

Center for Safe Alaskans

Anchorage Youth Development Coalition FY 2024 Comprehensive Evaluation Report

Prepared for:



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Executive Summary

The Anchorage Youth Development Coalition (AYDC), housed at Center for Safe Alaskans, has demonstrated significant progress in strengthening the prevention landscape and positively impacting youth in Anchorage. This comprehensive evaluation report highlights the coalition's effectiveness, its impact on youth development, and the success of its key initiatives.

Coalition Effectiveness: AYDC is viewed as a vital network connecting youth-serving organizations and fostering collaboration. The coalition demonstrates strong organizational structure, effective leadership, and improved planning and implementation. However, there is room for growth in areas such as member engagement. Key findings:

- **Strengths:**
 - The coalition demonstrated strong performance in eight out of fifteen capacity scales, with particularly high scores in meetings and internal communication, leadership, and effectiveness of planning and implementation.
 - Positive shifts were observed in cultural responsiveness, members' sense of ownership and participation, and outreach and communication since 2022.
- **Areas for Improvement:**
 - Slight negative shifts were noted in the coalition's ability to collect, analyze, and use data, as well as in understanding and commitment to environmental strategies.
 - Member growth and responsibility, and engagement in the grant showed minor declines.

Youth Impact: Youth Matter Grants (YMG) participants reported increased feelings of mattering to their community and positive experiences with supportive adults. YMG projects successfully met their goals, contributing to increased youth engagement, awareness, and community involvement. Key findings:

- 89.3% of YMG participants agreed or strongly agreed that they matter to people in their community.
- Participants reported improved problem-solving skills, greater confidence, and more comfort seeking help from adults.
- YMG projects met specific goals, such as increasing youth understanding of local government and awareness of community issues.

Second Order Change Initiative: Participants reported significant improvements in social-emotional learning skills and youth program quality indicators. The training enhanced participants' knowledge, self-awareness, and ability to engage effectively with youth. Key findings:

- All participants who completed the survey work in roles that include working with youth.
- Participants reported increased skills in self-awareness, social awareness, relationship building, self-management, and decision-making.
- The training contributed to positive shifts in indicators of youth program quality.

ANCCS Trauma-Informed Practices: Staff reported increased knowledge and implementation of trauma-informed practices, social-emotional learning strategies, and culturally responsive approaches. Positive changes in school climate were observed, including improved student interactions and elevated focus on Alaska Native values. Key findings:

- 90.0% of staff felt more equipped to be a "warm demander" after training.
- 86.6% of staff agreed they can consistently implement CHAMPS connected to Alaska Native values.
- Staff reported implementing SEL strategies, using CHAMPS, and developing student relationships.

Risk and Protective Factors: Most youth protective factors are trending positively or maintaining a positive status. Risk factors such as alcohol and marijuana use among youth have decreased since 2019. Key findings:

- Volunteering and extracurricular activities are rebounding to pre-COVID levels.
- SCCS data indicates decreased youth alcohol and marijuana use from 2019 to 2024.
- Social and emotional skills have shown a statistically significant decrease from 2019 to 2024.

Recommendations

1. Enhance communication and awareness of AYDC initiatives among coalition members.
2. Continue to focus on cultural responsiveness and equity in coalition practices.
3. Strengthen the implementation and clarity of roles for the ANCCS Behavior Team.
4. Maintain and expand successful youth engagement programs like Youth Matter Grants.
5. Continue providing professional development opportunities that integrate trauma-informed practices and cultural responsiveness.
6. Address the decline in social and emotional skills among youth through targeted interventions.

AYDC has made substantial progress in achieving its goals and positively impacting youth in Anchorage. By addressing areas for improvement and building on its successes, the coalition is well-positioned to continue strengthening the prevention landscape and supporting positive youth development in the community.

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Introduction

The Anchorage Youth Development Coalition (AYDC) and its collaborating partners have chosen to focus on the following collective strategic priorities for Fiscal Years 2024 to 2026.

- Strengthen the prevention landscape by:
 - Enhancing prevention capacity and infrastructure through collaboration.
 - Promoting and supporting the adoption of prevention best practices.
 - Sharing prevention resources, information, and knowledge.
- Influence policy by:
 - Advocating for policies at the state and community level that promote behavioral health and wellness.
 - Promoting policies that organizations can implement internally.
 - Equipping youth, community members, and organizations with advocacy resources and knowledge.
- Invest in Anchorage youth by:
 - Directly offering youth meaningful opportunities to connect with peers and adults and contribute to their communities.
 - Indirectly impacting youth by bolstering the individuals, organizations, and systems that share responsibility for the well-being and development of youth.
- Support distinct coalitions by:
 - Engaging independent, coordinated, coalitions – each with its own vision, mission, strategies, and activities.

The following programs are included in the evaluation:

Second Order Change: Second Order Change (<https://safealaskans.org/our-work/programs-initiatives/aydc/soc/>) is a professional development series offered to youth-serving organizations in the Anchorage area each year by AYDC, housed at a Center for Safe Alaskans. This series fosters leadership development and serves as a professional learning community; the series is designed to support staff at all levels in delivering high quality youth development programs. Second Order Change aims to enhance participants' social and emotional intelligence, so that they in turn are better able to support youth participants. This support is provided through a series of six sessions, allowing participants to build relationships with their cohort, practice new techniques between sessions, and reflect on and integrate their learning. The 2024 Second Order Change series was held on Wednesdays from February 7 - March 20, 2024. All sessions took place in-person. Fifteen participants, who successfully finished the course, were from six organizations serving the Anchorage community: Abused Women's Aid in Crisis, Anchorage Public Library, Center for Safe Alaskans, Cook Inlet Tribal Council, Spirit of Youth, and Volunteers of America Alaska.

Youth Matter Grants: Youth Matter Grants is an AYDC program, housed at Center for Safe Alaskans. Youth Matter Grants are mini grants of up to \$5,000 awarded to youth-led projects to build safety, foster supportive youth-adult relationships, and make a difference in the community. The premise of the Youth Matter Grants program is based on Alaska-specific and national data: when youth know that they matter to people in their community, they are less likely to engage in risky, unsafe behaviors, and are more likely to display higher levels of connectedness and mental wellbeing (<https://safealaskans.org/our-work/programs-initiatives/aydc/youth-matter-grants/>).

Each youth-led project is required to focus on the theme of wellbeing. Recipients are required to have a Youth Representative (age 12-24) and an Organization Representative (age 25 or older) to lead their project team and are encouraged to involve all participating youth in leadership roles, in decision-making, and in project proposal development and implementation. Each project that is funded receives training and support from AYDC to help build a project that will address the stated goals and make a difference in the community. AYDC funded five projects in 2024.

ANCCS Trauma-Informed Professional Development: The Center for Safe Alaskans received funding from the Cook Inlet Tribal Council for a multi-year project that supports the Alaska Native Cultural Charter School (ANCCS) in weaving trauma-informed practices into every facet of the school. As a component of this multi-year project, ANCCS administrators and staff received professional development on trauma-informed interventions. Safe Alaskans contracted with Ricky Robertson, a facilitator from Corwin Press, for professional development training for staff during the 2021-2022, 2022-2023, and 2023-2024 school years. Ricky Robertson also provided observation and coaching to staff during the 2023-2024 school year. In addition to the trainings provided by Ricky Robertson, staff also received two other professional development trainings: Dr. Panigkaq Agatha John-Shields facilitated a training focused on restorative practices through a lens of equity, inclusion, and Alaska Native values and Rose and Katrina Domnick facilitated a training on Calricaraq, a culturally based approach that utilizes Yup'ik culture, values, and traditions to improve individual and community well-being.

This report provides an overall evaluation of the coalition's work during FY2024. It is organized around the evaluation questions.

Evaluation Approach

The evaluation, guided by a program logic model uses an outcomes-based evaluation approach (Fitzpatrick, Sanders, and Worthen, 2004). By examining whether short- and long-term outcomes were met, it is possible to assess the extent to which AYDC addresses factors that contribute to risky behaviors among youth. Previous evaluation has found that AYDC's activities positively impacted participants' protective factors and feeling of mattering to their community. This evaluation will help to understand how AYDC coalition contributes to these outcomes.

Evaluation Questions

The evaluation addresses the following evaluation questions:

Question 1: How effective is the AYDC coalition? To what extent does AYDC reflect coalition best practices?

Question 2: How has AYDC strengthened the prevention landscape in Anchorage?

- a) How does the Second Order Change Initiative impact social emotional learning and youth program quality?
- b) How does the youth program quality initiative impact implementation of continuous improvement strategies? This question will be answered in years 2 and 3 of the current funding cycle.
- c) To what extent do coalition members and youth serving organizations report taking up best practices in youth development.
- d) To what extent do coalition members and youth serving organizations engage in equity work with AYDC? What are the impacts?

Question 3: To what extent has AYDC impacted policy?

- a) How has the coalition and/or its membership advocated for policies at the state and community level that promote behavioral health and wellness?
- b) What policies did AYDC and/or its membership promote to youth serving organizations? To what extent were these taken up by the coalition's membership and youth serving organizations?

Question 4: How did AYDC investments in youth impact participants?

- a) To what extent do youth develop a sense of competence, usefulness, belonging, and empowerment?
- b) To what extent do youth experience positive supportive, and encouraging adults in the community?
- c) To what extent do youth apply what they have learned to their own lives?
- d) To what extent do youth make a difference in their community?

**Question 5: How are risk and protective factors trending for youth participants?
How are risk and protective factors trending for all youth in Anchorage?**

Question 6: How has the ANCCS training been implemented (does the training reflect professional development best practices)?

- a) What are the impacts of the training on participating staff in terms of content and use of new strategies in their classrooms.
- b) How has the climate at ANCCS changed since the school has been implementing restorative work?

Evaluation Data Collection and Analysis

The evaluation used participants surveys, coalition member surveys, participant interviews, and secondary data. These are described below.

A. Surveys

Leadership Survey (Coalition Capacity Survey)

The leadership survey is required by AYDC’s Comprehensive Behavioral Health Prevention and Early Intervention (CBHPEI) grant from the State of Alaska Division of Behavioral Health. This survey asks 71 questions about 15 different constructs or areas of coalition capacity, such as vision, mission, and goals; structure and members; engagement; leadership; outreach and communication; meetings and internal communication; member growth and responsibility; planning and implementation; external relationships; partnerships; sense of ownership and participation; ability to collect and use data; understanding of and commitment to environmental strategies; cultural responsiveness; and funding an stability.

Design:	Post-only
Dissemination:	AYDC disseminated a SurveyMonkey link to the Leadership Team members from April 15, 2024 to April 30, 2024.
Sample:	10 (100%) AYDC Leadership Team members completed the survey in 2024.
Analysis:	We analyzed survey responses using descriptive statistics (counts and percentages) as well as using a priori and emergent coding of open-ended text for themes.

AYDC Member Survey

The AYDC member survey used a mixed-methods approach to gather feedback, providing insights into the coalition's strengths, areas for improvement, and the effectiveness of its initiatives and governance. The survey included the following sections: 1) AYDC participation and information, 2) AYDC e-newsletter, 3) AYDC meetings and gatherings, 4) AYDC mission and aspirations, 5) coalition strengths, 6) governance, 7) AYDC initiatives,

8) justice, equity, diversity, and inclusion, 9) trainings, 10) membership, and 11) policy and advocacy.

Design:	Post-only
Dissemination:	AYDC disseminated a SurveyMonkey link to coalition members to the AYDC e-newsletter distribution list (including hundreds of addresses) and through direct emails from AYDC staff to approximately 80 individuals. AYDC provided a \$25 gift card to coalition members who complete the membership survey.
Sample:	The survey received responses from 37 participants of whom 53.1% of respondents were over the age of 40 and 62.5% identified as white. The majority, 75.0% of respondents identified as female and 9.4% identified as other, the remaining 15.6% were male.
Analysis:	We analyzed survey responses using descriptive statistics (counts and percentages) as well as using a priori and emergent coding of open-ended text for themes.

Second Order Change Survey

The Second Order Change survey assessed the Second Order Change program’s impact on 1) five areas of Social-Emotional Learning (SEL) including skills in self-awareness, social awareness, relationships, self-management, and responsible decision-making; and 2) four areas of Youth Program Quality including creating a safe environment, creating a supportive environment, providing an interactive environment, and providing an engaging environment.

Design:	Retrospective pre-post
Dissemination:	AYDC disseminated a SurveyMonkey link to Second Order Change participants.
Sample:	Thirteen participants completed a survey, representing 86% of participants who completed the course.
Analysis:	We analyzed survey responses using descriptive statistics (counts and percentages) as well as using a priori and emergent coding of open-ended text for themes. We will compare the annual results over time.

Second Order Change Follow-Up Survey

The second order change **follow-up** survey assessed the Second Order Change program’s impact on 1) five areas of Social-Emotional Learning (SEL) including skills in self-awareness, social awareness, relationships, self-management, and responsible decision-making **four months after their participation**; and 2) their **continued work with youth**.

Design:	Post only
Audience:	Second Order Change participants
Dissemination:	We disseminated the survey four months after the end of the Second Order Change training (August 2024) using SurveyMonkey.
Analysis:	We analyzed survey responses using descriptive statistics (counts and percentages) as well as using a priori and emergent coding of open-ended text for themes.

Youth Matter Grants Survey

The Youth Matter Grants survey assessed the participation and satisfaction of youth participants as well as the impact of their participation.

Design:	Retrospective pre-post
Dissemination:	AYDC disseminated a SurveyMonkey link to YMG participants.
Sample:	Twenty-eight surveys were completed in May 2024. Most of the completed surveys (42.9%) came from participants involved in the Alaska Theatre of Youth project and nearly a third of surveys (35.7%) were completed by participants from the Alaska Dance Theatre. The other surveys were completed by participants from Anchorage Youth Vote (10.7%) and Covenant House (7.1%). Only one survey (3.6% of all surveys) was completed by a participant from Alaska Native Heritage Center.
Analysis:	We analyzed survey responses using descriptive statistics (counts and percentages) as well as using a priori and emergent coding of open-ended text for themes. We will compare the annual results over time.

