



**World Vision U.S. Programs**  
**Youth Empowerment Program**  
**2011 Evaluation Report**  
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**U.S. Programs' Youth Evaluation Team:**

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The 2011 Youth Evaluation Team

## Acronyms

CAT	Community Advocacy Training
CGP	WVUS division that includes Corporate Relationships, Gifts-In-Kind, and U.S. Programs
CYD	Community Youth Development
DME	Design, Monitoring and Evaluation
IPT	Integrated Programming Team
NYICA	National Youth Initiative & Community Advocacy
PPA	Public Policy and Advocacy
USP	U.S. Programs, WVUS domestic programming
YAT	Youth Advocacy Training
YDA	Youth Development Associate
YEP	Youth Empowerment Program
YES	Youth Empowerment Summit
YET	Youth Evaluation Team
WVUS	World Vision United States

## Background

### Introduction

This evaluation covers the fifth year of the World Vision U.S. Programs' Youth Empowerment Program (YEP) and is the fourth evaluation completed by members of the Youth Evaluation Team (YET). This year's evaluation focuses mainly on the Youth Advocacy Training (YAT), the Youth Empowerment Summit (YES), and on the impact YEP has in the lives of delegates.

It is important to note that this year's evaluation was heavily impacted by the absence of the YET advisor. The on-line surveys of leaders, co-leaders, and community partners that would have taken place following the Summit did not occur as the YET advisor was deployed to Alabama and Missouri in response to the tornado disaster. The YET team was unable to resume meeting until the end of August and missed the opportunity for some of the planned data gathering.

**YEP Overview:** YEP is designed to encourage and develop the leadership and civic engagement of young people. The Youth Advocacy Training (YAT) curriculum includes modules on advocacy, asset-based community development, teamwork, leadership, communication, and youth-adult partnerships. During YAT, participants develop a policy recommendation for local and federal government representatives based on an issue of concern to young people in their own communities and in alignment with World Vision's domestic advocacy platform.

Following the twenty-week training, the delegations meet at the Youth Empowerment Summit (YES) in Washington DC to prepare for and complete visits with their federal government representatives, to participate in further training, and to celebrate their accomplishments for the year. The highlight of this time is the opportunity to meet with their representatives to share their policy recommendations and respond to questions.

This year's YEP included 122 youth delegates in the training leading up to the Summit, down 17% from last year's high of 147 delegates. Sixteen of the participating youth were unable to attend the Summit for various reasons. In addition to the young people, this year's program included a co-trainer for each delegation and, for the second time, provided an opportunity for community partners to engage in the training and attend the Summit.

With the exception of the Workshop Survey, the survey, observation, and interview tools utilized for this evaluation were created and edited by the Youth Evaluation Team. Information about the individuals on YET can be found in the Appendix (see page 19).

### Goal of the evaluation

The main goal of this year's evaluation was to determine the impact of the Youth Empowerment Program beyond the timeframe that participants are actively engaged in the training. While we know that their skill and knowledge levels in advocacy, asset-based community development, teamwork, leadership, communication, and youth-adult partnership increase, the question is whether that increase influences their life choices in general and whether it attracts new people to World Vision.

As a team, YET does not feel they were able to fully explore these dynamics and will continue to pursue the answers with the 2012 evaluation. More research with YEP alumni from years 1 to 4

and more input from the communities with YEP delegations is needed before a true conclusion can be reached.

## Key objectives

The evaluation of the 2011 YEP has three main objectives:

1. To determine how current life choices of delegates are impacted by participating in YEP;
2. To determine whether the future plans of YEP delegates are impacted by their YEP experience; and
3. To determine whether the demonstration of skills and values gained by YEP delegates in leadership, community engagement, and advocacy attract new people to YEP and World Vision as a whole.

## Evaluation Methods

### Who did we talk to?

This year, information was mainly gathered from the YEP delegates and members of the YEP national team. The WVUS Government Relations Team held their own debrief on the Capitol Hill visits and provided a thorough evaluation piece with recommendations<sup>1</sup>. Data collection methods included surveys, observations, and debriefing sessions.

### What questions did we ask?

#### **YEP Delegates**

YEP delegates completed surveys on the YAT specifically, YEP overall, and the workshops they attended at the Summit. In addition, many of them participated in evaluation activities at the end of each YAT training module and at the conclusion of the Capitol Hill visits. Copies of the evaluation tools are included in the Appendix.

#### **YEP Delegate Evaluation Tools:**

Instrument	Question Content	Venue
Retro pre-post test (see Appendix, page 20)	<ul style="list-style-type: none"> <li>▪ Increase in skill or knowledge of selected desired outcomes of YAT modules</li> </ul>	During regular YAT meeting or at Summit
YEP Participant Survey (see Appendix, page 23)	<ul style="list-style-type: none"> <li>▪ Enjoyment of various sections of YAT</li> <li>▪ Skill and confidence level in presenting policy recommendation</li> <li>▪ Level of engagement in YAT activities</li> <li>▪ Level of engagement in community</li> <li>▪ Plans for future civic engagement</li> </ul>	During plenary session at Summit
YAT Plus-Minus-Interesting	<ul style="list-style-type: none"> <li>▪ Positive, negative, and interesting aspects about each training session</li> </ul>	End of each regular YAT session
Capitol Hill Plus-Minus-Interesting	<ul style="list-style-type: none"> <li>▪ Positive, negative, and interesting aspects about Capitol Hill visits</li> </ul>	During plenary session at Summit

<sup>1</sup> See **Congressional Meeting Feedback and Follow Up Recommendations** and **Future Recommendations for the Youth Empowerment Program** Prepared by: Brittany Zielske & Corryne Deliberto, August 2011

Instrument	Question Content	Venue
Workshop Surveys (see <i>Appendix, page 25</i> )	<ul style="list-style-type: none"> <li>▪ Skills of the trainer</li> <li>▪ Usefulness of material</li> <li>▪ Increase in skill or knowledge on workshop topic</li> </ul>	End of each workshop

### **Event Volunteers and Staff**

The majority of World Vision staff and volunteers that worked on the Summit portion of YEP participated in a debriefing session held just prior to leaving Washington DC. This debrief was held while they were still on the George Washington University campus.

