# SURE-FIRE MEETINGS WITH YOUTH JUSTICE STAKEHOLDERS TRANSFER OF LEARNING

## A Post-Performance Assessment On Use of Dialogue Education™

**Report created for**
**June 16-17, 2014 training**
**held in White River Junction, VT**

**Submitted:** September 25, 2014

**Created by:** Global Learning Partners, Inc.

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> **Transfer** – The use of the newly learned material in a new context, after the learning event. Indicators of transfer are behavioral evidence that cognitive, affective, or psychomotor learning has taken place.

## I. Overview

Global Learning Partners, Inc. (GLP) was contracted by the Vermont Department for Children and Families (DCF) to offer Dialogue Education to support evidence-based programs and effective stakeholder collaboration to specific audiences in Vermont who seek to establish and maintain accountability-based programs to reduce juvenile recidivism.

This report details transfer of learning for participants who attended the *SURE-Fire Meetings with Youth Justice Stakeholders* workshop in White River Junction, VT on June 16-17, 2014.  This training and post-performance assessment is only one piece of the entire contracting period (which is scheduled to go through December 2014).

Under this contract, Global Learning Partners provided three previous trainings in 2013 and 2014.  Those reports are available under separate copy.

- *SURE-Fire Meetings*, October 7-8, 2013, Stowe, VT
- *Effective Stakeholder Collaboration*, November 4-5, 2013, Berlin, VT
- *SURE-Fire Meetings with Youth Justice Stakeholders*, May 5-6, 2014, Stowe, VT

Additionally, one subsequent training and report for 2014 are forthcoming for the following event:

- *Using Dialogue Education to Teach and Implement Evidence-Based Youth Justice Programs*, September 8-9 and October 7-8, 2014, Stowe and Burlington, VT

For this training, participants completed an application and were selected to attend based on a variety of factors including target audience represented, organizational support, and individual readiness factors.  To ensure the highest levels of efficacy, relevance and transfer of learning of these learning events, GLP consultants collaborated with key stakeholders and partners throughout the planning, design and follow-up process.

Desired outcomes, deliverables and outputs for the entire program has been excerpted from the contract and is included below.

*1: Contract Outcomes, Deliverables and Outputs*

Outcomes: The outcome for the training and follow-up skill reinforcement in Dialogue Education in Support of Evidence-based Programs and Dialogue Education in Support of Effective Stakeholder Collaboration is that more staff and providers will use principles and practices of effective teaching for social change (immediacy, relevance, safety, engagement, respect) to effectively impact juveniles with evidence-based and accountability-based programs and interventions to reduce recidivism. Measured outcomes will be obtained by a post-performance assessment to assess the use Dialogue Education principles and practices in the design and delivery of evidence-based programs and interventions and collaboration by participants and the impact of their use on juveniles in Vermont to reduce recidivism.

Deliverables and Outputs: Contractor will provide tailored Introductory and Advanced Trainings to Support Effective Stakeholder Collaboration and Effective Meetings designed to build more effective community based and state level performance capacity within the Youth Justice field across Vermont. These trainings are based on research and field application of principles and practices of Dialogue Education™ and SURE-Fire™ Meetings. Participants will maximize their learning of the most relevant key principles and practices during each event and prepare them to transfer specific learning immediately into their work setting.

# II. Methodology

As part of the scholarship application process all participants signed an agreement outlining their commitments (included below).

*2: Workshop Participant Commitments*

As a scholarship recipient you are expected to commit to the following:
- Participate in a short survey in advance of the training session to help us best meet your learning needs
- Attend both full days of the training session
- Apply new learning to your evidence-based work designed to reduce juvenile recidivism
- Participate in a short survey six weeks following the training session to share your transfer of learning

In order to maximize the impact of the learning opportunities and assure the greatest levels of transfer, participants were encouraged to attend with one or more of their colleagues or community partners.

This report includes the use of two separate instruments; the methodology for each is detailed below. There were a total of 18 participants completing the two-day workshop. Of these, 17 were asked to participate in post course assessments[1].

