

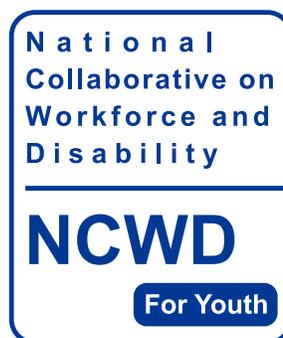


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Youth Service Professionals' Knowledge, Skills, & Abilities Professional Development Demonstration & Evaluation Project

FINAL EVALUATION REPORT

May 2018



Navigating the Road to Work

Youth Service Professionals' Knowledge, Skills, & Abilities
Professional Development Demonstration and Evaluation Project
Final Evaluation Report
May 2018

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for the National Collaborative on Workforce and Disability for Youth

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The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) is composed of partners with expertise in disability, education, employment, and workforce development issues. NCWD/Youth is housed at the Institute for Educational Leadership in Washington, DC. NCWD/Youth is charged with assisting state and local workforce development systems to integrate youth with disabilities into their service strategies. To obtain this publication in an alternate format, please contact the Collaborative at 877-871-0744 toll free or email contact@ncwd-youth.info.

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Executive Summary

With support from the U.S. Department of Labor's Office of Disability Employment Policy (ODEP), the National Collaborative on Workforce and Disability for Youth (NCWD/Youth) conducted the Youth Service Professionals' Knowledge, Skills, and Abilities Professional Development Demonstration and Evaluation Project (YSP/KSA Demo) to determine the value of a professional development system for youth service professionals in order to improve program quality and service delivery for all youth, including youth with disabilities.

Following a competitive nationwide application process, NCWD/Youth selected three sites to participate in the YSP/KSA Demo, including: Baltimore City Mayor's Office of Employment Development, Youth Services Division – Baltimore, MD; City of Los Angeles Economic and Workforce Development Department – Los Angeles, CA; and New York State Department of Labor – Albany, NY. Each site consisted of at least three youth serving agencies that worked together through the demonstration project to build staff capacity and improve youth outcomes within their geographic region. As a part of the YSP/KSA Demo, each cross-system collaboration:

- worked with cross-system partners to assess professional development needs and develop shared goals and strategies for supporting professional development.
- engaged their staff in completing four full-day cross-system trainings aligned to the professional development needs identified in the assessment.
- assigned two staff to serve as cadre members who assisted NCWD/Youth trainers with delivering the training and provided follow-up support to the trainees between sessions and during the follow-up period.
- partnered with a post-secondary institution to provide credits or a credential to staff who completed the training.
- participated in post-training technical assistance designed to support the trainees in applying what they learned and to assist the organizations in building a strong culture of professional development.

The YSP/KSA Demo is part of an ongoing professional development initiative by NCWD/Youth. The initiative unfolded in a series of stages, beginning with the identification and validation of ten competency areas. Next, NCWD/Youth developed assessment tools for youth service professionals and organizations aligned to the competencies. Finally, NCWD/Youth focused on designing targeted professional development opportunities in order to build individual and organizational capacity, resulting in the creation of the YSP/KSA Training Modules for delivering in-person training. The YSP/KSA Training Modules provide a training curriculum aligned to the competencies that youth service professionals need to connect all youth, including those with disabilities, to opportunities for work, further education, and independent living (More information about the initiative, competencies, and modules is available at <http://www.ncwd-youth.info/issues/professional-development/>).

Staff at each site completed the YSP/KSA self-assessment at the start of demonstration project. Using the assessment data, NCWD/Youth supported administrators at each site to select four of the eight training modules based on the areas of greatest need as well as organizational priorities across the three agencies at each site. Each site participated in four one-day training sessions—one day per module. Additionally, NCWD/Youth worked with site administrators to identify intended outcomes and corresponding behavioral practices to improve services for youth. To evaluate the quality, relevance, and effectiveness of the professional development, participants were asked to complete a pre-survey, a post-survey at the conclusion of each training session, and surveys six months and 12 months after their participation. Additionally, site administrators were interviewed at six months and 12 months post training. A summary of key findings is outlined below.

NCWD/Youth contracted an independent third party evaluator to conduct an external evaluation of the YSP/KSA Demo. The evaluation was designed to examine the effects of professional development on youth service professionals' practices, organizational culture, and outcomes for youth. Based on Kirkpatrick's Four Level Evaluation Model, the evaluators collected and analyzed data for each of four levels – 1) Reaction; 2) Learning; 3) Behavior; and 4) Results. Participants' reaction and learning (Kirkpatrick Levels one and two) were evaluated during, and at the conclusion of, the training delivery (a short recap of these results is included in this executive summary, complete results can be found in the interim evaluation report, "Pre-Post Survey Results from Site Trainings"). At six-month and 12-month intervals post training delivery, data was collected from training participants and site administrators regarding the behavior and results (Kirkpatrick Levels three and four). In broad terms, Levels one and two examine participants' acquisition of skills, while Levels three and four examine participants' application of those skills.

Key Findings

Pre/Post Training Delivery Evaluation Phase (summary of interim evaluation report)

Reaction (Kirkpatrick Level One): Participants were asked to rate—using a five-point Likert scale—the usefulness and quality of each of the four trainings they attended in a post-training survey. Scores on the usefulness and quality of the modules ranged from 78-100% selecting "Agree" or "Strongly Agree". These responses were largely positive with the vast majority of participants in each session selecting "Agree" or "Strongly Agree" for the surveyed items including:

- "I understand how I can use what I have learned from this training module in my work"
- "The content from this training module is relevant to my work"
- "I would recommend this training module to others"
- "I found the facilitation style to be engaging"
- "I found the training module to be well-organized"

Learning (Kirkpatrick Level Two): To evaluate the extent of learning, participants were asked to report their confidence in various skills covered in each training module before and after the training was delivered using a 5-point Likert scale ranging from “Not Confident” to “Very Confident”. To understand the relevance to their daily work, participants were also asked to report whether they conducted related activities “Never,” “Occasionally,” or “Often.” Overall, the results from all of the trainings in Baltimore, Los Angeles, and New York show that participants increased their confidence in their abilities and their knowledge with respect to many of the competencies addressed by the specific training modules selected by their sites. While the evaluation report on pre/post-training results provides the full picture of learning outcomes, the following is a sample of results from each site:

- More Baltimore training participants reported post-training that they had a high degree of confidence in their ability to support employers providing work opportunities to youth (95% were confident or very confident post-training compared to 83% pre-training), their ability to use informal strategies to assess youths’ strengths and interests (92% post-training compared to 83 percent pre-training), and their ability to assist youth in making decisions about disclosing a disability (86% post-training compared to 58% pre-training).
- More Los Angeles training participants reported post-training that they had a high degree of confidence in their ability to create work-based learning opportunities in the community (75% were confident or very confident post-training compared to 44% pre-training); their ability to implement career exploration activities (95% post-training compared to 61% pre-training); and their ability to assist youth in making decisions about disclosing a disability (90% post-training compared to 50% pre-training).
- More New York training participants reported post-training that they had a high degree of confidence in their ability to build youth’s employment seeking skills (88% were confident or very confident post-training compared to 74% pre-training); their ability to implement career exploration activities (84% post-training compared to 74% pre-training); and their ability to assist youth in making decisions about disclosing a disability (87% post-training compared to 48% pre-training).

Six-Month Follow-up Evaluation Phase

Behavior (Kirkpatrick Level Three): Individual Practices & Organizational Support for Implementation

The results from the six-month follow-up evaluation show a strong level of behavior change indicating that participants consistently applied what they learned during the training. Participants reported regularly using strategies (70%), using resources (50%) from the training in their **individual practice** as well as sharing knowledge gained (64%) from the training with other staff in their agency, behaviors which are strong

predictors of improved organizational capacity. Corresponding data from the administrator interviews highlight that the individual practices of staff were more highly influenced by participation in the YSP/KSA Demo Project than were the cross-agency connections.

Baltimore

At six months post-training, the majority of respondents said they are: using assessment information to develop youth individual service plans (71.4%), tailoring the individual service plans to each youth's individual needs and strengths (78.6%), regularly identifying and engaging new employer partners (64.3%), regularly maintaining contact with existing employer partners (57.1%), and using universal design to serve youth and young people with disabilities. These results directly illustrate behavioral changes of youth service professionals who participated in the training.

Los Angeles

While not as strong as the Baltimore results, Los Angeles participants report regularly using assessment information to develop youth individual service plans (55.6%) and tailoring the individual service plans to each youth's needs and strengths (55.6%). There is also a high frequency of identifying and documenting youths' career interests (61.1%) and in engaging them in career exploration activities relevant to those interests (61.1%). Many respondents (55.6%) regularly help youth obtain work experiences relevant to their career interests, yet several respondents (38.9%) indicated that this practice is not applicable to their job. More than half of the respondents (61.1%) also provide information to youth on career pathway options regularly.

New York

The practices related to identifying, engaging, and maintaining contact with employer partners was applicable to fewer of the respondents. Of the 80% who indicated it was applicable to their job, 58.3% reported that they more regularly identify and engage new employer partners, and 40.0% maintain some frequency of regular contact with existing employer partners. More respondents reported that identifying and engaging new and existing partners and stakeholders was applicable to their job. At least half of the respondents do these activities frequently. More than half (58.3%) of the respondents indicated that they incorporate youth voice into day-to-day youth activities or support others to do so all the time or at least frequently.

While it may be tempting to compare the results from the trainings across sites, it is important to note the unique circumstances between the sites that make such comparisons less meaningful. For example, each site involved different types and levels of agencies in this effort. Baltimore's cross-system partners were all within one department of the Mayor's office. Los Angeles brings together departments across the city (Workforce Development, Education, and Children and Family Services) and New

York brings together state-level agencies (Department of Labor, Education Department, and Children and Family Services) to impact one region of the state.

Analysis of the **organizational support** site-based responses indicated strong agreement that participants felt encouraged to apply their learning and improve their practices. This is consistent across sites: 87.2% in Baltimore, 80.3% in Los Angeles, and 86.7% in New York. Within each site, responses to the items soliciting information about more general aspects of encouragement had higher agreement ratings than those that examined improving specific practices. For example, in Baltimore the items about encouragement to generally improve practices had higher agreement (92.9%) than those specifically regarding improving services to youth with disabilities (78.6%). In Los Angeles, the agreement ranged from 100% for the encouragement to improve the quality of youth service plans to 41.2% agreement that the organization has developed a shared resource map for working across partner agencies. The New York responses follow the same overall pattern where encouragement to implement strategies to increase stakeholder involvement received higher agreement (100%) than the item regarding implementing these strategies specifically to diverse populations (73.3%).

The results regarding influences on the agencies' **culture of professional development** also reflect a high degree of understanding of its critical role in behavior change. All three sites reported having a stronger sense of what quality professional development involves and how this needs to be closely related to staff job responsibilities rather than a general requirement for attendance at a certain number of training opportunities.

12-Month Follow-Up Evaluation Phase

Results (Kirkpatrick Level Four): Organizational Practices & Culture of Professional Development

The 12-month evaluation activities focused on organizational results at each of the three sites, as well as the continuing behavior changes to achieve those results. The online training surveys and interviews with site administrators asked specifically about the degree to which their organizational outcomes were achieved. While the main focus of the 12-month survey was organizational results, questions from the six-month survey were repeated to determine whether behavior changes reflected in the six-month survey results persisted.

An analysis of the survey results from each of the sites does reveal a high degree of behavior change in **individual practice related to the desired results**. Respondents were regularly engaging in individual practices identified to achieve outcomes. Specifically, Baltimore had an average of 66% agreement that participants had changed individual practices; Los Angeles had 61% agreement, and in New York 55% of survey respondents reported that they implemented the individual practices frequently or all of the time. Many trainee respondents commented on the change in organizational culture since the trainings, noting the improved communication between staff and program

participants, empowerment of individual staff to do their job with confidence, higher levels of sensitivity to specific issues such as mental health and gender identification, and increased coaching and support from supervisors.

The same pattern was evident in the **organizational results**. An average of 69% of Baltimore survey respondents agreed that their organization's work was addressing their site specific outcomes, 73% of Los Angeles participants agreed regarding their organizations, and in New York, 68% agreed that this was the case. While the sites varied in the extent to which they achieved their outcomes, all made progress toward them.

The site administrator interviews serve to confirm information about the changes in behavior related to intended outcomes and achievement of results at their sites. Consistent with the six-month interviews, at 12 months post-training site administrators reported that staff are implementing what they learned from the YSP/KSA Training. However, sites continue to report that participants struggle to make connections across the partner agencies. While more may be done to strengthen connections across the partner agencies, respondents to the online survey did report that there is now a common language and increased cooperation among the partners.

Administrators also shared key lessons regarding training participant selection and engagement. All three sites noted that they would have liked more time to consider which staff should attend and to do more thoughtful selection of the specific training modules in order to make their participation in the YSP/KSA Demo more effective.

Conclusion

The overall purpose of the YSP/KSA Demo is to examine the “value of and further grow a professional development system for youth service professionals to improve program quality and service delivery for all youth, including youth with disabilities”.

Evaluation results reflect that the training materials and resources were high quality and will support participants in continuing to implement strategies they learned. Staff from the three sites participating in the YSP/KSA Demo increased both their knowledge and their confidence in the competencies from the training experience and, as a result, are changing their individual practices to serve youth. Data also demonstrates that there is a strong correlation between organizational support and a related behavior change on the part of staff. Organizationally, administrators reported an appreciation for the quality professional development provided and each has taken some steps within their agencies to continue the changed behaviors and outcomes from the YSP/KSA Demo.

The results described in this report validate that quality professional development that is meaningful and relevant leads to sustained changes in behavior and practices of youth service professionals. Those changes are enhanced when supported by an organization's administration and a professional development culture. When quality

training is coupled with organizational support, the resulting changes in daily practices lead to improved services and increased opportunities for youth.

Overview of the Project & Evaluation

The Systems Improvement Group at the Institute on Community Integration (ICI), University of Minnesota was contracted by the National Collaborative on Workforce and Disability for Youth (NCWD/Youth), housed at the Institute for Educational Leadership, to conduct an external evaluation of the Youth Service Professionals' Knowledge, Skills, and Abilities Professional Development Demonstration and Evaluation Project (YSP/KSA Demo).

About the Demonstration Project

With support from the U.S. Department of Labor's Office of Disability Employment Policy (ODEP), NCWD/Youth conducted a professional development project to demonstrate the value of and further grow a professional development system for youth service professionals to improve program quality and service delivery for all youth, including youth with disabilities.

The objectives of the YSP/KSA Demo were:

- To demonstrate the components of high quality professional development in the workforce development system to provide lessons that state and local systems can replicate.
- To deliver high quality professional development training and technical assistance to youth service professionals (YSPs) across a variety of systems.
- To evaluate the effect of professional development on YSPs' competencies and practices, as well as the organization's policies and professional development culture.
- To increase alignment of professional development competencies of YSPs across youth systems.
- To inform federal, state, and local policy development to promote an effective foundation and infrastructure for the professional development of YSPs.

Following a competitive nationwide application process, NCWD/Youth selected three sites to participate in the YSP/KSA Demo. The three sites are Baltimore City Mayor's Office of Employment Development (MOED), Youth Services Division – Baltimore, MD; City of Los Angeles Economic and Workforce Development Department – Los Angeles, CA; and New York State Department of Labor – Albany, NY. Each cross-system site consisted of at least three youth serving agencies that were working together through the demonstration project to build staff capacity and improve youth outcomes within their geographic region. As part of the demonstration, each site had to:

- work with cross-system partners to assess professional development needs and develop shared goals and strategies for supporting professional development.
- engage their staff in completing four full-day cross-agency trainings aligned to the professional development needs identified in the assessment.
- assign two staff to serve as cadre members in training who assist NCWD/Youth trainers with delivering the training and provide follow-up support to the trainees in-between training sessions and during the follow-up period.

- partner with a post-secondary institution to provide credits or a credential to staff who completed the training.
- participate in post-training technical assistance designed to support the trainees in applying what they learned through the training sessions and to assist the organizations in building a strong culture of professional development.

The YSP/KSA Demo was part of an ongoing professional development initiative by NCWD/Youth that included identifying key competency areas, assessing youth service professional and organizational needs in those areas, and building individual and organizational capacity. Staff at each site completed the YSP/KSA self-assessment at the start of demonstration project. Then, NCWD/Youth worked with site administrators to select four of the eight YSP/KSA Training Modules based on the areas of greatest need and interest indicated in these assessments as well as organizational priorities across the three agencies at each site. The YSP/KSA Training Modules were designed to build key competencies that youth service professionals need to connect all youth, including those with disabilities, to opportunities for work, further education, and independent living. (More information about the initiative, competencies, and modules is available at <http://www.ncwd-youth.info/issues/professional-development/>).

About the Evaluation

The evaluation of the YSP/KSA Demo was designed to examine the effects of professional development on youth service professionals' practices, organizational culture, and outcomes for youth. Based on Kirkpatrick's Four Level Evaluation Model, the evaluators collect and analyze data for each of the four Kirkpatrick levels – 1) Reaction; 2) Learning; 3) Behavior; and 4) Results. The Reaction and Learning levels were evaluated during, and at the conclusion of the training phase of the demonstration project. In pre and post-surveys, participants reported the module contents and delivery were high quality. They also indicated an increase in confidence in their skills and knowledge of the topics covered in the four modules at their site. Complete findings from the pre-post training surveys are described in the interim evaluation report "Pre-Post Survey Results from Site Trainings."

This final report focuses on findings from the evaluation of the third and fourth Kirkpatrick levels, Behavior and Results, which were conducted during the follow-up phase of the demonstration project. The follow-up phase evaluation consisted of six-month and 12-month post-training online surveys and semi-structured telephone interviews with the organization administrators. The primary data source used for the analysis reflected in this report is the online surveys. Qualitative data from the site administrator interviews were included when there were correlating themes and or contextual information that supported the results.