### **Event Volunteers & Staff Evaluation Tools:**

Instrument	Question Content	Venue
Debrief session	<ul style="list-style-type: none"> <li>▪ Discussion of logistics, program, and gala</li> <li>▪ Recommended changes</li> </ul>	GWU conference room

### **Other Resources**

#### **Evaluation Tools:**

Instrument	Question Content	Venue
Capitol Hill Observation (see <i>Appendix, page 26</i> )	<ul style="list-style-type: none"> <li>▪ Interactions between congressional members and/or staff and the delegates</li> <li>▪ Preparedness, skill, and confidence of delegates</li> </ul>	During the Capitol Hill visits

### **How did we analyze the results?**

**Surveys:** All qualitative data was analyzed for consistency and condensed into a Word document. Quantitative data was loaded into Excel spreadsheets and tabulated. Each survey participant was given a unique identifier number and all the information was recorded under that number. Separate worksheets were created for multiple choice, open-ended, and close-ended questions as well as demographic information. Quantitative responses were calculated both by count and by percentage. Other responses were reviewed and major themes and interesting comments were noted.

**Debriefings:** Notes taken during the debrief sessions were read by multiple members of the YET and USP DME team. Key statements, recommendations, and areas of consensus were noted and the information included in this report.

**Observations:** Notes taken by members of YET and volunteers on the Observation Sheets were read by the USP DME staff. Key statements and areas of consensus were noted and the information included in this report. A spreadsheet of the completed observation sheets is available upon request.

**Retro Pre-Post Survey:** Data from the surveys was loaded into an Excel spreadsheet that captured the difference between the pre-participation and post-participation scores. As the levels of knowledge ranged from a low of 0 to a high of 10, the results could then be reported as percentages. For example, a pre-participation score of “2” and a post-participation score of “6” was recorded as a difference of “4” or a 40% increase in skill or knowledge. Further analysis should be done to determine the average increase for the various aspects of YEP (advocacy, asset-based community development, teamwork, leadership, communication, and youth-adult

partnerships) and also any variance in scoring between the delegations. At this time questions are linked to individual YAT modules, but they have not been grouped according to content.

## Results

### Results for Retro Pre-Post Survey

This survey was distributed to all twelve delegations. Eight delegations completed the survey prior to the Summit during regular meetings. Four delegations did not complete the survey. A total of 69 surveys were completed correctly and are included in the results. This is a response rate of 65% (n=106).

The overall self-reported gain in skills and knowledge was 35.2%. Percentages for the individual delegations ranged from a low of 29% to a high of 41%. As the curriculum is the same at all sites, further analysis needs to be completed to determine what factors influence the results. Possibilities include the mix of new and returning delegates, training styles of leaders, strength of local public school civic classes, and length of time spent in the various modules by the delegation.

**Future Plans:** In 2012, the Youth Evaluation Team intends to sort the questions on the survey into categories (leadership, advocacy, and government) to determine increases in skills/knowledge in those specific areas. In addition, they will look at the differences between delegations with a mix of new and returning delegates and those with all new delegates. Every effort will be made to increase the response rate to 95% or more.

### Results for YEP Evaluation Survey

This survey was distributed at the Summit following the visit to Capitol Hill. Ninety-eight (98) of the 106 delegates completed the survey for a response rate of 92.5%. The survey contained three sections: You and YEP, Skills, and Community.

#### You and YEP

Delegates were asked about how YEP had impacted them academically, in everyday life, and in their plans for the future. The following chart illustrates the results.

#### Results of Close-Ended “Yes-No” Questions

Question	Yes		No	
	Count	%	Count	%
Has participating in YEP had a positive impact on you academically?	84	85.7%	7	7.1%
If yes, have you seen your grades improve?	70	83.3%	11	13.1%
Has participating in YEP influenced decisions you make in everyday life? (See follow up question results below.)	87	88.8%	5	5.1%
Has the number of hours you volunteer in your community increased since you began participating in YEP?	79	80.6%	17	17.3%
If yes, did YEP influence your decision?	53	67.1%	11	13.9%

The following comments reflect delegate responses when asked how their decisions had been influenced:

- “I’ve taken more responsibility in my actions because YEP taught me that one person’s actions can affect everyone.” Anonymous delegate

- “I think before I make decisions and I think about the situations more deeply to decide the best choice.” Washington DC delegate
- “I don’t [hang out] in the streets anymore because I am more busy.” Washington Heights delegate
- “Since my group is [working against] certain things, I had to stop doing them because I don’t want to be hypocritical.” Washington Heights delegate
- “I’m staying out of trouble and being more productive with my time.” North Texas delegate
- “I choose to do the right things more often.” Chicago delegate
- “I have made better decisions [when faced] with peer pressure.” Anonymous delegate
- “YEP changed almost everything about me.” Tacoma delegate
- “YEP influenced me to stand up for what I believe and empowered me to think more positively about myself. They gave me strength.” Appalachia delegate
- “I stopped doing drugs and thought about my life and others.” Twin Cities delegate

Delegates were also asked about their plans for the future. This chart below shows the number and percentage of the responses.

**Results of Close-Ended Multiple Choice Questions**

Question	#	%	#	%	#	%
After participating in YEP ...	<b>Yes</b>		<b>Already planned to do so</b>		<b>No</b>	
Are you more likely to attend college?	27	27.6%	52	53.1%	12	12.2%
Are you more likely to pursue a career in public service?	40	40.8%	18	18.4%	36	36.7%
	<b>Yes</b>		<b>Was doing so before YEP</b>		<b>No</b>	
Are you more likely to be civically engaged in your community?	47	48.0%	22	22.4%	28	28.6%

The final close-ended question in this section asked delegates how important the trip to DC was in their decision to participate in YEP. This is significant this year as the strategy around the Youth Empowerment Program will change in 2012 and the trip will only be offered every two or three years. The results indicate that some consideration will need to be given on how to “market” the long term commitment needed with an attractive outcome for youth at the end.

**Results of Question re Importance of DC Trip**

Question	#	%	#	%	#	%
How important was taking the trip to DC in your decision on whether or not to participate in YEP?	<b>Very important</b>		<b>Somewhat Important</b>		<b>Not Important</b>	
	46	46.9%	22	22.4%	26	26.5%

**Results of Open-Ended Questions**

Participants were asked to share their vision for where they would be in five years, what goals they had for themselves. Additionally, they were asked how participating in YEP will help them reach



those goals and what was the most important thing they gained from YEP. Although there were a wide variety of answers, some responses showed up fairly consistently.

