



# ATOD Youth Leadership Academy II: January 2010

*Summary of evaluation results*

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**April 2010**

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# Background

In January 2010, the Alcohol and Drug Abuse Division (ADAD) of the Minnesota Department of Human Services (DHS) hosted their second Youth Leadership Academy for select youth and parents/guardians of youth currently participating in one of nine Planning and Implementation (P&I) community youth groups. The two-day Academy provided youth and adults from communities across the State an opportunity to interact and share information about environmental strategies that they can use in their communities. Youth from different communities joined together to learn about environmental strategies and the Strategic Prevention Framework (SPF) to help inform their efforts in their communities. The results of their group work was a presentation of a hypothetical environmental strategy they developed using the SPF model. In addition, two keynote speakers presented at the academy. First, Jeff Linkenbach presented information to participants about using Positive Community Norms for preventing youth alcohol, tobacco, and other drug use in their communities. Second, Rob Kesselring presented on what it means to be a youth leader and strategies for applying the information learned during the Academy to prevention activities within their communities.

The Academy was held at Arrowwood Resort in Alexandria, Minnesota and was attended by approximately 104 youth, representing 15 youth groups from the nine P&I communities, as well as 56 adults, including parents or guardians, chaperones, 10 P&I coordinators, and 6 Regional Prevention Coordinators (RPC).

# Results

## *Description of respondents*

Feedback on the Academy was collected from: 30 adults, including 23 parents/guardians and 7 chaperones; 91 youth (36% middle school, 64% high school); 9 P&I coordinators; and 6 RPCs. Excluding 12<sup>th</sup> grade students, all of the youth who attended the event said they plan to participate in their youth groups next year.

## *Participant satisfaction*

### **General satisfaction with Academy**

Overall, satisfaction with the Academy was high. Nearly all participants (97% to 100%) “strongly agreed” or “agreed” that this conference was useful and the activities were well organized. Most of the youth reported that they enjoyed the group activities. All of the participants thought that the adult presenters were knowledgeable, and all of the P&Is and RPCs felt that the adult presenters engaged well with youth (Figure 1).

Most youth participants felt that they had an opportunity to contribute and were able to ask questions when needed. Adults also felt that the youth had opportunities to contribute to the discussions, although two P&Is and RPCs did not feel that they personally had such opportunities. All of the participating adults reported feeling included in the conference activities (Figure 1), however some adults requested more general involvement and parent-focused opportunities in the open-ended responses (see Appendix).

All of the participants provided positive feedback on the resort or accommodations. Ninety-eight percent of youth said that they would consider attending the conference next year, and 96 percent said they would recommend the conference to other youth at their school. Most P&Is and RPCs also felt that the Academy met their expectations (Figure 1).

Despite being relatively satisfied, almost half of the P&Is and RPCs felt that they did not have an opportunity to provide input into the planning of the Academy, and they did not feel prepared to facilitate the breakout sessions. Despite this, most of the P&I coordinators felt that they did have adequate time to prepare and recruit participants for the Academy and that their youth groups were well represented (Figure 2).

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## 1. Participant satisfaction

Item	Percent of participants who “strongly agreed” or “agreed”		
	Youth (N=88-91)	Parents/ other adults (N=28-30)	P&Is/RPCs (N=15)
Overall, the conference was useful	99%	100%	100%
The activities were well organized	97%	97%	100%
I enjoyed the group activities	94%	-	-
The adult presenters were knowledgeable	100%	100%	100%
The adult presenters engaged well with youth	-	-	100%
I/each youth member had an opportunity to personally contribute to the discussions	96%	96%	87%
I was able to ask questions when I needed to	94%	-	-
I felt included in the conference activities	-	100%	-
The Academy met my expectations	-	-	87%
I would consider attending the conference next year	98%	-	-
I would recommend this conference to other youth at my school	96%	-	-
I liked the resort	100%	-	-
The accommodations were comfortable	-	100%	100%

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## 2. P&I and RPC preparation for the Academy

Item	P&Is/RPCs (N=15)
I had an opportunity to provide input into the planning of the Academy	53%
I felt prepared to facilitate the breakout sessions	57%
The Wilder Youth Group Facilitation webinar helped me feel better prepared to facilitate the sessions with youth	83%
I had adequate time to prepare for the conference and recruit youth and parents/chaperones (P&I Coordinators only [N=9])	7/9
Our youth group was well represented by the youth that attended the Academy (P&I Coordinators only [N=9])	8/9



### Group activities with youth

One of the activities that participants found most valuable was the time working with other youth (see Appendix for specific open-ended comments). Nearly all of the participants (93% to 100%) felt that it was useful to hear other groups present their ideas for environmental strategies. All RPC and P&I coordinators felt that the youth had ample time to present their ideas, and most (92%) felt that youth were engaged in the sessions. Almost all of the youth (96% to 97%) said they enjoyed sharing their ideas with others and felt that the panel providing feedback about communities' environmental strategies was useful. Fewer coordinators agreed this feedback was useful (Figure 3). In the open-ended comments, some coordinators elaborated, reporting that they felt that the feedback provided was "very vague" and "not empowering" (see Appendix).