About the Follow-Up Phase

The follow-up phase evaluation was intended to determine what effect participating in the YSP/KSA Demo has had on each demonstration site with respect to:

- 1) Implementing and strengthening the practices of staff who serve youth, with a particular focus on practices specifically targeted for improvement by each site (as defined in their project logic model); and
- 2) Achieving site-specific targeted outcomes (as defined in a project logic model).

At the start of the follow-up phase, IEL guided each site through a process of updating their demonstration project logic model. The purpose of the logic model was to help sites define their long-term and mid-term outcomes for using the knowledge, skills, and relationships developed through the YSP/KSA Demo and to identify action steps (referred to as drivers in the Kirkpatrick model) that the organizations would take to support their staff in implementing new practices to achieve the outcomes. This process was critical to ensuring that each sites' organization administrators recognized their role in encouraging and supporting their staff in applying what they learned through the YSP/KSA training.

Data Collection Methods & Analyses

Online Survey of Trainees

Prior to the six-month follow-up activities, attendance records for the training module sessions for all three YSP/KSA Demo sites were reviewed so that only those who attended each training module would be surveyed. Prior to both the six- and 12-month follow-up activities, the contact information for all those who attended the trainings was updated so that surveys would reach as many participants as possible and any changes in position or organization would be captured. A separate survey was created for each site based on the logic model they developed and the specific practices in that logic model that the administrators wanted to target for organizational improvement. Once these surveys were finalized, a request to complete the survey was distributed to the staff lists at each demonstration site. For the six-month survey, a total of 94 trainees were provided the link to the online survey that included 32 for Baltimore, 37 for Los Angeles, and 25 from New York. For the 12-month survey, a total of 93 trainees were provided the link to the online survey that included 31 for Baltimore, 37 for Los Angeles, and 25 from New York. The survey remained open for several weeks and reminders were sent to prompt responses, but, in order to protect the validity of the evaluation responses, participation was completely voluntary and not required as part of the YSP/KSA Demo.

Each of the site-specific surveys included a mix of multiple choice questions as well as some open-ended items. These items were designed to solicit feedback on the extent to which participants in the training sessions were regularly implementing the knowledge and strategies learned through the trainings in their individual practice as well as their perceptions whether their organizations had achieved the outcomes the desired improvement outlined in their logic model. The survey results were analyzed for each of the items and included quantitative and qualitative approaches depending on the particular items.

Semi-Structured Interviews with Site Administrators

At six months, telephone interviews were conducted with site administrators to solicit information about 1) organizational practices, 2) perceptions about the extent to which strategies from the training modules were being implemented at each of the sites, and 3) changes to the culture of professional development in the agencies participating. A total of seven (7) interviews were conducted and included two (2) for Baltimore, two (2) for Los Angeles, and three (3) for New York. At 12 months, telephone interviews were conducted with site administrators to solicit information about the degree to which the long-term outcomes of their logic models were achieved. To facilitate scheduling and to foster a richer discussion, the telephone interviews were conducted with three administrators for each site and with all of the administrators as a group when possible. In both Baltimore and LA, three administrators were interviewed in a single telephone

call. In New York, two administrators were interviewed together and a third was interviewed at a later time due to a personal emergency. A set of interview questions was developed for each site based on the logic models created to guide the implementation of the training strategies at the participating agencies. Results from these interviews were analyzed and themes were developed for each site based on individual responses to the interview questions. Where these themes correlated to the results from the online surveys, information was included in this evaluation report.

Baltimore Follow-Up Evaluation Results

Baltimore Site Overview

The Baltimore site consists of participants from multiple agencies within the Baltimore City Mayor's Office of Employment Development, Youth Services Division. These include The Career Academy/Baltimore City Schools, and the Housing Authority's Successfully Moving Youth to Work agencies. As part of their participation in the YSP/KSA Demo, staff from these agencies participated in the Knowledge of the Field training module, and three additional training modules selected by the agency administrators based on their organizational needs: 1) Communication with Youth, 2) Assessment and Individualized Planning, and 3) Employer Relations. After staff had completed all four training modules, the agency administrators identified relevant long-term outcomes (Results) and related short-term goals (Behavior Changes) they expected to achieve during the post-training follow-up phase. The purpose of setting these outcome goals following the training was to focus efforts of the administrators and additional technical assistance provided by NCWD/Youth on supporting staff in applying what they learned from the training to improve some specific practices organization-wide.

Baltimore's four long-term outcomes and related short-term goals were:

1. Improve quality and individualization of the youth service plans
 - Use assessment information to develop individual service plans
 - More frequently review and update the plans
2. Increase and sustain employer engagement
 - identify and engage new employer partners
 - take steps to maintain and sustain relationships with existing employer partners
3. Improve services to and engagement of youth with disabilities
 - Identify and incorporate youth's disability related needs into individual service plans
 - Connect youth with disabilities to disability services in the community when needed
 - Use universal design strategies and accommodations to better engage youth with disabilities
4. Improve individual staff practices based on what each trainee defined as their action steps for implementing what they learned during the training
 - apply various practices and knowledge gained in the training to their work as defined by each individual trainee through action steps

Survey items were developed to collect data on the extent to which participants were implementing or strengthening these specific practices and the extent to which the desired long-term results were achieved.

Six-Month Follow-Up Data Collection on Behavior Change

A total of 32 participants were sent a request to complete the six-month follow up survey regarding application of what they learned through the YSP/KSA trainings (behavior change). Of those, 15 provided responses to the survey, yielding a response rate of 47%. Three (3) of the respondents did not complete the survey and provided answers to only some of the items. The responses were provided from staff across each of the partner agencies. Only two (2) respondents reported that they had changed positions since the trainings and 11 of the 15 respondents indicated they worked directly with youth and young adults in their current positions.

Six-Month Findings

Individual Practices—Trainees’ Descriptions of Behavior Changes

A set of open-ended survey items provided the opportunity for respondents to indicate any individual actions they had taken in relation to the specific practices that were targeted for improvement in the demonstration site logic model. Nearly all reported that they had done something in the following areas: 1) improve the quality and individualization of youth service plans, 2) increase and sustain employer engagement, and 3) improve services to and engagement of youth with disabilities.

“[I] use more open-ended questions, exercise more patience with youth, and focus more on active listening.”

Responses to the actions taken to improve the quality and individualization of youth service plans ranged from general statements about being more focused on young people’s needs to descriptions of adjustments in the process for assessing those needs. For example, respondents described how their organization had made changes to the way youth were interviewed so that it would yield more in-depth and accurate

“My level of intensity and awareness has become more heightened. I have recognized the legal rights of the disabled and I’ve become a stronger advocate of those rights.”

information upfront, thereby improving the individualization of the service plan. Others described efforts to strengthen partnerships with employers so that youth and young people had more options for placements that suited their individual needs and interests.

Those responding to how they have worked to increase and sustain employer engagement indicated these efforts were about doing more as well as doing things differently. In general they have done more partnering, sent out more correspondence, and invited more feedback. As far as doing things differently, some examples include: inviting employer partners to be involved in the mock interview process, adjusting the way they explain their program to employers, and inviting them to come to see the agency’s program at work.

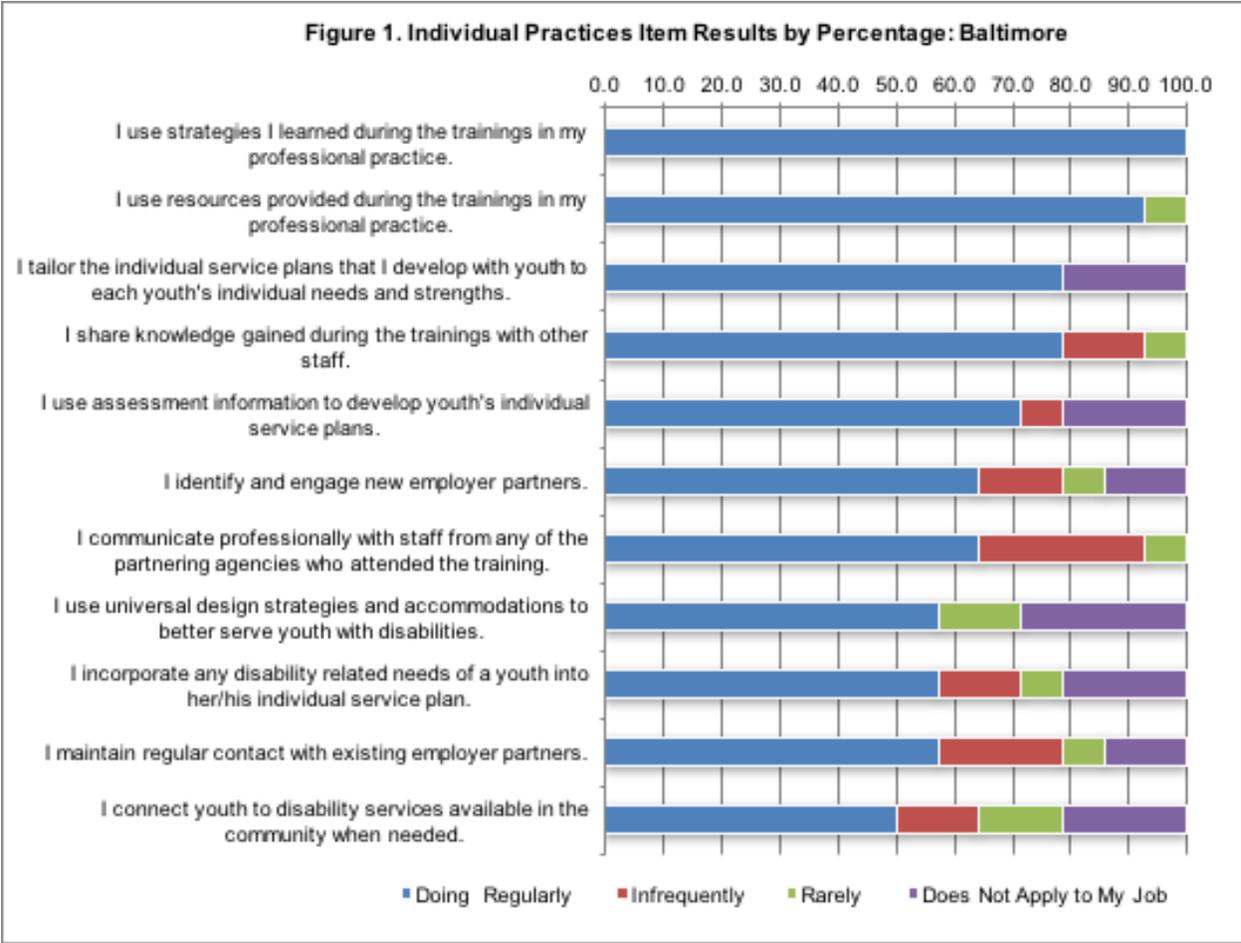
The comments provided regarding improving service to and engagement of youth with disabilities echo those provided in response to improving the quality of service for all youth. Namely, being aware of individual needs, being more patient, and asking

questions differently. As far as services, respondents reported that they were identifying more partners, resources, and services specifically to support young people with disabilities. A few described how they had focused on conducting assessments aimed at the needs of youth with disabilities and had made accommodations to support their career preparation.

Individual Practices—Trainees’ Ratings of Behavior Changes

Training participants were asked to indicate the extent to which they had taken some general actions (e.g., used strategies, shared knowledge with other staff) as well as implemented targeted practices since the trainings. These 12 items were rated using a Likert Scale of four options regarding frequency (“All of the Time”, “Frequently”, “Infrequently”, and “Rarely”), as well as an option to indicate the particular practice “Does Not Apply to My Job.” For the purposes of analysis, the ratings of “All of the Time” and “Frequently” were combined into an overall percentage that indicates more regular/consistent implementation of the specific practice, which was termed “Doing Regularly.” Of note, very few (one or two only) selected the option of “Rarely” for any of the items. The results for each of these survey items is depicted in Figure 1 which reflects the combined responses of “All of the Time” and “Frequently” as “Doing Regularly.”

Almost all training participants responding to the survey have regularly used strategies and/or resources from the trainings (100% using strategies; 92.9% using resources). The majority, though fewer also indicated they have regularly shared the knowledge they’ve gained with others (78.6%) and/or communicated with staff from the partner agencies (64.3%). Most said they are using assessment information to develop youth individual service plans (71.4%) and tailoring the individual service plans to each youth’s individual needs and strengths (78.6%).



Fewer participants, though still the majority, indicated they are regularly implementing the practices related to employer partnerships. About sixty-four percent of the respondents (64.3%) indicated that they regularly identify and engage new employer partners, and only 57.1% regularly maintain regular contact with existing employer partners.

Fewer respondents also indicated that they regularly carried out practices related specifically to youth and young people with disabilities. More than half (57.1%) regularly incorporated the disability related needs of youth into her/his individual service plan, and 50.0% regularly connected youth to disability services available in the community. Similarly, respondents indicated that they use universal design to serve youth and young people with disabilities (57.1%). Correspondingly, 14.3% of respondents indicated they infrequently incorporated disability related needs of youth into her/his individual service plan and another 7.1% do this rarely. Equal percentages of respondents infrequently or rarely connected youth to disability services available in the community (14.3%). Regarding the use of universal design, 14.3% indicated they rarely do this. For all three of these items, there was a higher percentage of respondents indicating these practices were not applicable to their job as compared to other items (21.4%, 21.4%, and 28.6% respectively).

Organizational Support for Behavior Change

Respondents were asked to provide their level of agreement to a set of survey items regarding whether their organization encourages employees to apply the knowledge and skills gained as a result of the training. These items included a four-point agreement scale (“Strongly Agree”, “Agree”, “Disagree”, “Strongly Disagree”) as well as the option to indicate that the item “Does Not Apply to my Job”. For the purposes of analysis, the “Strongly Agree” and “Agree” responses were combined to provide an overall “Agreement” percentage and the “Disagree” and “Strongly Disagree” responses were combined to provide an overall “Disagreement” percentage. These results are displayed in Figure 2.

There was a high level of agreement - over 90% - for three of these five items. The highest level of agreement was with the items related to whether the organization encourages employees to make changes or improvements to practices, to implement new strategies and, more specifically, to increase and sustain employer engagement (92.9% for each item). Slightly fewer respondents agreed that their organization encourages me to improve the quality of the youths’ individual service plans and provides encouragement to improve how I engage youth will disabilities (78.6% for each item). As with the individual practice items, the items related to students with disabilities also included more responses (14%) stated that these organizational practices were not applicable to their job. Similarly, 14% of respondents indicated that the item about improving individual service plans does not apply to their job.



Action Steps Completed

Prior to the invitation to participate in the six-month survey, staff that attended the trainings were provided a list of action steps that they indicated they planned to take.

Those action steps came from the surveys administered immediately after their initial YSP/KSA trainings. Of those responding to whether they completed any of their action steps, 93% indicated they had. The types of actions reported ranged from more outreach to employers, ensuring that they emphasize the needs of youth with disabilities and encouraging other staff to do so, as well as identifying specific services for those youth and young people. Others had taken action regarding marketing their program and improving their interactions with youth – building rapport, asking meaningful questions. The one (1) respondent who indicated s/he did not complete any of their action steps made a commitment to doing so in the near future.

Changes Made at Organization/General Observations

Several respondents provided comments to two (2) open-ended survey items regarding their general observations as well as observations on changes made in how youth are served. Some were specific to processes that have been changed (e.g., redesigned youth intake assessment tool, risk management assessment tools), and activities implemented to sustain the learning (e.g., monthly refresher courses, reminders from supervisors about the training resources). Input on specific changes in progress regarding youth assessment processes were also noted during the site administrator interviews. The goal to streamline the youth assessment and intake process and related forms was specifically reported in the interviews.

Many trainee survey respondents commented on the change in organizational culture since the trainings, noting the improved communication among staff and program participants, empowerment of individual staff to do their job with confidence, higher levels of sensitivity to specific issues such as mental health and gender identification, and increased coaching and support from supervisors. The site administrator interviews also pointed to a general sense of viewing the work as more than “paperwork” and a renewed commitment to working more meaningfully with the youth and young adults served by the agencies. One survey comment indicated that there could be even more done to address the needs of youth with disabilities, but overall it was reported that staff are getting better information upfront and using that to develop more individualized youth service plans.

12-Month Follow-Up Data Collection

A total of 31 participants were sent a request to complete the twelve-month follow up survey regarding regular implementation of the knowledge they acquired through the YSP/KSA trainings. Of those, 15 provided responses to the survey, yielding a response rate of 48%. The responses were provided from staff across each of the partner agencies. Only one (1) respondent reported that s/he had changed positions since the trainings and 12 of the 15 respondents indicated they worked directly with youth and young adults in their current positions.

