background

The Youth Services Provider Network (YSPN) mission states a commitment to strengthen the ability of youth practitioners and youth organizations to foster the holistic development of young people. This approach is successful in achieving positive outcomes for youth, including improved social relationships and decision-making skills, improved academic success, and greater civic participation. YSPN formed in 2000 in response to a need identified by the Sierra Health Foundation and the Sacramento County Department of Human Services and now serves youth providers in the eight county region including Sacramento, Amador, El Dorado, San Joaquin, Sutter, Yolo, and Yuba counties. YSPN accomplishes its goals by providing one-day trainings, quarterly networking meetings, a comprehensive Youth Development Institute; and promoting youth development through policy channels.

The YSPN originated as a collaboration between the agencies below, now referred to as the “Funders’ Group”, which continues to provide strategic direction, oversight, and resource support to the YSPN.

- Sacramento County Department of Human Assistance;
- Sacramento County Department of Health and Human Services;
- Sacramento County Office of Education;
- Region 3 Healthy Start and After School TA Center;
- Sierra Health Foundation;
- Sutter Health;
- City of Sacramento;
- Sacramento Employment and Training Agency; and
- The United Way.

Through two years of holding convenings and network meetings around the youth development approach, and responding to interest in the community for more in depth training on implementing youth development approaches, the YSPN created the Youth Development Instituted (YDI).

1.1 Program Description

The YDI is a series of one-day sessions intended to help youth-serving organizations improve their programs by incorporating evidence-based practices. The Community Network for Youth Development (CNYD) developed the curriculum as part of the national Building Exemplary Systems for Training Initiative and is presented in the Sacramento Metropolitan Area by the Youth Service Provider Network (YSPN) in partnership with CNYD. The YDI brings youth development practitioners together to explore the essential elements of youth development practices that make a difference in young people’s lives. The YDI provides an intensive learning and training experience

as a way to launch organizational change with the goal of aligning practices with youth development principles, building agency capacity, and professionalizing the youth development field.

The curriculum is based on a “Youth Development Framework for Practice,” which focuses on five main areas: (1) building readiness for change; (2) organizational practices; (3) youth development practices; (4) developmental youth outcomes; and (5) early adult outcomes (Appendix A). Learning occurs through a ten-week series of weekly day-long seminar sessions followed by an on-site coaching period for up to 20 hours per agency. The following are brief descriptions of the topics and content covered in each session.

Youth Development Overview/Component Elements

- Review of research;
- Introduce framework; and
- Describe the YDI as a learning community.

Creating Emotionally and Physically Safe Environments

- Reflect on practices of physical and emotional safety;
- Identify indicators of physical and emotional safety;
- Develop an understanding of physical and emotional safety as part of the youth development framework and crucial to the development of young people; and
- Learn ways to create group agreements or ground rules with youth.

Theories of Relationship Building and Group Development

- Teach a model of group development;
- Explore obstacles and challenges in relationship building;
- Identify indicators of relationship building;
- Develop an understanding of relationship building as part of the youth development framework and crucial to the development of young people.

Supporting Youth Participation and Developing Youth as Contributors

- Define the range of possibilities for community involvement;
- Explore strategies that support community involvement;
- Identify challenges to community involvement;
- Develop an understanding of community involvement as part of the youth development framework and crucial to the development of young people.

Open Topic Day

- Share collective skills and knowledge as they relate to youth development.

Community Involvement/Engagement

- Highlight values and beliefs regarding young people as learners;
- Explore the characteristics of a positive/quality learning environment;
- Examine core skills youth need to succeed and examine how to create “engaging learning environments”.
- Engage participants as learners as well as teachers.

Evaluation: Defining Indicators

- Examine supports and opportunities currently in place and ways to strengthen those supports and opportunities;
- Develop an understanding of organizational practices and their relationship to supports and opportunities;
- Engage in pre-planning around one or more strategies agencies wanted to implement; and
- Draft an action plan for discussing strategies with Executive Director(s)

Evaluation: Participatory Methods

- Learn the language, tools, and concepts of assessment and evaluation; and
- Design a tool for one or more goals in the organization’s action plan.

Graduation/Action Planning

- Review framework;
- Share class participant testimonials;
- Conduct a stakeholder activity on advancing youth development work; and
- Share action plans.

The YSPN enrolls YDI participants through an application and interview process. Each cohort consists of 12 youth-serving organizations with up to four staff members from each organization. To be eligible, organizations must serve youth, ages 5 to 21, in Amador, El Dorado, Placer, Sacramento, San Joaquin, Sutter, Yolo, and/or Yuba counties. Organizations should do some of their work with youth in group settings.

The selection criteria include multiple factors. The first is based on demonstration of the organization’s commitment and ability to incorporate evidence-based youth development practices into their organizational structure and programs. The second criterion is based on demonstration of the organization’s commitment to professionalize the field and advance youth development within the community. Additional factors include culture, region, and age groups served; size of organization; and program focus.

The selected organizations must commit a combination of two to four staff members and supervisors to attend every YDI session. Additionally, the Executive Director of each organization must commit to attending two “Stakeholder Days” where they will join youth workers, Executive Directors, funders, and policymakers in examining youth

development issues from multiple perspectives. Participating organizations must commit to the following conditions:

- Executive Directors, senior level staff, and/or potential staff participants will attend the informational meeting prior to the first YDI session.
- The organization's Executive Director and/or board member will participate in a one-hour pre-selection interview.
- Organizational management must provide full support of staff members participating in every YDI session (i.e., enabling them to attend).
- The Executive Director will participate in the "Executive Director's Luncheon".
- Management will provide opportunities for participating staff to share new knowledge learned with agency colleagues and the agency's governing board.
- Management will support implementation of policies and practices in alignment with YDI youth development principles.
- Participants will create assessment instruments and processes to measure youth development practices.
- Participants will create an organizational development and coaching plan.
- The organizations will participate in the evaluation of the YDI and the coaching process through surveys and focus groups/interviews.

The organizational commitment increases the likelihood that YDI principles and practices will be adopted by the organization. The YDI has been in operation in this region since 2000, having provided YDI trainings to a total of 33 organizations. Additionally, three organizations received a scaled-down version of the YDI, organized through the City of Sacramento.

1.2 Evaluation

The YSPN created an evaluation committee, in 2004, which included volunteers from 4H, People Reaching Out, Region 3 Technical Assistance Center, and the YSPN Director. This team developed a series of tools to help identify the objectives of the evaluation, a logic model for the YDI, and two evaluation instruments. The logic model identifies the YDI philosophy about the actions and commitment necessary for agencies and practitioners to shift to a youth development approach (Appendix B). The logic behind the YDI is two-fold: (1) individuals must embrace and put into practice the youth development principles and beliefs; and (2) agency managers must support the beliefs and create structures, systems, and policies that support those practices. The key to the systemic change is for the YDI participants to transfer their knowledge to other is their agency, which will enable the organizational shift to a youth development approach to occur. Likely, the youth will not experience noticeable changes until the organization integrates the principles into staff training, policies, budgets, and daily program practices.

