

A NEEDS ASSESSMENT OF TEXAS YOUTH SERVING AGENCIES

A Thesis

by

JOYCE NICHOLAS CARTER

Submitted to the Office of Graduate and Professional Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

Chair of Committee,
Committee Members,

Christopher Harrist
Corliss Outley
Jorge Gonzalez

Head of Department,

Gary Ellis

May 2016

Major Subject: Recreation, Park, and Tourism Sciences

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ABSTRACT

The purpose of this study was to address the needs of Texas youth serving agencies. A needs assessment was completed to find those needs, and bring to light the needs youth serving agencies face in their programs. Through both qualitative and quantitative research, the needs of current youth serving agencies were established, and the results addressed in the study. Focus groups and an online survey were conducted to collect this data.

The results of this study address the needs within training, evaluation, information/resources, and pressing needs of the program. Each topic addressed found different needs youth serving agencies have, and recommendations are given to address those needs.

ACKNOWLEDGEMENTS

I would like to thank my committee chair, Dr. Harrist, and my committee members, Dr. Outley, and Dr. Gonzalez, for their guidance and support throughout the course of this research. I also want to extend my gratitude to the many Texas youth serving agencies that were willing to participate in the study.

Finally, thank you to my husband for his patience and love. Rusty without you this would not have been possible. Thank you for your hard work so I could continue to pursue my schooling, and finish this degree.

NOMENCLATURE

PYD	Positive Youth Development
YDI	Youth Development Initiative
YSA	Youth Serving Agency

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1. INTRODUCTION

There are many youth serving agencies (YSAs) around the nation. In the state of Texas, there are over 9,000 agencies that serve over 1 million youth in some form (Child Care Aware of America and Texas, 2014). Some of these agencies offer before school and after school care. Some are full daycares, while others help a specific group of youth. Despite their diversity in programming and clientele, most youth serving agencies experience similar challenges such as, unrealistic expectations of early success from stakeholders, competing with private providers, staffing, parent and community involvement, sustaining the program over time, and participant recruitment and retention (Witt, 2005).

Most YSAs find it difficult to identify and diagnose programmatic needs, such as staff training or effective evaluation. This causes a general lack of expertise, time, due to staff that are too busy programming. A possible solution in identifying potential areas of improvement is the implementation of a needs assessment. Needs assessments have different purposes depending on the subject matter being evaluated. Needs assessments, according to Amanda Mitra, are defined as, “A scientific reliable statistical study to gain an understanding of the community-wide recreation needs, attitudes, opinions and behaviors of the constituency served by a recreation service provider” (Mitra, 2011). The data can be used “with equal effectiveness for making formative or summative judgments” (Borich, 1980). Borich continues, “The needs assessment model is essentially, a self-evaluative procedure” (Borich, 1980).

By conducting a needs assessment of youth serving agencies in Texas, we can better understand, from the agencies' perspectives, their needs. We are able to identify specific trainings needed and additional research to inform practice. In addition, researchers are able to focus on these topics and determine how to best deliver them to the agencies.

Therefore, the purpose of this study was to define the needs of Texas youth serving agencies. This study looked at the training, evaluation, programs and populations, and organizational culture of the agencies involved. These topics were chosen to replicate a previous needs assessment done through Sequor YDI in 2009 (Duerden, Witt, Boleman, & Outley, 2009).

Using an online survey, through Qualtrics¹, agencies responded to survey questions. There were also a series of interviews and/or focus groups with individuals from different agencies.

¹ Qualtrics is an online data collection service provided by Texas A&M University.

2. LITERATURE REVIEW

Many elements contribute to the success of YSAs. There are trainings that need to be done for all staff to ensure they are able to perform their tasks correctly, and their licenses are up to date. Evaluations need to be conducted for programs to know they are reaching their goals or outcomes and fulfilling their mission. Agencies need to know whom their target populations are to ensure they can meet their needs, and offer programs they are interested in and want to attend. When agencies do not know this information, they can lose focus of their goals and outcomes. This literature review will cover the basics of youth development, trainings of youth development practitioners, and needs assessments.

The intent of this study is to find out the needs of YSAs within Texas. Studies consistently indicate funding as the biggest need in YSAs (Indiana, 2002), but the intent is to look beyond the funding issues, and explore the training and evaluation needs of YSAs.

2.1 Youth Development

Youth development has been a topic of research for the last two decades (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004). William Damon states that, “youth is seen as a period fraught with hazards, and many young people are seen as potential problems that must be straightened out before they can do serious harm to themselves or to others. This problem-centered vision of youth has dominated most of the professional fields charged with raising the young” (Damon, 2004). According to

Damon, “The field of positive youth development (PYD) focuses on each and every child's unique talents, strengths, interests, and future potential” (Damon, 2004). With new research and theories developing around youth development, professionals had a change in thinking.

Reed Larson and Kathrin Walker discuss different theories youth development professionals have followed, and how they have changed over time. For instance, the learning theory, which says that “learning is directed by a knowledgeable authority” (Larson & Walker, 2005). Paulo Freire (1970) noted that youth learning with this theory are not in an independent role, but a passive and dependent role.

Jean Piaget was a leading researcher in developing the constructivist theory. This theory says that youth are highly motivated to learn, and do not need to be told everything from an authority figure. Piaget theorized that “peer-to-peer interactions provide the most fruitful context for development of concepts about group processes and morality” (Piaget, 1932). The ability to learn from peers, and not from authority figures, allows youth to have additional independence and empowerment throughout their development.

The constructivist theory led to the collaborative learning theory which states, youth learn from interactions with other people. This is often described as “scaffolding.” Youth learn from those around them building the scaffolding. This scaffolding “is not fixed or rigid...it is creatively adapted in response to the learner” (Larson & Walker, 2005).

From collaborative learning came relationship theories. “These theories see close relationships with caring adults as essential to human development” (Larson & Walker, 2005). Adults are important to youth’s lives and play a role in their development. Youth programs are a place where youth can build positive relationships with caring adults.

The final theories discussed by Larson and Walker are sociological theories. These theories believe that youth are able to learn social norms and acquire social capital through the socialization process. These theories show different ways youth develop and learn. Youth development professionals began to focus on youth as an asset to their community instead of a problem.

Richard Lerner introduced the concept of the 5 C’s of youth development. These are Competence, Confidence, Connection, Character and Caring. These five concepts, according to Lerner, are desired outcomes for youth in a youth development program. In their major study, Bowers et al (2010) state, “The positive development that results from this alignment can be operationalized by ‘Five Cs’—Competence, Confidence, Connection, Character, and Caring.”

