

*A Final Report on Building Evaluation Capacity for Programs
Funded by the Champaign County Community Mental Health Board (CCMHB) Year 6*

*Emily Blevins, M.S.
Danyelle Dawson, M.S.
Hope Holland, M.S.
Andi Lee Quesbarth, M.S.
Nicole Allen, Ph.D.
Mark Aber, Ph.D.*

Department of Psychology University of Illinois, Urbana-Champaign

August 10, 2021

A Final Report on Building Evaluation Capacity for Programs Funded by the Champaign County Community Mental Health Board (CCMHB) Year 6

Statement of Purpose:

The aim of this effort was to continue to build evaluation capacity for programs funded by the Champaign County Mental Health Board (CCMHB) and the Champaign County Developmental Disabilities Board (CCDDB). In Year 6, we proposed to continue to implement the recommendations and specific plans identified via Year 1 assessment of current evaluation activities and priorities and to build upon our previous efforts over the last few years. Specifically, we proposed the following activities and deliverables.

1. Continue to create a learning organization among funded agencies and the CCMHB and the CCDDB.

- a. Prepare new “targeted” agencies to share information at MHDDAC meetings once/year by Summer, 2021 (as schedules allow). The actual presentation will occur in the July or August following the end of the fiscal year at the MHDDAC meeting.*

Together with the CCMHB and CCDDB staff, we targeted five programs for more intensive evaluation capacity building partnership. Five funded programs worked closely with evaluation consultants who were doctoral students supervised by Drs. Aber and Allen. These programs developed and engaged in targeted strategies for building evaluation capacity and received sustained individual support over the course of the year from their consultant throughout the process. The processes and outcomes from these partnerships are explained in detail in Sections II through VI of this report. Each section summarizes the effort engaged with each partner agency.

These relationships were created to foster a culture of learning, first within each program and then across CCMHDDDB-funded agencies as a larger system. Consultants took an intensive approach that emphasized developing a learning organization, or one that is “skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights” (pp. 79; Garvin, 1993). As one example, we hoped to position these target programs as ‘peer experts’ that could then report back and serve as resources to other CCMHB-funded programs. While the targeted programs are not at a point where they would be able to function as independent supports for other agencies building evaluation capacity, their experiences are valuable learning opportunities for their peers. During the Mental Health Agency Council (MHAC) meetings from years two through five, representatives from each of the targeted programs

presented to their peers about their experiences building evaluation capacity. Programs briefly shared about challenges they encountered and lessons learned, as well the general processes they engaged in. This feedback appeared to elicit some excitement among other programs, leading a few to express their desire to participate in this evaluation effort. Much of the research on learning organizations focuses on individual actors (e.g. employees) within an organization (e.g. a specific business). In addition to engaging at the individual and organizational levels, our process also engaged programs and agencies within a larger system (CCMHDDDB). While ongoing effort will further advance these goals, the targeted partnerships begin the process of fostering a culture of i) valuing evaluation, ii) desiring evaluation to be meaningful, and iii) experimenting with evaluation.

2. Continue to Support the Development of Theory of Change Logic Models.

- a. *Offer 2 logic modeling workshops to support funded programs in model development in Fall 2020*
- b. *Schedule and announce logic model training dates with 30 days advance notice*
- c. *Provide follow-up support to targeted agencies who submit a model to the team for review (and to agencies who choose to develop the model using “hours” from the consultation bank)*

We held seven total (virtual) logic model workshops, with two workshops offered in fall of 2020 open to CCMHDDDB funded programs, staff, and board members. The other five workshops were open only to CCMHDDDB staff and/or board members (more information regarding these latter workshops is provided under point number nine below).

Workshops offered to funded programs were attended by three groups: the Cunningham Children’s Home (CHC), Rape Advocacy, Counseling, and Education Services (RACES), and the Mahomet Area Youth Club (MAYC). During the workshops all programs engaged in hands-on theory of change logic model creation with the support of an Evaluation Capacity Building team member. All programs in attendance were provided with PowerPoint slides containing their logic models following the workshop. Additionally, we continued working with a couple programs to further develop their logic models after the workshop.

3. Choose three Programs for Targeted Evaluation Development in Consultation (up to two CCMHB and one CCDDDB)

- a. *Work in collaboration with up to three funded programs to develop evaluation plans and support them in the implementation of those plans (e.g., instrument development, data gathering, data reporting)*
- b. *The goal would be to guide an evaluation plan and process that can be implemented and sustained by the program in subsequent years*

We worked with two programs as new targeted partners, both funded by the CCMHB, for evaluation capacity building support in year 6. Despite expressing general interest in participating in partnerships to build evaluation capacity, given the challenges associated with continuing to provide high quality services during the COVID-19 pandemic, no CCDDDB funded programs were able to devote the necessary time and effort to participate in new partnerships in year 6. The new CCMHB programs included: the Cunningham Children’s Home – Families Stronger Together (CCH-FST) program and Rape Advocacy, Counseling, and Educational Services (RACES). Individual meetings and customized efforts were provided to each of these two programs. Reports that elaborate on the specific activities engaged to build evaluation capacity and to create specific evaluation plans are provided in the following sections II and III.

- 4. Choose three Programs for Targeted Evaluation Data Usage in Consultation (up to two CCMHB and one CCDDDB)**
 - a. Work in collaboration with up to three funded programs to support ongoing evaluation implementation (e.g., data collection, data usage, data translation).*
 - b. The goal would be to emphasize translating evaluation findings to inform program activities and facilitate usage of evaluation data to make informed programmatic decisions.*

We worked with three programs as continuing targeted partners, all funded by the CCMHB, for evaluation capacity building support targeted to data usage in year 6. Again, given the challenges associated with continuing to provide high quality services during the COVID-19 pandemic, no CCDDDB funded programs were able to devote the necessary time and effort to participate in continuing partnerships in year 6. The continuing CCMHB programs included: GROW, Rosecrance – Criminal Justice and Mental Health program, and Uniting Pride. Individual meetings and customized efforts were provided to each of these three programs. Reports that elaborate on the specific activities engaged to build evaluation capacity and to create specific evaluation plans are provided in the following sections IV, V and VI.

- 5. Invite follow-up with all previously targeted agencies via the Consultation Bank. This could include (depending on agency need):**
 - a. Reviewing evaluation implementation progress*
 - b. Revising and refining logic models*
 - c. Reviewing gathered data and developing processes to analyze and present data internally and externally*

We received two requests for consultation bank support from previously targeted agencies. These included: Community Choices and the Community Services Center of Northern Champaign County (CSCNCC). Across these programs, we provided support

in troubleshooting strategies for improving client response and engagement in an annual patient satisfaction survey. We also provided support in brainstorming creative ways to adapt their survey recruitment and data collection strategies to meet the needs of families in the virtual context of the pandemic. We also provided support on adapting data collection strategies in the age of COVID and on setting up datasets to make analyses easier in the future.

6. Continue the Evaluation Consultation Bank with Agencies Who Have not Had Targeted Partnerships

- a. *Offer a bank of consultation hours for use by funded programs*
- b. *Funded programs would request hours based on specific tasks*
 - i. *Developing an evaluation focus*
 - ii. *Completing a logic model*
 - iii. *Developing and sustaining evaluation activities (particularly in targeted agencies)*
 - iv. *Reporting data*

We received one request for consultation bank support from the Mahomet Area Youth Club (MAYC), who had not previously had a targeted partnership. With MAYC we discussed potential ways to assess outcomes for a diversity education workshop facilitated by an external presenter, including potential outcomes of interest, measurement methods, and important considerations for analysis and interpretation.

7. Continue to Build a “Buffet” of Tools

- a. *Maintain and expand a Google drive or other web-based repository for measures developed with and/or for funded programs*

While we continued to maintain the web-based repository of measures developed with and for funded programs, this year all new measures that were developed were highly specific to the individual programs involved, and thus were not appropriate for use by other programs. Consequently, in year 6, no new measures were added to the repository of measures.

8. Offer two workshops with CCMHB/CCDDB funded agencies regarding data usage fundamentals including, for example:

- a. *Data storage (setting up excel, confidential storage, identity keys)*
- b. *Basic analysis (shareware, means, standard deviations, change over time)*
- c. *Conceptualizing process and outcome evaluation questions based on the theory of change logic model*
- d. *Applying evaluation findings to inform programmatic decision-making*

In summer of 2021, we offered three data workshops to all CCMHB/CCDDB funded agencies. The workshops were sequenced to build on each other, with the first workshop being the most basic and the third the most advanced. The first workshop, Data 101, provided an basic introduction to data. It addressed what questions data can answer, and what types we can collect, use, and share. The second workshop, Data 102, provided an

introduction to basic statistical concepts for understanding program outcomes and best practices for data entry and management in Excel. The third workshop, Data 103, provided a more in depth introduction to using Excel to automate data analysis, reporting and visualization. As was true for the year 6 logic modeling workshops, the data workshops were delivered online via zoom. Each workshop was attended by between four and ten staff and/or board members from between three and five agencies. The following six agencies were represented at one or more workshops: Community Choices, CU-Able, GROW, Family Services, RACES and Uniting Pride. Several programs that attended expressed their intention to use the consultation bank to follow-up on ideas sparked by the workshops for improving their program's evaluation processes and procedures.

9. Meet with CCMHB/CCDDB members as requested to provide information on, for example:

- a. The varied uses of evaluation
- b. Logic modeling process
- c. CCMHB/CCDDB goals and priorities with regard to evaluation
- d. Instantiating evaluation practices for the CCMHB and the boards' funded programs

Through conversation with CCMHDDDB staff and some board members, it was decided that we would develop a logic model for the work of the Champaign County Mental Health and Developmental Disabilities Boards. This work is summarized below, starting with a brief description of the organizational background that provides context for the logic model.

Organization Background: "The [Champaign County Mental Health Board (CCMHB) and the Champaign County Developmental Disabilities Board (CCDDB)] are the local mental health and developmental disabilities authorities for Champaign County. The CCMHB is responsible for planning, coordinating, evaluating and allocating funds for the comprehensive local system of mental health, developmental disabilities and substance abuse services for Champaign County. The CCDDB has essentially the same functions, but is limited to developmental disabilities.

Duties associated with these responsibilities include preparation of a Three Year Plan with annual review of supporting objectives, setting criteria for evaluating program proposals supporting a system of care, analysis of requests for funding and contract monitoring to evaluate program performance and to maintain financial accountability." (Information pulled from <http://co.champaign.il.us/MHBDDDB/PublicDocuments>)

With the aim of clarifying links between organizational responsibilities and anticipated outcomes, CCMHDDDB staff and board members participated in a series of logic model workshops resulting in the model included in Appendices for Section I, at the end of this document.

Logic Model Overview: A Theory of Change Logic Model aims to clarify the hypothesized relationship between organizational activities and desired impact. This type of model visually represents the connections between specific program activities, shorter-term outcomes, and longer-term outcomes. Ideally, creating a model is an iterative process that allows for dialogue and consensus-building among different stakeholders, resulting in a visual model that articulates a program's underlying theory of change.

Logic Model Process: The current model was developed in collaboration between CCMHDDDB staff, active CCMHB and CCDDDB volunteer board members, and members of the evaluation capacity building (ECB) team. The model was created over the course of six different meetings attended by ten board members and six staff, held from December, 2020 to March 2021. To maintain compliance with the Illinois Open Meetings Act (5 ILCS 120/), no more than two members of each board were present at the same workshop. Staff members attended multiple workshops.

Model development was an iterative process. During each workshop, participants provided model content and feedback and between each workshop, the ECB team refined the model based on that feedback. Feedback on the model generally reflected a high degree of conceptual consistency among participants, indicating a shared vision for organizational impact.

Early on, the decision was made to create a unified model that could represent both boards, as opposed to individual models for each. This decision reflects the perception that each board's activities and goals are more similar than different, even with slight differences in target populations. Importantly, this was a collaborative decision, with members of both boards and staff in agreement with this approach.

Ultimately, organizational mission, activities, and intended shorter- and longer-term outcomes were organized into a logic model (**see Section I Appendix**). The logic model includes a "detailed version" and a "simple version", with the only difference being the amount of detail provided in each box.

Logic Model Details: The first board activities described in the model are i. Required and regular planning for DDB/MHB activities and priorities, and ii. Review and update of MHB/DDB policy and procedures. Bidirectional arrows indicate that each of these activities influences the other; an additional arrow leads from these two activities to another column divided into three categories of 11 total activities (Consumers and Broader Community; Funded Programs; MH and DD Board Members), indicating that planning and review informs each of these activities.

Arrows indicate that these 11 activities result in a variety of shorter-term outcomes (e.g., Increase local capacity to develop and expand local resources), which then lead to intermediary outcomes (e.g., Increase connections and shared understanding and purpose with relevant systems). The model links these intermediary outcomes to the longer-term outcomes of i. Effective mental health and developmental disabilities service array and ii.

Effective service delivery system, each of which lead to the ultimate organizational goal of a healthy community.

The CCMHDDDB is encouraged to incorporate regular review of the logic model into organizational training, strategic planning, evaluation, and/or goal setting processes. The organization should feel empowered to respond to changes in organizational focus, mission, or responsibilities by modifying the model as necessary.

Finally, the evaluation capacity building team provided consultation to CCMHDDDB staff regarding the evaluation sections of program applications for FY 2022. We did not make summary judgments about the merits of applicants plans, but rather reviewed the evaluation sections of their applications and provided descriptions of them that would help the staff understand what we saw as the plans' strengths and shortcomings.

Cunningham Children’s Home (CCH): Families Stronger Together (FST) Program

Program Overview

The Families Stronger Together (FST) Program is an initiative of Cunningham Children’s Home designed to support youth and families of youth currently involved or at risk of becoming involved in the juvenile justice system. The program includes extensive family engagement and casework efforts to engage families referred to the program in meeting their most immediate needs such as housing, food, and safety. Each family is provided a thorough assessment of family strengths and needs, and together with case managers, families are supported in strengthening natural supports and linking with professional supports where needed. For youth and families expressing a need for therapy services, they can also receive psychoeducation and individual therapy services. FST uses a trauma-informed, evidence-based intervention model called the Attachment, Regulation, and Competencies (ARC) Framework, which focuses on identifying and strengthening existing family supports and building skills in coping, emotion regulation, attunement, communication, and self-efficacy. From September 2020 to July 2021, one consultant from the University of Illinois worked with two primary staff members of FST to build the program’s capacity to evaluate and improve their program.

Identifying Goals for Targeted Continuing Partnership

1. Develop a plan to leverage chosen assessment tools to track FST’s progress on an ongoing basis.
2. Build institutional knowledge to enable FST’s evaluation plan to be sustainable over time and through staff changes.
3. Develop a method for measuring systemic change in the community, particularly as it relates to the juvenile justice system.
4. Improve skills in presenting FST outcomes in a clear to way funders.

Executing Goals

- 1. Develop a plan to leverage chosen assessment tools to track FST’s progress on an ongoing basis.**

During FST’s initial development, the staff developed an assessment battery to track youth and family outcomes throughout their engagement with the program, which includes multiple validated scales as well as an internally developed measurement tool specific to the Attachment, Regulation, and Competency (ARC) framework employed by the program (Hodgdon et al, 2016). FST sought support in leveraging these data to track the program’s performance dynamically over time. We began by examining the program’s original logic model, identifying which short-term outcomes they wanted to assess as indicators program success. Because the logic model was created during FST’s initial development (before implementation began), we also invited staff to identify other short-term goals or indicators that they believed were important to track over time. Using this list of indicators, we helped staff to develop a data dashboard to clearly communicate

FST's key outcomes with staff on an ongoing basis. We supported FST staff in adapting a pre-existing dashboard for another Cunningham Children's Home program to meet the needs of FST. This support included helping FST staff to identify benchmarks and data sources for each outcome indicator. We also helped staff to conceptualize how to track community engagement efforts including offering community-wide trainings on trauma-informed care. Efforts were made to ensure the dashboard's data sources aligned with data collection procedures within the organization in order to integrate the dashboard with existing reporting capacity.

2. Build institutional knowledge to enable FST's evaluation plan to be sustainable over time and through staff changes.

Once the data dashboard was completed, we supported FST in revising their program's logic model, which was initially developed during the program's conception. While regularly updating logic models is a best practice, we also chose this activity so that staff could document the spirit and logic of the program for future iterations of FST staff. We paid close attention to the long-term goals that FST staff wanted to achieve, the specific activities conducted by FST staff in its programming, and what short-term and intermediary goals could help the program to achieve these long-term goals. Through a series of multi-hour meetings, we provided technical support to FST staff as they developed the content and organization of a more current logic model. We encouraged staff to acknowledge and interrogate the assumptions behind each arrow in the model, which resulted in greater clarity about the program's scope as well as a more intentional focus on client outcomes rather than staff outputs as indicators of the program's success.

Upon completion of the program logic model, we supported FST staff in developing an indicators worksheet to identify the indicators and data sources they would use for each short-term outcome. During this process, we supported staff in further operationalizing the key outcomes they would like to track as indicators of the program's success. Additionally, we helped staff to continue practicing the distinction between program inputs/activities and short-term goals rooted in client outcomes. As staff developed clarity about their own assumptions and opinions about program goals, we encouraged them to articulate their logic through the logic models and indicators worksheet so that future staff could understand the connection between the program structure and activities, the targeted client outcomes via various assessment tools, and the long-term goals.

3. Develop a method for measuring systemic change in the community, particularly as it relates to the juvenile justice system.

In addition to helping FST staff to update their program's logic model, we provided support in creating a secondary logic model specific to FST's systems change goals in the community. In its conception, the program aimed to make a community-wide impact by expanding community partners' awareness and use of trauma-informed practices throughout the county. Program leadership voiced a desire to support existing leaders in the juvenile justice sector of the community rather than adopting a leadership role and duplicating efforts. Thus, the systems change logic model focused on specific expertise

and resources that FST could contribute to existing efforts. FST staff attended our logic model workshop in Fall 2020 to begin the systems-level logic model, and we collaboratively revised the model over a series of one-on-one meetings. See appendices for the final version of the systems change logic model.

Additionally, funding was provided by CCMHB for FST to provide a training to community partners on trauma-informed care. FST staff asked for assistance developing a survey to evaluate the training delivered in May 2021. We conducted a literature review on evaluations of comparable trainings and met with staff to draft sample items and ultimately to finalize the details of the pre- and post-training surveys. Staff also voiced a desire to get feedback from attendees about their priorities and perceived needs for the juvenile justice sector of the community. Thus, we added items to evaluate community needs and priorities to the post-training survey. Following the training, we supported FST staff in summarizing the results of the pre- and post-training surveys, including the community evaluation items.

4. Improve skills in presenting FST outcomes in a clear to way funders.

FST staff made a presentation to the CCMHB in February 2021, and we were asked to provide input on this presentation during its preparation. We provided FST staff with guidance on best practices for presenting program outcomes and ultimately reviewed and provided feedback on the presentation slides with a particular focus on the program outcomes.

Future Directions and Next Steps

1. FST staff will continue to refine their program logic model, systems change logic model, indicators worksheet, and dashboard to reflect program activities and goals.
2. FST staff will consult with quality assurance staff within Cunningham Childrens' Home to develop a process for generating the reports necessary to update the dashboard and to evaluate the FST program as a whole using the data sources and indicators from the indicators worksheet.
3. Results from the training assessment and community evaluation will be shared with CCMHB, the contracted training facilitator, and possibly with training attendees to inform future iterations of the training and to inform community-wide juvenile justice efforts (e.g., developing a Juvenile Justice Council).

References

Hodgdon, H. B., Blaustein, M., Kinniburgh, K., Peterson, M. L., & Spinazzola, J. (2016). Application of the ARC model with adopted children: Supporting resiliency and family well being. *Journal of Child & Adolescent Trauma*, 9(1), 43-53.

Appendix Items:

Section II A: Outcome Tracking Dashboard

Section II B: FST Program Logic Model

Section II C: FST Systems Change Logic Model

Section II D: ARC Training Assessment and Community Evaluation Survey

Section II E: ARC Training Assessment Summary and Community-Wide Juvenile Justice System Evaluation Summary

Rape Advocacy, Counseling, & Education Services (RACES)

Program Overview

RACES is an organization whose mission is to create a world that is free of sexual violence in our lifetime, starting with Champaign County. RACES offers a Child Assault Prevention Education Program that provides age-appropriate education to elementary-aged students and provides prevention education programs to public and private schools in Champaign County and beyond, focusing on topics including consent and fostering healthy relationships. They also provide confidential, compassionate, comprehensive support to those affected by sexual trauma through counseling, legal and medical advocacy, a 24-hour Crisis Line, and publication education and training.

Identifying Goals

The first step in identifying goals for RACES was to create a logic model in which we documented the activities that RACES engaged in and how they connected to the program's desired short- and long-term outcomes. In creating this logic model, several key goals emerged:

1. Adapt and refine prevention education and its evaluation into a virtual format in light of the COVID-19 pandemic.
2. Assess the process and impacts of prevention education delivery in a virtual format.

Executing Goals

1. Adapt and refine prevention education and its evaluation into a virtual format in light of the COVID-19 pandemic.

The COVID-19 pandemic affected the administration of RACES prevention education in schools and in-person, and thus much of the curriculum not only had to be adapted to a virtual format, but the content had to also be adapted. For the content of the survey and the programming, some initial concerns included issues around confidentiality, burden on younger grades (e.g., K-5) to fill out online surveys, and how to move from a discussion-based learning curriculum to something that could be engaging online. Furthermore, having learned in the Spring of 2020 that synchronous virtual learning was deeply challenging in terms of behavioral management, RACES had much to adapt in the ways of past education modules, and importantly, the systematic assessments that had been used in past years.