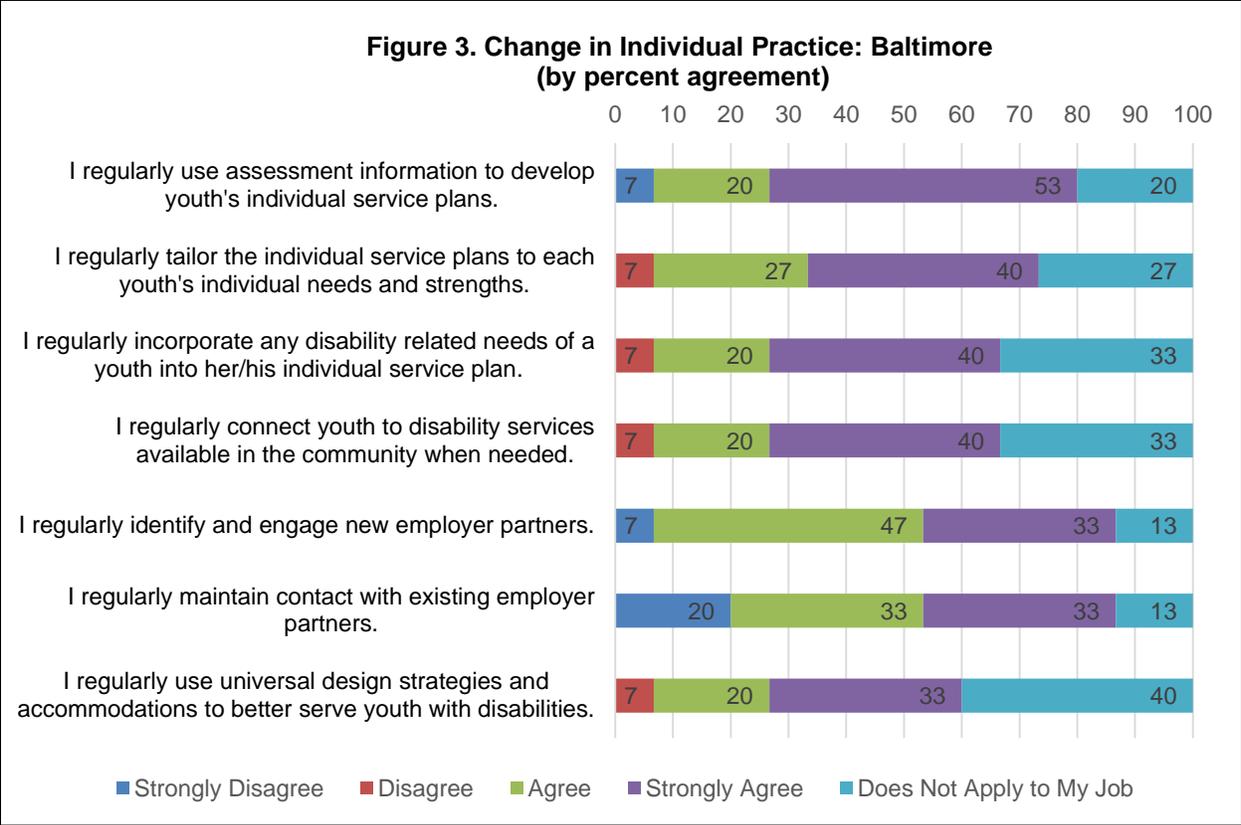
12-Month Findings

Improved Individual Practices

Through the online survey, training participants were asked to indicate the extent to which they regularly implement targeted practices since the trainings. While the main focus on the 12-month survey was organizational results, questions about targeted individual practices that were asked at the six-month point were repeated at the 12-month point to determine whether more participants had changed their behavior by the 12-month point and whether behavior changes that were reflected in the six-month survey results persisted.

These seven (7) individual practice items were rated using a Likert Scale of agreement (“Strongly Disagree”, “Disagree”, “Agree”, and “Strongly Agree”), as well as an option to indicate the particular practice “Does Not Apply to My Job.” For the purposes of reporting results, the ratings are described in terms of overall agreement (i.e., combined responses of “Agree” and “Strongly Agree”) and overall disagreement (i.e., combined responses of “Disagree” and “Strongly Disagree”). Of note, respondents reported higher agreement than disagreement across all seven (7) of the items that they were regularly implementing the individual practices. The detailed results for each of these survey items is depicted in Figure 3.

The individual practice that most online survey respondents strongly agreed that they were doing regularly is using assessment information to develop youth’s individual service plans (53%). This was closely followed by tailoring the youth’s individual service plan to individual needs and strengths to which 40% of the respondents strongly agreed and 27% agreed. Results from the group interview with three site administrators supported this perception in that they described changes to the assessment process that better matched youths’ needs and ultimately resulted in greater individualization of service plans. Most respondents agreed that they were regularly implementing the individual practices related specifically to supporting youth with disabilities. These practices are: incorporating disability related needs into individual services plans, connecting youth with disabilities to services available in the community, and using universal design and accommodations to better serve youth with disabilities. Overall agreement for these items was high (60%, 60%, and 53% respectively). The percentages of those selecting “Does Not Apply to My Job” were higher for each of those items as well, with 40% of respondents indicating that the use of universal design and accommodations does not apply to their job.



Results of the group interviews support the findings of the online survey responses regarding improved use of assessment information to individualize youth service plans. Administrators described changes underway in the application and assessment process that facilitate effective matching of youth to employment opportunities. They also echoed the need to better serve youth with disabilities, but did describe that the improvements in the assessment process help staff get information that identified additional support needs for students (e.g., tutoring). One administrator reported that they now had one staff as the “point person” for youth with disabilities and this may be why there was a higher percentage of survey respondents who indicated that using universal design and accommodations and incorporating disability needs into youth service plans did not apply to their job.

Regarding individual practices related to employer partners, the majority of respondents agreed that they were regularly identifying and engaging new employer partners (80%) and that they maintained contact with existing employer partners (66%). While there was a high level of agreement with maintaining contact with existing employer partners, this item was the one with the highest level of respondents “Strongly Disagreeing” that they do this regularly. This may be an area for follow up with the site administrators and their staff to determine why this is the case and if any supports could be provided to assist staff in doing this more regularly.

The site administrators also identified that engagement of employer partners was an area that needed continued improvement and agreed they were working on more

effective outreach about their programs – both to youth and employers. One administrator described increased marketing to youth about the range of employers they work with in an effort to engage them in the program. Another described the need to let employer partners know that there is flexibility in working with youth. Specifically, being explicit that if there is a need, they could do on-site coaching for those youth and that the relationship with their agency continues after the youth are placed. Keeping these relationships effective requires continued communication and the group of administrators agreed that they are working on this and will continue to do so.

Organizational Results – Achieving Long-term Outcomes

Respondents to the online survey were asked to provide their level of agreement to a set of items regarding whether their organization had achieved the long-term outcomes that their site had identified in the logic model. These items included a four-point agreement scale (“Strongly Agree”, “Agree”, “Disagree”, “Strongly Disagree”). As with the individual practice items, there was higher agreement than disagreement with the statements regarding achievement of desired outcomes for the organizations participating in the YSP/KSA Demo. Details of the results for all the organizational outcomes items are displayed in Figure 4.

Respondents indicated the highest degree of agreement that their organizations had increased the number of employer partners (40% “Strongly Agree”), and highest overall agreement was regarding the improved quality of youth service plans (87%). There was the most disagreement regarding the results for youth with disabilities. Nearly half of the respondents (46%) indicated disagreement with the statement that more youth with disabilities are connected to disability services matching their needs and 40% disagreed that youth with disabilities were better served as a result of universal design strategies. Of the 40% who disagreed with this item, 20% of those strongly disagreed. In analyzing the trainee responses to the desired results for the Baltimore demonstration site, the majority of respondents agreed that these results were achieved. There is, of course, variance in the degree of agreement and, as a result, how youth with disabilities are supported may be an area of further exploration.



In addition to the forced-choice rating items, the survey included an item inviting respondents to describe any additional changes in their organization. Three (3) respondents answered and provided specific information on how their organizations had changed. One cited improvements to communication and assessment strategies and re-enforced that the youth service plans were more individualized than they were prior to participating in the YSP/KSA Demo. Another pointed out that there was increased partnering with other agencies and the third commented that staff were making an effort to apply what they learned through the training modules in their daily work.

In the group interview, administrators offered their overall perspectives regarding the results of participation in the YSP/KSA Demo. These included a sense of renewed energy on the part of staff and a feeling of validation for the work they do. One administrator noted that it gave newer staff tools they needed and more seasoned staff some new strategies that supplemented their “tried and true” ones. All agreed that their staff use the tools that were introduced in the trainings and have applied them to improving their processes and ultimately their services to youth.

Los Angeles Follow-Up Evaluation Results

Los Angeles Site Overview

The Los Angeles site consisted of participants from the City of Los Angeles Economic & Workforce Development Department, the Los Angeles Unified School District, and the County Department of Children and Family Services. As part of their participation in the YSP/KSA Demo, staff from these agencies participated in the Knowledge of the Field training module, and three additional training modules selected by the agency administrators based on their organizational needs. These modules were: 1) Assessment and Individualized Planning, 2) Career Exploration and Workforce Preparation, and 3) Community Resources. After staff had completed all four training modules, the agency administrators identified relevant long-term outcomes (Results) and related short-term goals (Behavior Changes) they expected to achieve during the post-training follow-up phase. The purpose of setting these outcome goals following the training was to focus efforts of the administrators and additional technical assistance provided by NCWD/Youth on supporting staff in applying what they learned from the training to improve some specific practices organization-wide.

Los Angeles' four long-term outcomes and related short-term goals were:

1. Establish a system for ongoing cross-system professional development
 - a. Staff participate in cross-system professional development activities
 - b. Staff connect and communicate with partner agency staff who also attended the training
2. Improved quality and individualization of the youth service plans
 - a. Individual service plans reflect that staff have used intake information to select services and strategies appropriate to each youth's personal goals
 - b. More youth are receiving services/programming that match their individual goals
3. Increased engagement of youth in hands-on work experiences based on their interests
 - a. Youth placed in a wider variety of internships, summer jobs, trainings, service projects, and subsidized/unsubsidized employment opportunities
 - b. Connection in youth's individual plans between interests and their hands-on work experience placement
4. Shared resource map and systemic approach to youth transition.
 - a. Staff use the resource map to refer youth to services
 - b. Staff use the resource map to increase partnerships

Survey items were developed to collect data on the extent to which participants were implementing or strengthening these specific practices and the extent to which the desired long-term results were achieved.

Six-month Follow-Up Data Collection on Behavior Change

A total of 37 participants were sent a request to complete the six-month follow up survey regarding their application of what they learned through the YSP/KSA trainings (behavior change). Of those, 18 provided responses to the survey items, yielding a response rate of 49%. The responses were provided from staff at each of the partner agencies. Only three (3) respondents reported that they had changed positions since the trainings and 14 of the 37 respondents indicated they worked directly with youth and young adults in their current positions. The implications of the higher number of respondents not working directly with youth and young adults is discussed in the “Individual Practices” section of the results summary.

Six-month Findings

Individual Practices—Trainees’ Descriptions of Behavior Changes

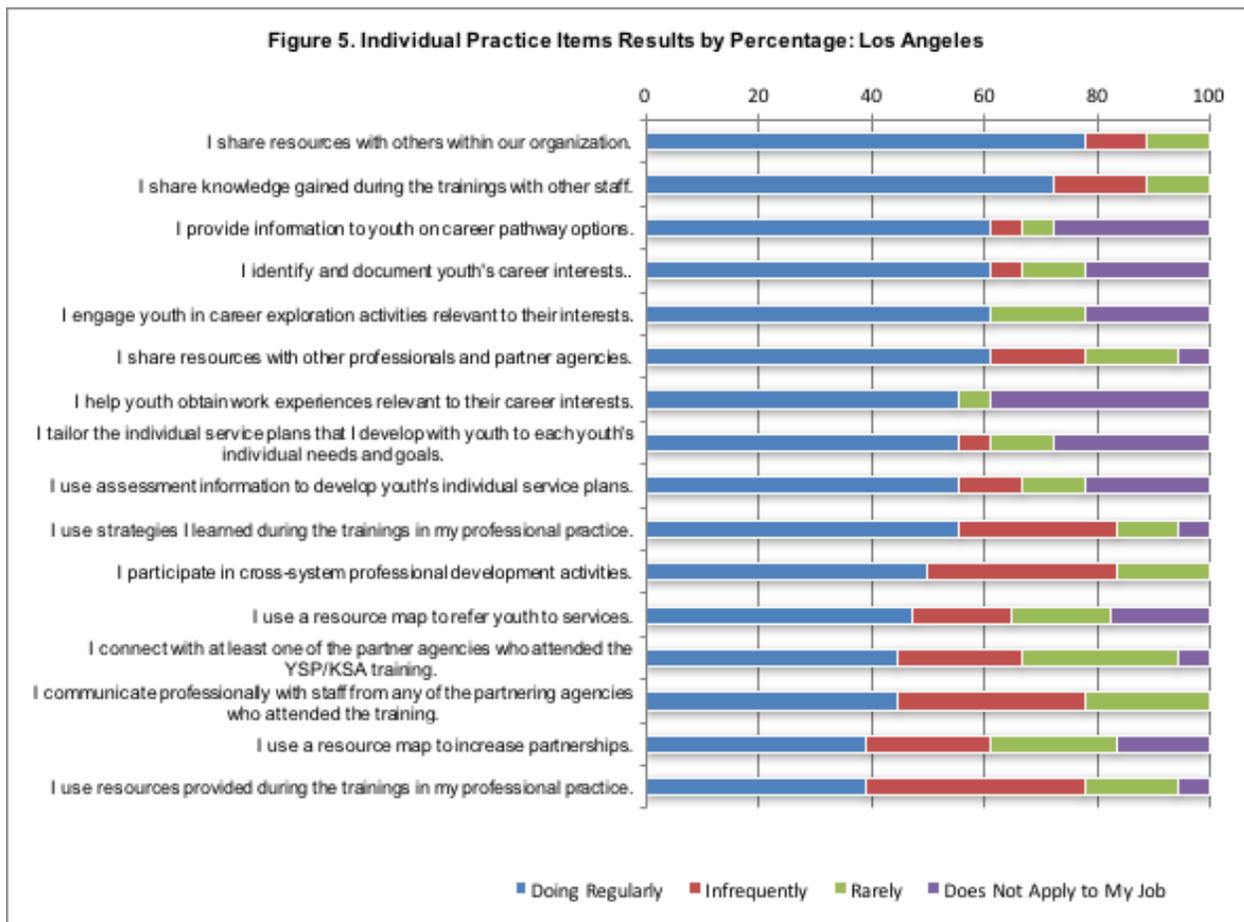
A set of open-ended survey items provided the opportunity for respondents to indicate any individual actions they had taken in relation to the specific practices that were targeted for improvement in the demonstration site logic model. Nearly all respondents reported that they had done something in the following areas: 1) improve the quality and individualization of youth service plans, and 2) share resources. Respondents described some specific practices related to the individualization of youth service plans and generally how they had shared resources. In terms of the youth service plans, actions taken included using a variety of assessment tools and ensuring the information provided a comprehensive picture in order to specifically target the youth’s areas of interest and skills. Improvements to communication and connection with youth were also named. Some specific improvements to communication included: following up frequently and asking different questions. One (1) respondent indicated s/he was focusing on youth-centered planning in a general sense. With regard to the sharing of resources, this is being done by email as well as face-to-face and is done when a specific need or question arises and then a specific resource or web site is shared to address that need. Three (3) respondents reported that they had regularly shared resources prior to the trainings and this was not improved or affected as a result of the YSP/KSA Demo trainings in which they participated.

Individual Practices—Trainees’ Ratings of Behavior Changes

Training participants were asked to indicate the extent to which they had implemented specific individual practices since the trainings. These 16 items were rated using a 4-point Likert Scale regarding frequency (“All of the Time”, “Frequently”, “Infrequently”, and “Rarely”), as well as an option to indicate the particular practice “Does Not Apply to My Job”. For the purposes of analysis, the ratings of “All of the Time” and “Frequently” were combined into an overall percentage that indicates more regular/consistent implementation of the specific practice. Figure 5 displays the responses to these items and includes the combined responses to “All of the Time” and “Frequently” into “Doing More Regularly”.

Responses indicate that for those who found it was applicable to their job, more than half regularly used strategies learned (55.6%). On the related item regarding use of resources provided during the trainings, slightly fewer of the respondents (47.1%) reported doing so regularly. Most of the respondents indicated that they more regularly share the knowledge gained during the trainings with other staff (72.2%), and most also share resources with their colleagues with the same level of frequency (77.8%).

There is some communication and connection across the staff from the partner agencies. Nearly half (44.4%) of the respondents reported communicating professionally with staff from the partnering agencies regularly, and 33.3% do so, but infrequently. The same percentage of respondents (44.4%) reported connecting with at least one of the partner agencies regularly. Half of the respondents (50%) indicated that they participated in cross-system professional development regularly post-trainings and another 33.3% reported this happens infrequently. Over half (61.1%) reported that they shared resources with other professionals at the partner agencies regularly.



