



# 2020 AYDC Second Order Change Professional Learning Series Evaluation

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## Introduction

In December 2019, Center for Safe Alaskans contracted with the Goldstream Group, a consulting firm located in Fairbanks, Alaska that is dedicated to helping non-profit community organizations including school districts, tribes, universities, and health and social service providers improve the lives of Alaskans, to assist in assessment and evaluation activities related to its Anchorage Youth Development Coalition (AYDC) Wellness Initiative. This work is funded through a Comprehensive Behavioral Health Prevention and Early Intervention (CBHPEI) Services grant from the State of Alaska Division of Behavioral Health.

As part of the evaluation activities, survey data collected from participants in AYDC's Second Order Change Professional Development Series offered during February and March 2020 was evaluated to assist Center for Safe Alaskans and the Anchorage Youth Development Coalition in measuring the impact of the Second Order Change program and improving future programs.

## Methodology

There were 22 participants in Second Order Change in 2020 representing 10 organizations serving the Anchorage community: Anchorage School District (ASD), 21<sup>st</sup> Century Community Learning Centers, Anchorage Youth Court, Camp Fire Alaska, Cook Inlet Tribal Council (CITC), Denali Family Services, Identity, Inc., Planned Parenthood of the Great Northwest and the Hawaiian Islands, Recover Alaska, State of Alaska Division of Juvenile Justice, and Southcentral Foundation. A total of 20 participants completed the program with no more than one absence.

Participants in Second Order Change completed two separate surveys to help evaluate the program's impact:

- 1) A Social-Emotional Learning (SEL) Self-Assessment was completed by participants at the beginning of the Second Order Change program and again at the end of the program.
- 2) At the end of the program participants completed a retrospective pre-post survey aimed at understanding the impact of Second Order Change on youth program quality.

## Social-Emotional Learning (SEL) Self-Assessment

All participants in Second Order Change were asked to complete a Social-Emotional Learning (SEL) Self-Assessment at the beginning of the Second Order Change program, and again at the end of the program. Participants were asked to provide the first two letters of their mother's first name followed by the last two digits of their cell phone number at the

beginning of the survey to create a unique identifier that would keep their responses anonymous while also allowing their responses to be compared from pre to post. Surveys were administered using SurveyMonkey, an online survey tool (<https://www.surveymonkey.com/>). A total of 20 pre-surveys were completed and 16 post-surveys were completed. There were 13 pre- and post-surveys with matched unique identifiers and only these surveys were used in the analysis.

All pre- and post-survey responses were downloaded from SurveyMonkey into Excel and those surveys with matching unique identifiers were extracted for analysis. Likert scale responses to the survey’s 10 questions were converted to a numerical scale as shown in Figure 1 below.

*Figure 1: Numerical Conversion of Likert Scale Responses for SEL Self-Assessment*

<b>Likert Scale Response</b>	<b>Numerical Conversion</b>
Never	1
Almost Never	2
Rarely	3
Sometimes	4
Often	5
Almost Always	6
Always	7
Unsure	N/A

Numerical scores from each participant were then averaged to arrive at an overall average participant score for each question to allow for comparison from pre to post. Any responses of “unsure” were not included in the analysis. Changes to the responses of individuals from pre to post for each question were also analyzed to identify what percentage of participants had a positive shift in their score from pre to post, what percentage of participants had a negative shift in their score from pre to post, and what percentage of participants had no shift in their score from pre to post. Results are reported using descriptive statistics.

#### Second Order Change Retrospective Pre-Post Survey

At the end of the Second Order Change program all participants were invited to complete a retrospective pre-post survey aimed at understanding the impact of Second Order Change on youth program quality. The survey was administered using SurveyMonkey, an online survey tool (<https://www.surveymonkey.com/>). A total of 16 surveys were completed.

All survey responses were downloaded from SurveyMonkey into Excel for analysis. Likert scale responses to survey questions were converted to numerical scales as shown in Figures 2 and 3 below.

*Figure 2: Numerical Conversion of Likert Scale Responses for Retrospective Pre-Post Survey*

<b>Likert Scale Response</b>	<b>Numerical Conversion</b>
Never or Almost Never	1
Sometimes	2
Almost Always or Always	3
Unsure	N/A

*Figure 3: Numerical Conversion of Likert Scale Responses for Retrospective Pre-Post Survey*

<b>Likert Scale Response</b>	<b>Numerical Conversion</b>
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5
Unsure	N/A

Numerical scores from each participant were then averaged to arrive at an overall average participant score for each question that could be compared from retrospective pre to post. Any responses of “unsure” were not included in the analysis. Changes to the responses of individuals from retrospective pre to post for each question were also analyzed to identify what percentage of participants had a positive shift in their score from pre to post, what percentage of participants had a negative shift in their score from pre to post, and what percentage of participants had no shift in their score from pre to post. Results are reported using descriptive statistics.