Using an asynchronous learning platform (Thinkific), RACES educators provided over four hours of video content with educators speaking across the curriculum, included knowledge checks, and devised interactive scenarios across the virtual learning modules. The questions that were included in surveys from prior years were adapted to mirror this new content, centering questions of consent, healthy relationships, and addressing myths about rape and sexual assault. Further, to reduce burden on learners, these surveys were

shortened to fewer questions than previous years, and data were collected on an online survey platform (SurveyMonkey). For the nineteen schools that used K-5 programming, curriculum content was administered and adapted for and through teachers, and surveys to collect data including the number of students who received the programming, which grades received the training, how many days of training were administered, and qualitative feedback from the teachers in terms of the virtual learning curriculum.

2. Assess the process and impacts of prevention education delivery in a virtual format.

As this was the first time that the prevention education was delivered in a virtual format, the team was interested in evaluating both the outcomes from the education and the process of virtual learning. For certain schools, prevention educators noticed that the online learning worked well through greater student engagement and higher completion rates of the training than in the classroom settings. Furthermore, for schools where it may be structurally difficult to offer training in-person, the online format could potentially be an avenue for outreach to these students in a trauma-informed way. The team also noted that the online format may also be an accessible outlet to welcome schools that have been hesitant to receive prevention education services in the past.

In addition to these observations and feedback from teachers, the team created a virtual Focus Group protocol to directly solicit feedback from student learners. These materials included a poster and email for recruitment, obtaining funding to pay student participants for their time, parent consent and youth assent forms, a semi-structured interview protocol, and accompanying slides for the protocol. Although the team had intended to complete these focus groups in the Spring of 2021, certain barriers prevented this from being successfully done. For example, the team observed burnout effects from both educators and student learners, in that teachers did not forward recruitment materials in a timely manner, students who may have received recruitment materials did not sign-up for the groups perhaps due to online learning fatigue. The team therefore assessed the limitations and planned for future years to inform the staff early on, positioning these groups as a component of informing service delivery, and moving the timeline earlier to administer the Focus Groups in the first quarter instead.

Finally, the Evaluation Capacity Building Team ran descriptive analyses for RACES based on the collected survey data and presented the data analyses for both the pre- and post-test total scores. The team also configured a graphical representation of the item level responses for student learners from 6th to 9th grade.

Next Steps and Future Directions

1. Continue to maintain relationships with and provide support for existing school partners
2. Utilize the developed assessment materials for evaluating the process of receiving trauma-informed prevention education in a virtual format

3. Extend current pool of school partners into a system-wide network of superintendents across the state of Illinois to advocate for increased initial and continued delivery of prevention education
4. Mobilize and empower school staff (e.g., teachers, social workers, and school counselors) to implement prevention education from RACES within elementary schools throughout Illinois

Appendix Items:

Section III A: RACES Logic Model

Section III B: RACES Survey Questions Answer Key

Section III C: RACES Focus Group Materials

GROW in Illinois

Program Overview

GROW is a peer-to-peer mutual help organization that aims to foster recovery from mental illness, the prevention of mental health crises, and personal and social growth. Through weekly group meetings, leadership involvement, and friendship and community building, GROW members come together to support one another through recovery. Participation in GROW is voluntary, confidential, and free of cost. Although GROW is open to all adults, its services are most frequently utilized by participants experiencing mental illness and mental health-related hospitalizations and care. According to GROW's 2014 survey, 79% of participants had been given a mental health diagnosis, 66% had been hospitalized for mental health concerns, 86% were taking psychiatric medication, and 83% were receiving services from a professional mental health provider. From September 2020 to July 2021, one consultant from the University of Illinois worked with staff members of GROW to build the program's capacity to evaluate and improve their program.

Identifying Goals for Targeted Continuing Partnership

1. Develop survey options to capture open-ended data related to participants' expectations, personal experiences with GROW, good and bad results/outcomes, and concerns or praises of the program.
2. Learn techniques for data analysis and graphical representation of data.
3. Develop knowledge and skills for tracking trends in participant outcomes longitudinally.
4. Build institutional knowledge and train future staff in evaluation of program outcomes.

Executing Goals

- 1. Develop survey options to capture open-ended data related to participants' expectations, personal experiences with GROW, good and bad results/outcomes, and concerns or praises of the program.**

We began our work by revisiting GROW's participant survey which was most recently revised during our team's previous partnership with GROW in FY2018. Before adding open-ended questions, we took time for staff to reacquaint themselves with the existing survey items. We invited staff to incorporate their observations from collecting data in the previous year to identify and refine any questions that have not worked as well in practice. Through this exercise, we identified three existing questions in need of revision. We provided education to staff about the balance between consistency and validity of survey data and encouraged them to change portions of their survey that are not working well, while weighing the loss in data consistency across time with each change made.

Once existing items were finalized, we worked with staff to draft open-ended questions to capture qualitative data on participants' experiences with GROW.

In addition to revising existing items and adding open-ended items, we explored the possibility of changing the hosting location of the survey to increase GROW's ownership of their survey data in the long-term by moving away from Qualtrics (a proprietary program) to Google Forms, which is a free service. In consultation with GROW staff, our team recreated GROW's participant survey on Google Forms, and we were able to replicate the procedure for creating participants' unique survey IDs that was originally created in Qualtrics.

2. Learn techniques for data analysis and graphical representation of data.

After the survey items were finalized and the survey was completely migrated to Google Forms, we provided data analysis support to GROW staff through a series of virtual and in-person meetings. Staff were coached on downloading results from Google Forms, opening in Excel, and conducting basic descriptive statistics on their data. At the time of these data analysis meetings (Spring 2021), GROW was undergoing substantial transitions in staffing, and therefore a focus on sustainability was emphasized. For example, all skills were written in narrative form after each meeting and emailed to all staff members. Additionally, staff completed their own data analyses using the tools imparted by our team and consulted us when they encountered barriers in their own processes. We sought to bolster GROW's own self-efficacy in summarizing and presenting their findings, and GROW staff exhibited receptiveness to this approach, developing a strong sense of ownership over their data and results. Ultimately, GROW was successful in learning to calculate frequencies, percentages, and means, and presenting their results in bar charts.

3. Develop knowledge and skills for tracking trends in participant outcomes longitudinally.

At the onset of this year's targeted partnership, GROW staff expressed an interest in learning tools to track participant outcomes over time. Together, we decided to prioritize this item for Spring 2021 once the changes to the participant survey were finalized. Unfortunately, GROW staff experienced an unexpected transition in personnel at the start of 2021, which decreased the frequency with which the remaining staff was able to engage in evaluation capacity building work during early Spring 2021. Given the substantial shifts in GROW's institutional knowledge with the departure of key staff, we worked with GROW to rework their evaluation goals for the remainder of the partnership. Rather than spending our remaining time on longitudinal outcomes tracking, we opted to focus on training incoming staff on GROW's evaluation progress to date and developing resources on GROW's evaluation strategy for new GROW staff in the future.

4. Build institutional knowledge and train future staff in evaluation of program outcomes.

Due to turnover of GROW staff in early 2021, we decided in collaboration with remaining GROW staff to spend the last two months of our partnership building resources and knowledge to increase the internal sustainability of GROW's evaluation of its programming. First, we met with interim staff members to provide an overview of the participant survey items. This led to an addition of another open-ended question item and the identification of areas within the survey where additional instructions would be helpful. We then worked with the new staff to access the survey via Google Forms and made the suggested changes with our support. Interim staff then collected pilot data from two GROW participants, and these responses were used to illustrate to staff how to download the results from Google Forms and open in Excel. We helped staff to visualize how they want their data to look and then helped them to work backwards to engineer survey questions that would produce data in the desired layout. From here, minor adjustments were made to the survey by the staff. GROW staff then collected data from 13 additional participants. With these data, we worked with GROW staff to build a results tab in Excel that automatically calculates frequencies, percentages, means, and standard deviations of survey outcomes. We used GROW's FY2020 Performance Measure Outcomes (PMO) document to inform the statistics to prioritize for this year's PMO due in August 2021. We were thrilled to see GROW staff take ownership of their data analysis from the beginning, quickly learning Excel formulas and functionalities to calculate their own data and build graphs for presenting outcomes to funders. With each step of the data analysis process, we focused on sustainability within the organization, taking notes in each meeting on formulas and Excel steps to help future GROW staff understand how and why interim staff took the steps that they did.

Next Steps and Future Directions

1. Develop process for calculating results for baseline and follow-up surveys separately.
2. Track participants longitudinally (within-subjects) using individual survey IDs.
3. Work with other GROW chapters in Chicago and New Jersey to optimize survey effectiveness and explore aggregating data across chapters to measure national trends.
4. Use data to inform practices.

Appendix Items:

Section IV A: GROW Participant Survey (Revised 01/18/2021)

Section IV B: GROW Participant Survey (Google Forms)

Section IV C: GROW Participant Survey Results Calculations

Rosecrance Criminal Justice and Mental Health Program

Program Overview

The target populations for the Rosecrance CJMH program are individuals with behavioral health disorders and involvement in the Champaign County criminal justice system. This includes adults who are presently or within the past six months have been charged with a crime, are on some type of community supervision (probation, parole, conditional discharge, or court supervision), have been found unfit to stand trial, are on conditional release because they were found not guilty by reason of insanity, or are presently incarcerated at the Champaign County Correctional Center. The program's rationale for working with the justice-involved population with behavioral health needs comes from multiple sources: according to SAMHSA, the criminal justice system is the single largest source of referral to the public substance abuse treatment system, with probation and parole treatment admissions representing the highest proportion of these referrals. Rosecrance Mental health referrals primarily come from the Champaign County jail; and this population is over-represented by people of color and people who are low income and often have had little to no access to quality healthcare. Case managers work with those who want assistance with linkage to mental health treatment services and resources including obtaining a state ID, finding employment, securing health insurance or obtaining a medical provider, and locating affordable housing. From September 2020 to May 2020, one consultant from the University of Illinois worked with two primary staff members of the Rosecrance CJMH program to build the program's capacity to evaluate and improve their program.

Identifying Goals

The first step in identifying Rosecrance's goals was to review (i) the program's logic model, in which past consultation efforts documented the activities Rosecrance engages in and how they connect to the intended short and long-term outcomes (see Section # : Appendix A for the most updated version of the logic model); as well as (ii) the program's evaluation goals for the present funding year. Using the logic model and the program's overarching evaluation goals, three key goals emerged related to assessing client's access needs and linkage to services:

1. Develop data analytic process to assess clients' identified access needs and linkage to resources and services and identify areas for program improvement.
2. Develop data analytic process to assess clients' service linkage to MRT and anger management groups, and needs in the four life domains being measured: Access to services, Mental Health, Substance Abuse, and Primary Health.
3. Develop systematic documentation and evaluation process for tracking jail referral slips

Executing Goals

After reviewing the logic model and the program's overarching evaluation goals, the first step in creating a comprehensive evaluation plan was to review current data collection protocols, and identify areas for improvement. For case management outcomes and indicators, potential data collection methods and sources of information were discussed, as well as the advantages and disadvantages of these different methods. Once data collection procedures were reviewed, we developed plans for collecting, storing, and analyzing case management and referral data.

1. Develop data analytic process to assess clients' identified access needs and linkage to resources and services and identify areas for program improvement.

Prior work with the UIUC evaluation capacity building team resulted in existing data tracking tools that Rosecrance program staff were already using for programmatic purposes. However, staff expressed a desire to develop a process for analyzing the data collected, as well as an interest in streamlining their data entry process. UIUC consultants worked with staff to analyze current outcomes of interests and their data collection tools in order to address any gaps in their process. Program staff expressed finding data entry to be cumbersome with limited information available to analyze aside from linkage counts. Program staff and UIUC consultant identified areas for data entry improvements and identified possible data informed questions that could be used to improve program service delivery. In consultation with program staff a new database management workbook was developed to allow for more efficient tracking and analyzing of clients' identified needs and linkage to resources. Ease of entry was prioritized, and mechanisms for evaluation and tracking of outcomes of interest (e.g. clients identified needs, linkages to services, service follow-up, etc.) across time were developed as part of the Case Management Tracking Workbook (see Section #: Appendix B). The revised Case Management Tracking Workbook included a data entry dashboard, database management, and data reporting and visualization tools. The Case Management Tracking Workbook will be used to streamline data entry and database management, as well as auto generate quarterly and annual reports on service delivery in order to identify areas for program improvement.

2. Develop data analytic process to assess clients' service linkage to MRT and anger management groups, and needs in the four life domains being measured: Access to services, Mental Health, Substance Abuse, and Primary Health.

Prior work with the UIUC evaluation capacity building team showed that service linkages and case management service delivery was highest amongst clients involved in the Moral Reasoning Therapy or Anger management groups within the Champaign County jail. Program staff expressed a desire to further interrogate these findings, as well as developing a systematic way to assess unmet service linkage needs across the four life domains of interest: Access to services, Mental Health, Substance Abuse, and Primary

Health. In consultation with program staff, database management and data reporting and visualization tools were developed to automate the process of examining service linkage needs across measured service/need domains. Data analytic mechanisms were also developed to track service delivery and unmet needs across client demographic groups (i.e., gender, housing status, probation status, involvement in MRT groups etc.) as part of the Case Management Tracking Workbook (see Section V: Appendix B). The Case Management Tracking Workbook will be used to auto generate quarterly and annual reports on service delivery across demographics, as well as identify areas for better targeted case management service improvement.

3. Develop systematic documentation and evaluation process for tracking jail referral slips.

Program staff reported a gap in service delivery and data tracking and reporting in regards to their documentation and evaluation process for tracking jail referral slips. Program staff expressed that a significant portion of caseworkers' time is devoted to processing and working on resource and service linkage requests from the Champaign County jail. However, they also noted that documentation and evaluation of this service delivery was inadequate. The jail resource referral slips are processed separately from the Case Management tracking, and generally involve staff connecting clients to indicated services (i.e., transportation services, insurance/medical, legal aid, mental health services, or substance use treatment). Previously existing data management process for this program arm did not allow for efficient analysis of service delivery and linkages aside from a count of referrals received, rendering this important service component difficult to include in data analytic and program improvement efforts. In consultation with program staff a new database management workbook was developed to allow for more efficient tracking and analyzing of resource referral slips. Ease of entry was prioritized, and mechanisms for evaluation and tracking of outcomes of interest across time were developed as part of the Request Slip Tracking Workbook (see Section #: Appendix C). The revised Request Slip Tracking Workbook included a data entry dashboard, database management, and data reporting and visualization tools. The Request Slip Tracking Workbook will be used to streamline data entry and database management, as well as auto generate quarterly and annual reports on service delivery in order to better capture program service delivery efforts.

Future Directions and Next Steps

1. Implement data collection, entry, and analysis process as described above using Case Management and Referral Slip Tracking Workbooks, starting Summer 2021
2. Utilize automated data visualization tools included in Case Management and Request Slip Tracking Workbooks to identify program areas for improvement.

Appendix Items:

Section V A: Logic Model

Section V B: Case Management Tracking Workbook

Section V C: Request Slips Tracking Workbook

Uniting Pride of Champaign County

Program Overview

Uniting Pride of Champaign County (The UP Center) is an organization whose mission is to create a Champaign County where all who identify as gender and/or sexual minorities can live full, healthy, and vibrant lives. The Youth and Families Division of Uniting Pride is specifically focused on empowering LGBTQIA2S+ youth, their families, and adults who work with youth in professional settings to build community with and better support LGBTQIA2S+ youth. Uniting Pride hosts support groups for youth and parents, community social events, workshops for professional settings such as churches and schools, and connect others to LGBTQIA2S+ resources.

Identifying Goals

The first step in identifying Uniting Pride’s goals was to create a logic model that demonstrated the connections between the program’s desired long-term outcomes, short-term outcomes, and activities they engage in. This process allowed three key goals to emerge:

1. Increase capability to track and measure program effectiveness over time.
2. Streamline data collection for Uniting Pride across all programs (e.g., attendance, demographics).
3. Extend evaluation of LGBTQIA2S+ community needs to Champaign County more broadly

Executing Goals

1. Increase capability to track and measure program effectiveness over time.

Having created a bi-annual youth survey to measure targeted outcomes (e.g., youth empowerment), the team then worked together to pare the survey length down to an optimal length of 15 minutes for completion to reduce the burden of data collection for youth, while also still collecting the outcomes for youth. They then piloted and tested the survey with a sample of youth in the Fall of 2020. The results of this pilot indicated that the survey was not perceived as burdensome, and the survey was able to be completed in approximately 10-15 minutes, including the open-ended responses for youth to provide feedback about the program itself to staff.

Currently, initial rounds of data collection are already underway for FY 2021, which contains a battery of evidence-based measures of sense of belonging, self-worth, self-efficacy, and social support to measure youth empowerment in the context of Uniting Pride’s Talk It Up group. Using Google Forms and linking these survey responses to Google Sheets, the Uniting Pride staff can track the individuals’ responses from these built-in features to report both quantitative and qualitative data from this survey on youth

empowerment. For the Play Group, a shortened version of the Youth Survey was adapted and created to be able to be administered and completed in a paper format.

2. Streamline data collection for Uniting Pride across all programs (e.g., attendance, demographics).

Another of Uniting Pride's short-term outcomes was to utilize their program evaluation tools to streamline data collection for Uniting Pride across all its programming. The team created a uniform system for tracking group attendance and gathered demographic data for participants who engaged in Uniting Pride's services (e.g., Talk itUP, UParent, Queries, Play Group, Trans UP, Aging UP). The survey was also designed to track the sources for which individuals heard of Uniting Pride, and whether this was their first time engaging in Uniting Pride's programming as a groundwork to better assess whether it was pre-teens, adolescents, or caregivers engaging in Uniting Pride's services this year.

Of note, as the COVID-19 global pandemic was still ongoing throughout the year, the team managed to adapt most of its forms of program evaluation to a virtual format using Google Forms and Google Sheets' built-in features. The team then trained all facilitators across its programming to be able to utilize these streamlined systems such that all the data could be formatted and reviewed in the same formats.

3. Extend evaluation of LGBTQIA2S+ community needs to Champaign County more broadly.

During the COVID-19 pandemic, the Uniting Pride team adapted its services to create a climate of inclusion in creative ways (e.g., Uniting Pride offered "Queerantime kits" for those isolating). The organization also adapted its programming to allow for participants to engage in a way that was most comfortable to them. For example, using the Zoom platform allowed for participants experiencing gender dysphoria to hide their faces, change their names, and utilize the chat function. Furthermore, other participants who normally would not be able to access Uniting Pride due to distance were able to engage through the virtual platform, and also engage through forums such as the Discord server and various Facebook groups. For members of the community who may not have been comfortable with virtual platforms, staff members also called them over the phone to allow for service engagement.

Uniting Pride's long-term goal is to make Champaign County a more inclusive and affirming place for LGBTQIA2S+ community members. One way to work towards this goal that the team identified was to extend evaluation of community needs to Champaign County more broadly outside of Uniting Pride's programming, by partnering with local schools and reaching out to more rural areas.

This led to the creation of two climate surveys in partnership with the Urbana School District and with the Interdisciplinary Health Sciences Institute Community Academic Scholars program. The Evaluation Capacity Building team assisted with the connection to school contacts and offered examples of existing school climate surveys that were

subsequently adapted for use for students in the Urbana School District and adult LGBTQIA2S+ individuals in rural areas in the surrounding Champaign County.

Finally, Uniting Pride has also developed and offered numerous trainings for organizations to assist with assessing LGBTQIA2S+ community needs, including pronouns workshops, workplace non-discrimination policies, and thematic coding analysis for research. With the growth that Uniting Pride has seen over the past year, the evaluation work that has been done has prepared Uniting Pride for evaluating new programming that has emerged.

Next Steps and Future Directions

1. Extending evaluation of program effectiveness to adult populations
2. Launching the climate surveys that are in progress (pending IRB approval) and translating them from English to Spanish
3. Use data to inform program improvement.

Appendix Items:

- Section VI A: Uniting Pride Logic Model
- Section VI B: Uniting Pride Youth Survey
- Section VI C: Uniting Pride Play Group Survey
- Section VI D: Uniting Pride UParent Survey
- Section VI E: Uniting Pride Demographic Survey

APPENDICES FOR SECTION I thru SECTION VI

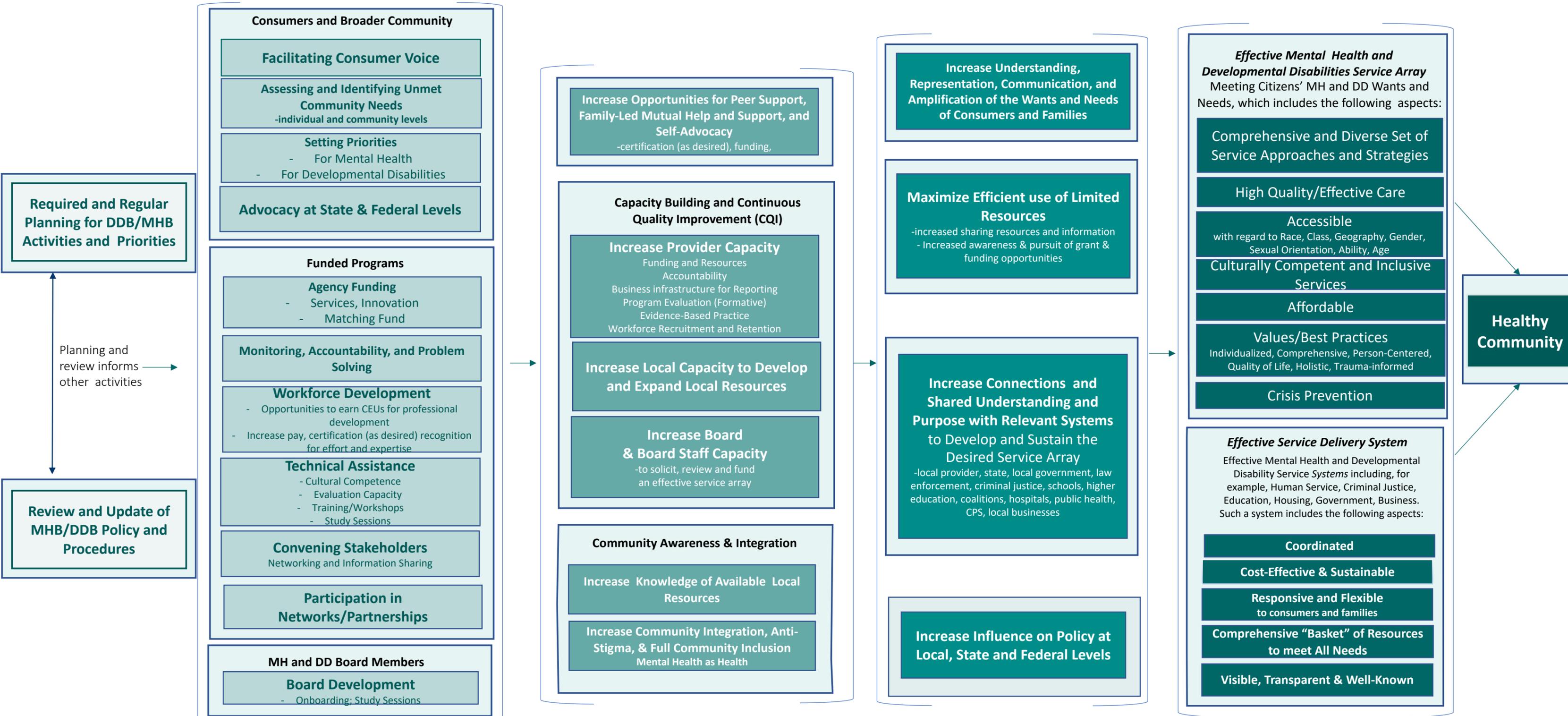
APPENDICES FOR SECTION I

Purpose: To deploy county tax dollars to promote health and wellbeing in the community, including through a) the promotion of a local system of services for the prevention and treatment of mental or emotional, intellectual or developmental, and substance use disorders, and b) the advancement of a local system of programs and services for the treatment of people with intellectual and/or developmental disabilities, in accordance with the assessed priorities of the citizens of Champaign County.