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### 3. Group activities with youth

Item	Youth (N=88-91)	P&Is/RPCs (N=12-15)
It was helpful to hear other groups present their ideas for implementing environmental strategies	93%	100%
I enjoyed sharing my group's ideas with other youth	97%	-
The youth groups had adequate time to present their ideas	-	100%
The panel's feedback about communities' environmental strategies and issues was useful	96%	58%
Youth were engaged during the breakout sessions	-	92%

### Participant learning

All of the parent and other adult participants "strongly agreed" or "agreed" that following the conference, they have a better understanding of their child's role in the youth group and a new appreciation for their child's leadership skills. Most parents and other adults (96%) also felt that attending the academy taught them how to better support their child as a leader. In addition to learning more about their child's leadership abilities, all or almost all parents reported that they had a good understanding of environmental strategies (100%) and positive community norms (97%) following the academy (Figure 4).

Most, but not all, P&I and RPC coordinators tended to feel that the academy helped them learn how to better explain environmental strategies (80%), the Strategic Prevention Framework (73%), and Positive Community Norms (60%) to youth (Figure 5). Perhaps the coordinators' comfort in explaining these three concepts contributed to the youth's high levels of self-reported understanding of the ideas. Over 90 percent of the youth felt that they gained an understanding of environmental strategies (97%), the Strategic Prevention Framework steps (96%), and Positive Community Norms (94%) following the

academy. At least 9 in 10 youth felt that they knew how to use these three concepts in their lives and/or their work in the community. Nearly all of the youth thought learning how to partner with adults as a leader was helpful and that the training will help them to become better leaders. Ninety-three percent of the youth felt that they know how to bring about real change in their community (Figure 6).

When asked to describe the most helpful component of the Academy, 33 participants identified the content of the presentation and activities, 32 participants named teambuilding and connections with other youth, 24 participants mentioned learning that they can create change, while 15 reported learning about leadership skills (see the Appendix for more open-ended comments).

Given the focus of the Academy on showcasing ideas related to environmental strategies, conference participants were asked to define the concept of “environmental strategy” in their own words. Not surprisingly, P&I coordinators appear to understand the concept, describing environmental strategies as activities that are directed at a community-level and have a sustained, broad-based impact. Despite a generally high level of understanding of environmental strategies among parents and youth, the definitions they provided varied widely. Although some identified community-impact and long-term, permanent change in the environment as key elements of an “environmental strategy,” many did not. In general, almost half of the youth and parents could provide a general, though perhaps not comprehensive, definition of environmental strategies. Far more participants provided a definition that was at least partially accurate. See the Appendix for individual responses.

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#### 4. Parent/adult learning

Item	Parents/ other adults (N=30)
I have a good understanding of environmental strategies after the presentations	100%
I have a good understanding of the role of positive community norms (PCN) in preventing youth drinking	97%
I have a better understanding of my child's role in the youth group after this conference (Parents only [N=22])	100%
I have a new appreciation for my child's leadership abilities (Parents only [N=22])	100%
As a result of this academy, I know how I can better support my child as a leader (Parents only [N=22])	96%

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## 5. P&I and RPC learning

<b>As a result of the information shared at the Academy...</b>	<b>P&amp;Is/RPCs (N=15)</b>
I have a better understanding of how to explain environmental strategies to youth	80%
I have a better understanding of how to explain the Strategic Prevention Framework to youth	73%
I have a better understanding of how to explain Positive Community Norms (PCN) to youth	60%

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## 6. Youth learning

<b>Item</b>	<b>Youth (N=88-91)</b>
I understand what environmental strategies are	97%
I know how to use an environmental strategy to address an issue in my community	93%
I understand how environmental strategies can impact the youth in our community	98%
I understand the steps involved in the Strategic Prevention Framework (SPF)	96%
I will be able to use the SPF process in many areas of my life	90%
I understand what positive community norms (PCN) are	94%
I know ways to use positive community norms to change misperceptions about youth drinking	97%
I have an important role in changing norms about youth drinking in my community	96%
It was helpful to learn about how to partner with adults as a leader	99%
This training helped me to become a more effective leader in my community	98%
I know how to bring about real change in my community	93%

### Connection with others

Both youth and P&I and RPC coordinators were asked to report whether having parents and other adults attend the Academy was helpful, and most felt their presence was beneficial. Two-thirds of the youth that had parents attend (N=37) enjoyed having their parents with them and cited parent support (both emotional and monetary), a shared experience, learning more about their parents' opinions, and having parents hear the key messages of the Academy and learn about the work of the youth group as reasons why they were glad their parent attended. All P&I and RPC coordinators agreed that the

presence of parents at the Academy was helpful. They reported that it provided parents with an opportunity to learn about the work of the youth groups and coordinators, got parents involved with their youth, and relieved P&I coordinators of some of the burden related to chaperoning the event. See the Appendix for a summary of parent/adult and P&I coordinator open-ended comments.