In addition to developing the logic model, the evaluation team developed an organizational assessment and knowledge of youth development tool (Appendix C). The survey tools were not administered to youth in program, but rather measure adult perceptions and experiences. The YSPN is currently developing a youth survey tool and will pilot the tool in a small group of YDI graduate organizations. The survey will assess the extent to which youth experience the supports and opportunities taught during the YDI. Finally, the evaluation team developed questions, based on the logic model, that were asked to the first YDI cohort in focus group style interviews (Appendix D).

The remainder of this report discusses the outcomes and findings from a survey administered on the last day of each YDI, an organizational self-assessment completed by the first cohort of YDI participants one year after completing the program in July 2004, and focus group style interviews conducted with the first cohort of the YDI participants one year after completing the program in July 2004.

Section 2 – Outcomes

The YSPN contracted with a local evaluator to determine the effectiveness of the YDI and document the progression of organizations implementation of youth development approaches. The evaluation study consisted of a survey administered on the final day of the YDI, an organizational self assessment completed one-year after completion of the YDI, and focus group style interviews one-year after completion of the YDI. The remainder of this section details the findings from these assessments.

2.1 Course Evaluation

On the final day of the Youth Development Institute, participants completed an evaluation survey reflecting upon their experience and change in knowledge of youth development principles between the 10 weeks of workshops and the 20 hours of coaching. Line staff, program managers, and Executive Directors from all three cohorts completed the evaluation survey. The remainder of this section describes the survey findings. Detailed rates by each cohort are in Attachment E.

2.1.1 Training Team

The first section of the evaluation survey examines the effectiveness of the YDI training team. Participants rated how well the training team accomplished certain tasks on a scale of one to five (1 being “not much” and 5 being “a lot”). The following tables show the average scores from line staff and program managers (Table 1). Overall, the line staff felt that the training team accomplished their tasks well: *presented materials in a clear and engaging way* (4.7); *responded to participant needs* (4.8); *were knowledgeable about the materials/topics* (4.9); and *built trust with the group/created a welcoming, safe environment* (4.9). The program managers gave the training team high scores as well, three out of four received and average of 4.7, but rated *presented materials in a clear and engaging way* slightly lower (4.3). These findings suggest that the program managers have higher expectations of the trainers than does the line staff. However, the overall sense is that all participant groups were highly satisfied with the trainers.

Table 1 – Evaluation of the Training Team

Rate how well the training team...	Line Staff	Program Manager
(1 -5, low to high)	Average Score	Average Score
Presented materials in a clear and engaging way.	4.7	4.3
Responded to participant needs.	4.8	4.7
Was knowledgeable about the materials/topic.	4.9	4.7
Built trust with the group/ created a welcoming safe environment.	4.9	4.7

2.1.2 Effects of Participation

Line Staff and program managers also rated the extent to which participation in the Youth Development Institute influenced their knowledge of youth development and ways to work with youth on a scale of one to five (with 1 being the lowest and 5 being the highest). The following tables present the line staff and program manager responses (Table 2) by the average rating for each question.

Overall, the scores were high, the majority of which were over 4.0. Both the line staff and program managers rated *improved knowledge of, or skills related to, building caring relationships with youth* the highest (4.7) and *increased the frequency with which you interact with staff from other organizations* the lowest (3.7 and 3.8). This may be a reflection of “no increase” rather than an absence of interaction. Even so, these ratings were all well above average (2.5).

Because so many YDI participants are involved in the YSPN, they may already be interacting optimally. Unlike the ratings of the trainers, the program managers rated the effects of participation higher than the line staff did. This suggests that program managers perceive the applicability of the youth development information more globally than the line staffs views.

Table 2 – Effects of Participation in the YDI Network – Line Staff

Rate the extent to which your participation in the YDI Network has... (1-5, low to high)	Line Staff Average Score	Program Managers Average Score
Increased your interest in working from a youth development framework.	4.6	4.6
Increased your understanding of the elements of the youth development framework.	4.6	4.7
Improved your knowledge of, or skills related to, physical and emotional safety.	4.2	4.6
Improved your knowledge of, or skills related to, building caring relationships with youth.	4.7	4.7
Improved your knowledge or, or skills related to, youth participation.	4.3	4.5
Improved your knowledge of, or skills related to, community involvement.	4.2	4.3
Improved your understanding or awareness of organizational practices necessary to achieve youth development outcomes.	4.5	4.5
Improved your awareness of resources and organizational supports that enhance youth development.	4.3	4.4
Improved your ability to communicate about your work with others.	4.1	4.5
Increased the frequency with which you interact with staff from other organizations.	3.7	3.8
Increased your interest in promoting a youth development approach in the community.	4.4	4.8
Improved how you work with youth.	4.3	4.4
Increased your knowledge of the skills youth workers need to use a youth development approach.	4.2	4.6
Improved your understanding of key youth development key terms: supports, opportunities, services, early adult outcomes, and organizational practices.	4.4	4.7
Provided you with enough knowledge to take this work back to your organization.	4.6	4.7

2.1.3 Youth Development Knowledge

As a potential indication of the knowledge gained from the Youth Development Institute, participants rated their level of knowledge before and after participating in the YDI (on a scale of 1 to 10). Table 3 shows that both line staff and program managers reported a substantial increase from their knowledge before the YDI. On average, the line staff rated themselves 5.9 before the YDI and increased their ratings to 9.0 after the YDI. Program managers rated themselves 5.8 before the YDI and increased their rating to 8.8. These findings indicate that participants recognize they had a moderate knowledge of youth development principles before the YDI and they acquired significantly greater knowledge throughout the YDI. The findings also suggest that more program managers overall felt they possessed a higher level of youth development knowledge than the line staff.

Table 3 – Level of Youth Development Knowledge

On a scale of 1-10 (1 being the lowest)	Average Score	
	Before	After
Line Staff	5.9	9.0
Program Manager	5.8	8.8

2.1.4 Changes Resulting From the YDI

On the post-YDI evaluation, both line staff and program managers identified anticipated changes resulting from participation in the YDI. Table 4 below shows the most common anticipated changes among the participants, representing all three cohorts. The survey organized the changes into three categories: personal changes, organizational changes, and changes for youth.

Thematically, the anticipated personal changes among line staff related to interactions with youth while program manager responses focused on the utilization of the framework and theoretical youth development principles.

In terms of organizational changes, both line staff and program managers wanted to see the framework incorporated into organizational practices either at the organization level (line staff) or at the programmatic level (program managers). Other anticipated organizational changes included gaining support (line level staff) and creating partnerships with youth (program manager level).

Finally, line staff and program manager alignment of anticipated changes for youth occurred where both expressed that youth would feel more empowered, more engaged, and have more opportunities for leadership as a result of staff participation in the YDI. Line staff also wanted the youth to experience more supports and opportunities. Most important to the program managers was that youth have a positive experience in their programs, that they engage in positive relationship building, and that the youth develop into adulthood with increased resiliency skills.

Table 4 – Anticipated Changes

Types of changes	Line Staff	Program Managers
Personal Changes	Ability to encourage youth and focus on assets	Utilize framework in everyday life
	Ability to build relationships and nurture open communication	Use youth development principles with staff, in trainings, and during strategic planning
Organizational Changes	Incorporate the framework into organizational practices	Utilize framework in all services
	Obtain support	Create a partnership with youth.
Changes for Youth	Feel empowered, engaged, and have opportunities for leadership	Feel empowered, engaged, and have opportunities for leadership
	Have increased supports and opportunities	Have a positive experience
		Engage in positive relationship building
		Develop as more resilient adults.