Most respondents are regularly using assessment information to develop youth individual service plans (55.6%) and tailoring the individual service plans to each youth's needs and strengths (55.6%). There is also a high frequency of identifying and

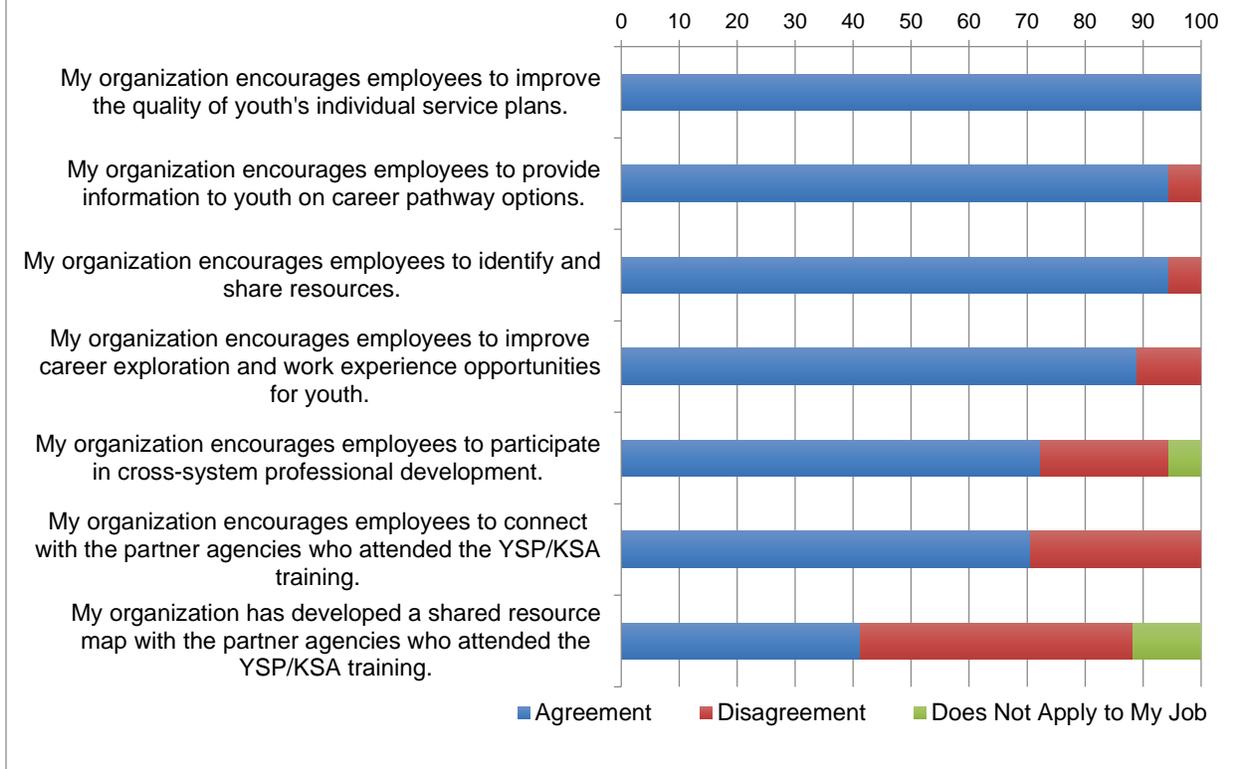
documenting youths' career interests (61.1%) and engaging them in career exploration activities relevant to those interests (61.1%). Many respondents (55.6%) regularly help youth obtain work experiences relevant to their career interests, yet several respondents (38.9%) did not find this applicable to their job. More than half of the respondents (61.1%) also provide information to youth on career pathway options regularly. Responses regarding the use of a resource map to refer youth to services indicate that nearly half (47.1%) do this regularly and slightly fewer (38.9%) reported using a resource map to increase partnerships regularly.

These responses align with information from the administrators' interviews that provide context to the range in regular application of practices since the trainings. In the interviews, administrators noted that staff attending the trainings were varied in their skills and needs for professional development. This had to do with their particular role and the practices they were already doing or practices for which they felt the need for skill building. Although the trainings provided useful strategies for some, they were more of a refresher for others who may not have gotten as much out of them and therefore their responses to the online survey reflect lower percentages of regular application of the individual practices. When reflecting on what they may have done differently, administrators indicated that they would have selected a more proportionate mix of participants from each of the participating agencies based on the needs for skill building and strategies to assist them in the particular roles. In addition, data from the administrators' interviews indicated that the choice of training modules might not have matched the needs of participating staff as closely as it could have. This may account for the higher percentages of respondents who indicated that the practice "Does Not Apply to my Job".

Organizational Support for Behavior Change

Respondents were asked to provide their level of agreement to a set of survey items regarding whether their organization encourages employees to apply the knowledge and skills gained as a result of the training. These items included a four-point agreement scale ("Strongly Agree", "Agree", "Disagree", "Strongly Disagree") as well as the option to indicate that the item "Does Not Apply to my Job". For the purposes of analysis, the "Strongly Agree" and "Agree" responses were combined to provide an overall "Agreement" percentage and the "Disagree" and "Strongly Disagree" responses were combined to provide an overall "Disagreement" percentage. The results for all of these items are displayed in Figure 6.

Figure 6. Organizational Practice Items by Percentage Agreement: Los Angeles



There was strong agreement related to the encouragement of quality individual practices by organizations. All the respondents (100%) agreed that their organization encouraged individuals to improve the quality of youth’s individual service plans, while 88.9% reported that their organizations encouraged improving career exploration and work experience opportunities for youth and young people. Nearly ninety-five percent (94.4%) indicated that there was encouragement for providing information to youth on career pathway options. Almost all respondents (94.4%) indicated there was encouragement to share resources within their organization.

There was a moderate level of agreement for the items related to encouragement to participate in cross-system professional development and/or to connect with partner agency staff who attended the training (72.2% and 70.6% respectively). Only 41.2% percent agreed that their organization had developed a resource map with the partner agencies that attended the trainings.

When looking at the responses regarding individual practice together with the responses about support from the organization, there are some connections between and among the items. For example, the individual practice item I provide information to youth on career pathway options was done regularly by 84.6% of respondents and the organizational practice item my organization encourages employees to provide information to youth on career pathway options was agreed to by 94.4% of respondents. This indicates that this practice was encouraged and being carried out. All of the

respondents reported that their organization encourages employees to improve the quality of youth's individual service plans and the individual practices being conducted regularly relate specifically to the youth's interests and tailoring the service plans. This indicates a positive focus on youth interests and including those interests in the resulting service plans. While the sharing and collaboration with partners is important, these individual practices were more often reported to be happening infrequently or rarely and are not what was reported as having the strongest organizational support.

Action Steps Completed

Prior to the invitation to participate in the six-month survey, staff who attended the training were provided a list of action steps they indicated they would like to take in the post-survey administered immediately following their trainings. Of those responding to whether they completed any of their action steps (n=18), the responses were split with half indicating they had taken action (n=9) and half not (n=9). Those completing some of their action steps described sharing resources and/or identifying resources they might use, reviewing and re-affirming their approach to using assessment information when developing individual service plans, and participating in follow-up training. Of the others who indicated they did not complete their actions steps, two indicated they had shifted jobs and so the actions they originally listed no longer applied to their work. Two others indicated it was due to a lack of time or a lack of interest, and two didn't provide any reason for not completing their action steps.

Changes Made at Organization/General Observations

Several respondents provided comments to two open-ended survey items regarding their observations on changes made in how youth are served post-trainings and general observations. Those respondents providing observations about changes to how youth are served (n=11) indicated that there is a level of awareness about what is needed and that the focus is on increasing the quality of the services or enhancing services. This was also reflected in a comment about connecting and collaborating with partners – the awareness is raised and the commitment to at least “stay in the loop” is there. One respondent pointed to the importance of individual beliefs in supporting the youth and young people and in particular, knowing why the work is important so that this is reflected in the services provided. Several of the comments provided regarding general observations indicated that there was a great deal of staff turnover since the trainings and this may make it difficult to implement what was provided. One suggestion was to have more regular trainings – especially for the counselors – so that strategies could be “refreshed” for those who originally attended and provided to those who were new since the last trainings were offered. Another respondent suggested that the time commitment to meet

“We are more aware of all the pieces that need to come into play to have a robust and comprehensive program of services to youth within and outside of our system. Application of processes across the system to bring this to fruition still is a work in progress, although this practice is applied in pockets across the system.”

and co-train was something that administrators might address and support. Without this message, the professional development would not be highly valued and therefore, may not be a priority amid the day-to-day workload.

12-Month Follow-Up Data Collection

A total of 37 participants were sent a request to complete the 12-month follow up survey regarding their application of the knowledge they acquired through the YSP/KSA trainings. Of those, nine (9) provided responses to the survey items, yielding a response rate of 24%. The responses were provided from staff at each of the partner agencies. Only three (3) respondents reported that they had changed positions since the trainings and none of these were major changes. Five of the nine respondents indicated they worked directly with youth and young adults in their current positions. The implications of the higher number of respondents not working directly with youth and young adults is discussed in the “Individual Practices” section of the results summary.

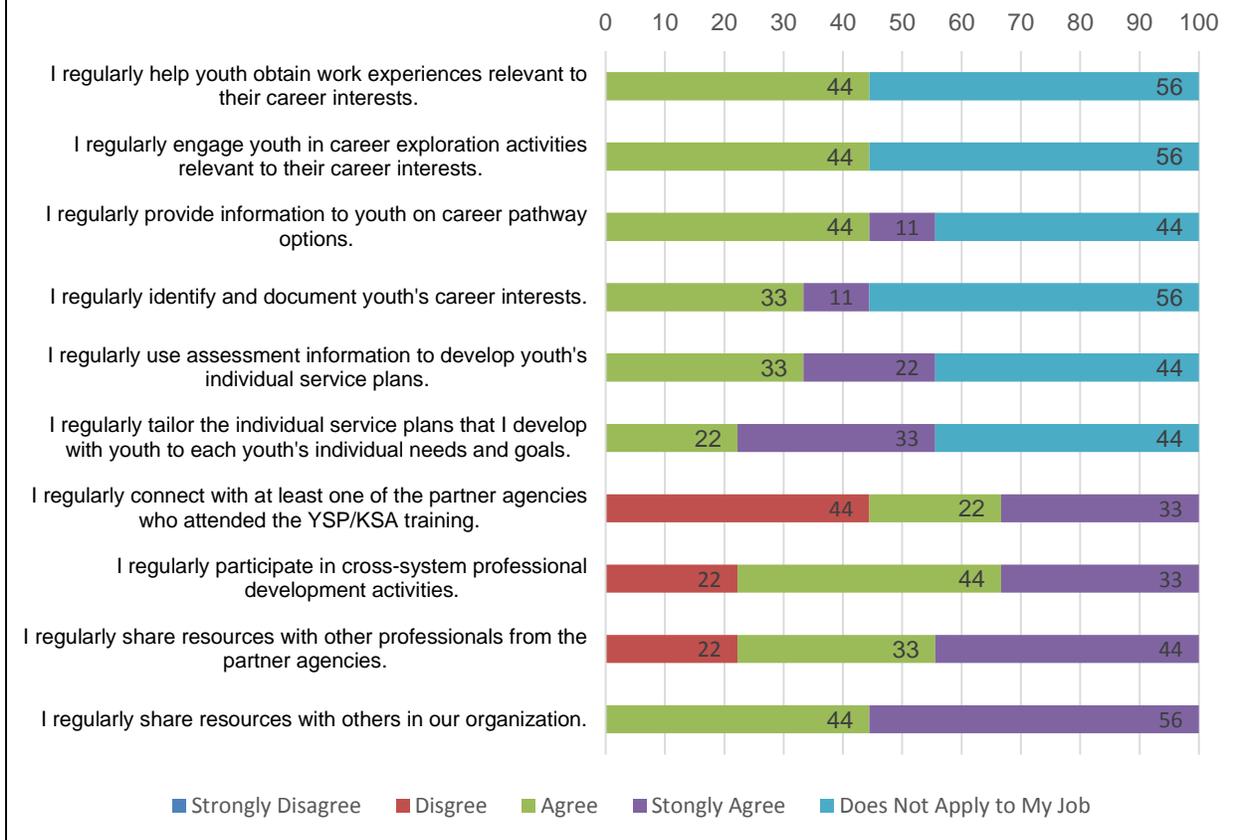
12-Month Findings

Improved Individual Practices

Training participants were asked to indicate the extent to which they agreed that they were implementing specific individual practices since the trainings. While the main focus on the 12-month survey was organizational results, questions about targeted individual practices that were asked at the six-month point were repeated at the 12-month point to determine whether more participants had changed their behavior by the 12-month point and whether behavior changes that were reflected in the six-month survey results persisted.

These 10 individual practice items were rated using a 4-point Likert Scale regarding agreement (“Strongly Disagree”, “Disagree”, “Agree”, and “Strongly Agree”), as well as an option to indicate the particular practice “Does Not Apply to My Job”. For the purposes of reporting results, the ratings are described in terms of overall agreement (i.e., combined responses of “Agree” and “Strongly Agree”) and overall disagreement (i.e., combined responses of “Disagree” and “Strongly Disagree”). Of note, none of the respondents “Strongly Disagreed” that they were regularly implementing the individual practices. The detailed results for each of these survey items is depicted in Figure 7.

**Figure 7. Change in Individual Practice: Los Angeles
(by percent agreement)**



As indicated previously, five of the nine respondents reported that they did not work directly with youth and their responses to the individual practices related specifically to identify and document youth's career interests, engage youth in career exploration activities relevant to their career interests, and helping youth obtain experiences related to their career interests, with opportunities and incorporating their interests in individual service plans indicated those practices do not apply to their job (56% for each of these practices). Of those who felt it was a part of their job, all agreed to some extent that they were regularly implementing those practices.

The three site administrators participating in the group interview provided their perspectives on the improved quality of youth service plans since the YSP/KSA Demo trainings. They noted that improved communication within and across the agencies was supporting the individualization of youth service plans. Managers and staff are working on making connections between the information gathered from youth and how this is used. Staff does this in practice and managers look for evidence of the practice when they monitor.

Regarding cross-agency interactions, 55% indicated they regularly connect with staff at the partner agencies. This practice had the highest level of disagreement across the 10 items (44%). More (77%) agreed that they regularly participate in cross-agency

professional development, and 77% share resources with staff at the partner agencies. All respondents (100%) agreed that they share resources with staff within their organization. This is an indication that cross-agency interactions are happening and demonstration project resources are being shared within and across organizations.

The group interview data adds to the picture of cross-agency professional development. Administrators described that this professional development approach is continuing and one reported that the culture of professional development that existed in one agency has spread to the others. Specifically, that regular needs assessments are conducted and professional development is identified based on those needs, and follow-up is done to ensure it was useful to the participants. Another stated that even if the agency partners don't necessarily go to the same professional development, they "pool information" about resources (e.g., upcoming trainings) and make it available to all staff in case it is needed.

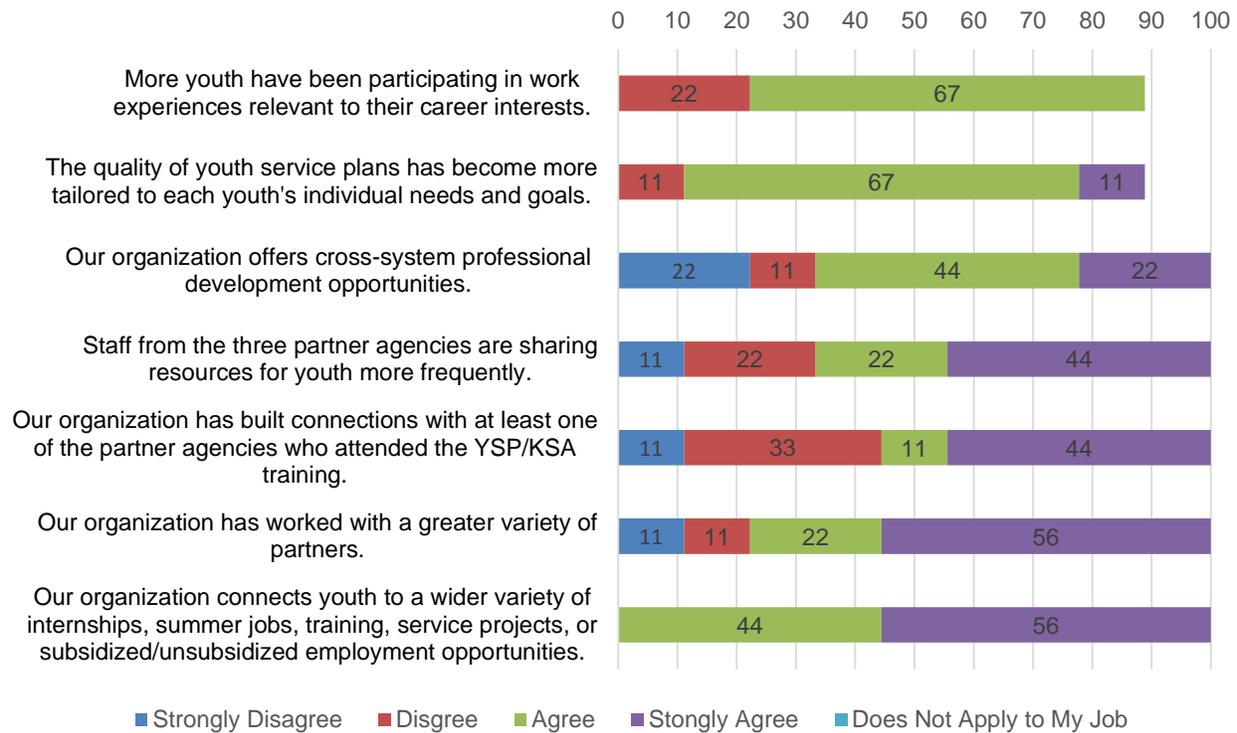
Connections between and among staff at the partner agencies is something that the site administrators saw as an area that hadn't improved as much as others. They described the challenges of making those connections in the midst of full workloads and day-to-day activities. Calling and/or reaching out to a colleague in one of the partner agencies is not the "first thing" staff think of doing while trying to get their work done. One administrator did indicate that there were signs of improved connections in that staff from partner agencies sit with each other at trainings rather than isolate themselves with staff from their own agency.

Organizational Results

Respondents were asked to provide their level of agreement to a set of survey items regarding whether their organization had achieved the long-term outcomes identified in their site's logic model. These items included a four-point agreement scale ("Strongly Agree", "Agree", "Disagree", "Strongly Disagree"). There was higher agreement than disagreement across all the statements regarding achievement of desired outcomes for the organizations participating in the YSP/KSA Demo. Details of the results for all the organizational outcomes are displayed in Figure 8.

Analysis of the responses from the online survey correlates with the data from the individual practice survey items discussed previously. Specifically, the item regarding the desired result of building connections across partner agencies was the item with the highest disagreement (44%) as was the case in the individual practice item. The majority of respondents to the online survey agreed to some level that the set of desired results were achieved, and all (100%) indicated agreement that their organization connects youth to a wider variety of opportunities.

