

February 10, 2006

What was the quality of the YPC Booster Training?

Methods Overview. To answer this question a paper survey was administered to Youth Partnership for Change (YPC) participants at the end of a one day Booster Training for teachers who were currently implementing the Protecting You Protecting Me (PYPM) program and for the campus and district staff who support those teachers. At the end of the session teachers were asked to rate the effectiveness of the training and to offer input about the new YPC program components. Opinions of the training quality were rated on a five point scale (poor to outstanding) in the following areas: the quality of the materials, information, and the facilitator in preparing the participants to implement PYPM lessons and the community activities. In addition, participants were asked to express their opinions about the most and least interesting aspects of the training and what could be improved.

Respondents. A total of 19 participants answered the survey. Participants were high school teachers and district and campus level support staff from eight districts and 12 high schools. Although the community activities were new to them, most attending teachers had been implementing the PYPM program and many support staff were familiar with the PYPM program.

Survey Results. Participants were asked to rate the quality of the training materials, program information, and the performance of the facilitator of the YPC Booster Training. Almost all of the participants rated most areas as “very good” or “outstanding” (see Table 1).

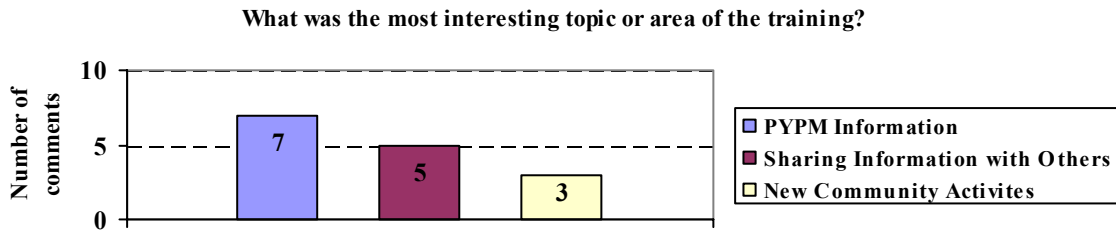
Table 1. Participants’ Ratings of Training Effectiveness: YPC Booster Training Quality

ITEM: Please rate the following:	Rated as “Good”	Rated as “Very Good”	Rated as “Outstanding”
Effectiveness of the training in meeting your needs and expectations	1	3	15
Quality of the trainers in addressing participants’ questions and concerns clearly.	1	2	16
Quality of the trainers on keeping your interest.	1	3	15
Quality of the trainers on maintaining a good pace.	1	3	15
Quality of the visuals/overheads/materials.	1	1	17

Source: YPC Booster Training Evaluation Survey, 2006.

When asked what they liked best or found most interesting, participants cited several areas. The greatest proportion of the comments (8 of 15 comments) addressed the structure of the training and the materials. For example, one participant said, “[The training was] very informative and informal, making it easier to share information and participate.” Participants also stated that they enjoyed the collegial atmosphere,

as one teacher said, “[I liked] getting back together with others involved with PYPM. I had a great time brainstorming and revving my jets for the program!” When asked what was the most interesting topic or area covered, seven of sixteen stated that it was the PYPM updates, such as the brain information.



Source: YPC Booster Training Evaluation Survey, 2006.

One area, although still rated quite highly, had a higher proportion of ratings in the “Good” and “Very Good” categories and a lower proportion in the “outstanding” category, as compared to the overall training ratings. That area was teachers’ opinions regarding the implementation of the new portion of the program: the community presentations (see Table 2). Examples of these types of items included how well the training prepared teachers to train the peer helping students to give community presentations and helping teachers to understand the new part of the program. This may have occurred because this portion of the training was completely new to teachers, as opposed to PYPM, which was not new, or because the bulk of the training time was spent on other materials. Information related to the community activities portion of the program was generally relayed in less than one hour, while the PYPM portions of the program were covered in four to five hours.

Table 2. Participants’ Ratings of Training Effectiveness: YPC Program Implementation

ITEM: How effective was the training in:	Rated as “Good”	Rated as “Very Good”	Rated as “Outstanding”
Helping you understand the YPC program.	3	7	8
Preparing you to teach peer helpers to give the community presentations.	4	8	5
Preparing you to teach peer helpers how to lead community activities.	4	7	6

Source: YPC Booster Training Evaluation Survey, 2006.

Participants’ comments in several areas suggest that it may be the latter. For example, in an item asking participants to suggest improvements, comments were made in two areas: community activity information and changes to the training structure. Of the six participants who made suggestions, four stated that they needed more time or information regarding the community activities. One stated that, “I didn't really understand community portion. I wasn't sure what we were to do. I am interested in community and I would like to implement with more information.” Another said, “...explain community portion more in detail.” When asked if they would be implementing the community activities portion of the program, four of 19 respondents stated that they would and 12 were not sure.

Overall, the quality of the YPC Booster Training, as judged by participants was deemed very high. Participants believed that the trainers kept the material interesting and lively, that they created an atmosphere of collegiality and collaboration, and that the training materials were useful and of a high quality. Participants were intrigued and excited about the addition of the community activities, but wanted the trainers to spend more time on this topic. Most were unsure if they would implement the community portion of the program.

Recommendations.

Data from the YPC Booster Training Evaluation Surveys indicate that:

- *If YPC teachers are required to implement the community activities, program staff must work to educate teachers and clarify this expectation.* YPC teachers do not appear to understand that they are required to implement the community activities. However, teachers are excited by and interested in the new community piece and have high regard for the PYPM program. Program staff should capitalize on this excitement and regard to implement immediate follow up education for teachers that addresses YPC program implementation and performance expectations.