* The shaded area is where the line staff and program managers have aligned desired outcomes.

2.1.5 Barriers and Needs

On the post-YDI surveys, both line staff and program managers identified potential barriers to implementing youth development principles. Both line staff and program managers identified resistance to change, lack of buy-in, and limited time and resources as the areas with the most potential for being barriers to implementation. Additionally, line staff identified limited support from other staff and managers as a potential barrier to implementation.

Participants also identified things that might help their organizations integrate lessons learned during the YDI. Both line staff and program managers identified a desire for refresher meetings and coaching. Additionally, line staff identified the need for supervisor participation, and program managers needing continued YDI support and YDI training for other non-YDI trained staff members.

2.2 Organizational Self-Assessment

One year following completion of the Youth Development Institute, the first cohort of participants completed organizational self assessments as a way to gauge integration of the youth development principles as they implement their programs and provide youth services. Respondents rated their organization on a scale of one to five. Each rating corresponded with a phase of implementation on the continuum (see Table 5). The organizational self-assessment contained four sections: (1) program practices; (2)

organizational practices; (3) participation practices; and (4) collaboration and evaluation practices. The remainder of this section explores the results of the self-assessment for the first cohort of YDI participants.

Table 5 – Phases of Implementation

Code	Phase	Definition
1	Not planned at this time.	Not currently pursuing this strategy
2	Planning phase	Planning is under way to implement this strategy
3	Implementation phase	Strategy fully planned and implemented is in progress
4	Fully implemented with ongoing improvement.	Strategy fully implemented with the ability to review implementation for the purpose of ongoing improvement
0	NA	Not applicable

2.2.1 Program Practices

The first section on the organizational self-assessment focused on program practices, with questions pertaining to relationships with young people and opportunities for young people to participate in their communities. On average, respondents reported that their organizations are in the implementation phase (between a 3.2 and 3.8). Two out of three highest scoring practices indicated youth identify “the existence of caring adults in the program” and the third dealt with having opportunities to develop new skills. At the lower end of the implementation range was the provision of “activities that foster a sense of connectedness” with the young persons’ community (see Table 6).

Table 6 – Program Practices

	N=	Average
Young people report that others in our program know them.	14	3.8
Young people can identify adults in our program that they can go to for support and guidance.	14	3.8
Young people have opportunities to build new skills through learning experiences that are challenging, interesting, and relevant.	14	3.8
Our program is intentionally structured to build positive supportive relationships between young people and adults.	14	3.4
Our program is intentionally structured for young people to build positive relationships among themselves.	13	3.4
Young people report feeling respected by staff.	13	3.3
Young people have opportunities to “give back” to their communities through program activities.	14	3.3
Our program provides activities that increase the young people’s knowledge of their communities and gives them a positive sense of connection with their community.	14	3.2

2.2.2 Organizational Practices

The second section of the organizational self-assessment focused on integration of youth development principles within the organization, ranging from integration into youth programs to integration in staff meetings and organizational policies (Table 7). On average, the respondents rated their organizations between a 2.7 and 3.8, falling somewhere between planning phase and implementation phase. The two practices that scored the highest on average dealt with changes at the program level: *young people attend our programs regularly and consistently* (3.8) and *staff knows program rules to ensure individual safety* (3.7). Communicating information with the young people and enlisting volunteers to help with the young people were at the lower end of the range (2.7).

Table 7 – Organizational Practices

	N=	Average
Young people attend our programs regularly and consistently.	13	3.8
Staff know program rules to ensure individual safety.	15	3.7
Our youth program is at full capacity.	15	3.6
Our youth development principles are included in our organization's strategic plan.	14	3.6
Program rules to ensure individual safety are fairly consistently enforced by staff.	15	3.5
Our program provides services that are designed to be developmentally appropriate.	15	3.4
Youth development principles are reflected in our organization's mission.	15	3.4
Our organization provides youth development training for staff.	12	3.3
Our program provides a broad spectrum of services to support the many needs and interests of youth.	14	3.2
Our services and opportunities respond to diverse needs, backgrounds, and experiences of the young people we serve.	15	3.2
Youth development principles are reflected in our organization's policies.	15	3.2
Youth workers are committed to act as vigorous advocates for young people.	16	3.1
Our organization and staff have a common language related to youth development.	15	3.1
Our organization provides a youth system of coaching and support for staff.	15	3.0
Youth development principles are practiced in all of the organization's programs for young people.	14	3.0
Staff demonstrates that they understand young people in the context of their families and community.	16	2.9
Managers of our organization meet to discuss youth development implementation strategies	13	2.9
Program rules to ensure individual safety are known by young people.	15	2.7
Volunteers are used to provide additional support to young people.	15	2.7

2.2.3 Participation Practices

The third section, participation practices, covers activities at the organizational level which help improve outcomes for young people as well as the activities at the program level. Participation practices include providing opportunities for young people to engage in their community, empowering young people, and helping them develop the ability to solve problems in an effective, healthy manner. On average, participants rated their participation practices between 2.5 (planning phase) and 3.8 (implementation phase). The practices that achieved the highest average score addressed “program accessibility and applicability”. Those that scored on the lower end of the range addressed “program decision-making” and “cultural exploration” (see Table 8).

Table 8 – Participation Practices

	N=	Average
Services provided by our organization are accessible to young people in the community.	12	3.8
Our program creates opportunities for youth to become program helpers, assistants, and interns.	11	3.7
Our program empowers young people to participate in meaningful ways by promoting involvement in decision making.	13	3.6
Our organization’s staff reflect the population of young people served (racially, culturally, and gender)	14	3.5
A supportive, flexible atmosphere exists for staff and volunteers.	14	3.5
Program activities provide time for young people to reflect.	12	3.5
Our program empowers young people to participate in meaningful ways by promoting the development and practice of leadership skills.	14	3.5
Job descriptions and employee qualifications reflect skills related to youth development.	10	3.4
There are processes in place for young people and adults to resolve conflicts in a positive way.	11	3.4
Our organization is problem-solving oriented; people work together to remove barriers for young people.	11	3.4
Board and organizational leadership are committed to the youth development and research based approaches.	12	3.3
Our organization’s decision making structure include staff, young people, and volunteers.	12	3.3
Program activities enable young people to explore their self identity.	12	3.3
Our youth programs have a high adult to student ratio.	13	3.2
Our organization’s decision making structure is participatory (not hierarchical) and includes staff, young people, and volunteers.	13	2.8
Program activities enable young people to explore their cultures.	12	2.5

2.2.4 Collaboration and Evaluation Practices

The final section of the organizational self-assessment focused on organizational collaboration and evaluation practices, which dealt with three different types of questions: (1) feedback from young people; (2) feedback and partnerships with parents and the general community; and (3) feedback and evaluation from organization staff. Average ratings ranged between 2.6 (planning phase) and 3.6 (implementation phase). The elements with the highest rating acknowledged “community collaboration” and the lowest ratings were associated with “empowering young people to participate in meaningful ways” (see Table 9). This finding is consistent with putting collaborative structures in place to pave the way for providing ways for young people to participate in meaningful ways. As the collaborative, youth development focused infrastructure is built, program changes that directly affect young people will develop over time. The ratings for putting YDI principles and practices to work were somewhat lower than were the grasp and ownership of the theoretical concepts. However, implementation requires time and gradual change at the organizational level, often beginning with only a few line staff supported by a program manager.