**Figure 8. Organizational Results - Achieving Targeted Outcomes: Los Angeles
(by percent agreement)**



The data from the site administrators' group interview indicate that they, too, feel like the desired results were implemented to some degree. While the specific outcome of developing a resource map was not achieved, there is definitely sharing of resources across the agencies and plans to develop a shared space where resources can be accessed by all of the partner agencies. This sharing is happening informally as well. One administrator described a benefit of the YSP/KSA Demo as helping the organization extend their culture of continuous improvement and the role of professional development in that. The training, resources, and connections have helped make their system more effective which will ultimately benefit the youth who are provided services.

New York Follow-Up Evaluation Results

New York Site Overview

The New York site consisted of participants from the New York State Department of Labor; the Office of Children and Family Services, Division of Juvenile Justice and Opportunities for Youth; and the New York State Education Department, Office of Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCES-VR) and the P-12 Office of Special Education. In addition to the training module Knowledge of the Field, the NYS demonstration site administrators selected the following three modules based on their needs across state agencies: 1) Career Exploration and Workforce Preparation, 2) Employer Relations, and 3) Program Design, Delivery, and Administration. After staff had completed all four training modules, the agency administrators identified relevant long-term outcomes (Results) and related short-term goals (Behavior Changes) they expected to achieve during the post-training follow-up phase. The purpose of setting these outcome goals following the training was to focus efforts of the administrators and additional technical assistance provided by NCWD/Youth on supporting staff in applying what they learned from the training to improve some specific practices organization-wide.

New York's four long-term outcomes and related short-term goals were:

1. Increased cross-system collaboration on youth workforce development
 - a. Professionals from the three agencies are regularly connecting as a community of practice
 - b. The youth related units from the three agencies demonstrate increased cooperation (e.g. regularly share resources and strategies)
2. Increased cross-agency knowledge around workforce issues and best practices
 - a. Professionals from the three agencies participate in activities designed to build cross-agency knowledge around workforce issues and best practices
3. Increased engagement of stakeholders and partners.
 - a. Staff regularly engage identify and engage new employer partners
 - b. Staff regularly maintain contact with exiting employer partners
 - c. Staff regularly identify and engage new partners and stakeholders
 - d. Staff regularly incorporate youth voice into day-to-day youth activities
4. Strengthen/improve various staff practices
 - a. Staff apply various practices gained in the training to their work as defined in individual action steps

Survey items were developed to collect data on the extent to which participants were implementing or strengthening these specific practices and to what extent the desired long-term results were achieved.

Six-month Follow-Up Data Collection on Behavior Change

A total of 25 participants were sent a request to complete the six-month follow up survey regarding application of what they learned through the YSP/KSA trainings (behavior change). Of those, 16 provided responses to the survey items, yielding a response rate of 64%. The responses were provided from staff at each of the partner agencies. Of those responding, seven (7) indicated they had changed positions, organizations, or agencies since attending the trainings. Only three (3) respondents indicated that they worked directly with youth, which is not unusual based on the approach of this particular demonstration site. Unlike the others, New York is working across the state agency level in a specific region of the state. The focus on collaboration and connections at this level is among and between staff whose roles at their agency is not necessarily at the level of working directly with youth and young people, but rather supporting their agencies regarding those issues.

Six-month Findings

Individual Practices—Trainees' Descriptions of Behavior Changes

As was done with the other two sites, a set of open-ended survey items provided the opportunity for respondents to indicate any individual actions they had taken in relation to the specific practices that were targeted for improvement in the demonstration site logic model. Nearly all reported that they had done something in the following areas: 1) connect, collaborate, or cooperate with the staff of any of the other agencies, 2) build cross-agency knowledge around workforce issues and best practice, 3) increase and strengthen employer engagement, and 4) increase the engagement of stakeholders and partners.

The majority of responses reflect that there is a level of connection and collaboration across the agencies. Specific activities reported include regular e-mail contact, sharing resources, and cross-agency presentations. One (1) respondent described the development of a cross-agency glossary for their website to assist families of youth with special needs. Many of the respondents described knowledge building activities such as being part of cross agency workgroups that address specific issues as well as developing presentations which drew from the resources across agency partners. There were few respondents who reported that they had done something related to increasing and/or strengthening employer engagement. They reported continuing to do this, but did not report implementing any specific strategies from the trainings or doing anything differently based on what they learned at the trainings. Regarding increasing the engagement of stakeholders and partners, most respondents indicated this was being done at the awareness raising level and that they were involved in efforts to strategize how to do this better. Two (2) reported specific activities in which they had opportunities to interact and engage with stakeholders. One (1) provided technical assistance using the training module materials to stakeholders through a related grant; the other attended community roundtable events.

Individual Practices—Trainees’ Ratings of Behavior Changes

Training participants were asked to indicate the extent to which they had implemented specific individual practices since the trainings. These 12 items were rated using a 4-point Likert Scale regarding frequency (“All of the Time”, “Frequently”, “Infrequently”, and “Rarely”), as well as an option to indicate the particular practice “Does Not Apply to My Job”.

Figure 9 displays the responses to these items of reporting results, the ratings of “All of the Time” and “Frequently” are described together as an overall percentage that indicates more regular/consistent implementation (e.g. doing regularly) of the specific practice.

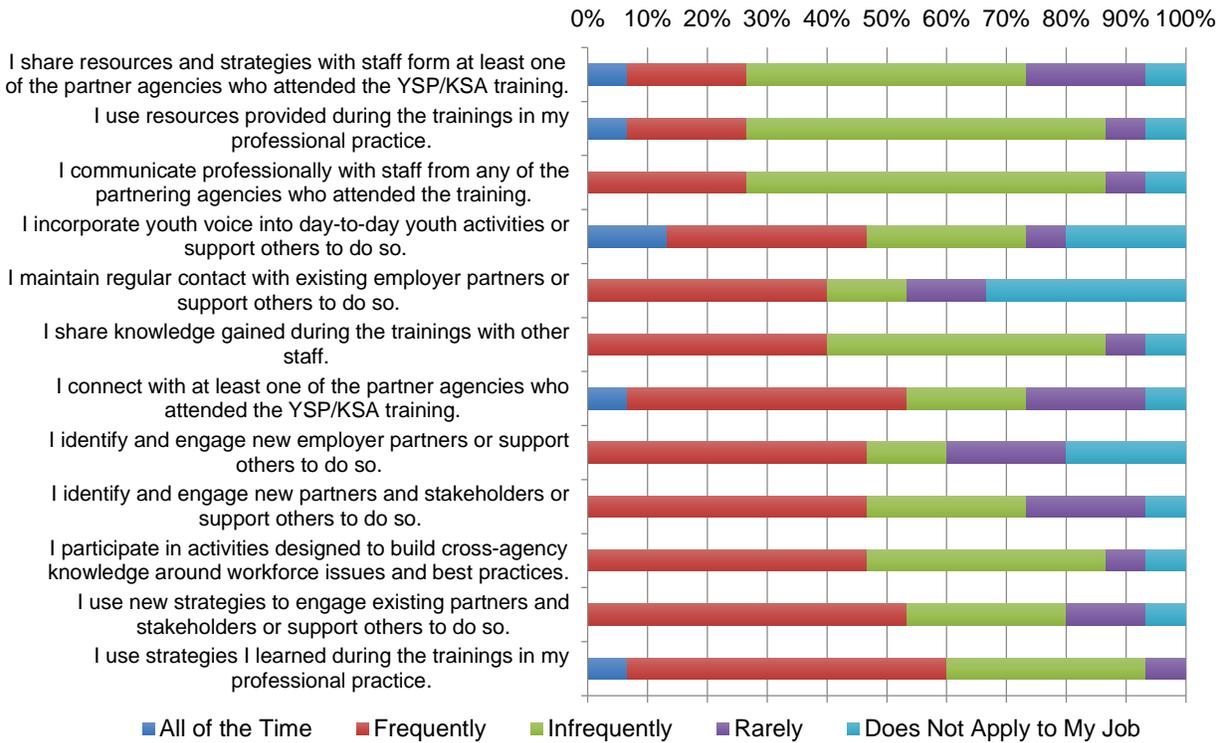
Responses to the survey items indicate that 60.0% of the respondents use **strategies** learned during the trainings regularly while only 26.7% reported using **resources** from the trainings regularly. Respondents also reported sharing the knowledge gained during the training with other staff. Responses were split between those who did this regularly (40.0%) and those who did so infrequently (46.7%), and only one (1) person reported doing this rarely.

Responses to the items about connections to partner agencies indicate that this is occurring, but the frequency varies depending on the level of connection. Over half of the respondents (53.3%) indicated that they connect with at least one of the partner agencies more regularly, while fewer communicate professionally or share resources more regularly (26.7% for each item). These activities happen, but are more infrequent. Specific to building cross-agency knowledge around workforce issues, responses were split between doing this more regularly and infrequently (46.7% and 40.0% respectively).

The practices related to identifying, engaging, and maintaining contact with employer partners was applicable to fewer of the respondents. Of the 80% who indicated it was applicable to their job, 58.3% reported that they more regularly identify and engage new employer partners, and 40.0% maintain some frequency of regular contact with existing employer partners. More respondents reported that identifying and engaging new and existing partners and stakeholders was applicable to their job. At least half of the respondents do these activities frequently.

More than half (58.3%) of the respondents indicated that they more regularly incorporate youth voice into day-to-day youth activities or support others to do so.

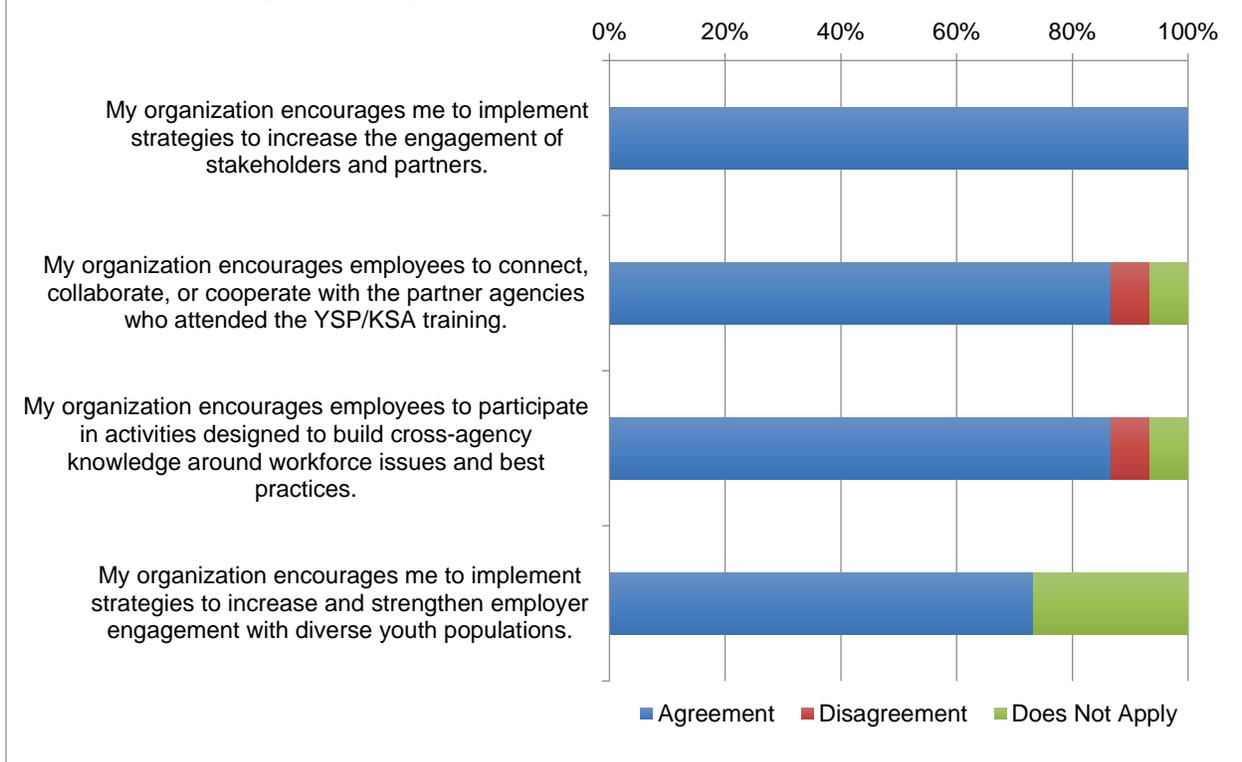
Figure 9. Individual Practice Items by Percentage: New York



Organizational Support for Behavior Change

Respondents were asked to provide their level of agreement to a set of survey items regarding whether their organization encourages employees to apply the knowledge and skills gained as a result of the training. These items included a four-point agreement scale (“Strongly Agree”, “Agree”, “Disagree”, “Strongly Disagree”) as well as the option to indicate that the item “Does Not Apply to my Job”. For the purposes of analysis, the “Strongly Agree” and “Agree” responses were combined to provide an overall “Agreement” percentage and the “Disagree” and “Strongly Disagree” responses were combined to provide an overall “Disagreement” percentage. The results for all of these items are displayed in Figure 10.

Figure 10. Organizational Practice Items Summary: New York



All of the respondents (100%) agreed that their organizations encourage the implementation of strategies to increase stakeholder and partner engagement. Respondents also agreed that their organizations encouraged connection, collaboration, and cooperation with the partner agencies as well as opportunities to build cross-agency knowledge (86.7% for each item). The efforts regarding building cross-agency knowledge are supported by some of the qualitative data collected through the site administrator interviews. Those responses indicate that there are connections happening and that the agencies have a common language and better awareness of each other's roles and resources in supporting youth and young people. The survey item with the lowest percentage of agreement was related to implementing strategies to increase and strengthen employer engagement with diverse youth populations (73.3%). This item also had the highest percentage of respondents who indicated that this organizational practice was not applicable to their job (26.7%).

Action Steps Completed

Prior to the request to participate in the six-month survey, staff who attended the training were provided a list of action steps they previously had indicated they would like to take. These action steps were included on the post-survey administered immediately following their training sessions. Of those responding to this survey item, 73.3% indicated they had taken some action since the trainings. The actions described included keeping in touch with their peer partners from the training and partners in other

agencies. Some respondents included specific strategies they have implemented, such as, reviewing and revising some of the questions used when talking to youth and employer partners, developing an experience worksheet, and reviewing the agency program model to determine whether quality youth programs are being provided. Of those who responded that they had not taken any action steps, three provided reasons including the following: changes in the respondent's role at the agency, the respondent was previously doing them as part of their work, and the respondent was in the planning stage of implementing them.

Changes Made at Organization/General Observations

Responses to how the strategies presented in the trainings were used included both general and very specific examples. Many had generally shared the resources or used them to develop webinars. Two (2) respondents mentioned using the resources from Module 7: Employer Engagement; one named the *Guideposts for Success*; another the 10 competency areas; and one described using the overview information on a Workforce Development System to gain a better understanding of how systems relate to one another.

Regarding shifts in how agencies are serving youth, two (2) respondents indicated that they were engaging youth and young people in different ways and attempting to include them in more aspects of the work. Many respondents indicated that they were

“I have been working at the agency level on strategies to provide more professional development to our youth provider network so that they are better prepared with some of the knowledge we learned and resources we were introduced to so that they can better serve youth.”

connecting and sharing resources with other agencies and providing professional development to support service providers for youth and young adults.

General observations about the trainings and how the strategies and resources have been used highlighted an appreciation for increased access to helpful resources. Two (2) respondents reported a desire for additional training and perhaps more focused training on some of the topics covered in the original trainings – an opportunity to “dive deeper” into some of the topics. Many mentioned the connections to the recently re-authorized federal workforce legislation, the Workforce Innovation and Opportunity Act

(WIOA), indicating that the knowledge and resources they obtained through the training will support implementing some WIOA requirements related to serving youth and young people with disabilities. In their interviews, site administrators also described connections to both a recently funded Promoting the Readiness of Minors in Supplemental Security Income (PROMISE) grant and planning related to WIOA. In particular, site administrators had difficulty determining the extent to which the collaboration and communication across the partner agencies was due to the opportunities provided through the YSP/KSA Demo, or to their collaborative work on initiatives within the PROMISE Grants, or to joint planning in preparation for implementing WIOA. It is likely a combination of each of these activities– the trainings,

the grant initiatives, and the need for implementation of WIOA – contributed to more frequent connections among the partner agencies.

12-Month Follow-Up Data Collection

A total of 25 participants were sent a request to complete the twelve-month follow up survey regarding implementation of the strategies and knowledge gained through the YSP/KSA Demo trainings. Of those, six (6) provided responses to the survey items, yielding a response rate of 24%. The lower response rate may have been due to a high proportion of job changes among the New York participants since they had completed the training. Of those responding, three (3) indicated they had changed positions, organizations, or agencies since attending the trainings. One moved from providing direct services to youth to not doing so, another the opposite, and the third moved out of her/his agency all together. In total, four (4) respondents indicated that they worked directly with youth, which is not unusual based on the approach of this particular demonstration site. Unlike the others, New York is working across the state agency level in a specific region of the state. The focus on collaboration and connections at this level is among and between staff whose roles at their agency is not necessarily at the level of working directly with youth and young people, but rather supporting their agencies regarding youth services and programs.

Due to scheduling constraints and unexpected events, the group interview with all three administrators at one time was not conducted as planned. Instead one interview took place with two administrators and the third was conducted individually. Because of the low response rate from individual participants, more data from the administrator interviews is provided for this site in order to describe the 12-month findings as they relate to a culture of professional development.

