



# **ATOD Youth Leadership Academy IV: November 2011**

*Summary of evaluation results*

**DECEMBER 2011**

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# Contents

Background.....	1
Description of respondents .....	2
Results.....	3
Overall participant satisfaction .....	3
Participant satisfaction with presenters and facilitators.....	4
P&I and RPC perceptions and experiences .....	6
Recommendations.....	10
Appendix.....	11
Open-end comments .....	12
Surveys.....	27

# Figures

1. Overall satisfaction .....	4
2. Youth response to presenters .....	5
3. Youth response to facilitators .....	5
4. P&I/RPC experiences .....	6
5. Parent learning .....	7
6. P&I/RPC perceptions of youth learning .....	7
7. Youth learning .....	8
8. Youth group outcomes.....	9

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# Background

In November 2011, the Alcohol and Drug Abuse Division (ADAD) of the Minnesota Department of Human Services (DHS) hosted their fourth Youth Leadership Academy (YLA) for select youth participating in one of ten Planning and Implementation (P&I) community youth groups, as well as parents/guardians of those youth. The two-day Academy provided youth and adults from communities across the State an opportunity to interact with one another and learn about leadership skills they can use in their communities. Speakers from the Community Anti-Drug Coalitions of America (CADCA) National Youth Leadership Initiative (NYLI) led the Academy. The NYLI training focuses on providing participants with the skills required to support their local coalition work. The participants learn about the Strategic Prevention Framework (SPF), logic models, strategic planning, and developing interventions. The NYLI experience teaches what is required to create and nurture the growth of committed leaders and their work within communities. It is designed to equip youth and adults to develop an action plan that clearly defines the strategies that young leaders will carry out to address the problems and goals that the coalition is striving to affect.

The Academy was held at The Lodge at Brainerd Lakes in Brainerd, Minnesota and was attended by approximately 110 youth, representing 14 youth groups from the ten P&I communities, as well as 26 adults, including parents or guardians and chaperones, 10 P&I coordinators, six Regional Prevention Coordinators (RPC), and four DHS staff.

# Description of respondents

Feedback on the Academy was collected from participating students, parents and other adults who chaperoned the event, as well as P&I and RPC Coordinators.

## **Youth**

A total of 109 youth provided feedback about the YLA weekend, for a response rate of approximately 99 percent. The majority (70%) were in high school (23% in 9th grade, 26% in 10th grade, 18% in 11th grade, and 7% in 12th grade), while 30 percent were in middle school (4% in 7th grade and 26% in 8th grade). Almost all youth (99%) said they will continue to participate in their youth group next year, including several 12th grade students. Although technically not eligible to participate next year, these students may be indicating a desire to continue their association with the youth group post-graduation.

## **Parents and other adults**

A total of 18 adults provided feedback about the weekend, for a response rate of approximately 69 percent. These adults included nine parents/guardians and five chaperones; the other four adults described having various roles at the conference including a teacher, school social worker/coalition member, a leader of the school youth group, and an athletic director.

The forms indicate that eleven P&I coordinators and six RPC coordinators provided feedback about the YLA conference, for a response rate of 100 percent. (According to DHS, a total of ten P&I coordinators and six RPC coordinators actually attended the event, so it may be that one individual misreported his or her role on the survey).

# Results

## *Overall participant satisfaction*

### **General satisfaction with the Academy**

Overall, satisfaction with the Academy was very high. Most participants, including youth, adults, and grantees (P&Is and RPCs), “strongly agreed” or “agreed” that the conference was useful (97% to 100%) and that the activities were well organized (95% to 100%). All P&Is and RPCs felt that the Academy met their expectations (Figure 1).

Most of the participants (94% to 100%) provided positive feedback on the resort and accommodations. The majority of youth and P&Is and RPCs enjoyed the games during meals (93% and 94%, respectively) and youth, specifically, felt that the small interactive group activities helped them learn the information (97%). All adults and almost all of the youth (96%) said that they would consider attending the conference next year. The majority of youth (96%) said they would recommend the conference to other youth at their school as well. All adults felt included in the conference activities. All adults also agreed that the youth had an opportunity to personally contribute to the discussions.

---

## 1. Overall satisfaction

Item	Percent of participants who “strongly agreed” or “agreed”		
	Youth (N=106=109)	Parents/ other adults (N=18)	P&Is/RPCs (N=14-16)
Overall, this conference was useful.	97%	100%	100%
The activities were well organized.	95%	100%	100%
The small interactive group activities helped me learn the information.	97%	-	-
The accommodations were comfortable/I liked the resort.	98%	94%	100%
The games during meals were successful/I enjoyed the games during meals.	93%	-	94%
I would consider attending the Youth Leadership Academy in the future/next year.	96%	100%	-
I would recommend the Academy to my friends	96%	-	-
I felt included in the conference activities.	-	100%	-
Youth had an opportunity to personally contribute to the discussions.	-	100%	-
The Academy met my expectations.	-	-	100%

**Note.** Some items were only asked of certain groups of participants.

### *Participant satisfaction with presenters and facilitators*

Nearly all P&Is and RPCs (94%) “strongly agreed” or “agreed” that the presenters were organized and prepared to teach the information and that the information was organized in a way that was easy to understand. All other adults “strongly agreed” or “agreed” that the presenters were knowledgeable.