Table 9 – Collaboration and Evaluation Practices

	N=	Average
Collaborative structures exist whereby the program engages schools and other CBOs as vital resources to enrich the program for providing opportunities to become involved and support the program in various ways.	11	3.6
Staff solicits feedback from program participants to assess and improve program quality and effectiveness.	14	3.4
Our programs engage parents in activities, via communication on youth participant progress and on program issues.	13	3.3
Managers are trained to look for program practices that are consistent with youth development principles.	13	3.3
There is a system in place for measuring and managing youth program outcomes. We regularly collect data and report findings from data.	14	3.2
We use data to make program improvements based on our strengths and to identify areas in need of further development.	14	3.1
Collaborative structures exist whereby the program engages parents and community members as vital resources to enrich the program by providing opportunities to become involved and support the program in various ways.	10	3.0
Staff evaluations measure youth development practices of staff and supervisors.	12	3.0
Our program empowers young people to participate in meaningful ways by implementing peer-to-peer programs.	12	2.6

2.3 Interviews

In addition to the organizational self-assessments, local evaluators conducted interviews among the first cohort of Youth Development Institute (YDI) participants and their respective management team (managers and/or Executive Directors) in an effort to qualitatively determine the overall effects of participation in the YDI. These interview questions reflected the assumptions identified in the YDI logic model. The responses were generally positive, with a handful of suggestions for improvement. From the responses, the evaluators found very little discrepancy between the responses of line staff from those of the managers/Executive Directors, suggesting that changes are occurring not only at a programmatic level, but also at an organization level. The remainder of this section is a summary of the responses to questions asked during the participant interviews and represent the most common responses.

2.3.1 Valuable Information and Experiences

Most respondents reported gaining the most value from learning new concepts from YDI. These concepts included receiving tools and activities, receiving information on bullying, learning about the YDI framework, learning the ways that supports and opportunities affect overall outcomes, and learning about working with youth as partners. Participants also found the networking and relationship building aspects of YDI invaluable.

Additionally, respondents reported ways the YDI impacted them personally. Many respondents reported feeling more connected to other professionals working with young people, particularly those agencies located in the greater Sacramento Metropolitan Area. This feeling of connectedness helped them realize they were not alone both in the challenges that accompany working with youth and in sharing the successes. Many respondents also felt that the YDI provided them with an experience that changed their outlook on youth. Prior to the YDI, some participants viewed youth as service recipients instead of partners. The YDI helped change that way of thinking by emphasizing the importance of giving youth “power”, putting young people first, letting young people figure things out on their own, and listening to young people.

2.3.2 Lesson Transfer

Lesson transfer is critical to creating broader agency buy-in, developing a common language, and maintaining consistent beliefs about youth. Participants took three types of actions when transferring the information from theory to practice. The first type of action addressed administrative changes, which included holding truncated trainings for staff and board members, changing the format of staff meetings to incorporate youth development principles, transferring youth development language to staff, meeting with managers to gain buy-in, and incorporating youth development principles into grant writing and public relations materials.

The second type of action undertaken by the organizations involved curriculum and program development. Upon returning to their respective organizations, many participants began modifying and/or developing new curricula and programs to incorporate youth development principles. To accomplish this, some organizations engaged youth in the process by involving them directly in the curricula/program development. A handful of organizations paid youth interns to participate in the process. This was the first time these agencies employed a young person.

Finally, following the curricula/program changes, the organizations improved young participation in day to day program activities. For example, youth began facilitating meetings and soliciting regular feedback from young people to integrate their opinions of/satisfaction with the agency's programs.

2.3.3 Process of Change

The interviews with respondents addressed the process of programmatic/organizational change, first in terms of support and then in term of challenges/barriers to change. Unanimously, the respondents reported that their agencies provided an environment that embraced youth development principles. Support from all levels (i.e., Executive Directors, program managers, and other line staff) was a key component for change. While training and the YDI are tools for implementing change, the process requires support and buy-in from the agency administration in order to be effective.

The responses to questions about challenges and barriers were slightly more diverse and encompassed two general types of challenges. The first challenge refers to pure lesson transfer. Respondents reported that non-YDI trained staff presented the greatest challenge for the transfer of knowledge within the organization. These barriers included lack of enthusiasm, lack of buy-in, lack of group cohesion, and limited understanding of the YDI principles. Respondents also identified bureaucratic barriers, such as lack of authority to make significant changes, time constraints, and funding constraints.

The other challenge related to organizational change. The major challenges/barriers were lack of buy-in and resistance from other staff and managers. A handful of respondents described the root of this resistance as the *fear of change*. Like the challenges associated with lesson transfer, resource/funding constraints and time constraints contributed to slower organizational change. Additionally, the focus of some programs shift based on changes in funding sources. These changes divert staff energy from embedding youth development principles into the program to altering program content to align with new funding objectives. Overall, no unmanageable organizational barriers emerged; people felt it was a matter of time until the youth development philosophy took hold more widely within the organization.

2.3.4 Youth Engagement Outcomes

The ultimate goal for integrating youth development principles into youth-serving program activities is to improve youth engagement (program attendance, input and

decision-making, communication), and help youth build skills to become resilient and able to navigate in life. Youth development principles and practices can help programs increase their quality and effectiveness, whether it is a prevention, intervention, or treatment program.

At a programmatic level, respondents reported they were more likely to use youth input to drive changes in program structure and content after participating in the YDI. When asked how the respondents knew these changes occurred, the majority reported increased attendance and increased involvement/participation in the program. At subjective emotional level, respondents sensed that young people now feel a greater sense of safety while participating in their programs, are more trusting of adults and other students, and have a sense of belonging to something. For example, one organization reported that prior to the YDI they had to actively seek out young people to help recruit other students into the program. After the YDI, students began volunteering to recruit for the program and periodically dropping in to say “hi”. The second common response was that young people talked to the staff and shared their thoughts about the program. For instance, if students did not like something they would tell the staff; likewise, when changes and improvements occurred the students shared their feedback with the staff. These findings are based on adults’ perceptions, as there has been no analysis conducted on youth perceptions of the programs thus far.

2.3.5 Training/Coaching

Many respondents reported that practicing the YDI methods during the trainings via group activities made the most difference in terms of comprehension of youth development concepts. The practice provided a good example for applying the principles within their own organizations. However, many participants stated that they did not utilize the coaching component. Some respondents did not utilize the coaching because they did not have time to arrange for it and others felt they could implement their plan more efficiently on their own. The original YDI trainer left soon after the first class ended. During this transition, YDI did not aggressively push coaching as the availability was somewhat limited. For cohorts two and three, the YDI staff proactively worked with agencies to ensure the utilization of coaching. Additionally, the time frame with which coaching can occur was extended beyond the 90 day window to enable agencies to use all of their coaching hours.