12-Month Follow-Up Findings

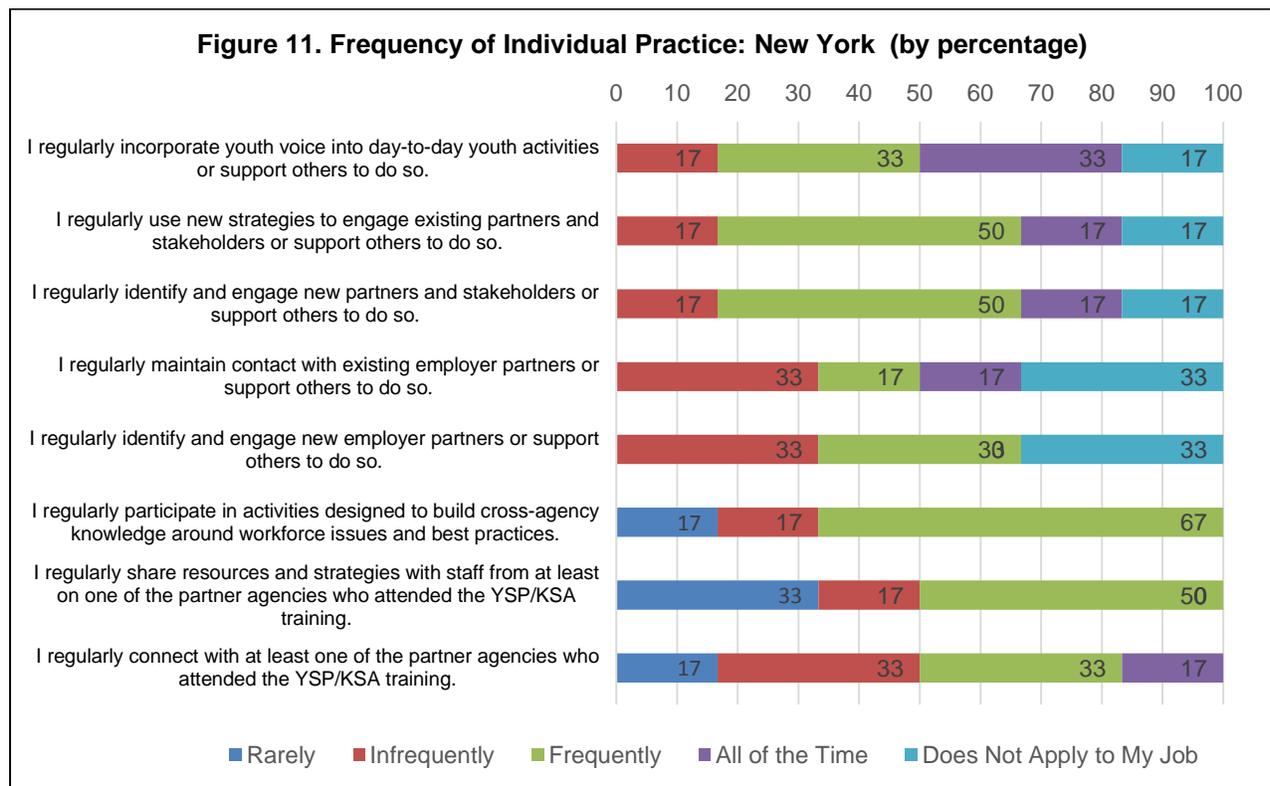
Improved Individual Practices

Training participants were asked to indicate the extent to which they regularly implement specific individual practices since the trainings. While the main focus on the 12-month survey was organizational results, questions about targeted individual practices that were asked at the six-month point were repeated at the 12-month point to determine whether more participants had changed their behavior by the 12-month point and whether behavior changes that were reflected in the six-month survey results persisted.

These eight (8) individual practice items were rated using a 4-point Likert Scale regarding frequency (“All of the Time”, “Frequently”, “Infrequently”, and “Rarely”), as well

as an option to indicate the particular practice “Does Not Apply to My Job”.¹ For purposes of discussion, the ratings for “All of the Time” and “Frequently” are interpreted as the individual practices being implemented with some regularity. Details of all of the responses are displayed in Figure 11.

Of the individual practices being implemented, respondents indicated that they are more regularly participating in activities designed to build cross-agency knowledge around workforce issues and best practices (67% frequently). The individual practice done more rarely was sharing resources with staff from partner agencies. The specific practices of engaging employer partners and maintaining contact with existing employer partners was one more respondents indicated does not apply to their job.



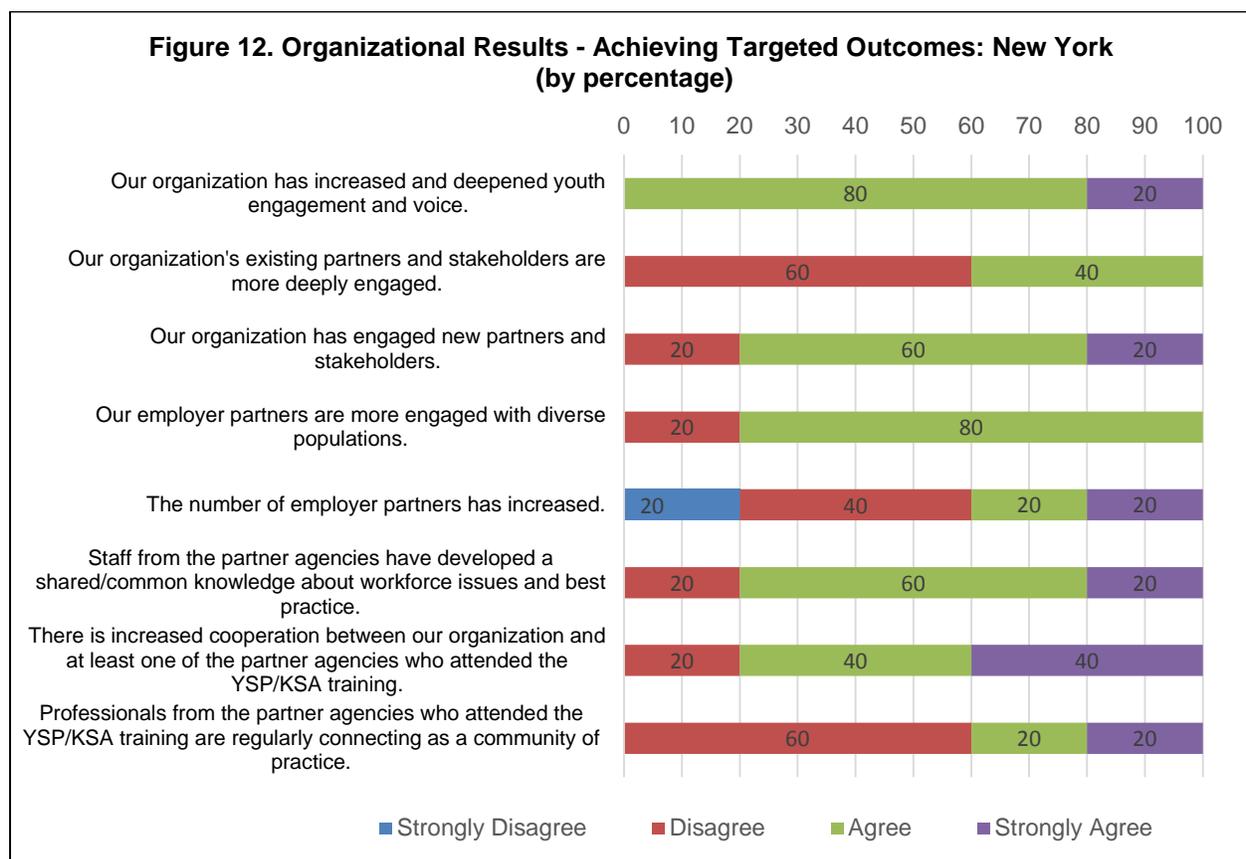
Organizational Results – Achieving Long-term Outcomes

Respondents were asked to provide their level of agreement to a set of survey items regarding whether their organization had achieved the long-term outcomes identified in their sites logic model. These items included a four-point agreement scale (“Strongly Agree”, “Agree”, “Disagree”, “Strongly Disagree”). For the purposes of discussion, the ratings are described in terms of overall agreement (i.e., combined responses of “Agree” and “Strongly Agree”) and overall disagreement (i.e., combined responses of

¹ The survey for the New York demonstration site inadvertently included the incorrect scale for the items regarding individual practice. Unlike the other surveys, frequency scale was included rather than an agreement scale.

“Disagree” and “Strongly Disagree”). Details of the results for all the organizational outcome items are displayed in Figure 12.

All of the respondents (100%) agreed that their organization increased and deepened youth engagement and voice. Eighty percent (80%) agreed that their employer partners are more engaged with diverse populations, and 60% agreed that their organization had engaged new partners and stakeholders, while only 40% agreed that their organization’s existing partners and stakeholders were deeply engaged. Regarding connections across the partner agencies, there was higher agreement that staff had developed a shared/common language and that there was increased cooperation between the organizations (80% respectively), than there was that professionals from the partners agencies regular connect as a community of practice (40%).



As with the other demonstration sites, the results from New York respondents indicate that there has been some achievement of desired outcomes and, in particular, stronger connections across the partner agencies who are serving youth in this area of the state. Data from the interviews with site administrators supports the individual responses regarding stronger connections across the partner agencies from different systems. The respondents described that these connections were more at the administrator level and they weren't certain that the same was true for connections at the staff level. While the cross-system partnerships would have been established with the work required to

implement WIOA activities, two of the three administrators reported that their participation in the YSP/KSA Demo facilitated that work.

The interviews with the three site administrators provided additional information about the culture of professional development and contextual factors that influenced their participation in the demonstration project. As reflected in the six-month data collection interviews, the administrators had difficulty in teasing out the specific benefits of the YSP/KSA Demo from the recent work on WIOA implementation. All three noted the high quality of the training materials and one administrator described how some of the materials from the YSP/KSA Demo were being incorporated into an upcoming training within his agency.

Two of the three reported that they would have made changes to the process of their participation in order to maximize the potential benefits. Specifically, they would have changed the way they selected and prepared staff to participate in the training. Because the NYS site was at a different level from the other two sites (e.g., regional rather than within a single city), one administrator felt there was not a strong enough connection with the schools and would have invited participation from that level. Another stated that she would have done more to engage trainees upfront and describe the reasons for their participation in the YSP/KSA Demo. She felt it was more "done to them" versus having them see the benefits and connections to their work.

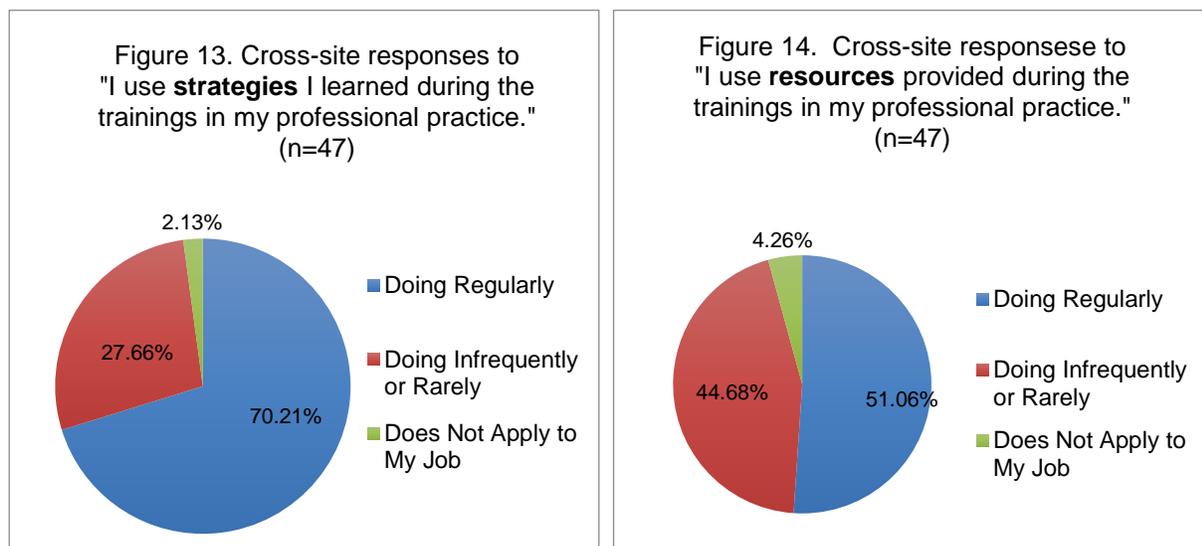
Another administrator would have liked more time to select the modules and suggested that another meeting of all the site administrators would have helped them be more thoughtful about that selection. She felt their logic model was on target and reflected the areas they needed to address, but more thoughtful discussion may have made it more reflective of all three agencies' needs and perhaps support "buy-in" for the project a bit more. Although there may not have been as much progress on the logic model outcomes specifically, all three administrators reported connections across the agencies and use of the training materials from the YSP/KSA Demo.

Observations Across the Demonstration Sites

As described previously, each of the demonstration project sites developed a logic model including long-term outcomes and the specific practices they wanted to target for improvement. The six-month surveys focused more on the practices (behavior change) and the 12-month surveys focused on the outcomes (results). Each site's surveys were tailored to these individualized outcomes and practices, however a set of common items was included on each of the six-month surveys. These items addressed the frequency with which participants across the sites had: 1) used the strategies and/or resources themselves, 2) shared the knowledge they gained with others, and 3) connected with staff from partner agencies.

Six-Month Results

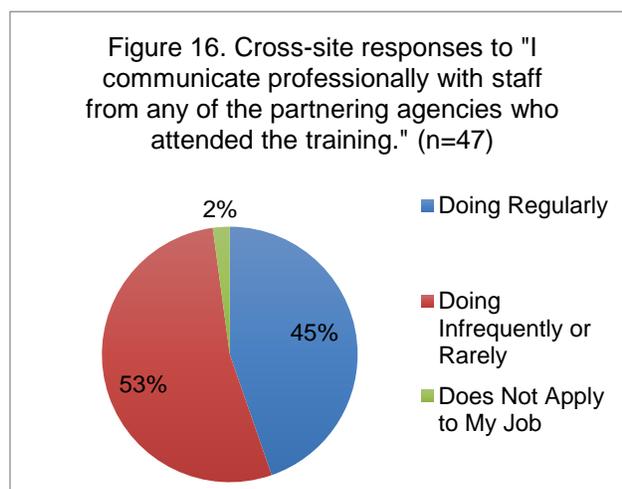
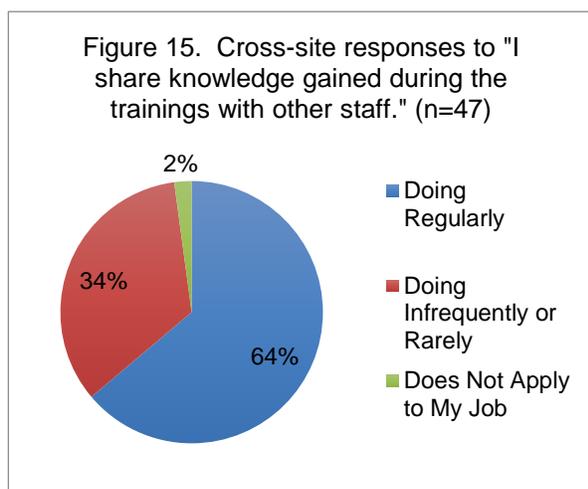
As depicted in Figures 13 and 14, at six-month post-training delivery, the majority of participants across the sites were regularly using the strategies and/or resources from the trainings in their professional practice (70.21% and 51.06%). The fact that just over 70% of the participants reported they used the strategies regularly indicates that the



trainings were achieving some results across the demonstration sites related to changes in staff behavior – individual practice – in providing services to youth. This reported use of strategies and resources also emerged as a common theme across all of the sites in the administrator interviews. Each noted the benefit of having a set of resources readily available to staff as they need them in their daily work. Specific ways these resources have been used noted in the interviews were: 1) sharing with others in and across the agencies; and 2) using them to develop webinars and other training opportunities.

Another common item included in each of the online surveys addressed the frequency with which training participants shared the knowledge they gained during the trainings with other staff. Figure 15 displays the results from those responses, which indicate that more than half of the respondents regularly share the knowledge they gained (64%).

Respondents were also asked to address the frequency with which they communicated with staff from the partner agencies attending the training. The majority of respondents indicated they did this infrequently (53%). [See Figure 16.] The results of these two items indicate that there is slightly more regular sharing and/or connecting within agencies rather than cross-agency.



In addition to the common rating items on each of the online surveys, participants across the sites were asked about their progress in implementing the action steps they noted immediately following the trainings. Across the three demonstration sites, seventy percent (70%) of the trainees reported that they had taken some kind of action step since the trainings. As reported in the individual summaries, these actions included: a commitment to doing more outreach to employer partners, being more intentional about gathering information about the needs of youth with disabilities (Baltimore); reaffirming they will use the information from youth to inform the development of the individual service plans, sharing the resources with their colleagues (Los Angeles); and specifically revisiting the questions used to gather information from youth, using the materials from the training modules to assess the quality of their practices (New York). The information that a majority of participants (70%) indicated that they took these action steps together with the data about individual use of strategies and/or resources and sharing of these with others in their agency re-enforce that at six months following the trainings, there was influence on individual practices at each of the demonstration sites.

The set of items included in each site's survey regarding organizational support for applying the knowledge gained through the modules were very specific to the site's

logic model and targeted areas for improvement. Therefore, aggregation of that information is not possible.

An analysis of the responses to organizational support items from each site indicated strong agreement that participants feel encouraged to apply their learning and improve their practices. This is reflected in the average agreement responses to these items from each site: 87.2% in Baltimore, 80.3% in Los Angeles, and 86.7% in New York.