Responses to four open-ended questions that were included in the survey were analyzed for themes using emergent coding. Results are reported using descriptive statistics.

## Findings

Participant responses to both the SEL Self-Assessment and the Retrospective Pre-Post Survey indicate a positive impact of the Second Order Change Program.

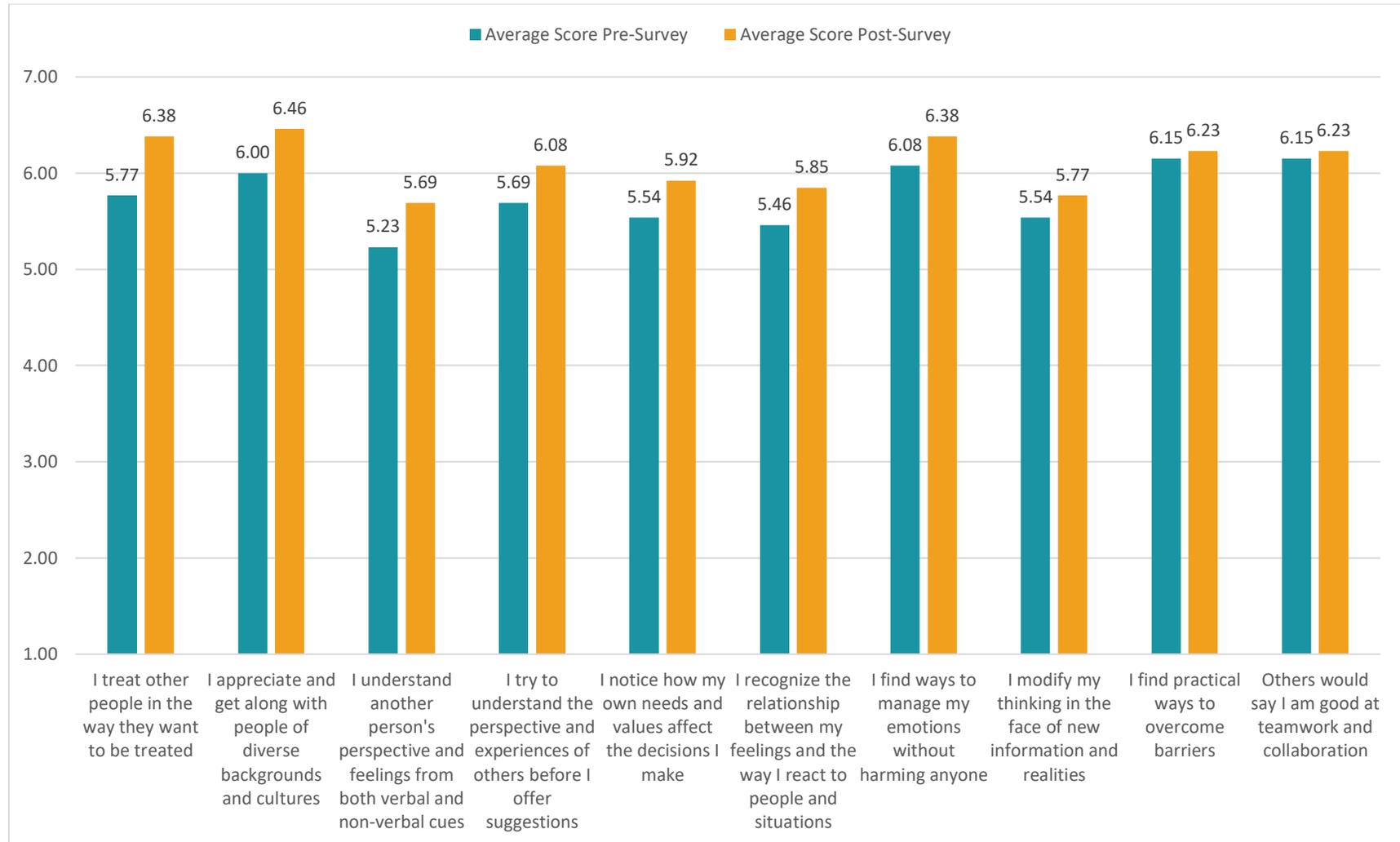
### SEL Self-Assessment

Average participant scores for all 10 questions on the SEL Self-Assessment increased from pre to post. Scores for each question had a possible range of 1 to 7, with 1 being the least desirable score and 7 being the most desirable score (see Figure 1 on page 4 for numerical conversions from Likert scale responses). Average scores on the pre-survey ranged from 5.23 to 6.15, and average scores on the post survey ranged from 5.69 to 6.46. The largest shift was an increase of 0.62 from pre to post in response to the statement, “I treat other people in the way they want to be treated.” The smallest shift was an increase of 0.08 in response to the statements, “I find practical ways to overcome barriers,” and “Others would say I am good at teamwork and collaboration.” This is shown in Figures 4 and 5.

*Figure 4: Average scores for all participants with matched pre- and post SEL Self-Assessment (n=13) (1 = Never, 2 = Almost Never, 3 = Rarely, 4 = Sometimes, 5 = Often, 6 = Almost Always, 7 = Always)*