When asked where they saw themselves in 5 years, the majority (71, 72.4%) believe they will be attending or will have completed college. Fifteen (15, 15.3%) respondents added that they plan to be helping their community in some way. A delegate from Seattle hopes that in five years “our policy recommendation will be sent through and I will keep on helping my community.” And one delegate from the Bronx aspires to “Take Leonetta’s job!”

Ninety-two (92) delegates responded to the question on how participating in YEP would help them reach their goals. The responses were fairly evenly divided between the following:

- Helping them become strong leaders/more confident (14, 15.2%)
- Helping them become a better person/make better choices (12, 13.0%)
- Learning to stick with a task/don’t give up (11, 12.0%)
- Making connections that will help in the future/networking (10, 10.9%)
- Improving their public speaking skills (8, 8.7%)

A delegate from Seattle said, “YEP showed me the first step to actually helping an issue in our community and making a positive difference.” A delegate from Twin Cities responded that the people in YEP helped by “supporting me and believing in me and helping me discover who I am.” A Washington Heights NY delegate shared, “I always wanted to help people. YEP allowed me to do that.”

The most important things the delegates gained from YEP were self-confidence, learning they had a voice, and new friendships. Ninety-seven (97) delegates responded to this question.

- “Being able to not only talk about issues in our community, but do something about it.” Washington DC delegate
- “That no matter what you were put here for a reason.” Picayune delegate
- “I gained the power to do anything so I can help those around me.” Washington DC delegate
- “That I have a voice that needs to be heard and that I am important.” Bronx NY delegate
- “I gained a better understanding of myself and what I want to do in life.” Chicago delegate
- “The new friendships and traveling and experiencing a whole new thing.” Chicago delegate
- “Respect and manners. YEP has helped me and pushed me to be someone successful.” Chicago delegate
- “I know about myself that I didn’t know before which is I CAN MAKE A CHANGE.” Washington DC delegate
- “Unless you reach out to opportunities they are not going to come up to you.” Washington DC delegate

## **Skills**

The main data gathering around skills was done through the retro post-then-pre test, but in the YEP Survey delegates were asked three questions regarding their confidence in various aspects of their work. For each question, they could choose from four answers – “very confident”, “confident”, “a little confident” and “not confident”. The answers were scored from “4” for “very

confident” to “I” for not confident. The results are shown in the table below. The three questions were as follows:

1. How confident did you feel about participating in the visit to Capitol Hill?
2. How confident do you feel about presenting your policy recommendation to government officials in your community?
3. How confident would you feel leading a project to gather information and opinions in your community?

### Results of Multiple Choice Questions on Confidence

Question	Very confident	Confident	A little confident	Not confident	Total	Avg.
Capitol Hill visit	55.8% (53)	35.8% (34)	7.4% (7)	1.1% (1)	95	3.5
Officials in community	56.3% (54)	36.5% (35)	6.3% (6)	1.0% (1)	96	3.5
Gather info in community	51.0% (49)	36.5% (35)	11.4% (11)	1 (1.0%)	96	3.4

Lastly, they were asked, “What about YEP helped increase your confidence? – or – What would help you feel more confident?” Almost every response centered around their self confidence increasing due to the support and encouragement they received coupled with the opportunities to practice speaking in front of others. In particular, having the opportunity to speak to government officials with the skills to clearly articulate their message were seen as assets that would carry beyond their participation in YEP.

- “The fact that I was constantly reminded that I was someone and that my voice and opinion mattered.” Washington Heights NY Delegate
- “I have been encouraged and placed in situations that have helped build experience and confidence.” West Virginia Delegate
- “I feel like this is a safe environment, so I present myself better. I can open up” Los Angeles Delegate
- “If it wasn’t for YEP, I would never have spoken as confidently as I did to the senators.” Albany Delegate
- “YEP helped me to be confident by making me more passionate about my work.” Los Angeles Delegate
- “Hearing others and knowing its ok and you’re not the only one.” Washington DC Delegate
- “YEP has helped me to confidently take on responsibilities and take action.” Los Angeles Delegate
- “My voice was heard. I could express my feelings about what we were discussing.” Dallas Delegate
- “YEP helped me become better at public speaking which is something I wasn’t sure about before.” Los Angeles Delegate

### **Community**

In the community section, delegates were asked about youth-adult partnership, their future plans for advocacy work, and their future relationship with YEP. In an effort to determine some of the impact of YEP on World Vision’s “brand awareness” overall, delegates were asked if participating in

YEP had caused them to learn more about World Vision and, if so, whether or not they had shared that information with others.

**Youth Adult Partnership:** As part of the YEP curriculum, delegates and community partners participated in a Youth-Adult Partnership training. To determine how that information carried forward with the delegates, they were asked to provide their own definition of youth-adult partnership. Two elements that showed up consistently were youth and adults having an equal say and that the partnership resulted in action on an issue. Other elements that were important were mutual learning, both sides putting in equal effort, and good communication. There were a small number of delegates whose responses indicated that they were unfamiliar with the concept.

Delegates were also asked if they felt adults in their community valued youth voice and whether they felt an increase in that value after the youth-adult partnership training took place. The opinions on whether or not adults valued youth voice was split pretty much down the middle. Of the 91 delegates who responded, 45.9% (45) said “yes” and 46.9% (46) said “no”. As far as whether the training had impact on adults’ value of youth voice, 70.4% (69) said “yes” and 9.2% (9) said “no”. Another 14.3% (14) were unaware that a training had taken place.

**Q: Will you continue to advocate for the issue in your delegation’s policy recommendation after the Summit?**  
**Yes . . . . . 96.9% (95)**  
**No . . . . . 2.0% (2)**  
**No Response . . . . . 1.0% (1)**

Lastly, delegates were asked if they had witnessed an increase in youth-adult partnership around issues in their community since the training took place. Of the 93 delegates that responded, 63.3% (62) said “yes” and 31.6% (31) said “no”. In the future, a clarifying question regarding specific actions that illustrate youth-adult partnership will be added.