Youth were asked more extensively about the presenters at the academy. Overall, the youth responded positively about the presenters with all youth “strongly agreeing” or “agreeing” that the presenters have a lot of experience and know their material and were organized and prepared to teach the information. Most youth (94-95%) also agreed that the information was presented in a way that was easy to understand, the presenters told good stories and gave examples that helped them learn, and the presenters gave them the opportunity to ask questions and get them answered. Both the youth presenters and adults presenters received positive feedback from the youth (see Figure 2).

---

## 2. Youth response to presenters (N=106-109)

	Percent who “strongly agreed” or “agreed”
Overall, I liked the <b>youth</b> presenters for the Academy.	100%
Overall, I liked the <b>adult</b> presenters for the Academy.	98%
The presenters have a lot of experience and know their material.	100%
The presenters were organized and prepared to teach the information.	100%
The presenters told good stories and gave examples that helped me learn.	95%
The presenters gave me the opportunity to ask questions and get them answered.	95%
The information was presented in a way that was easy to understand.	94%

All P&Is and RPCs “strongly agreed” or “agreed” that the facilitators listened well and had good answers to questions. Again, youth were asked more extensively about the facilitators at the academy and their responses were positive with the majority of respondents “strongly agreeing” or “agreeing” with each of the questions. Youth responded highest when asked if the facilitators helped keep their group on track (98%) and overall, if they liked the adult facilitators (98%) and youth facilitators (99%) for the Academy (Figure 3).

---

## 3. Youth response to facilitators (N=108-109)

	Percent who “strongly agreed” or “agreed”
Overall, I liked the <b>youth</b> facilitators for the Academy.	99%
Overall, I liked the <b>adult</b> facilitators for the Academy.	98%
The facilitators helped keep our group on track with what we were doing.	98%
The facilitators gave me the opportunity to ask questions and get them answered.	96%
The facilitators listened well and had good answers to our questions.	95%
The facilitators gave everyone in my group a chance to speak.	93%

## ***P&I and RPC perceptions and experiences***

P&Is and RPCs were asked more extensively about their participation in the Academy. While the majority of respondents (94%) “strongly agreed” or “agreed” that they had an opportunity to personally contribute to the discussions and sessions, fewer (73%) felt they had adequate time to prepare for the conference and/or recruit youth and parents/chaperones. Less than half (44%) felt that they had an opportunity to provide input into the planning of the Academy (see Figure 4). This may be in part due to the fact that many of the P&Is were hired shortly before the Academy was held.

---

### **4. P&I/RPC experiences (N=14-16)**

<b>Item</b>	<b>Percent who “strongly agreed” or “agreed”</b>
I had an opportunity to personally contribute to the discussions and sessions.	94%
I had adequate time to prepare for the conference and/or recruit youth and parents/chaperones.	73%
I had an opportunity to provide input into the planning of the Academy.	44%

## ***Participant learning***

### **Parents**

Adults were invited to attend all of the Academy sessions with the youth in their groups so the adults could learn the same information as the youth and support the youth in their efforts upon returning to their community. Most coordinators reported that adult attendance at the Academy was beneficial because it allowed for greater support and increased youth engagement.

A total of 10 adults who identified themselves as parents of attending youth participated in the Academy and provided feedback. All 10 responding parents said that they have a better understanding of their child’s role in the youth group, have a new appreciation for their child’s leadership abilities, and can better support their child as a leader as a result of the Academy (Figure 5).

When asked to identify the most helpful part of the Academy, adult participants noted several aspects, such as helping youth build on their strengths, empowering youth, and learning approaches to changing their communities. See the appendix for a full list of the open-ended comments from adults.

---

## 5. Parent learning (N=10)

<b>As a result of the Youth Leadership Academy...</b>	<b>Percent who “strongly agreed” or “agreed”</b>
I have a better understanding of my child’s role in the youth group.	100%
I have a new appreciation for my child’s leadership abilities.	100%
I know how I can better support my child as a leader.	100%

### Youth

All coordinators felt youth were engaged during the Academy and learned something new as a result of the Academy (Figure 6). Youth also thought their learning increased. Most (95% to 98%) felt their understanding of the Strategic Prevention Framework and how it can be applied to solving community problems increased. Almost all (96% to 97%) also increased their knowledge about writing problem statements, conducting problem analysis, and integrating local conditions in problem analysis. The majority of youth (94% to 97%) also reported having a better understanding of logic models, comprehensive intervention strategies, and how to advocate for change. Most youth (96 to 97%) felt that they will use the information they learned when they return to their community and this information will help them be a more effective youth leader (Figure 7).

When asked to describe the most helpful components of the Academy, most youth identified the information about strategies for solving problems in their community, ways to effectively communicate their message, and the Strategic Prevention Framework. Many felt learning they are not doing this work alone, how to be stronger leaders, and that they can make a positive change were especially helpful. See the appendix for a full list of open-ended comments by youth.