Activities

Intermediary or Shorter-Term Outcomes

Longer-Term Outcomes

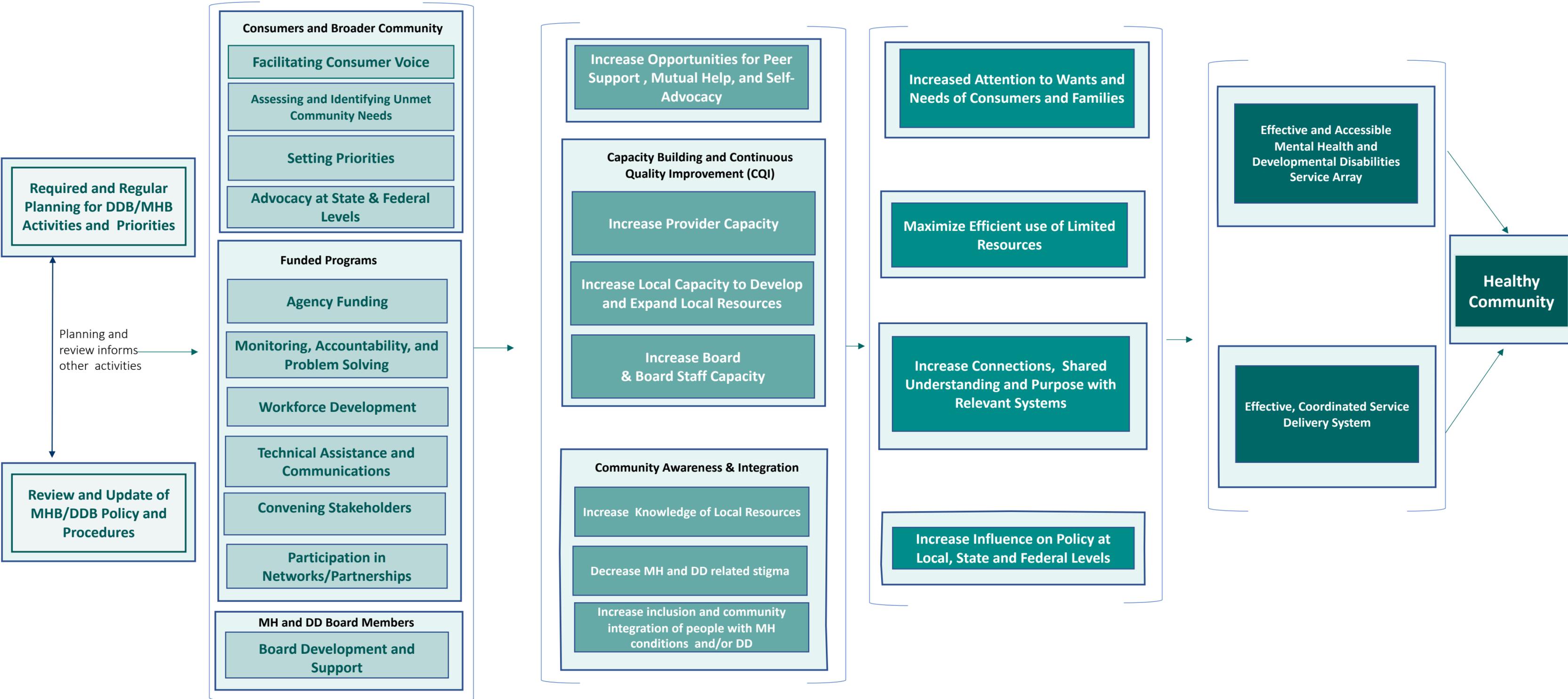


Purpose: To deploy county tax dollars to promote health and wellbeing in the community, including through a) the promotion of a local system of services for the prevention and treatment of mental or emotional, intellectual or developmental, and substance use disorders, and b) the advancement of a local system of programs and services for the treatment of people with intellectual and/or developmental disabilities, in accordance with the assessed priorities of the citizens of Champaign County.

Activities

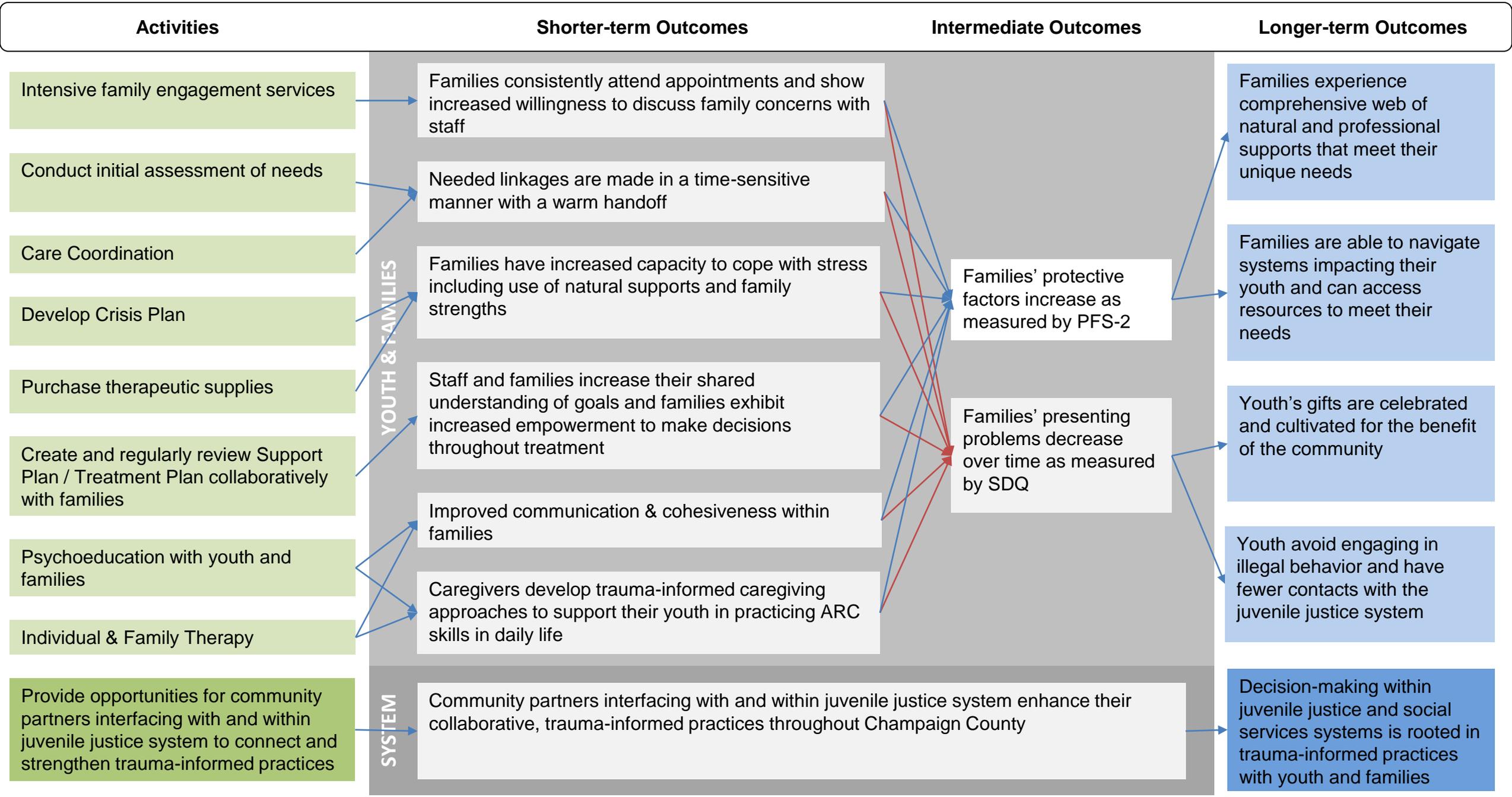
Intermediary or Shorter-Term Outcomes

Longer-Term Outcomes



APPENDICES FOR SECTION II

Cunningham Children’s Home — Families Stronger Together (FST) Program

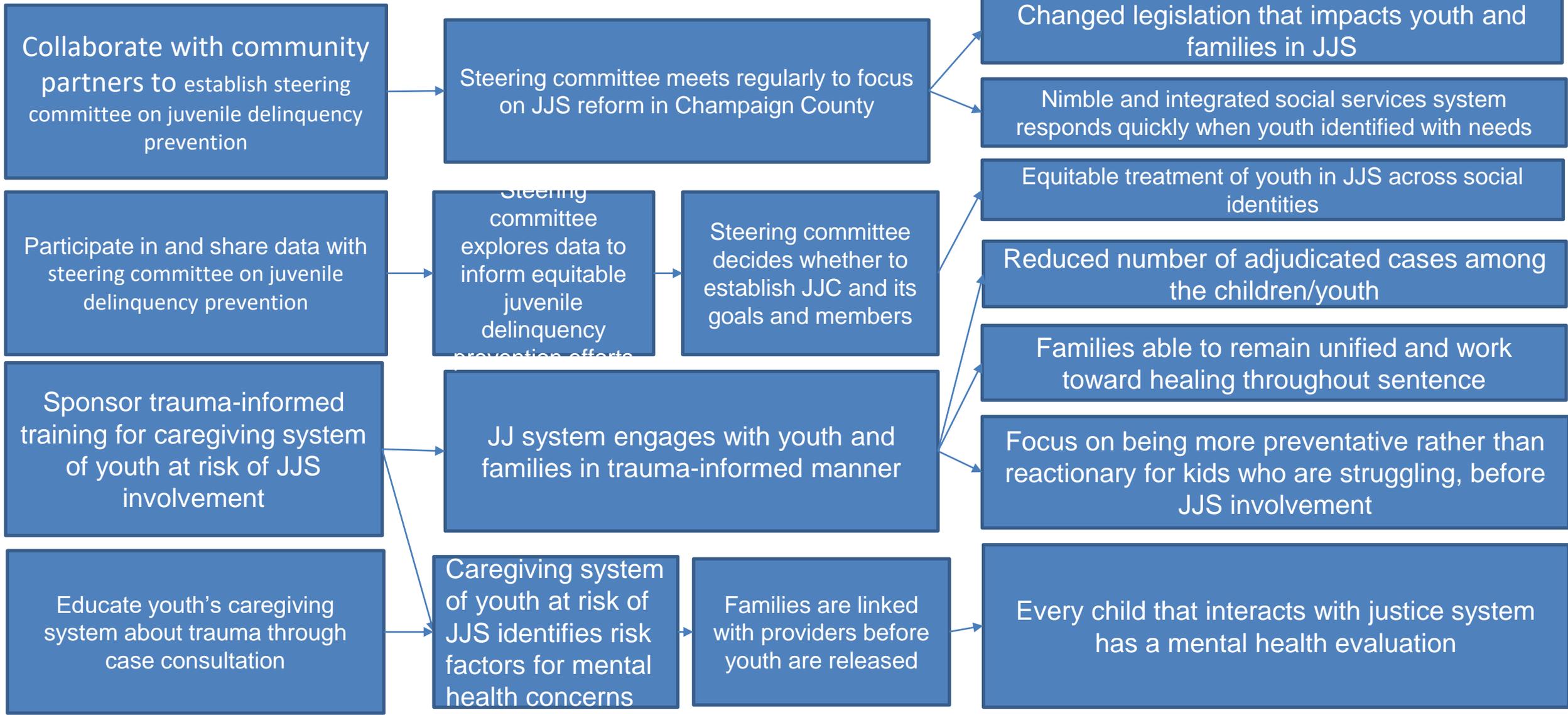


Problem Definition: Child and family services are siloed, and justice system interventions tend to be reactionary and rely on legal approaches that could benefit from being more trauma-informed.

Activities

Shorter-Term

Longer-Term



ARC Training Post-Evaluation

Help us help our youth and our juvenile justice system!

The following questions ask for your input on the ARC training and for our next steps as a community to support youth and families.

We had attendees from numerous settings across our county, and a few from outside. We would like to know about your priorities and needs to help us inform future initiatives and coalition building. Findings will be shared anonymously, in aggregate with the community and with the Champaign County Mental Health Board.

As a thank you for your time, we'll randomly select two responders to receive a gift card! To enter the drawing, you'll have the option to share your email address at the start of the survey.

Thank you for your time and for all that you do for youth and families in our community!

*** Required**

Raffle Drawing for completing the survey!

For fully completing this survey/evaluation, you may opt in to be entered into a drawing for a gift certificate prize (two winning participants)!

1. Would you like to enter your name in the drawing? *

Mark only one oval.

Yes

No *Skip to question 3*

2. If yes, please enter your email address for the drawing.

Quality of Training

3. Please rate the overall quality of this training *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The presenter had exceptional knowledge of the subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presentation was easy to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the training relevant to my area of practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training adequately addressed issues related to cultural and ethnic differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be able to incorporate material into my practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Overall, how much did you learn as a result of this training? *

Mark only one oval.

	1	2	3	4	5	
Very little	<input type="radio"/>	A great deal				

- 5. What did you find most helpful about this training? May include content, format, or other aspect of presentation.

- 6. What did you find least helpful about this training? What would have increased this training's effectiveness?

Day 1 (Tues, 5/11)

7. [Day 1] As a result of this training, *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I have a better understanding of trauma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to understand the extent of the problem as it relates to trauma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a better understanding of how trauma impacts youth, families and systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am better able to recognize triggers of children who have experienced trauma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to understand how the survival response is activated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The breakout activities were helpful in understanding the material'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Day 2 (Wed, 5/12)

8. [Day 2] As a result of this training, *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I can better understand what comprises a trauma-informed caregiving system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable using engagement strategies in practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable providing trauma psycho-education in my practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I better understand the importance of routines and rhythms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I better understand the use of regulation strategies in practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Input on Next Steps and Community Resource considerations with our Juvenile Justice System

9. Identify at least two things in our juvenile justice system that are currently being done well or going in the right direction? *

10. With our juvenile justice system, identify at least 3 things we need to change, add or improve? *

Check all that apply.

- Have Juvenile Justice Council
- Have a Peer Court
- Have more youth programming and leadership programs
- Have more services for families
- Have more diversionary programs
- Increase available resources
- Increase knowledge of existing resources
- Increase access to existing resources
- Have a better understanding of how trauma impacts youth

Other: _____

11. Do you think we need a Juvenile Justice Council? *

Mark only one oval.

- Yes
- No

12. Please provide the reason(s) for your answer (yes or no) to the previous question about a Juvenile Justice Council.

- 13. Are you able to find and access community resources necessary to support families who have a youth close to or involved in the juvenile justice system? *

Mark only one oval.

- Yes
- No

- 14. Provide additional information about your answer (yes or no) to the previous question related to finding and accessing community supports.

- 15. Please provide anything else you would like to share related to our juvenile justice system?

Optional Comment

16. Please provide any additional comments and suggestions.

For Continuing
Education Units
(CEUs) Only

If you are requesting CEUs, please answer "YES" and provide your name and information. If no CEUs are needed, please answer "NO" and proceed to submit your evaluation.

17. Are you requesting CEUs? *

Mark only one oval.

Yes

No

Skip to question 18

CEUs needed continue

18. Name *

19. Primary Email *

20. I confirm that I attended 3 hours of training on both days (May 11 and 12, 2021) of the training. *

Mark only one oval.

Yes

No

21. Licensure (Select One) *

Mark only one oval.

Psychologist

Licensed Clinical Social Worker (LCSW)

Licensed Mental Health Counselor

Licensed Clinical Professional Counselor (LCPC)

Other: _____

22. Provide your Professional License number: *

This content is neither created nor endorsed by Google.

Google Forms

**ARC Training by Dr. Blaustein
Training Assessment and Juvenile Justice System Evaluation
May 11-12, 2021**

REGISTRATION DATA

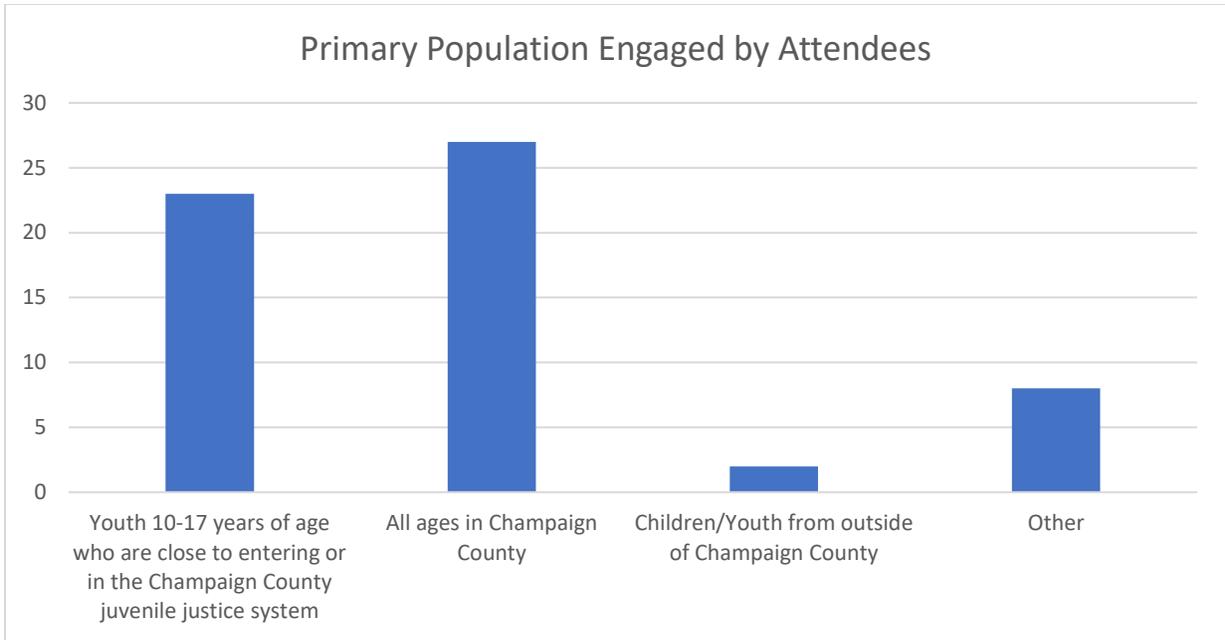
Organizations Represented by Attendees

Organization	Count
CCH FST	6
CCH HopeSprings	6
Don Moyer Boys and Girls Club	6
Champaign County Regional Planning Commission	4
Circle Academy	4
Cunningham Childrens Home	4
Housing Authority of Champaign County, YouthBuild	4
CASA	3
College/University	3
Rantoul Police Dept	3
Rantoul Schools	3
Urbana Schools	3
CCMHB/DDB	2
Courage Connection	2
Other schools in Champaign county (Centennial, READY)	2
Parent	2
Rosecrance	2
Trauma & Resilience Initiative, Inc (CU TRI)	2
Community Choices	1
Court Services	1
East Central Illinois Youth for Christ	1
Ft.Sooy Foundation	1
Illinois Association of Juvenile Justice	1
YFPSA	1

Primary Population Engaged by Attendees

Population	Count
Youth 10-17 years of age who are close to entering or in the Champaign County juvenile justice system	23
All ages in Champaign County	27
Children/Youth from outside of Champaign County	2
Other	8