2.3.6 Participant Advice

Toward the end of the interview, respondents shared advice for other organizations preparing to send a team to the YDI. From these responses, three main topics emerged. The first piece of advice was to send as many people as possible and as diverse a group as possible. By sending a line staff, a manager, and a director, the youth development information was synthesized in different ways from different perspectives, thus helping them implement the youth development principles more thoroughly within their organization. Also, the diversity helped break down hierarchical walls and allowed staff to work together without the political barriers of their organization.

Secondly, the respondents suggested that the team be open-minded and “ready to have fun”. For those people who were not already familiar with youth development practices, the YDI was different and might be uncomfortable at first, but it will “become easier with time”. The YDI trains adults the way YDI wants adults to work with youth, which is generally in an experiential manner.

Finally, respondents urged future participants to be dedicated to the process. Participants need to make a commitment to participate for the duration of the YDI. Equally important to the participant’s dedication, the managers and Executive Director need to be supportive of their staff’s participation. Some Executive Directors questioned their staff about being out of the office on a regular basis, which hindered their ability to fully participate in the Youth Development Institute. These comments indicate a need to better screen for Executive Director buy-in during the interview process.

2.3.7 Other Participation

To gain insight into the level of participation in the youth development community following the YDI, the evaluators asked participants about their attendance in Youth Service Provider Network (YSPN) functions as well as their participation in Alumni meetings. Most of the respondents reported attending YSPN meetings whenever possible. One suggestion is that YSPN track YDI participant attendance at YSPN/YDI alumni meetings to get an accurate picture of participation. Of the respondents who attended the YSPN convenings, they reported these were most helpful for networking and providing good exposure to youth.

In addition to the YSPN convenings, a handful of respondents reported attending the first two alumni/reunion events. Of those respondents, the majority reported they were not particularly helpful. Suggestions for improvement included more substantive meetings (i.e., providing a review of youth development principles or sharing new findings from youth development literature), better networking, and more sharing about ways other organizations are applying the principles. In spring 2004, the YDI staff held a third alumni meeting open to all YDI graduates. The meeting utilized a team building game that the agencies could use with adults and staff and then provided time for sharing of the progress made around integration of youth development practices. At the end of the alumni meeting, the evaluators presented the group with preliminary interview findings. The attendees commented that the alumni meeting was the most helpful to date. In the alumni meeting evaluation, only one person reported that they would not return to an alumni meeting.

2.4 Survey v. Interview

The surveys completed by the YDI participants immediately following the training and the interview one year later contained similar questions. The questions on the survey asked for participants to anticipate the affect the YDI had on them personally, their organization, the youth, and to identify any challenges they might face in the coming

months. The interview questions following one year of planning and implementation provided reflective responses for the same questions. The following are the similarities and differences between the participants' responses on the surveys with their interview responses.

The effects of the YDI on the participants personally changed over the year period. Immediately following the YDI, participants felt that they could better encourage youth, focus on assets, build relationships, and nurture youth/adult communication. After one year, the respondents reported the biggest affect on them personally was a greater feeling of connectedness to the youth development community and a change in their outlook on young people. They reported seeing young people as partners rather than as service recipients.

Of the three major anticipated organizational effects of the YDI, all were reiterated during the interviews one year later. Participants expected to incorporate the framework, elicit support from their organization, and partner with youth. At the one-year interview, all of these expectations were present in addition to modifying and/or creating curricula and programs based on the youth development principles.

Expected changes for youth were quite different than those reported after one year. Immediately following the Youth Development Institute, participants expected youth to be more empowered, have more leadership opportunities, have increased supports and opportunities, and become more resilient adults. During the one-year interviews, respondents reported changes that were more practical for the time period during training and implementation. Those respondents reported a change in program to include feedback from young people, an increase in feelings of safety, and an increase in trusting relationships. An observable improvement in building positive relationships between program staff and youth occurred between the post-survey and the interview.

The participants also anticipated challenges and barriers. Participants accurately identified two of the three most anticipated challenges: (1) lack of buy-in; and (2) lack of time and resources. Originally, participants identified staff support as being a potential challenge, but did not encounter that overall. Challenges and barriers encountered, but not originally identified were: (1) lack of group cohesion as it pertained to the truncated youth development trainings; and (2) changes in focus based upon funding streams. These unanticipated barriers may stem from participants "not knowing what they did not know". Being heavily engaged in the YDI process, the participants did not understand the power of group cohesion that emerged over 10 weeks. Also, participants may have been unaware of the significant effects that a shift in funding can have on programs when trying to create a stable environment infused with youth development principles.

Finally, the participants identified services they wanted following the YDI. Predominantly, the participants wanted refresher meetings and coaching. However, when asked about participation in refresher meetings (alumni meetings) a relatively small number reported attending and when asked about the value of coaching an even smaller number took advantage of that service.

The ability to compare and contrast the anticipated effects of the Youth Development Instituted with the reflections of organization's after one year provides insight into the areas that are working and the areas that have room for improvement. The comparison also reveals the ways the training information and tools were used in practice and pitfalls that may impede implementation. It also highlights that alignment is a process that goes through stages within an organization.

Section 3 – Conclusions

Utilization of three types of evaluation instruments at two points in time provides valuable insight into the effectiveness of the Youth Development Institute (YDI). Overall, the participant feedback was positive and implementation of youth development principles was underway.

Immediately following the YDI, the responses were positive. Participants felt that the trainers did a good job; they learned a lot about youth development; and participation in the YDI was effective in shifting the way youth workers perceived their relationship with young people.

One year after finishing the YDI, participants completed an organizational self-assessment which revealed the majority of respondents are engaged at least in the implementation phase for all practices at the following levels: (1) program; (2) organizational; (3) participation; and (4) collaboration and evaluation.

The one-year follow-up interviews with the first YDI cohort were the final evaluative measure for the YDI. The responses were generally positive, with a handful of suggestions for improvement. From the responses, the evaluators found very little discrepancy between the responses of line staff from those of the managers/Executive Directors, suggesting that changes are occurring not only at a programmatic level, but also at an organization level.

Both alignments and discrepancies between the post-YDI survey and the one year follow up interviews provided insight into the immediate impressions of the participants with implementation realities. Participant feedback immediately following the YDI was more philosophical (i.e., youth will feel more empowered) and after one year the changes that transpired were more practical (i.e., programs changed due to feedback from young people). Also some challenges and barriers reported immediately after the program were more severe than the actual challenges the participants encountered. Finally, the YDI staff fulfilled the expressed needs of the participants, but the YDI participants from cohort one subsequently did not fully take advantage of coaching and alumni opportunities or did not perceive these as valuable.