---

## 6. P&I/RPC perceptions of youth learning (N=14-16)

	<b>Percent who “strongly agreed” or “agreed”</b>
Youth were engaged during the Academy.	100%
Youth learned something new as a result of the Academy.	100%

---

## 7. Youth learning (N=107-109)

	Percent who “strongly agreed” or “agreed”
<b>As a result of the Youth Leadership Academy, I now have a better understanding of...</b>	
How to apply the Strategic Prevention Framework to solving community problems.	98%
How to consider local conditions when conducting a problem analysis.	97%
How to advocate for change.	97%
How to write a good problem statement.	97%
How to conduct a problem analysis.	96%
What the Strategic Prevention Framework is.	95%
How to identify strategies for a comprehensive intervention.	95%
How to create a logic model.	94%
<b>Overall learning</b>	
The information I learned will help me be a more effective youth leader.	97%
I will definitely use the information learned this week when I return to my community.	96%

### Youth group outcomes

Youth and the P&I and RPC coordinators also reported on the ways in which their youth groups will benefit from participating in the Academy. In particular, questions focused on youth group member cohesion and action steps.

In general, respondents felt that youth were able to make connections with one another. Nine of the eleven P&I coordinators responding to the survey reported that their youth group was well-represented by the youth that attended the Academy. All of the coordinators said that youth had opportunities to spend time with the other youth from their group. Youth tended to agree. Most youth (96%) said they felt more connected to the others in their own youth group after the Academy (Figure 8).

When asked if the youth planned to connect with youth from other groups after the Academy, 35 percent said “yes” and an additional 43 percent said “I would like to, but I don’t have contact information for other youth.” The participants plan to connect with other youth in order to share ideas, build relationships, and work towards a common goal (see appendix for open-ended comments).

Coordinators and youth also reported that the Academy helped the youth groups develop action plans that they can implement in their communities. Most youth (93-95%) felt that their group has a clear vision for action steps they can take in their community and that these action steps will really impact the youth in their community. Both P&Is (100%) and youth (95%) felt confident that the group will carry out the activities they presented at the Academy, and all coordinators also found the presentations made by other youth groups useful (Figure 8).

---

## 8. Youth group outcomes

Item	Percent who “strongly agreed” or “agreed”	
	Youth (N=106-108)	P&Is/RPCs (N=10-17)
Our youth group was well represented by the youth that attended the Academy. <i>(FOR P&amp;Is ONLY; N=11)</i>	-	82%
Youth had opportunities to spend time with youth from their own group.	-	100%
I feel more connected to the other youth in my own group after participating in this conference.	96%	-
It was useful to hear different groups share their project ideas.	-	100%
I am confident that our group will carry out the activities we presented at the Academy. <i>(FOR P&amp;Is ONLY; N=11)</i>	95%	100%
Our group has a clear vision for action steps we can take in our community.	95%	-
Our action steps will really impact the youth in our community.	93%	-

## Suggestions for improving the Academy

Although many of the participants noted how much they enjoyed the Academy overall and did not feel anything needed to be changed, a number of the participants did offer recommendations for improving future academies. Several youth had suggestions to improve activities, including more games, interaction, small group time, and hands-on opportunities. Some offered suggestions about scheduling the Academy, including adding more breaks, more recreation time, more time for sleep, and more time at the Academy in general. A few adult participants suggested ways to better engage youth, including more breaks, clearer instructions, greater interaction between students, and improved scheduling. Coordinators offered a variety of specific suggestions for improving the organization and logistics of the weekend to increase student participation.

A full list of participant suggestions is included in the appendix.

# Recommendations

Although participants were generally satisfied with the Academy, several suggestions for improving the event in the future were provided by youth, parents, and grantees. Based on the findings, the following is a list of key recommendations to consider in planning for the next conference. For a full listing of all participant recommendations, please refer to the appendix.

- Allow P&Is more time to organize participants for the Academy in order to ensure better representation from all youth groups.
- Increase the opportunities for youth to get to meet and work with more youth from across the state.
- Facilitate the exchange of contact information between youth from different communities so connections across the state can become more sustainable.
- To build on the success of engaging adults in the Academy, explore what worked well so it can be replicated.
- Consider whether extending the length of the conference and/or building additional “free time” into the agenda is feasible and fits with the goals of the Academy.

# Appendix

*Open-end comments*

*Surveys*

**Youth evaluation form**

**Adult evaluation form**

**P&I/RPC coordinator evaluation form**

## *Open-end comments*

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### **A1. Open ends: What was the most helpful thing you learned at the Youth Leadership Academy? Adult responses**

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#### **What was the most helpful thing you learned at the Youth Leadership Academy?**

---

##### ***Working with youth***

---

Glad to see kids being positive.

---

The power of youth voice.

---

The way you worked the room to keep the kids involved.

---

How to help students come up with a plan.

---

I learned how hard it is to get and keep youths' attention.

---

It was helpful to actually have the students here brainstorming and working with other schools.

---

Students/children. All have great ideas not matter where they come from and are willing to share them.

---

##### ***Approaches to community change***

---

CADCA's role in supporting local efforts.

---

Cultural competency exercise.

---

How to go about effectively dealing with problems that are identified. Especially "avoid blaming anyone for the problem" and deal with one thing at a time.

---

SPF – have a plan, goal and follow the specific strategies. Teamwork. The youth want their environment to improve.

---

Teamwork and communication and working together get things done.

---

That our county as a whole (three school-based communities) needs to work together to accomplish this.

---

The breakdown of problem analysis was helpful to focus our interventions.

---

The SPF and various steps/stages within it. Letting us link the SPF to our community.

---

Ways to approach our community issues. Though it was very interesting to find out how different other surrounding communities' issues differ so much from my own community.