Both the youth and the coordinators also reported that the connections with other youth were positive. Most of the coordinators felt that youth had time to interact with others from their own groups, and almost all of the youth felt that this interaction helped them feel more connected to other youth in their groups. All of the coordinators and nearly all of the youth also reported that the youth had opportunities to get to know other youth leaders from across the state. All of the youth and six of the nine P&I coordinators said that they plan to connect with the other youth groups after the Academy weekend (Figure 7). The participants plan to use technology to connect with other youth in order to share ideas and resources, build support networks, and learn new things. See the Appendix for a summary of open-ended comments.

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## 7. Connections to other students

Item	Youth (N=88-91)	P&Is/RPCs (N=15)
Youth had opportunities to spend time with youth from their own group	-	93%
I feel more connected to the other youth in my group after participating in this conference	98%	-
I/youth had the opportunity to interact with and get to know other youth leaders from across the state	99%	100%
I plan to connect with youth from other groups after this weekend (Youth below 12 <sup>th</sup> grade [N=80] and P&I coordinators [N=9] only)	100%	6/9

### Suggestions for improving the Academy

Many of the participants suggested ways to improve the activities for future academies, including allowing more interaction time and incorporating more “games” or “fun” activities. Parents and youth suggested making future academies longer and allowing more free time and networking time. In addition, several participants commented on the time spent “waiting around” and that the timing of check-in and check-out was inconvenient.

Parents and coordinators recommended getting parents more involved, either in the youth activities or in their own parent-focused activities in future years. Some youth and parents believe that the Academy could be improved by including incentives or mementos from the weekend, such as t-shirts, gift certificates, or souvenirs. These comments may have

been directly related to a conversation regarding t-shirts that occurred prior to the evaluation. A couple of the Spanish-speaking parents asked for more interpreters or improved technology for interpretation for future events. Several participants mentioned changes to the food or beverages provided, including better tasting food, more snacks, and coffee throughout the day.

P&I and RPC coordinators also offered recommendations related to their role in future academies. In particular, they wanted more opportunities to contribute to the presentation development, more flexibility with the presentations, greater emphasis on team-building, and inclusion of the full SPF model. A full list of participant suggestions is included in the Appendix.

# Recommendations

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

- Incorporate additional “fun” activities into the event for youth, and provide more scheduled free time to enjoy the facilities. Some participants indicated a desire for more recreation time.
- Provide more opportunities for adult networking and student mixing. Several participants indicated a desire for more time to get-to-know people from other communities, especially early on in the weekend.
- Continue to invite adult chaperones to participate, but identify opportunities for their increased involvement. Their presence alleviated some stress for organizers, and the majority of students appreciated having their parent on-hand to provide support, but some felt excluded at times.
- Identify ways to better organize the weekend’s activities, reducing unnecessary “down time” and ensuring activities are clearly explained to participants.
- Solicit the input of coordinators throughout the planning process in order to utilize their experience working with youth and their knowledge of issues in their communities.
- Provide Academy participants with a memento from the weekend, such as t-shirts, caps, or other souvenirs, to foster a sense of belonging and common purpose among participants. These items may also increase the visibility of the event and promote the idea of prevention among other youth and parents in local communities.



# Appendix

*Open-end comments*

*Surveys*

*Youth evaluation form*

*Adult evaluation form*

*P&I/RPC coordinator evaluation form*





## *Open-end comments*

### **Most helpful thing learned according to participants**

#### **Collaboration and communication**

##### *Youth comments*

All of the ice breakers made it easier to talk to people from different areas of Minnesota.

Communication.

Getting to know people and learning how to get involved.

How to interact with people you usually wouldn't talk with.

How to talk to and help others.

How to work better with other people.

How to work with others.

How to work with others I don't know and I saw that we all are very similar.

I didn't know a lot of schools in Minnesota were in SADD. It was just nice to meet people and get to know them.

I learned that with other people you can learn more.

Making new friends.

Meeting new people.

Social[ize] with other kids.

Teamwork and the meaning of leadership.

That I'm not the only teen in the state that feels this way about underage drinking.

That if we all work together and become one, we can make and accomplish a lot.

To interact with new people and become more involved.