**Advocacy:** Delegates were asked whether or not they planned to continue advocating for the policy issue they presented on Capitol Hill and also to share why or why not. Ninety-seven (97) delegates responded with 96.9% (95) responding “yes” and only 2.0% (2) responding “no”. When asked “why or why not”, their answers reflected their passion for the issue they had chose and, in many cases, their belief that by speaking up they would encourage others to do the same. One young person shared that they would continue because “I am my community.” Another said, “Because I believe that if I’m persistent, I will get a positive outcome.” And a third replied, “Because I care about the youth coming up behind me and they need a change and our support.”

Delegates were also asked if they intended to advocate for other community issues and if participating in YEP had impacted their decision. Of the 98 delegates who responded, 96.9% (95) intend to advocate for other issues and 5.1% (5) do not. Of the 93 who intend to advocate for other issues, 95.7% (89) said that participating in YEP influenced their decision.

**Broader Awareness of World Vision:** In an effort to find out how YEP impacts a broader awareness of World Vision delegates were asked three questions:

1. Have you recruited anyone to participate in YEP?
2. Has participating in YEP caused you to learn more about World Vision?
3. Have you shared that information with anyone else?

Surprisingly, only 62.2% (61) of the YEP delegates have recruited anyone else to participate in the program. It is not clear what this reflects and a follow up question will need to be added to next year’s evaluation. It may be simply that youth in some communities become delegates through a process that doesn’t include being invited by current delegates. However, if delegates can only join

YEP if recommended by an adult, there would be disconnect between a value of youth as agents of change in their own right and this recruitment practice.

The majority of the delegates (83.7%, 82) have learned more about World Vision through their participation in YEP and 59.2% (58) have shared information about World Vision with other people. The most often mentioned things delegates learned about World Vision are that it is international, it works to help children, and that a lot of work is funded by child sponsorship. They most often shared about World Vision with their friends and their family. One delegate said they shared about World Vision with “everyone I could get my hands on!”

**Demographics:** There were more female than male delegates this year ... 53.7% (51) female versus 45.3% (43) male (4 “no response”). The average age was 16.4 years old. The majority were first year delegates (76.9%, 70).

### Results of Workshop Surveys

Workshop surveys were completed at the end of each session. Overall, the rating for both presenters and content were high. The workshops continue to be a positive aspect of the Summit for both the youth and the leaders.

In a series of close-ended questions, respondents were asked to rate their level of agreement with the following five statements. The responses were scored as “strongly agree” (4), “agree” (3), “disagree” (2), and “strongly disagree” (1). Scores shown in the table below reflect the average response.

1. The trainer was knowledgeable about the topic.
2. The trainer encouraged questions and learner participation.
3. This training will be useful to me/my team.

#### Workshop Ratings: Strongly Agree & Agree

Workshop	Knowledge of Trainer	Learner Participate	Know How to Use Info	# of responses
Creative Activism Session	98.9% (88)	96.6% (88)	97.8% (88)	89
Train the Youth Trainer	98.1% (101)	96.1% (99)	97.1% (100)	103
Lion Chasers	100% (88)	100% (88)	100% (88)	88
Impact Panel	96.7% (86)	95.5% (85)	96.6% (86)	89
YouTube Justice	95.8% (45)	95.8% (45)	91.5% (43)	46
Power of Spoken Word	100% (36)	100% (36)	100% (36)	36
Youth Adult Conversations	100% (11)	100% (11)	100% (11)	11

Participants were also asked to report on the increase in skill or knowledge they received on the workshop topic. This question is scored using a retro pre-post format with a 0 to 10 number scale. Participants marked both their level of knowledge/skill before the workshop (B) and after (or “now” – N). The difference between the two scores is reported as a percentage increase in skill/knowledge.

The largest increase in skill or knowledge on the workshop topic was found in the Lion Chasers workshop (49.7%) followed closely by the Creative Activism Workshop (49.0%). The lowest was in the Youth Adult Conversation workshop attended by community partners where several of the eleven participants had attended the same workshop the previous year (20.0%).

## Workshop Increase in Skill or Knowledge

Workshop	Increase	# of responses
Creative Activism	49.0%	89
Train the Youth Trainer	34.2%	103
Lion Chasers	49.7%	88
Impact Panel	35.6%	89
YouTube Justice	31.5%	46
Power of Spoken Word	34.2%	36
Youth Adult Conversations	20.0%	11

### Creative Activism Workshop

This was a mandatory workshop for all delegates and is one of the most popular workshops each year. Surveys were returned from 89 of the 106 delegates at the Summit for a response rate of 84.0%. The workshop was held in two sessions. This workshop generated a large number of positive comments from delegates most often around the how much the workshop added to their understanding of advocacy and how to lift up their policy issues in a way that would grab attention. They also enjoyed having time within the session to come up with creative ideas of their own. Several of them indicated that their teams would continue to work on the ideas generated when they return back to their communities. The suggestions for improvement included having more time and a bigger room. One young person suggested using the World Vision website to share more ideas and an overview on how to get started.

### Train the Youth Trainer Workshop

This was also a mandatory workshop for delegates and was held in two sessions. The workshop prepares participants to facilitate the Community Action Training (CAT) with middle school students in their community. Surveys were returned from 103 of the 106

**As a result of attending the Creative Activism workshop “I will encourage people to not just look at the problem, but to find the solution.”**  
YEP Delegate

delegates for a response rate of 97.2%. During the workshop, participants divided into small groups of 10 to 12 and were each given a one-page information sheet on an aspect of facilitating a workshop (characteristics of a good facilitator, preparing for a workshop, delivering a workshop, and working with shy and difficult participants). After some instruction, they were asked to prepare and deliver a 5-minute workshop on the information on their sheet. Participants especially enjoyed the opportunity to create and present their own mini-workshop which really helped them practice the skills they were learning. Many of them also cited the information on working with shy and difficult people as useful information that goes beyond workshop facilitation and into their everyday lives. For participants who are working on their public speaking skills the small breakout groups used in this workshop helped them feel comfortable in presenting. The main suggestion for improving this workshop was to have more time especially for feedback at the end of each presentation.