---

##### ***No response*** (N=2)

---

---

## **A2. Open ends: What was the most helpful thing you learned at the Youth Leadership Academy? Youth responses**

### **Communicating your message/presenting**

---

How to act.

---

How to approach the community in a more favorable way when you're trying to help someone.

---

How to conduct yourself appropriately when trying to change your community.

---

How to connect with other youth throughout the community.

---

How to get my point across to other people.

---

How to present information in a way that draws people in and raises concern instead of scorn.

---

How to speak and be comfortable with each other.

---

I learned that it is good to talk to people from other youth groups.

---

I learned to believe in myself and a lot about what I should go home and share with the kids in my school.

---

Inform community to prevent illegal substances.

---

The most helpful thing was, probably, understanding how to let people understand the problems in our city.

---

The way you can act to make others feel included.

---

### **How to be a leader (general)**

---

How to be a leader.

---

How to be well organized and to take charge.

---

How to lead better and make an effective change in my community.

---

I learned in-depth, details about being a leader that I didn't know before.

---

Strong character is what's important (not strong personality).

---

That there's a process to being a leader.

---

To be a leader and I'm not alone at all.

---

### **Making change/empowering**

---

Everyone can make a difference.

---

Gave me more self-confidence, stepping out of my bubble. I really enjoyed it.

---

How to change my community.

---

How to prevent drug abuse.

---

How to solve problems that may happen or have already happened.

---

That we can make changes if we come together and set our minds to it.

---

---

**Not feeling alone/Commonalities**

---

I learned that all communities struggle with something.

I think it was the circle and knowing that once you walk out, you see there are people just like you so you're not alone.

Knowing the same types of things are all over and there are different ideas to be able to use them in our towns.

Learning you're not alone in the exercise where we were in a circle.

That I'm not alone in life.

That many people face problems do don't be so quick to judge.

That no matter where you are from you have a lot of the same problems as the other people you consider peers.

The most helpful thing was when we did the circle activity being able to see that we are all alike.

To remember you are not alone.

We aren't alone in our beliefs. Other teens are in the same place we are. (Circle game/just seeing other teens that want a better future.)

---

**Risk factors/Root causes**

---

Root cause and local conditions.

Risk factors, root cause.

You have to figure out why the underage drinking is happening.

---

**Strategic Prevention Framework (SPF)**

---

How to use the strategic prevention analysis.

How to use/operate logic model and SPF.

I believe learning more about the strategic prevention.

SPF (4 respondents)

That would be learning SPF.

The helpful things were acronyms like SPF.

The most helpful thing was learning and understanding SPF.

The most useful thing I learned I think the SPF was the best.

The most useful thing I learned was how to create a SPF

The strategic prevention framework and how to apply it.

To learn the ways of addressing the problems and the SPF model for becoming effective leaders.

---

**Strategies for solving problems**

---

How to analyze a problem.

How to analyze and find solutions in your community.

How to approach the problem.

How to create a logic model.

---

---

How to find the problem and how to fix it.

---

How to get down to what we really need to focus on in our community.

---

How to help our coalition to fix problems in our community.

---

How to make a plan to prevent using drugs or drinking.

---

How to plan and go through the process to figure things out.

---

How to plan things. To start the process of the strategic prevention.

---

How to try to stop a problem.

---

How to write a problem statement with risk factors and local conditions.

---

How to write a problem statement.

---

How to write an effective problem statement for my community. Also how to change my community to get rid of substance abuse.

---

I learned how to get and fix our or a problem in the community.

---

I learned what a coalition was and how to make a plan to fix a problem.

---

Problem, risk factor, local condition, comprehensive interventions, logic model.

---

That you need to plan out your steps carefully before you take action.

---

That you should only try to tackle one problem at a time.

---

The most helpful thing I learned was how to solve a problem.

---

The way to focus on one main thing at a time vs. all the problems.

---

To be specific in addressing issues so they pertain directly to your community.

---

To get more people involved and think of different strategies.

---

To solve problems.

---

What steps we can take to change our community.

---

What was most helpful for me was how to put a plan into action.

---

### **Everything**

---

Everything overall.

---

Everything. (N=3)

---

I don't know. Everything was so helpful.

---

They taught things well and talked about everything well.

---

### **Miscellaneous**

---

About how many kids drink and we need to try and stop as many as we can.

---

How to go about what youth group does and not to hate people you don't know.

---

The breakouts were great. Those taught me the most.

---

What're really helping in the area I live.

---

### **No response (N=21)**

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---

**A3. Open ends: What was the most helpful thing you learned at the Youth Leadership Academy? P&I/RPC responses**

---

**What was the most helpful thing you learned at the Youth Leadership Academy?**

---

***Specific activities***

---

Being specific with risk factors.

---

The informative yet clear presentation and information of SPF

---

I enjoyed the cultural competence circle.

---

Logic model activities.

---

Great way to break down barriers by using the big circle questions.

---

Problem statement development.

---

***Applying concepts to youth***

---

Applying SPF at a youth level.

---

Learned new activities to conduct with youth.

---

CADCA did a good job at laying out the process and getting youth thinking how to make changes.

---

Going over the SPF and having youth work on breaking down the issues. It was a little hard in my group because they were a little younger.

---

The kids personalities and dynamics.

---

Engaging youth into strategic prevention framework.

---

Teaching youth how to develop their own local logic model.