Participants identified a few areas for improvement. As a result of the findings from the evaluation, the YDI staff are already refining the program to account for some of these needs. For example, the coaching piece of the YDI was not as strong as it might have been. The staff are now being more proactive in arranging coaching and more accommodating to organizations by extending the time frame for coaching. Coaching is now shared by the lead trainer, agency director, and a part-time consultant to better accommodate agencies and ensure follow up meetings with graduates to check on implementation coaching needs. Also, the participants did not feel the alumni meetings were as informative as they could be. As a result, the YDI staff are altering their alumni

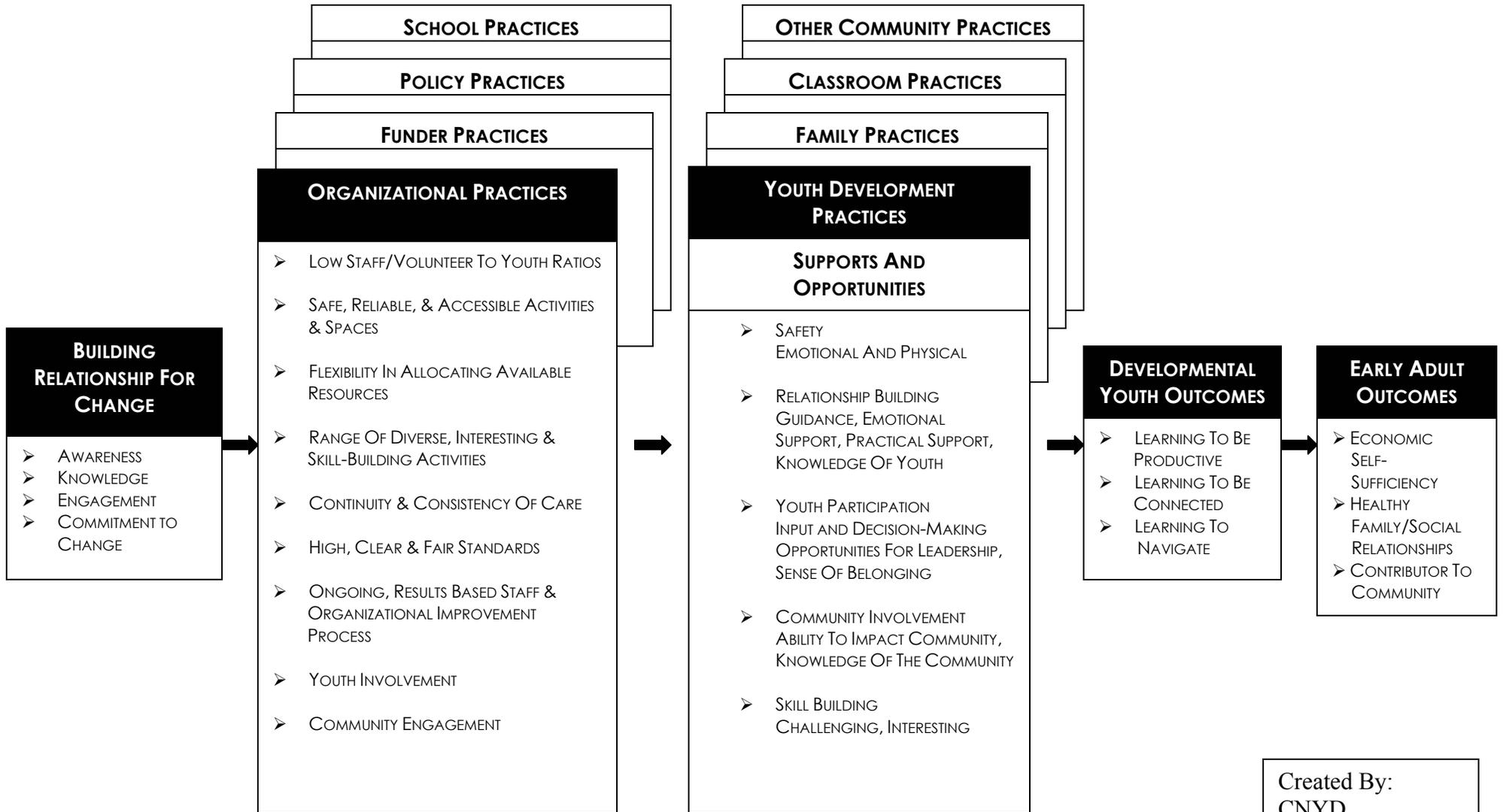
meeting format to provide more substance and a greater opportunity for cross agency sharing.

Overall, the feedback from the participants both immediately following the YDI and after one year of implementation was positive and the YDI staff are already acting on participants' suggestions for improvement.

Appendix A
Youth Development Institute Framework



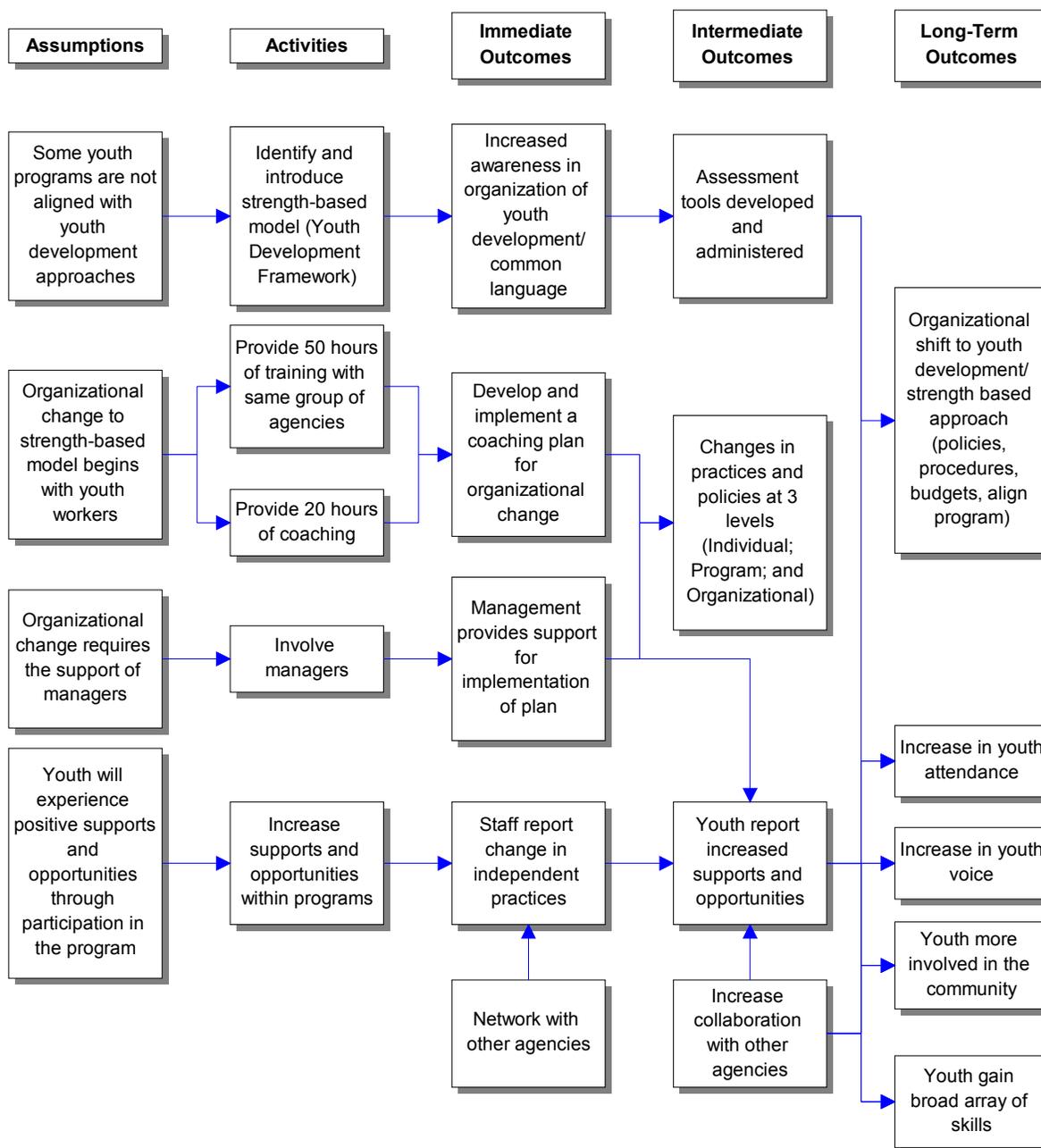
YOUTH DEVELOPMENT FRAMEWORK FOR PRACTICE