ANCCS Professional Development Surveys

The ANCCS professional development surveys measured ANCCS staff satisfaction with their professional development, what they learned, and how participants intend to use what they learned from the professional development.

Design:	Retrospective pre-post
Dissemination:	AYDC staff disseminated SurveyMonkey links to participants.
Audience:	ANCCS staff completed three post-training surveys in the 2021-2022 school year and three post-training surveys in the 2022-2023 school year. Staff completed a cumulative survey at the end of each of these two school years to provide their overall perspective of that year’s professional development trainings. Staff completed one post-training survey in the 2023-2024 school year. The average completion rate of the nine surveys was 78.4%, with an average of 20 survey responses per survey.

Analysis:	We analyzed survey responses using descriptive statistics (counts and percentages) as well as using a priori and emergent coding of open-ended text for themes.
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B. Interviews

Interviews with administrators and a sample of teachers

We conducted interviews with ANCCS administrators and a sample of teachers. Interviews explored staff experience with the professional development trainings.

Design:	Qualitative
Sample:	Goldstream Group interviewed eight ANCCS staff members about their professional development training experiences. Six out of eight staff members interviewed reported attending all the professional development trainings. One staff member reported missing the Calricaraq training and another staff member reported missing part of one of Ricky Robertson’s trainings. Four staff members interviewed reported participating in Ricky Robertson’s observation and coaching sessions. Two staff were unable to participate at all and one was only partially able to participate. Another staff member reported that participation was not applicable due to not being a classroom teacher.
Analysis:	We analyzed and coded the interviews using a priori and emergent coding approaches in ATLAS.ti, a qualitative data analysis software program.

C. Secondary Data Sources

Alaska's School Climate & Connectedness Survey (SCCS)

Alaska’s School Climate and Connectedness Survey (SCCS) is a voluntary statewide survey developed by American Institutes for Research in partnership with the Association of Alaska School Boards. School districts are invited each spring to measure student, staff, and family perceptions of

- How students, staff, and families view school climate.
- How connected adults feel to adults and peers
- Social and Emotional Learning (SEL)
- Observed risk behaviors at school and school events

The Anchorage School District entered a Memorandum of Understanding with Safe Alaskans and the Goldstream Group to allow the Anchorage School District to share the SCCS raw data for evaluation purposes. We conducted two separate analyses on the SCCS data from 2019 to 2024.

1. SCCS Data and Analysis for ANCCS Professional Development Evaluation

Sample: The sample for this analysis included ANCCS middle students from 2019 to 2024 as well as students from other Anchorage middle schools.

Table 1. SCCS demographics for 2019 to 2024 surveys by year, grade, and school type.

Survey Year	ANCCS Students				Other MS Students			
	6	7	8	Total	6	7	8	Total
2019	23	16	14	53	2,908	2,676	2,487	8,071
2020	24	0	18	42	2,842	2,752	2,602	8,196
2021	32	12	22	66	1,923	1,834	1,720	5,477
2022	23	25	13	61	2,449	2,319	2,184	6,952
2023	26	21	21	68	2,350	2,213	221	4,784
2024	35	22	1	58	2,199	2,445	2,232	6,876
Total	163	96	91	350	14,671	14,239	13,443	42,353

Analysis: We assessed seven constructs for this evaluation: 1) caring adults, 2) cultural connectedness, 3) family and community involvement, 4) high expectations, 5) peer climate, 6) respectful climate, 7) social and emotional learning, 8) drug and alcohol, and 9) delinquent behavior. Constructs are a set of related questions that measure a specific construct, such as social and emotional learning.

We combined the SCCS data files from 2019 to 2024, matching the questions that were asked in all six years. We then conducted the following analysis:

- We averaged survey items from 2019 to 2024 and compared the averages between ANCCS and other Anchorage schools.
- We compared survey items from 2019 to 2024 and used chi-square analysis to assess differences in the survey item averages by school type (ANCCS and other Anchorage middle schools).
- We computed construct scores for each of the nine scales listed above. To compute the construct scores we assigned a numerical value to each of the response options (where 1-Strongly Disagree, 2-Disagree, 3-Agree Some, Disagree Some, 4-Agree, and 5-Strongly Agree) and then found the mean of the responses for each construct. We then used an ANOVA to assess differences in mean construct scores for ANCCS SCCS data by year and used a Tukey's HSD test to determine which years were significantly different.

2. SCCS Data and Analysis for Comprehensive Evaluation

Sample: The sample for this analysis included grade 6 to 12 students from 2019 to 2024. The table below illustrates the number of students in the Anchorage School District who completed the survey each year.

Table 2. SCCS grade 6 to 12 respondents for 2019 to 2024 school years

Year	Number of Students
2019	16,869
2020	16,353
2021	9,709
2022	13,405
2023	12,102
2024	12,221
Grand Total	80,659

Analysis: We assessed seven constructs for this evaluation: 1) caring adults, 2) cultural connectedness, 3) family and community involvement, 4) high expectations, 5) peer climate, 6) respectful climate, 7) social and emotional learning, 8) drug and alcohol, and 9) delinquent behavior. Constructs are a set of related questions that measure a specific construct, such as social and emotional learning.

We combined the SCCS data files from 2019 to 2024, matching the questions that were asked in all six years. We then conducted the following analysis:

- We compared survey items from 2019 to 2024 and used chi-square analysis to assess differences in the survey item averages by year.
- We computed construct scores for each of the nine scales listed above. To compute the construct scores we assigned a numerical value to each of the response options (where 1-Strongly Disagree, 2-Disagree, 3-Agree Some, Disagree Some, 4-Agree, and 5-Strongly Agree) and then found the mean of the responses for each construct. We then used an ANOVA to assess differences in mean construct scores by year and used a Tukey's HSD test to determine which years were significantly different.

Youth Matter Project Impact Data

We integrated data collected by the five youth-led project participants to assess the impact of the projects on their participants.

Dissemination: YMG project participants disseminated surveys to their project participants.

Sample: The sample is described in the table below.

Table 3. Number of surveys completed by YMG project participants by project.

Project Name	Project Name	Surveys Completed
Alaska Theatre of Youth	“Mean Girls, Jr.” performance	37 audience members and 13 cast and crew
Alaska Dance Theatre presentation of	“Winning at all Costs” viewing	40 viewers (dancers, performing artists, athlete, parents, teachers, coaches, mentors, others)
Anchorage Youth Vote	Next Gen in Politics	13 youth listeners
Covenant House Youth	Loft Games	13 youth participants
Alaska Native Heritage Center	Sugpiaq mask-making workshop	6 youth participants completed a survey.
Total		109 surveys completed

Analysis: We summarized the pertinent outcome data points for each project.

Findings

This section of the report summarizes the evaluation findings by evaluation questions.

Question 1: How effective is the AYDC coalition? To what extent does AYDC reflect coalition best practices?

How effective is the AYDC coalition?

AYDC Coalition **Member Survey** respondents value AYDC as a central hub that brings together like-minded individuals and organizations committed to advancing the interests of youth in the community. AYDC is described as a vital network that connects youth-serving organizations to one another to enhance the development and success of youth across Anchorage. AYDC is seen as a community where agencies share resources, best practices, and engage in collaborative efforts to support positive youth development. Additionally, they are recognized for their role in policymaking, offering professional development opportunities, and distributing grants to support youth activities. Respondents appreciate the coalition's focus on creating a supportive environment and fostering connections among stakeholders to ensure the well-being and growth of young people in Anchorage.

Member Survey respondents indicated that AYDC is effective in achieving its aspirations, with more than 80% considering each survey statement very effective or somewhat effective. However, there is still approximately 18% of respondents who either view AYDC as somewhat or not at all effective in sharing out information and/or training for Positive Youth Development skills (18.2% reported that AYDC is somewhat ineffective, not at all effective, or that they don't know how effective AYDC is); acting as a clear, respected and effective voice in advocacy for Positive Youth Development (18.2% reported that AYDC is somewhat ineffective or that they don't know how effective AYDC is); and supporting youth serving organization in data-driven continuous improvement (18.2% reported that AYDC is not at all effective or that they don't know how effective AYDC is) (Figure 1).

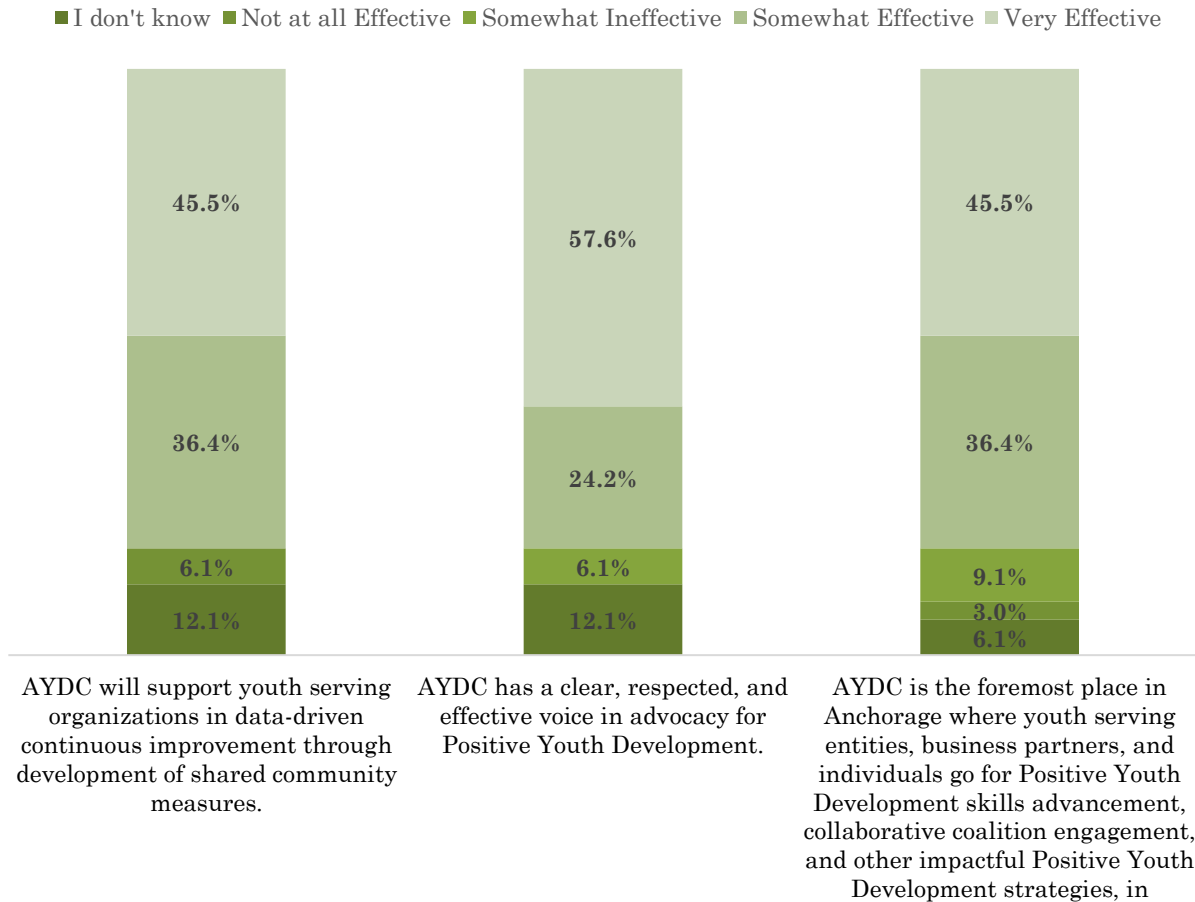


Figure 1. AYDC Coalition Member Survey respondents' opinion about AYDC's effectiveness achieving each of its aspirations.

Ways the AYDC Initiatives Have Been Useful or Valuable: Survey respondents reported a range of ways in which the AYDC initiatives have been useful or valuable to them or their organization. Participants found the initiatives they engaged with to be useful, particularly appreciating the “Second Order Change” for its professional training and the “Youth Matter Grants” for encouraging youth involvement in organizational planning and grant applications. Monthly meetings are valued for keeping members informed and engaged. Suggestions for improvement include increasing awareness and participation in less-known initiatives and continuing to offer flexible and inclusive opportunities for involvement.

Areas for improvement: Some respondents indicated that AYDC could improve its offerings in professional development and networking, suggesting more direct approaches may be more effective (this aligns with the respondents who either view AYDC as somewhat ineffective or not at all effective in sharing out information and/or training for Positive Youth Development skills data in Table 2. Additionally, some members expressed

the need for more visible, data-driven efforts in continuous improvement and community measure development.

To what extent does AYDC reflect coalition best practices?

Data from both the **Member Survey** and the **Leadership Survey** indicate that AYDC reflects numerous community coalition best practices **and** that AYDC has room to grow. Following is a description of data describing how the coalition is performing related to:

1. formalized set of structure and practices,
2. strong organizational structure that clarifies roles and procedures,
3. collaboration,
4. effective meetings and gatherings,
5. effective communication,
6. effective leadership,
7. knowledge of prevention planning and concepts,
8. cultural responsiveness,
9. build capacity to increase members' knowledge and skills,
10. provide clear member benefits, and
11. membership and partners shape the structure and direction of AYDC.

1. Formalized set of structures and practices (such as written roles and procedures): Leadership Survey respondents reported a decrease in clarity around the coalition's vision, mission, and goals. The *Vision, Mission and Goals* scale measured by the **Leadership Survey** did not shift in a positive direction since the last survey. However, the single item, "Community residents are aware of our vision, mission, and goals," shifted by nearly half a point in a positive direction. All other items shifted negatively (Table 4).

Table 4. Coalition Vision, Mission, and Goals. Change is the difference between the 2022 score and the 2024 score. A positive change from 2022 to 2024 is a positive result. The best possible score is 1 (Source: Leadership Survey from 2022 and 2024).

