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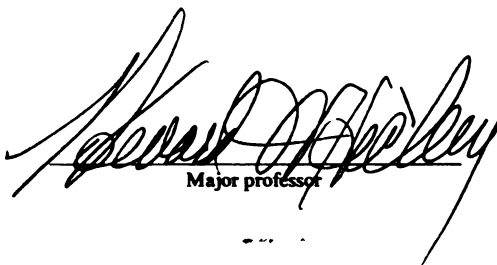
BUILDING COMMUNITY COALITIONS FOR YOUTH AT RISK:
STRATEGIES FOR FACILITATING THE TRANSFER OF TRAINING,
AN EXPLORATORY STUDY

presented by

Cynthia Burleson Mark

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Philosophy



Major professor

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**BUILDING COMMUNITY COALITIONS FOR YOUTH AT RISK:
STRATEGIES FOR FACILITATING THE TRANSFER OF TRAINING,
AN EXPLORATORY STUDY**

By

Cynthia Burleson Mark

A DISSERTATION

**Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of**

DOCTOR OF PHILOSOPHY

Department of Adult and Continuing Education

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ABSTRACT

BUILDING COMMUNITY COALITIONS FOR YOUTH AT RISK: STRATEGIES FOR FACILITATING THE TRANSFER OF TRAINING AN EXPLORATORY STUDY

By

Cynthia Burleson Mark

This exploratory research project was initiated to understand the effectiveness of training and post-training strategies on the formation and maintenance of community coalitions that work on behalf of youth at risk. The characteristics of successful community coalitions and contemporary teens concepts were identified. In addition, a transfer model applicable to training for teen and adult volunteers was designed.

Seventy-six teens and adults who were part of the Community Partnership for Prevention project, a substance abuse prevention program in four northern counties in Michigan, were provided training to develop their skills in building and maintaining community coalitions. These volunteers were surveyed to determine the most and least used skills and knowledge, the difference between teens and adults and the types of post-training strategies that enhanced the development of a community coalition.

The research was designed as a longitudinal study. Data were collected at the time of the training and two months later. Correlations were made to

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determine the association between coalition functioning, training design and community/work environment factors.

The major conclusions of the study are:

- 1. Different information is gained with different methodologies and one method may not be adequate. Additional information may be found by combining survey instruments with focus group sessions.**
- 2. Similar training may be designed for teens and adults. Teens have less experience and may need additional strategies for understanding specific concepts, however there appears to be more similarities than differences between the two groups.**
- 3. Those participants who had a better understanding of the principles, felt competent in building coalitions, had staff and member support, were recognized for the work the coalition was doing, used the concepts and had an action plan for the coalition, were more likely to have a higher functioning coalition.**
- 4. Teens and adults use information they learned in training and work together in community coalitions.**
- 5. By adding the relapse prevention strategy to training, the transfer process is enhanced.**

DEDICATED

**To my husband Lynne and daughter Becca
whose love, support and inspiration were my source of
of encouragement**

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ACKNOWLEDGEMENTS

My sincere thank you to all of the people who helped make this study possible. Without their support, guidance and involvement this research project could not have been completed. Special appreciation goes to the volunteers and staff of Michigan State University Extension and the Community Partnership for Prevention.

I would like to thank the members of my doctoral committee for their input and support through the process. A special appreciation goes to Dr. Howard Hickey for serving as the chairman of the doctoral committee. His encouragement during crucial moments of the process helped me complete my doctoral degree. I would like to thank Dr. Joanne Keith for providing me with an opportunity to work on the "Community Coalitions in Action" project and her insight into community coalitions formed on behalf of youth at risk. I would also like to thank the other members of the committee--Dr. Joseph Levine and Dr. Arden Moon--for their input.