Created By:
 CNYD
 James Connell
 Michelle Gambone

Appendix B
YDI Logic Model

Youth Development Institute Logic Model



Appendix C

Organizational Self-Assessment

Organizational Self Assessment Tool

The purpose of this self-assessment tool is to determine the extent to which your organization practices the principles of youth development. Please review the lists of program, organizational, participation, and evaluation practices and rate the current status of your organization.

Codes

Not planned at this time
 Planning phase
 Implementation phase
 Fully implemented with ongoing improvement
 NA

Definitions

Not currently pursuing this strategy.
 Planning is under way to implement this strategy.
 Strategy fully planned and implementation is in progress.
 Strategy is fully implemented with the ability to review implementation for the purpose of ongoing improvement.
 Not applicable

	Codes				
	Not planned at this time	Planning phase	Implementation phase	Fully implemented	NA
Program Practices <i>Directions: For each program practice, please circle the number for the code that best describes the current status of your organization</i>					
1. Our program is intentionally structured to build positive and supportive relationships between young people and adults.	1	2	3	4	0
2. Young people report that others in our program know them.	1	2	3	4	0
3. Our program is intentionally structured for young people to build positive relationships among themselves.	1	2	3	4	0
4. Young people can identify adults in our program that they can go to for support and guidance.	1	2	3	4	0
5. Young people report feeling respected by staff.	1	2	3	4	0
6. Our program provides activities that increase the young people's knowledge of their communities and gives them a positive sense of connection with their community.	1	2	3	4	0
7. Young people have opportunities to "give back" to their communities through program activities.	1	2	3	4	0
8. Young people have opportunities to build new skills through learning experiences that are challenging, interesting, and relevant.	1	2	3	4	0

Organizational Practices <i>Directions: For each organizational practice, please circle the number for the code that best describes the current status of your organization</i>	Codes				
	Not planned at this time	Planning phase	Implementation phase	Fully implemented	NA
9. Our program provides a broad spectrum of services to support the many needs and interests of youth.	1	2	3	4	0
10. Our services and opportunities respond to diverse needs, backgrounds, and experiences of the young people we serve.	1	2	3	4	0
11. Our program provides services that are designed to be developmentally appropriate.	1	2	3	4	0
12. Young people attend our programs regularly and consistently.	1	2	3	4	0
13. Our youth program is at full capacity.	1	2	3	4	0
14. Program rules to ensure individual safety are known by staff.	1	2	3	4	0
15. Program rules to ensure individual safety are known by young people.	1	2	3	4	0
16. Program rules to ensure individual safety are fairly and consistently enforced by staff.	1	2	3	4	0
17. Volunteers are used to provide additional support to young people.	1	2	3	4	0
18. Staff demonstrates that they understand young people in the context of their families and community.	1	2	3	4	0
19. Youth workers are committed to act as vigorous advocates for young people.	1	2	3	4	0
20. Our organization provides youth development training for staff.	1	2	3	4	0
21. Our organization provides a youth system of coaching and support for staff.	1	2	3	4	0
22. Our youth development principles are included in our organization's strategic plan.	1	2	3	4	0
23. Managers of our organization meet to discuss youth development implementation strategies.	1	2	3	4	0
24. Our organization and staff have a common language related to youth development.	1	2	3	4	0
25. Youth development principles are reflected in our in our organization's policies.	1	2	3	4	0
26. Youth development principles are reflected in our organization's mission.	1	2	3	4	0
27. Youth development principles are practiced in all of the organization's programs for young people.	1	2	3	4	0

Participation Practices <i>Directions: For each example of youth participation,, please circle the number for the code that best describes the current status of your organization</i>	Codes				
	Not planned at this time	Planning phase	Implementation phase	Fully implemented	NA
28. Our organization’s staff reflect the population of young people served (racially, culturally, and gender).	1	2	3	4	0
29. Board and organizational leadership are committed to the youth development and research based approaches.	1	2	3	4	0
30. A supportive, flexible atmosphere exists for staff ad volunteers.	1	2	3	4	0
31. Job descriptions and employee qualifications reflect skills related to youth development.	1	2	3	4	0
32. Our organization’s decision making structure include staff, young people, and volunteers.	1	2	3	4	0
33. Our organization’s decision making structure is participatory (not hierarchical) and includes staff, young people, and volunteers.	1	2	3	4	0
34. Services provided by our organization are accessible to young people in the community.	1	2	3	4	0
35. Our youth programs have a high adult to student ratio.	1	2	3	4	0
36. There are processes in place for young people and adults to resolve conflicts in a positive way.	1	2	3	4	0
37. Our organization is problem-solving oriented; people work together to remove barriers for young people.	1	2	3	4	0
38. Program activities enable young people to explore their cultures.	1	2	3	4	0
39. Program activities enable young people to explore their self identity.	1	2	3	4	0
40. Program activities provide time for young people to reflect.	1	2	3	4	0
41. Our program empowers young people to participate in meaningful ways by promoting the development and practice of leadership skills.	1	2	3	4	0
42. Our program empowers young people to participate in meaningful ways by promoting, involvement in decision making.	1	2	3	4	0
43. Our program creates opportunities for youth to become program helpers, assistants, and interns.	1	2	3	4	0

Collaboration and Evaluation Practices <i>Directions: For each of the following practices, please circle the number for the code that best describes the current status of your organization</i>	Codes				
	Not planned at this time	Planning phase	Implementation phase	Fully implemented	NA
44. Our program empowers young people to participate in meaningful ways by implementing peer-to-peer programs.	1	2	3	4	0
45. Our programs engage parents in activities, via communication on youth participant progress and on program issues.	1	2	3	4	0
46. Collaborative structures exist whereby the program engages parents and community members as vital resources to enrich the program by providing opportunities to become involved and support the program in various ways.	1	2	3	4	0
47. Collaborative structures exist whereby the program engages schools and other CBO's as vital resources to enrich the program by providing opportunities to become involved and support the program in various ways.	1	2	3	4	0
48. There is a system in place for measuring and managing youth program outcomes. We regularly collect data, and report findings from data.	1	2	3	4	0
49. We use data to make program improvements based on our strengths and to identify areas in need of further development.	1	2	3	4	0
50. Staff solicits feedback from program participants to assess and improve program quality and effectiveness.	1	2	3	4	0
51. Staff evaluations measure youth development practices of staff and supervisors.	1	2	3	4	0
52. Managers are trained to look for program practices that are consistent with youth development principles.	1	2	3	4	0

Appendix D
Interview Questions

YDI Agency Interview Guide

NOTE: Probes should not be initially or necessarily be asked of everyone; they should just serve as a reference for the interviewer if a respondent does not understand or seems to be responding to a different question.