Vision, Mission, and Goals	2022 Average	2024 Average	Change
Our vision, mission, and goals are well-documented	1.50	1.50	0.00
Community residents are aware of our vision, mission, and goals	3.38	2.90	0.48
We periodically reassess and update our mission and goals	1.38	1.70	-0.32
We evaluate our activities in light of our mission and goals	1.13	1.70	-0.57
Members agree with the vision, mission, and goals	1.63	1.80	-0.17
Behavioral Health prevention is an important part of our vision, mission, and goals	1.50	1.70	-0.20

2. Strong organizational structure that clarifies roles and procedures: There is a strong understanding among most respondents regarding their own coalition role and the Leadership Team’s role; 78.2% either agree or strongly agree that they understand their personal responsibilities. However, there is a notable need for more clarity on the specific decision-making powers of the AYDC Leadership Team with 37.5% disagreeing about their understanding which decisions the AYDC Leadership Team is empowered to make (Table 5).

Table 5. Perceptions about AYDC governance (Source: 2024 Member Survey).

Governance	Strongly Disagree	Disagree	Agree	Strongly Agree
I have a clear understanding of my roles and responsibilities within AYDC	3.1%	18.8%	56.3%	21.9%
I have a clear understanding of the AYDC Leadership Team’s overall roles and responsibilities	3.1%	18.8%	65.6%	12.5%
I have a clear understanding of which decisions AYDC’s Leadership Team is empowered to make	0.0%	37.5%	56.3%	6.3%

Member Survey respondents also provided a range of suggestions on the roles that the AYDC Leadership Team could play in relation to other AYDC bodies (e.g., general membership, working groups). Suggestions included enhancing communication about roles and responsibilities, providing clear information on leadership decisions, increasing

visibility of indigenous activities, and offering new member orientations. Notably, members recommend forming advocacy groups and learning from practices in other regions to improve governance.

Further, the **Leadership Survey** respondents were more positive about the AYDC’s planning and implementation in 2024 than in 2022. The *Effectiveness of Planning and Implementation* is one of the coalition’s top three strengths and also a scale that showed strong improvement since 2022. All items have improved, especially, “Members are assigned specific responsibilities in completing activities” with a shift of 0.88 (Table 6).

Table 6. Coalition Effectiveness of Planning and Implementation. Change is the difference between the 2022 score and the 2024 score. A positive change from 2022 to 2024 is a positive result. The best possible score is 1.00 (Source: Leadership Surveys in 2022 and 2024).

Effectiveness of Planning and Implementation	2022 Average	2024 Average	Change
We have a work plan that lists goals and activities (e.g., assessment preparation, capacity building initiatives)	1.63	1.60	0.03
Work plans are based upon review and input from members	1.75	1.70	0.05
Timelines are developed for goals and activities	1.63	1.60	0.03
Members are assigned specific responsibilities in completing activities	2.88	2.00	0.88
Our activities and progress in completing goals are monitored and reported to members	1.88	1.80	0.08

Leadership Survey respondents also rated the coalitions’ structure and membership higher in 2024 than in 2022. The *Structure and Membership* scale changed by only 0.02 points from the last survey and is a positive 2.50. The items, “All necessary sectors of the community are represented,” “We have written policies and protocols in place that effectively guide our procedures,” and “We assess membership gaps and recruit new members on a regular basis through a formal recruitment process,” each improved (Table 7).

Table 7. *Structure and Membership*. Change is the difference between the 2022 score and the 2024 score. A positive change from 2022 to 2024 is a positive result. The best possible score is 1.00 (Source: Leadership Survey from 2022 and 2024).

Structure and Membership	2022 Average	2024 Average	Change
All necessary sectors of the community are represented	3.00	2.80	0.20
We have about the right number of active members	2.38	2.80	-0.42
Member roles and responsibilities are well-defined	2.63	2.80	-0.17
We have written policies and protocols in place that effectively guide our procedures	2.25	2.00	0.25
The people who need to attend meetings are usually there	2.00	2.30	-0.30
We assess membership gaps and recruit new members on a regular basis through a formal recruitment process	2.63	2.30	0.33

3. Collaboration: Leadership Survey respondents indicated that partnerships with other Organizations have decreased from 2022 to 2024. The *Partnerships with Other Organizations* scale shifted slightly negatively since 2022. The largest change was in the item, “We collaborate with other community organizations,” which negatively shifted by more than half a point (Table 8).

Table 8. *Partnerships with Other Organizations*. Change is the difference between the 2022 score and the 2024 score. A positive change from 2022 to 2024 is a positive result. The best possible score is 1.00 (Source: Leadership Surveys in 2022 and 2024).

Partnerships with Other Organizations	2022 Average	2024 Average	Change
We are knowledgeable about other community organizations and what they do	1.88	1.70	0.18
We collaborate with other community organizations	1.38	1.90	-0.52
We keep abreast of behavioral health issues affecting the community	1.63	1.80	-0.17
We interact and share information with prevention coalitions in other communities	2.25	2.20	0.05

4. Effective meetings and gatherings: Findings from the **Member Survey** indicate that the AYDC meetings and gatherings are fulfilling their purpose of engaging members, providing valuable information, and fostering a collaborative environment. Participants find them useful and well-organized. However, meeting attendance is spotty: more than half of the Member Survey respondents indicated that they attended three or fewer

meetings during FY2024. Some survey respondents indicated that the meeting times conflict with their work schedules and/or school dismissal times. Survey respondents suggested that adjusting meeting times, maintaining online options, and reducing meeting durations may improve attendance (Figure 2).

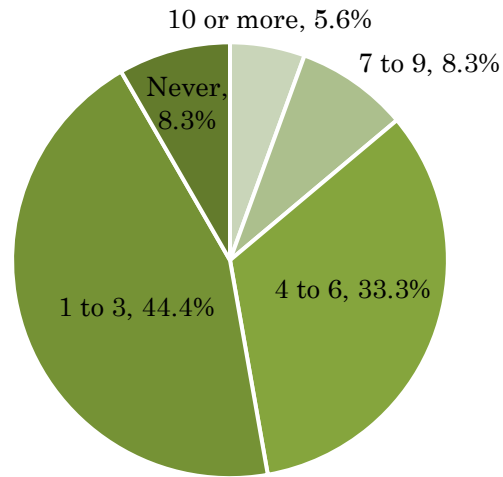


Figure 2. Frequency with which AYDC Coalition Member Survey respondents attend meetings or gatherings (Source: 2024 Member Survey).

Further the **Leadership Survey** respondents indicated that a decrease in the regularity of a meeting schedule that members can count on from 2022. However, unlike the **Member Survey** respondents the Leadership Survey respondents were more likely to indicate that meetings are convenient and accessible for all members. The Leadership Survey respondents also reported positive shifts in the items, “Conflicts are resolved in a respectful manner,” “Meeting minutes are recorded,” and “We have an effective way of communicating with one another,” indicating that meetings are well-run (Table 9).

Table 9. Coalition Meetings and Internal Communication. Change is the difference between the 2022 score and the 2024 score. A positive change from 2022 to 2024 is a positive result. The best possible score is 1.00 (Source: Leadership Surveys in 2022 and 2024).

Meetings and Internal Communication	2022 Average	2024 Average	Change
We have a regular meeting cycle that members can count on	1.00	1.60	-0.60
We accomplish meeting agendas	1.25	1.30	-0.05
Meetings are convenient and accessible for all members	1.75	1.70	0.05
Conflicts are resolved in a respectful manner	1.86	1.44	0.42
Meeting minutes are recorded	1.88	1.40	0.48
We have an effective way of communicating with one another	1.75	1.60	0.15

5. Effective communication: Findings from the **Member Survey** indicate that the AYDC e-newsletter is a valuable tool for communication and engagement within the AYDC community. Most members engage with the e-newsletter regularly seeing it as a useful resource, with more than 60% reading it always or often. However, only 18.2% rated its usefulness as “very useful” suggesting that there is an opportunity to further tailor its content to meet the diverse interests of its readership. Members are most interested in information about AYDC activities, partner events, and training opportunities. Suggestions for improvement include more focus on youth-centered activities, and self-awareness resources.

Several other data from the **Member Survey** also indicate that AYDC could provide additional information and communication around its initiatives and activities. While 94.5% of Member Survey respondents indicated that the AYDC keeps the community updated on its activities, only 38,9% strongly agreed. The survey also reveals varying levels of awareness of AYDC initiatives, with “Youth Matter Grants” being the most well-known, followed by “Second Order Change,” and then the “ANCCS Trauma Informed Capacity Building Project” (Table 10).

Table 10. AYDC **Member Survey** respondents' knowledge about AYDC initiatives (Source: 2024 Member Survey).

	n	None	A little bit	Some	A lot
Second Order Change	32	9.4%	34.4%	34.4%	21.9%
Youth Matter Grants	31	12.5%	9.7%	41.9%	35.5%
Alaska Native Cultural Charter School (ANCCS) Trauma Informed Capacity Building Project	32	28.1%	21.9%	46.9%	3.1%

Member Survey responses also indicate that AYDC could provide more communication around its Justice, Equity, Diversity, and Inclusion (JEDI) initiative. Of the Member Survey respondents, 68.8% reported that they are familiar with AYDC's commitment to Justice, Equity, Diversity, and Inclusion (JEDI), with an equal split between those who agree and strongly agree. However, 28.1% are unsure of AYDC's commitment to JEDI (Figure 3).

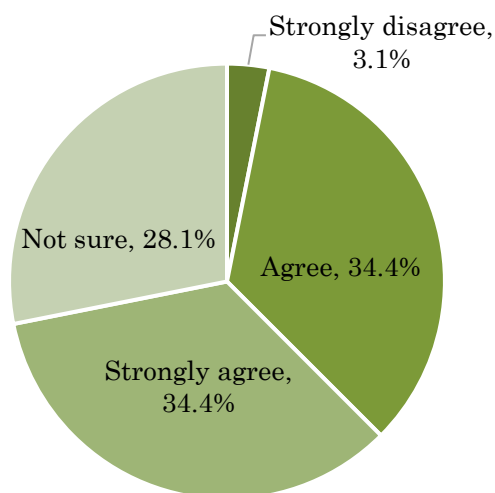


Figure 3. AYDC Coalition Member Survey respondents' reported familiarity with AYDC's commitment to Justice, Equity, Diversity, and Inclusion (JEDI) (Source: 2024 Member Survey).

The **Member Survey** also indicated that while a majority of AYDC members are at least somewhat familiar with the organization's advocacy and policy efforts, there is a considerable portion, about 40.7%, who are either not so familiar or not at all familiar with these efforts (Figure 4).

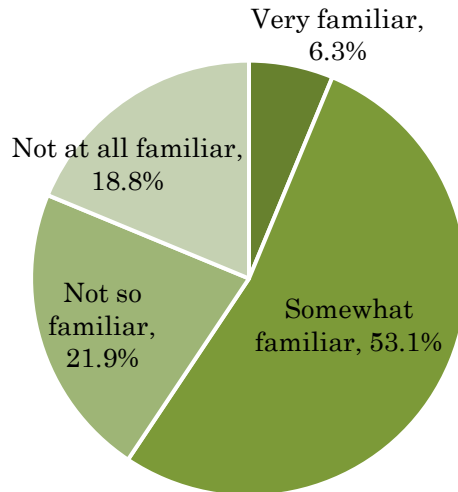


Figure 4. AYDC Coalition Member Survey respondents' familiarity with AYDC's advocacy and policy efforts (Source: 2024 Member Survey).

Nonetheless, the **Leadership Survey** respondents rated the coalition's outreach and communication higher in 2024 than in 2022. The *Outreach and Communication* scale showed an overall improvement. The most improvement was in, "We engage youth to help inform our planning efforts" (Table 11).

Table 11. Coalition's Outreach and Communication. Change is the difference between the 2022 score and the 2024 score. A positive change from 2022 to 2024 is a positive result. The best possible score is 1.00. (Source: Leadership Survey from 2022 and 2024)

Outreach and Communication	2022 Average	2024 Average	Change
We keep the community updated on our activities (e.g., newsletters, website, etc.)	1.88	1.90	-0.02
We go to "where the residents are" to do outreach and to enhance our understanding of behavioral health issues in the community	3.29	2.80	0.49
We engage youth to help inform our planning efforts	3.00	2.44	0.56

6. Effective Leadership: The **Leadership Survey** respondents were more positive about the AYDC's coalition leadership in 2024 than in 2022. The *Leadership* scale shifted positively overall. All the items had scores less than 2.0 in 2024. The two strongest items (1.40) in this group are, "Leadership encourages open dialogue and expression of views among members," and "Leadership is skillful at building positive relationships with community partners" (Table 12).

Table 12. Coalition Leadership. Change is the difference between the 2022 score and the 2024 score. A positive change from 2022 to 2024 is a positive result. The best possible score is a 1.00 (Source: Leadership Surveys in 2022 and 2024).

Leadership	2022 Average	2024 Average	Change
Leadership effectively promotes our mission and goals related to behavioral health	1.63	1.80	-0.17
Leadership encourages open dialogue and expression of views among members	1.25	1.40	-0.15
Leadership utilizes the skills and experience of members	2.00	1.50	0.50
Leadership distributes responsibilities and tasks effectively	2.13	1.90	0.23
Leadership is skillful at building positive relationships with community partners	1.63	1.40	0.23
Leadership keeps us focused on, and progressing towards our goals	1.88	1.50	0.38
Leadership supports behavioral health prevention as a focus of our efforts in the community	1.50	1.50	0.00

7. Knowledge of prevention planning and concepts: Member Survey respondents noted that AYDC is a valuable resource for learning about Positive Youth Development and enhancing their programming. However, **Leadership Survey** respondents rated the coalitions understanding and commitment to environmental strategies lower in 2024 than in 2022 (Table 13).

Table 13. Coalition’s Understanding and Commitment to Environmental Strategies. Change is the difference between the 2022 score and the 2024 score. A positive change from 2022 to 2024 is a positive result. The best possible score is a 1.00 (Source: Leadership Surveys in 2022 and 2024).