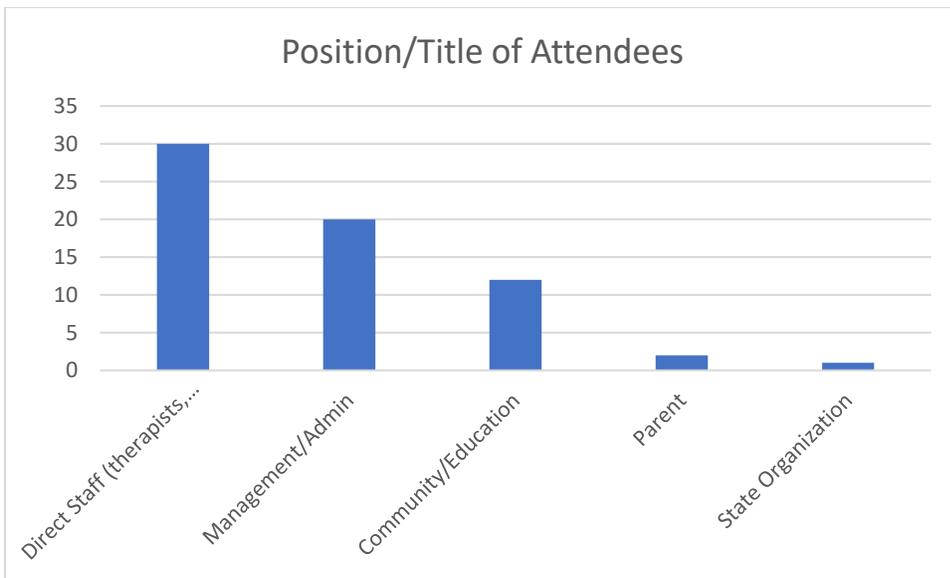
**ARC Training by Dr. Blaustein
Training Assessment and Juvenile Justice System Evaluation
May 11-12, 2021**



Position or Title of Attendees

Position

Direct Staff (therapists, social workers, case managers, SROs, police)	30
Management/Admin	20
Community/Education	12
Parent	2
State Organization	1



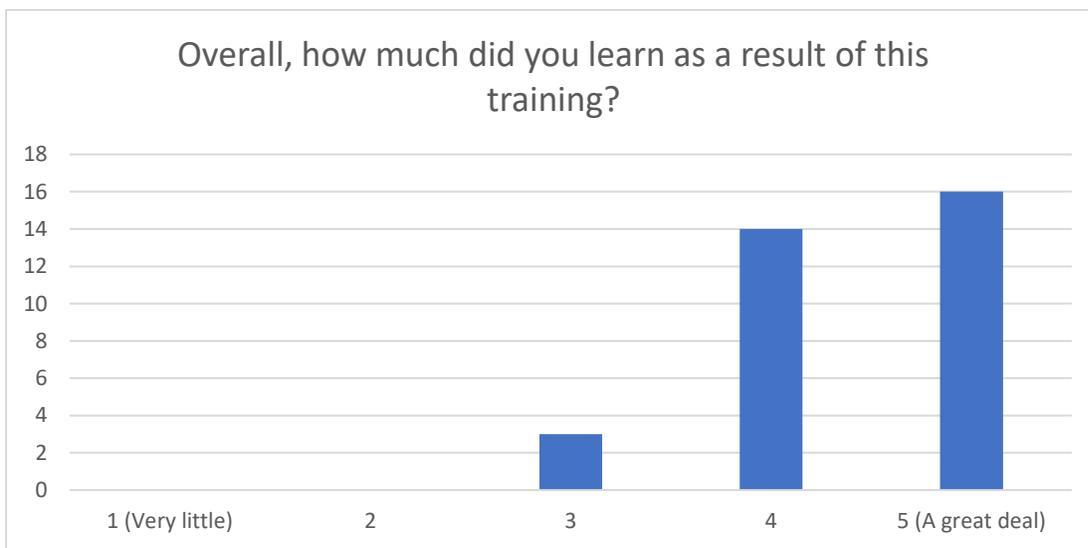
**ARC Training by Dr. Blaustein
Training Assessment and Juvenile Justice System Evaluation
May 11-12, 2021**

TRAINING ASSESSMENT

Overall Training Quality

Overall, how much did you learn as a result of this training?

1 (Very little)	0
2	0
3	3
4	14
5 (A great deal)	16
Mean	4.39



Please provide any additional comments and suggestions.

The training was great!!!! I will be buying a copy of Dr. Blaustein's book for my personal collection of resources. The relevance of the information is just that important in any aspect of life.

This was a valuable training and it was wonderful to see so many different agencies seeking this information and sharing what they are already doing!

It was a great training

I love the ARC trainings on Trauma and I have attended several at the different conferences.

It was a good training. Thanks for providing it and expanding your services to include members of the community.

Having this information in the way it was presented is very valuable. It brings to our mind's forefront that we need to be aware of why youth are reacting to stress the way they do and that their response system is limited in ways they are able to react. It is imperative that we keep in mind ways to be proactive in the community and the juvenile justice system to continually advocate for better practices.

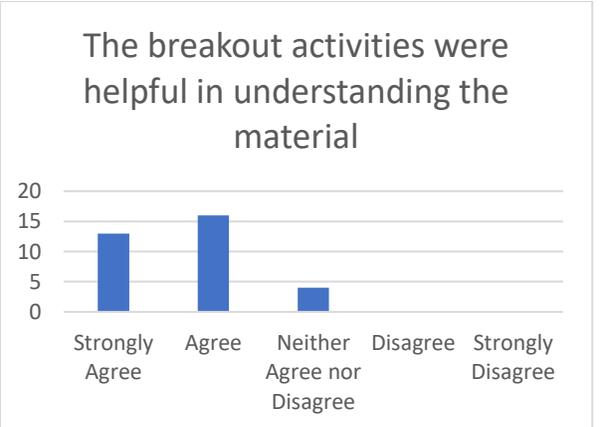
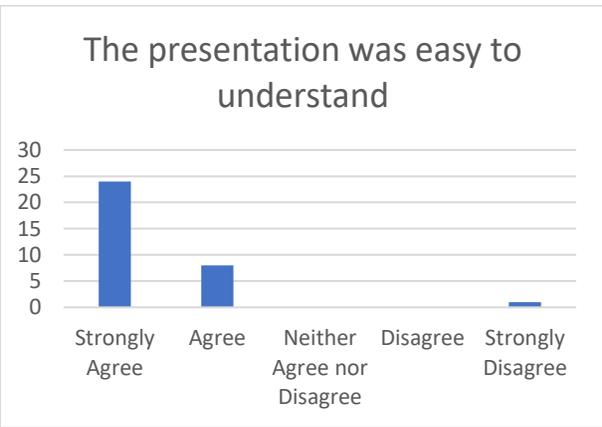
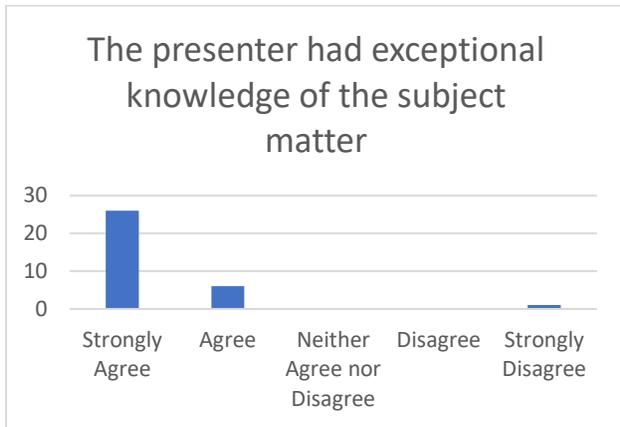
We need more trainings like this!

it was a great training! Thank you so much

I really enjoyed this training.

ARC Training by Dr. Blaustein
Training Assessment and Juvenile Justice System Evaluation
May 11-12, 2021

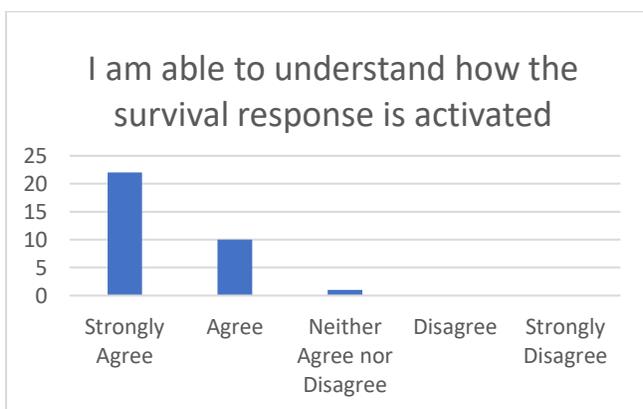
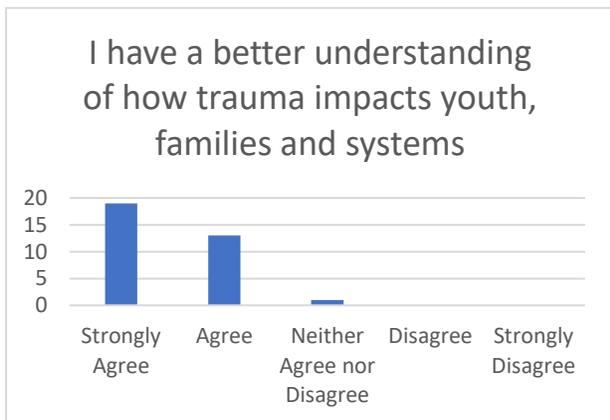
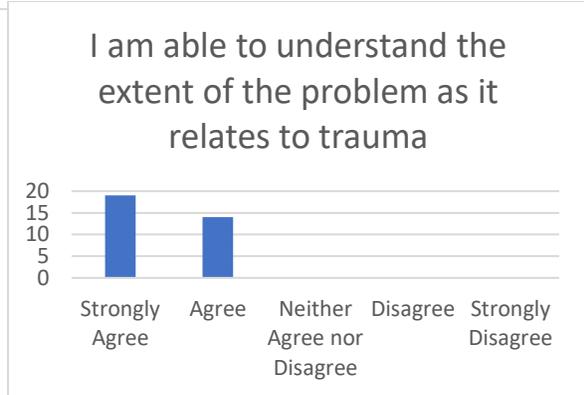
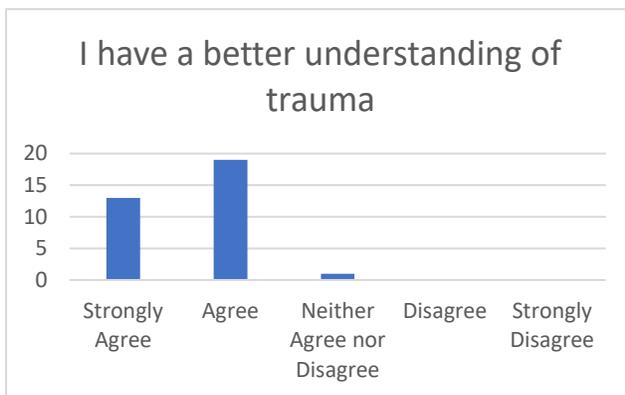
	The presenter had exceptional knowledge of the subject matter	The presentation was easy to understand	I found the training relevant to my area of practice	The training adequately addressed issues related to cultural and ethnic differences	I will be able to incorporate material into my practice
Strongly Agree	26	24	23	19	22
Agree	6	8	9	13	10
Neither Agree nor Disagree	0	0	0	0	0
Disagree	0	0	0	0	0
Strongly Disagree	1	1	1	1	1



ARC Training by Dr. Blaustein
Training Assessment and Juvenile Justice System Evaluation
May 11-12, 2021

Day 1 Training (“As a result of this training, I...”)

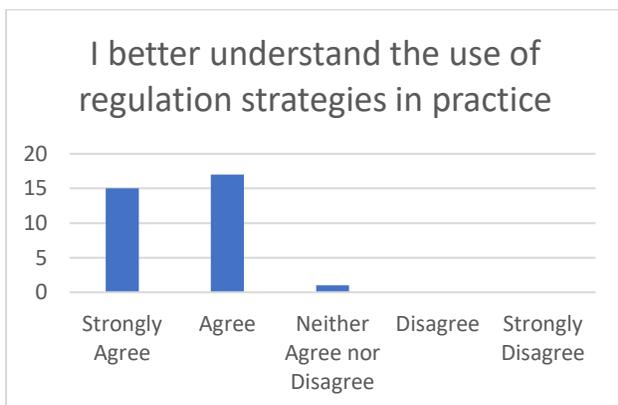
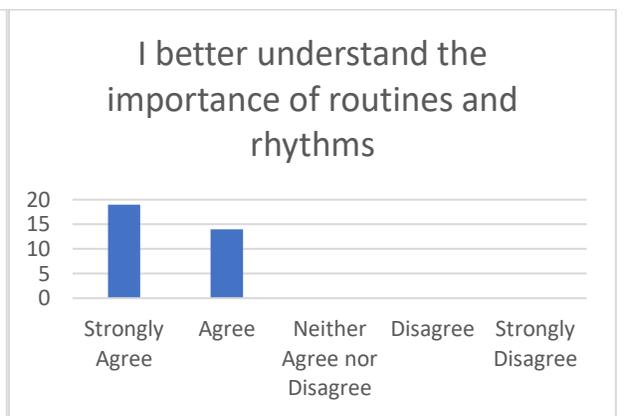
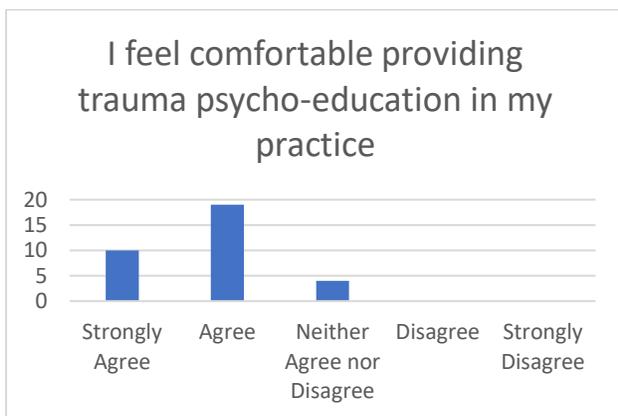
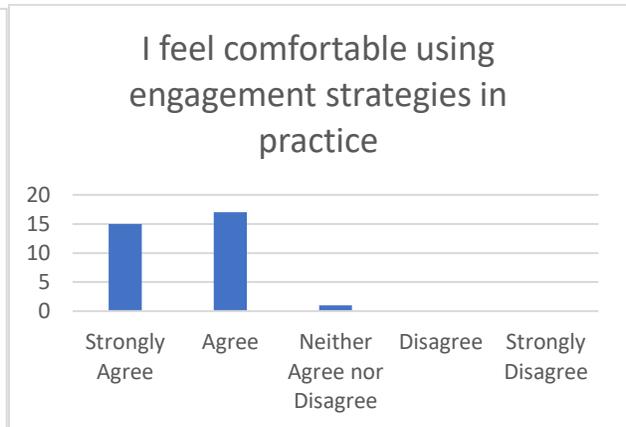
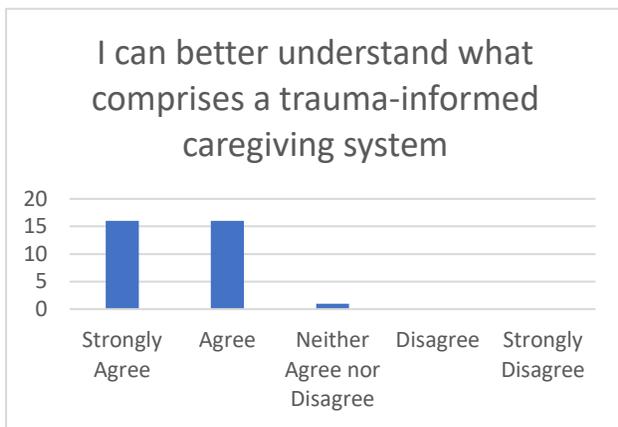
	I have a better understanding of trauma	I am able to understand the extent of the problem as it relates to trauma	I have a better understanding of how trauma impacts youth, families and systems	I am better able to recognize triggers of children who have experienced trauma	I am able to understand how the survival response is activated
Strongly Agree	13	19	19	18	22
Agree	19	14	13	14	10
Neither Agree nor Disagree	1	0	1	1	1
Disagree	0	0	0	0	0
Strongly Disagree	0	0	0	0	0



ARC Training by Dr. Blaustein
Training Assessment and Juvenile Justice System Evaluation
May 11-12, 2021

Day 2 Training (“As a result of this training...”)

	I can better understand what comprises a trauma-informed caregiving system	I feel comfortable using engagement strategies in practice	I feel comfortable providing trauma psycho-education in my practice	I better understand the importance of routines and rhythms	I better understand the use of regulation strategies in practice
Strongly Agree	16	15	10	19	15
Agree	16	17	19	14	17
Neither Agree nor Disagree	1	1	4	0	1
Disagree	0	0	0	0	0
Strongly Disagree	0	0	0	0	0



ARC Training by Dr. Blaustein
Training Assessment and Juvenile Justice System Evaluation
May 11-12, 2021

What did you find most helpful about this training? May include content, format, or other aspect of presentation.

Content

Helpful/valuable/abundant information, not redundant
New creative ideas to try
Solid foundation for intervention
Focus on attachment
Foundations for growth
Trauma impact on brain
Informative about trauma-informed system of care
Nested stress/support across levels
Check in
Understanding & validating how behavior "makes sense"
Broad applicability across community roles

Presentation Style

Instructor open to questions/feedback
Polls/break-outs
Visuals/relatable stories/videos
Slides/handouts prior to training
Presentation well thought out
Examples/case studies/videos
Anyone could understand; lay language
2-day format; helpful to break up topics
Pacing & sensitivity of instructor
Presenter engaging/knowledgeable
Collaborating with range of community members

Quotes

"I have received an abundance of trauma training, and I still found her information to be helpful and valuable. "

"I just found the content to be very over-arching in that it applies to so many of us in different jobs across the community."

"I loved the fact that she spoke in laymen's terms which anyone could understand and get the message she was presenting. She gave great visuals and relatable stories and videos, which tend to help all types of learners. She was open to questions and feedback. The break out rooms were great too. It gave an opportunity for individuals who work with different agencies a chance to share ideas, stories, and experiences. So glad and appreciative I was asked to attend."

"It gave an opportunity for individuals who work with different agencies a chance to share ideas, stories, and experiences"

"The perspective shifts and use of responses to acknowledge that behavior "makes sense" for what an individual has experience."

"Helpful across settings"

"We survive by learning signs of stress but there are only a few responses to danger. This is imperative to helping children recognize survival strengths and to help them build ways they can build coping skills for positive outcomes. Also helpful to analyze the situation with the girl in the RTC scenario who became out of control and the response of the tech who was responding."

"The teaching of "nesting" of child, caregiver, provider, system was of great value to me."

"I liked the 2 day, 2 topic format - especially through zoom. Having a full day would have been too much. A break allowed my brain to process that day's information and reset for the next day."

ARC Training by Dr. Blaustein
Training Assessment and Juvenile Justice System Evaluation
May 11-12, 2021

What did you find least helpful about this training? What would have increased this training's effectiveness?

Theme

- Nothing; training/presenter was great!
- Being in person
- More visually stimulating presentation materials
- Being able to attend without interruption
- It would have been valuable to spend more time on the last area of the training - the application of the material.
- Lot of info presented in short time ("but really, it was great!")
- More community discussion & collaboration
- More time on not pathologizing trauma
- Chat was scattered sometimes. More targeted questions for participant insight might help
- Would've been helpful to stay with same breakout group

Quotes

- "Nothing. I thought that it was very helpful and appreciated it being spread out over two days. "
 - "Unfortunately, my participation was interrupted due to having to respond to crisis within the building. Being able to attend a training without interruption would have increased effectiveness. "
 - "I think it was all helpful information and a great presentation "
 - "Having more time for discussion and more opportunities for collaboration"
 - "I would have liked more time on how to not pathologize the Trauma that is experienced by a person. "
 - "The scattered nature of answers in chat sometimes detracted from the focus. Targeted questions for participant insight might improve flow and cohesiveness of conversation."
 - "I think the breakout rooms being consistent for such a short training would allow for more meaningful conversations throughout."
 - "I really enjoyed this training. I feel like it was informational because the trainer was personable and relatable. We could ask any questions and receive a response and further explanation if needed. It was SO NICE to see so many people from different positions all come together. "
-

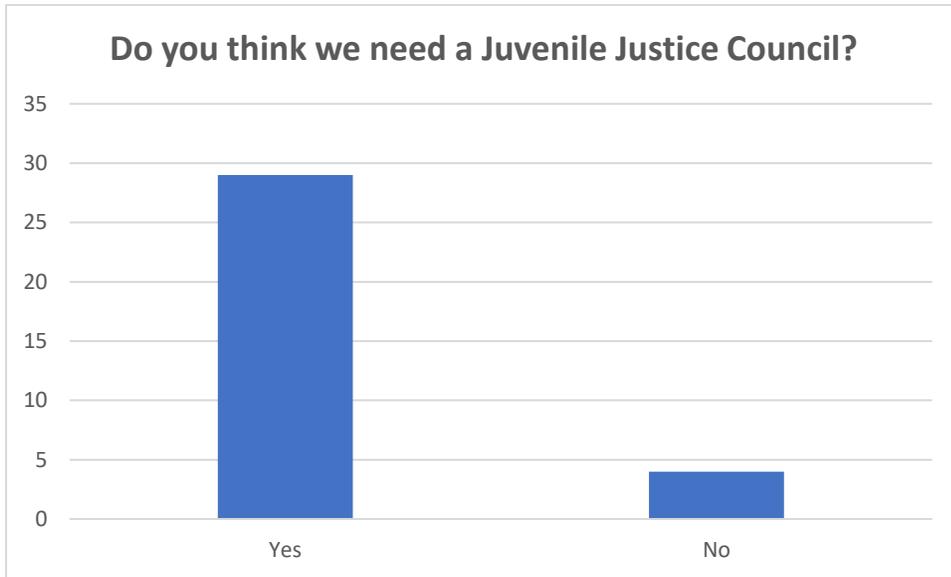
**ARC Training by Dr. Blaustein
Training Assessment and Juvenile Justice System Evaluation
May 11-12, 2021**

JUVENILE JUSTICE SYSTEM EVALUATION

Juvenile Justice Council

Do you think we need a Juvenile Justice Council?

Yes	29
No	4



Please provide the reason(s) for your answer (yes or no) to the previous question about a Juvenile Justice Council.