## Transfer Sheets

- **Instrument**
  Participants were asked to complete a transfer sheet to gauge achievement and usefulness of course content along with their predicted transfer of learning (what, when and with whom they will try out their learnings). The hard copy sheets were self-completed by hand and turned in to the facilitators at the conclusion of the workshop. The transfer sheet consists of a series of usefulness ratings for each piece of the course content as well as a series of open ended questions. A copy of the instrument is included in the appendix.

- **Timing**
  Upon immediate completion of the course

- **N= 16/17**
  One participant had to leave the training early due to personal obligations.

- **Time Burden**

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[1] One participant had previously attended the May training in Stowe and had already participated in an interview and submitted a transfer sheet.

Estimated time to complete the worksheets was 10 minutes.

## Follow-Up Survey

**Instrument:** A random number generator was used to assign each of the 17 course completers to either an electronic survey or a telephone survey. Though the instrument was the same for both methods of completion, those who took the telephone survey were prompted to offer more detail and elaborate on the open-ended question responses. The survey consisted of demographic information (responses were not anonymous), four multiple choice questions, and two open-ended questions. Of the seven questions, six were required for completion and one was optional. A copy of the instrument is included in the appendix.

**Telephone Survey**

- **N= 2/8**
  Non-responders received two follow-up emails and a follow-up phone call which mentioned the importance of the data, the collection deadline, and a reminder about the scholarship commitment. On the fourth outreach effort, they were offered the online survey option.

- **Timing**
  Four weeks after the course completion date participants were invited, via email, to schedule an interview time using an online scheduling tool.

- **Time Burden**
  Estimated time to complete the telephone survey was 20-30 minutes.

**Electronic Survey**

- **N= 10/9**
  Non-responders received two follow-up emails and a follow-up phone call which mentioned the importance of the data, the collection deadline, and a reminder about the scholarship commitment. Four respondents assigned to this instrument did not respond. However five of those initially assigned to a telephone survey completed the electronic survey in the end.

- **Timing**
  Participants were invited to complete the online survey six weeks after the course completion date. A link to the survey was sent out via email.

- **Time Burden**
  Estimated time to complete the online survey was 10-15 minutes.

III. Results

## Transfer Sheets

Below is a summary of participant responses upon immediate conclusion of the training.

*3: Transfer Sheet Responses*

| | Achieved? | How Useful for You?<br>1=low 4=high<br>**Average** | How Useful for You?<br>1=low 4=high<br>**Mode** |
|---|---|---|---|
| **MEETING DESIGN** | | | |
| **Named** ways to strengthen 3 phases of meetings with stakeholders | Yes 16 /No 0/Unsure 0 | 3.7 | 4 |
| **Practiced** using Planning Framework for an upcoming Stakeholders meeting | Yes 16 /No 0/Unsure 0 | 3.8 | 4 |
| **Clarified** expectations and **written** achievements for a meeting | Yes 16 /No 0/Unsure 0 | 3.9 | 4 |
| **Distinguished** among 3 voices stakeholders may have during meeting. | Yes 15 /No 0/Unsure 1 | 3.7 | 4 |
| **Assessed** whether a meeting is the best way to go. | Yes 14 /No 0/Unsure 2 | 3.4 | 4 |
| **Explored** how to make meetings SURE (safe, useful, respectful, & engaging) toward greater impact with stakeholder meetings. | Yes 16 /No 0/Unsure 0 | 3.6 | 4 |
| **Named** ways to strengthen all 3 Phases of meetings with stakeholders | Yes 15 /No 0/Unsure 0 | 3.6 | 4 |
| **MEETING FLOW & FACILITATION** | | | |
| **Proposed** ways to support effective meeting facilitation. | Yes 15 /No 0/Unsure 1 | 3.1 | 3 |
| **Explored** ways to advance a meeting before it begins. | Yes 15 /No 0/Unsure 1 | 3.4 | 4 |
| **Practiced** skills & techniques for facilitators in common situations. | Yes 12 /No 2/Unsure 2 | 3.2 | 4 |
| **Generated** ideas for effective strategies in challenging settings. | Yes 15 /No 0/Unsure 1 | 3.6 | 4 |
| **Practiced** breathing life into a dialogue around tough issues. | Yes 15 /No 0/Unsure 1 | 3.6 | 4 |
| **Practiced** ways to effectively open, close & assure follow-up. | Yes 14 /No 0/Unsure 1 | 3.9 | 4 |
| **FEEDBACK & EVALUATION** | | | |
| **Checked** your achievements with the content of this workshop. | Yes 15 /No 0/Unsure 0 | 3.7 | 4 |
| **Identified** methods to follow up on key aspects of your learning. | Yes 14 /No 0/Unsure 1 | 3.5 | 4 |
| **Predicted** what you will transfer into your work | Yes 14 /No 0/Unsure 0 | 3.8 | 4 |