To learn to trust people around you.

To work with others. (2)

##### *Parent comments*

Communication and participation help to build ideas.

Getting different opinions and input from other students and parents.

It was teaching kids how to work together, learn what the kids are learning.

The opening [up] of the youth when they were talking about alcohol in front other people.

The young people share their opinions.

To listen to what people – teenagers are trying to tell you.

Watching kids work together.

### ***P&I and RPC comments***

Allowing youth to get together and think beyond the box to come up with ideas that will work in our community.

Getting the kids outside their comfort zones and getting them to meet new people, share, brainstorm ideas present.

Kids got out of their comfort zone and worked with other kids on projects. Liked break-out session format, so did our group.

Meeting the students, hearing their ideas and excitement, getting to have the RPC's and P & I's work together – able to learn new ideas from the P & I's.

Networking with other groups. Good food. Good location. Nice place.

## **Leadership**

### ***Youth comments***

Being a leader.

Friendship/leadership.

How to be a better leader in my community. (3)

How to lead and alcohol prevention.

I learned how to become a leader at certain times.

I learned that sometimes you just have to step it up and take over but still not overwhelm the group.

Leadership and that we can make a difference in our community.

Leadership.

Teamwork and the meaning of leadership.

To be strong leaders.

To become a better leader. (2)

### ***Parent comments***

That there are a lot of student leaders.

## **Other messages or content from the presentations and/or activities**

### ***Youth comments***

A lot of kids drink.

About strategy.

About teens buying alcohol from 21 year olds.

Believing how much underage drinking is [unknown].

Environmental strategies.

How to use SPF organizing.

Process.

SPF. (5)

That is the steps how to change things.

That most people think everyone is lying but they sometimes tell the truth.

That not many kids are drinking.

That the people giving the minors alcohol are age 21 – 25.

That underage drinkers percentage is way too high.

That what we think are norms aren't always.

The PCN.

To use SPF and be a better leader.

Ways to rid my community/environment of bad things like underage consumption of alcohol.

What SPF meant.

What the most of us campaign does.

### ***Parent comments***

Facts about underage drinking.

I liked the idea of using positive norms.

The gap between what people think is being done and what is actually being done.

### ***P&I and RPC comments***

Covert speakers.

Education of environmental strategies.

Having the kids plan an activity using the SPF framework.

Rob Kesserling.  
The kids doing planning presentations.  
The SPF outline.  
The students presenting.

## **Strategies for change/empowerment**

### ***Youth comments***

Different ways to help the youth in my community.  
Have courage.  
Helping people that drink.  
How to help everywhere else.  
How to stop drinking in community.  
How we could help our community.  
I can make a difference.  
I learned new ways to help spread the word about how underage drinking affects our community.  
I learned that if you aren't courageous your voice won't be heard.  
I learned that you need to speak out more and that adults think kids are courageous if they give presentations.  
More ways to change.  
Telling or helping other people not to drink.  
That anyone can make a difference.  
That it doesn't matter who you are or what you do, you can make a difference.  
That we really can do something and we do have the power.

### ***Parent comments***

Be gentle, but firm, to make a change.  
Just do it! Collective action and deep thought can make a difference.  
Small voices can be heard.  
Students have power. Parents and adults can help them utilize that power to bring positive change.  
Teenagers are passionate about the issue of underage drinking and many want it to stop.

That children/youth are creative and care about not drinking.  
That you need to go home and act on what you learned to keep the process going.  
The similar issues and time to think, “What can be done to make a change?”  
What other youth are doing. Getting to know youth who are like-minded.

### ***P&I and RPC comments***

Giving youth the message that their voice is important and can make a difference.

### **Other**

#### ***Youth comments***

Assist, compliance, plan.  
Everything. (2)  
Hard to say.  
How to do Forge on Halo ODST.  
Not to drink alcohol.  
On how to deal with most.  
See, speak, act. (2)  
That one day it will come true.  
That the slides go fast.  
That there is a lot of ideas and we are not the only ones that want to help.  
There’s a lot.

#### ***Parent comments***

A coalition exists to help prevent youth drinking behaviors.  
First time attending – the entire workshop was very valuable.  
Listening to the youth and their knowledge and suggestions.  
That the students are smart and need to be heard.  
That they have more knowledge about how bad that it is and always need to keep that in mind and the consequences that it brings.

### ***P&I and RPC comments***

Energy of the youth.

## **Participant suggestions for next year**

### **Activities**

#### ***Youth comments***

Better explaining the games.

Better games and more music.

Better water park, shirts, more fun activities.

Get someone with more energy and who works well with kids to do the most of us talk instead of Linkenbach. He seemed kinda scared of the kids.

Getting into our rooms earlier. It'd be cool to have like certain people have to sit somewhere certain so we get mixed up.