I would like to express my appreciation to Drs. Norma and Frank Bobbitt: Dr. Norma Bobbitt for her expertise in the development of my dissertation, and Dr. Frank Bobbitt for teaching me how to use SPSS. A special thank you goes to the Institute for Children, Youth and Family for providing Dr. Norma Bobbitt

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and myself with a seed research grant that was used in the project.

I am very grateful to a number of people who helped me in the final stages of this process: Judy Pfaffe, for her statistical support, Donna Wicks and Laurie Church for their editorial expertise, and the staff of the Michigan 4-H Youth Programs for their support and encouragement throughout the several years required to complete my doctoral degree; and Patricia Talbot for her secretarial assistance in the training and instrument design.

Finally, I would like to thank my family. They have given me encouragement and love and were willing to sacrifice many hours of our time together so I could "write this book."

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CHAPTER 1

INTRODUCTION

I. Identification of the Problem

"In recent decades the world has undergone dramatic social, demographic and economic changes that have deeply affected the lives of Michigan's children, youth and families" (Keith, et. al. 1993). Before World War II, a young person who dropped out of school or had a child at an early age, still had an opportunity to lead a productive life in society. Today, a youth who drops out of school will not likely have the means to support a family, own a home or carry health care coverage. Teen parents are likely to be single and poor. What was once an afternoon fight may now end with gunshots (Youth Record, 1992).

Creating communities that provide a safe and caring environment for young people is recommended by many experts in the human service field as a way of improving the status of children, youth and families (Dryfoos, 1990, Schorr, 1988, Bogenscheider, Small & Riley, 1991, Keith 1993). Community coalitions, formed on behalf of youth at risk, is not a new concept. Our society has a history of forming community coalitions around issues. However, with changing societal issues, more importance is placed on the success of human service coalitions (Dluhy, 1990).

There are several reasons for this increased focus on community coalitions. First, there is an increasing awareness of the need to find solutions

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to the complex problems facing youth. Our country can no longer accept the economic and human loss that occurs when youth do not succeed. Finally, agencies concerned with the needs of youth, are faced with shrinking monetary resources for programs and activities (Dluhy 1990, Keith 1993).

II. Need For Study

Though there is a desire and willingness to form community coalitions, there is limited success in communities to maintain coalitions once they have been started (Dluhy 1990, Keith, et. al. 1993). Most coalitions are comprised of small numbers of adults concerned with the needs of youth. Few coalitions have teens who are an active part of the group. Many times youths are not involved in the decision-making process and, though organizations are recognizing the need to involve youth or teens in the process, few know how (Pittman 1992).

III. Purpose of the Study

This exploratory research project was initiated to understand the effectiveness of training and post-training strategies on the formation and maintenance of community coalitions that work on behalf of youth at risk ¹.

¹ Building Community Coalitions for youth at risk: Strategies for Facilitating The Transfer of Training was a part of a larger research project known as Building and Maintaining Community Coalitions on Behalf of Children, Youth and Families. Dr. Joanne Keith, Professor of Family and Child Ecology, directed the project. The goal of her project was the completion of an exploratory research project to document examples of collaborative or coalition efforts throughout Michigan. The documentation process found unique elements of collaborations and these along with implications for the formation and maintenance of community collaborations are reported in this dissertation (Keith, 1993).

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The goal was to implement and evaluate a model developed around a review of literature concerning coalition building, contemporary issues facing teens, and successful training and post-training strategies.

The project was designed to examine two areas in the community coalition development process. To examine the first area of the process, a training program for teens and adults was developed and implemented. The second area of the process examined training and post-training strategies that enhance the formation and maintenance of these community coalitions.

This project was conducted as an exploratory dissertation research and development project because no evidence was available on an effective framework for testing training and post-training strategies on volunteer community coalitions that work on behalf of youth at risk. The training and post-training model used was adapted from a business framework developed by Baldwin and Ford (1988), and strategies suggested in the literature review.