The most highly scored workshop content in terms of usefulness to participants included:

1) **Clarified** expectations and written achievements for a meeting.
2) **Practiced** using Planning Framework for an upcoming Stakeholders meeting.
3) **Practiced** ways to effectively open, close & assure follow-up.
4) **Predicted** what you will transfer into your work.

Most frequently cited responses for the following open-ended questions are listed below.  All open-ended response data can be found in the appendix.

**What will I transfer to my work and use?**
- Using the 3 Phases of Meetings
- Advanced preparation of agenda-setting and objectives
- SURE principles
- Deciding on participant voice ahead of time

**When and with whom will I use it?**
- At staff/administrative meetings
- With DCF staff
- With the community and public
- At all meetings

**What will be the signs that I have used it effectively?**
- We will meet our stated achievements
- Meetings participants and staff will provide positive feedback
- Voices are clear and understood by all

## Follow-Up Survey

Charts are included below for each of the four multiple choice response questions.

*4: Percentage of Participants Who Used Skills/Ideas Learned*

**Since taking the workshop, have you created or modified one or more events using the skills or ideas learned? (An "event" might include a meeting, workshop, forum, training, supervision or any other event in which you might use these skills or ideas.)**



■ Yes
■ No

100%
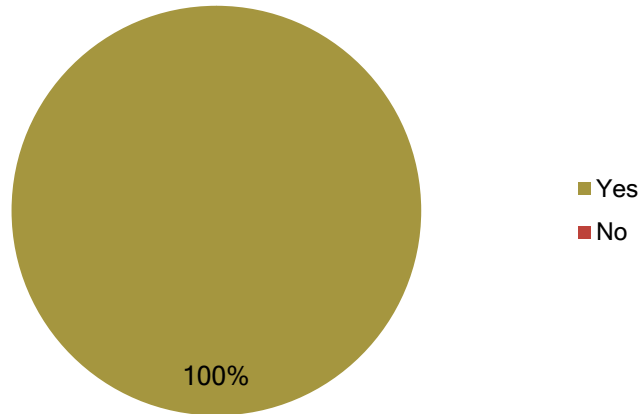
All participants reported already having used what they learned in an event.

*5: When Participants First Used Skills/Ideas Learned*

**If you used one or more skills or ideas learned from this workshop, when did you first use them?**



8%

33%

59%

■ Within one day after the workshop

■ Within two weeks of the workshop

■ Within one month of the workshop
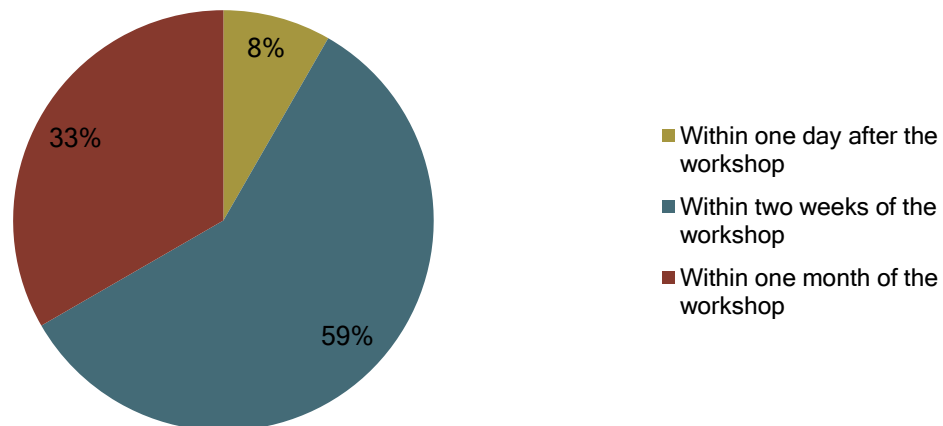
All respondents applied their learning within one month of the workshop (with two-thirds reporting that they applied their learning within two weeks of their participation).