Have more games that we are involved in as a group to win prizes then to draw our names out.

Also no more PCN – I've heard it a dozen times now. More variety – really liked Rob and Dan.

I loved it for the way it was though it would be nice to have a way to meet with the people in our smaller groups more often.

I thought it was great. Maybe more pilot testing.

Keep the games going.

Make sure the activities are well organized and explained clearly.

More activities.

More fun activities, music.

More games and prizes.

More games.

More motivational speakers.

More swim time that is more spaced out.

More time to mingle.

The schedule was kinda choppy; I personally don't think that many breaks were necessary. It was hard for me to grasp the concepts some speakers were trying to get at.

The small groups could be improved.

To ask or make more questions.

To have more interaction with others.

Try to make people interact with each other more.

More pool time.

Work more with others.

### ***Parent comments***

Develop specific strategies to address issues in my community. I guess, meet with our city group to do that.

More group time for the kids. Maybe someone who's life was ruined or been through treatment talk.

Second day (Saturday) was much stronger at getting the kids to open to each other – wish we had Friday night on Saturday night to get to know each other more now.

Speakers in front could speak louder or be in the middle of a circle.

The key note on day one should have been sooner.

### ***P&I and RPC comments***

Have a variety of issues to get ideas. Don't take parts of SPF out – cultural competence is important.

Have DHS sit in on a session to hear what you come up with for ideas.

Have more get-to-know-you activities the first day before working on scenarios.

Let P & I develop own PowerPoint. It was difficult to present a presentation someone else created. Better description of our roles. I went to breakout still not knowing our role. Better vision, explanation. Even RPC was unsure of our role. Let youth identify their own issue to use the SPF model on. Two examples didn't really pertain to our community where we could have used other community youth's ideas for an issue that affected our community.

More opportunities to discuss situations/problems from our community.

More team building activities where they can become more comfortable with each other and to learn leadership skills.

More team building, less competition.

More team building, youth leadership development opportunities. Possibly have each community exhibit about what they are doing. More discussion about environmental strategies developed by youth for their community.



More time to prepare our presentation. Ask us about PowerPoint. Kids didn't like slides – thought pictures were dumb. Why not all of the SPF? This would have been great opportunity for cultural competency and sustainability. More planning and include us in what to present instead of just giving us your presentation ideas – different environment. Strategy examples would have been great – hard to share ideas when all had same issues and guidelines. Please ask us. We work with these kids, we know what they'll relate to and what they won't. Would have liked more break-out time like 15 minutes or so; music or other media would have helped in our breakouts. Let us use our own ice breakers in breakouts. Again, include us in the breakout presentation information.

Perhaps an array of free time choices for those who don't swim for example.

Plan activities and learning tasks that take developmental differences and levels into consideration more fully.

The feedback on their strategy was very vague, specific feedback would be helpful from the state since they are the ultimate decision maker.

The SPF model and elevator speech were confusing for the students; the critique of the groups' ideas was not empowering to the youth.

## **Food**

### ***Youth comments***

Better food.

Don't serve that pizza, yuck!

Get better food. Breakfast wasn't cooked very good.

Better pizza.

Have like hamburgers and fries.

More snacks during breaks.

More soda.

Those eggs could have been better.

Better drinks, not lemonade.

### ***Parent comments***

Better lunch on Saturday. Everything else was great.

All day coffee needed.

Unlimited coffee and snacks.

### ***P&I and RPC comments***

Need coffee throughout the day.

## **Parent role**

### ***Parent comments***

- An interactive project for adults when youth break into their groups.
- I would like to have more involvement.
- Incentives for parents that come to leadership meetings with their child(ren).
- Include a session or two for parents. Maybe have a question and answer session for parents/for the group at large.
- Give an incentive to the parent that comes with their children.
- Involve the parents.
- More activities for parents and adults to discuss ideas and share stories while youth is in groups.
- More parents need to be involved and understand what students do in Y.L.A.
- More parents to attend, have t-shirts with the annual Youth Leadership Academy.
- Try to have more parents involved.
- Try to have rooms available for chaperones when they are not needed for activities.

### ***P&I and RPC comments***

- Have parents be involved with the break out sessions or at least invited.

## **Scheduling**

### ***Youth comments***

- Another day.
- Better organized day/breaks having to do with check out.
- It'd be cool to have like certain people have to sit somewhere certain so we get mixed up.
- Have breakfast later in the morning.
- I liked the length but would prefer not needing to miss so much school.
- I really like the idea of t-shirts and also I really like the Arrowwood Resort and I think we should do it here again except during the summer and maybe like a 3 or 4 day so we can get to know the smaller groups that we will be presenting with.
- Length of stay. Great increase in popularity of Youth Leadership Program.