Peter Benson, with the help of The Search Institute, developed a list of 40 Developmental Assets in the mid-1990’s (Damon, 2004). Some of these include family support, service to others, and positive adult role models. These assets emphasize both internal and external assets that youth need for positive development. “Search Institute researchers have found that the more developmental assets an adolescent possesses, the greater is his or her likelihood of positive, healthy development” (The Search Institute, 2003). This statement says that by using Benson’s forty developmental assets when

developing a youth program, youth are more likely to be successful if specific assets are being met

Both of the studies brought new light onto the potential of youth, and their ability to help and not hinder a community. Damon states, “The PYD perspective emphasizes the manifest potentialities rather than the supposed incapacities of young people – including young people from the most disadvantaged backgrounds and those with the most troubled histories” (Damon, 2004).

Along with Lerner and Benson, there are other theories that can be addressed when discussing youth development. Shek, Sun, and Merrick (2012) discuss fifteen constructs that can be used or discussed in PYD interventions. They argue that “social and emotional learning (SEL) is fundamental to children’s social and emotional learning – their health, ethical development, citizenship, academic learning, and motivation to achieve” (Shek, Sun, & Merrick, 2012). The fifteen constructs they discuss are:

“(1) Promotion of bonding, (2) Promotion of social competence, (3) Promotion of emotional competence, (4) Promotion of cognitive competence, (5) Promotion of behavioral competence, (6) Promotion of moral competence, (7) Development of self-efficacy, (8) Fostering prosocial norms, (9) Cultivation of resilience, (10) Cultivation of self-determination, (11) Cultivation of spirituality, (12) Promotion of beliefs in the future, (13) Development of clear and positive identity, (14) Opportunity for prosocial involvement, (15) Recognition for positive behavior.” (Shek et al., 2012).

With these fifteen constructs it has been shown to improve positive youth development in programs using them. Adding the theories discussed to a program allows YSAs to better serve the youth in their programs, and allows their staff to be better involved in the process of positive youth development. Staff who have training and learning needed to be better involved in the youth development process are more likely to remain with a program and increase retention rates. No one theory of youth development is right; each one fits a specific program. Youth programs need to know which theory works best with their goals and objectives. When the theory is followed, it allows managers to effectively train staff and accomplish the goals of the program.

2.2 Training

Highly qualified youth workers are a key factor to a successful youth program (Metz, Goldsmith, Arbretton, & Public/Private Ventures, 2008; Naftzger et al., ; The After-School Corporation & Foundations, Inc., 2010). One problem many youth programs face, especially after-school programs, is the high rate of turnover in their programs. This causes full-time staff to always be looking for high quality employees needed to support program offerings. Researchers found a correlation between the level of staff training and a program's ability to attract and retain youth (Metz et al., 2008; Pearson, Russell, & Reisner, 2007). Research shows that the continuity and longevity of staff is essential to the effectiveness of mentoring relationships with youth in programs. (Asher, 2012; Mahoney, Levine, & Hinga, 2010). Using this research, practitioners are able to better understand the importance of training and retaining staff. By maintaining a

consistent staff, YSAs are better able to serve their youth and their families. The staff are able to do this by building relationships, and can know what is happening in the youth and families lives. This allows staff to change something for a youth if there is something happening at home that can cause possible behavior issues or a challenge for the youth.

However, when exploring the research, the topic of training youth workers is difficult to find in literature. Many articles discuss the need for hiring quality staff and why that is important, but few discuss training these staff. Quality staff are those who have the “ability to identify the needs of young people, design and implement effective programs, and work with broad-based community efforts” (McLaughlin, Irby, & Langman, 1994). Youth workers need adequate training and experience in addressing the difficult and varied needs of youth (Borden & Perkins, 2006) in order to gain the competence and confidence to implement program features linked to positive youth development (Light, 2003). Susan G. Bednar (2003) notes that the efficacy of out-of-school time programs may be severely undermined by inexperienced, inadequately trained, and provisional program staff. Bednar continues, “This loss of trained and experienced workers drains desperately needed skills and energy from the system” (Bednar, 2003). When program staff are inadequately trained, it makes it difficult for the program to be successful. Offering professional development and training opportunities for youth workers can enrich their ability to understand and relate to youth in their programs. It can also help staff develop and execute activities that youth are interested in (Bouffard & Little, 2004; Evans, Sicafuse, Killian, Davidson, & Loesch-Griffin, 2010).

Additionally, sufficient training is a significant predictor of staff retention (Evans et al., 2010).

Literature on training youth development workers is limited. It is recommended additional research on the topic of youth worker training be done. This research could cover in more depth the need for trainings, how trainings are conducted, and the results of trainings for youth workers. Additional research needs to be done on staff retention rates and educational background of youth workers for added benefit of learning more about who youth workers are and how to best retain them in YSAs.

2.3 Needs Assessment

A needs assessment, according to Crouthamel and Preston (1979) is “a process for identifying discrepancies between existing conditions and desired conditions.” According to Watkins et al. (2012), a needs assessment can be defined as “a tool for making better decisions.” Roger Kaufman defines a needs assessment in terms of gaps in results (Kaufman, Oakley-Brown, Watkins, & Leigh, 2003). Allison Rossett, defines needs assessment as “The systematic study of a problem or innovation, incorporating data and opinions from varied sources, in order to make effective decisions or recommendations about what should happen next” (Rossett, 1987). With so many definitions of needs assessments, it can be difficult to figure out which best fits the objective of a program’s needs assessment. For the purpose of this study, Crouthamel and Preston’s definition will be used because it looks at where a program is and where it expects to be. The desired results of the needs assessment will be to find the “existing

conditions” of the YSAs, and what are the “desired conditions” (Crouthamel, Preston, & Georgia State Dept, 1979), and how can researchers help to meet those desired conditions.

Conducting a needs assessment can provide many benefits to the organization. However, improving performance is the overall outcome of a needs assessment (Watkins, Meiers, & Visser, 2012). Another outcome is data can alter the decisions made within a program (Crouthamel et al., 1979). Having data from a needs assessment allows managers and directors of a program to see how decisions are affecting their program’s goals and outcomes. By knowing this information, administrators can make the best decision for not only their program, but also their youth program participants. Using needs assessments can show organizations how their organization is doing on meeting the needs of their staff, customers, and board. A needs assessment can also show what they are doing right, or if they need to change anything for the betterment of the organization.