*6: Where Participants Applied Skills/Ideas*

**If you used one or more skills or ideas learned from this workshop, at what types of events were they used?  (Select all that apply.)**
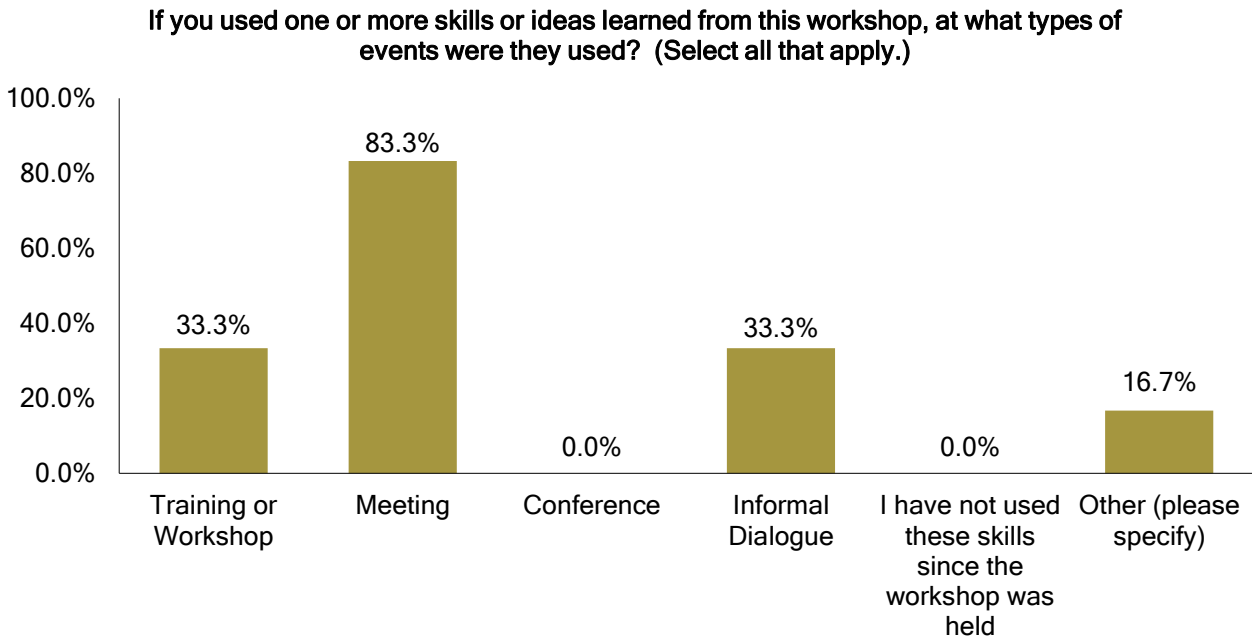


The majority of respondents reported applying their learning in meetings, with a third of respondents stating that they have already used them in trainings/workshops or in informal dialogue.  The two "other" responses included phone conferences and court statements.