Maybe a little more organized. The fact that we had to check out of our rooms then had nowhere to go was a bit inconvenient.

More breaks.

More free time for supper.

More free time. (3)

Don't wake up so early.

More interaction and longer time here.

More time like 2 nights stay.

Not get up so early.

Not getting up so early on a Saturday – not so much waiting around.

Spread out when we eat.

The schedule was kinda choppy; I personally don't think that many breaks were necessary. It was hard for me to grasp the concepts some speakers were trying to get at.

### ***Parent comments***

To be able to check in upon arrival.

Access to rooms for adult leaders when youth are in their sessions.

Certificate. During the week, not a weekend.

It would have been nice to check into the rooms earlier. More time allowed for checkout.

Second day too early of a start. Suggest 9 am start time. End earlier so youth are home earlier in the afternoon.

### ***P&I and RPC comments***

Little more time for check out.

### **Other**

#### ***Youth comments***

A lot more youth so they can have a chance to become leaders.

Don't drink.

Lots.

More canoe cards.

Put more money into it.  
Souvenirs. Final video w/pic/videos.  
Stop underage drinking.  
The group white board.  
To lower the percentage of alcohol drinkers.

### ***Parent comments***

1) Common identity – a t-shirt or a cap that says we're here. 2) Gift cards are great but what if each group donated two of their t-shirts?  
Definitely t-shirts would be great for the kids as well as the adults. Certificates sound like a neat idea too to show people what you've done.  
Encourage coalitions to bring extra campaign t-shirts to share with students from other communities.  
Have conferences with youth, with qualified people that treat this subject.  
I would like to suggest using a transmitter and head set for better interpreting services. Thank you for this opportunity to include Latino parents in this activity.  
Introduce someone that had an experience being involved in drugs or alcohol.  
Invite Hispanic parents and students and bring more interpreters to each one if possible.  
Regional get to-ethers – get more groups in more communities.  
Sometimes the interpreter caused an echo effect from the speaker, which was a little distracting. Some input on how adults can help students in their roles as leaders.  
To get ideas to keep going forward.  
To provide the help that is needed.

### **No suggestions/satisfied with the Academy**

### ***Youth comments***

I liked it all.  
I think it's all good.  
I thought it was great.  
It was great and I think if you do improve more then it would be even better.  
Not much.  
Nothing. This place was very good and good job on the training.

Nothing. (7)

### ***Parent comments***

A new and interesting experience, as a recovering alcoholic, it did me good. It's fun to stay at the Y.L.A. & Youth Leadership Academy.

Excellent.

Great facilities – wonderful staff.

I love to hear kids sing and bond. Takes a good song leader to make this effective but I find that “Stand by Me,” “Ain’t Nothing but a Hound Dog” and “Reach out and Touch” is a great way to break down boundaries and help kids connect. Thanks for the two days and supporting youth leaders.

Lots of improvements this year compared to last year. Was fun.

Loved games and prizes and presenters during week – not weekend.

Nothing. (2)

Very good work. My son will become a better person because of this and he will help others.

You guys were awesome.

### **Helpfulness of having parents participate**

#### ***Youth comments***

Yes. (37) Reasons why: parent support (emotional and monetary), get to share experience with parents, message is important for parents to hear, parents provided feedback and insight, parents helped with leadership and chaperoning, and youth felt more confident with parents present.

No. (4) Reasons why: Parent's didn't participate much and youth felt like they couldn't be as open.

Undecided. (5)

#### ***P&I comments***

Yes. (14) Reasons why: Good way to connect parents to our efforts, builds parent support to youth/groups, assistance with chaperoning and coordination, and less stress on coordinators.

## **How connecting with other youth groups would improve work in one's own youth group**

### **P&I and RPC comments**

Get ideas, share resources.  
It could help keep them inspired and creative.  
Support out efforts.  
Other youth groups were present.

### **Youth comments**

#### ***Benefits of connecting***

As a sound board to bounce new ideas off.  
Because the more people you have, the more ideas we will have to do.  
Bring us together.  
By knowing what to do.  
Encouragement, new ideas, inspiration.  
Fun.  
Get ideas from other communities.  
Get ideas from what they are doing.  
Get ideas.  
Get ideas/share.  
Get more people.  
Getting new ideas and bringing them to my youth group.  
Give us ideas on new things.  
Helping other people.  
I could see what did and didn't work with them.  
It will help spread ideas.  
Just to see what's going on in their town.  
Learn from each other.  
Making a group. (2)  
Resources.

They can encourage us and help us to think of ideas that could affect our group in a positive way.

They could give me some of their ideas to use at my school.

To get different options.

To talk more positively about everyone in community and also do more things that get the community involved.

We could come up with ideas together.

We could exchange ideas.