In addition to the many benefits, needs assessments provide many strategic advantages to the agency. Watkins et al. (2012) gives six advantages of a needs assessment for an organization. The first benefit is the *systematic* process to guide decision making for the organization. The systematic process is a way of reducing errors or mistakes due to human functions. Needs assessments allow organizations the ability to better make decisions, big or small, that are best for the whole organization (Watkins et al., 2012). The second benefit of needs assessments is the *justification* for decisions before they are made (Watkins et al., 2012). An organization can use the needs

assessment to justify why a decision was made over another. The third benefit is that needs assessments can be *scalable* for any project, no matter the size, time frame or budget (Watkins et al., 2012). Because needs assessments are versatile, they can be scaled down or up for different projects. A fourth benefit is that each needs assessment can be *replicated* for different projects by anyone. The fifth benefit of a needs assessment is that they can provide a *systemic* perspective for decision makers. The final benefit Watkins and his colleagues (2012) discuss is that needs assessments allow *interdisciplinary* solutions to complex problems. Needs assessments allow organizations the ability to put together the best teams to accomplish a desired goal.

2.4 Conclusion

From the literature, the importance of youth development theories in planning, executing, and evaluating youth programs is made clear. Knowing how to train youth workers, and ensure they have the knowledge to run a program smoothly is vital to a successful program. Training youth workers is important to consider when managing and working in youth programs. While there is little literature on the topic of training, those studies that have been conducted all point to the importance of well-trained youth workers. Defining, and learning what a needs assessment is, and its importance is key to figuring out the best way to help an organization. Needs assessments have many outcomes and benefits to helping an organization meet their goals and objectives, as well as, helping organizations make the best decisions for the whole organization.

3. METHODOLOGY

3.1 Introduction

This study used a mixed methods approach in order to collect information from current practitioners to receive the most informed results. Mixed method approach is the use of both quantitative and qualitative data collections. By using both methods, data collected represents the personal views of practitioners as well as statistical data from YSAs. This method was chosen to represent both types of data, and build the rapport with YSAs in Texas.

3.2 Methods

Quantitative data was collected using a survey built in Qualtrics. This survey was distributed to YSAs across Texas. The survey covered program and population needs, program evaluation needs, training needs, and organizational culture. The survey took approximately fifteen minutes to complete. It used various types of questions such as, Likert, sliding scale, open-ended, ranking, and multiple choice. The survey was developed following the survey from the 2009 YDI needs assessment survey (Duerden et al., 2009). See Appendix A for a copy of the survey.

Qualitative data was obtained through semi-structured interviews with youth practitioners involved in camp, youth sports, and afterschool programs. Two interviews and two focus groups were conducted by the primary researcher. Interviews occurred with administrators, directors, and “front-line” workers within the different agencies. Not all participants in both interviews or focus groups participated in the online survey.

Those who did not participate stated time was a major factor for not taking the survey. Others planned to and forgot as time went on.

3.3 Participants and Sample

Participant for the interviews were both administrators within their organizations. Jared works for an overnight summer camp for boys as an assistant director. He has worked with this camp for more than five years, and has been in the camping industry for more than ten years. David, is the founder and owner of a local soccer club in College Station. He is a graduate student at Texas A&M University in his early twenties.

Focus group participants were from various backgrounds. Michael works for the same camp as Jared, but as a program director. Calvin is originally from Scotland, and became interested in camp through working one summer with an international camp counselor program which brought him to the camp he currently works with in 2011. Hailey works for the sister camp to Jared and Calvin's as a program director, and started with the camp as a camp participant first. She earned her degree and worked for the camp each summer and was hired full-time after graduation. Cathy, a program director, has worked for a national afterschool program for over ten years in various locations until settling with the current location she is at now. Bryan, a program coordinator, has worked for different national afterschool programs for many years until beginning work with his current location. Amanda, a college student, is a site coordinator at an elementary school participating in the afterschool program. Kendra is a college student working as an afterschool counselor at the same school as Amanda. She is working

towards attending graduate school wanting to study psychology and eventually earn a PhD.

The survey was sent out through email and returned through Qualtrics. Results were recorded through Qualtrics, and statistics built from those results. The email was sent to 1,200 recipients from the Sequor YDI ListServe. Of those emails sent, 376 were returned as bad emails or requests to be removed. Seventy-six responses were made to the survey.

3.4 Analysis and Reporting

Once all the data was collected, it was coded using open method then summarized using axial method coding. Themes were found using responses to questions, and then broken down to relationships between the themes. The interview guide covered seven main topics: Introduction/Rapport building, Agency background, Pressing needs, Information/Resources, Training, Evaluation, and Organizational Culture.

Coding was then done on the interviews and focus groups responses by finding themes within the responses, and applying those to the overall topics of the needs assessment. Focus groups had between one and four participants in each group. A purposive sample of agencies were selected to ensure representation based upon geographic location, program focus, and target market. These results are presented along with survey results to show what the main needs of YSAs are within Texas.

When reporting qualitative data, an issue of trustworthiness arises. Patton gives three inquiry elements to deal with this issue:

“* rigorous techniques and methods for gathering high-quality data that are carefully analyzed, with attention to issues of validity, reliability, and triangulation;

* the credibility of the researcher, which is dependent on training, experience, track record, status, and presentation of self; and

* philosophical belief in the value of qualitative inquiry, that is, a fundamental

appreciation of naturalistic inquiry, qualitative methods, inductive analysis, purposeful sampling, and holistic thinking”(Patton, 1999).

By ensuring trustworthiness of the qualitative research, the data collected can be trusted to be accurate and honest.

4. RESULTS

4.1 Introduction

The results vary somewhat between the survey and interviews and focus groups. While only two participants from the interviews or focus groups participated in the survey as well after their participation in the interview or focus group, results were similar for only a few topics. Training topics and formats were similar, as well as, evaluation importance and type of evaluation conducted. Viewing both qualitative and quantitative data gives the ability to compare the previous assessment completed in 2009 through numbers and add in the responses of interviews and focus groups to those numbers.

4.2 Quantitative Results

Of those returned, described their organization as a part of federal government, 20% state government, 14% city government, 29% private organization, 3% church organization, and 30% as other. The other category included non-profit, education, state/county partnership, and local community agency organizations. Most organizations (68%) are funded through gifts or donations, with participant fees covering funding for 66% of the organizations.