### 7: Who Participants Used Skills/Ideas With
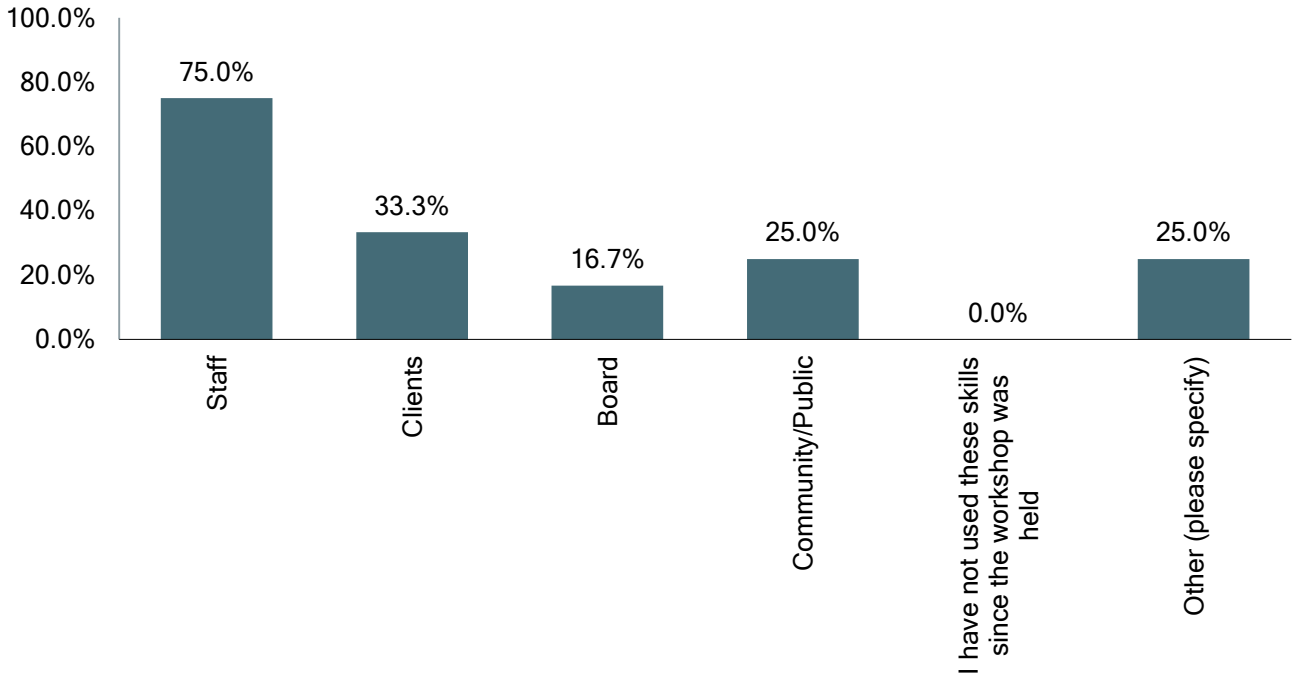


Staff and clients were the most commonly selected audiences benefiting from respondents' application of new learnings. "Other" responses generally fell into the previously mentioned categories including school personnel and social workers.

**How has your use of these skills and ideas supported the goal of reducing recidivism among juveniles and creating better outcomes for youth?  (Please be as specific as possible.)**

The image below provides a pictorial overview of the most frequently cited words in participants' responses.



Full responses are shared below.

- *The skills have been helpful to staff (Supervisors, Directors, Management) who then would transfer these skills to working with youth.*

- *Overall, utilizing the skills we learned in these two days help to remain focused, on target and set up expectations for all involved.  This of course contributes to the best use of our time together (we are all so busy!) and gives better assurances that we are focusing on the most important issues for youth.*

- *Indirectly, I would say.  I started using these ideas in meetings with Child Welfare Training partnership personnel and also with FSD personnel, thereby making the meetings more effective and engaging.  This in turn improves services provided for youth,*

*hopefully!*

- *Apply the meeting format and agenda design to specific, measurable outcomes- the result is a more productive meeting and effective modelling of a parallel process to use in other meetings and with youth and families.*

- *More focused meetings and practice discussions on working with families and children and reaching outcome goals. I have been more aware of purposes and achievements at the meetings I attend and do not facilitate and have participated more to clarify and meet the purpose.*

- *I'm not sure that they have as I do not work directly with this population.*

- *I haven't quite used it for this yet. I am really hoping to be able to do so once school starts and the truancy cases start coming in. I don't facilitate very many meetings, except for the truancy ones, as well as explaining my BARJ program to others. I hope with the skills used to build up some confidence and really sell myself and our program that this will help reduce recidivism among juveniles because folks will know to utilize us.*