- I. The four purposes of this exploratory dissertation research and development project were:
 1. To develop effective strategies that lead to the formation and maintenance of community coalitions that work on behalf of youth at risk in Michigan.
 2. To develop a training program for teens and adults that work in a coalition formed on behalf of youth at risk.
 3. To examine the success of post-training strategies of four

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4. To evaluate whether transfer strategies used in business were successful in a human service model.

IV. Importance of Research

This study was important because of the following reasons. First, a review of the literature indicated that few studies in the human service field have been conducted on strategies that help or hinder the effectiveness of youth at risk coalitions. Yet, it is a skill that is essential in our political and economic environment (Dluhy, 1990).

Second, many community coalitions are formed for youth at risk every year. There is evidence that these groups are unable to sustain their existence long enough to change the situation for the people they are formed to serve (Keith, 1993). Also, a literature search found limited evidence of a comprehensive review of the key concepts needed for community coalitions that work on behalf of youth (Mattessich & Monsey, 1992).

Third, there is evidence that the current comprehensive strategies used to train and develop adults have not been evaluated effectively (Wexley and Baldwin, 1986). There is, therefore, a need to evaluate whether the training provided encourages people to use the information on the job or in the community.

Fourth, there is increasing evidence that education and training alone will not provide community coalitions with the support they need to survive. This

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study examined what strategies were effective during and after training. The study provided human service practitioners with information about the type of training and support needed to help insure the success of community people working in coalitions formed on behalf of youth at risk.

Fifth, The Michigan State University Extension, 4-H Youth Programs provide training and support to adult and teen volunteers that are a part of community coalitions that form on behalf of youth at risk. The organization is interested in determining the impact of the process.

This study was multi-faceted in nature. It combined knowledge from several fields, including: organizational change, transfer of training, adult learning, community coalitions, teen issues and educational systems design. Only by taking a comprehensive approach to delivering change strategies, was the researcher able to understand the effects of training and post-training strategies on coalitions.

V. Generalizability

This exploratory research study may have impact beyond the study itself; however, it is limited due to sample size. Since the adults and older teens involved in the coalitions and training are part of local communities, it may be concluded that the findings hold for a larger proportion of communities with similar concerns. Also, the transfer process was applicable in other content areas of education and training where the transfer of training is an important ingredient. The concept of training and post-training needed for human service

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groups is applicable in other content areas of non-formal educational programs.

VI. Research Questions and Assumptions

This exploratory research project was initiated to understand the effectiveness of training and post-training strategies on the formation and maintenance of community coalitions that work on behalf of youth at risk. Strategies were structured so that assessments could be implemented to answer the following research questions:

1. After completing the Alliances for Community Empowerment (ACE) training program, to what extent did participants increase their knowledge of contemporary issues facing teens and of building and maintenance of a community coalition? Were there significant differences between teens and adults on levels of knowledge?
2. To what extent did participants perceive the training strategies to be helpful in developing the skills and knowledge needed to develop and maintain community coalitions formed on behalf of youth at risk? Did they find the training beneficial? Were there significant differences in perceptions between teens and adults?
3. To what extent did participants perceive an increase in awareness and competence related to coalition building? Were there significant differences in perceptions between teens and adults?
4. To what extent did teen and adult participants use the skills, techniques and knowledge learned in the ACE workshop?

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- A. Which concepts were used the most in the coalition?
- B. Which concepts were not included in their coalitions?
- 5. To what extent did the community-work environment strategies increase the development of community coalitions that form on behalf of youth at risk?
- 6. Did the groups participating in the ACE training develop coalitions in their own communities?

Certain assumptions accompany any exploratory study. This dissertation had the following assumptions:

- 1. Community coalitions that form on behalf of youth at risk are important to their communities, to Michigan State University Extension (MSUE), and to the 4-H Youth Programs.
- 2. The objectives of the training were related to the behavior expected of the community coalition members.
- 3. The measurement of the success of the coalition was based on whether the group started or maintained a community coalition.