---

***No response (N=4)***

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---

**A4. Open ends: Was it helpful having parents of the youth attend the Youth Leadership Academy? Why or why not? P&I/RPC responses**

**Was it helpful having parents of the youth attend the Youth Leadership Academy?  
Why or why not?**

---

**Yes**

---

Yes, anytime that you can bring information back to a community through multiple sources I think puts more strength in the foundation.

---

Yes, better buy in.

---

Yes, connects them more so they know what they are involved with and can encourage them.

---

Yes, having them understand and see what their youth are doing- supportive.

---

Yes, helped P&I know coalition and could get their input on issues.

---

Yes, increase engagement and understanding of work happening.

---

Yes, it builds their capacity to address the issue in their community and support their teens in addressing the issue.

---

Yes, they can provide support for kids' involvement ongoing.

---

Yes, they know the kids

---

**Yes – with recommendations**

---

Yes, but also think that having the youth group school leaders/teachers attend would be most helpful.

---

Yes, but give clearer instruction to their expectations during the training- either you want their input or not.

---

**No**

---

Parents tend to monitor their students and friends and not give a lot of attention to other students outside of their child's friends group.

---

**No opinion (N=2)**

---

---

**A5. Open ends: If you plan to connect with youth/other youth groups after this weekend: In what ways could this help what you are doing in your own groups? Youth responses**

**If you plan to connect with youth/other youth groups after this weekend: In what ways could this help what you are doing in your own groups?**

---

***Share ideas***

---

Bouncing ideas off of each other.

---

By giving more ideas to help our community.

---

Can discuss possible plans of action.

---

Help provide advice.

---

Ideas for my group to do.

---

Keeps ideas open. Anything could work.

---

Plan events.

---

See how other communities are handling and learning from them.

---

Share different ideas between groups.

---

Share our ideas.

---

Share what is working in each other's communities.

---

Sharing ideas.

---

That there are more ideas than just your group's.

---

They could help by sharing what they are doing in their group.

---

To get ideas from other people on a different view.

---

We could rely on each other for ideas.

---

You could talk to them about what they are doing and share ideas for things to do and discuss.

---

***Work towards common goal***

---

Because other groups are close, we can work together.

---

Could help teenagers get better futures when they get older.

---

Help us accomplish goals.

---

Make our whole community/county come together and fight.

---

This will help us keep on track and stay true to our goals.

---

To be all on the same page in our county.

---

Try to stop the drugs in our school.

---

We can reach out and help stop teens from getting in trouble with the law.

---

---

**Recruit members**

---

Talking to others about joining our coalition.

---

We are making our group bigger.

---

**Build relationships**

---

Be kind.

---

Get support.

---

Giving me the kahunas to stand up and speak.

---

It helps us connect better as friends.

---

More people for support.

---

This could help so we can learn to get to know each other some more.

---

**Not sure/don't know (N=3)**

---

---

**A6. Open ends: If you plan to connect with youth/other youth groups after this weekend: In what ways could this help what you are doing in your own groups? P&I responses**

---

**If you plan to connect with youth/other youth groups after this weekend: In what ways could this help what you are doing in your own groups?**

---

By sharing ideas with other P&I coordinators in other communities.

---

Keeping students energized and motivated in their efforts to reduce teen use of alcohol.

---

Provides momentum and enthusiasm to local community. Also helps students connect to youth with same goal.

---

Recruitment.

---

Student responses from their YLA experiences. Take activities back to local groups.

---

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## **A7. Open ends: What could be done to improve the Youth Leadership Academy? Youth responses**

---

### **What could be done to improve the Youth Leadership Academy?**

---

#### ***Activity/Topic suggestions***

---

Do the breakouts with different schools, get us to meet more people.

---

Have better games, help kids understand better, be more organized.

---

Have more games and interaction.

---

Have more interactive time to express our thoughts and focus on the issues we have so that when we get back to our town we know what to do and how to do it.

---

Less sitting in chairs in rooms listening.

---

Less sitting, more doing.

---

Less sitting...

---

Let kids have more of a choice.

---

Let youth discuss in groups more. Chaperones got in the way quite a bit.

---

Maybe some skits .

---

More "hands-on" work. Not as much slide show.

---

More active, real stories.

---

More activities and breakouts. We need to get up and move around or do some funny skits or something to get us going.

---

More activities like walk across the circle and scavenger hunt.

---

More details and to see what happens to a person with a drug problem.

---

More games and activities like the circle.

---

More games and more fun games.

---

More games.

---

More games. You can make games out of when you speak. That everyone will stay focused. Also make it more funny.

---

More get up and move around activities.

---

More getting up and interacting with other schools, i.e., the circle activity, scavenger hunt, etc. More moving around and mixing groups. Great location. More talking. Too much breakout rooms.

---

More time, dramatization, nothing.

---

Not spend as much time on PowerPoints. Honestly it is a little boring.

---

#### ***Less clapping***

---

Less clapping (4 times)

---

Fun: I think we should do snaps more instead of claps – like we read poetry.

---

Don't clap as much.

---

Less clapping and less shushing because it gets really annoying.

---

---

**More breaks**

---

More breaks. When kids sit down for too long, they lose interest. The number of minutes your attention span is your age.

More breaks during seminar.

More free time/breaks.

More breaks and maybe more time on Saturday with longer breaks in between.

I don't think too much, maybe another break but otherwise it was pretty awesome.