	Average Score Pre-Survey	Average Score Post-Survey	Change in Average Score from Pre to Post
I treat other people in the way they want to be treated	5.77	6.38	0.62
I appreciate and get along with people of diverse backgrounds and cultures	6.00	6.46	0.46
I understand another person's perspective and feelings from both verbal and non-verbal cues	5.23	5.69	0.46
I try to understand the perspective and experiences of others before I offer suggestions	5.69	6.08	0.38
I notice how my own needs and values affect the decisions I make	5.54	5.92	0.38
I recognize the relationship between my feelings and the way I react to people and situations	5.46	5.85	0.38
I find ways to manage my emotions without harming anyone	6.08	6.38	0.31
I modify my thinking in the face of new information and realities	5.54	5.77	0.23
I find practical ways to overcome barriers	6.15	6.23	0.08
Others would say I am good at teamwork and collaboration	6.15	6.23	0.08

Figure 5: Average scores for all participants with matched pre and post SEL Self-Assessment (n=13)  
 (1 = Never, 2 = Almost Never, 3 = Rarely, 4 = Sometimes, 5 = Often, 6 = Almost Always, 7 = Always)



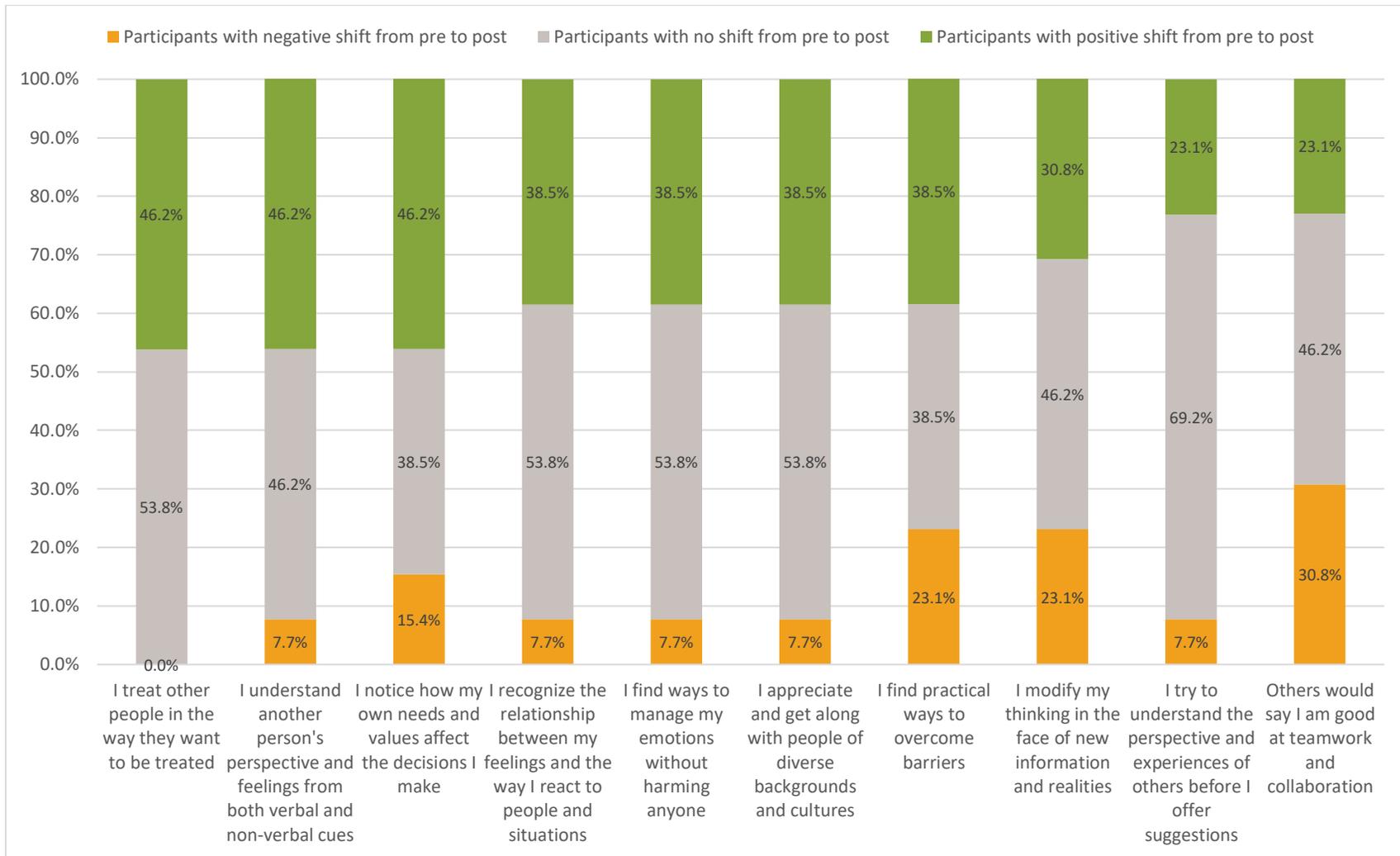
When changes in scores for each question were compared for individual participants from pre to post, there was a range of 23.1% to 46.2% of Second Order Change participants who had a positive shift in their responses to each of the 10 survey questions.