On average, 47.45 percent of participants in the youth programs are elementary school aged. 21.32 percent are middle/Jr. high school aged, and 14.28 percent are high school aged. Eighty-two percent of organizations serve more than 200 youth. Staff number ranged between 1-10 and more than 50 with 48% of staff having more than 50 volunteers working in their programs.

4.2.1 Pressing Needs

Data collected on the survey about pressing needs asked YSAs what skills they were interested in for their youth workers and staff management. These responses give data regarding what current YSA feel their youth workers and staff are needing additional information on. Table 1 shows that respecting and honoring religious diversity is the most important skill their youth workers need. The next two skills were respecting and honoring cultural and human diversity, and promoting the attainment of developmental assets. In the 2009 Sequor YDI needs assessment, the top three were developing positive relationships with youth, demonstrating attributes and qualities of a positive role model, and promoting youth leadership/empowerment/youth voice (Duerden et al., 2009). This shift can be an indication that agencies such as Sequor YDI are distributing the information and research for YSAs to train on the previous result's topics.

	Mean	Standard Deviation	Responses
Developing positive relationships with youth.	1.86	0.98	76
Respecting and honoring cultural and human diversity.	1.92	0.96	75
Respecting and honoring religious diversity.	2.11	1.07	74
Promoting youth leadership/empowerment/youth voice.	1.81	0.87	75
Involving and working with families.	1.81	0.85	74
Demonstrating the attributes and qualities of a positive role model.	1.88	0.99	75
Promoting the attainment of developmental assets.	1.89	0.99	74

Table 2 reviews the staff management needs. The top three needs were H.R. law, interviewing, and negotiating. Compared to the 2009 study, the top three were staff/volunteer training skills, recruitment of volunteers and time management skills (Duerden et al., 2009). The current assessment added additional responses from the 2009 assessment. These were: H.R. law, interviewing, planning, organizing, leading, directing, and negotiating. These topics were all ranked higher than the four previous responses as shown in Table 2. These are topics not previously addressed that YSAs feel their staff need.

Table 2: Staff Management			
	Mean	Standard Deviation	Responses
Staff/volunteer Training Skills	2.04	1.07	75
Time Management Skills	2.09	1.04	76
Group Process Skills	2.27	1.09	75
Recruitment of Volunteers	2.18	1.14	74
H.R. Law	2.73	1.26	71
Interviewing	2.61	1.33	72
Planning	2.34	1.10	76
Organizing	2.28	1.17	76
Leading	2.14	1.10	76
Directing	2.24	1.09	75
Negotiating	2.55	1.17	73

4.2.2 Training

Training questions on the survey were broken into specific topics: principles of youth development, program development, interpersonal skills, organizational development, public relations, and grant management. The following sections will

discuss the results of each topic compared to the 2009 needs assessment(Duerden et al., 2009).

4.2.3 Principles of Youth Development

Using the same question as the 2009 needs assessment, it was found that knowledge of youth development literature and theory was the topic most YSAs wanted additional training on. In the 2009 study, youth voice/empowerment was the top response given (Duerden et al., 2009). Table 3 shows the results of this assessment.

Table 3: Principles of Youth Development			
	Mean	Standard Deviation	Responses
Understanding and applying basic principles of youth development.	1.99	1.03	76
Knowledge of youth development literature and theory.	2.44	1.12	72
Understanding learning styles and strategies.	2.03	1.00	75
Basic principles of child and adolescent development.	2.07	1.04	76
Youth voice/Empowerment	1.95	0.92	76

4.2.4 Program Development

Program development response choices were identical in both this assessment and the 2009 assessment. In this assessment it was found that program development models such as logic models, was the topic YSAs were most interested in. The 2009 assessment showed that YSAs were most interested in creating age appropriate programming (Duerden et al., 2009). Seeing this shift to learning more about how to develop their programs indicates YSAs are wanting to implement theory and research

into their programs. Table 4 reviews the results for program development from this assessment.

Table 4: Program Development			
	Mean	Standard Deviation	Responses
Creating age appropriate programming.	1.99	1.08	74
Addressing risk-factors through programming.	1.89	0.98	75
Utilizing research in program development.	2.11	1.00	74
Conducting program evaluations.	2.05	1.10	74
Program development models (e.g., logic models)	2.16	1.10	75

4.2.5 Interpersonal Skills

Table 5 reviews this assessment’s interpersonal skills responses. Response choices between 2009 and the current assessment were identical. This assessment found that delegation skills were what YSAs indicated the most interest in. In 2009 leadership skills had the most interest while delegation skills were the last thing they showed interest in (Duerden et al., 2009).

Table 5: Interpersonal Skills			
	Mean	Standard Deviation	Responses
Communication Skills	1.80	0.82	76
Leadership	1.83	0.91	76
Delegation Skills	1.93	0.91	76
Conflict Management Skills	1.72	0.83	76

4.2.6 Organizational Management

In the 2009 assessment, responses for organizational management included: targeting new audiences, participant retention, marketing, program management, organizational management, and planning and conducting meetings (Duerden et al., 2009). For this study an additional ten responses were added, and are reviewed in Table 6. The topic YSAs were most interested in for this assessment was pricing while targeting new audiences was the topic of most interest in 2009 (Duerden et al., 2009).

	Mean	Standard Deviation	Responses
Marketing	2.22	1.13	74
Organizational Management	2.31	1.08	74
Program Management	2.19	1.05	75
Planning and Conducting Meetings	2.57	1.04	75
Participant Retention	1.92	1.08	76
Targeting New Audiences	2.00	1.15	76
Strategic Planning	2.18	1.09	76
Pricing	2.77	1.34	70
Organizing	2.41	1.19	76
Leadership	2.03	1.08	76
Financial Management	2.44	1.26	73
Decision Making	2.33	1.20	76
Business Communication	2.42	1.22	73
Customer Service	2.26	1.27	73
Quality Management/Lean Enterprise	2.54	1.20	70
Event Planning and Management	2.34	1.19	73

4.2.7 Public Relations

Public relations and grant writing were a combined topic in the 2009 assessment, but were split for this assessment. Of the three public relations responses, public

relations was the topic most interested in by YSAs in the 2009 assessment, while writing journal articles was the topic most interested in for this assessment as shown in Table 7 (Duerden et al., 2009).

	Mean	Standard Deviation	Responses
Writing Skills	2.70	1.31	74
Writing Journal Articles	3.06	1.45	72
Public Relations	2.53	1.26	73

4.2.8 Grant Writing

The response of writing skills was repeated in grant writing as well as public relations. For this assessment, writing skills was the top topic of interest from YSAs as seen in Table 8. In the 2009 assessment the top topic of interest was establishing collaborations (Duerden et al., 2009).