Understanding and Commitment to Environmental Strategies	2022 Average	2024 Average	Change
Members are familiar with the concept of population-level change	2.25	2.10	0.15
We support environmental strategies in addition to approaches targeting individuals or groups	1.50	2.10	-0.60
We have a positive relationship with community partners needed to implement environmental strategies	1.75	2.10	-0.35

8. Cultural Responsiveness: *Cultural Responsiveness* improved in every item from 2022, but there is still room for growth. One respondent did disagree that “Our membership reflects the cultural and demographic makeup of the community” and “We have a diverse membership to review our planned activities and products to ensure they are culturally appropriate for the intended recipients” (Table 14).

Table 14. Coalition Cultural Responsiveness. Change is the difference between the 2022 score and the 2024 score. A positive change from 2022 to 2024 is a positive result. The best possible score is 1.00 (Source: Leadership Survey from 2022 and 2024).

Cultural Responsiveness	2022 Average	2024 Average	Change
Our mission statement recognizes the importance of respecting cultural diversity	2.25	1.60	0.65
Our membership reflects the cultural and demographic makeup of the community	2.88	1.90	0.98
We have a diverse membership to review our planned activities and products to ensure they are culturally appropriate for the intended recipients	3.00	2.00	1.00

Further, half of the respondents believe that AYDC’s efforts are very aligned with its JEDI commitment. But a significant portion (31.3%) is unsure, and a small minority (3.1%) feel that the efforts are somewhat not aligned (Figure 5).

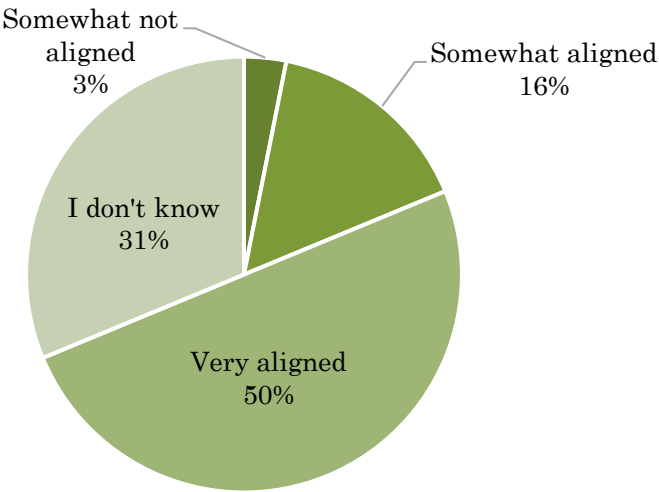


Figure 5. AYDC Coalition Member survey respondents’ perceptions of alignment between AYDC’s commitment to Justice, Equity, Diversity, and Inclusion and its current efforts (Source: 2024 Member Survey).

In explaining their perceptions of the alignment between AYDC’s commitment to JEDI and its current efforts, many survey respondents indicated that AYDC is recognized for its strong commitment to JEDI and that there is strong alignment between AYDC’s commitment to JEDI and its current efforts. Respondents also indicated that there is a need for more visible implementation of JEDI principles and more youth involvement.

Additionally, **Member Survey** respondents provided several suggestions for improving AYDC’s support and recognition of youth-serving organizations regarding JEDI. A recurring suggestion to improve JEDI was to invite and include youth more actively in meetings, potentially adjusting meeting times to accommodate school schedules. There was also a call for more training sessions and JEDI-focused conversations during coalition meetings. Reaching out to smaller or lesser-known youth organizations for projects, grants, and promotions was highlighted as a way to ensure broader representation. Providing transportation to facilitate participation, especially for youth, was another recommendation. Overall, while some respondents were unsure or felt current efforts were sufficient, the consensus was that more inclusive practices, training, and resources could further AYDC's JEDI mission.

9. Build capacity to increase members’ knowledge and skills: The **Member Survey** respondents indicated that the AYDC training offerings are well-aligned with the needs and interests of its members, with a strong emphasis on creating supportive, interactive, and engaging environments for youth. Most respondents (75.0%) indicated that “Creating a supportive environment for youth” would be very helpful, while 71.9% of participants said that both creating an interactive and engaging environment for youth would be very helpful. Additionally, there is a significant interest in increasing youth participation and integrating equity-focused approaches (Figure 6).

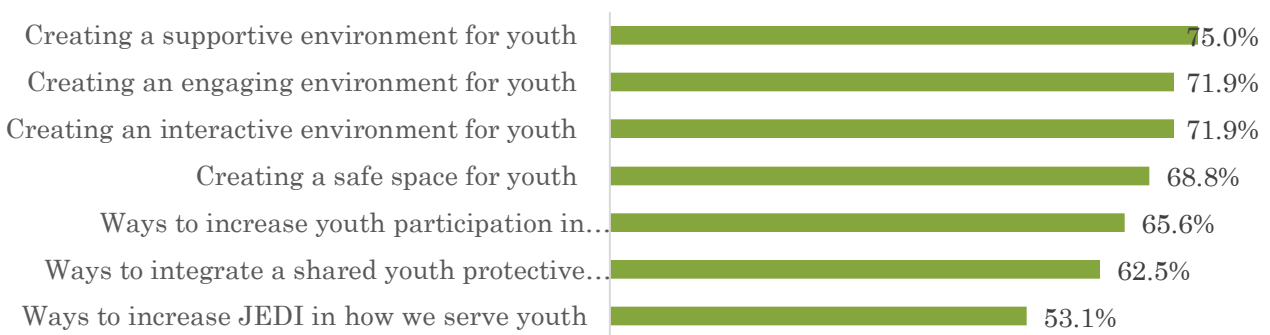


Figure 6. Percent of AYDC Coalition Member Survey respondents who reported potential training areas would be “very helpful” (Source: 2024 Member Survey).

In contrast, the **Leadership Survey** respondents rated the coalitions commitment to member growth lower in 2024 than in 2022. Only one *Member Growth and Responsibility*

item improved since the last survey. “Training is provided to members on relevant topics related to behavioral health prevention,” improved by 0.6 points. The other three items in the scale shifted in the negative direction (Table 15).

Table 15. Member Growth and Responsibility. Change is the difference between the 2022 score and the 2024 score. A positive change from 2022 to 2024 is a positive result. The best possible score is 1.00 (Source: Leadership Survey from 2022 and 2024).

Member Growth and Responsibility	2022 Average	2024 Average	Change
New members receive an orientation and copies of relevant background materials	1.88	2.30	-0.42
We make a conscious effort to develop new leaders	2.13	2.20	-0.07
Training is provided to members on relevant topics related to behavioral health prevention	2.50	1.90	0.60
Meetings are held as scheduled even if the coordinator cannot attend	1.86	2.30	-0.44

10. Provide clear member benefits: Although the sample size for individual value perception is small, the data suggests that both organizations and individuals generally perceive significant value in AYDC membership (Table 16).

Table 16. AYDC Coalition Survey respondents’ perceptions of AYDC membership value (Source: 2024 Member Survey)

	n	Not at all valuable	A little valuable	Somewhat valuable	Very valuable
How valuable is the AYDC membership to your organization?	10	0.0%	10.0%	10.0%	80.0%
How valuable is the AYDC membership to you?	3	0.0%	0.0%	33.3%	66.7%

11. Membership and partners shape the structure and direction of the AYDC: The majority (81.8%) of **Member Survey** respondents feel they have ample opportunities to provide input on AYDC’s goals, programs, operations, and processes. AYDC staff and leadership are perceived as highly responsive to member input and feedback. Additionally, there is strong recognition of member contributions and celebration of successes within the organization, with 87.8% of respondents believing AYDC celebrates its successes (Table 17).

Table 17. AYDC Coalition Survey respondents' perceptions of opportunities to provide input on AYDC's goals, programs, operations, and processes (Source: 2024 Member Survey).

	Not Sure	Strongly Disagree	Disagree	Agree	Strongly Agree
I have opportunities to give input about AYDC goals and programs.	12.1%	0.0%	6.1%	48.5%	33.3%
I have opportunities to give input about AYDC operations and processes (meetings, membership, roles, etc.)	12.1%	0.0%	6.1%	54.5%	27.3%
AYDC staff is responsive to coalition member input and feedback.	9.1%	0.0%	3.0%	39.4%	48.5%
AYDC leadership is responsive to coalition member input and feedback.	15.2%	0.0%	3.0%	30.3%	51.5%
AYDC recognizes member contributions.	12.1%	0.0%	0.0%	36.4%	51.5%
AYDC celebrates its successes.	12.1%	0.0%	0.0%	33.3%	54.5%

In addition, the **Leadership Survey** respondents confirmed that AYDC fosters a sense of ownership and participation among coalition members. The *Members' Sense of Ownership and Participation* scale shifted in a positive direction. Only, "Member contributions are recognized," shifted negatively (-0.02) (Table 18).

Table 18. Coalition Members' Sense of Ownership and Participation. Change is the difference between the 2022 score and the 2024 score. A positive change from 2022 to 2024 is a positive result. The best possible score is 1.00 (Source: Leadership Surveys in 2022 and 2024).

Members' Sense of Ownership and Participation	2022 Average	2024 Average	Change
Member contributions are recognized	1.88	1.90	-0.02
Successes are celebrated	1.88	1.70	0.18
Members actively participate in making decisions	2.38	1.90	0.48
Members feel free to speak their views without being criticized	1.88	1.80	0.08

Question 2: How has AYDC strengthened the prevention landscape in Anchorage?

How does the Second Order Change Initiative impact social emotional learning and youth program quality?

The Second Order Change (SOC) retrospective survey indicated that the SOC training contributed to significant positive shifts in participants' **social emotional learning** skills. All the participants who completed a survey (13) work in a role that includes working with youth, suggesting that this training will contribute to improved program quality in the future. Adult training participants reported increased skills in their:

- **Self-awareness:** Being aware of their emotions, thoughts, and values; being aware of how their own emotions thoughts, and values influence their behavior; recognizing their limitation with a sense of confidence and purpose, and believing that they can improve their skills and abilities.
- **Social awareness:** Understanding the perspectives of others, including those from diverse backgrounds, cultures and contexts; and empathizing with others, including those from diverse backgrounds, cultures, and contexts.
- **Ability to build relationships:** Ability to develop positive relationships; ability to communicate effectively; ability to seek support and help when needed; ability to offer support and help when needed; and ability to practice collaborative problem solving.
- **Skills in self-management:** Understanding of own emotions; managing own emotions; identifying stress management strategies; and using stress management strategies.
- **Skills in decision-making:** Ability to make caring and constructive choices about their personal behavior across diverse situations; and making caring and constructive choices about their social interactions across diverse situations.

The SOC retrospective survey also indicated that the SOC training contributed to positive shifts in indicators of **youth program quality**: creating a safe environment for youth; creating a supportive environment for youth; creating an interactive environment for youth; and creating and engaging environment for youth.

In addition, the training enhanced participants knowledge, skills, self-awareness, and ability to engage effectively with others in both professional and personal contexts. Participants reported that the SOC training experience:

- **Broadened the perspective on social and emotional learning (SEL):** The SOC experience empowered participants to pause and take a step back, recognizing that their own issues may not always be the most pressing. They also expressed that the experience broadened their perspective on SEL,

indicating that they gained new insights and knowledge in this area. They also mentioned leaving with useful tools and an improved skillset.

- **Provided insights for engagement with peers and youth:** Participants mentioned gaining additional insights for engaging with peers and youth, suggesting that the SOC experience provided practical strategies and techniques that they can apply in their interactions with others.
- **Increased their own self-awareness:** The SOC experience deepened participants' understanding of self-awareness, particularly in relation to resistance. They indicated an increased awareness of their own thoughts, emotions, and behaviors, as well as the factors that may impede personal growth or change.
- **Provided opportunities for coaching practice:** Participants highlighted the value of practicing coaching each other in a low-stakes environment. Participants also mentioned that the SOC experience sparked internal discussions about how to view different situations and improve problem-solving skills.

Further the participants described several ways they implemented their learning. Their responses highlighted the practical application of SOC principles and techniques in professional practices. The changes reported demonstrated a commitment to continuous improvement, collaboration, empathy, and student-centered approaches, all of which are key aspects of effective youth work and staff management.

- **Increased participants' perspective-taking and mindfulness:** One participant mentioned making it a weekly goal to be mindful of others' perspectives when discussing overarching issues or problems among the team. Others indicated a shift towards more empathetic and inclusive communication practices, fostering a collaborative and supportive team environment.
- **Improved time management practices:** Another participant implemented a calendar system to track deadlines and project time allocation, demonstrating a practical application of skills learned during SOC training.
- **Enhanced communication and conflict resolution:** Participants reported changes in the way they communicate with coworkers, such as negotiating better with problem coworkers and moving towards empathy and compassion.
- **Increased student participation and engagement:** Participants described involving students in decision-making processes, such as allowing them to provide input on activities and topics. This approach has led to increased student participation and engagement.
- **Enhanced listening skills and creating safe spaces:** Participants mentioned practicing intentional active listening with students, which has led to better conversations and created safe spaces for students to share personal experiences.

Finally, the follow-up survey conducted four months after the SOC training provided evidence of lasting impact. In general, average participant scores for SEL skills were greater in the follow up survey than the before Second Order Change scores, but not as strong as after Second Order Change scores immediately following training. Specifically, the before Second Order Change average was 3.99 (scale of 1-5) for all 18 SEL skills included in the survey, immediately after Second Order Change it was 4.35, and the follow up score was 4.18.

The average follow-up survey scores were higher than the before Second Order Change scores for all 18 items. Four items had very positive scores greater than 4.50.

- I understand the perspectives of others, including those from diverse backgrounds, cultures, and contexts. (4.71)
- I empathize with others, including those from diverse backgrounds, cultures, and contexts. (4.57)
- I offer support and help when needed. (4.57)
- I practice collaborative problem solving. (4.57)

The items with the greatest score improvement from before Second Order Change to follow up survey are the following.

- I recognize my strengths with a sense of confidence and purpose. (Change of 0.81 from before Second Order Change to follow up)
- I practice collaborative problem solving. (Change of 0.80 from before Second Order Change to follow up)
- I recognize my limitations with a sense of confidence and purpose. (Change of 0.75 from before Second Order Change to follow up)

Even though there was a general decrease in average scores from the after Second Order Change measure to the follow up survey, a few items showed continuous improvement across the three measure points. The following had the greatest changes.