An exploratory research design was used to test the research questions. A comprehensive set of strategies that led to the development of community coalitions for youth at risk in Michigan were tested using a framework designed for this project.

Specific instruments were adapted from studies conducted in the business community for use in this human service coalition framework.

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Instruments were adapted to analyze trainee characteristics, training design, and community/work environment and transfer criteria. One important business strategy used was Wexley and Baldwin's behavioral self-management approach-relapse prevention strategy which enhances individuals' use of new skills or knowledge obtained during training. This strategy combined goal setting with the relapse-prevention activities to aid in the transfer of training. Environmental factors that enhanced or hindered behavioral change were measured by the adult and older teen volunteers and the MSUE staff. Learning that took place concerning issues facing teens (delinquency, substance abuse, school failure and teen pregnancy), and skills in coalition building (resource development, leadership and team building), were held constant.

The ability of community coalition participants to gain the skills and knowledge they deemed appropriate were tested using pre-, post- and post-post test questionnaires with focus group follow-up. The pre-and post-tests were administered at weekend training workshops held for adult and older teen volunteers. The final post-post test questionnaire and focus group meetings were held three to four months after the training.

VII. Definition of Terms

Definitions of terms and constructs utilized in this study are included here with further elaboration in the review of literature. The major terms defined in this introduction are learner, adult learning theory, andragogy, program development, instructional design, transfer process, training-input factors,

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training outcomes, conditions of transfer, work environment, post-training strategies, goal setting, relapse prevention, community coalitions and youth at risk.

1. Participant is a subject in the experiment. Participants are divided into two groups.
 - a. Adults: Someone older than 19 years old (Michigan 4-H Youth Programs).
 - b. Older teens: Persons between the ages of 14-19, inclusively (American Heritage Dictionary).
2. Adult learning theory describes, in a broad sense, how adults learn. "A theory is a comprehensive, coherent, and internally consistent system of ideas about a set of phenomena" (Knowles 1990, pg 5). Adult learning is described as more or less a permanent change in an adult's behavior that occurs as a result of an activity or experience (Brookfield, 1988).
3. The term andragogy is most often associated with the work conducted by Malcolm Knowles. He contrasts andragogy with pedagogy. Knowles defines andragogy as "the art and science of helping adults learn" and contrasts it with pedagogy which is the science that is more concerned with teaching young people (Warner, 1987).
4. Transfer process consists of three parts: training-input factors, training outcomes and conditions of transfer (Baldwin and Ford, 1988).
5. Training-input consists of trainee characteristics, training design and

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work-environment characteristics (Baldwin & Ford, 1988).

- 6. Training outcomes are described as the amount of original learning that occurs during the training program and retention of that material after the program is completed (Baldwin & Ford 1988).**
- 7. Conditions of transfer includes the ability to generalize the material learned in training to the job context, and the maintenance of the learned material over a period of time on the job (Baldwin & Ford 1988).**
- 8. Trainee characteristics consists of ability or skill, motivation, and personality factors (Baldwin & Ford, 1988).**
- 9. Training design consists of learning principles, sequencing of training material and job relevance of the training content (Baldwin & Ford,1988).**
- 10. Community/work environment consists of climatic factors, such as supervisory or peer support or constraints and opportunities to perform learned behaviors on the job or in the community coalition (Baldwin & Ford, 1988).**
- 11. Post-training strategies are specific processes, cues or activities for the time periods of before, during and after training.**
- 12. Community coalitions are community-based groups of three or more individuals, or organizations, uniting, meeting and combining resources to meet the needs of youth (The National Assembly of National Voluntary Health and Social Welfare Organizations 1991).**
- 13. Youth at risk are young people, 5- to 19- years-old, who exhibit two or**

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more self-defeating or antisocial behaviors which have serious outcomes, such as substance abuse, unprotected sex, delinquency or functioning below school level (Dryfoos, 1990).