	Mean	Standard Deviation	Responses
Grant Writing	2.36	1.26	75
Establishing Collaborations	2.25	1.17	75
Writing Skills	2.53	1.18	75

4.2.9 Training Methods

Preferred training delivery options had the added option of private/individual consulting this assessment. Private/individual consulting was the most preferred training delivery method, as shown in Table 9, as opposed to on-site workshops from the 2009 assessment (Duerden et al., 2009).

Table 9: Preferred Training Delivery Options			
	Mean	Standard Deviation	Responses
On-site Workshops	1.70	1.03	69
On-line Workshops	2.75	1.35	69
Podcasts	4.88	1.60	69
Conferences	3.16	1.43	69
Self-guided DVD/CD Trainings	5.10	1.23	69
Print Materials (e.g., newsletters, handbook, etc.)	5.01	1.67	69
Private/Individual Consulting	5.39	1.97	69

4.2.10 Evaluation

Eighty-one percent of YSAs answering the survey had a formal evaluation conducted, with 65% having an evaluation conducted in less than one year. The 2009 survey had 49% of their participants had a formal evaluation conducted in the last five years (Duerden et al., 2009).

The way an evaluation was conducted varied between the two assessments. Forty-four percent of participants conducted their evaluation in house as opposed to 50% of participants having theirs conducted through an external evaluator in the 2009 assessment (Duerden et al., 2009).

4.3 Qualitative Results

Focus group questions were broken into seven different topics. For the purpose of this study, results discussed cover the topics of pressing needs, training, evaluation and information/resources. Each person involved with the four groups was asked the same questions, and answers were recorded. Four focus groups were conducted covering

three types of youth programs: overnight camp, afterschool program, and youth sports. The focus groups were conducted in person and recorded to receive accurate transcriptions.

4.3.1 Pressing Needs

A problem addressed by all interviewed or within the focus groups, was getting youth enrolled and addressing the needs of the youth in the programs. Jared stated, “One of the big challenges right now is actually getting kids at camp. I think nationwide, it’s gone down a little bit and that it has to do with the keeping them close, keeping them safe, and parents having to be on top on it.” While this statement addressed camp in particular, similar statements were made in both sports and afterschool programs. Cathy said this about afterschool programming challenges,

“Huge growth. With growth comes need. So, need through financial aid, need through just the volume of children that need to be served which then puts pressures on programmatic experiences and ratios and group size and all things like that. But I also think that it’s not a heavily competitive market but there are things that differentiate—there’s always somebody that wants a piece of every child’s time. So, that’s also a challenge as kids are very busy.”

Addressing the issue of enrollment means finding new ways for organizations to promote their importance in the lives of youth. Eccles and on Gootman address the

importance of youth programs in their book, *Community Programs to Promote Youth Development*, by saying,

“Community programs have the potential to provide opportunities for youth to acquire personal and social assets and experience features of positive developmental settings. Among other things, these programs can incorporate opportunities for physical, cognitive and social/emotional development; opportunities to address underlying issues of ethnic identity and intergroup relationships; opportunities for community involvement and service; and opportunities to interact with caring adults and a diversity of peers” (Eccles & Gootman, 2002).

Staff retention, recruitment, and quality was another issue addressed in all focus groups and interviews. Finding quality staff is important to a program’s success (Metz et al., 2008; Naftzger et al., The After-School Corporation & Foundations, Inc., 2010), and can provide directors with confidence their program will run effectively. Jared stated, “It is the recruiting. And that is—because if you have the right counselors, you can do camp anywhere. It doesn’t matter what your facilities are, what your equipment. I mean, you could have a stick and a rock and if it’s a fun counselor, you’re going to be great.”

Staff quality is an issue many organizations are dealing with. Hailey commented, “Our issues with our counselors, I would say, are also, this is a generation that have grown up with technology so we’re also having to take technology away from them to get them focused. I think that they’re more focused on the individual aspect of themselves like how is camp

benefitting me, what am I learning, how am I getting paid, how am I getting certified and where as opposed to camp is not about you. And re-teaching that to them and making them have those moments where like, I taught a kid how to sew a button like they couldn't even thread a needle at the beginning of the summer.”

Similarly, Kendra remarked,

“It's a pretty quick turnover like a lot of people come in not really expecting it to be what it actually is. So then when they realize it's a little bit harder than they thought then they quit. So, then they're having to re-hire staff constantly and they're constantly having to train new people. So, you've got new people coming into these sites who aren't maybe as experienced as you would like for them to be but the alternative is that we're short staffed and our ratios are off. So, it is striking the balance between staff and children.”

Staff who are willing to give up certain luxuries, like technology, and are willing to do the work are critical components to helping youth organizations run effectively.

Other challenges noted by different participants are communication skills of frontline staff, behavioral issues with youth in programs, curriculum resources, and structure within the programs. Both Hailey and Calvin stated “I would say ability to communicate” when asked about challenges facing frontline staff. Kendra and Amanda both stated behavior issues with youth in their program, as well as, curriculum resources

when discussing challenges. These challenges weren't addressed within each focus group, but are noted due to their importance in finding the needs of different YSAs.

4.3.2 Training

Most organizations hold trainings over a certain number of days, three days being the least and two weeks being the most. While these are the official trainings, all organizations state they feel on the job experience helps solidify the trainings they give to their staff. Kendra, a first time afterschool counselor states, "For me, going in, I didn't know how to really talk or interact with those students which—and it's really a learning experience. You really have to do it just as you go. But like I said, to have had that modeled for me, I think, would've been a big help."

When asked about what topics their organizations felt would be important for trainings, safety was an answer given by all organizations. Jared stated, "Most important are the safety facts and that goes from your one-on-one stuff to how to manage the waterfront and yeah, safety is always my number one." Another participant, Calvin said, "The first thing obviously we try to improve the kids throughout summer but the main thing is their safety. So, yeah, 100 percent. Those kinds of trainings, they're essential. It is the most important and then everything else can fall into place on top of that but as long as these kids are safe, then I mean, that's half the battle." Ensuring safety of the youth is important for programs, and staff knowing how to keep youth safe is vital to program success. In speaking to three different organizations, two were licensed by an outside entity, American Camp Association and the State of Texas. Both entities have

requirements that need to be met in order to maintain the license for the organization. Training staff ensures these requirements are both met and maintained throughout the course of the program.