- The largest percentage of participants (46.2%) experienced a positive shift when asked to rate the statements, “I treat other people in the way they want to be treated,” “I understand another person’s perspective and feelings from both verbal and non-verbal cues,” and “I notice how my own needs and values affect the decisions I make.”
- The smallest percentage of participants (23.1%) experienced a positive shift when asked to rate the statements, “I try to understand the perspective and experiences of others before I offer suggestions,” and “Others would say I am good at teamwork and collaboration.”

One or more participants experienced a negative shift in their responses to each of nine questions on the SEL Self-Assessment. For example, 30.8% of participants experienced a negative shift when asked to rate the statement, “Others would say I am good at teamwork and collaboration” and 23.1% of participants experienced a negative shift when asked to rate the statements “I find practical ways to overcome barriers,” and “I modify my thinking in the face of new information and realities.” These negative shifts should be interpreted with caution due to response shift bias. Response shift bias occurs when a participant’s internal frame of reference of a construct being measured changes between the pre-test and the post-test due to the influence of the educational program (Drennan and Hyde, 2008).

Figure 6 on page 9 summarizes shifts in scores for the 13 Second Order Change participants who completed both a pre and post SEL Self-Assessment.

Figure 6: Percent of Second Order Change participants with a positive shift in score from pre to post on SEL Self-Assessment (n=13)



## Second Order Change Retrospective Pre-Post Survey

Average participant scores for all but one question on the Retrospective Pre-Post Survey increased from pre to post.

Seven questions on the Retrospective Pre-Post Survey had a possible score of 1 to 3 (see Figure 2 on page 5 for numerical conversions from Likert scale responses). Average participant scores for these questions before participating in Second Order Change ranged from 2.33 to 2.73, and average participant scores for these questions after participating in Second Order Change ranged from 2.33 to 3.00.

- The largest shift was an increase of 0.38 in response to the statement, “I provide youth with high quality engagement opportunities to practice skills such as problem solving and reflection.”
- The smallest shift was an increase of 0.07 in response to the statement, “My organization/program provides a safe space, supportive environment, high quality interactions, and engagement opportunities for youth.”
- There was no shift in response to the statement, “Youth appear engaged during programs.”

Three questions on the Retrospective Pre-Post Survey had a possible score of 1 to 5 (see Figure 3 on page 5 for numerical conversions from Likert scale responses). Average participant scores for these questions before participating in Second Order Change ranged from 3.75 to 4.25, and average participant scores for these questions after participating in Second Order Change ranged from 4.31 to 4.56.