More breaks.

You could make the sessions maybe longer with more breaks or shorter.

---

**More small group work**

---

A really big group. Stay in small groups.

I would like the youth groups to be on their own when brainstorming and discussing. The chaperones got in the way.

More breakout sessions

More breakouts. Easier to learn.

More small breakout groups.

More small group work.

Not much but give more breakouts.

Split into small groups to talk about personal experiences or why you want to stop drug/alcohol use. Get more support.

More breakout sessions

---

**Scheduling**

---

Have fun on the 2<sup>nd</sup> day like swimming.

I think if you started seminars later so we could sleep longer.

Longer time for the academy.

Make it longer – 3-4 days.

Make the leadership go longer – whole weekend.

Make the time a little bit shorter.

Maybe a longer stay...

More sleep.

More time/days.

Overall good as is. Have it be longer than 24 hours.

Shorten working time, lengthen free time.

The length, time schedules.

The time chart be more accurate. Not be so early or start with a game.

---

---

**Miscellaneous**

---

A bigger room.

Be more confident. Don't be so scared to do what's right.

Better food

Check ID and for parents to be more caring of their children.

I didn't think the information was very useful to me.

I realize our group was large and felt that there was confusion about what the "Leadership" team was to do with us. Next time I think all the adults or chaperones need to be able to be included in how to better meet our county needs.

I thought it was good except we should have a later curfew.

Not put our room the farthest away and in the hottest area ever.

Stop the drug abuse.

Time was wasted, going downstairs and upstairs, over and over again.

To let us kids to have more of a choice of what to do.

---

**No suggestions**

---

Don't know.

I can't think I would want anything to change about the youth group.

I can't think of anything.

I don't know. I love how it is now.

I liked it all.

I really like how it is. Just keep doing what you guys do best.

I think everything that we did here was very good for everyone. It gave kids a chance to speak up.

It's pretty good.

It's really good how it is.

Not a lot. I like everything about it.

Not much. It was really well-organized and classy.

Nothing, I loved it.

Nothing. Everything was put together very well.

Nothing. I like it the way it is.

Nothing. Loved it.

Really can't think of anything right now but it was great.

The Youth Leadership Academy is completely perfect. Nothing needs to be improved.  
Thank you.

---

**No response (N=22)**

---

---

**A8. Open ends: What could be done to improve the Youth Leadership Academy? P&I/RPC responses**

**What could be done to improve the Youth Leadership Academy?**

---

A little more sleep for adults. I need 8 hours to function

---

Better communication with trainers

---

Better instruction in the breakout sessions.

---

Bigger breakout rooms. Tune at the end to solidarity and plans for next steps.

---

Getting an agenda and topics prior to YLA. More time to recruit youth.

---

If you have more than one school keep students in 1 location. Had kids on 3 different floors.  
Smaller breakout groups, too loud background noise in room by pool.

---

More ice breakers. Let the group get to know each other and the other groups.

---

More youth friendly beverages. Hot chocolate and apple cider during the day.

---

Not having in November- winter driving. Felt that free time it was hard to watch youth- they were all over.

---

Nothing. It was excellent. Very well organized.

---

Perhaps provide a parent/chaperone component?

---

Smaller portion size for supper.

---

Snacks during breakouts. Not such an early start- too heavy info for kids that early. Do something fun during...

---

**No response (N=4)**

---

---

## **A9. Open ends: What could be done to improve the Youth Leadership Academy? Adult responses**

---

### **What could be done to improve the Youth Leadership Academy?**

---

#### **Activities**

---

After the Saturday lunch/games, it was a challenge for the presenters to regain the students' focus.

Involve members' forum. Each group to combine and work out "special" projects to be presented at end of training.

Kids were up late – a later start in the morning would be helpful. After lunch kids started fidgeting. Need to do more active things at that point or maybe another group activity like the large group circle. Had a big effect on the kids.

More breaks or just more moving around. Even as an adult it is hard to sit all day. More rigor first day then 2<sup>nd</sup>, later start time, at least 9am. Kids don't do well with early mornings. Better portioning of food. Meals were huge, wasteful. Teach kids public speaking/presenting skills before they group present. This could really shorten up by not having individual groups present to the large groups, hard to focus for the small kids. Groups should be divided by similar demographics. Farm communities together, reservation communities together, similar distance, etc. so they can work together on ideas.

One of the presenters was newer and her explanations were confusing to the kids.

Small group work.

The logistics were well organized, and overall organization was good, but sometimes the CADCA activities weren't clear on their purpose.

#### **Logistics**

---

Always one clap. Mix the kids up more then bring back together.

Better accommodations for going back and forth from large group to small group.

Have fun time at the middle or end of the second day.

Mix up the students completely for the first half then start bringing them back to their coalitions. This will strengthen the coalition. More voices and leaders will emerge.

More space and better climate control.

Use rooms for small group closer to large room.

#### **No suggestions**

---

It was quality. Not sure.

I can't think of anything. I was very impressed.

Thought it was good.

Was excellent. No change.

Involve members' forum. Each group to combine and work out "special" projects to be presented at end of training.

#### **No response (N=1)**

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---

## **A10. Open ends: Comments from the suggestion box**

### **Suggestion box recommendations**

---

Break up into smaller groups and do fun activities that involve acting.

---

Have students count off (1- how many tables) then they would be sitting with new people and get more ideas going- not just sit within their own group.