Reasons for JJC:

- We need an infrastructure that allows those with formal and informal power to consider the impact at a youth, family and system's level of impacts.
- Outside checks and balances can work to prevent the overall damage of an incredibly inequitable and racist system
- It is imperative to delving into the root cause of what we are seeing
- From what I've read, a JJC could improve the effectiveness of local juvenile justice systems, reduce unnecessary juvenile justice system involvement and/or analyze and reduce Racial and Ethnic Disparities (R.E.D.) in the system.
- I think it would help providers and participants better understand what services exist and evaluate their effectiveness.
- As someone who has worked in community mental health, behavioral health inpatient, and the school setting, I think any time a program can help facilitate communication and cooperation among agencies to wraparound families it is a positive asset to the community.
- This would help discern impact of trauma and best services to be provided - preventative and current
- Far too many young people get caught in the school to prison pipeline--we need to interrupt that
- It could be extremely beneficial, especially since we have had an increase in youth committing violent acts in the area in recent years. It seems as though the perpetrators of gun violence, specifically, are younger and younger. They seem to be unaffected by the consequences of their actions (i.e. jail time, killing or injuring another individual, causing stress and strain on their family systems and schools, etc.) or lack of consistent consequences, resources, and other supports that maybe could have helped them to make better decisions.
- I don't think this topic was discussed enough, full concept and logistics, in this particular setting for me to answer affirmatively.
- To reduce racial and ethnic disparities.

ARC Training by Dr. Blaustein
Training Assessment and Juvenile Justice System Evaluation
May 11-12, 2021

- I think that it helps people see and observe things in away that will hopefully be more preventative
- It would be helpful just like the Council for homeless people.
- Fairly recent increase in number of offenses and punitive responses to youth who would benefit more from other programs rather than incarceration.
- Children, especially those impacted by complex trauma need strong advocates.
- It is a tool for our toolbox. It provides for interagency assessment of the juvenile justice system and can more readily utilize existing resources in the community. It helps to serve youth and their families in the community.
- Everything that is beneficial to the youth is necessary and to strengthen the system.
- I think a Juvenile Justice Council will help improve the effectiveness of the juvenile justice system in Champaign County.
- If there was a Juvenile Justice Council, there would be more community involvement in the outcome of the youth.
- I support a Juvenile Justice Council to help to ameliorate the tendency for services to be siloed in our community. A Juvenile Justice Council could support the nesting approach to addressing trauma by strengthening the system that supports the provider, that supports the caregiver, that supports the child.
- Champaign County has very limited resources
- More resources and study needed to increase effectiveness of the system
- A Juvenile Justice Council will provide important community support and feedback to the local JJ system stakeholders. Help keep tabs on the pulse of the community.
- Alleviate the justice system

Reasons against JJC:

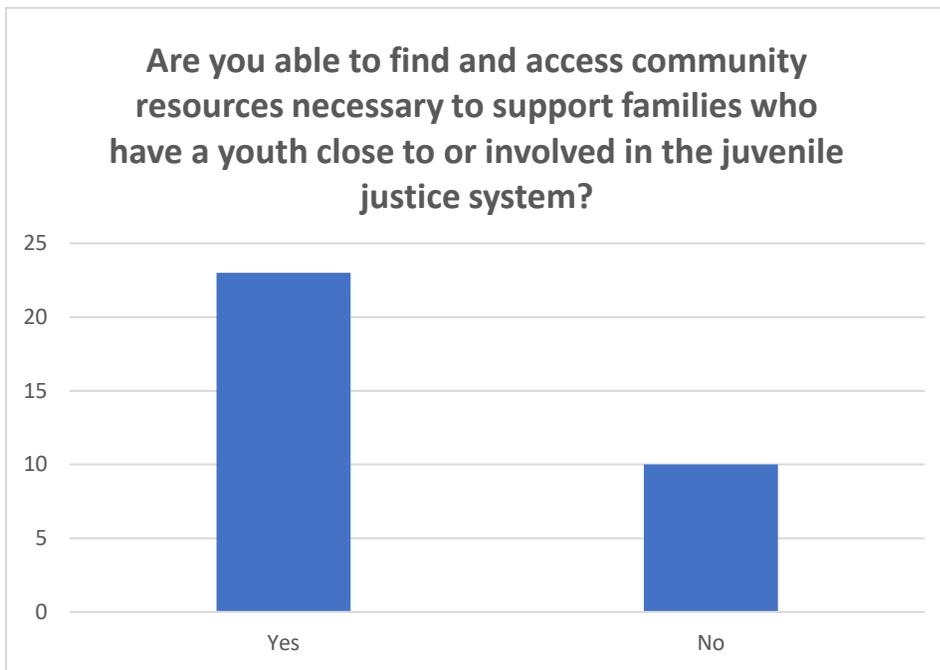
- I believe if the systems that currently works with a family puts more emphasis on coordination and communication, the services that are available would be for impactful and effective. The leadership of the organizations would put additional support for what the family needs there would not be a need for a Justice Council.
-

**ARC Training by Dr. Blaustein
Training Assessment and Juvenile Justice System Evaluation
May 11-12, 2021**

Accessing Resources

Are you able to find and access community resources necessary to support families who have a youth close to or involved in the juvenile justice system?

Yes	23
No	10



Provide additional information about your answer (yes or no) to the previous question related to finding and accessing community supports.

- There are services, but it is not coordinated. We need a hub to help link youth/families to those services as well as a warm hand-off to help build trust/engagement.
- The READY Program, DREEAM, etc.
- I think I would be able to find community resources however I do not know what they are off the top of my head and don't know what all is available and useful to those in our community.
- I would reach out to colleagues who work in these settings and/or do research/
- I live in a resource rich community and it is still not enough
- It is often difficult to find something that adequately addresses the needs of the youth and their family without there being some barrier (i.e. availability of community resources, willingness to be involved, trust, lack of trust in the system and process, etc.
- Our community has the available resources; however they are limited or have long waitlists.
- I have not had to look for supports yet, but have looked for outside supports for parents who have youth who have been struggling and it has been hard.
- I am familiar with all the resources mostly and can help families access those services.
- I feel connected to the services in Champaign County and willing to go places I don't normally go.
- I go straight to the internet to look up resources.
- To a limited extent, there are many community resources but these services have not been available enough or accessible during COVID, especially without the help of agency referrals.
- I can find what I need, but it is difficult and you have to go to several different sources. In the specific town I work in, there are few resources and we are dependent upon nearby cities.

ARC Training by Dr. Blaustein
Training Assessment and Juvenile Justice System Evaluation
May 11-12, 2021

Not all families in this community have access to transportation or internet to gain access to resources in neighboring communities. There is minimal mental health support.

- The Champaign County Family Advocacy Center and CASA are resources to help with families involved in the juvenile justice system.
- I know about the Youth Assessment Center, but not much else.
- By being involved in a number of Agencies/Organizations whose goal is to improve the lives of families.
- This is a yes and no questions- there are some supports out there but they aren't always beneficial or doesn't accept certain insurances, family cant get to them, etc. So they are there, but not always accessible.
- Resources are very low in our county
- Not enough people with the sensitivity to work with youth from the non dominant groups

Identify at least two things in our juvenile justice system that are currently being done well or going in the right direction?

Themes

- | | |
|---|--|
| <ul style="list-style-type: none">• JJC• Breadth of interest from many levels of community• Restorative justice• Diversionary programs• Decriminalization of truancy• Privatization of prisons/JDCs• Communication• Trauma-informed lens and counseling• Unsure | <ul style="list-style-type: none">• Focus on rehab/nonrecidivism over punishment• Reduced arrests• YAC• Community engagement/collaboration• Safety of offender while in custody• FST• Service-to-community; referrals based on community programming• Evidence-based practices• Peer court |
|---|--|

Full Responses:

- The Coalition as a conduit with the community. The breadth of interest from many levels of the community.
- Restorative Justice and Diversion Programs
- Decriminalization of truancy, movement away from privatization of prisons/JDC's
- Communication, community engagement
- I don't know that I can accurately identify what our JJS is doing well. I've just recently come back to this community so I'm not as well aware but would like to learn more about what the JJS is doing as it definitely affects the population that I serve.
- collaborative work, desire to help kids succeed
- Using a trauma informed lens when interacting with and addressing the youth is going in the right direction when it comes to changing the long term outcomes and reducing recidivism. Knowing that unaddressed trauma responses result in conduct related behaviors can help the system and society to get to the root of the problem.
- I am unsure of what is going well
- Making it about rehabilitation rather than punishment, number of arrests have dropped
- I'm not sure
- This may be sad to say, but other than the Youth Assessment Center, I am unsure about what programs we truly have in this area that are functioning solely to help the juveniles in the area
- our overall system has placed an emphasis on being trauma informed and youth have access to trauma informed counseling in our area
- One of the things that the juvenile justice system is doing well is that they are attending and learning about being trauma informed practices. The other thing that they are doing well is connecting with community based programs to help youth.

**ARC Training by Dr. Blaustein
Training Assessment and Juvenile Justice System Evaluation
May 11-12, 2021**

- The point system, and listening to the community
- Not sure
- We are now understanding that actions of youth are not always associated with moral values but actual brain development.
- They are trying to utilize more supports for the families.
- Allowing school work packets during COVID to continue routine of education. Allowing mental health workers to continue to interact and support those youth who have been detained.
- People are beginning to have an awareness of why children end up in the system and are realizing the impact that trauma has on youth
- Diversionary services and lots of services and agencies working with our youth.
- "1) the juvenile justice system is beginning to take into account that children are a product of their environment and that the stress they experience is accumulated in layers, resulting in behavior that the child does not know how to control; in other words, how layers of trauma affect children is now being considered.
- 2) increased knowledge of trauma treatment is being utilized more in counseling"
- Ensuring the safety of offenders while in secure care, to also provide necessary programming to address the special needs of the offender population.
- Involvement of the family/caregiver system and
- Hopefully the FST program! Other than that, I'm still learning
- Service-to-Community
- "The public defender and assistant state's attorney's offices have been making referrals to community based programming.
- The Youth Assessment Center has been making strong referrals for services for youth as well."
- I can't list anything. the
- 1.recongizing past trauma experiences that have formed the youth to become who they are.
- I'm not sure of an answer to this question.
- Moving towards evidenced based practice of trauma informed care, increasing wrap around support
- early intervention, peer court
- Recent interactions with the JJ system have led me to believe things are not heading in the right direction.
- Services to parents(although not enough)

With our juvenile justice system, identify at least 3 things we need to change, add or improve?

Priority	Responses
More services for families	23
More youth programming/leadership	21
Increase knowledge of existing resources	18
Increase access to existing resources	17
Better understanding of how trauma impacts youth	16
Increase available resources	15
Have a Juvenile Justice Council	12
More diversionary programs	9
Have a Peer Court	6
[Other] Changes in policies and practices to keep our youth in our community and not sent to correctional facilities	1

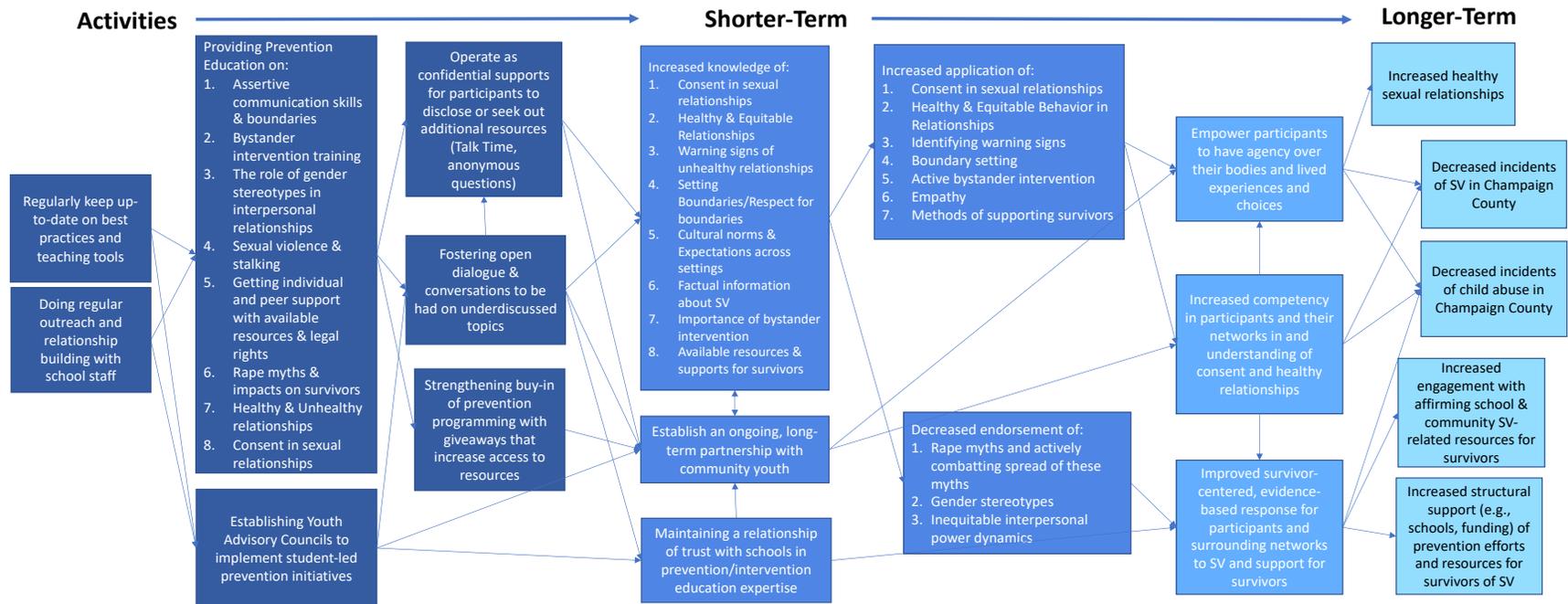
ARC Training by Dr. Blaustein
Training Assessment and Juvenile Justice System Evaluation
May 11-12, 2021

Please provide anything else you would like to share related to our juvenile justice system?

- Get juvenile judges and states attorney's office more involved.
 - It is not necessarily fulfilling the obligations it was designed to do
 - There are often programs and resources that could be helpful for youth and the families to work as preventative measures that are not consistently long term, usually due to lack of proper funding and ability to retain qualified and invested staff members. Many times the staff of these different programs get weary of lack of support from administration at the various agencies, low pay, not enough staffing during shifts, no support when burnout is evident.
 - It is imperative we assist our youth so they can grow to be adults with families that do not involve the juvenile justice system
 - I am glad they are participating in the trauma informed training
 - It's an old system that needs reform.
 - I would like to see more restorative options for youth that are on a path of entering into the Juvenile Justice System.
 - We need to provide more services for youth ages 13-18.
 - Curiosity and trauma lens when considering factors that lead to youth engaging in criminal activities would go a long way to improving current intervention strategies.
 - There are many youth in foster care who end up in juvenile justice system due to little or no support system. Finding and implementing that support system can mean a future for these children that they have never experienced or dreamed they could experience.
 - There needs to be rehabilitation, ACTUAL rehabilitation, for the youth in care as well as the families. Wrap around services for youth and parent (s) once the child has been released.
 - More use of restorative approaches
-

APPENDICES FOR SECTION III

PROBLEM DEFINITION: TO SEE AND CREATE A CULTURAL SHIFT ABOUT NORMS AND ATTITUDES THAT UPHOLD SEXUAL VIOLENCE (SV) IN CHAMPAIGN COUNTY



6th Grade

1. People can have different boundaries with different people.
 - a. **True**
 - b. False
 - c. Not Sure
2. If you post about a friend on a private social media account that they don't follow, they'll never see the post.
 - a. True
 - b. **False**
 - c. Not Sure
3. If someone hugged you once, it **doesn't** necessarily mean you can hug them anytime.
 - a. **True**
 - b. False
 - c. Not Sure
4. It is unhealthy for people you date to ask to look through your phone so they can monitor who you're talking to.
 - a. **True**
 - b. False
 - c. Not Sure
5. What is the **most** important thing in determining if your boundary have been crossed?
 - a. **If you feel uncomfortable**
 - b. If it's against your parents' rules
 - c. If it's illegal
 - d. What your friends think about it
6. Read the following scenario and choose the response you would be most likely to use: You overhear two classmates telling a younger boy that wearing nail polish makes him girly. **(b, c, and e are all correct choices)**
 - a. Tell the younger boy that he should probably stop wearing nail polish so he doesn't get made fun of again.
 - b. **Tell the younger boy that nail polish is for everyone and you think it looks cool.**
 - c. **Tell the classmates that nail polish is for everyone and they should let the boy express himself how he wants.**
 - d. Tell the younger boy that he shouldn't wear nail polish because boys shouldn't wear nail polish.
 - e. **Tell a trusted teacher what happened.**

7th Grade

1. All healthy relationships have communication, equality, and respect.
 - a. **True**
 - b. False
 - c. Not Sure
2. Sexual comments cannot be sexual harassment if someone is just joking.
 - a. True
 - b. **False**
 - c. Not Sure
3. Ignoring someone is a healthy way to let them know you are upset.
 - a. True
 - b. **False**
 - c. Not Sure
4. Talking about what you need and want in a relationship is very important.
 - a. **True**
 - b. False
 - c. Not Sure
5. It is unhealthy for people you date to ask to look through your phone so they can monitor who you're talking to.
 - a. **True**
 - b. False
 - c. Not Sure
6. What is the most important thing in determining if something is sexual harassment?
 - a. If it happened more than once
 - b. If someone was physically hurt
 - c. **If the person being harassed feels like it is an unwanted sexual interaction**
 - d. If the person who did it was a boy or a girl

8th Grade

1. A lot of people who say they were raped are lying.
 - a. True
 - b. False**
 - c. Not Sure
2. If someone uses violence in a relationship, but then apologizes, the violence is **unlikely** to happen again.
 - a. True
 - b. False**
 - c. Not Sure
3. If someone wants to have sex, it's their responsibility to get consent.
 - a. True**
 - b. False
 - c. Not Sure
4. Abusive relationships happen because one person decides to use violent behavior to control the way the other person thinks, acts, and feels.
 - a. True**
 - b. False
 - c. Not Sure
5. Sexual assault happens because...
 - a. one person can't control their sexual desire and gets carried away
 - b. one person decides they are entitled to sex without consent**
 - c. one person wasn't clear enough that they didn't want sex
 - d. one or both people drank too much
6. Which of the following describes consent? **choose all that apply**
 - a. Asking someone over and over again for sex until they give in
 - b. Asking for a kiss and respecting the other person's answer**
 - c. Assuming you can have sex with someone because they haven't said no
 - d. Looking for someone's active, enthusiastic participation in an activity**
 - e. Kissing someone who is "black out" drunk
7. If your friend told you they were sexually assaulted, which of the following responses do you think would be helpful? **choose all that apply**
 - a. Ask them a lot of questions about the assault so you can make sure they're telling the truth.
 - b. Tell them they need to report the assault to the police.
 - c. Tell them you believe them and that what happened to them was not their fault.**
 - d. Tell them that next time they should drink less and dress more modestly to keep themselves safe.
 - e. Tell them about resources in your school or community that could help them and offer to go with them.**

9th Grade

1. A lot of people who say they were raped are lying.
 - a. True
 - b. False**
 - c. Not Sure
2. Sexual comments cannot be sexual harassment if someone is just joking.
 - a. True
 - b. False**
 - c. Not Sure
3. Intervening when you hear harassment, stereotypes, or sexist jokes can help stop sexual violence in your community.
 - a. True**
 - b. False
 - c. Not Sure
4. Which of the following describes consent? **choose all that apply**
 - a. Asking someone over and over again for sex until they give in
 - b. Asking for a kiss and respecting the other person's answer**
 - c. Assuming you can have sex with someone because they haven't said no
 - d. Looking for someone's active, enthusiastic participation in an activity**
 - e. Kissing someone who is "black out" drunk
5. If your friend told you they were sexually assaulted, which of the following responses do you think would be helpful? **choose all that apply**
 - a. Ask them a lot of questions about the assault so you can make sure they're telling the truth.
 - b. Tell them they need to report the assault to the police.
 - c. Tell them you believe them and that what happened to them was not their fault.**
 - d. Tell them that next time they should drink less and dress more modestly to keep themselves safe.
 - e. Tell them about resources in your school or community that could help them and offer to go with them.**
6. What is the most important thing in determining if something is sexual harassment?
 - a. If it happened more than once
 - b. If someone was physically hurt
 - c. If the person being harassed feels like it is an unwanted sexual interaction**
 - d. If the person who did it was a boy or a girl

8th grade

15 MINUTES:

-Focus group introduction: Facilitator roles, names, affiliation

-Thank participants

-Purpose of focus group: This focus group is for RACES educators to understand what it was like for students to use our online Thinkific programming, so that we can understand what effect it is having on students and how we can make it better for students in the future. The questions in this focus group are not test questions--there are no right or wrong answers, we just want to hear your thoughts.

-Introduce other adults and their roles

-Outline structure of the day: First we will decide on some group expectations, then we will do an ice breaker to have you all introduce yourselves to each other and to us. After that, we will remind ourselves about some key information that you learned in the RACES online courses so that we are all on the same page about what we are talking about. Then we will ask you all some questions about your experiences learning about these subjects through this platform, including looking at some specific components of the course that you went through.

-Reminders/things to know: Participation in each question is voluntary, we will record audio but not video of the focus group, the recording and your answers will stay confidential--we will use pseudonyms when we write up any information, at the end you will get a link to a gift card.

-Expectations: Ask students to look over the expectations handout. Walk them through a few expectations.

Explain that some of the questions discussed sexual violence which can be hard to talk about. Remind students that they can take care of themselves in whatever way feels best as long as it's not disruptive to others.

Remind them that we want to hear everyone's opinions and that it's okay if people in the group disagree. Tell them that if you do disagree with someone else that the expectation is that they do so respectfully: stating their opinion rather than arguing or using putdowns.

Tell students that they have the right to pass, they don't have to answer every question, but can if they want!