- The largest shift was an increase of 0.81 in response to the statement, “I have meaningful connections with staff in other youth serving organizations.”
- The smallest shift was an increase of 0.06 in response to the statement, “I am satisfied with my job.”

Figures 7-10 on pages 11-13 show changes to average scores.

Figure 7: Average Scores for Retrospective Pre-Post Survey (n=16)  
 (1 = Never or Almost Never, 2 = Sometimes, 3 = Always or Almost Always)

	Average Score Before Second Order Change	Average Score After Second Order Change	Change in Average Score
I provide youth with high quality engagement opportunities to practice skills such as problem solving and reflection.	2.56	2.94	0.38
I provide youth with high quality interaction opportunities in which they engage in practices such as collaboration and empathy.	2.56	2.88	0.32
I provide youth a safe space, including elements such as emotional safety and a warm welcome.	2.69	3.00	0.31
Staff in my organization/program work collaboratively (e.g. plan together, or observe each other and provide supportive feedback).	2.38	2.63	0.25
I provide youth high quality supports such as skill building opportunities and encouragement.	2.69	2.88	0.19
My organization/program provides a safe space, supportive environment, high quality interactions, and engagement opportunities for youth.	2.73	2.80	0.07
Youth appear engaged during programs.	2.33	2.33	0.00

Figure 8: Average Scores for Retrospective Pre-Post Survey (n=16)  
 (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

	Average Score Before Second Order Change	Average Score After Second Order Change	Change in Average Score
I have meaningful connections with staff in other youth serving organizations.	3.75	4.56	0.81
I am aware of research-based best practices for working with youth.	4.06	4.56	0.50
I am satisfied with my job.	4.25	4.31	0.06

Figure 9: Average scores for all participants on Retrospective Pre-Post Survey (n=16)  
 (1=Never or Almost Never, 2=Sometimes, 3=Always or Almost Always)