1. What was the most valuable thing you learned or gained from participating in the YDI? [*Logic Model: Participant Outcomes*]

Probes:

- Understanding of the YDI framework/theory base
- Developing specific YDI knowledge
- Developing skill specific (practical)
- Tools for delivering YDI strategies in my own practice

- a. How have you transferred what you learned to your organization? [*Logic Model: Intermediate Strategies and Outputs*]

Probes:

- Presented YDI concepts to staff and management
- Provided staff training – to whom?
- Get coaching and consulting from YDI staff
- Personally delivered YDI strategies within my organization

- b. What was challenging about transferring the knowledge?

Probes:

- How did the YDI coaching assist you, if at all
- Level of support from management
- What knowledge/skills do you feel you still need

- c. What immediate steps did your organization take as a result?

Probes:

- Organization assessed the strengths and potential areas of growth with respect to YDI
- Refined our action plan for YDI
- Developed and/or changed plans, programs, policies, or services

2. How have you personally been impacted by the YDI training?

Probes:

- What personal insights did you gain?
- What changes to practice has it led to you for you, if any?
- What more do you feel you need personally to implement youth development principles in your work?

3. What organizational change has happened as a result of your organization participating in the YDI/Where have you seen YDI principles being applied?

[Logic Model: Organizational Outcomes]

Probes:

- Leadership/Youth involvement
- Program/services design or offerings
- Trainings
- Using Youth Development in our evaluation tools and outcome measures (evaluation)
- Cultural change (language)/policies/procedures
- Increased partnerships through the Network and YDI

a. What has blocked or slowed this change?

b. What has supported or fostered this change?

Probe:

- Who have been the strongest leaders in implementing youth development changes?
- Did they YDI coaching or other support help you and, if so, how?

4. What outcomes have occurred for youth as a result of YDI/What is different for youth people in your organization as a result of your staff participating in YDI?

[Logic Model: Youth Outcomes: Short-Term]

Probes:

- Program attendance/participation
- Participation in community-centered activities
- Safe place to go
- Increased contact with people and other programs
- Improved skill development

a. How do you know this?

5. What about the YDI training and coaching has made the most difference for you and your organization? *[Logic Model: Inputs/Strategies]*

Probes:

- Did the training provide you enough tools to bring concepts back to your work?
- Was the framework helpful?
- Was the coaching helpful?
- Developing an action plan
- Training as a team
- Training with other agencies

6. How could YDI be of more support to you in fostering alignment with youth development approaches?
7. What advice would you give to other agencies preparing to send a team to the YDI?
8. Of the staff trained by YDI, who is still working in your agency on youth programs?
9. Have you participated in YDI alumni meetings, YSPN convenings, or one-day skills based trainings? Which ones? How if at all have these supported you in moving forward your youth development work in your agency or in your own program?

Appendix E
Detailed Data Tables

Line Staff Evaluation of the Training Team

Rate how well the training team... (1-5, low to high)	Cohort 1 Average Score	Cohort 2 Average Score	Cohort 3 Average Score
Presented materials in a clear and engaging way.	4.6	4.6	4.8
Responded to participant needs.	4.8	4.6	5
Was knowledgeable about the materials/topic.	4.8	4.8	5
Built trust with the group/ created a welcoming safe environment.	5	4.8	4.9

Program Manager Evaluation of the Training Team

Rate how well the training team... (1-5, low to high)	Cohort 1 Average Score	Cohort 2 Average Score	Cohort 3 Average Score
Presented materials in a clear and engaging way.	4.3	4.8	3.9
Responded to participant needs.	4.9	4.9	4.2
Was knowledgeable about the materials/topic.	4.8	4.9	4.4
Built trust with the group/ created a welcoming safe environment.	5.0	4.9	4.1

Effects of Participation in the YDI Network – Line Staff

Rate the extent to which your participation in the YDI Network has... (1-5, low to high)	Cohort 1 Average Score	Cohort 2 Average Score	Cohort 3 Average Score
Increased your interest in working from a youth development framework.	4.6	4.8	4.4
Increased your understanding of the elements of the youth development framework.	4.6	4.8	4.4
Improved your knowledge of, or skills related to, physical and emotional safety.	4.7	3.8	4.0
Improved your knowledge of, or skills related to, building caring relationships with youth.	4.8	4.5	3.5
Improved your knowledge or, or skills related to, youth participation.	4.8	4.7	3.5
Improved your knowledge of, or skills related to, community involvement.	4.5	4.5	3.6
Improved your understanding or awareness of organizational practices necessary to achieve youth development outcomes.	4.5	4.3	4.6
Improved your awareness of resources and organizational supports that enhance youth development.	4.4	4.4	4.1
Improved your ability to communicate about your work with others.	4.1	4.6	3.6
Increased the frequency with which you interact with staff from other organizations.	3.4	4.1	3.7
Increased your interest in promoting a youth development approach in the community.	4.5	4.7	4.0
Improved how you work with youth.	4.2	4.8	3.8
Increased your knowledge of the skills youth workers need to use a youth development approach.	4.4	4.3	4.0
Improved your understanding of key youth development key terms: supports, opportunities, services, early adult outcomes, and organizational practices.	4.5	4.8	4.0
Provided you with enough knowledge to take this work back to your organization.	4.5	4.8	4.4

Effects of Participation in the YDI Network – Program Managers

Rate the extent to which your participation in the YDI Network has... (1-5, low to high)	Cohort 1 Average Score	Cohort 2 Average Score	Cohort 3 Average Score
Increased your interest in working from a youth development framework.	4.8	4.7	4.2
Increased your understanding of the elements of the youth development framework.	4.8	4.8	4.5
Improved your knowledge of, or skills related to, physical and emotional safety.	4.7	4.5	4.6
Improved your knowledge of, or skills related to, building caring relationships with youth.	4.8	4.5	4.4
Improved your knowledge or, or skills related to, youth participation.	4.8	4.3	4.4
Improved your knowledge of, or skills related to, community involvement.	4.7	4.2	4.0
Improved your understanding or awareness of organizational practices necessary to achieve youth development outcomes.	4.6	4.4	4.5
Improved your awareness of resources and organizational supports that enhance youth development.	4.5	4.9	3.9
Improved your ability to communicate about your work with others.	4.7	4.6	4.2
Increased the frequency with which you interact with staff from other organizations.	3.8	4.2	3.3
Increased your interest in promoting a youth development approach in the community.	4.9	4.9	4.5
Improved how you work with youth.	4.7	4.4	4.1
Increased your knowledge of the skills youth workers need to use a youth development approach.	4.5	4.9	4.4
Improved your understanding of key youth development key terms: supports, opportunities, services, early adult outcomes, and organizational practices.	4.8	4.6	4.8
Provided you with enough knowledge to take this work back to your organization.	4.8	4.7	4.7

Level of Youth Development Knowledge

	Cohort 1		Cohort 2		Cohort 3	
	Before	After	Before	After	Before	After
Line Staff	5.9		5.4	9.3	6.4	8.6
Program Manager	5.8	9.2	5.9	8.8	5.6	8.3