-Ice breaker: Tell the group your name, and what would your friends say is your best quality as a friend (a sentence or two)

7 MINUTES:

We know it may have been a while since some of you have gone through the program, so we are going to start off by getting everyone on the same page. In the programming you did in health class, we talked about consent, sexual violence, and healthy and unhealthy relationships, so let's talk a bit about what we mean by those concepts.

-**How might you explain what "consent" is to a friend?** You don't have to remember our definition, it can be in your own words.

-**Imagine a friend wanted to know what you learned about sexual violence. In one or two sentences, what would you say?**

-**If a friend asked you to describe what makes a relationship healthy, what would you say? If they asked you what made a relationship unhealthy or abusive what would you say?**

-Go through our definitions:

Acknowledgement: Learning this year was probably very different than any other year of school for you. We know it came with a lot of challenges and new things--including how much you learned online. We want to take some time to talk about how learning these subjects in particular online felt for you.

15 minutes

How did it feel learning about these subjects online? Were there any advantages to learning online/on your own (rather than in person in health class). Was there anything difficult about it? If you have learned about these or similar subjects in person, you can compare your experience, or you can imagine how it might have felt to learn about them in person

Of the types of activities (knowledge checks, videos, reflections, other activities) were there any you found especially helpful or interesting? Were there any that weren't as helpful that could be replaced with something better?

15 minutes

Part of what we want to do with this group is figure out what students really want to learn about, because our programming is for you. **Are there any gaps/things you wish you had learned about in this programming that it didn't cover?**

What are questions, concerns, or ideas that you think people in your school or friend group have about dating, sexual violence, or healthy sexual relationships that you think a program like this could talk about?

30 minutes

Now we're going to look at a few examples or scenarios that you learned about. We are interested to know how they resonated with you--how relevant they felt to your life and how much you learned from them.

1. On your first day you learned a lot about consent. Let's look at some of the main things you learned. (see slide)
 - a. **We would love to know...Which parts of this felt new, and which had you thought about before/already knew?**
 - b. **How difficult or easy does using consent feel after learning this? What feels difficult or easy about it?**
 - c. **How much did the idea that consent builds off skills you already have resonate with you?**

2. **FACT:** about 95% of people who report a sexual assault to the police are telling the truth (go through main argument, see slide)
 - a. **What about these points did or didn't resonate with you? Did they leave you with any questions?**

- b. How common do you think the misconception that people often lie about rape is at your school or community? Is this something that you think a lot of people in your communities think?**
 - i. Is there any other information you think would be helpful for people in your communities who might believe this to know or have a chance to talk about?**

- 3. Kat/Adam Scenario (go through main argument, see slide)
 - a. What about these points did or didn't resonate with you? Did they leave you with any questions?**
 - b. How common do you feel behavior like Adam's is in your school or communities? How do you think your school or community perceives or feels about this type of behavior when it happens?**

Wrap up question: What is one thing you have learned or taken away from this online programming, or from participating in this focus group?

9th grade

15 MINUTES:

-Focus group introduction: Facilitator roles, names, affiliation

-Thank participants

-Purpose of focus group: This focus group is for RACES educators to understand what it was like for students to use our online Thinkific programming, so that we can understand what effect it is having on students and how we can make it better for students in the future. The questions in this focus group are not test questions--there are no right or wrong answers, we just want to hear your thoughts.

-Introduce other adults and their roles

-Outline structure of the day: First we will decide on some group expectations, then we will do an ice breaker to have you all introduce yourselves to each other and to us. After that, we will remind ourselves about some key information that you learned in the RACES online courses so that we are all on the same page about what we are talking about. Then we will ask you all some questions about your experiences learning about these subjects through this platform, including looking at some specific components of the course that you went through.

-Reminders/things to know: Participation in each question is voluntary, we will record audio but not video of the focus group, the recording and your answers will stay confidential--we will use pseudonyms when we write up any information, at the end you will get a link to a gift card.

-Expectations: Explain that some of the questions discussed sexual violence which can be hard to talk about. Remind students that they can take care of themselves in whatever way feels best as long as it's not disruptive to others.

Tell them that we want to hear everyone's opinions and that it's okay if people in the group disagree. Tell them that if you do disagree with someone else that the expectation is that they do so respectfully: stating their opinion rather than arguing or using putdowns.

Remind them of right to pass

-Ice breaker: Tell the group your name, and what would your friends say is your best quality as a friend (a sentence or two)

7 MINUTES:

We know it may have been a while since some of you have gone through the program, so we are going to start off by getting everyone on the same page. In the programming you did in health class, we talked about Sexual harassment, consent And sexual violence, and, Bystander intervention so let's talk a bit about what we mean by those concepts.

-**How might you explain what "sexual harassment" is to a friend?** You don't have to remember our definition, it can be in your own words.

-**Imagine a friend wanted to know what you learned about consent and/or sexual violence. In one or two sentences, what would you say?**

-**Imagine you saw sexual harassment going on in your school. In your own words describe some things you could do to intervene. Why do you think intervening might be helpful/important?**

-Go through our definitions:

Acknowledgement: Learning this year was probably very different than any other year of school for you. We know it came with a lot of challenges and new things--including how much you learned online. We want to take some time to talk about how learning these subjects in particular online felt for you.

15 minutes

How did it feel learning about these subjects online? Were there any advantages to learning online/on your own (rather than in person in health class). Was there anything difficult about it? If you have learned about these or similar subjects in person, you can compare your experience, or you can imagine how it might have felt to learn about them in person

Of the types of activities (knowledge checks, choose your own game, videos, reflections, other activities) were there any you found especially helpful or interesting? Were there any that weren't as helpful that could be replaced with something better?

1. If it doesn't come up, bring up the choose your own adventure game: **What was it like playing through the choose your own adventure scenario and what were your main takeaways from it? What else would you have liked to see from that activity, or other activities that might help you practice or understand bystander intervention?**

15 minutes

Part of what we want to do with this group is figure out what students really want to learn about, because our programming is for you. **Are there any gaps/things you wish you had learned about in this programming that it didn't cover?**

What are questions, concerns, or ideas that you think people in your school or friend group have about sexual violence, healthy sexual relationships, Or other related topics that you think a program like this could talk about?

30 minutes

Now we're going to look at a few examples or scenarios that you learned about. We are interested to know how they resonated with you--how relevant they felt to your life and how much you learned from them.

1. **In the school cafeteria, Maddy keeps making comments about the size of her friend's butt. When her friend blushes and tells Maddy that she's making her uncomfortable, Maddy says that it's just a joke and her friend should chill out. (see argument on slide)**
 - a. How commonly do you think "jokes" like this that might make others uncomfortable are made in your school or community?
 - i. If people in your school or community overheard this interaction, what do you think they would do or think about it?
 - b. What about these points did or didn't resonate with you? Did they leave you with any questions?

2. On your first day you learned a lot about consent. Let's look at some of the main things you learned. (see slide)
 - c. **We would love to know...Which parts of this felt new, and which had you thought about before/already knew?**
 - d. **How difficult or easy does using consent feel after learning this? What feels difficult or easy about it?**
 - e. **How much did the idea that consent builds off skills you already have resonate with you?**
4. **FACT: about 95% of people who report a sexual assault to the police are telling the truth (go through main argument, see slide)**
 - a. **What about these points did or didn't resonate with you? Did they leave you with any questions?**
 - b. **How common do you think the misconception that people often lie about rape is at your school or community? Is this something that you think a lot of people in your communities think?**
 - i. **Is there any other information you think would be helpful for people in your communities who might believe this to know or have a chance to talk about?**
5. Pyramid of violence: You learned about bystander intervention and what you can do to interrupt violence in your community. You also learned about how intervening when you hear things like harassment or jokes about sexual violence can actually create a culture in which things like sexual assault and intimate partner violence are not accepted, and therefore become less common. Let's watch the video you saw to remind ourselves what you learned, then we will talk about it.
6. OR Bystander intervention game??

Wrap up question: What is one thing you have learned or taken away from this online programming, or from participating in this focus group

APPENDICES FOR SECTION IV

Fieldworker fills out this section:

ID number: _____

Survey type: Baseline Follow-up

Date of survey: _____ [month, day, year]

This first set of questions asks about who you are and your involvement with GROW. The first two questions ask you to write in your response. The remaining questions ask you to circle the response that best describes you. For these questions, circle only one response, unless the question specifies otherwise.

1. Your age in years: _____
2. The zip code where you reside: _____
3. Gender
 - a. Man
 - b. Woman
 - c. Other, please specify: _____
4. Your race/ethnicity: Check all that apply.
 - a. White/Caucasian
 - b. Black/African American
 - c. Hispanic or Latino/Latina
 - d. Asian, Asian American, or Pacific Islander
 - e. American Indian or Alaska Native
 - f. Other, please specify: _____
5. Primary language/s spoken at home: Check all that apply.
 - a. English
 - b. Spanish
 - c. Other, please specify: _____
6. Have you or a loved one ever served in the U.S. Armed Forces? (Check all that apply)
 - a. I have served in the U.S. Armed Forces
 - b. A loved one has served in the U.S. Armed Forces
 - c. No
7. Which of the following best describes you **at the present time?**
 - a. Atheist (I do not believe in God.)
 - b. Agnostic (I believe we can't really know about God.)
 - c. Unsure (I don't know what to believe about God.)
 - d. Spiritual (I believe in God, but I'm not religious.)
 - e. Religious (I believe in God and practice religion.)

8. How did you first hear about GROW?
- a. Orientation
 - b. Friend or family member in GROW
 - c. Professional referral
 - d. Other, please specify: _____

9. How do you usually get to the GROW meetings?
- a. Drive myself
 - b. A family member or friend not in GROW
 - c. Another GROW member
 - d. Public transportation
 - e. Walk
 - f. Group held at my facility/agency

10. On average, how frequently do you attend GROW?
- a. Once to twice a year
 - b. Every few months
 - c. Monthly
 - d. 2 to 3 times per month
 - e. Weekly

11. How long have you been attending GROW?
- a. 1 month or less
 - b. 1 to 2 months
 - c. 2 to 3 months
 - d. 3 to 6 months
 - e. 6 to 9 months
 - f. 9 to 12 months
 - g. 1 to 2 years
 - h. 2 to 5 years
 - i. 5 to 10 years
 - j. Greater than 10 years

12. Have you been involved in a leadership role in GROW?
- a. Yes
 - b. No

ID: _____

This next set of questions asks about your experiences and activities in a specific time frame. Pay careful attention to the time frame mentioned in the question and do your best to answer each question with that specific time frame in mind. Circle only one response for each question.

13. How many different prescribed medications are you taking **currently** for mental health reasons?
- a. None
 - b. 1
 - c. 2
 - d. 3
 - e. 4
 - f. 5 or more

14. How many times have you been hospitalized for mental health reasons in the **past year**?
(Write in your response here): _____

15. How many times have you been hospitalized for mental health reasons in your **lifetime**?
It is okay to estimate if you don't know the exact number.
(Write in your response here): _____

16. In the **past 6 months** has your drinking or substance use caused problems with other people?
- a. Not at all
 - b. Somewhat
 - c. Quite a bit

17. For the majority of the **past six months**, were you employed in a paid position or self-employed?
- a. Yes
 - b. No

18. How, if at all, has your employment status changed since you started GROW?
- a. No change
 - b. Gained employment
 - c. Lost employment

19. If currently unemployed, which of the following best describes your situation?
- a. Not applicable (currently employed)
 - b. Trying to find work
 - c. Not able to cope with work
 - d. No need to work (such as student, homemaker, retired, or receive other support or income)
 - e. Physically not able to work
 - f. Able to work, but currently not trying to find work

20. For the majority of the **past six months**, were you enrolled in school or a job training program?
- a. Not enrolled
 - b. Enrolled, full time
 - c. Enrolled, part time

21. For the majority of the **past six months**, have you done unpaid volunteer work?
- a. Yes
 - b. No

For the next set of questions, please respond to each statement by checking one box per row.

In the past six months , please describe how often...		Never	Rarely	Sometimes	Usually	Always
22.	I have someone who understands my problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
23.	I have someone who will listen to me when I need to talk.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
24.	I feel there are people I can talk to if I am upset.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
25.	I have someone to talk with when I have a bad day.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
26.	I have someone I trust to talk with about my problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
27.	I have someone I trust to talk with about my feelings.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
28.	I can get helpful advice from others when dealing with a problem.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
29.	I have someone to turn to for suggestions about how to deal with a problem.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
30.	I am there to listen to other's problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
31.	I look for ways to cheer people up when they are feeling down.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
32.	People close to me tell me their fears and worries.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
33.	I give others a sense of comfort in times of need.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
34.	People confide in me when they have problems.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

The following questions ask how satisfied you feel, on a scale from zero to 10. **Zero** means you feel no satisfaction at all and **10** means you feel completely satisfied.

35. Thinking about your own life and personal circumstances, how satisfied are you **with your life as a whole?**

No satisfaction at all											Completely satisfied
0	1	2	3	4	5	6	7	8	9	10	
<input type="checkbox"/>											

36. How satisfied are you **with your standard of living?**

No satisfaction at all											Completely satisfied
0	1	2	3	4	5	6	7	8	9	10	
<input type="checkbox"/>											

37. How satisfied are you **with your health?**

No satisfaction at all											Completely satisfied
0	1	2	3	4	5	6	7	8	9	10	
<input type="checkbox"/>											

38. How satisfied are you **with what you are achieving in life?**

No satisfaction at all											Completely satisfied
0	1	2	3	4	5	6	7	8	9	10	
<input type="checkbox"/>											

39. How satisfied are you **with your personal relationships?**

No satisfaction at all											Completely satisfied
0	1	2	3	4	5	6	7	8	9	10	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40. How satisfied are you **with how safe you feel?**

No satisfaction at all											Completely satisfied
0	1	2	3	4	5	6	7	8	9	10	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41. How satisfied are you **with feeling part of your community?**

No satisfaction at all											Completely satisfied
0	1	2	3	4	5	6	7	8	9	10	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. How satisfied are you **with your future security?**

No satisfaction at all											Completely satisfied
0	1	2	3	4	5	6	7	8	9	10	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following questions ask about your satisfaction with different elements of the GROW program. Please check only one box.

43. How satisfied you are with how frequently you attended meetings?

I wish I had attended fewer meetings. 1	I am satisfied with the number of meetings I attended. 2	I wish I had attended more meetings. 3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

44. How satisfied are you with the spiritual components of the GROW program and/or its alternatives?

Very Dissatisfied 1	Dissatisfied 2	Neither Satisfied Nor Dissatisfied 3	Satisfied 4	Very Satisfied 5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

45. How satisfied are you with the help you have received from GROW overall?

Very Dissatisfied 1	Dissatisfied 2	Neither Satisfied Nor Dissatisfied 3	Satisfied 4	Very Satisfied 5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ID: _____

Please respond to each of the following statements by checking one box per row. If the statement does not apply to you, you may check the N/A (Not Applicable) box.

Participation in GROW has helped me....	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neither Agree Nor Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>	<u>N/A</u>
46. Take psychiatric medication wisely.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> N/A
47. Work with my doctor to reduce medication safely.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> N/A
48. Need fewer hospital admissions.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> N/A
49. Spend fewer days in the hospital when admitted.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> N/A
50. Prevent further hospitalizations.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> N/A
51. Experience fewer problems with substance abuse.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> N/A
52. Reduce criminal habits.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> N/A
53. Obtain employment or regain employment.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> N/A
54. Prevent mental illness.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> N/A
55. Overcome problems in living or maladjustment(s).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> N/A
56. Recover from mental illness.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> N/A
57. Develop my own personal resources.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> N/A
58. Experience personal growth and increase maturity.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> N/A
59. Improve network of friendship and support.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> N/A
60. Improve relationships.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> N/A

ID: _____

61.	Increase sense of belonging.	<input type="checkbox"/>					
		1	2	3	4	5	N/A
62.	Improve sense of personal value.	<input type="checkbox"/>					
		1	2	3	4	5	N/A
63.	Increase problem-solving ability.	<input type="checkbox"/>					
		1	2	3	4	5	N/A
64.	Grow spiritually.	<input type="checkbox"/>					
		1	2	3	4	5	N/A
65.	Overcome thoughts of suicide or self-abuse.	<input type="checkbox"/>					
		1	2	3	4	5	N/A
66.	Prevent attempts of suicide or acts of self-abuse.	<input type="checkbox"/>					
		1	2	3	4	5	N/A

We want to hear your thoughts in your own words. Please take a moment to reflect on your time in GROW and respond to the following open-ended questions.

67. Have you worked on changing your thinking and behavior? What has been helpful?

68. Do you have hope of improvement and recovery from mental illness or problems in living? How can GROW help you in this area?

69. Any additional comments, questions, or concerns?

GROW Participant Survey

Dear GROW member,

We would like to ask for your permission to participate in a GROW survey to help us better understand how GROW works. From this survey, we hope to learn more about your experiences with GROW so that we can make the program the best it can be for our members.

Completing this survey is completely voluntary. Your decision whether or not to participate will not affect your membership in GROW. If you decide to participate, you are free to withdraw at any time without affecting that relationship. Additionally, you are free to skip any question you do not feel comfortable answering.

With your permission, we would like to track your progress over time. In order to keep your information anonymous, we will create a self-generated ID based on your answers to several questions that do not personally identify you. You will be asked these questions again next time you take a GROW survey.

Some of the findings from this survey may be shared with funders so we can demonstrate the impacts that GROW has. However, no personally identifying information will be shared. Rather, data will be presented for the group as a whole (E.g., "50% of GROW members reported...").

Please read each question carefully before answering. Answer each question as best you can, and with honesty. There is no right or wrong answer.

If you have any questions, please ask the survey administrator.

We appreciate you taking the time to fill out this survey. Thank you for participating.

Skip to question 30

Untitled Section

With your permission, we would like to track your progress over time. In order to keep your information anonymous, we will create a self-generated ID based on your answers to the following questions. You will be asked these questions again next time you take a GROW survey.

1. What month were you born?

Mark only one oval.

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

2. Number of Older Brothers (living or deceased; include half-brothers; if none, write X)

3. Number of Older Sisters (living or deceased; include half-sisters; if none, write X)

4. First initial of Mother/Female Guardian's First Name (if none, write X)

5. First initial of Father/Male Guardian's First Name (if none, write X)

6. First initial of your middle name (if none, write X)

7. Survey Type

Mark only one oval.

Baseline

Follow-Up

**About
You**

This first set of questions asks about who you are and your involvement with GROW. The first two questions ask you to type in your response. The remaining questions ask you to select the response that best describes you. For these questions, select only one response, unless the question specifies otherwise.

8. Your age in years

9. The zip code where you reside

10. Gender

Mark only one oval.

Man

Woman

Other: _____

11. Your race/ethnicity

Check all that apply.

Check all that apply.

White/Caucasian

Black/African American

Hispanic or Latino/Latina

Asian, Asian American, or Pacific Islander

American Indian or Alaska Native

Other: _____

12. Primary language/s spoken at home

Check all that apply.

Check all that apply. English SpanishOther: _____

13. Have you or a loved one ever served in the U.S. Armed Forces?

Check all that apply

Check all that apply. I have served in the U.S. Armed Forces A loved one has served in the U.S. Armed Forces No

14. Which of the following best describes you at the present time?

Mark only one oval. Atheist (I do not believe in God.) Agnostic (I believe we can't really know about God.) Unsure (I don't know what to believe about God.) Spiritual (I believe in God, but I'm not religious.) Religious (I believe in God and practice religion.)

15. How did you first hear about GROW?

Mark only one oval. Orientation Friend or family member in GROW Professional referral Other: _____

16. How do you usually get to the GROW meetings?

Mark only one oval.

- Drive myself
- A family member or friend not in GROW
- Another GROW member
- Public transportation
- Walk
- Group held at my facility/agency

17. On average, how frequently do you attend GROW?

Mark only one oval.

- Once to twice a year
- Every few months
- Monthly
- 2 to 3 times per month
- Weekly

18. How long have you been attending GROW?

When did you first attend? (Ex. If you started 10 years ago but had a 5-year break, select "Greater than 10 years.")

Mark only one oval.

- 1 month or less
- 1 to 2 months
- 2 to 3 months
- 3 to 6 months
- 6 to 9 months
- 9 to 12 months
- 1 to 2 years
- 2 to 5 years
- 5 to 10 years
- Greater than 10 years

19. Have you been involved in a leadership role in GROW?

Ex. Recorder, organizer, field worker, leading a group

Mark only one oval.

Yes

No

Experiences and Activities

This next set of questions asks about your experiences and activities in a specific time frame. Pay careful attention to the time frame mentioned in the question and do your best to answer each question with that specific time frame in mind. Select only one response for each question.

20. How many different prescribed medications are you taking currently for mental health reasons?

Mark only one oval.

None

1

2

3

4

5 or more

21. How many times have you been hospitalized for mental health reasons in the past year?

Type your response using a number (if none, enter 0).

22. How many times have you been hospitalized for mental health reasons in your lifetime? It is okay to estimate if you don't know the exact number.

Type your response using a number (if none, enter 0).

23. Have you been given a specific diagnosis by a doctor or psychiatrist for a mental health reason?

Mark only one oval.

Yes

No

24. In the past 6 months has your drinking or substance use caused problems with other people?

Mark only one oval.

- Not at all
 Somewhat
 Quite a bit

25. For the majority of the past six months, were you employed in a paid position or self-employed?

Mark only one oval.

- Yes
 No

26. How, if at all, has your employment status changed since you started GROW?

Mark only one oval.

- No change
 Gained employment
 Lost employment

27. If currently unemployed, which of the following best describes your situation?

Select all that apply.

Check all that apply.

- Not applicable (currently employed)
 Trying to find work
 Not able to cope with work
 No need to work (ex. student, homemaker, retired, receive other support or income such as SSDI/disability))
 Physically not able to work
 Able to work, but currently not trying to find work

28. For the majority of the past six months, were you enrolled in school or a job training program?

Mark only one oval.