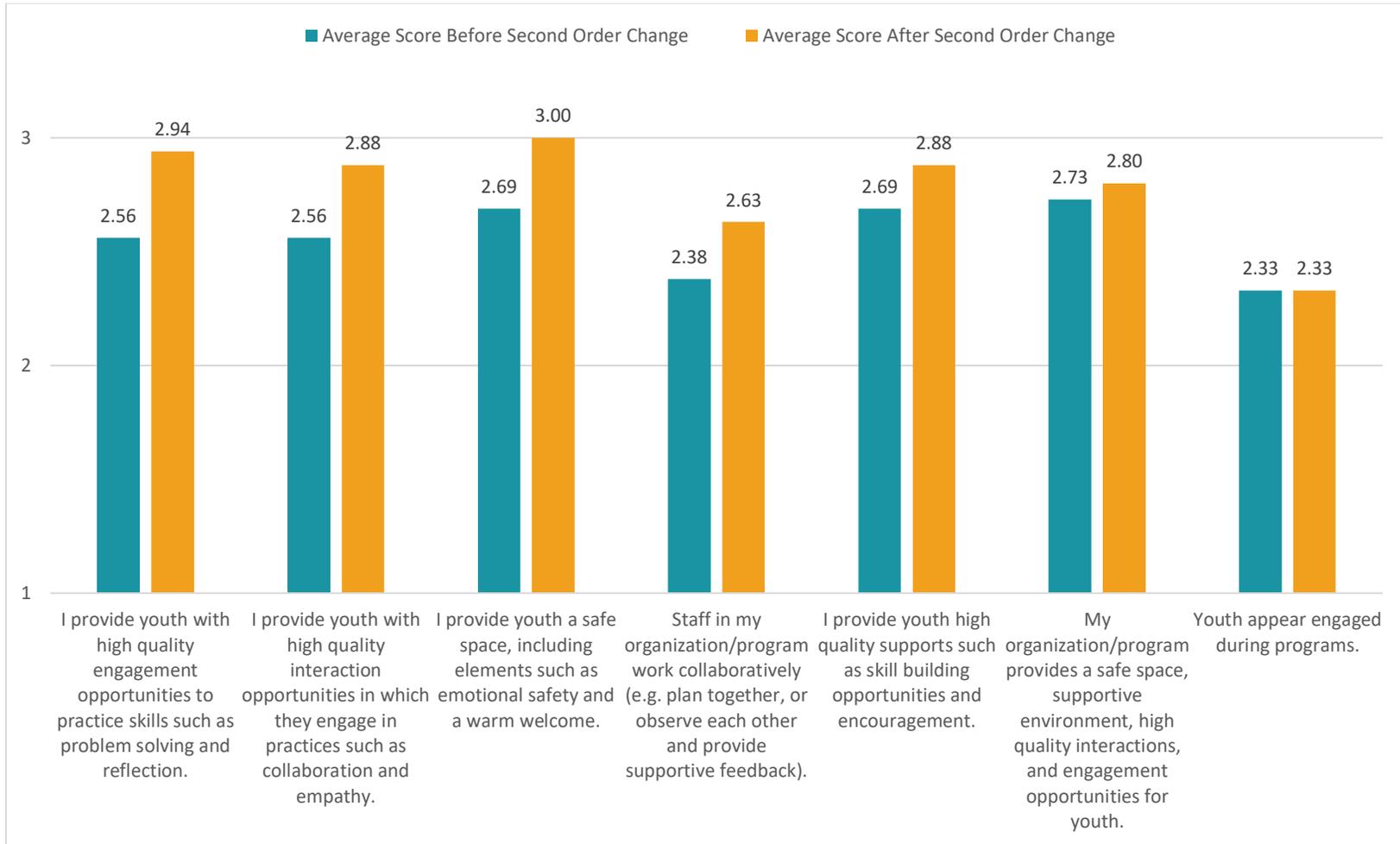
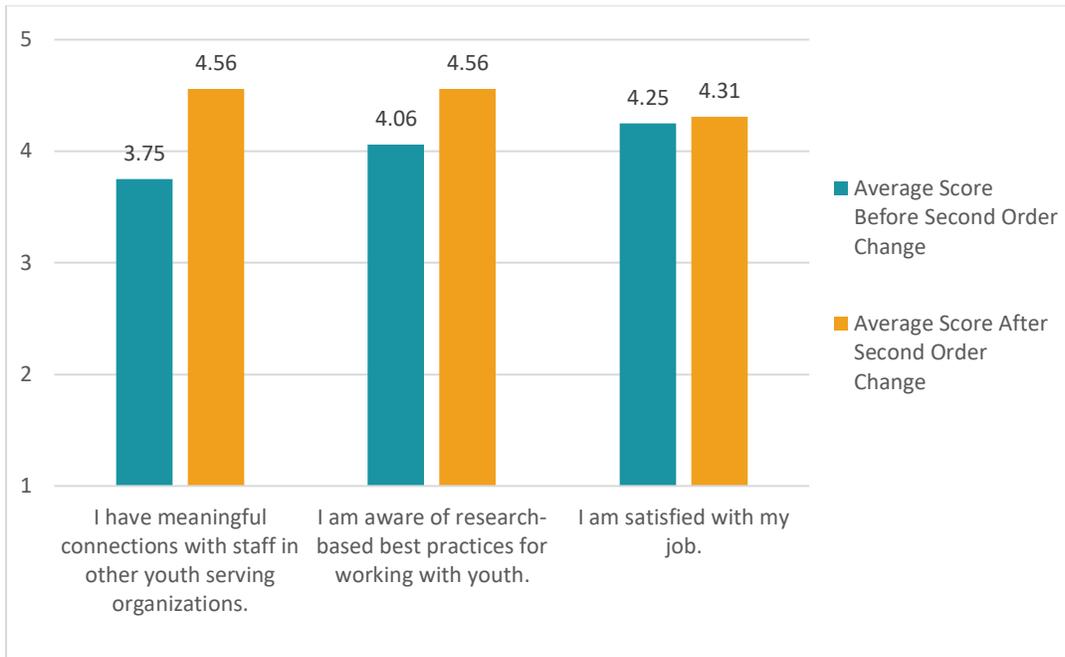


Figure 10: Average scores for all participants on Retrospective Pre-Post Survey (n=16) (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