We could find out what they are doing and share ideas.

We could share ideas, learn new things, brainstorm.

We could share ideas.

We have different ideas the other groups gave.

We were able to compare each other.

You can share strategies with each other.

### ***Strategies for connecting***

Internet, phone.

Not necessarily other groups, but other people from other groups/towns.

Online and cell phones.

Sure, Facebook, YME, and Canby – me.

### ***Other***

So it doesn't look like a talking with a group of people about it.

Stay drug free.

Stop drinking.

They were all older than me but next, hopefully, yes!

To lower the percentage of alcohol drinkers.

Use what I learned here and take it with me to the other group.

## **“Environmental strategy” definitions**

### **Youth definitions**

#### *Definitions that demonstrate a general understanding of the concept*

- A place to change something in your environment or community.
- A plan to improve a situation in your community.
- A solution to a problem in the entire community.
- A specific idea for a community’s specific issues for a long-lasting change.
- A strategy that changes the environment.
- A strategy to change something in your environment.
- A strategy used to change your community (environment).
- A way to change our environment for the better.
- A way to change something about community.
- A way to change the environment.
- A way to help improve things for not only youth but everyone in the environment.
- A way to help your community with problems that are an issue.
- A way to solve a problem in your community.
- An event or project to help change something in your community or environment.
- An idea of how to change your community’s feelings and actions about something.
- Changing something in your environment: ex: school, community, etc.
- Doing something for our community changing something about.
- Environmental strategies are why to change your community.
- How to change your community.
- How you can change your community.
- Ideas of how to change the community.
- Is a way to understand and fix a problem around your area.
- It is ideas to stop something that is harmful in your community or environment.
- Something working towards helping your community.
- Specific changes in community.
- Strategy better in communities.
- Strategy/plan to change your community.



They are strategies for your community.  
Ways to help the community.  
When you do something for your community to change it.

***Definitions that demonstrate partial understanding of the concept***

A plan to change something for the better.  
A strategy on how to help promote safe homes.  
A strategy to get kids off of drinking.  
An environmental strategy is a problem that I am trying to solve in my community.  
Environmental strategy is the community or surrounds around someone that affects their life.  
Environmental strategy means like helping others to choose wisely on what to do.  
Helping not only yourself but other people.  
Helping others. (2)  
I.e., media announcements, making awareness.  
It is a goal for the next year of getting kids off drugs.  
It is a strategy to help prevent drugs and alcohol use. (2)  
It is finding a strategy to prevent drugs and alcohol.  
Plan to help community.  
Plan to help environment.  
Planning on getting minors to quit drinking.  
Planning the community.  
Problem in your community you're trying to solve.  
Something that can change a problem.  
Something that helps people and gets people informed and doing things about it.  
Something you do to help your environment.  
Strategy that helps improve our environment.  
Strategy that helps people as well as environment.  
Taking things you learn and bringing them to your community by spreading the word.  
Things you already do.  
To help my community. (2)

To make a change.

Ways to get yourself or your group to change things whether through media or talking, changing perceived norms, etc.

Ways to stop or reduce use of drugs and alcohol.

What we can do.

Working with the people in your environment.

### ***Definitions that demonstrate little understanding of the concept***

For beer make a beer garden.

Healthy.

Tell kids not to drink.

To reduce the community events.

Well, awareness for adults. It's hard to cure someone's home life.

You need to come up with a new name cuz kids still think environmental is just trees, pollution and stuff, instead of what it really means.

I do not know. (3)

I really have no idea.

### **Parent definitions**

#### ***Definitions that demonstrate a general understanding of the concept***

A change or action plan to change our home community.

A plan you make to address your community's strength/problem to make a positive impact.

A strategy is something you can do in the community to improve an issue.

A strategy that we can use in our community to be proactive in positively affecting change.

A strategy to change community.

A way to connect communities together to address a problem.

A way to influence my community for change.

Ideas to change things in the environment in which we live.

Making a positive influence on society. Being aware of the avenues that can be taken to do that.

Positive, lasting change in a community through changing laws, policies, and norms.

To work in your community to change something to make it better.

Ways to improve or change social norms in my community.

### ***Definitions that demonstrate a partial understanding of the concept***

Action to improve environmental issues.

Creating awareness i.e.: posters, legislators, etc.

Helping the community to stop underage drinking.

Prevent alcohol use in minors.

Something to fight the sale of alcohol and drugs.

The planning of a situation in your community.

To figure out an issue and try to solve it.

Ways we can implement changes in our communities to control drinking and drugs in our youth.

What goes on in our community.

Working a plan to make a better community.

### ***Definitions that demonstrate little understanding of the concept***

Call 911 or child protection. To have a severe consequence for minors when drink. To send minors to 4 – 6 hours – alcohol, drugs workshop as a result of punishment.