Within each site, responses to the items that solicited information about more general aspects of encouragement had higher agreement ratings than those that got into the specific improvements. For example, in Baltimore, the items about encouragement to generally improve practices had higher agreement (92.9%) than those specifically regarding improving services to youth with disabilities (78.6%). In Los Angeles, the agreement ranged from 100% for the encouragement to improve the quality of youth service plans to 41.2% agreement that the organization has developed a shared resource map for working across partner agencies.

The New York responses follow the same overall pattern where encouragement to implement strategies to increase stakeholder involvement received higher agreement (100%) than the items focused on implementing these strategies specifically to diverse populations (73.3%). In all three sites, this may be reflective of where they are in the implementation and application of the learning from the module trainings, i.e., – generally able to use and apply the knowledge gained, but not yet having accomplished the more targeted improvements.

As described above, there is a general sense that there is **organizational support for implementing the strategies** learned through the trainings at each of the three demonstration sites. Some sites have taken specific steps to incorporate updates and learning from the trainings in their regular meetings. The importance of having support from supervisors to make connections with partner agency staff and of having time to practice individual skills were identified across the sites, but these conditions were not met routinely at each of the sites.

As reflected in the summary of action steps taken by participants at each of the demonstration sites, there is a **more intentional approach to getting meaningful information from youth** when developing the individual service plans. This emerged as a theme across the two sites (Baltimore and Los Angeles) where more staff work directly with youth. This intentionality ranged from revising the assessment process to more informal approaches such as staff asking different questions to solicit the information from youth. In both cases, this has helped make the process less about the paperwork and more about the youth.

The influence on the participating agencies' **culture of professional development** is evident at each of the demonstration sites. This includes having a stronger sense of quality professional development that is more closely related to staff job responsibilities, having the benefit of more in-depth training, and conducting cross-agency professional

development and training. There were also some common reflections about considerations for a more intentional selection of staff to attend trainings and the training topics.

It was evident from the data collected approximately six months following the module trainings that, regardless of the areas targeted for improvement, each of the sites had some change in individual practices. The participants who responded to the survey felt they had organizational support for improving those practices. There was also sharing of the knowledge learned within agencies, but this may not have happened as frequently across the participating agencies at each demonstration site. This may be a reflection of the day-to-day workload and sense of priority being given to implementing the strategies within before moving to cross agency work.

12-Month Results

Across all three of the demonstration sites, respondents indicated that there was achievement of many of the outcomes identified in their individual logic models. There was also overall agreement that staff at each of the sites was implementing individual practices that reflect quality youth service plans. The group interviews with administrators supported the online survey responses and provided some overall observations about the benefits of participating in the YSP/KSA Demo.

Based on the online survey results, respondents were regularly implementing individual practices identified in their logic model outcomes. Specifically, Baltimore had an average of 66% agreement that this was being done regularly across all of the specific practices; Los Angeles had 61% agreement, and in New York 55% of survey respondents reported that they implemented the individual practices frequently or all of the time.

The same pattern was evident in the results regarding **organizational support**. An average of 69% of Baltimore survey respondents agreed that their organization's work was addressing the logic model outcomes, 73% of Los Angeles agreed regarding their organizations, and in New York, 68% agreed that this was the case. While the sites varied in the extent to which they achieved the outcomes of their logic models, all made strides in making progress toward them.

The Baltimore site may have made more progress than the others because the partner agencies are all funded by the Mayor's Office of Employment Development. This was noted by one of the administrators who described the communication regarding the YSP/KSA trainings at the management and staff levels. The staff has made strides in reviewing and revising the assessment process and have support from leadership to do so. While results show that many of the desired outcomes have been achieved and staff are regularly implementing quality individual practices, there is room for continued improvement regarding services for youth with disabilities. As one site administrator noted, participation in the YSP/KSA Demo has strengthened the culture of professional

development and the partner agencies will continue to seek out professional development that fits with their philosophy regarding professional development.

While the Los Angeles site data may have a limited perspective regarding regular implementation of individual practices due to the number of respondents who did not work directly with youth, the data nonetheless demonstrates that many of the desired outcomes were achieved by the partner agencies involved in the YSP/KSA Demo. With the exception of those who indicated that the individual practices mentioned were not relevant to their job, all respondents either agreed or strongly agreed that they were regularly helping youth obtain work experiences relevant to their career interests, engaging youth in career exploration activities relevant to their career interests, providing information to youth on career pathway options, documenting youth's career interests, using assessment information to develop youths' individual service plans, tailoring plans to each youth's individual needs and goals, and sharing resources with others in the organization.

In addition, Los Angeles administrators described a strengthened culture of professional development as an outcome gained from participation in the YSP/KSA Demo that they will continue to support across the partner agencies as they move forward. The more regular connections between the partner agency staff was an area identified for further improvement, but generally there was more sharing of resources and pooling of information across the partners.

The limited data from the New York State site indicates that there had been improvement in engaging new and diverse employer partners and in deepening the youth voice in service provision. While there may be more remaining to be done to strengthen connections across the partner agencies, respondents to the online survey indicated that there was a common language and increased cooperation across the partners. Administrators' interviews reinforced that there have been cross-agency connections and noted that this may have happened more at the administrator level. Although they did not get as far as they may have liked with progress toward their logic model outcomes, the administrators affirmed that the outcomes they identified were the "right ones," and that it was likely that their involvement in the demonstration assisted them in preparing for implementation of WIOA.

The identified improvements for each of the YSP/KSA Demo sites varied, but as the results of the twelve-month data collection show, each made strides in achieving the outcomes they identified in their logic model. All reported some degree of sharing of the resources from the trainings pointing to continued use of the resources and tools provided. This was something noted in the group interviews – the usefulness of the resources and strategies and the fact that they were being used rather than "put on a shelf." For two of the sites, the culture of professional development was enhanced by participation in the YSP/KSA Demo. Even if the professional development activities themselves are not always cross-agency, they are sharing information about opportunities that fit with the philosophy they have developed regarding quality professional development. Based on the analysis of the online surveys and group interviews, all the sites have made improvements since participating in the YSP/KSA

Demo trainings – some in individual practice and others in organizational culture – which have supported improved services for youth at their agencies.

Appendix A: Baltimore Data Collection Protocols

Six-month Follow-Up Trainee Survey: Baltimore

1. Since completing the training, have you changed positions, agencies, or organizations? If yes, please explain.

2. In your current position, do you work directly with youth and young adults?
 Yes No

3. Since completing the training, what if anything have you done to:
 - a) improve the quality and individualization of youth service plans?
 - b) increase and sustain employer engagement?
 - c) improve how you serve and engage youth with disabilities?

4. Please indicate the extent to which **you** have done the following since the YSP/KSA training:

| | All the time | Frequently | Infrequently | Almost Never | Does Not Apply to My Job |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. I use strategies I learned during the trainings in my professional practice. | <input type="checkbox"/> |
| b. I use resources provided during the trainings in my professional practice. | <input type="checkbox"/> |
| c. I share knowledge gained during the trainings with other staff. | <input type="checkbox"/> |
| d. I communicate professionally with staff from any of the partnering agencies who attended the training. | <input type="checkbox"/> |
| e. I use assessment information to develop youth's individual service plans. | <input type="checkbox"/> |

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| f. I tailor the individual service plans that I develop with youth to each youth's individual needs and strengths. | <input type="checkbox"/> |
| g. I identify and engage new employer partners. | <input type="checkbox"/> |
| h. I maintain regular contact with existing employer partners. | <input type="checkbox"/> |
| i. I incorporate any disability related needs of a youth into her/his individual service plan. | <input type="checkbox"/> |
| j. I connect youth to disability services available in the community when needed. | <input type="checkbox"/> |
| k. I use universal design strategies and accommodations to better serve youth with disabilities. | <input type="checkbox"/> |

5. Please indicate the extent to which **your organization** has done the following since the YSP KSA training:

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Does Not Apply to My Job |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. My organization encourages employees to make changes or improvements to our practices based on the trainings. | <input type="checkbox"/> |
| b. My organization encourages implementation of new strategies based on the trainings. | <input type="checkbox"/> |
| c. My organization encourages employees to improve the quality of youth's individual service plans. | <input type="checkbox"/> |

d. My organization encourages employees to implement strategies to increase and sustain employer engagement.

e. My organization encourages employees to improve how they engage youth with disabilities.

6. Recently, you were sent a list of action steps you indicated you would take as a result of the trainings. Using that list, please respond to the following:

a. Have you completed any of the actions you identified as next steps at the conclusion of the training sessions? Yes No

b. If you responded “yes” to the above, which action steps have you taken?

c. If you responded “no” to the above, what are any reasons that you did not take these actions?

7. If you have used strategies and/or resources from the trainings, please describe what those were and how you used them.

8. What, if any, changes have you made in how youth are served since your organization participated in the trainings? Please describe those.

9. Please provide any other observations regarding your individual practice and/or your organization since completing the trainings.

Thank you for taking time to share your thoughts!

4. Please provide any additional comments regarding how your individual practice has changed, if at all, since the YSP/KSA training.
5. Please indicate the extent to which you agree or disagree with the following statements about **your organization's work** since the YSP/KSA training:

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| The quality of youth service plans has improved. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth service plans have become more tailored to each youth's individual needs and goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The number of employer partners has increased. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| More of our existing employer partners have remained engaged. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| More youth with disabilities are connected to disability services matching their individual needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth with disabilities are better engaged in our programs as a result of universal design strategies and accommodations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. Please provide any additional comments regarding changes in your organization's practices since the YSP/KSA training.
7. If your organization has used strategies and/or resources from the trainings, please describe what those were and how they have been used.
8. What, if any, changes have been made in how youth are served since your organization participated in the trainings? Please describe those.

Thank you for taking time to share your thoughts!

12-Month Follow-Up Administrator Interview Questions: Baltimore

- How would you describe the quality of youth service plans?
 - To what extent are these individualized?
 - To what extent are staff using assessment information to develop the plans?
- How well are youth with disabilities being served by your organization? How are staff connecting these youth to services matching their needs?
- To what extent are universal design strategies and accommodations being used?
- Have you increased the number of employer partners? If yes, how did you achieve this?
- Have you strengthened the relationships with existing employer partners? If yes, how did you do this?

As you reflect on your overall participation in this project, what final thoughts do you have on the impact and lessons learned regarding the cross-system professional development?

Appendix B: Los Angeles Data Collection Protocols

Six-Month Follow-Up Trainee Survey: Los Angeles

1. Since completing the training, have you changed positions, agencies, or organizations? If yes, please explain.

2. In your current position, do you work directly with youth or young adults?
 Yes No

3. Since completing the training, what if anything have you done to:
 - a) improve the quality and individualization of youth service plans?

 - b) share resources?

4. Please indicate the extent to which **you** have done the following since the YSP/KSA training:

| | All the time | Frequently | Infrequently | Almost Never | Does Not Apply to My Job |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I use strategies I learned during the trainings in my professional practice. | <input type="checkbox"/> |
| I use resources provided during the trainings in my professional practice. | <input type="checkbox"/> |
| I share knowledge gained during the trainings with other staff. | <input type="checkbox"/> |
| I communicate professionally with staff from any of the partnering agencies who attended the training. | <input type="checkbox"/> |
| I participate in cross-system professional development activities. | <input type="checkbox"/> |
| I connect with at least one of the partner agencies who attended the YSP/KSA training. | <input type="checkbox"/> |

| | All the time | Frequently | Infrequently | Almost Never | Does Not Apply to My Job |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I use assessment information to develop youth's individual service plans. | <input type="checkbox"/> |
| I tailor the individual service plans that I develop with youth to each youth's individual needs and goals. | <input type="checkbox"/> |
| I identify and document youth's career interests. | <input type="checkbox"/> |
| I engage youth in career exploration activities relevant to their career interests. | <input type="checkbox"/> |
| I help youth obtain work experiences relevant to their career interests. | <input type="checkbox"/> |
| I provide information to youth on career pathway options. | <input type="checkbox"/> |
| I share resources with others within our organization. | <input type="checkbox"/> |
| I share resources with other professionals for the partner agencies. | <input type="checkbox"/> |
| I use a resource map to refer youth to services. | <input type="checkbox"/> |
| I use a resource map to increase partnerships. | <input type="checkbox"/> |

5. Please indicate the extent to which **your organization** has done the following since the YSP KSA training:

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Does Not Apply to My Job |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| My organization encourages employees to participate in cross-system professional development activities. | <input type="checkbox"/> |
| My organization encourages employees to connect with the partner agencies who attended the YSP/KSA. | <input type="checkbox"/> |
| My organization encourages employees to improve the quality of youth's individual service plans. | <input type="checkbox"/> |
| My organization encourages employees to improve career exploration and work experience opportunities for youth. | <input type="checkbox"/> |
| My organization encourages employees to provide information to youth on career pathway options. | <input type="checkbox"/> |
| My organization encourages employees to identify and share resources. | <input type="checkbox"/> |
| My organization has developed a shared resource map with the partner agencies who attended the YSP/KSA training. | <input type="checkbox"/> |

6. Recently, you were sent a list of action steps you indicated you would take as a result of the trainings. Using that list, please respond to the following:
- a. Have you completed any of the actions you identified as next steps at the conclusion of the training sessions? Yes No
 - b. If you responded "yes" to the above, which action steps have you taken?

- c. If you responded “no” to the above, what are any reasons that you did not take these actions?
- 7. If you have used strategies and/or resources from the trainings, please describe what those were and how you used them.
- 8. What, if any, changes have you made in how youth are served since your organization participated in the trainings? Please describe those.
- 9. Please provide any other observations regarding your individual practice and/or your organization since completing the trainings.

Thank you for taking time to share your thoughts!

12-Month Follow-Up Survey: Training Participants—Los Angeles

1. Since completing the training, have you changed positions, agencies, or organizations? If yes, please explain.
2. In your current position, do you work directly with youth or young adults? Yes
No
3. Please indicate the extent to which **you** are doing the following since the YSP/KSA training:

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Does Not Apply to My Job |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I regularly participate in cross-system professional development activities. | <input type="checkbox"/> |
| I regularly connect with at least one of the partner agencies who attended the YSP/KSA training. | <input type="checkbox"/> |
| I regularly use assessment information to develop youth's individual service plans. | <input type="checkbox"/> |
| I regularly tailor the individual service plans that I develop with youth to each youth's individual needs and goals. | <input type="checkbox"/> |
| I regularly identify and document youth's career interests. | <input type="checkbox"/> |
| I regularly engage youth in career exploration activities relevant to their career interests. | <input type="checkbox"/> |
| I regularly help youth obtain work experiences relevant to their career interests. | <input type="checkbox"/> |
| I regularly provide information to youth on career pathway options. | <input type="checkbox"/> |

| | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I regularly share resources with others within our organization. | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

| | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I regularly share resources with other professionals for the partner agencies. | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

4. Please provide any additional comments regarding your individual practice since the YSP/KSA training.

5. Please indicate the extent to which you agree or disagree with the following statements about **your organization's work** since the YSP/KSA training:

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Our organization offers cross-system professional development opportunities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Our organization has built connections with at least one the partner agencies who attended the YSP/KSA training. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The quality of youth individual service plans has become more tailored to each youth's individual needs and goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| More youth have been participating in work experiences relevant to their career interests. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Our organization connects youth to a wider variety of internships, summer jobs, trainings, service projects, and subsidized/unsubsidized employment opportunities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff from the three partner agencies are sharing resources for youth more frequently. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Our organization has works with a greater variety of partners. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. Please provide any additional comments regarding your organization's practices since the YSP/KSA training.

7. If your organization has used strategies and/or resources from the trainings, please describe what those were and how they have been used.
8. What, if any, changes have been made in how youth are served since your organization participated in the trainings? Please describe those.

Thank you for taking time to share your thoughts!

12-Month Follow-Up Administrator Interview Questions: Los Angeles

- How would you describe the quality of youth service plans?
 - To what extent are these individualized?
 - To what extent are staff using assessment information to develop the plans?

- To what extent staff from the partner agencies participating in cross-system professional development? Please describe.

- To what extent are staff from the partner agencies connecting, collaborating, and cooperating?

- To what extent are youth participating in work experiences relevant to their career interests? Success stories/examples?

- Has a resource map been developed? If so, how are staff using it?

- To what extent are staff from the partner agencies sharing resources for youth?

As you reflect on your overall participation in this project, what final thoughts do you have on the impact and lessons learned regarding the cross-system professional development?

Appendix C: New York Data Collection Protocols

Six-Month Follow-Up Trainee Survey: New York

1. Since completing the training, have you changed positions, agencies, or organizations? If yes, please explain.

2. In your current position, do you work directly with youth? Yes No

3. Since completing the training, what if anything have you done to:
 - a) connect, collaborate, or cooperate with the staff of any of the other agencies?
 - b) build cross-agency knowledge around workforce issues and best practice?
 - c) increase and strengthen employer engagement?
 - d) increase the engagement of stakeholders and partners?