- *We have integrated the whole thing, all SURE-Fire principles into all of our meetings here. We just found it so effective, we were getting so much more participation from every single staff person and people felt like they had a voice in the decision-making process. We've used it in staff meetings and committee meetings. We identity right away what their voice is so everyone knows coming in. People come away feeling like they've accomplished something and they've had an active participation rather than a passive participation. Participants love it! They love everything about it. They feel more focused, connected, that they are better prepared, more informed, and more a part of things within each meeting. What's it's done in our meetings when we are talking about young people and ways to support them, it's allowed us to get feedback from all staff people concerning thoughts and ideas to better address the needs of the youth. Talking about a young person and what their specific needs are and goals are and needs to stay out of jail. What has been done in the past, what's worked, and what we want to do in the future based on what this you g person's goals are. All staff people had an equal voice based on their own experience with other young people. As a result, it gave us more of a fuller approach, a more informed approach in supporting this young person in their goals to stay active in their community, be involved and not repeat offend It gave us a much broader perspective. I think the organization and preparation for meetings as well as giving people who are participating in the meetings some very clear and written focus for what we wanted to achieve at the meeting. So people were fully informed coming in based on the agenda and based on what the expectations were so they came to the meeting better prepared. Youth are feeling that their voice is being heard. The increased information they have before going into a meeting, and the knowledge of the expected outcomes of the meeting have helped them to put some thought into what they want to contribute. And it's eliminated a lot of the throwing out of information, whatever they might be thinking of at the outset. It's giving them time to think about and create thoughtful dialogue within the meetings.*

**(Optional)  What else would you like us to share with us about the impact of this workshop on your work?**

The image below provides a pictorial overview of the most frequently cited words in participants' responses.



Several highlights from the responses are shared below, and full responses can be found in the appendix.

- *The skills have been helpful to staff (Supervisors, Directors, Management) who then would transfer these skills to working with youth.*

- *Overall, utilizing the skills we learned in these two days help to remain focused, on target and set up expectations for all involved.  This of course contributes to the best use of our time together (we are all so busy!) and gives better assurances that we are focusing on the most important issues for youth.*

- *I started using these ideas in meetings with Child Welfare Training partnership personnel and also with FSD personnel, thereby making the meetings more effective and engaging.  This in turn improves services provided for youth, hopefully!*

- *Apply the meeting format and agenda design to specific, measurable outcomes- the result is a more productive meeting and effective modelling of a parallel process to use in other meetings and with youth and families.*

- *More focused meetings and practice discussions on working with families and children and reaching outcome goals.  I have been more aware of purposes and achievements at the meetings I attend and do not facilitate and have participated more to clarify and meet*

*the purpose.*

- *We have integrated the whole thing, all SURE-Fire principles into all of our meetings here. We just found it so effective, we were getting so much more participation from every single staff person and people felt like they had a voice in the decision-making process. We've used it in staff meetings and committee meetings. We identity right away what their voice is so everyone knows coming in. People come away feeling like they've accomplished something and they've had an active participation rather than a passive participation. Participants love it! They love everything about it. They feel more focused, connected, that they are better prepared, more informed, and more a part of things within each meeting.*

- *I haven't quite used it for this yet. I am really hoping to be able to do so once school starts and the truancy cases start coming in. I don't facilitate very many meetings, except for the truancy ones, as well as explaining my BARJ program to others. I hope with the skills used to build up some confidence and really sell myself and our program, that this will help reduce recidivism among juveniles because folks will know to utilize us.*

- *Very indirectly, through more focused strategic planning re: practice support lent to line staff.*

- *In phone meetings or when the client is not there, trying to get as much of their voice there as possible when reporting to people what their actions have been. Representing parents as accurately as possible in the courtroom and giving them credit for what they are doing well rather than just jumping on the bandwagon with criticism…My clients are not all attending because they want to, they have to. So what I wanted to do was help them understand why they are there and also that they have something valuable to tell the other folks. They might not have a choice in being there but what they say is incredibly important so that was what I brought from the workshop and resolved to impart to my clients. Knowing that have something to offer, they can advocate for themselves, and they are so much a part of the process…*