Another topic participant felt was important was the relationship between the staff and youth. David says, “Another thing is the barriers of understanding that—and it’s even with me—yes, they’re friends, they’re athletes, but you got to know these are our soccer players. These are our students. These aren’t our best friends. And I think that’s one thing is when you bond with kids and you get a good relationship.” While “M” states, “There are so many factors that come into working with the kids so trying to be that parent-brother combination as well as trying to work with your peers and be on the same page as your peers is a difficult balance in that. And that’s why we try to get the best role models we possibly can but also people who can work as a team.” Building positive relationships with the youth in the program helps youth feel more comfortable and have a positive adult-youth relationship, but knowing how to still be a leader and not just a friend can be difficult. All organizations that participated in the focus groups prefer in person training rather than online or written

Cathy stated, “Our staff really respond best with the community of the training being together and we try to really be intentional with group work which is a foundational thing. You learn best from each other not from the person talking.”

4.3.3 Information/Resources

Information and resources used by programs varies. There were no resources mentioned that overlapped between interviews and focus groups, except mentors or long-time staff. Bryan says, “So, we have printed materials but then also I think just a lot of it comes from experience. You have people that have been here for ten years and they’re doing the trainings so that is a lot of where the learning how to interact with the kids comes from.” Using staff who have been with the organization or working in youth programming for longer is a free resource that organizations can utilize for trainings or different ideas.

On-line resources were the top resource used as they were easily accessible, but there was a complaint that not all were free resources. Kendra says, “So, there are no free resources. I’m not going to pay for a worksheet that’s fill in the missing numbers. I can just write that by hand and make a ton of copies.” Having access to free curriculum and informational research was important to all organizations. Other things mentioned for a website were to have the site broken up by the role a person has within an organization such as administrative, front-line, parent, or youth.

4.3.4 Evaluation

When asked if evaluation was important to their organization, each participant responded “absolutely,” “very important” or “Yes. 100%.” David stated, “So I would like a player experience evaluation on their experiences. I would like the parents. I would like an evaluation from the parents. And then I would like someone to overall

evaluate the organization.” Having the views of parents as well as youth can help practitioners view their organization in another way to see what needs to be changed or improved or what they are doing well. An external view can inform, without preconceived ideas, what the organization is doing well, and what needs to be improved for better management of the organization.

All focus group participants stated their evaluations were conducted internally as well. If they had an external evaluation conducted, it was through a licensing agency. Those who stated they conduct internal evaluations stated their evaluation was given to parents to fill out at the end of sessions or programs. Eccles and Gootman state, “Evaluation and ongoing program study can provide important insights to inform program design, selection, and modification... The desire to conduct high-quality evaluation can help program staff clarify their objectives...” (Eccles & Gootman, 2002).

5. DISCUSSION AND CONCLUSION

5.1 Introduction

This study showed there are needs to address within YSAs. Borden & Perkins (2006) state, “New research evidence provides strong support for the notion that youth development programs do have influence on the positive development of young people.” When the needs of YSAs are addressed and taken care of, the programs are better equipped to serve the youth in their programs.

Training staff is important, and continued research needs to be done to find how training effectively can impact youth within programs, and how staff implement trainings in the program. The findings in this study indicate that programs want more training topics such as safety and communication skills for staff. Other topics the results show YSAs are interested in are youth empowerment, and addressing risk-factors within the program. YSAs want additional information on addressing these training needs, and researchers, such as Sequor YDI, have the opportunity to give practitioners this information.

Along with training is evaluation. As indicated in the data, most YSAs use internal evaluation and have never had an external evaluation completed. Evaluation is important to YSAs as it allows them to know how they are performing, and if they are meeting their goals. Eccles and Gootman discuss evaluation and state, “Findings from these analyses can stimulate communication about program goals, progress, obstacles, and results among program managers, staff, participants, funders, and others” (Eccles &

Gootman, 2002). Gaining insight from an external evaluation allows YSAs to see, from an outside view, what they are doing well and what they need to improve. Additional resources for YSAs concerning evaluation should be made available for YSAs to access and take advantage of external evaluations.

Other topics discussed within this study show that YSAs want to have easy access to youth development resources. Having quick access would allow not only administrative staff, but front line staff as well, the ability to quickly find solutions to problems they are facing within their programs.

5.2 Implications

Use of this assessment within YSAs will allow agencies the ability to see needs that should be addressed. Some needs they address may be needs they were unaware of in their agency. This assessment also enables researchers the ability to know the topics YSAs are looking for to use within their programming.

Additional research into both training and evaluation methods can help YSAs better their programs and their ability to serve youth and their families. Establishing a central place for youth development resources enables YSAs the ability to quickly find information needed to better their staff and program.

For future research, additional organizations and types of YSAs need to be involved in the focus groups, as well as, additional responses on the survey. Better

defining what the survey entails, and questions could help better define the results and needs of YSAs.

5.3 Limitations

This study found many needs YSAs face, but it was limited in the number of organizations reached for focus groups. The return of surveys was also low. Having additional responses would have given a better understanding of the needs YSAs face.

5.4 Conclusion

Throughout Texas, YSAs are working towards developing programs to provide youth with the best care and experiences they can. Providing youth with the best care and experience takes practice, knowledge, and training.

Using youth development theories to improve a youth program ensures the best outcome for an organization. Having access to research for youth development helps YSAs incorporate these theories into their curriculum and everyday activities. With this information YSAs are better able to meet the goals and outcomes their organization has in place, as well as, conduct the best training for their staff.

With the information found in this research, YSAs are able to know that they are not alone in their needs as an organization. This assessment can help YSAs know what they need to be better informed on, and YD researchers the opportunity to research topics of interest for practitioners.

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APPENDIX A

Default Question Block

Organization Information

What is the name of your organization?

In what state is your organization located?

Is your organization:

For Profit

Nonprofit

Please indicate which category best describes your organization:

Federal Government

State Government

City Government

Private

Church

Other

How is your program funded? (Select all that apply)

Federal Grants

County Funding

Gifts/Donations

Federal Funding

City Funding

Participant Fees

State Funding

Private Grants

Other

Approximately how many staff members does your organization employ?

- | | |
|-------|--------------|
| 1-10 | 31-40 |
| 11-20 | 41-50 |
| 21-30 | More than 50 |

Approximately how many individuals work as volunteers in your organization?

- | | |
|-------|--------------|
| 1-10 | 31-40 |
| 11-20 | 41-50 |
| 21-30 | More than 50 |

Does your organization financially support employees to attend training's and workshops?