---

Hot chocolate.

---

Less clapping- go to a one clap system faster!

---

Less clapping!

---

More break out groups.

---

More large group, standing up/ moving activities.

---

Not as much clapping.

---

Room is too crowded to get around easily.

---

Smaller groups for break out- too noisy to think.

---

---

## **A11. Open ends: Other comments Adults responses**

### **Other comments**

---

Everyone did a fantastic job. I would have the CADCA presenters split into teams of one male and one female – as the males here were much stronger presenters.

---

Good job. Thank you.

---

Great event. Nice job. Very organized. The kids loved it.

---

I thought it was great for the kids to start thinking about social change mechanisms and the energy was good.

---

I thought this was a great opportunity for kids – being able to stand up and see what other kids are seeing/doing.

---

I was really moved by the group event where everyone could walk across when they related to, what was that called? Do you know? Have you ever?

---

It's amazing to see that there are many young people who will grow up to lead our nation with help from others.

---

My children (two of them) were unsure about being here but they now are very enthused and happy they came.

---

Really enjoyed this academy for getting the youth actively involved.

---

They were not very prepared for meals. Even after dinner and breakfast they ran out of plates, silverware, and food and the lines got backed up for 4 – 6 minutes.

---

This is a fabulous opportunity for youth. Thank you for your efforts.

---

Trainers were energetic. DHS could have done a better job ahead of time deciding for our breakout how the groups should have worked. We were less productive because of a lack of direction or confused direction about what they wanted us to do.

---

Very helpful.

---

Very knowledgeable and interactive. Great job.

---

### **No response (N=4)**

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---

## **A12. Open ends: Other comments P&I/RPC responses**

---

### **Other comments**

---

#### ***Positive feedback***

---

Best one yet. Very encouraging youth presence and engagement with the CADCA training team. You have "brought the world" to these youth leaders of tomorrow. How cool is that! They'll never be the same.

---

Great job organizing. Excellent event. CADCA was great!

---

I felt it went well.

---

I think it flowed well. The youth liked the games, waterpark, and group activities, lots of positive feedback. Putting music in the slideshow at lunch.

---

Loved the cultural competency exercise- in the circle.

---

Overall it was a huge success!

---

Very helpful to have the youth leaders from CADCA presenting! Great training for the P&I youth groups!

---

Well organized- great kids!

---

#### ***Suggestions for improvements***

---

Do an activity in the a.m. to get them pumped up- late night and early am was tough! Great quality presenters! Energetic/knowledgeable.

---

Ensure serving staff fill beverages often or fill pitchers on tables after each session.

---

Need more time to recruit youth! Excellent location, trainers, materials, food, and prizes for games.

---

Nice having CADCA present. There was one activity- developing the logic model- that seemed kind of confusing for students because the risk factors and local conditions seemed inter connected with others. It was confusing the way it was explained/ not explained. My point is the issues/risks/local conditions are often complex and interconnected. This is probably just something we need to sift through in our communities. Sorry for the book!

---

Start a little later than 8am- hard for youth to get going by then. Teach youth what they will really be doing back at home if they stay involved with coalition.

---

Stop applauding everything- we lose kids and the effectiveness of clapping for attention. Great overall activity for building youth leadership.

---

#### ***No response (N=3)***

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# Surveys

## Youth Leadership Academy: November 2011 Youth feedback form

We would like to know your feedback about the Youth Leadership Academy. Please tell us how much you agree or disagree with each of the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree
<b>ACADEMY OVERALL</b>				
1. Overall, this conference was useful.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
2. The information I learned will help me be a more effective youth leader.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
3. I feel more connected to the other youth in my own youth group after participating in this conference.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
4. The activities were well organized.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
5. I enjoyed the games during meals.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
6. The small interactive group activities helped me learn the information.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
7. I liked the resort.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
8. I would consider attending this conference next year.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
9. I would recommend the Academy to my friends.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
<b>PRESENTERS</b>				
10. The presenters have a lot of experience and know their material.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
11. The presenters were organized and prepared to teach the information.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
12. The information was presented in a way that was easy to understand.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
13. The presenters told good stories and gave examples that helped me learn.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
14. The presenters gave me the opportunity to ask questions and get them answered.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
15. Overall, I liked the <b>youth</b> presenters at the Academy.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
16. Overall, I liked the <b>adult</b> presenters at the Academy.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
<b>YOUTH AND ADULT SMALL GROUP FACILITATORS</b>				
17. The facilitators gave everyone in my group the chance to speak.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
18. The facilitators listened well and had good answers to our questions.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
19. The facilitators helped keep our group on track with what we were doing.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
20. The facilitators gave me the opportunity to ask questions and get them answered.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
21. Overall, I liked the <b>youth</b> facilitators for the Academy.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
22. Overall, I liked the <b>adult</b> facilitators for the Academy.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>

Turn over →

As a result of the Youth Leadership Academy, I now have a better understanding of...	Strongly agree	Agree	Disagree	Strongly disagree
23. What the Strategic Prevention Framework is.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
24. How to apply the Strategic Prevention Framework to solving community problems.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
25. How to write a good problem statement.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
26. How to conduct a problem analysis.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
27. How to consider local conditions when conducting a problem analysis.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
28. How to create a logic model.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
29. How to identify strategies for a comprehensive intervention.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
30. How to advocate for change.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>