- I develop positive relationships. (Change of 0.28 from after Second Order Change to follow up)
- I offer support and help when needed. (Change of 0.19 from after Second Order Change to follow up)

The items with the greatest decline between after Second Order Change and follow up all still maintain strong average scores above 4.20.

- I am aware of my emotions, thoughts, and values. (Change of -0.33 from after Second Order Change to follow up)

- I make caring and constructive choices about my social interactions across diverse situations. (Change of -0.33 from after Second Order Change to follow up)
- I believe I can improve my skills and abilities. (Change of -0.34 from after Second Order Change to follow up)

To what extent do coalition members and youth serving organizations report taking up best practices in youth development.

We do not have data to answer this question in 2024.

To what extent do coalition members and youth serving organizations engage in equity work with AYDC? What are the impacts?

We do not have data to answer this question in 2024.

Question 3: To what extent has AYDC impacted policy?

How has the coalition and/or its membership advocated for policies at the state and community level that promote behavioral health and wellness?

We do not have data to answer this question in 2024.

What policies did AYDC and/or its membership promote to youth serving organizations? To what extent were these taken up by the coalition’s membership and youth serving organizations?

We do not have data to answer this question in 2024.

Question 4: How did AYDC investments in youth impact participants?

To what extent do youth experience positive supportive, and encouraging adults in the community?

Several indicators suggest that participation in YMG activities increased participants’ experience of positive supportive, and encouraging adults. First, YMG survey data indicated that the YMG adult leaders fostered an **inclusive and supportive environment**, where participants felt accepted, respected, and safe from bullying. Most participants agreed or strongly agreed that they

- felt a sense of teamwork within the project team;
- felt respected by their team members throughout the project;
- felt accepted as part of their project team; and
- felt free from bullying within their team.

Several of the YMG participants' favorite part of participating in their project was working together as a team, "We worked as a cohesive team," one participant wrote. Another echoed this sentiment, "Our projects brought all of the students together and helped grow new relationships." These positive relationships made several of the participants feel and welcomed, "It was just the people around me that supported and encouraged me to grow." Another participant echoed this theme, "My coworkers made me feel understood."

Second, the YMG adult leaders (organizational representatives) **provided positive mentoring for youth participants**. All the participants agreed or strongly agreed that their representative

- genuinely listened to their input,
- actively encouraged them to share their ideas and opinions,
- respected them throughout the project, and
- affirmed that they could easily approach their representative for help or to discuss problems.

For one participant this close adult relationship was their favorite part of the YMG participation, "Feeling heard, meeting a wonderful new advisor [name of advisor], and connecting..."

Participant descriptions of the ways that their organization representative helped them feel supported further confirms the effective mentoring YMG adults provided for youth participants. Several participants indicated that the welcoming leader helped them feel safe, "A welcoming leader who came prepared each week." Similarly, another participant wrote, "My representative was AWESOME." And another wrote, "[Name of representative] was amazing with her passion and guidance."

Third, the YMG adults also **fostered youth leadership and decision-making skills**. A significant majority of participants agreed or strongly agreed that

- they helped in setting rules for the project and
- helped lead activities.

Participant descriptions of the various ways they were involved in their YMG project decision-making further indicates that YMG adults fostered youth leadership and decision-making. Participants described holding leadership roles, engaging in collaborative decision-making processes, contributing creatively and logistically to the project, and problem-solving. Most youth also participated in evaluating their YMG project, further providing leadership and decision-making experience. Of those who participated in evaluating their YMG project, more than 80% had a positive experience.

To what extent do youth develop a sense of competence, usefulness, belonging, and empowerment?

YMG participants' positive experiences contributed to a greater sense of competence, usefulness, belonging, and empowerment. After participating in YMG, participants reported

- improved problem-solving skills,
- greater confidence,
- more comfort seeking help from adults,
- feelings of mattering in the community, and
- educational persistence.

About a third of YMG participants indicated that participating in their YMG project positively affected the number of adults they feel comfortable approaching for important life questions.

Several indicators also suggest that participating in the YMG contributed to participants' increased feeling of "mattering."

- 89.3% of YMG participants agreed or strongly agreed that they matter to people in their community.
- More than half of the YMG participants indicated that participating in their YMG project positively affected their perception of mattering to people in their community.

To what extent do youth make a difference in their community?

YMG participants agreed that their project contributed positively to the community and were able to describe specific ways in which they felt their project made a positive difference.

Several of the participants reported that helping people or the community was what they liked most about their YMG project, "[What I liked best was] the feeling that I made a difference in the surrounding community." Another participant wrote, "I liked being able to make a difference in my community."

Youth descriptions of how they made a positive difference in the community fell into several categories. Some participants wrote about improving the atmosphere at the organization they worked with, "We made the students at our studio feel more welcomed and supported. We also established better student-teacher connections." Others wrote about giving other youth a voice, "Our project was able to reach the youth through Covenant house and give them a voice." Still others wrote about teaching others about something, "I was able to

provide a space for Sugpiaq people in my community to learn about their heritage, which is very hard to come by.” “[We] increased awareness and provided educational resources about local politics.” I was able to help spread awareness about bullying.”

Seeing the positive impact that their project made, may also have contributed to the increase in YMG participants who strongly agreed that helping other people is important to them and that people their age can help to make their community a better place

Further, YMG evaluations further illustrate the impact of the youth projects.

The Youth Vote project met all its goals:

- **Increased youths’ understanding of local government:** Before listening to the podcast, 61% of participants agreed, 30% were neutral, and 7% disagreed that they understood what the Anchorage Assembly is. After listening to the podcast, 100% of the participants agreed (54%) or strongly agreed (46%) that they understood what the Anchorage Assembly is.
- **Increased youths’ understanding of what the Anchorage Assembly does:** Before listening to the podcast, 53% agreed and 15% strongly agreed that they understood what the Anchorage Assembly does. After listening to the podcast, 49% agreed and 61% strongly agreed that they understood what the Anchorage Assembly does.
- **Increased youths’ awareness and capacity to participate in local government:** Before listening to the podcast, 7% of youth disagreed, 27% of youth were neutral, and 61% of youth agreed that there are opportunities for youth to get involved in local government and politics. After participating, 47% agreed and 53% strongly agreed that there are opportunities for you to get involved in local government and politics.
- **Increased youths’ knowledge about how to attend an Anchorage Assembly meeting:** Before listening to the podcast, 7% disagreed, 47% were neutral, 27% agreed, and 7% strongly agreed that they were knowledgeable about how to attend an Anchorage Assembly meeting. After listening to the podcast, 47% agreed and 53% strongly agreed that they were knowledgeable.
- **Increased youths’ feelings that their voice matters:** Before listening to the podcast, 7% were neutral, 27% agreed and 67% strongly agreed that their voice matters. After listening to the podcast 13% agreed and 87% strongly agreed that their voice matters.
- **Increased youths’ feelings that youth in their community are making a difference:** Before listening to the podcast, 13% disagreed, 7% were neutral, 40% agreed, and 33% strongly agreed that youth in their community are making a difference. After listening to the podcast, 33% agreed and 67% strongly agreed that youth in their community are making a difference.

The **Covenant House Youth LOFT Games** met its goals as well as goals that will contribute to the AYDC overall goals:

- Youth participants reported an increase in feeling that the staff care about their suggestions, with 62% of youth reporting that “staff most of the time listen to their problems/needs.”
- Youth participants reported an increase in feelings of connection to their community.
- Youth participants reported an increase in the number of people they have to talk to in the community if they need support, with 54% of youth saying that they have a small group of people they can go to and 46% of youth have people in the community who they can go to for almost anything.
- Youth participants reported an increase in their ability to address conflict in their relationships, with more students reporting that they are able to be a mediator with friend groups and relationships.
- Most of the youth participants reported that they feel like they can advocate for themselves, with 54% of youth reporting that they can advocate for themselves and 31% reporting that they advocate for themselves and/or other regularly.
- Most of the youth felt respected by the group, with 62% of the youth reporting that “everyone vibes and respects each other in this group.”

The **Alaska Theatre of Youth “Mean Girls, Jr.”** also met their goals that contribute to the AYDC overall goals:

- Cast and audience participants reported positive changes in their attitudes about bullying.
- 10% of the cast and crew and 14% of the audience increased their agreement with the importance to be true to themselves, and not change their personality to get someone to like them.
- 21% of the cast and crew and 14% of the audience increased their ability to tell the difference between joking and bullying.

The **Alaska Dance Theater “Winning at all Costs”** project’s evaluation showed positive changes in viewers’ perceptions about the relationship between competitive athletics and eating disorders, compulsive training and relationships.

- Participants reported increased knowledge that:
 - There can be high mortality rates and life-long health impacts associated with eating disorders (36% increase);
 - Anyone can be at risk for an eating disorder regardless of their age, gender, or physical appearance (16% increase);

- There are differences between compulsive exercise and regular training and why compulsive exercise can pose serious health risks (15% increase);
- Where to go to find help for an eating disorder (36% increase).
 - Participants also increased their commitment to avoid social media content that makes them feel bad about themselves (25% increase) and to be mindful of “body talk” and the negative impacts it can have on themselves and others (19% increase).

The **Alaska Native Heritage Center** “Sugpiaq Art & Mask-Making” project’s evaluation showed that the workshop fostered a stronger connection to culture and community, promoted personal growth and self-esteem, and provided a welcoming and safe environment.

- Most participants strongly agreed that the workshop helped them feel more connected to their culture and community. Responses highlighted the importance of cultural practices like mask-making in fostering this connection.
 - "By participating in dance practice, I feel more connected to my culture."
 - "By participating in dance practice, I feel more connected to my community."
- Participants reported increased self-esteem, and a decreased likelihood of substance use as a result of attending the workshop. The hands-on nature of the mask-making process, coupled with Perry Eaton’s teachings, contributed significantly to their sense of identity and self-worth.
 - "By participating in dance practice, my self-esteem has improved."
 - "By participating in dance practice, I am less likely to use substances."
- The feedback was overwhelmingly positive, with comments like:
 - "AMAZING"
 - "I loved learning from Perry Eaton. Please invite him again!"
 - "Excellent class, thank you!"
- Some suggestions for improvement were made, specifically regarding the length of the lecture portion of the workshop. One participant mentioned that the five-hour lecture could be challenging for some attendees to manage.

Question 5: How are risk and protective factors trending for all youth in Anchorage?

This section is organized around the nine constructs included in the SCCS survey: 1) caring adults, 2) cultural connectedness, 3) family and community involvement, 4) high expectations, 5) peer climate, 6) respectful climate, 7) social and emotional learning, 8) drug and alcohol, and 9) delinquent behavior.

The Anchorage Grade 6-12 School Climate & Connectedness Survey (SCCS) examined nine key constructs of school environment from 2019 to 2024. The findings reveal a complex picture of student experiences and perceptions over time. While some areas showed improvement, such as students' perception of caring adults and cultural connectedness,

others displayed concerning trends. Social and emotional learning scores decreased significantly, and high expectations scores were generally lower in later years. The COVID-19 pandemic appeared to impact family and community involvement, with volunteering and extracurricular activities declining but beginning to rebound. Peer climate and respectful climate scores fluctuated, with 2021 often standing out as a peak year. Drug, alcohol, and delinquent behavior measures showed notable variations, with 2021 frequently emerging as a critical year. These results provide valuable insights into the evolving school environment, highlighting areas of progress and concern that may inform educational policies and interventions in Anchorage.

Caring Adults

The Anchorage Grade 6-12 School Climate & Connectedness Survey data indicate that over time, more students felt they could name at least five caring adults. The years 2023 and 2024 had the highest means (4.00 and 4.03) and are grouped together, indicating no significant difference between them. Years 2019 and 2020 form another group with means of 3.76 and 3.75. Years 2021 and 2022 have the lowest means (3.67 and 3.62) and are in separate groups, suggesting they are significantly different from each other and the other years (Figure 7).

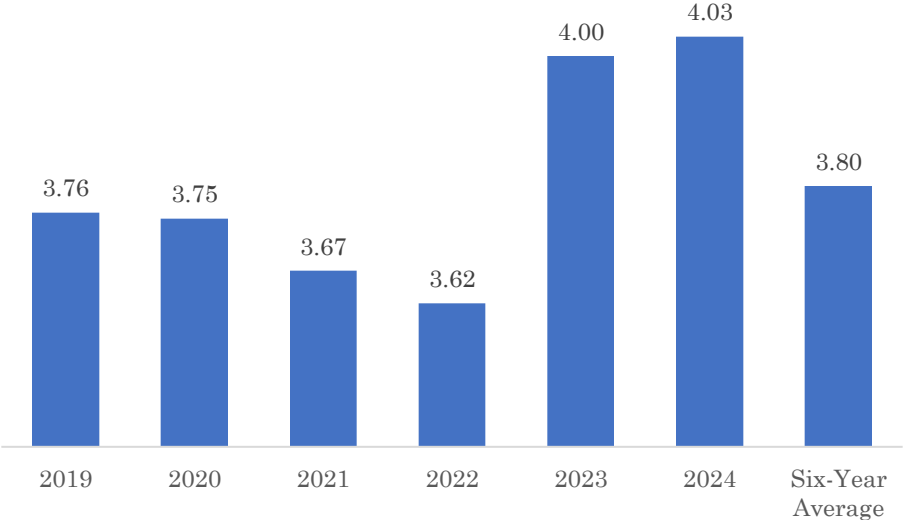


Figure 7. Mean scores for student perception of caring adults from 2019 to 2024, where 1-Strongly Disagree, 2-Disagree, 3-Agree Some, Disagree Some, 4-Agree, and 5-Strongly Agree (Source: Anchorage Grade 6-12 School Climate & Connectedness Survey)

Youth Matter Grant participants continued to agree or strongly agree that **they matter to people** in their community. More than half of the YMG participants indicated that participating in their YMG project positively affected their perception of mattering to people in their community (Figure 8).