- Not enrolled
- Enrolled, full time
- Enrolled, part time

29. For the majority of the past six months, have done unpaid volunteer work?

Mark only one oval.

- Yes
- No

For the next set of questions, please respond to each statement by checking one box per row.

30. In the past six months, please describe how often...

Mark only one oval per row.

	Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)
I have someone who understands my problems.	<input type="radio"/>				
I have someone who will listen to me when I need to talk.	<input type="radio"/>				
I feel there are people I can talk to if I am upset.	<input type="radio"/>				
I have someone to talk with when I have a bad day.	<input type="radio"/>				
I have someone I trust to talk with about my problems.	<input type="radio"/>				
I have someone I trust to talk with about my feelings.	<input type="radio"/>				
I can get helpful advice from others when dealing with a problem.	<input type="radio"/>				
I have someone to turn to for suggestions about how to deal with a problem.	<input type="radio"/>				
I am there to listen to other's problems.	<input type="radio"/>				
I look for ways to cheer people up when they are feeling down.	<input type="radio"/>				
I give others a sense of comfort in times of need.	<input type="radio"/>				

The following questions ask how satisfied you feel, on a scale from zero to 10. Zero means you feel no satisfaction at all and 10 means you feel completely satisfied.

31. Thinking about your own life and personal circumstances, how satisfied are you with your life as a whole?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
No satisfaction at all	<input type="radio"/>	Completely satisfied									

32. How satisfied are you with your standard of living?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
No satisfaction at all	<input type="radio"/>	Completely satisfied									

33. How satisfied are you with your health?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
No satisfaction at all	<input type="radio"/>	Completely satisfied									

34. How satisfied are you with what you are achieving in life?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
No satisfaction at all	<input type="radio"/>	Completely satisfied									

35. How satisfied are you with your personal relationships?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
No satisfaction at all	<input type="radio"/>	Completely satisfied									

36. How satisfied are you with how safe you feel?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
No satisfaction at all	<input type="radio"/>	Completely satisfied									

37. How satisfied are you with feeling part of your community?

Mark only one oval.

1	2	3	4	5	6	7	8	9	10		
No satisfaction at all	<input type="radio"/>	Completely satisfied									

38. How satisfied are you with your future security?

Mark only one oval.

1	2	3	4	5	6	7	8	9	10		
No satisfaction at all	<input type="radio"/>	Completely satisfied									

The following questions ask about your satisfaction with different elements of the GROW program. Please check only one box.

39. How satisfied you are with how frequently you attended meetings?

Mark only one oval.

- I wish I had attended fewer meetings.
- I am satisfied with the number of meetings I attended.
- I wish I had attended more meetings.

40. How satisfied are you with the spiritual components of the GROW program and/or its alternatives?

Mark only one oval.

1	2	3	4	5		
Very Dissatisfied	<input type="radio"/>	Very Satisfied				

41. How satisfied are you with the help you have received from GROW overall?

Mark only one oval.

- Very Dissatisfied
- Dissatisfied
- Neither Satisfied nor Dissatisfied
- Satisfied
- Very Satisfied

Please respond to each of the following statements by checking one box per row. If the statement does not apply to you, you may check the N/A (Not Applicable) box.

42. Participation in GROW has helped me....

Check all that apply.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	N/A
Take psychiatric medication wisely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with my doctor to reduce medication safely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Need fewer hospital admissions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spend fewer days in the hospital when admitted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prevent further hospitalizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experience fewer problems with substance abuse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reduce criminal habits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obtain employment or regain employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prevent mental illness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overcome problems in living or maladjustment(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

43. Participation in GROW has helped me....

Check all that apply.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	N/A
Recover from mental illness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop my own personal resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experience personal growth and increase maturity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve network of friendship and support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase sense of belonging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve sense of personal value.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase problem-solving ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grow spiritually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overcome thoughts of suicide or self-abuse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prevent attempts of suicide or acts of self-abuse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We want to hear your thoughts in your own words. Please take a moment to reflect on your time in GROW and respond to the following open-ended questions.

You can skip any questions you don't want to answer.

44. What keeps you coming to GROW?

45. What would you change about how groups are run?

46. Have you worked on changing your thinking and behavior? What has been helpful?

47. Do you have hope of improvement and recovery from mental illness or problems in living? How can GROW help you in this area?

48. Any additional comments, questions, or concerns?

This content is neither created nor endorsed by Google.



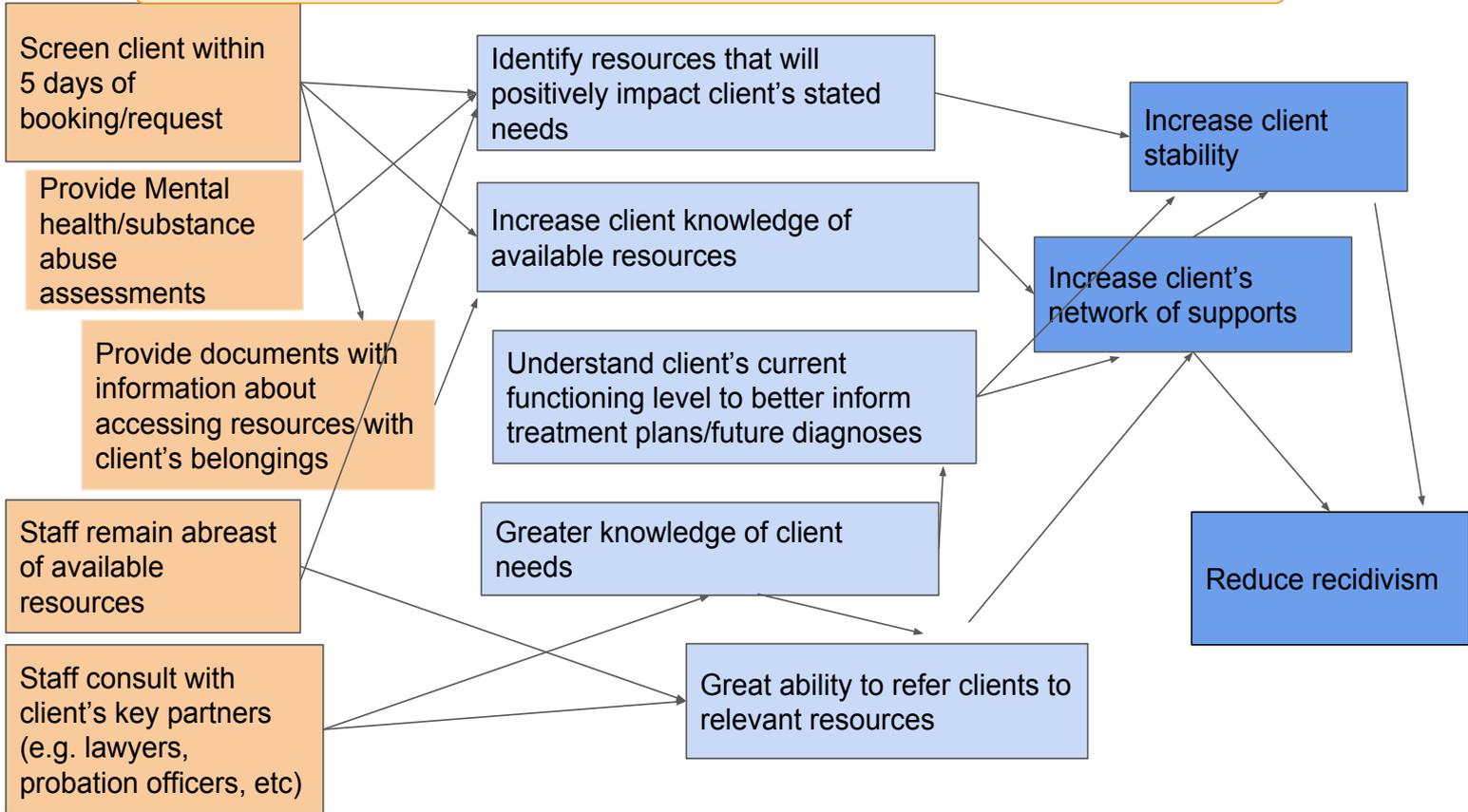
Sample Portion of Results Calculations in Excel

	A	B	C	D	E	F	G	H	I
1	Performance Measure Outcomes								
2	3. How did target population find out about services?								
3		Orientation	1	6.7%					
4		Professional referral	2	13.3%					
5		Friend or family member in GROW	9	60.0%					
6		Hospital meeting	1	6.7%					
7		Friend	1	6.7%					
8		Facebook	1	6.7%					
9									
10									
11									
12									
13	Formulas (add equal sign before each formula!)								
14	To calculate percent:								
15	To count:								
16									

How did you hear about GROW?		Count	Percent
Facebook		1	6.7%
Friend		2	13.3%
Hospital meeting		9	60.0%
Friend or family member in GROW		1	6.7%
Professional referral		1	6.7%
Orientation		1	6.7%

APPENDICES FOR SECTION V

Activities → **Shorter-term Outcomes** → **Longer-term Outcomes**



CJMH Case Management Data Entry Form

Source (Completed By)	
Client Name	
Client ID	
DOB	
Sex	Female ▼
Race	Caucasian ▼
Case Management Screen Date	
Referral/ Request Date	
# of Days From Ref/Req to CM Screen	
Referral Source	BJMHS ▼
Mental Health Assessment Date	
Mental Health Tx Plan Date	
Mental Health Discharge Date	
SA Eval Date	
SA Tx Plan Date	
SA Discharge Date	

Completion Status	Completed Treatment ▼
ArrestDate	
ReleaseDate	
Current Supervision	Parole ▼
Previously Incarcerated	Unknown ▼
Want Follow Up from RCI	Yes ▼
Prior Clt of RCI	Yes ▼
Payment Source	Unknown ▼
Living Situation Prior to This Arrest	Friend ▼
Length of Time Previous Response	6 months-1 year ▼
Housing Plan Post-Release	Significant Other ▼
CCHCC	Yes ▼
Reentry	Yes ▼
Follow Up Contact #1	1st Phone Call ▼
Follow Up Contact #2	Appointment Scheduled ▼
Follow Up Contact #3	Letter Sent ▼

Identified Need	<input type="checkbox"/> MRT Groups	<input type="checkbox"/> Primary Care Provider
	<input type="checkbox"/> Anger Mgmt Groups	<input type="checkbox"/> Benefits
	<input type="checkbox"/> Housing	<input type="checkbox"/> Mental Health
	<input type="checkbox"/> Employment	<input type="checkbox"/> Substance Abuse
	<input type="checkbox"/> Education	<input type="checkbox"/> Transportation
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other

Linkage Made	<input type="checkbox"/> MRT Groups	<input type="checkbox"/> Primary Care Provider
	<input type="checkbox"/> Anger Mgmt Groups	<input type="checkbox"/> Benefits
	<input type="checkbox"/> Housing	<input type="checkbox"/> Mental Health
	<input type="checkbox"/> Employment	<input type="checkbox"/> Substance Abuse
	<input type="checkbox"/> Education	<input type="checkbox"/> Transportation
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other

Database

Report

Save Entry

Rosecrance Criminal Justice Mental Health Initiative Report

Report Year 2021

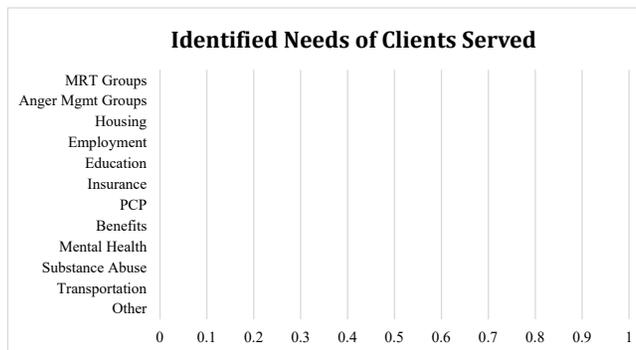
Quarter

Main Deliverables

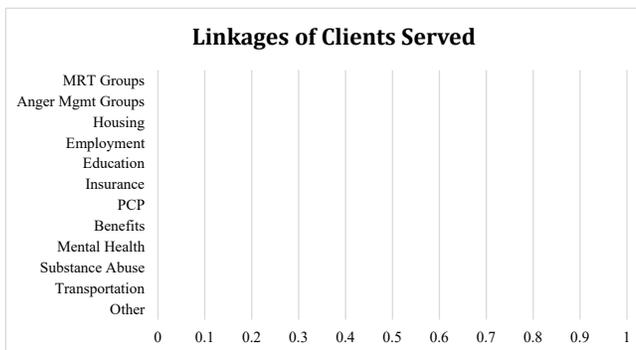
Clients Referred	0
Clients with Identified Needs	0
Clients Linked to Services	0
Clients Linked to Services (%)	

Clients Served/ Completed	0
Average Time to CM Screening	
Average # of IDN per client	0.00
Average # of Linkages per client	0.00

Client Identified Needs (IDN)	# of clients with [X] IDN	% of clients with [X] IDN
MRT Groups	0	
Anger Mgmt Groups	0	
Housing	0	
Employment	0	
Education	0	
Insurance	0	
PCP	0	
Benefits	0	
Mental Health	0	
Substance Abuse	0	
Transportation	0	
Other	0	



Client Linkages by Needs	% of clients linked with [X] IDN	% of clients with [X] IDN
Linked to MRT Groups	0	
Linked to AM Groups	0	
Linked to Housing	0	
Linked to Employment	0	
Linked to Education	0	
Linked to Insurance	0	
Linked to PCP	0	
Linked to Benefits	0	
Linked to Mental Health	0	
Linked to Substance Abuse	0	
Linked to Transportation	0	
Other	0	



Data/Outcome Analyses

Group Outcome Analyses

MRT Group Outcomes		
MRT Group Total	# of clients in MRT groups	0
MRT Group Total %	%of clients in MRT groups	

Anger Management Group Outcomes		
Anger Mgt Group	# of clients in AM groups	0
Anger Mgt Total %	%of clients in AM groups	

CJMH Request Slip Data Entry Form	
Client Name	
Request Date	
Request Received	
Arrested	
Done	
Completion Date	
Start Time	
End Time	
Mins	
Avatar	
Completed by/Source	
Identified Need	<input type="checkbox"/> MRT Groups <input type="checkbox"/> Insurance <input type="checkbox"/> Substance Abuse Tx <input type="checkbox"/> Anger Mgmt Groups <input type="checkbox"/> Primary Care Provider <input type="checkbox"/> Substance Abuse Evaluation <input checked="" type="checkbox"/> Housing <input checked="" type="checkbox"/> Benefits <input type="checkbox"/> Transportation <input type="checkbox"/> Employment <input type="checkbox"/> Mental Health Referral <input type="checkbox"/> Case Management <input type="checkbox"/> Education <input type="checkbox"/> Mental Health Case Management <input type="checkbox"/> Legal Services <input type="checkbox"/> Other
Additional Notes/Follow Up Action Taken	

Save Entry

Database

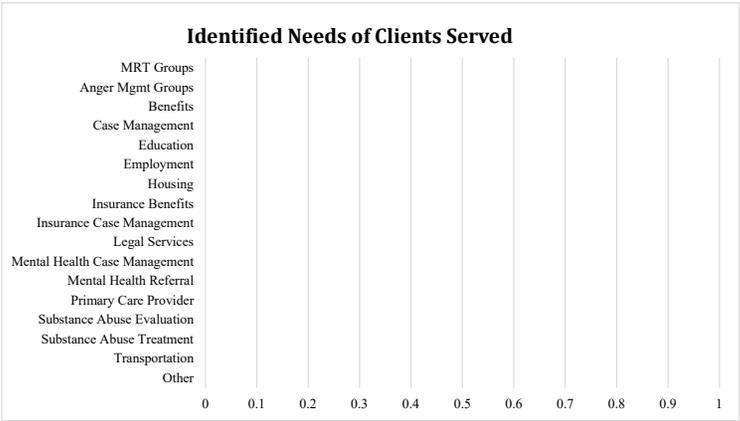
Report

Rosecrance CJMH Request Slips Report

Main Deliverables

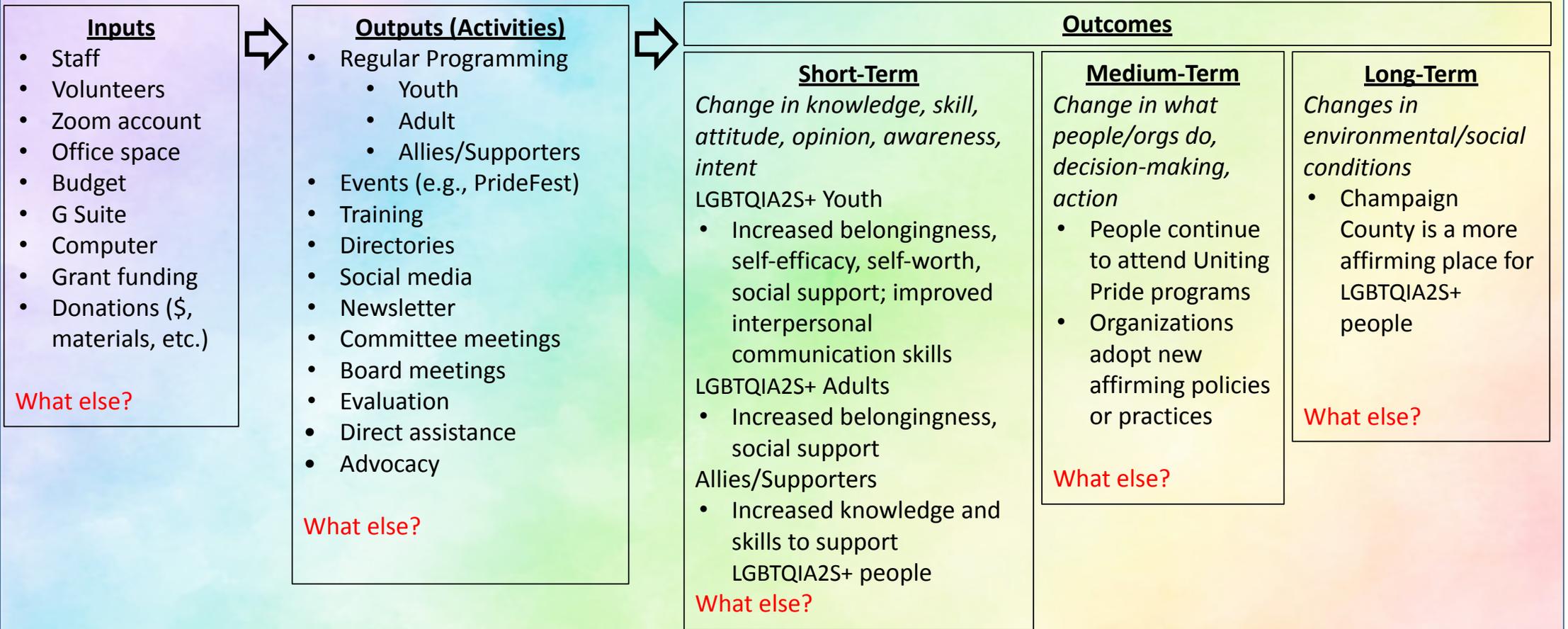
Request Slips Received	0
Request Slips Completed	0
Average Total IDN per client	

Client Identified Needs (IDN)	<i># of clients with [X] IDN</i>	<i>% of clients with [X] IDN</i>
MRT Groups	0	
Anger Mgmt Groups	0	
Benefits	0	
Case Management	0	
Education	0	
Employment	0	
Housing	0	
Insurance Benefits	0	
Insurance Case Management	0	
Legal Services	0	
Mental Health Case Management	0	
Mental Health Referral	0	
Primary Care Provider	0	
Substance Abuse Evaluation	0	
Substance Abuse Treatment	0	
Transportation	0	
Other	0	



APPENDICES FOR SECTION VI

Situation: Uniting Pride strives to promote the well-being of LGBTQIA2S+ people in Champaign County through advocacy, education, and outreach.



Assumptions: LGBTQIA2S+ people in Champaign County want to feel a sense of community and belongingness; Uniting Pride programs help to facilitate connectedness and belonging; LGBTQIA2S+ have better mental health when communities and social networks are supportive; Uniting Pride can improve how supportive Champaign County is. **What else?**

External Factors: Availability of grant funding; community support for Uniting Pride; availability/access to other affirming resources; experiences of homophobia, transphobia, heterosexism, etc. **What else?**

Uniting Pride Youth Survey

Thanks for taking our survey! Please check what time it is or start a timer, then answer the questions to the best of your ability.

* Required

1. Case Number (First three letters of your first name, first three letters of your last name. EX: Darya Shahgheibi is DARSHA) *

2. Are you a new member, or returning member? *

Mark only one oval.

New Member

Returning Member

Section
I

For the following questions, please rate your honest response on a scale of 1 (Not at all) to 5 (A great deal). There are no right or wrong answers.

Uniting Pride Youth Survey

3. Please answer the following questions thinking about the LGBTQ community where you live: *

Mark only one oval per row.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I identify strongly with the local LGBTQ community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am very attached to the local LGBTQ community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in the local LGBTQ community says a lot about who I am	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The LGBTQ online community means a lot to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. How much do ... *

Mark only one oval per row.

	Not at all	2	3	4	A great deal
you feel able to influence the actions, thoughts, and feelings of other LGBTQ+ people?	<input type="radio"/>				
other LGBTQ+ people influence your thoughts and actions ?	<input type="radio"/>				
you feel your opinion matters to other LGBTQ+ people ?	<input type="radio"/>				
the opinions of other LGBTQ+ people matter to you?	<input type="radio"/>				

Uniting Pride Youth Survey

5. Is there anything else you would like to share about your sense of belonging or connection to the LGBTQ community?

6. To what extent do you think people in each group are aware of your sexual orientation and/or gender identity? *

Mark only one oval per row.