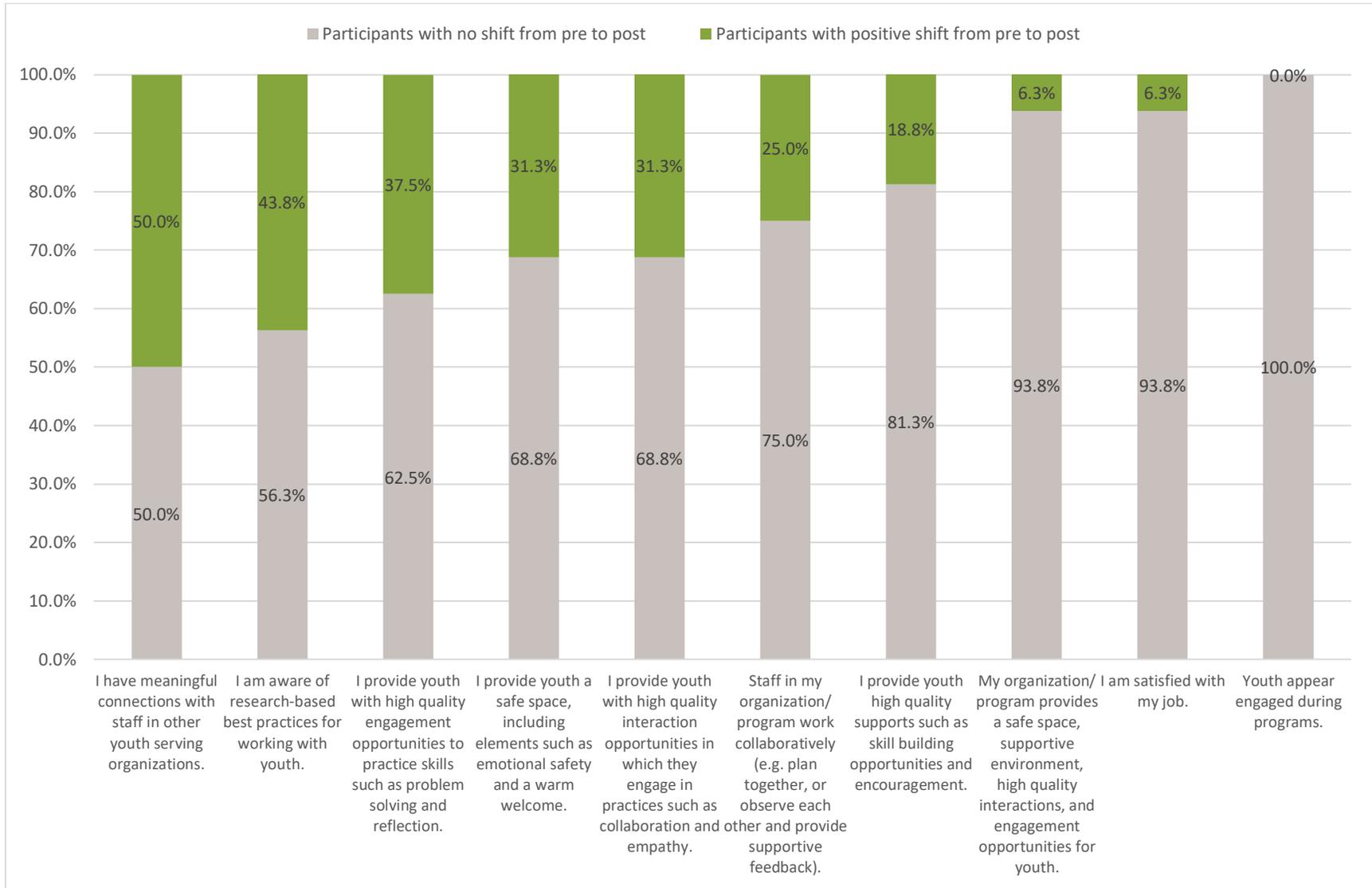


When changes in scores from pre to post for each question were compared for individual participants, one or more Second Order Change participants experienced a positive shift in their responses from pre to post for nine of the 10 survey questions. The percentage of participants with a positive shift ranged from 6.3% to 50.0% for these nine questions.

- The largest percentage of participants (50.0%) experienced a positive shift when asked to rate the statement, “I have meaningful connections with staff in other youth serving organization.”
- The smallest percentage of participants (6.3%) experienced a positive shift when asked to rate the statements, “My organization/program provides a safe space, supportive environment, high quality interactions, and engagement opportunities for youth,” and “I am satisfied with my job.”
- No participants experienced a positive shift when asked to rate the statement, “Youth appear engaged during programs.”
- No participants reported a negative shift from pre to post for any of the 10 questions.

Figure 11 on page 14 summarize shifts in individual scores for the 16 Second Order Change participants who completed a retrospective pre-post survey.