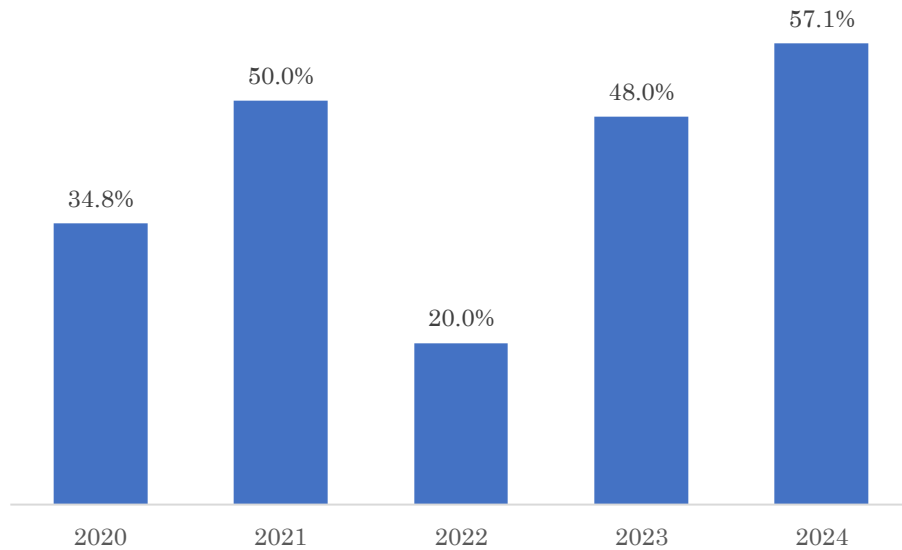


Figure 8. Percentage of YMG participants who agreed or strongly agreed that they feel like they matter from FY2020 to FY2024 (Source: YMG Participant Survey)

Cultural Connectedness

Cultural connectedness scores generally increased from 2019 to 2024, with 2019 and 2022 having the lowest scores, 2021 and 2025 showing a moderate increase, and 2024 demonstrating the highest cultural connectedness score.

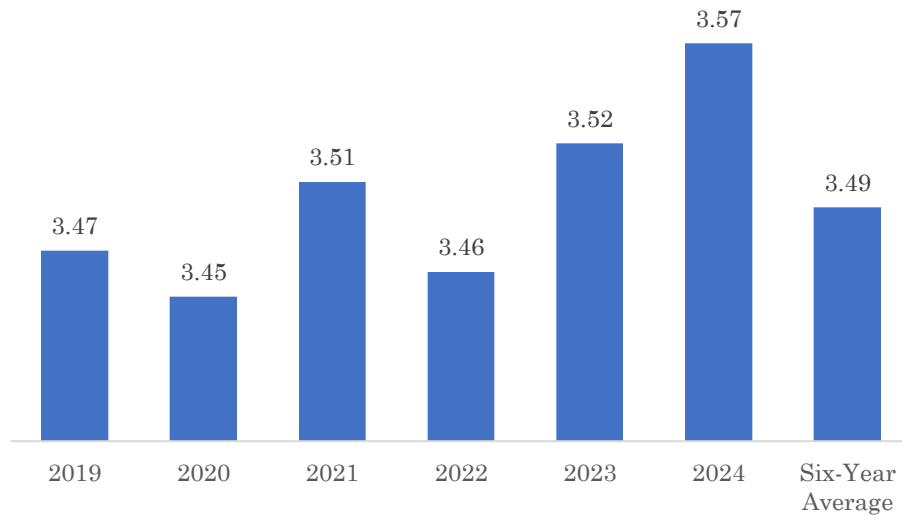


Figure 9. Mean scores for **cultural connectedness** from 2019 to 2024, where 1-Strongly Disagree, 2-Disagree, 3-Agree Some, Disagree Some, 4-Agree, and 5-Strongly Agree (Source: Anchorage Grade 6-12 School Climate & Connectedness Survey)

Family and Community Involvement

Both volunteering and engaging in extracurricular activities fell during the COVID pandemic and have begun to rebound to pre-COVID percentages.

Figure 10 below shows relatively consistent patterns of student volunteering across years, with a slight decrease in those spending "About 4 hours or more" helping others without pay from 2019 (15.0%) to 2022 (12.9%), followed by a small rebound in 2023 and 2024, suggesting minor fluctuations in high-commitment volunteer activities over time.

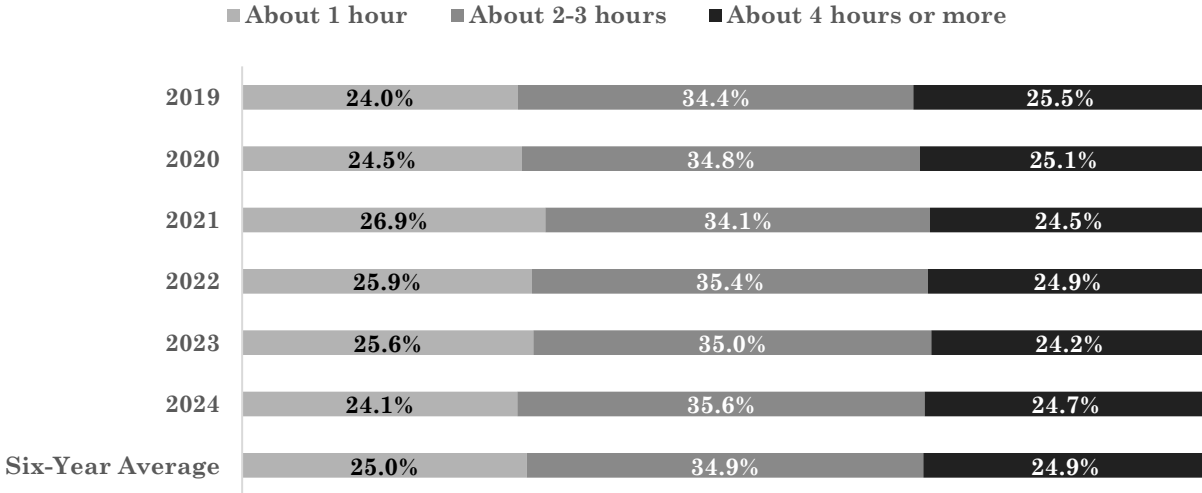


Figure 10. Percentage of grade 6-12 students in the Anchorage School District who reported participating an hour or more helping other people without getting paid from 2019 to 2024. (Source: Anchorage Grade 6-12 School Climate & Connectedness Survey)

Figure 11 shows a notable fluctuation in student participation in organized activities across years, with 2021 standing out due to a significant increase in students spending "About 1 hour" (41.1%) and a decrease in those spending "About 4 hours or more" (21.7%) on such activities, possibly reflecting the impact of the COVID-19 pandemic on extracurricular engagement.

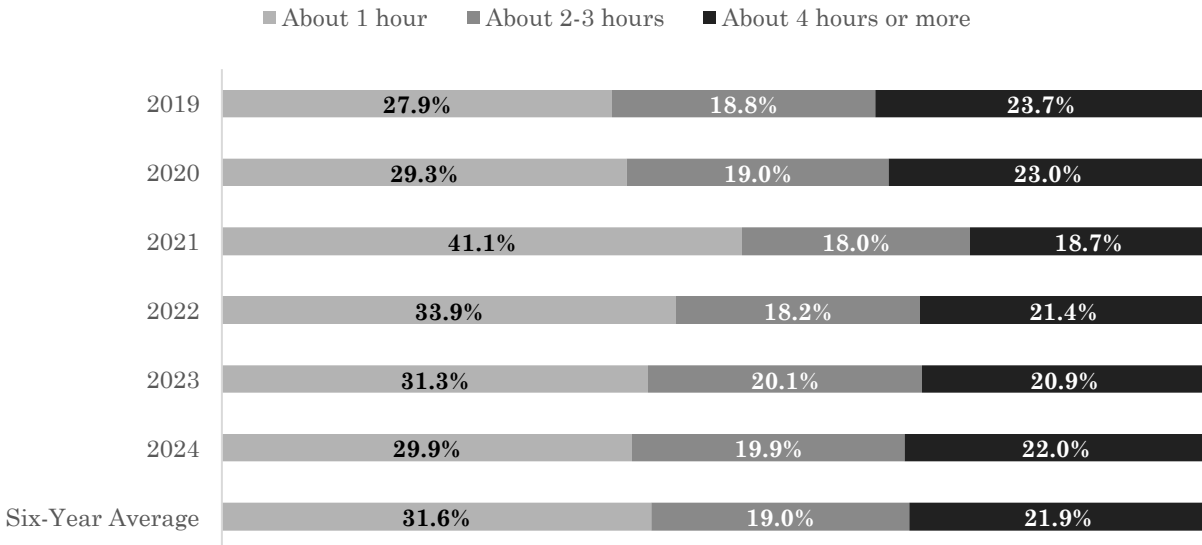
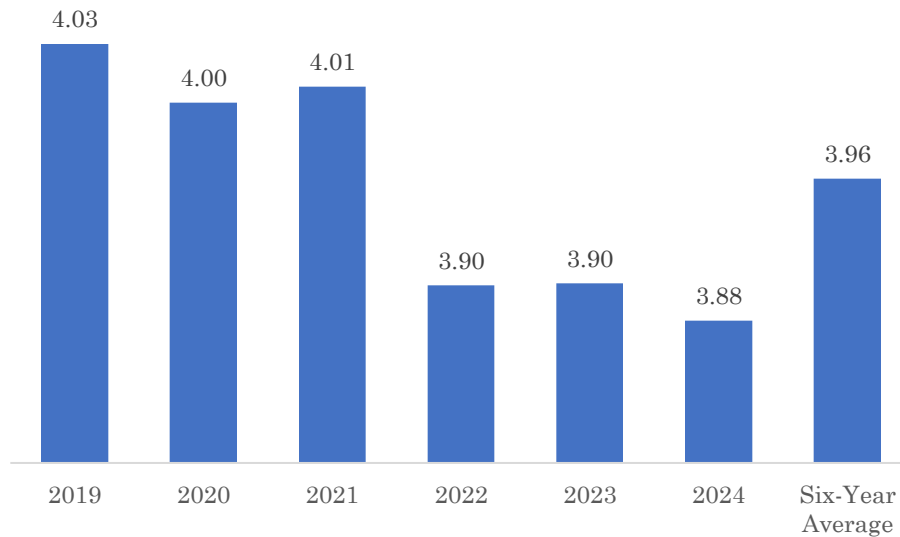


Figure 11. Percentage of grade 6-12 students in the Anchorage School District who reported participating in organized activities after school or on weekends from 2019 to 2024. (Source: Anchorage Grade 6-12 School Climate & Connectedness Survey)

High Expectations

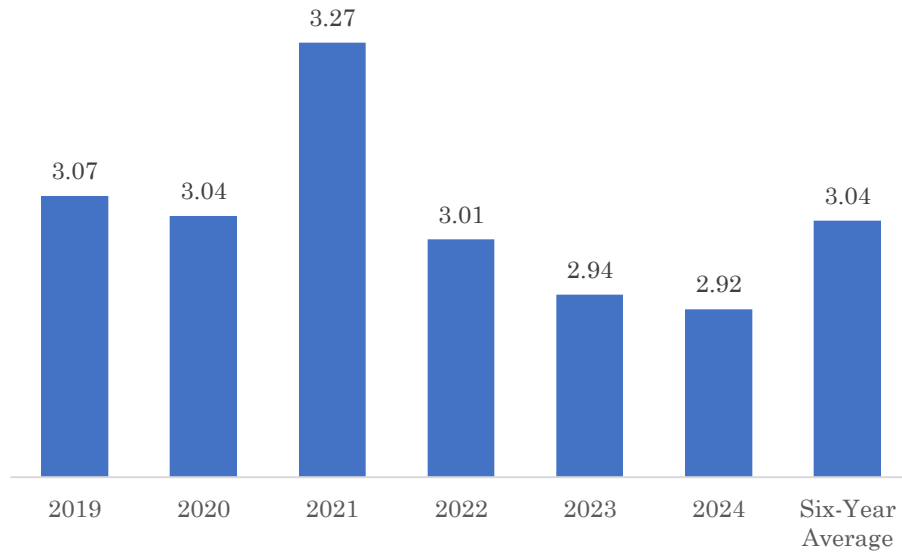
There were significant differences in the **high expectations** scores across various years, with 2022, 2023, and 2024 having the lowest scores, while 2019 stands out with the highest score, significantly different from most other years except 2021. This suggests a non-linear trend in **high expectations** over time, with earlier years generally showing higher scores than later years, but with some fluctuation in the middle years.



*Figure 12. Mean scores for **high expectations** from 2019 to 2024, where 1-Strongly Disagree, 2-Disagree, 3-Agree Some, Disagree Some, 4-Agree, and 5-Strongly Agree (Source: Anchorage Grade 6-12 School Climate & Connectedness Survey)*

Peer Climate

There were significant differences in the **peer climate** scores across different years, with 2021 having the highest **peer climate** score (3.27), significantly higher than all other years. The years 2019 and 2020 showed the next highest scores (3.07 and 3.04 respectively), which were not significantly different from each other but were higher than the remaining years. The years 2022 had an intermediate score (3.01), while 2023 and 2024 had the lowest scores (2.94 and 2.92 respectively), which were not significantly different from each other.



*Figure 13. Mean scores for **peer climate** from 2019 to 2024, where 1-Strongly Disagree, 2-Disagree, 3-Agree Some, Disagree Some, 4-Agree, and 5-Strongly Agree (Source: Anchorage Grade 6-12 School Climate & Connectedness Survey)*

Respectful Climate

There were also differences across years in the **respectful climate** scores. The year 2021 stands out with the highest score (3.74), significantly different from all other years. Years 2021, 2022, and 2024 form an intermediate group with scores ranging from 3.55 to 3.57, not significantly different from each other. Years 2023 and 2020 show the lowest scores (3.52 and 3.52 respectively), though not significantly different from the year 2024. This pattern suggests that 2021 was particularly notable for its high **respectful climate** score, while the other years show more subtle variations.