Please

describe the type and level of support.

 Yes No

Please paste a copy of your mission statement in the space below.

Programs and Populations

Please indicate the type of programs your organization offers for youth (select all that apply)

Academic Support/Tutoring	Community Service	Character Development	Health/Wellness
Educational Enrichment	Activism/Organization	Career Development/Employment Training	Mentoring
Arts/Cultural Enrichment	Leadership Training/Development	Technology	Case Management
Sports/Physical Fitness	Spiritual Development	Camping/Outdoor/Adventure	Other
			<input type="text"/>

Which of the following program offerings do you provide?

- Programming for boys
- Programming for girls
- Co-ed programming
- Both co-ed and separate programming

Please indicate (by sliding the appropriate bars) the percent (%) of each age group represented among your participants (total must sum to 100)

	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
Pre-School Aged																					0
Elementary School Aged																					0
Middle/Jr. High-School Aged																					0
High School Aged																					0
Over 18																					0
Total:																					0

Please indicate (by sliding the appropriate bars) the percent (%) of each income group represented among your participants (total must sum to 100)

0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100

Low Income (Below \$16,000)	0
Lower Middle Income (\$16,000-\$30,000)	0
Middle Income (\$35,000-\$75,000)	0
Upper Middle Income (\$100,000-\$500,000)	0
Upper Income (\$500,000+)	0
Total:	0

Please indicate the size of the population area your organization serves.

Under 10,000	250,000 to 499,999
10,000 to 24,999	500,000 to 999,999
25,000 to 49,999	1M to 1.99M
50,000 to 99,999	2M to 2.99M
100,000 to 249,999	Over 3M

How many youth does your organization currently serve? (Answer for your branch/program)

- 1-50
- 51-100
- 101-150
- 151-200
- more than 200

How long, on average, do individuals remain in your program?

- Less than 1 month
- 1-3 months
- 4-6 months
- 7-9 months
- 10-12 months

More than 12 months

Program Evaluations

Has a formal evaluation of your organization ever been conducted? (Answer for your branch/program)

Yes

No

When was the most recent evaluation conducted?

Less than 1 year

Less than 2 years

Less than 3 years

Less than 4 years

5 years or more

Who conducted the evaluation?

It was conducted in house

An external evaluator conducted the evaluation

Other

How satisfied were you with the evaluation?

Extremely Satisfied

Quite Satisfied

Somewhat Satisfied

Slightly Satisfied

Not At All Satisfied

Not Applicable

How important would it be for you to have your program evaluated?

- Extremely Interested
- Quite Interested
- Somewhat Interested
- Slightly Interested
- Not At All Interested
- Not Applicable

Sequor YDI at Texas A&M University Training Needs Assessment

The following section will allow you to indicate your organizations most important needs in the following areas:

- Principles of Youth Development
- Program Development
- Interpersonal Skills
- Organizational Management
- Youth Worker Skills
- Staff Management
- Public Relations/Grant Writing

Principles of Youth Development: Please indicate how interested your organization would be in the following topics.

	Extremely Interested	Quite Interested	Somewhat Interested	Slightly Interested	Not At All Interested	Not Applicable
Understanding and applying basic principles of youth development.	<input type="radio"/>					
Knowledge of youth development literature and theory.	<input type="radio"/>					
Understanding learning styles and strategies.	<input type="radio"/>					
Basic principles of child and adolescent development.	<input type="radio"/>					
Youth voice/Empowerment	<input type="radio"/>					

Program Development: Please indicate how interested your organization would be in staff training in each of the following topics.

	Extremely Interested	Quite Interested	Somewhat Interested	Slightly Interested	Not At All Interested	Not Applicable
Creating age appropriate programming.	<input type="radio"/>					
Addressing risk-factors through programming.	<input type="radio"/>					
Utilizing research in program development.	<input type="radio"/>					
Conducting program evaluations.	<input type="radio"/>					
Program development models (e.g., logic models)	<input type="radio"/>					

Interpersonal Skills: Please indicate how interested your organization would be in staff training in each of the following topics.

	Extremely Interested	Quite Interested	Somewhat Interested	Slightly Interested	Not At All Interested	Not Applicable
Communication Skills	<input type="radio"/>					
Leadership	<input type="radio"/>					
Delegation Skills	<input type="radio"/>					
Conflict Management Skills	<input type="radio"/>					

Organizational Management: Please indicate how interested your organization would be in staff training in each of the following topics.

	Extremely Interested	Quite Interested	Somewhat Interested	Slightly Interested	Not At All Interested	Not Applicable
Marketing	<input type="radio"/>					
Organizational Management	<input type="radio"/>					
Program Management	<input type="radio"/>					
Planning and Conducting Meetings	<input type="radio"/>					

Participant Retention	<input type="radio"/>					
Targeting New Audiences	<input type="radio"/>					
Strategic Planning	<input type="radio"/>					
Pricing	<input type="radio"/>					
Organizing	<input type="radio"/>					
Leadership	<input type="radio"/>					
Financial Management	<input type="radio"/>					
Decision Making	<input type="radio"/>					
Business Communication	<input type="radio"/>					
Customer Service	<input type="radio"/>					
Quality Management/Lean Enterprise	<input type="radio"/>					
Event Planning and Management	<input type="radio"/>					

Youth Worker Skills: Please indicate how interested your organization would be in staff training in each of the following topics.

	Extremely Interested	Quite Interested	Somewhat Interested	Slightly Interested	Not At All Interested	Not Applicable
Developing positive relationships with youth.	<input type="radio"/>					
Respecting and honoring cultural and human diversity.	<input type="radio"/>					
Respecting and honoring religious diversity.	<input type="radio"/>					
Promoting youth leadership/empowerment/youth voice.	<input type="radio"/>					
Involving and working with families.	<input type="radio"/>					
Demonstrating the attributes and qualities of a positive role model.	<input type="radio"/>					
Promoting the attainment of developmental assets.	<input type="radio"/>					

Staff Management: Please indicate how interested your organization would be in staff training in each of the following topics.

	Extremely Interested	Quite Interested	Somewhat Interested	Slightly Interested	Not At All Interested	Not Applicable
Staff/volunteer Training Skills	<input type="radio"/>					
Time Management Skills	<input type="radio"/>					
Group Process Skills	<input type="radio"/>					
Recruitment of Volunteers	<input type="radio"/>					
H.R. Law	<input type="radio"/>					
Interviewing	<input type="radio"/>					
Planning	<input type="radio"/>					
Organizing	<input type="radio"/>					
Leading	<input type="radio"/>					
Directing	<input type="radio"/>					
Negotiating	<input type="radio"/>					

Public Relations: Please indicate how interested your organization would be in staff training in each of the following topics.