4. Please indicate the extent to which **you** have done the following since the YSP KSA training:

| | All the time | Frequently | Infrequently | Almost Never | Does Not Apply to My Job |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I use strategies I learned during the trainings in my professional practice. | <input type="checkbox"/> |
| I use resources provided during the trainings in my professional practice. | <input type="checkbox"/> |
| I share knowledge gained during the trainings with other staff. | <input type="checkbox"/> |
| I communicate professionally with staff from any of the partnering agencies who attended the training. | <input type="checkbox"/> |
| I connect with at least one of the partner agencies who attended the YSP/KSA training. | <input type="checkbox"/> |

| | All the time | Frequently | Infrequently | Almost Never | Does Not Apply to My Job |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I share resources and strategies with staff from at least one of the partner agencies who attended the YSP/KSA training. | <input type="checkbox"/> |
| I participate in activities designed to build cross-agency knowledge around workforce issues and best practices. | <input type="checkbox"/> |
| I identify and engage new employer partners or support others to do so. | <input type="checkbox"/> |
| I maintain regular contact with existing employer partners or support others to do so. | <input type="checkbox"/> |
| I identify and engage new partners and stakeholders or support others to do so. | <input type="checkbox"/> |
| I use new strategies to engage existing partners and stakeholders or support others to do so. | <input type="checkbox"/> |
| I incorporate youth voice into day-to-day youth activities or support others to do so. | <input type="checkbox"/> |

5. Please indicate the extent to which **your organization** has done the following since the YSP KSA training:

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Does Not Apply to My Job |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| My organization encourages employees to connect, collaborate, or cooperate with | <input type="checkbox"/> |

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Does Not Apply to My Job |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| the partner agencies who attended the YSP/KSA. | | | | | |
| My organization encourages employees to participate in activities designed to build cross-agency knowledge around workforce issues and best practices. | <input type="checkbox"/> |
| My organization encourages employees to implement strategies to increase and strengthen employer engagement with diverse youth populations. | <input type="checkbox"/> |
| My organization encourages employees to implement strategies to increase the engagement of stakeholders and partners. | <input type="checkbox"/> |

6. Recently, you were sent a list of action steps you indicated you would take as a result of the trainings. Using that list, please respond to the following:
- Have you completed any of the actions you identified as next steps at the conclusion of the training sessions? Yes No
 - If you responded “yes” to the above, which action steps have you taken?
 - If you responded “no” to the above, what are any reasons that you did not take these actions?
7. If you have used strategies and/or resources from the trainings, please describe what those were and how you used them.
8. What, if any, changes have you made in how youth are served since your organization participated in the trainings? Please describe those.

9. Please provide any other observations regarding your individual practice and/or your organization since completing the trainings.

Thank you for taking time to share your thoughts!

**12-Month Follow-up Survey – Training Participants
New York**

1. Since completing the training, have you changed positions, agencies, or organizations? If yes, please explain.

2. In your current position, do you work directly with youth or young adults?
Yes No

3. Please indicate the extent to which **you** are doing the following since the YSP/KSA training:

| | All the time | Frequently | Infrequently | Almost Never | Does Not Apply to My Job |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. I regularly connect with at least one of the partner agencies who attended the YSP/KSA training. | <input type="checkbox"/> |
| b. I regularly share resources and strategies with staff from at least one of the partner agencies who attended the YSP/KSA training. | <input type="checkbox"/> |
| c. I regularly participate in activities designed to build cross-agency knowledge around workforce issues and best practices. | <input type="checkbox"/> |
| d. I regularly identify and engage new employer partners or support others to do so. | <input type="checkbox"/> |
| e. I regularly maintain contact with existing employer partners or support others to do so. | <input type="checkbox"/> |

| | All the time | Frequently | Infrequently | Almost Never | Does Not Apply to My Job |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| f. I regularly identify and engage new partners and stakeholders or support others to do so. | <input type="checkbox"/> |
| g. I regularly use new strategies to engage existing partners and stakeholders or support others to do so. | <input type="checkbox"/> |
| h. I regularly incorporate youth voice into day-to-day youth activities or support others to do so. | <input type="checkbox"/> |

4. Please provide any additional comments regarding your individual practice since the YSP/KSA training.

5. Please indicate the extent to which you agree or disagree with the following statements about **your organization's work** since the YSP/KSA training:

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Professionals from the partner agencies who attended the YSP/KSA training are regularly connecting as a community of practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. There is increased cooperation between our organization and at least one of the partner agencies who attended the YSP/KSA training. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Staff from the partner agencies have developed a shared/common knowledge about workforce issues and best practices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| d. The number of employer partners has increased. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Our employer partners are more engaged with diverse populations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Our organization has engaged new partners and stakeholders. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Our organization's existing partners and stakeholders are more deeply engaged. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Our organization has increased and deepened youth engagement and voice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. Please provide any additional comments regarding changes in your organization's practices since the YSP/KSA training.

7. If your organization has used strategies and/or resources from the trainings, please describe what those were and how they were used.

8. What, if any, changes have been made in how youth are served since your organization participated in the trainings? Please describe those.

Thank you for taking time to share your thoughts!

12-Month Follow-Up Administrator Interview Questions: New York

- Have you increased the number of employer partners? If yes, how did you achieve this?
- Have you strengthened the relationships with existing employer partners? If yes, how did you do this?
- To what extent are staff from the partner agencies connecting, collaborating, and cooperating?
- To what extent are youth participating in work experiences relevant to their career interests? Success stories/examples?
- To what extent do staff from the partner agencies have shared/common knowledge about workforce issues and best practices?
- What, if any, activities have helped over the past year to build shared/common knowledge?
- How has your organization increased engagement of partners and stakeholders?
- In what ways are youth being more engaged and having increased voice? Success stories/examples?

As you reflect on your overall participation in this project, what final thoughts do you have on the impact and lessons learned regarding the cross-system professional development?

Appendix D: Results Tables from Six-Month Follow-Up Survey by Site

Six-Month Follow-Up Survey Item Result Tables (Yes/No & Rated Items Only): *Baltimore*

Since completing the training, have you changed positions, agencies, or organizations?

| # | Answer | Response | % |
|---|--------|----------|------|
| 1 | Yes | 2 | 13% |
| 2 | No | 13 | 87% |
| | Total | 15 | 100% |

In your current position, do you work directly with youth and young adults?

| # | Answer | Response | % |
|---|--------|----------|-----|
| 1 | Yes | 11 | 73% |
| 2 | No | 4 | 27% |
| | Total | 15 | |

Please indicate the extent to which you have done the following since the YSP/KSA trainings:

| # | Question | All of the Time | Frequently | Infrequently | Rarely | Does Not Apply to My Job | Total Responses |
|---|--|-----------------|------------|--------------|--------|--------------------------|-----------------|
| 1 | I use strategies I learned during the trainings in my professional practice. | 1 | 13 | 0 | 0 | 0 | 14 |
| 2 | I use resources I provided during the trainings in my professional practice. | 1 | 12 | 0 | 1 | 0 | 14 |
| 3 | I share knowledge gained during the trainings with other staff. | 3 | 8 | 2 | 1 | 0 | 14 |
| 4 | I communicate professionally with staff from any of the partnering agencies who attended the training. | 3 | 6 | 4 | 1 | 0 | 14 |
| 5 | I use assessment information to develop youth's individual service plans. | 3 | 7 | 1 | 0 | 3 | 14 |

| # | Question | All of the Time | Frequently | Infrequently | Rarely | Does Not Apply to My Job | Total Responses |
|----|---|-----------------|------------|--------------|--------|--------------------------|-----------------|
| 6 | I tailor the individual service plans that I develop with youth to each youth's individual needs and strengths. | 6 | 5 | 0 | 0 | 3 | 14 |
| 8 | I identify and engage new employer partners. | 2 | 7 | 2 | 1 | 2 | 14 |
| 9 | I maintain regular contact with existing employer partners. | 2 | 6 | 3 | 1 | 2 | 14 |
| 10 | I incorporate any disability related needs of a youth into her/his individual service plan. | 5 | 3 | 2 | 1 | 3 | 14 |
| 11 | I connect youth to disability services available in the community when needed. | 4 | 3 | 2 | 2 | 3 | 14 |

| # | Question | All of the Time | Frequently | Infrequently | Rarely | Does Not Apply to My Job | Total Responses |
|----|---|-----------------|------------|--------------|--------|--------------------------|-----------------|
| 12 | I use universal design strategies and accommodations to better serve youth with disabilities. | 4 | 4 | 0 | 2 | 4 | 14 |

Please indicate the extent to which your organization has done the following since the YSP/KSA trainings:

| # | Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Does Not Apply to My Job | Total Responses |
|---|---|----------------|-------|----------|-------------------|--------------------------|-----------------|
| 1 | My organization encourages employees to make changes or improvements to our practices based on the trainings. | 7 | 6 | 1 | 0 | 0 | 14 |
| 2 | My organization encourages implementation of new strategies based on the trainings. | 8 | 5 | 1 | 0 | 0 | 14 |
| 3 | My organization encourages me to improve the quality of youth's individual service plans. | 4 | 7 | 1 | 0 | 2 | 14 |
| 4 | My organization encourages me to implement strategies to increase and sustain employer engagement. | 9 | 4 | 1 | 0 | 0 | 14 |
| 5 | My organization encourages me to improve how I engage youth with disabilities. | 4 | 7 | 1 | 0 | 2 | 14 |

Have you completed any of the actions you identified as next steps at the conclusion of the training sessions?

| # | Answer | Response | % |
|---|--------|----------|-----|
| 1 | Yes | 13 | 93% |
| 2 | No | 1 | 7% |
| | Total | 14 | |

Six-Month Follow-Up Survey Item Result Tables (Yes/No & Rated Items Only): Los Angeles

Since completing the training, have you changed positions, agencies, or organizations?

| # | Answer | Response | % |
|---|--------|----------|-----|
| 1 | Yes | 3 | 17% |
| 2 | No | 15 | 83% |
| | Total | 18 | |

In your current position, do you work directly with youth and young adults?

| # | Answer | Response | % |
|---|--------|----------|----|
| 1 | Yes | 14 | 78 |
| 2 | No | 4 | 22 |
| | Total | 18 | |

Please indicate the extent to which you have done the following since the YSP/KSA trainings:

| # | Question | All of the Time | Frequently | Infrequently | Rarely | Does Not Apply to My Job | Total Responses |
|---|--|-----------------|------------|--------------|--------|--------------------------|-----------------|
| 1 | I use strategies I learned during the trainings in my professional practice. | 1 | 9 | 5 | 2 | 1 | 18 |
| 2 | I use resources I provided during the trainings in my professional practice. | 0 | 7 | 7 | 3 | 1 | 18 |
| 3 | I share knowledge gained during the | 2 | 11 | 3 | 2 | 0 | 18 |

| # | Question | All of the Time | Frequently | Infrequently | Rarely | Does Not Apply to My Job | Total Responses |
|----|---|-----------------|------------|--------------|--------|--------------------------|-----------------|
| | trainings with other staff. | | | | | | |
| 4 | I communicate professionally with staff from any of the partnering agencies who attended the training. | 5 | 3 | 6 | 4 | 0 | 18 |
| 5 | I connect with at least one of the partner agencies who attended the YSP/KSA training. | 5 | 3 | 4 | 5 | 1 | 18 |
| 6 | I participate in cross-system professional development activities. | 5 | 4 | 6 | 3 | 0 | 18 |
| 7 | I use assessment information to develop youth's individual service plans. | 5 | 5 | 2 | 2 | 4 | 18 |
| 8 | I tailor the individual service plans that I develop with youth to each youth's individual needs and goals. | 6 | 4 | 1 | 2 | 5 | 18 |
| 9 | I identify and document youth's career interests. | 6 | 5 | 1 | 2 | 4 | 18 |
| 11 | I engage youth in career exploration activities relevant to their interests. | 4 | 7 | 0 | 3 | 4 | 18 |

| # | Question | All of the Time | Frequently | Infrequently | Rarely | Does Not Apply to My Job | Total Responses |
|----|--|-----------------|------------|--------------|--------|--------------------------|-----------------|
| 12 | I help youth obtain work experiences relevant to their career interests. | 2 | 8 | 0 | 1 | 7 | 18 |
| 13 | I provide information to youth on career pathway options. | 3 | 8 | 1 | 1 | 5 | 18 |
| 14 | I share resources with others within our organization. | 6 | 8 | 2 | 2 | 0 | 18 |
| 15 | I share resources with other professionals and partner agencies. | 3 | 8 | 3 | 3 | 1 | 18 |
| 16 | I use a resource map to refer youth to services. | 3 | 5 | 3 | 3 | 3 | 17 |
| 17 | I use a resource map to increase partnerships. | 2 | 5 | 4 | 4 | 3 | 18 |

Please indicate the extent to which your organization has done the following since the YSP/KSA trainings:

| # | Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Does Not Apply to My Job | Total Responses |
|---|--|----------------|-------|----------|-------------------|--------------------------|-----------------|
| 1 | My organization encourages employees participate in cross-system professional development. | 6 | 7 | 3 | 1 | 1 | 18 |

| # | Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Does Not Apply to My Job | Total Responses |
|---|---|----------------|-------|----------|-------------------|--------------------------|-----------------|
| 2 | My organization encourages employees to connect with the partner agencies who attended the YSP/KSA. | 4 | 8 | 4 | 1 | 0 | 17 |
| 3 | My organization encourages employees to improve the quality of youth's individual service plans. | 11 | 6 | 0 | 0 | 0 | 17 |
| 4 | My organization encourages employees to improve career exploration and work experience opportunities for youth. | 10 | 6 | 1 | 1 | 0 | 18 |
| 6 | My organization encourages employees to provide information to youth on career pathway options. | 9 | 8 | 0 | 1 | 0 | 18 |
| 7 | My organization encourages employees to identify and share resources. | 6 | 11 | 0 | 1 | 0 | 18 |

| # | Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Does Not Apply to My Job | Total Responses |
|---|--|----------------|-------|----------|-------------------|--------------------------|-----------------|
| 8 | My organization has developed a shared resource map with the partner agencies who attended the YSP/KSA training. | 2 | 5 | 6 | 2 | 2 | 17 |

Have you completed any of the actions you identified as next steps at the conclusion of the training sessions?

| # | Answer | Response | % |
|---|--------|----------|-----|
| 1 | Yes | 9 | 50% |
| 2 | No | 9 | 50% |
| | Total | 18 | |

Six-Month Follow-Up Survey Item Result Tables (Yes/No & Rated Items Only): New York

Since completing the training, have you changed positions, agencies, or organizations?

| # | Answer | Response | % |
|---|--------|----------|------|
| 1 | Yes | 7 | 44% |
| 2 | No | 9 | 56% |
| | Total | 16 | 100% |

In your current position, do you work directly with youth and young adults?

| # | Answer | Response | % |
|---|--------|----------|------|
| 1 | Yes | 3 | 20% |
| 2 | No | 12 | 80% |
| | Total | 15 | 100% |

Please indicate the extent to which you have done the following since the YSP/KSA trainings:

| # | Question | All of the Time | Frequently | Infrequently | Rarely | Does Not Apply to My Job | Total Responses |
|---|--|-----------------|------------|--------------|--------|--------------------------|-----------------|
| 1 | I use strategies I learned during the trainings in my professional practice. | 1 | 8 | 5 | 1 | 0 | 15 |

| # | Question | All of the Time | Frequently | Infrequently | Rarely | Does Not Apply to My Job | Total Responses |
|---|--|-----------------|------------|--------------|--------|--------------------------|-----------------|
| 2 | I use resources I provided during the trainings in my professional practice. | 1 | 3 | 9 | 1 | 1 | 15 |
| 3 | I share knowledge gained during the trainings with other staff. | 0 | 6 | 7 | 1 | 1 | 15 |
| 4 | I communicate professionally with staff from any of the partnering agencies who attended the training. | 0 | 4 | 9 | 1 | 1 | 15 |
| 5 | I connect with at least one of the partner agencies who attended the YSP/KSA training. | 1 | 7 | 3 | 3 | 1 | 15 |
| 6 | I share resources and strategies with staff from at least one of the partner agencies who attended the YSP/KSA training. | 1 | 3 | 7 | 3 | 1 | 15 |
| 7 | I participate in activities designed to build cross-agency knowledge around workforce issues and best practices. | 0 | 7 | 6 | 1 | 1 | 15 |
| 8 | I identify and engage new employer partners or support others to do so. | 0 | 7 | 2 | 3 | 3 | 15 |
| 9 | I maintain regular contact with existing employer partners or support others to do so. | 0 | 6 | 2 | 2 | 5 | 15 |

| # | Question | All of the Time | Frequently | Infrequently | Rarely | Does Not Apply to My Job | Total Responses |
|----|---|-----------------|------------|--------------|--------|--------------------------|-----------------|
| 10 | I identify and engage new partners and stakeholders or support others to do so. | 0 | 7 | 4 | 3 | 1 | 15 |
| 11 | I use new strategies to engage existing partners and stakeholders or support others to do so. | 0 | 8 | 4 | 2 | 1 | 15 |
| 12 | I incorporate youth voice into day-to-day youth activities or support others to do so. | 2 | 5 | 4 | 1 | 3 | 15 |

Please indicate the extent to which your organization has done the following since the YSP/KSA trainings:

| # | Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Does Not Apply to My Job | Total Responses |
|---|---|----------------|-------|----------|-------------------|--------------------------|-----------------|
| 1 | My organization encourages employees to connect, collaborate, or cooperate with the partner agencies who attended the YSP/KSA training. | 3 | 10 | 1 | 0 | 1 | 15 |

| # | Question | Strongly Agree | Agree | Disagree | Strongly Disagree | Does Not Apply to My Job | Total Responses |
|---|--|----------------|-------|----------|-------------------|--------------------------|-----------------|
| 2 | My organization encourages employees to participate in activities designed to build cross-agency knowledge around workforce issues and best practices. | 4 | 9 | 0 | 1 | 1 | 15 |
| 3 | My organization encourages me to implement strategies to increase and strengthen employer engagement with diverse youth populations. | 2 | 9 | 0 | 0 | 4 | 15 |
| 4 | My organization encourages me to implement strategies to increase the engagement of stakeholders and partners. | 4 | 11 | 0 | 0 | 0 | 15 |

Have you completed any of the actions you identified as next steps at the conclusion of the training sessions?

| # | Answer | Response | % |
|---|--------|----------|------|
| 1 | Yes | 11 | 73% |
| 2 | No | 4 | 27% |
| | Total | 15 | 100% |