### Lion Chasers Workshop

Based on the comments in the evaluation surveys, this was the most popular workshop at the Summit. Young people were drawn to both the material and the presenters. Surveys were completed by 89 participants. It is unknown how many youth attended the workshop. [NOTE: This workshop appears to be based on *In a Pit with a Lion on a Snowy Day* by Pastor Mark Batterson of National Community Church in Washington D.C. This could be a good resource for interested youth.] The delegates reported that this workshop was especially encouraging to them. Comments included “I learned how important it is to persevere and work to better yourself. This helps build character and personality” and “The most helpful thing to me was learning that

celebrities have problems like me.” Others shared that they learned “never let obstacles be just obstacles; instead let them be opportunities” and “we just have to be ourselves, but come out of our comfort zone.” The only suggestions for improvement were to offer more encouraging workshops like this one.

### **Impact Panel Workshop**

This mandatory workshop is intended to help prepare the delegates for their Capitol Hill visits. During the first three years of YEP this information was presented in a plenary session. In 2010, the group attending the workshop was small and the presenters chose to break them up into smaller groups and talk more one-on-one. This was very successful and this year’s workshop built on that small group philosophy. Surveys were received from 89 delegates for a response rate of 84.0%. Participants cited the value of both the information on how to present themselves on Capitol Hill and the encouragement to be themselves. They also enjoyed hearing about the various

***“When they spoke about education and some of the problems they want to fix, I saw that we shared the same interest.”***

YEP Delegate

roles the presenters have in their work on Capitol Hill and were inspired to think of themselves in those same roles. The few suggestions for improvement were for more activity to be included and to add at least one Latino panelist.

### **YouTube Justice Workshop**

This was a new workshop for YES. Surveys were returned from 46 participants. The total number of participants is unknown. This workshop focused on the use of media, especially social media, as a tool to address issues of injustice. The participants were especially struck by the information on cyber-bullying which was new to many of them. They were also encouraged to find they could use tools they already had (Facebook, YouTube) to make a difference. The only real suggestion for improvement was for some of the presenters to speak more loudly.

### **Power of Spoken Word Workshop**

This was also a new workshop designed to provide youth with a creative way to express their thoughts and feelings. Surveys were received from 36 participants. Total number of participants is unknown. Participants were energetically

enthusiastic about this workshop and expressed a desire for similar workshops in the future that allowed them to express themselves creatively.

Those who were already writing poetry were

excited to have new writing skills and new venues such as “slam” poetry.

***“I learned how powerful poetry can be used to impact others so strongly.”***

YEP Delegate

### **Youth-Adult Conversations Workshop**

This was a well-received workshop that showed the importance of expressing feelings in a respectful manner and provided opportunity to practice the skills being shared through role play. This workshop was attended by community partners with the members of the Youth Evaluation Team. Many positive comments were made about learning to use “I” statements as a method to transform conflict and de-escalate situations. Participants reports that they intend to use the skills they learned in a variety of situations in their community and personally.

### **Results of the Capitol Hill Visit Observations**

Completed observation forms were received from six of the seven Youth Evaluation Team members. Overall, they observed many positives about the visits including how well prepared the

delegations were, the large number of youth who participated in the presentations, the respect and interest showed by the Senators, Representatives, and their staffers, and the high level of engagement on the part of the delegates even when they weren't presenting. Many of the delegations took time to hold short debrief sessions at the end of each visit and highlighted both what had worked and what they hoped to do better next time. Most of the delegations also remembered to make some arrangement for follow up contact. There were a few issues noted that provide learning for the future:

- Very effective meetings were held in five minutes in hallways and courtyards when delegates were passionate and well prepared. In other cases, the delegates became distracted by people passing by and the sound of a fountain and meetings didn't go as well.
- One delegation met with a Senator who not only agreed with their position, but was already actively supporting the bill they were proposing. The delegation did not know how to respond. They continued their presentation even though he was agreeing with them and didn't seem to really be listening to what he had to say.
- In one case, the Representative showed up towards the end of the presentation and took over, telling long stories that had nothing to do with the issue being presented. The delegates did not know how to bring the conversation back to their policy recommendation and actually missed their next meeting because the Representative was so long-winded.
- In two cases, youth wanted to skip a meeting (once because it was only for a picture and once because the staffer was running late) and were convinced by WV staff to go anyway. In both cases, the meetings turned out to be really great. Sharing these stories can encourage delegates in the future.
- While it was wonderful to have WVUS President with the delegations in some cases the number of adults in the room was larger than the number of youth. This does not present the "empowered youth" picture YEP is working towards.
- In one case, after the delegates presented, the conversation veered onto other topics. Before the delegation left, one of the youth brought the recommendation back up, so that the meeting ended on the right note.
- One delegation added a request to their proposal (to have the word "gang" redefined in a bill), but then didn't have the information to back up the request.

Many delegations this year had success in garnering support for their policy recommendations, especially with regards to the Promise Act. There is also increasing recognition of the Youth Empowerment Program among Senators, Representatives, and their staffers. Delegates from North Texas were invited to attend a summit on violence and a roundtable on education when they returned home.

### **Results from the YES Debrief Session**

Eleven (11) U.S. Program national staff, 1 U.S. Program field site staff member, 3 WVUS Communications staff, 1 WVUS Government Relations staff member, and 7 members of the Youth Evaluation Team participated in the debrief session. The full transcript of the discussion notes is included in the Appendix (see page **Error! Bookmark not defined.**). The following are the list of issues and recommendations made at that time:

## Issues & Suggestions from Debrief Session

Issues	Recommendations
Cancellations after purchase of airline tickets	<ul style="list-style-type: none"> <li>▪ Second round of parent permission slips prior to purchase</li> <li>▪ YDS's will be required to confirm for each delegate</li> </ul>
Multiple housing issues	<ul style="list-style-type: none"> <li>▪ Request GWU do a better job checking keys are not bent</li> <li>▪ Have extra bedding on hand for rooms that aren't ready</li> <li>▪ Add "Bring own towel" to list for participants</li> </ul>
Lost keys, lost Metro passes	<ul style="list-style-type: none"> <li>▪ Look for a lanyard with a pocket and a j-hook for keys</li> </ul>
Delegates weren't prepared to take notes	<ul style="list-style-type: none"> <li>▪ Clarify expectations during registration</li> </ul>
Communication with community partners	<ul style="list-style-type: none"> <li>▪ Take time to make sure they are aware of training track specifically for them</li> <li>▪ Lift them up more often during the week</li> </ul>
Plenary Sessions	<ul style="list-style-type: none"> <li>▪ Need a cohesive theme that builds during the week</li> <li>▪ Add time for debrief and Q&amp;A in every session; small group sessions to unpack what was heard</li> <li>▪ Move towards broader vision of poverty and injustice; not so much focus on ethnicity</li> <li>▪ No plenary session on Capitol Hill day</li> </ul>
Capitol Hill visits	<ul style="list-style-type: none"> <li>▪ Ask Government Relations Staff person to do a Train the Trainer for adult delegation leaders so that youth are better prepared for all scenarios</li> <li>▪ More effort needs to be spent on getting policy recommendations in on time</li> <li>▪ Continue to build clarity around national and local issues. No Senator, Representative, or staffer should be asking, "But what do you want <u>me</u> to do about this?"</li> <li>▪ Strength of YDS is often reflected in how well prepared their delegations are. Develop a plan to have stronger YDS mentor the others.</li> </ul>
Best Practices	<ul style="list-style-type: none"> <li>▪ Create opportunity for delegations to share best practices, i.e. Albany using phone strategy to gather information for their policy recommendation and Twin Cities surveying 200 students and bringing those voices with them to the Hill</li> </ul>
Gala	<ul style="list-style-type: none"> <li>▪ Do a better job preparing youth for the table. YET offered to do a video.</li> <li>▪ Bring delegation posters to the gala reception and ask delegates to take turns sharing their experiences and policy recommendations to guests</li> <li>▪ Consider having more youth at the mic next year</li> <li>▪ Remember the Policy Advisory Team in the "thank you's" at the end</li> </ul>



Issues	Recommendations
Youth Involvement	<ul style="list-style-type: none"> <li>▪ Consider how NYAC can have a larger role on Hill Day</li> </ul>
Morning Faith Sessions	<ul style="list-style-type: none"> <li>▪ Consider changing time to improve attendance</li> </ul>
Sharing Information with Delegates	<ul style="list-style-type: none"> <li>▪ There is a real disparity between delegations in how much they know about processes and expectations. Need to rely less on YDS's to share everything and go directly to youth through Facebook, e-mail, etc.</li> </ul>

## Recommendations

Now in its fifth year, the Youth Empowerment Program has made multiple changes to its curriculum and its processes that have created a high quality program with evidence of positive impact on the lives of young people. The YEP leadership has continually been open to hearing from youth and adults on what is working and what could be improved. Future evaluations will look at the depth of the impact in the lives of young adults who are no longer involved in the program.

## The New Strategy

Two recommendations are made due to the new strategy to host the Youth Empowerment Summit every other year. These recommendations are made based on delegates' response to the question about the importance of the Summit in their decision to join YEP and their repeated statements that much of what they gained from YEP came from their interaction with delegates from across the country.

YEP will need a strong marketing strategy that really creates a compelling picture of the activity that will take place at the local level in order to draw larger numbers of youth to the program. Pulling together a team of young people to work on this strategy would result in that compelling picture along with a strategy to share it in the most effective manner.

The Moves webpage seems to be the most viable way to encourage delegations from across the country to connect and interact virtually. Creating specific activities that they can all participate in and contribute to could keep them engaged and help them begin to build relationships long before any of them reaches the Summit. If several delegations will not be attending the Summit, these activities may need to totally fulfill the relationship-building role that the Summit now plays.

## Youth Advocacy Training (YAT)

**Curriculum:** The policy recommendation work should begin earlier in the year and team leaders should be held accountable for ensuring that the work is submitted on time. Early in the process, the Advocacy and Government Relations team should have the opportunity to screen the issues and make sure that there is a way for Senators and Representatives to have impact.

**Youth-led Activities:** The leadership of young people should be evident throughout YEP and that includes YAT. An emphasis on opportunities for leaders to pull back and let the young people take over should be part of the Trainer the Trainer and the on-going technical assistance calls. This element should appear as an indicator in the 2012 evaluation.

## Youth Empowerment Summit (YES)

**General:** The impact of the Summit could be enhanced by introducing a theme or topic at the beginning and building on it throughout the week. Plenary sessions and workshops should relate to

the topic. Time for small group debriefs should be held at the end of each plenary session so that the delegates have the opportunity to really dig into what they've heard. Large group activities could be held during or following meals which would allow everyone to see and hear what took place in the small group sessions.

**Scheduling:** As was stated last year, it is time to rethink the amount of activity that is crammed into the YES schedule. Every year delegates and leaders have asked for some relief from the long days and multiple activities. While everyone wants to make sure that there is good stewardship of resources, the delegates and leaders come to the Summit feeling like it is a little bit of a reward for their hard work throughout the year. They are very focused on the Capitol Hill visits and, other than that, they want to have fun and really get to know people from delegations.

**Workshops:** The workshops were much improved this year. It is worth noting that while some skill building is necessary, the delegates respond most positively to workshops that encourage them and allow them to be creative. Workshop should also contain information and activities that carry through when they return to their communities.

**Community Partners:** Again, as was stated last year, the Community Partners should have an active role to play somewhere in the agenda. They need to be lifted up once or twice during the week and they need to know that there is a track of trainings just for them.

## Conclusion

The Youth Empowerment Program is a strong, impactful program that can lead to lifelong civic engagement for the young people who participate. The impact of this engagement has the potential to move far beyond these young people to influence the behavior and action of entire communities. The possibility of positive long term outcomes for child well-being in communities with generational poverty issues is greatly enhanced when program such as YEP begin to build the capacity of community members to advocate for the change they want to see. The positive outcomes for young people and the adults who serve as staff and volunteers resonates throughout the surveys and debriefings contained in this evaluation. While there is always room for improvement, this program is very successful in meeting its objective of empowering young people to be change agents in their communities.

## Appendix

### Youth Evaluation Team Members



**Andrey Smith** recently graduated from Tacoma Community College with an Associates Degree in Arts and Sciences. She plans to attend the University of Washington or Evergreen State College in the fall to pursue a Bachelors Degree in **Public Health Education**. Andrey is also an excellent photographer and does freelance work locally.

**Cedric President-Turner** is enjoying his first year on the Youth Evaluation Team and is **very proud** of making this step. He is a senior at Henry Foss High School. He plays the saxophone and drums at his church every Sunday.