YOUTH GROUP PRESENTATIONS AND NEXT STEPS	Strongly agree	Agree	Disagree	Strongly disagree
31. Our group has a clear vision for action steps we can take in our community.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
32. Our action steps will really impact the youth in our community.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
33. I am confident that our group will carry out the activities we presented at the Youth Leadership Academy.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
34. I will definitely use the information learned this week when I return to my community.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>

35. What was the most helpful thing you learned at the Youth Leadership Academy?

\_\_\_\_\_

\_\_\_\_\_

36. What could be done to improve the Youth Leadership Academy?

\_\_\_\_\_

\_\_\_\_\_

37. Do you plan to connect with youth from other groups after this weekend?

<sup>1</sup> Yes → If yes, in what ways could this help what you are doing in your own group? \_\_\_\_\_

<sup>2</sup> I would like to, but I don't have contact information for other youth

<sup>3</sup> No

38. What grade are you in?

<sup>1</sup> 7<sup>th</sup>    <sup>2</sup> 8<sup>th</sup>    <sup>3</sup> 9<sup>th</sup>    <sup>4</sup> 10<sup>th</sup>    <sup>5</sup> 11<sup>th</sup>    <sup>6</sup> 12<sup>th</sup> (STOP HERE)

39. Do you think you will continue to participate in your youth group in the next school year?

<sup>1</sup> Yes    <sup>2</sup> No

**Thank you for your feedback!**

## Youth Leadership Academy: November 2011 Adult feedback form

This survey will help provide valuable feedback about the Academy, and will help to improve future trainings and workshops for youth and parents. Please tell us how much you agree or disagree with each of the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not applicable
1. Overall, this conference was useful.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>8</sup>
2. The activities were well organized.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>8</sup>
3. The presenters were knowledgeable.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>8</sup>
4. Youth had an opportunity to personally contribute to the discussions.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>8</sup>
5. I felt included in the conference activities.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>8</sup>
6. The accommodations were comfortable.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>8</sup>
7. I would consider attending the Youth Leadership Academy again in the future.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>	<input type="checkbox"/> <sup>8</sup>

**Parents:** Please complete the section below **ONLY** if you are the parent of a child at the Academy. Otherwise, please go to Question 11 and complete the remainder of the survey.

As a result of the Youth Leadership Academy....	Strongly agree	Agree	Disagree	Strongly disagree
8. I have a better understanding of my child's role in the youth group.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
9. I have a new appreciation for my child's leadership abilities.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
10. I know how I can better support my child as a leader.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>

11. What was the most helpful thing you learned at the Youth Leadership Academy?

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12. What could be done to improve the Youth Leadership Academy?

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Please provide some background information about yourself.

13. Please describe your role at this conference: **(CHECK ONE)**

- <sup>1</sup> Adult chaperone and parent/guardian
- <sup>2</sup> Adult chaperone with no relation to the youth
- <sup>3</sup> Other (Please describe: \_\_\_\_\_)

14. Please let us know if you have any additional comments about the Academy:

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**Thank you for your feedback!**

## Youth Leadership Academy: November 2011 P&I/RPC Coordinator feedback form

We would like to gather your feedback about the Youth Leadership Academy in order to improve future Academies. Your responses will be combined with those of other coordinators.

Please indicate your role: <sup>1</sup> P&I    <sup>2</sup> RPC

Were you on the YLA planning committee this year? <sup>1</sup> Yes    <sup>2</sup> No

Please tell us how much you agree or disagree with each of the following statements.

<b>ACADEMY OVERALL</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1. Overall, this conference was useful.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
2. The activities were well organized.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
3. The games during meals were successful.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
4. The presenters were organized and prepared to teach the information.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
5. The information was presented in a way that was easy to understand.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
6. The facilitators listened well and had good answers to questions.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
7. I had an opportunity to personally contribute to the discussions and sessions.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
8. I had an opportunity to provide input into the planning of the Academy.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
9. I had adequate time to prepare for the conference and/or recruit youth and parents/chaperones.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
10. Youth were engaged during the Academy.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
11. Youth learned something new as a result of the Academy.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
12. The Academy met my expectations.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
13. The accommodations were comfortable.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>

<b>YOUTH GROUPS</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
14. Youth had opportunities to spend time with youth from their own group.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
15. It was useful to hear different groups share their project ideas.	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
16. Our youth group was well represented by the youth that attended the Academy. <b>–FOR P&amp;IS ONLY</b>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>
17. I am confident that our group will carry out the activities we presented at the Academy. <b>–FOR P&amp;IS ONLY</b>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/> <sup>2</sup>	<input type="checkbox"/> <sup>3</sup>	<input type="checkbox"/> <sup>4</sup>

**Turn over →**

18. What was the most helpful thing you learned at the Youth Leadership Academy?

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19. What could be done to improve the Youth Leadership Academy?

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20. What can be done to make preparing for Youth Leadership Academies easier in the future?

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21. Was it helpful having parents of the youth attend the Youth Leadership Academy? Why or why not?

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22. Do you plan to connect with other youth groups after this weekend? **-FOR P&IS ONLY**

<sup>1</sup> Yes → → If yes, in what ways could this help what you are doing in your own group?

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<sup>2</sup> No

23. Do you have any other comments about this year's Youth Leadership Academy?

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**Thank you for your feedback!**