	Not at all aware	2	3	4	Highly aware	N/A
Immediate family(e.g., parents, and siblings)	<input type="radio"/>					
Extended family (e.g., aunts, uncles, grandparents, cousins)	<input type="radio"/>					
School personnel (e.g., teachers and staff)	<input type="radio"/>					
Other students at my school	<input type="radio"/>					
People at your workplace (e.g., coworkers, supervisors)	<input type="radio"/>					
People in the youth group	<input type="radio"/>					
People in the GSA	<input type="radio"/>					
Other people you socialize with (e.g., friends and acquaintances)	<input type="radio"/>					
Strangers (e.g., someone you have a casual conversation with in public)	<input type="radio"/>					

Uniting Pride Youth Survey

7. How often do you feel comfortable talking about topics related to your sexual orientation and gender identity when interacting with members of these groups? (e.g., talking about your significant other, talking about your gender expression or identity) *

Mark only one oval per row.

	Never comfortable	2	3	4	Always comfortable	N/A
Immediate family (e.g., parents, and siblings)	<input type="radio"/>					
Extended family (e.g., aunts, uncles, grandparents, cousins)	<input type="radio"/>					
School personnel (e.g., teachers and staff)	<input type="radio"/>					
Other students at my school	<input type="radio"/>					
People at your workplace (e.g., coworkers, supervisors)	<input type="radio"/>					
People in the youth group	<input type="radio"/>					
People in the GSA	<input type="radio"/>					
Other people you socialize with (e.g., friends and acquaintances)	<input type="radio"/>					
Strangers (e.g., someone you have a casual conversation with in public)	<input type="radio"/>					

8. There are tons of LGBTQ+ resources for adults out there: campus LGBTQ resource centers, affinity groups and social groups at workplaces, and offerings from resource centers like Uniting Pride. When you age out of youth group, do you expect to take advantage of resources like those above wherever you go next? *

Mark only one oval.

Yes

No

Section II

9. Do you have access to at least one affirming/supportive adult in the following settings? Check all that apply. *

Check all that apply.

- Immediate Family (e.g., parents and siblings)
- Extended family (e.g., aunts, uncles, grandparents, cousins)
- School personnel (e.g., teachers and staff)
- Religious institution (e.g., place of worship)

Uniting Pride Youth Survey

10. If I am stressed out about one of the following topics, I have a friend or peer that I could reach out to directly to talk about: *

Mark only one oval per row.

	Yes	No	N/A
A crush or relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Questioning my gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing gender-affirming stuff (binders, makeup, clothes, prosthetics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A conflict with a friend or partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Issues at home related to my gender or sexuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Issues at school related to my gender or sexuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health struggles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Uniting Pride Youth Survey

11. Rate how much you agree or disagree with each statement below. *

Mark only one oval per row.

	Strongly disagree	Disagree	Agree	Strongly Agree
I feel comfortable disclosing my identity to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family really tries to help me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get the emotional help and support I need from my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends really try to help me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can count on my friends when things go wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a special person in my life who cares about my feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section III

Uniting Pride Youth Survey

12. Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement. *

Mark only one oval per row.

	Strongly disagree	Disagree	Agree	Strongly Agree
On the whole, I am satisfied with myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At times I think I am no good at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I have a number of good qualities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to do things as well as most other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I do not have much to be proud of.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I certainly feel useless at times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I'm a person of worth, at least on an equal plane with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I could have more respect for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All in all, I am inclined to feel that I am a failure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take a positive attitude toward myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section IV

Uniting Pride Youth Survey

13. Rate how true each statement is on the scale from 1 (Not at all true) to 5 (Exactly true). *

Mark only one oval per row.

	Not at all true	Hardly true	Moderately true	Very true	Exactly true
I can always manage to solve difficult problems if I try hard enough	<input type="radio"/>				
If someone opposes me, I can find the means and ways to get what I want.	<input type="radio"/>				
It is easy for me to stick to my aims and accomplish my goals	<input type="radio"/>				
I am confident that I could deal efficiently with unexpected events.	<input type="radio"/>				
Thanks to my resourcefulness, I know how to handle unforeseen situations.	<input type="radio"/>				
I can solve most problems if I invest the necessary effort.	<input type="radio"/>				
I can remain calm when facing difficulties because I can rely on my coping abilities.	<input type="radio"/>				
When I am confronted with a problem, I can usually find several solutions.	<input type="radio"/>				
If I am in trouble, I can usually think of a solution	<input type="radio"/>				
I can usually handle whatever comes my way.	<input type="radio"/>				

Section V

Youth Group Feedback

Uniting Pride Youth Survey

14. What was your favorite activity or discussion in Youth Group? *

15. What was your least favorite activity or discussion in Youth Group? *

16. Have you made any new friends from group? *

Mark only one oval.

Yes

No

17. We want to make sure group is inclusive and accessible for people of all identities. Are there any discussions or topics that are important to you that were not addressed in group? *

18. Do you have any suggestions for how to improve group? *

19. Final thoughts or comments you want the adults in group to know? *

Feedback on the Survey!

Stop your timer or check the time now!

20. How long did it take you to do this survey? *

21. Were there any questions you had to think harder about, or thought "it depends?"
Elaborate. *

22. Anything else that you think is important that we totally missed?

This content is neither created nor endorsed by Google.

Google Forms

Uniting Pride Play Group Survey

* Required

The following questions refer to you, the parent(s)/caregiver(s)

1. What is the year you were born in? *

2. What are the first three letters of your first and last name? (ex: Darya Shahgheibi is DARSHA) *

3. What is your gender? *

4. What is your race and ethnicity? *

5. What is your zipcode? *

6. Has more than one parent/caregiver attended playgroup? *

Mark only one oval.

Yes *Skip to question 7*

No *Skip to question 19*

The following questions refer to parent/caregiver 2

7. What is the year you were born in?

8. What are the first three letters of your first and last name? (ex: Darya Shahgheibi is DARSHA)

9. What is your gender?

10. What is your race and ethnicity?

11. What is your zipcode?

12. Have more than two parents/caregivers attended play group?

Mark only one oval.

Yes *Skip to question 13*

No *Skip to question 19*

The following questions refer to parent/caregiver 3

Uniting Pride Play Group Survey

13. What is the year you were born in?

14. What are the first three letters of your first and last name? (ex: Darya Shahgheibi is DARSHA)

15. What is your gender?

16. What is your race and ethnicity?

17. What is your zipcode?

18. Have more than three parents/caregivers attended playgroup? If yes, we will follow up with additional forms.

Mark only one oval.

Yes

No

The following questions refer to the children who attend Play Group

19. How many children do you bring to playgroup? *

Mark only one oval.

- 1
- 2
- 3
- 4
- 5+

20. What year was Child 1 born? *

21. What are the first three letters of Child 1's first and last name? (ex: Darya Shahgheibi is DARSHA) *

22. What is Child 1's gender? *

23. What is Child 1's race and ethnicity? *

24. What is Child 1's zip code? *

25. Have additional children attended Play Group? *

Mark only one oval.

Yes *Skip to question 26*

No *Skip to question 38*

The following questions refer to Child 2

26. What year was Child 2 born?

27. What are the first three letters of Child 2's first and last name? (ex: Darya Shahgheibi is DARSHA)

28. What is Child 2's gender?

29. What is Child 2's race and ethnicity?

30. What is Child 2's zip code?

31. Have additional children attended Play Group?

Mark only one oval.

Yes *Skip to question 32*

No *Skip to question 38*

The following questions refer to Child 3

32. What year was Child 3 born?

33. What are the first three letters of Child 3's first and last name? (ex: Darya Shahgheibi is DARSHA)

34. What is Child 3's gender?

35. What is Child 3's race and ethnicity?

36. What is Child 3's zip code?

Uniting Pride Play Group Survey

37. Have additional children attended Play Group? If yes, we will follow up with additional forms

Mark only one oval.

- Yes
 No

End of Fiscal Year Survey. Please indicate how true the following statements are for you.

38. (Please indicate how true the following statements is for you). Uniting Pride Play Group helped connect us with other LGBTQ+ families.

Mark only one oval per row.

	Column 2
Not At All	<input type="radio"/>
Slightly	<input type="radio"/>
Somewhat	<input type="radio"/>
Moderately	<input type="radio"/>
Extremely	<input type="radio"/>

Uniting Pride Play Group Survey

39. (Please indicate how true the following statements is for you) Uniting Pride Play Group is a safe and affirming place for the children I care for.

Mark only one oval per row.

Column 2	
Not At All	<input type="radio"/>
Slightly	<input type="radio"/>
Somewhat	<input type="radio"/>
Moderately	<input type="radio"/>
Extremely	<input type="radio"/>

40. (Please indicate how true the following statements is for you) Uniting Pride Play Group is a safe and affirming place for me to connect with other caregivers.

Mark only one oval per row.

Column 2	
Not At All	<input type="radio"/>
Slightly	<input type="radio"/>
Somewhat	<input type="radio"/>
Moderately	<input type="radio"/>
Extremely	<input type="radio"/>

Uniting Pride Play Group Survey

41. (Please indicate how true the following statements is for you) The children I bring to Uniting Pride Play Group enjoy attending.

Mark only one oval per row.

Column 2	
Not At All	<input type="radio"/>
Slightly	<input type="radio"/>
Somewhat	<input type="radio"/>
Moderately	<input type="radio"/>
Extremely	<input type="radio"/>

42. (Please indicate how true the following statements is for you) Attending Uniting Pride Play Group makes me feel more connected to the local LGBTQ+ community.

Mark only one oval per row.

Column 2	
Not At All	<input type="radio"/>
Slightly	<input type="radio"/>
Somewhat	<input type="radio"/>
Moderately	<input type="radio"/>
Extremely	<input type="radio"/>

Uniting Pride Play Group Survey

43. (Please indicate how true the following statements is for you) Uniting Pride Play Group has helped children I care for to learn more about LGBTQ+ topics.

Check all that apply.

Column 2	
Not At All	<input type="checkbox"/>
Slightly	<input type="checkbox"/>
Somewhat	<input type="checkbox"/>
Moderately	<input type="checkbox"/>
Extremely	<input type="checkbox"/>

44. What else would you like to share about Uniting Pride Play Group?

This content is neither created nor endorsed by Google.



Uniting Pride UParent Survey

* Required

The following questions refer to you, the parent(s)/caregiver(s)

1. What is the year you were born in? *

2. What are the first three letters of your first and last name? (ex: Darya Shahgheibi is DARSHA) *

3. What is your gender? *

4. What is your race and ethnicity? *

5. What is your zipcode? *

6. Has more than one parent/caregiver attended the UParent group? *

Mark only one oval.

Yes *Skip to question 7*

No *Skip to question 19*

The following questions refer to parent/caregiver 2

7. What is the year you were born in?

8. What are the first three letters of your first and last name? (ex: Darya Shahgheibi is DARSHA)

9. What is your gender?

10. What is your race and ethnicity?

11. What is your zipcode?

12. Have more than two parents/caregivers attended UParent group?

Mark only one oval.

Yes *Skip to question 13*

No *Skip to question 19*

The following questions refer to parent/caregiver 3

Uniting Pride UParent Survey

13. What is the year you were born in?

14. What are the first three letters of your first and last name? (ex: Darya Shahgheibi is DARSHA)

15. What is your gender?

16. What is your race and ethnicity?

17. What is your zipcode?

18. Have more than three parents/caregivers attended the UParent Group? If yes, we will follow up with additional forms.

Mark only one oval.

Yes

No

End of Fiscal Year Survey. Please indicate how true the following statements are for you.

Uniting Pride UParent Survey

19. (Please indicate how true the following statements is for you). Uniting Pride's UParent group helped connect us with other LGBTQ+ parents/caregivers

Mark only one oval per row.

Column 2	
Not At All	<input type="radio"/>
Slightly	<input type="radio"/>
Somewhat	<input type="radio"/>
Moderately	<input type="radio"/>
Extremely	<input type="radio"/>

20. (Please indicate how true the following statements is for you) Uniting Pride Play Group is a safe and affirming place for the children I care for.

Mark only one oval per row.

Column 2	
Not At All	<input type="radio"/>
Slightly	<input type="radio"/>
Somewhat	<input type="radio"/>
Moderately	<input type="radio"/>
Extremely	<input type="radio"/>

Uniting Pride UParent Survey

21. (Please indicate how true the following statements is for you) Uniting Pride's UParent group is a safe and affirming place for me to connect with other caregivers.

Mark only one oval per row.

	Column 2
Not At All	<input type="radio"/>
Slightly	<input type="radio"/>
Somewhat	<input type="radio"/>
Moderately	<input type="radio"/>
Extremely	<input type="radio"/>

22. (Please indicate how true the following statements is for you) I feel I have become a better ally/supporter to my child by attending UParent groups

Mark only one oval per row.

	Column 2
Not At All	<input type="radio"/>
Slightly	<input type="radio"/>
Somewhat	<input type="radio"/>
Moderately	<input type="radio"/>
Extremely	<input type="radio"/>

Uniting Pride UParent Survey

23. (Please indicate how true the following statements is for you) Attending Uniting Pride Play Group makes me feel more connected to the local LGBTQ+ community.

Mark only one oval per row.

Column 2	
Not At All	<input type="radio"/>
Slightly	<input type="radio"/>
Somewhat	<input type="radio"/>
Moderately	<input type="radio"/>
Extremely	<input type="radio"/>

24. (Please indicate how true the following statements is for you) Uniting Pride's UParent groups have helped me learn more about LGBTQ+ topics.

Check all that apply.

Column 2	
Not At All	<input type="checkbox"/>
Slightly	<input type="checkbox"/>
Somewhat	<input type="checkbox"/>
Moderately	<input type="checkbox"/>
Extremely	<input type="checkbox"/>

25. What else would you like to share about Uniting Pride UParents?

Demographic Survey for Uniting Pride

Please complete this form to help us know more about who we serve. By completing this survey, you will help us to be able to demonstrate that our programs make an impact. All information in this form is confidential, kept private, and used for grant purposes only. Please contact info@unitingpride.org if you have any questions or concerns.

* Required

1. Email *

2. Have you attended a Uniting Pride program before? *

Mark only one oval.

Yes.

No, this is the first time I have attended a program by Uniting Pride.

3. What program are you attending? *

Mark only one oval.

- Talk it UP *Skip to question 52*
- UParent *Skip to question 52*
- Queries *Skip to question 52*
- Play Group/ Story Time *Skip to question 5*
- Trans UP *Skip to question 52*
- Aging UP *Skip to question 52*
- UP-Lift *Skip to question 52*
- Trans UP Discord group ONLY *Skip to question 52*
- ReadUP *Skip to question 52*
- MeetUP
- Other

4. How did you hear about the program?

Mark only one oval.

- Uniting Pride website
- Uniting Pride newsletter
- Uniting Pride presentation or workshop
- Social media (Facebook, Instagram)
- Word of mouth (offline/not social media)
- Other

Play Group Youth Information
(1)

Please consider the first youth that is attending Play Group with you.

Demographic Survey for Uniting Pride

5. How many youth from your family are attending play group? *

Mark only one oval.

1	2	3	4	5	6	
<input type="radio"/>	More than 5					

6. What year was Youth 1 born? *

7. What are the first three letters of Youth 1's first name and last name? (ex: Darya Shahgheibi is DAR SHA) *

8. How does Youth 1 identify? (check all that apply) *

Check all that apply.

- Female / woman or girl
- Male / man or boy
- Nonbinary, non-conforming, or genderqueer
- Genderfluid
- Youth 1's gender is not listed here.
- I don't know
- Prefer not to say

9. If you said Youth 1's gender was not listed, how would you describe Youth 1's gender?

Demographic Survey for Uniting Pride

10. Does Youth 1 identify as transgender? *

Mark only one oval.

- Yes
- No
- I don't know

11. What is Youth 1's race and ethnicity? (select all that apply) *

Check all that apply.

- Hispanic or Latinx
- American Indian or Alaska Native
- White
- Black or African American
- Asian
- Native Hawaiian or other Pacific Islander
- Youth 1's race/ethnicity is not listed.
- I don't know
- Prefer not to say

12. If you said Youth 1's race or ethnicity was not listed, how would you describe Youth 1's race or ethnicity?

13. What is Youth 1's zip code? *

14. Is there another youth in attendance with you today? *

Mark only one oval.

- Yes Skip to question 15
- No Skip to question 52

Play Group Youth
Information (2)

Please consider the second youth that is attending Play Group with you.

15. What year was Youth 2 born? *

16. What are the first three letters of Youth 2's first name and last name? (ex: Darya Shahgheibi is DAR SHA) *

17. How does Youth 2 identify? (check all that apply) *

Check all that apply.

- Female / woman or girl
- Male / man or boy
- Nonbinary, non-conforming, or genderqueer
- Genderfluid
- Youth 2's gender is not listed here.
- I don't know
- Prefer not to say

18. If you said Youth 2's gender was not listed, how would you describe Youth 2's gender? *

19. Does Youth 2 identify as transgender? *

Mark only one oval.

- Yes
- No
- I don't know

20. What is Youth 2's race and ethnicity? (select all that apply) *

Check all that apply.

- Hispanic or Latinx
- American Indian or Alaska Native
- White
- Black or African American
- Asian
- Native Hawaiian or other Pacific Islander
- Youth 1's race/ethnicity is not listed.
- I don't know
- Prefer not to say

21. If you said Youth 2's race or ethnicity was not listed, how would you describe Youth 2's race or ethnicity? *

22. What is Youth 2's zip code? *

23. Is there another youth in attendance with you today? *

Mark only one oval.

Yes Skip to question 24

No Skip to question 52

Play Group Youth Information
(3)

Please consider the third youth that is attending Play Group with you.

24. What year was Youth 3 born?

25. What are the first three letters of Youth 3's first name and last name? (ex: Darya Shahgheibi is DAR SHA)

26. How does Youth 3 identify? (check all that apply)

Check all that apply.

- Female / woman or girl
- Male / man or boy
- Nonbinary, non-conforming, or genderqueer
- Genderfluid
- Youth 3's gender is not listed here.
- I don't know
- Prefer not to say

27. If you said Youth 3's gender was not listed, how would you describe Youth 3's gender?

28. Does Youth 3 identify as transgender?

Mark only one oval.

Yes

No

I don't know

29. What is Youth 3's race and ethnicity? (select all that apply)

Check all that apply.

Hispanic or Latinx

American Indian or Alaska Native

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

Youth 3's race/ethnicity is not listed.

I don't know

Prefer not to say

30. If you said Youth 3's race or ethnicity was not listed, how would you describe Youth 3's race or ethnicity?

31. What is Youth 3's zip code?

32. Is there another youth in attendance with you today?

Mark only one oval.

Yes *Skip to question 33*

No *Skip to question 52*

Play Group Youth Information
(4)

Please consider the fourth youth that is attending Play Group with you.

33. What year was Youth 4 born?

34. What are the first three letters of Youth 4's first name?

35. What are the first three letters of Youth 4's last name?

36. How does Youth 4 identify? (check all that apply)

Check all that apply.

- Female / woman or girl
- Male / man or boy
- Nonbinary, non-conforming, or genderqueer
- Genderfluid
- Youth 4's gender is not listed here.
- I don't know
- Prefer not to say

Demographic Survey for Uniting Pride

37. If you said Youth 4's gender was not listed, how would you describe Youth 4's gender?

38. Does Youth 4 identify as transgender?

Mark only one oval.

- Yes
- No
- I don't know

39. What is Youth 4's race and ethnicity? (select all that apply)

Check all that apply.

- Hispanic or Latinx
- American Indian or Alaska Native
- White
- Black or African American
- Asian
- Native Hawaiian or other Pacific Islander
- Youth 4's race/ethnicity is not listed.
- I don't know
- Prefer not to say

40. If you said Youth 4's race or ethnicity was not listed, how would you describe Youth 4's race or ethnicity?

41. What is Youth 4's zip code?

42. Is there another youth in attendance with you today?

Mark only one oval.

Yes *Skip to question 43*

No *Skip to question 52*

Play Group Youth Information
(5)

Please consider the fifth youth that is attending Play Group with you.

43. What year was Youth 5 born?

44. What are the first three letters of Youth 5's first name and last name? (ex: Darya Shahgheibi is DAR SHA)

45. How does Youth 5 identify? (check all that apply)

Check all that apply.

- Female / woman or girl
- Male / man or boy
- Nonbinary, non-conforming, or genderqueer
- Genderfluid
- Youth 5's gender is not listed here.
- I don't know
- Prefer not to say

46. If you said Youth 5's gender was not listed, how would you describe Youth 5's gender?

47. Does Youth 5 identify as transgender?

Mark only one oval.

Yes

No

I don't know

48. What is Youth 5's race and ethnicity? (select all that apply)

Check all that apply.

Hispanic or Latinx

American Indian or Alaska Native

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

Youth 5's race/ethnicity is not listed.

I don't know

Prefer not to say

49. If you said Youth 5's race or ethnicity was not listed, how would you describe Youth 5's race or ethnicity?

50. What is Youth 5's zip code?

51. Is there another youth in attendance with you today?

Mark only one oval.

Yes

No *Skip to question 52*

Information about you

52. What are the first three letters of your first name and last name? (ex: Darya Shahgheibi is DAR SHA) *

53. What year were you born? *

54. How do you identify? (check all that apply) *

Check all that apply.

- Female / woman or girl
- Male / man or boy
- Nonbinary, non-conforming, or genderqueer
- Genderfluid
- My gender is not listed here.
- Prefer not to say

55. If you said your gender was not listed, how would you describe your gender?

56. Do you identify as transgender? *

Mark only one oval.

Yes

No

57. What is your race and ethnicity? (select all that apply) *

Check all that apply.

Hispanic or Latinx

American Indian or Alaska Native

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

My race/ethnicity is not listed.

Prefer not to say

58. If you said your race or ethnicity were not listed, how would you describe your race or ethnicity?

59. What is your zip code? *

This content is neither created nor endorsed by Google.

Google Forms