**Nicole Jordan** is a former Tacoma YEP delegate who joined the Youth Evaluation Team this year. She recently graduated from Foss High School and will be attending Pacific Lutheran University in the fall pursuing a degree in Education. Nicole also volunteers with World Vision in the **KidREACH** program.

**Najai Smith** has been with YET for two years and is a former YEP delegate. She is active in her community and coordinates public events so people can come together and enjoy **true community**. She is looking forward to attending the University of Washington in the fall of 2011, majoring in Business.



**Kari Cinderich** has been a member of the Youth Evaluation Team for the **past four years**. Kari is very active in her community of White Center, WA working as a leader for middle school students and with the Union Gospel Mission in their summer program. Kari plans to continue her education at community college in the fall.

**Brittnee Thompson** is a UW Tacoma graduate with a BA in Interdisciplinary Arts & Science, a conc. in Psychology and a minor in Education. She has stayed true to her **vision** of serving her community by being a YET member, serving on the philanthropy board for Youth Against Violence, and being a mentor in the Big Brothers Big Sister Program.



**Samuel Everett III** has served on the Youth Evaluation Team for four years. Samuel recently left the team to begin serving in the **U.S. Navy** and is completing basic training in the Chicago area. Samuel has been a valued member of YET, bravely serving as the only male on the team for three years. His teammates will miss him greatly this year.

**Sharlee Thompson** is participating in her first year here on the Youth Evaluation Team. She has recently graduated from Mount Tahoma High School. Born and raised in Tacoma, WA, she has **great love** for family in her life and her Youth People.



### Retro Pre-Post Test

For each statement below, please mark a “**B**” on the number line scale for the level of knowledge or skill you had **BEFORE** participating in YEP and a letter “**N**” for the level of knowledge or skill you have **NOW**. The scale runs from 0 (a low amount of knowledge) to 10 (a high amount of knowledge).

**NOTE:** If you are a *returning delegate*, please score your BEFORE knowledge level as it was before your first year with YEP.

#### EXAMPLE:

1.	I know who represents me in Congress.										
	0	<b>B</b>	2	3	4	5	6	7	8	9	<b>N</b>
	BEFORE					NOW					

#	Statement										
1.	I know how to communicate effectively in a respectful, positive manner.										
	0	1	2	3	4	5	6	7	8	9	10
2.	I know how to trust and respect other people’s stories.										
	0	1	2	3	4	5	6	7	8	9	10
3.	I have the skills and knowledge needed to start & sustain youth-adult partnerships.										
	0	1	2	3	4	5	6	7	8	9	10
4.	I know how to communicate with adults effectively.										
	0	1	2	3	4	5	6	7	8	9	10
5.	I understand the various roles needed to build a good team.										
	0	1	2	3	4	5	6	7	8	9	10
6.	I know the ways that I can best contribute to a team.										
	0	1	2	3	4	5	6	7	8	9	10
7.	I know how to work with a group to reach consensus on a decision.										
	0	1	2	3	4	5	6	7	8	9	10
8.	I can identify and work through team-building challenges within a group.										
	0	1	2	3	4	5	6	7	8	9	10
9.	I know how to overcome differences for the benefit of the team.										
	0	1	2	3	4	5	6	7	8	9	10
10.	I know ways that youth can positively impact what happens in my community.										
	0	1	2	3	4	5	6	7	8	9	10
11.	I understand the concept of power.										
	0	1	2	3	4	5	6	7	8	9	10
12.	I understand the importance of teamwork to achieve goals.										
	0	1	2	3	4	5	6	7	8	9	10

13.	I can name and define the three branches of the U.S. government.	0	1	2	3	4	5	6	7	8	9	10
14.	I see how understanding the Constitution relates to understanding issues in my community.	0	1	2	3	4	5	6	7	8	9	10
15.	I understand the kind of “web” needed to support children and youth in my community.	0	1	2	3	4	5	6	7	8	9	10
16.	I understand how the history of my community impacts the present and the future.	0	1	2	3	4	5	6	7	8	9	10
17.	I know what it means to advocate.	0	1	2	3	4	5	6	7	8	9	10
18.	I know about the historical roles of youth in advocacy.	0	1	2	3	4	5	6	7	8	9	10
19.	I understand what makes an advocacy initiative effective.	0	1	2	3	4	5	6	7	8	9	10
20.	I understand the impact of oppression in the lives of people around me.	0	1	2	3	4	5	6	7	8	9	10
21.	I understand what it means to share power.	0	1	2	3	4	5	6	7	8	9	10
22.	I know how to organize community members for social change.	0	1	2	3	4	5	6	7	8	9	10
23.	I know what fact-based advocacy means and why it is important.	0	1	2	3	4	5	6	7	8	9	10
24.	I can name and describe the major issues impacting children and families in my community.	0	1	2	3	4	5	6	7	8	9	10
25.	I have a vision for how my community can change for the better.	0	1	2	3	4	5	6	7	8	9	10
26.	I know how to develop an effective community research tool, such as a poll or survey.	0	1	2	3	4	5	6	7	8	9	10
27.	I understand how to analyze and summarize data from a variety of sources.	0	1	2	3	4	5	6	7	8	9	10

28.	I can prioritize the issues that most impact the youth in my community based on the information that I gathered and not my own feelings.	0	1	2	3	4	5	6	7	8	9	10
29.	I know how to find background information, policy interests, and voting records of government officials.	0	1	2	3	4	5	6	7	8	9	10
30.	I have the skills to build consensus with other people around an issue.	0	1	2	3	4	5	6	7	8	9	10
31.	I know what a policy recommendation is and how it is used.	0	1	2	3	4	5	6	7	8	9	10
32.	I understand how local government is structured and the roles of the officials.	0	1	2	3	4	5	6	7	8	9	10
33.	I know how to develop an effective policy recommendation.	0	1	2	3	4	5	6	7	8	9	10
34.	I feel confident about presenting a policy recommendation to a government official.	0	1	2	3	4	5	6	7	8	9	10

THANK YOU!

We appreciate the time and effort you have taken to help us continue improving the Youth Empowerment Project.