	Extremely Interested	Quite Interested	Somewhat Interested	Slightly Interested	Not At All Interested	Not Applicable
Writing Skills	<input type="radio"/>					
Writing Journal Articles	<input type="radio"/>					
Public Relations	<input type="radio"/>					

Grant Writing: Please indicate how interested your organization would be in staff training in each of the following topics.

	Extremely Interested	Quite Interested	Somewhat Interested	Slightly Interested	Not At All Interested	Not Applicable
Grant Writing	<input type="radio"/>					
Establishing Collaborations	<input type="radio"/>					
Writing Skills	<input type="radio"/>					

Please rank order, by clicking and dragging, the following training topics in terms of their importance for your organization.

General Youth Development Topics (e.g., current youth development literature)

Program Development (e.g., using program development models)

Interpersonal Skills (e.g., conflict management)

Organizational Management (e.g., planning and conducting meetings)

Youth Worker Skills (e.g., involving and working with families)

Staff Management (e.g., recruitment of volunteers, motivating employees, ethics)

Public Relations (e.g., spreadsheet application)

Grant Writing (e.g., writing skills)

Marketing

Other training topics not included in the preceding categories that would be of interest to your organization:

Please rank your preferred training delivery options

On-site Workshops

On-line Workshops

Pod Casts

Conferences

Self-Guided DVD/CD Trainings

Print Materials (e.g., newsletters, handbook, etc.)

Private/Individual Consulting

Competing Values Framework instrument

This set of questions relates to your organization's culture. The following items contain four descriptions of youth serving organizations. Please distribute 100 points among the four descriptions depending on how similar each description is to your facility. None of the descriptions is any better than the others; they are just different.

For example: In question 1, if A seems very similar to mine, B seems somewhat similar, and C and D do not seem similar at all, I might give 70 points to A and the remaining 30 points to B.

Organizational Characteristics (Please distribute 100 points)

0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100

A. My organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.	0
B. My organization is very dynamic and entrepreneurial place. People are willing to stick their necks out and take risks	0
C. My organization is very formalized and structured place. Bureaucratic procedures generally govern what people do.	0
D. My organization is very production oriented. A major concern is with getting the job done. People aren't very personality involved.	0

Total:

0

Organizational Managers (Please distribute 100 points)

0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100

A. Managers and supervisors in my organization are warm and caring. They seek to develop employees' full potential and act as their mentors or guides.

0

B. Managers and supervisors in my organization are risk-takers. They encourage employees to take risks and be innovative.

0

C. Managers and supervisors in my organization are rule-enforcers. They expect employees to follow established rules, policies, and procedures.

0

D. Managers and supervisors in my organization are coordinators and coaches. They help employees focus on the organization's goals and objectives.

0

Total:

0

Organizational Cohesion (Please distribute 100 points)

0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100

A. The glue that holds my organization together is loyalty and tradition. Commitment to this organization runs high.	0
B. The glue that holds my organization together is commitment to innovation. There is an emphasis on being first.	0
C. The glue that holds my organization together is formal rules and policies. People feel that following the rules is important.	0
D. The glue that holds my organization together is the emphasis on tasks and goal accomplishment. People feel that getting the job done is important.	0
Total:	0
Organizational Emphases (Please distributed 100 points)	
	0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
A. My organization emphasizes human resources. High cohesion and morale in the organization are important.	0
B. My organization emphasizes growth and acquiring new	

resources. Readiness to meet new challenges is important. 0

C. My organization emphasizes permanence and stability. Keeping things the same and operating smoothly is important. 0

D. My organization emphasizes competitive actions and achievement. Meeting measurable goals is important. 0

Total: 0

Organizational Rewards (Please distributed 100 points)

0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100

A. My organization distributes rewards fairly equally among staff. It's important that everyone from top to bottom be treated as equally as possible. 0

B. My organization distributes rewards based on individual initiative. Those with innovative ideas and actions are most rewarded. 0

C. My organization distributes rewards based on rank. The higher you are, the more rewards you get. 0

D. My organization

distributes rewards based on the achievement of objectives. Individuals who provide leadership and contribute to meeting goals are rewarded.

0

Total:

0

Feedback for Future Sequor YDI at Texas A&M Efforts

We appreciate your time and insights. This final section contains items requesting your feedback regarding upcoming Sequor YDI at Texas A&M efforts including a web portal and statewide youth professional conference. This information will assist Sequor YDI at Texas A&M in developing materials that will best meet the needs of Texas youth serving agencies.

Please indicate how important the following content areas on the Sequor YDI web portal would be to your organization.

	Extremely Important	Quite Important	Somewhat Important	Slightly Important	Not at All Important	Not Applicable
Youth Development Research	<input type="radio"/>					
Training Curriculum	<input type="radio"/>					
Profiles of Successful Programs	<input type="radio"/>					
Best Practice Briefs	<input type="radio"/>					
Grant Writing Information	<input type="radio"/>					
Program Directories	<input type="radio"/>					
Links to Applicable National Organizations	<input type="radio"/>					
Monthly Newsletters	<input type="radio"/>					
Training Calendars	<input type="radio"/>					

Do you intend to attend the annual 3-day Sequor YDI Statewide Youth Professional Conference in San Marcos, TX?

Certainly Will

Likely Will

Undecided

Likely Will Not

Certainly Will Not

Feel free to share additional needs your organization may have that were not covered in this survey or any additional comments that you have at this time.

Contact Information

If you would like to continue to receive information from Sequor YDI regarding workshops, training materials, etc. please provide us with the following organizational contact information. Providing contact information will also enter you into the drawing for the conference passes or gift certificates. If you prefer not to be included in the Sequor YDI database

but still want to be entered in the drawing simply send an email to ydi@ag.tamu.edu and include "Sequor YDI Needs Assessment Incentive Drawing" in the subject header.

Click to write the question text

Last Name

First Name

Job Title

Job Description

Email Address	<input type="text"/>
Organization Name	<input type="text"/>
Mailing Street Address	<input type="text"/>
City	<input type="text"/>
State	<input type="text"/>
Zip code	<input type="text"/>
Phone Number	<input type="text"/>
Website	<input type="text"/>

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