- *Conducted a training about the Youth Assessment Screening Instrument for Guardians ad litem and attorneys and the resources I gained were very helpful in shaping the agenda and activities for the training I conducted.*

## Support Moving Forward

As part of the survey and phone interviews, participants were also asked how they would like to be supported in applying SURE-Fire Meetings principles and practices moving forward. Their full responses are shared below.

**As was shared at the learning event, several of your colleagues are receiving advanced training and certification in order to support you in applying these principles and practices to your meetings. What ideas already come to mind for you about how you would like to be supported?**

- *I would love just to bounce ideas off people-setting up the agenda and facilitation skill-I think a set monthly conference phone call might be an idea.*

- *It would be great to have "practice experts" that we could call upon when we may be struggling with a certain technique within a certain group. Also, maybe a support group that we can call upon to bounce ideas off one another.*

- *I retired in July 2014, and will not likely be needing additional support at this time. Thanks for a wonderful training!*

- *goal identification of facilitation strategies*

- *I would use support to re-think exercises that enhance learning in a meeting or training and to be talk through what would clearly support the goal.*

- *I'm very fortunate that I have one of these people working here and that's been wonderful. And I appreciate the availability of the other facilitators as well given that they bring different perspectives. Things are going smoothly as people are still basking in the newness. I think I'd like some feedback into how best to address difficult conversations in meetings and I could see myself accessing other people who are available for consultation especially when I have difficult things to address and we want to give participants an effective voice. So help determining what voice people should have at meetings based on our desired meeting outcomes. And also some help in looking at situations where decisions may have already been made, I would appreciate a different perspective so I have a new way of looking at the situation , and how we still might be able to give participants a voice as often as possible and to help them be invested in decisions. I would like some information about what the consultants are most familiar with within the SURE-Fire setting, what they see as their particular strength areas, so I know who to reach out to based on my need. Honestly I think it falls on us as people using these techniques to reach out to folks, so maybe just having the time to check in with the leaders to talk about what we've been doing, what's been working, what we feel like maybe hasn't been working as effectively, and have them be able to listen and give some input. I thought this worked really well at the workshop. Even sending an email to participants as a check-in and an invitation to give them a call and talk about how this process has been working for us and I think in the process of conversation something might come out where they might be able to say, "Hey have you thought about", or "sounds like it's working out really well for you how about I check in in another three months.*

- *Planning with colleagues*

- *The biggest challenge for me is around facilitation of the groups.*

- *I know that if I write out an agenda and I'm wary of it, I will be able to send it to one of those supports and they can help me through it by re-arranging and/or editing it to make it much more efficient and effective.*

- *I would appreciate having a group of folks able, willing, and skilled enough to give very quick feedback on my planning to ensure that what my mind conceived is most likely to result in the desired outcomes.*

- *Maybe brief follow-ups, just a check-in.  There's so much and the trainers had so much knowledge that it was a lot to take in at once. Maybe a follow-up once in a while.  Maybe a conference call, just a little Survey Monkey every once in a while to keep it fresh in our minds.  Like this even (the interview).  Even in just talking about it, I am reminded of the various ways that we can use this knowledge or that we are using this knowledge.  There's got to be perhaps either, I'm thinking of a specific training.  There was a bunch of us and some peoples' meetings looked very different than my meetings.  So for me, our meetings include our clients.  So maybe something specific to case workers we have to bridge that gap in acting professionally and we are really the people translating everything that is going on to laypeople so maybe some training on that.*

- *Perhaps identifying people who are available to provide feedback on meeting needs?*

## IV. Appendices

Scholarship Application

Instrument: Transfer Sheet

Instrument: Follow-Up Survey

Transfer Sheet Responses

Follow-Up Survey Responses

Appendices have been removed from this version for the sake of privacy and redacted versions may be available upon request.