Figure 11: Percent of Second Order Change participants with a positive shift on Second Order Change Retrospective Pre-Post Survey (n=16)



## Second Order Change Participant Feedback

Participants were asked four open-ended questions at the end of the Second Order Change Retrospective Pre-Post Survey intended to provide feedback to AYDC to improve future programs. A summary of responses to each of these four questions is included below.

How has your AYDC Second Order Change experience impacted you?

The 15 participants who answered this question described a number of ways their Second Order Change experience has impacted them:

- *Professional Connection and Networking*: Seven participants described that the experience provided opportunities for networking and learning with other professionals. Specifically, participants described that they were able to gain feedback from other professionals, discuss challenges of working with youth with their peers, bond with coworkers, have conversations with their peers which sparked curiosity and facilitated new insights, and that it made them feel less lonely in their work.
- *New Skills*: Six participants described that their experience gave them new skills to use in their work, including reasons and methods of dealing with resistance to change, new perspectives on how to deal with issues with their jobs, strategies for more meaningful connections with people, and powerful tools and ideas to create a safe environment for youth to also experience SEL.
- *Reflection*: Four participants specifically discussed the opportunities that were provided for reflection, learning the importance of reflection, and that their experience had caused them to reflect more on their own decisions, thoughts, and actions.
- *Other Impacts*: Other impacts that participants noted were increased intentionality, learning that SEL is not just information but includes skills to be practiced and that they were able to practice these skills in a safe environment, that the course provided them with new lenses or viewpoints from which to view things, an increased self-awareness and awareness of others, and a reminder that everyone has a whole story and not just one story.

Please give an example of a time you changed your practice with youth or staff that was a result of your participation in the initiative.

The 14 participants who answered this question described a number of ways they were able to change their practices as a result of their participation in Second Order Change:

- *Listening and Asking Questions*: Five participants described a variety of ways they have improved their ability to listen effectively and ask questions. Specifically, participants noted they have learned to listen better with students by asking questions and helping them process instead of providing information, using five words or less when listening to clients and reflecting on their wording, taking more time to ask questions, slowing down when asking questions, and asking short, pointed and meaningful questions and then waiting patiently for a response.
- *Resistance*: Three participants specifically discussed a better ability to recognize when resistance is occurring in themselves and/or with others, to think about how to solve resistance, and to examine resistance in their coworkers.
- *Other Examples*: Other examples provided by participants included applying theories learned to supervising a challenging employee, regularly hosting wellness moments during long telepresence meetings at work and being more open to sharing wellness practices, trying to see things as they are rather than relying on past experiences, and being more open to suggestions and feelings that are presented.
- *N/A or No Opportunity*: Three participants indicated that they haven't had an opportunity to change their practices yet, that they will see the best results after moving forward, or that this was not applicable.

If you were to redesign AYDC Second Order Change, what would you do differently?

Six of the 15 participants responding to this question indicated there is nothing significant they would change about the program, with several specifically stating that they either loved the program or that the program is great as it is.

- *Feedback on Zoom*: While two participants noted that they liked meeting via Zoom, one participant felt that Zoom made it more difficult.
- *Feedback on Length of Program*: Participants provided a variety of feedback related to length of the program. One noted they would have preferred to meet monthly rather than weekly to provide more opportunities to practice new skills in the work setting between sessions, while another expressed that they loved meeting weekly. One participant expressed wanting more time in breakouts, while another participant noted they would have preferred slightly shorter sessions. Two participants noted feeling that that the course was stretched out over too long a period or that they would like a one or two day only training.
- *Other Suggestions*: Other suggestions made by participants include sharing the names, contact info, and resources available for all participants to facilitate ongoing networking and referrals; presenting case studies on specific individuals participants serve or interactions they have had, bringing the communities and

youth served by participants into the cohort somehow, switching up the breakout groups more, less time spent on norms, and having bigger tables when meeting in person.

Is there anything else you would like to share?

Participants expressed a great deal of gratitude to AYDC and the course facilitators when answering this question, specifically noting their appreciation for the adjustments made as a result of the pandemic, the flexibility with Zoom, the thoughtfulness and support provided including Door Dash, the creation of a community of trust, and the ability of the facilitators to model how emotional intelligence is learned. Participants also expressed their gratitude for the professional connections that were made, and especially a hope that participants will stay in touch and that they will miss meeting with their group. Several participants expressed appreciation for the safe environment where they could bounce ideas off each other and share experiences in a way that may have felt vulnerable in other situations. One participant expressed a desire for more courses from AYDC in the future that are of the same high quality.