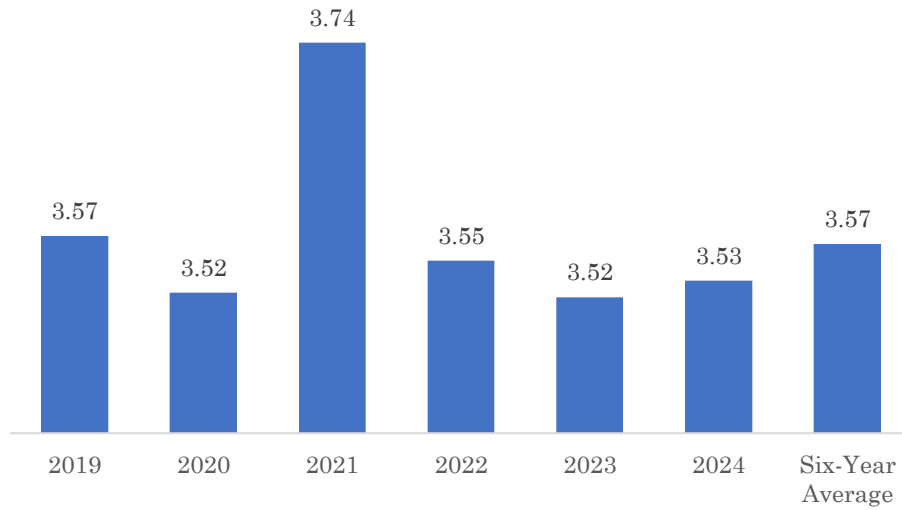


Figure 14. Mean scores for **respectful climate scores** from 2019 to 2024, where 1-Strongly Disagree, 2-Disagree, 3-Agree Some, Disagree Some, 4-Agree, and 5-Strongly Agree (Source: Anchorage Grade 6-12 School Climate & Connectedness Survey)

Social and Emotional Learning

Social emotional skills have decreased from 2019 to 2024. The SCCS Social and Emotional Construct for the Anchorage School District mean score has decreased from 2019 to 2024. The Tukey HSD test results indicate that the downward trend in social and emotional scores from 2019 to 2024 is statistically significant.

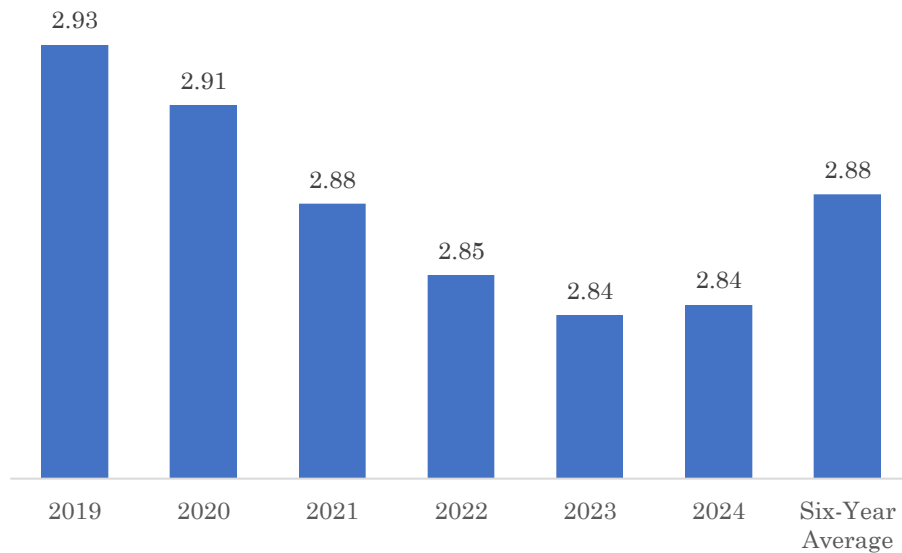
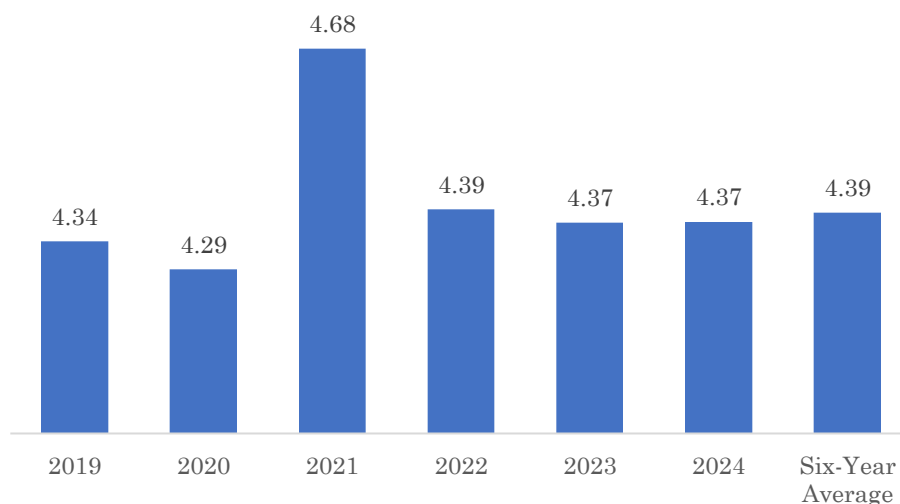


Figure 15. Mean scores for **social and emotional scores** from 2019 to 2024, where 1-Strongly Disagree, 2-Disagree, 3-Agree Some, Disagree Some, 4-Agree, and 5-Strongly Agree (Source: Anchorage Grade 6-12 School Climate & Connectedness Survey)

Drug and Alcohol

There were significant differences in **drug or alcohol-related** measures across six different years. Years 2020 and 2021 stand out as significantly different from the others, with the year 2020 having the lowest mean (4.29) and the Year 2021 having the highest (4.68), while there are not significant differences among the other years. This analysis suggests that drug or alcohol-related behaviors varied notably in certain years, but remained relatively stable in others.



*Figure 16. Mean scores for **drug and alcohol scores** from 2019 to 2024, where 1-0 times, 2-1 to 2 times, 3-3 to 6 times, 4- 7 to 12 times, 5-more than 12 times (Source: Anchorage Grade 6-12 School Climate & Connectedness Survey)*

Delinquent Behavior

There were significant variations in **delinquency** rates over the six-year period. The year 2021 stands out with the highest mean delinquency rate (4.63), significantly different from all other years. In contrast, the year 2024 shows the lowest mean rate (4.14), also distinct from the rest. The analysis suggests a non-linear trend in delinquency over time, with notable fluctuations rather than a steady increase or decrease.

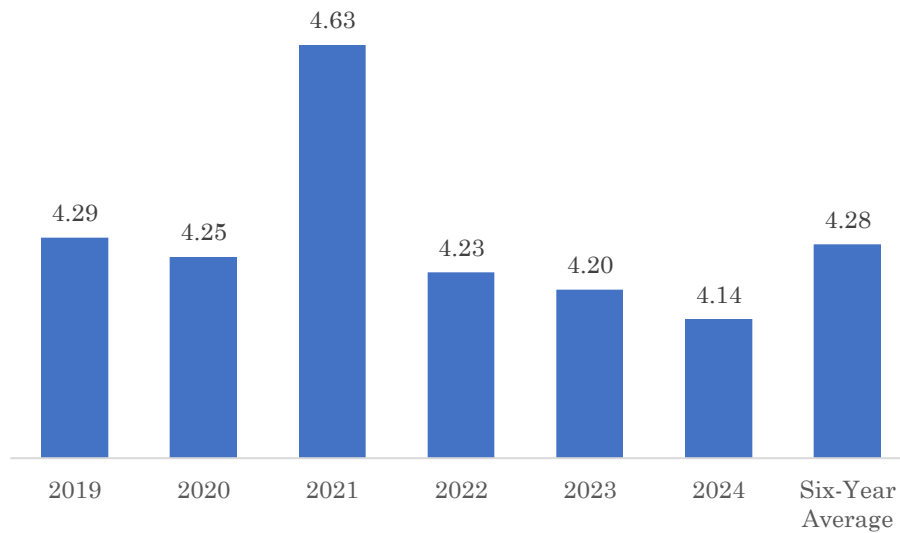


Figure 17. Mean scores for **delinquent behaviors scores** from 2019 to 2024, where 1-0 times, 2-1 to 2 times, 3-3 to 6 times, 4- 7 to 12 times, 5-more than 12 times (Source: Anchorage Grade 6-12 School Climate & Connectedness Survey)

Question 7: What are the impacts of the ANCCS Trauma-Informed Practices Professional Development on participating staff in terms of content and use of new strategies in their classrooms?

Survey and interview data indicate that ANCCS staff learned about a variety of skills and content from participating in professional development trainings over the past three years. Staff reported learning about stress, compassion fatigue, and burn-out; connecting to Alaska Native values; strengthening relationships with students; utilizing peace corners; self-regulation activities; adverse childhood experiences (ACEs); and being a warm demander.

Stress, Compassion Fatigue, and Burn-Out: Staff learned about the impact of stress, compassion fatigue, and burn-out on their well-being and efficacy. Most staff reported being moderately knowledgeable or very knowledgeable about the impact of stress, compassion fatigue, and burn-out on their well-being and efficacy after participating in the professional development trainings. Total knowledgeable ratings ranged from 85.0% to 90.0%.

Connecting to Alaska Native Values: Staff learned about ANCCS’s core Alaska Native values and how to connect them to their work. Most staff reported being moderately knowledgeable or very knowledgeable about their school’s core values and how they can successfully implement the core values in their classroom after participating in the professional development trainings. Total knowledgeable ratings ranged from 82.4% to 88.0%. Staff reported having a deeper understanding of how Alaska Native values connect

to their work, with a total agreement response of 90.0%. Staff also reported that the trainings helped them understand how CHAMPS connects to their school's Alaska Native values, with a total agreement response of 82.3%.

The survey data was reiterated in interviews. One of the themes that emerged from staff interviews regarding what they learned from the past three years of professional development training was a deeper connection to culture.

Strengthening Relationships: Staff learned about the importance of strengthening relationships with their students and ways to do so. Most staff reported being moderately or very knowledgeable about how to create an action plan for strengthening relationships with students (80.0%). Staff reported being moderately or very knowledgeable about ways to strengthen relationships with students (96.1%). Staff also reported being moderately very knowledgeable about the use of staff-to-student relationship building as a practice to support students impacted by trauma (88.2%)

In staff interviews, staff described how they use the relationship inventory and relationship development plans they created to strengthen relationships with their students.

Self-Regulation Activities and Spaces: Staff learned about strategies for self-regulation for themselves and their students, as well as how to utilize self-regulation spaces, like peace corners. In February of 2022, 69.2% of staff reported being moderately or very knowledgeable of strategies for educator self-regulation after attending a professional development training. In April of 2023, 90.0% of ANCCS staff agreed or strongly agreed that the strategies discussed in the April professional development training would help them self-regulate during challenging moments with students.

The percentage of staff who reported being moderately or very knowledgeable of using peace corners or self-regulation spaces only increased from 12.0% to 16.0% after the professional development training in January of 2022. After the next training the following month, however, many more staff felt moderately or very knowledgeable of peace corner utilization; the total knowledgeable response increased to 88.4%. After participating in the 2021-2022 school year's professional development training series, the percentage of staff who reported being moderately or very knowledgeable of using regulation activities to support students increased from 35.3% to 88.2%.

Survey data was also supported by interview data. One of the primary themes that emerged from staff interviews regarding what they learned from the past three years of professional development training was learning social-emotional learning strategies and essential practices.

Adverse Childhood Experiences: Staff learned about the impact and prevalence of Adverse Childhood Experiences. After participating in the 2021-2022 school year's professional development training series, the percentage of staff who reported being moderately or very knowledgeable of Adverse Childhood Experiences increased from 47.0% to 88.2%.

The survey data was also supported by interview data. One theme that emerged from staff interviews regarding what they learned from the past three years of professional development training was understanding trauma and restorative practices.

Warm Demander: Survey data indicated that staff learned how to be a warm demander. After participating in the April 2023 professional development training, 90.0% of staff reported that they felt more equipped to be a warm demander in moments of challenging student behavior.

However, interview data indicated that while the staff understood the idea of being a warm demander, many did not remember the term. Half of the staff who we interviewed either did not know or remember the term warm demander until we gave a basic explanation, but all spoke about balancing high expectations with care for their students.

Participants' use of new knowledge and skills

Survey and interview data indicate that ANCCS staff are implementing tools and strategies from the professional development training. Staff reported implementing social-emotional learning (SEL) strategies and essential practices, using CHAMPS to set expectations and connect to the school's Native values, and implementing staff to student relationship development. However, it is less clear that the Behavioral Team has been implemented as planned.

SEL Strategies or Essential Practices: Staff are implementing SEL strategies or essential practices. After participating in the 2021-2022 school year's professional development training series, 94.1% of staff agreed or strongly agreed that circle time is built into the daily schedule. Seventy-six-point-four percent of staff agreed or strongly agreed that cultural knowledge and SEL strategies are incorporated into morning circles. Most teachers who we interviewed talked about implementing two of the SEL strategies or essential practices in particular: morning circles and the peace corner. Several also talked about using mindfulness and breathing exercises.

Staff also reported that implementation of SEL strategies or essential practices is happening on a school-wide level. After participating in the 2021-2022 school year's professional development training series, 53.0% of staff noticed more SEL strategies and/or skills being used around the school. This percentage increased significantly to 73.3% at the end of the 2022-2023 school year's professional development training series. Most staff who

we interviewed reported that SEL strategies or essential practices are being widely implemented in the school but hesitated to speak for the whole school.

Staff also reported personal use of self-regulation activities. After participating in the 2021-2022 school year's professional development training series, 82.4% of staff agreed or strongly agreed that they currently practice self-care and resilience activities. After completing the 2022-2023 school year's professional development training series, 86.6% of staff agreed or strongly agreed that they currently practice personal self-regulation during challenging moments with students. Staff who we interviewed also reported using more self-regulation strategies since participating in the training series.

CHAMPS: Staff are better able to connect CHAMPS to their school's Alaska Native values. After the completion of the 2022-2023 school year's professional development training series, 86.6% of staff agreed or strongly agreed that they are able to consistently implement CHAMPS in a way that's connected to their school's Alaska Native values. All but one of the classroom teachers who we interviewed spoke about using CHAMPS. The two primary themes that arose were using CHAMPS to set expectations and connecting CHAMPS to the school's Native values.