Keeping children/kids always informed.

Looking around to see the bad things that are affecting the youth.

### **P&I and RPC definitions**

A plan to make a difference on an important issue related to our environment by changing something in the environment.

A way to change behavior that focuses on community, not individuals.

A way to change the community where we live.

A way to change the environment.

A way to change/affect the community to bring about change in an issue.

Any strategy that aids in changing community norms, reducing access or changing policy.

Changing the community.

Effort that impacts the community, not just the individual, to address an issue such as underage drinking and ZAP.

Implementing positive changes into the community.

Plan to change something in the environment (surroundings) that contributed to problem.

Prevention that reaches the larger community.

Strategies that address issues within an environment that contribute to the issue (i.e., policies, changing physical environment).

# Surveys

## Youth Leadership Academy II: January 2010 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 adult 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. Each youth group member 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 have a good understanding of environmental strategies after the presentations.	<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. I have a good understanding of the role of positive community norms (PCN) in preventing youth drinking.	<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 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>
8. 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>

9. In your own words, what is an environmental strategy?

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

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

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**Parents: Please complete the section below ONLY if you are the parent of a child at the Academy. Otherwise, please turn the form over to complete the remainder of the survey.**

	Strongly agree	Agree	Disagree	Strongly disagree
12. I have a better understanding of my child's role in the youth group after 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>
13. 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>
14. As a result of this academy, 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>

Turn over →

Please provide some background information about yourself.

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

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

16. Which parts of the conference did you attend? **(CHECK ALL THAT APPLY)**

- <sup>1</sup> Intro presentation on environmental strategies
- <sup>2</sup> Youth breakout groups
- <sup>3</sup> Youth group presentations
- <sup>4</sup> Positive Community Norms presentation
- <sup>5</sup> Advanced Leadership Training presentation
- <sup>6</sup> Recreation activities

17. Did you use the Spanish interpreter?

- <sup>1</sup> Yes → → → If yes, was he/she...
  - <sup>1</sup> Very helpful,
  - <sup>2</sup> Somewhat helpful, or
  - <sup>3</sup> Not at all helpful?
- <sup>2</sup> No

18. 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 II: January 2010  
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.

<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. I enjoyed the group 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>
4. The adult 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>
5. I was able to ask questions when I needed to.	<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. I 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>
7. 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>
8. I had an opportunity to interact with and get to know other youth leaders from across the state.	<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 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>
10. I would recommend this conference to other youth at my school.	<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. 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>

<b>ENVIRONMENTAL STRATEGIES</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
12. I understand what environmental strategies are.	<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 panel's feedback about communities' lists of environmental strategies and issues 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>
14. I know how to use an environmental strategy to address an issue in 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>
15. I enjoyed sharing my group's ideas with other youth.	<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. It was helpful to hear other groups present their ideas for implementing environmental strategies.	<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 understand how environmental strategies can 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>
18. I understand the steps involved in the Strategic Prevention Framework (SPF).	<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. I will be able to use the SPF process in many areas of my life.	<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>JEFF LINKENBACH KEYNOTE: PCN</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
20. I understand what positive community norms (PCN) are.	<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. I know ways to use positive community norms to change misperceptions about youth drinking.	<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. I have an important role in changing norms about youth drinking in 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>

**Turn over →**





## Youth Leadership Academy II: January 2010 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

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 adult 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>
4. The adult presenters engaged well with youth.	<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 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>
6. 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>
7. I felt prepared to facilitate the breakout 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. Youth were engaged during the breakout 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>
9. 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>
10. 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>
11. I had adequate time to prepare for the conference and recruit youth and parents/chaperones. <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>
12. The Wilder Youth Group Facilitation webinar helped me feel better prepared to facilitate the sessions with youth. <b>-FOR WEBINAR ATTENDEES 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>

<b>YOUTH GROUPS</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
13. Youth had opportunities to meet and interact with youth from other youth groups.	<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. 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 ideas for environmental strategies.	<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. The youth groups had adequate time to present their 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>
17. The panel's feedback to the groups about their environmental strategies and issues was helpful.	<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. 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>

Turn over →

ENVIRONMENTAL STRATEGIES, SPF, AND PCN	Strongly agree	Agree	Disagree	Strongly disagree
<b>As a result of the information shared at the Academy...</b>				
19. I have a better understanding of how to explain environmental strategies to youth.	<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. I have a better understanding of how to explain the Strategic Prevention Framework to youth.	<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. I have a better understanding of how to explain Positive Community Norms (PCN) to youth.	<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. In your own words, what is an environmental strategy?

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23. What was the most useful aspect of the Youth Leadership Academy?

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

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

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26. 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

**Thank you for your feedback!**