## Youth Empowerment Project Evaluation Survey

World Vision’s goal is to provide a Youth Empowerment experience that is enjoyable, educational, and rewarding for you. We need your help to continue improving this experience. Please take time to answer the following questions. If multiple options are provided, please circle or check the appropriate response. **Please complete both sides and do not skip any questions. Thank you!**

### You and YEP

1. Has participating in YEP had a positive impact on you academically?     Yes     No  
 If yes, have you seen an improvement in your grades?     Yes     No
  
2. Has participating in YEP influenced the choices you make in everyday life?     Yes     No  
 If Yes, how have your decisions been influenced? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
3. After participating in YEP, are you more likely to attend college?  
 Yes     Planned to do so before YEP     No
  
4. After participating in YEP, are you more likely to be civically engaged in your community?  
 Yes     Was doing so before YEP     No
  
5. Has the number of hours you volunteer in your community increased since you began participating in YEP?  
 Yes     No                      If Yes, did YEP influence your decision?     Yes     No
  
6. After participating in YEP, are you more likely to pursue a career in public service?  
 Yes     Planned to do so before YEP     No
  
7. How important was taking the trip to DC in your decision on whether or not to participate in YEP?  
 Very Important     Somewhat Important     Not Important At All
  
8. Where do you see yourself in five years? What goals do you have for yourself? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
9. How will participating in YEP help you reach those goals? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
10. What was the most important thing you gained from YEP? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Skills

- |  |                |           |                    |               |
|--|----------------|-----------|--------------------|---------------|
| 11. How confident did you feel about participating in the visit to Capitol Hill?                                     | Very confident | Confident | A little confident | Not confident |
| 12. How confident do you feel about presenting your policy recommendation to government officials in your community? | Very confident | Confident | A little confident | Not confident |
| 13. How confident would you feel leading a project to gather information and opinions in your community?             | Very confident | Confident | A little confident | Not confident |

14. What about YEP helped increase your confidence? -- OR – What would help you feel more confident?

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**Community**

15. How do you define youth-adult partnership? \_\_\_\_\_

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16. Do you feel that adults in your community value youth voice?  Yes  No

17. Do you feel that the youth-adult partnership training that took place in your community has increased the value adults have for youth voice?

Yes  No  I didn't know there was a training

18. Since participating in YEP, have you seen an increase in youth-adult partnership around community issues?

Yes  No

19. Will you continue to advocate for the issue in your delegation's policy recommendation after the Summit?

Yes  No Why or why not? \_\_\_\_\_

---

20. Do you intend to advocate for other community issues?  Yes  No

21. Did your participation in YEP influence that decision?  Yes  No

22. Have you recruited anyone to participate in YEP?  Yes  No

23. After this year is complete, how will you continue your involvement with World Vision? (Check all that apply.)

- Will return as a delegate next year
- Would like to be a co-trainer for a new YEP delegation next year
- Will apply to be a World Vision Summer Fellow in my community next summer
- Will apply for the World Vision National Youth Advisory Council
- Other (specify) \_\_\_\_\_

24. Has participating in YEP caused you to learn more about World Vision?  Yes  No

If "Yes", what have you learned? \_\_\_\_\_

---

25. Have you shared that information with anyone else?  Yes  No

If yes, who did you share with? \_\_\_\_\_

**PLEASE TELL US A LITTLE ABOUT YOURSELF. IF YOU ARE WILLING FOR US TO CONTACT YOU, PLEASE PROVIDE YOUR NAME AND CONTACT INFORMATION.**

1. Are you Male  or Female  2. How old are you? \_\_\_\_\_

3. Are you a First Year Delegate  or a Returning Delegate ? (Please check one.)

4. What delegation are you representing? \_\_\_\_\_

5. Name (optional) \_\_\_\_\_

6. Phone/E-mail (optional): \_\_\_\_\_



**2010 YES Workshop Survey**



**Topic:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Trainer/s:** \_\_\_\_\_

**Please circle the number that best describes your reaction.**

	Strongly Agree	Agree	Disagree	Strongly Disagree
The trainer was knowledgeable about the training topic.				
The trainer encouraged questions and learner participation.				
This training will be useful to me/my team.				

**Use the number lines to show what your knowledge/skill level was *before* this training and what it is *now*.** Example: *Before* the training I had no knowledge of the topic, “0”. *Now* I am proficient and could train others, “10”.

BEFORE this training my knowledge or skill in this subject matter was ...	0	1	2	3	4	5	6	7	8	9	10
NOW my knowledge or skill in this subject matter is ...	0	1	2	3	4	5	6	7	8	9	10

1. What ideas or activities from the training were most helpful to you? How will you apply what you learned to improve your work? Why?
  
2. What other questions, concerns, or suggestions do you have? Use back of this page if necessary and provide contact information if you desire follow up.
  
3. What topics would you hope to see addressed in future trainings?
  
4. I am a  Youth  Adult.  
My job/role in community is \_\_\_\_\_

**2011 YES Capitol Hill Observation Form**

Name of observer: \_\_\_\_\_ Date: \_\_\_\_\_

Visit to: \_\_\_\_\_

Delegation: \_\_\_\_\_

Number of youth present: \_\_\_\_\_ Number of adults present: \_\_\_\_\_

WV Staff (names): \_\_\_\_\_

<b>Things to Watch:</b>	<b>Comments/Details</b>
<p>Do youth appear comfortable and prepared?</p> <p>Are multiple youth voices heard?</p> <p>What happens if youth appear to struggle?</p> <p>Does the staffer appear interested in the policy presentation?</p> <p>Does the staffer ask questions? Who responds?</p> <p>Does the staffer address/respond to the policy issue?</p> <p>Do adults and youth appear to respect each other's opinions and perspectives?</p> <p>Are suggestions made for follow up contact? Who makes the suggestion?</p> <p>Does youth's body language indicate they are engaged and energized?</p>	

**Describe an interesting comment or exchange that occurred during the observation.**

**How would you describe the overall visit?**

**Was the information presented in line with the written policy recommendation?  
Did the presentation do a good job of covering what was in the written piece?**

**How would you describe the delegation after the meeting? (Excited, disappointed, relieved, etc.) Why do you think they felt this way?**

**Did the delegation take time to debrief after the visit? If so, what was discussed?  
How will this impact the follow up or the remaining visits?**

**Other comments:**