Relationship Building: Staff are working on building relationships with students. At the end of the 2021-2022 school year, 76.4% of staff felt moderately or very prepared to implement staff to student relationship building. However, only 52.9% of staff agreed or strongly agreed that a schoolwide relationship inventory to identify students who may not feel connected at school and an action plan to foster relationships between those students and staff exists. Following additional training in November of 2023, which included the development of a relationship inventory and relationship development plans, 90.6% of staff agreed or strongly agreed that they have a solid plan on how to better connect with their students. **This rating change suggests that staff feel more prepared to build relationships with students.**

In staff interviews, some staff talked about currently using the relationship development plans they created, while others talked about using them in the past, or strengthening relationships informally.

Behavior Team Role: Two primary themes arose during interviews when we asked staff to describe the role of the Behavior Team. Staff reported that the behavior team meets and talks, and staff associate [name of staff member] with the Behavior Team. Some staff, including members of the Behavior Team, seemed unsure of the team's role. Staff suggested that the team should meet more often, the team should attend grade-level meetings for problem-solving opportunities, and the team should have more people on it.

How has the climate at ANCCS changed since the school has been implementing restorative work?

Interview data suggest that the series of professional development trainings supported by Safe Alaskans and the Cook Inlet Tribal Council contributed to multiple positive outcomes. These outcomes include changes in student interactions, use of self-regulation strategies, the elevation of Alaska Native values, impacts of the Behavior Team, and changes to the school climate.

Student interactions: All staff who we interviewed said that they have noticed changes in the way that their students interact with each other. The changes they noticed were varied and included:

- Students use the language of Alaska Native values.
- Students are better able to talk things through with each other.
- Students build connections with each other during morning circles.
- Students have more school pride being in their own building.
- Students speak up when there's bullying.
- Student attitudes have improved.
- Students are using self-regulation strategies.
- Students are comfortable in the classroom and want to be at school.
- Students are building community more easily when new students come in.

Staff also noticed students using more self-regulation strategies.

- The most common self-regulation strategies they spoke about students using included peace corners, taking breaks, and breathing exercises.
- Staff also shared that they are using more self-regulation strategies themselves since attending these trainings.
- Some of the specific self-regulation strategies staff talked about using were taking a break and using breathing exercises. Staff also spoke about modeling self-regulation strategies for students.

Elevation of Alaska Native values: All but one of the staff members stated that Native values have been elevated through this work. Staff said that the trainings helped improve their understanding of the values, as well as provided reminders of how they can practice them. The staff member who had a different point of view around the elevation of Alaska Native values said that there is more work to be done to interweave Alaska Native values with the curriculum rather than compartmentalizing the values and thinking of them as a separate layer.

Behavior team impact: While staff had some concerns about the role of the Behavioral Team, they nonetheless shared various impacts that the Behavior Team has had on the

school, including creating helpful documents, helping to address behaviors, sharing information, and assisting with the trainings.

School climate changes: Staff who we interviewed talked about a variety of ways that the school climate has changed over the past three years: the focus on building relationships has been good for the school; students have more respect for each other and more school pride; disruptive or destructive student behaviors have declined; the practices staff are implementing help new students feel comfortable and safe; staff are holding the traditional framework during all of their routines; and the school climate has gotten more positive. The only negative change staff mentioned is that the new, larger school building leads to less organic interaction.

School Climate and Connectedness Survey Findings: Findings from the 2019 to 2024 grades 3-5 and grades 6-8 SCCS indicate that ANCCS students in both grade groups generally report more favorable outcomes across various constructs, including Caring Adults, Cultural Connectedness, and Peer Climate, with significant differences highlighted by chi-square tests.

- For grades 3-5, ANCCS students showed significantly higher positive responses in several social and emotional learning areas, particularly in self-awareness and peer support, although the average scores for 2024 were lower than previous years.
- In grades 6-8, ANCCS students consistently reported higher positive responses in constructs related to adult support, cultural connectedness, and respectful climate, with significant associations found in peer interactions and substance use prevention. The report underscores the positive impact of ANCCS's educational environment on fostering a supportive and culturally connected atmosphere, contributing to students' social and emotional development.
- However, for ANCCS students in both age groups there were not significant increases from year in any of the key indicators.

Discussion

The FY2024 comprehensive evaluation of the Anchorage Youth Development Coalition (AYDC) housed at Safe Alaskans indicates significant progress in strengthening the prevention landscape and positively impacting youth in Anchorage. The findings highlight several key areas of success, as well as opportunities for improvement and further development.

Coalition Effectiveness: AYDC has demonstrated strong organizational structure, effective leadership, and improved planning and implementation. The coalition's role as a vital network connecting youth-serving organizations and fostering collaboration is evident from the survey responses. However, there is room for growth in areas such as cultural responsiveness and member engagement. The coalition should focus on enhancing communication about its initiatives and roles, particularly regarding the ANCCS professional development work and advocacy efforts.

Youth Impact: The Youth Matter Grants (YMG) program has been particularly successful in fostering youth engagement and development. Participants reported increased feelings of mattering to their community and positive experiences with supportive adults. The high percentage (89.3%) of youth feeling that they matter to people in their community is a significant achievement. These findings align with research indicating that youth who feel they matter are less likely to engage in risky behaviors and more likely to display higher levels of connectedness and mental wellbeing.

Professional Development Initiatives: The Second Order Change Initiative has shown promising results in enhancing participants' social-emotional learning skills and youth program quality indicators. This aligns with research suggesting that social and emotional intelligence improves professional effectiveness and is crucial for youth development. The ANCCS Trauma-Informed Practices training has also been effective, with staff reporting increased knowledge and implementation of trauma-informed practices, social-emotional learning strategies, and culturally responsive approaches.

Risk and Protective Factors: The positive trends in most youth protective factors and the decrease in risk factors such as alcohol and marijuana use are encouraging. However, the statistically significant decrease in social and emotional skills among youth from 2019 to 2024 is concerning and warrants further investigation and targeted interventions.

Areas for Improvement

1. **Cultural Responsiveness:** While improvements have been made, there is still room for growth in this area. AYDC should continue to focus on integrating diverse perspectives and ensuring that its membership and activities reflect the cultural and demographic makeup of the community.

2. **Member Engagement:** The coalition should address the issue of spotty meeting attendance and consider adjusting meeting times or formats to accommodate more members' schedules.
3. **Communication:** There is a need for enhanced communication about AYDC's initiatives, particularly regarding its Justice, Equity, Diversity, and Inclusion (JEDI) efforts and advocacy work.
4. **Social and Emotional Skills:** Given the decline in youth social and emotional skills, AYDC should prioritize interventions and programs specifically targeting this area.

Future Directions

1. **Continued Focus on Youth Engagement:** The success of the Youth Matter Grants program suggests that AYDC should maintain and potentially expand such youth-led initiatives.
2. **Enhanced Professional Development:** The positive outcomes from the Second Order Change Initiative and ANCCS training indicate that continued investment in professional development for youth-serving professionals is beneficial.
3. **Cultural Integration:** AYDC should work on further integrating Alaska Native values and culturally responsive practices throughout its programs and member organizations.
4. **Data-Driven Approach:** The coalition should continue to use data to inform its strategies and measure impact, particularly in addressing the decline in youth social and emotional skills.
5. **Policy Advocacy:** While the evaluation didn't provide extensive data on policy impact, AYDC should consider strengthening its policy advocacy efforts to create systemic change in support of youth development.

In conclusion, AYDC has made substantial progress in achieving its goals and positively impacting youth in Anchorage. By addressing the identified areas for improvement and building on its successes, the coalition is well-positioned to continue strengthening the prevention landscape and supporting positive youth development in the community.

Citations

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- Raynor, Jared (2011). What makes an effective coalition? Evidenced-based indicators of success. Retrieved from: <https://www.tccgrp.com/wp-content/uploads/2018/09/What-Makes-an-Effective-Coalition.pdf>.

Appendix A. Evaluation Plan Matrix

Question	Indicators of Success	Data Collection	Analysis
<p>Question 1: How effective is the AYDC coalition? To what extent does AYDC reflect coalition best practices? What are the processes/structures that are serving AYDC well? Which tools and resources are most useful to AYDC partners and members? What are the programmatic initiatives that are serving AYDC well?</p>	<ul style="list-style-type: none"> • Strong organizational structure the clarifies roles and procedures • Formalized set of structures and practices (such as written roles and procedures) • Effective communication, conflict resolution, perception of fairness, and shared decision making • Effective leadership • Knowledge of prevention planning and concepts • Community readiness to ensure ownership and commitment • Adequate staffing • Shared purpose and vision • Build capacity to increase members’ knowledge and skills • High quality group dynamics • Clear member benefits • Collaboration • Membership and partners shape the structure and direction of the AYDC <p>(Raynor, 2011; Cohen et al, 2002)</p>	<p>Coalition capacity survey Coalition member survey</p>	<p>Descriptive statistics</p>
<p>Question 2: How has AYDC strengthened the</p>	<ul style="list-style-type: none"> • 		

Question	Indicators of Success	Data Collection	Analysis
prevention landscape in Anchorage?			
2.a. How does the Second Order Change Initiative impact social emotional learning and youth program quality?	Positive increase in <ul style="list-style-type: none"> • 17 areas of social emotional learning (SEL) • four areas of youth program quality 	Second Order Change Survey	Descriptive analysis
2.b. How does the youth program quality initiative impact implementation of continuous improvement strategies? This question will be addressed in year 2 and 3.	<ul style="list-style-type: none"> • Staff have the knowledge to be effective coaches • Coalition members and youth serving organizations learn about the Weikart Center continuous improvement • Coalition members and youth serving organizations implement new continuous improvement strategies 	Coalition Training Survey(s) to assess satisfaction, learning, and implementation of methods	Descriptive statistics Thematic analysis
2.c. To what extent do coalition members and youth serving organizations report taking up best practices in youth development.	<ul style="list-style-type: none"> • Coalition members and youth serving organizations report taking up best practices 	Coalition capacity survey Coalition member survey	Descriptive statistics
2.d. To what extent do coalition members and youth serving	<ul style="list-style-type: none"> • Coalition members engage in equity work with AYDC 	Coalition Member Survey	Thematic analysis

Question	Indicators of Success	Data Collection	Analysis
<p>organizations engage in equity work with AYDC? What are the impacts?</p>			
<p>Question 3: To what extent has AYDC impacted policy?</p> <p>c) How has the coalition and/or its membership advocated for policies at the state and community level that promote behavioral health and wellness?</p> <p>d) What policies did AYDC and/or its membership promote to youth serving organizations? To what extent were these taken up by the coalition's membership and youth serving organizations?</p>	<ul style="list-style-type: none"> • AYDC advocated for policies at the state and community level that promote behavioral health and wellness • AYDC promoted policies that organizations can implement internally • Coalition members and youth serving organizations adopt new policies 	<p>Coalition member survey</p>	<p>Descriptive statistics</p> <p>Thematic analysis</p>

Question	Indicators of Success	Data Collection	Analysis
Question 4: How did AYDC investments in youth impact participants?	<ul style="list-style-type: none"> • Develop a sense of competence, usefulness, belonging, and empowerment • Increase youth’s experience of positive supportive, and encouraging adults in the community • Youth apply what they have learned to their lives • Youth make a difference in their community. 	<ul style="list-style-type: none"> • Youth Matter Grants Survey 	<p>Descriptive statistics Thematic analysis of open-ended questions</p>
Question 5: How are risk and protective factors trending for youth participants? How are risk and protective factors trending for all youth in Anchorage?	<p>Positive changes in:</p> <ul style="list-style-type: none"> • Protective Factors: shared protective factors that include youth feeling like they matter to people in their community, youth feeling comfortable seeking help from adults, youth engagement in meaningful activities, and youth social emotional skills (including self-regulation). • Risk Factors: Shared risk factors that will be addressed include youth reports of bullying, youth drinking alcohol, youth using marijuana, and youth suicidal ideation. 	<ul style="list-style-type: none"> • Youth Matter Grants Survey • Second Order Change Survey • Second Order Change Retrospective Survey • Youth Risk Behavior Survey 	<p>Descriptive statistics Thematic analysis of open-ended questions</p>

Question	Indicators of Success	Data Collection	Analysis
Question 6. How are Healthy Alaskans 2030 priority health objectives trending?	Positive changes in <ul style="list-style-type: none"> • High school student 4-year graduation • Percentage of students who have 3 or more adults who they feel comfortable seeking help from • Percentage of adolescents who feel that they matter to people in their community • Percentage of students who were hit...by someone they were dating or going out with in the past 12 months • Suicide mortality rate per 100,000 population 	Anchorage School District Graduation reports Youth Risk Behavior Survey State of Alaska Vital Statistics HA2030 Dashboard	Descriptive statistics
Question 7: How has the ANCCS training been implemented (does the training reflect professional development best practices)?	<ul style="list-style-type: none"> • PD provides opportunities for active learning • Facilitates collaboration uses models of effective practices; modeling of instruction • Provides coaching and expert support • Provides feedback and reflects • Duration is sufficient in terms of time and number of hours 	Teacher interviews	Thematic analysis
7.a. What are the impacts of the training on participating staff in terms of content and use	<ul style="list-style-type: none"> • Teachers report learning content • Teachers report using what they learned with their students 	Post professional development surveys for one PD session	Descriptive statistics Thematic analysis

Question	Indicators of Success	Data Collection	Analysis
of new strategies in their classrooms.		Interviews with teachers and administrators	
7.b. How has the climate at ANCCS changed since the school has been implementing restorative work?	Positive changes in <ul style="list-style-type: none"> • Community support • Cultural connectedness • Family and community involvement • Social emotional learning • Risk behaviors • Caring adults • Respectful climate 	School connectedness and climate survey Interviews with administrators and/or sample of teachers	Descriptive statistics only to compare SCCS 2021 and 2022 data, SCCS 2022 and 2023, and SCCS 2023 and 2024 data Thematic Analysis