14. **Alliances for Community Empowerment (ACE)** is a workshop that trains teens and adults how to build and maintain community coalitions, and includes information on teen issues, leadership, resource development, team building and future strategies.
15. **Volunteers** are adults or older teens who are not paid to complete a job. French historian Alexis de Tocqueville said, "they have the readiness to sacrifice and cooperate voluntarily and freely to support these services designed to aid others . . ."(Conrad and Glenn 1976).

VIII. Summary

This study was initiated to understand the effectiveness of training and post-training strategies on the formation and maintenance of community coalitions that work on behalf of youth at risk. Training was conducted with the intent of providing teens and adults of four Michigan communities with the skills and knowledge needed to build community coalitions that improve the lives of youth at risk in Michigan communities. By identifying effective training and post-training strategies, organizations will be able to meet their intent, which is to transfer learning to individuals so they can make decisions that affect their lives.

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IX. Organization of the Study

This study is divided into five chapters. The first is an introduction to the study. Chapter two is the review of relevant literature. In chapter three, a conceptual framework for the transfer process and the methodology used in the study are described. Chapter four contains the findings of the study and chapter five includes the summary, conclusions and recommendations of the study.

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CHAPTER II

SELECTED REVIEW OF LITERATURE

I. Introduction

The purpose of this study is to understand the effectiveness of training and post-training strategies on the formation and maintenance of community coalitions that work on behalf of youth at risk. A model of the transfer process was adapted and utilized within a volunteer non-formal educational setting. In addition, a specific transfer strategy was introduced to the training design.

Since this project was multi-faceted, the review of literature covers several areas. The review discusses the relevant research on evaluation and the transfer process, and incorporates adult learning theory and change strategies. Included is a comprehensive literature review on community coalitions and teen issues.

Program Evaluation

According to Cronbach (1982), an evaluation should fulfill three major requirements. First, the findings should improve a program or trial that fails, or for effective programs, to identify the conditions essential for success. Second, the evaluation should communicate to the diverse policy-shaping community including clients, program staffs, taxpayer groups, legislators, bureaucrats, selected citizens and others. Third, evaluations should assist the policy-making community to resolve conflicts intelligently (Cronbach, 1982, p. 8 found in Gredler's 1992 article).

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Evaluation is an important part of program development. "Evaluation is the determination of the value or worth of something by examining facts, values and judgements and relating them to each other" (West, Farmer & Wolff, 1991, pg 257). Evaluation must be as comprehensive as possible and provide some "reading" on the contribution training makes to the organization as a whole. Evaluation should influence future training and training-related decisions. It verifies whether predictions were correct and whether actions were properly designed and executed with respect to achieving the desired and predicted results (Stanley 1987, Littell 1986).

Stanley describes evaluation as a part of the training system that is continuously evolving. Training is job or behavior specific, it is expected to produce specific measurable results, and to produce a change in the ability of the individual to perform the task. Training is geared to a specific behavior in specific situations and in relation to specific tasks. It is expected to result in a change of behavior or performance in individuals. Training is expected to contribute to the effectiveness of the organization (Stanley 1987).

Training influences trainees' knowledge, skills and attitudes. It includes knowledge related to the job, skills required to execute the various tasks comprising the job, and attitudes that sustain behavior, to meet the demand for good performance. This system is continuously evolving and evaluation influences it. This flowing, circular system includes research diagnosis, identification of training needs, training objectives, training plans, implementation

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and evaluation (Stanley 1987).

This situational evaluation is a type of basic social and behavioral science research. It is the implementation of a utility-focused, feasibility-conscious, propriety-oriented and accuracy-based approach to evaluation requiring situational responsiveness, methodological flexibility, multiple evaluator roles, political sophistication and probably substantial doses of creativity (Patton, 1982, p 17). The new standards of evaluation--utility, feasibility, propriety and accuracy--require situational responsiveness rather than implementation of standardized procedures (Patton, 1982 p 27).

Kirkpatrick, a leader in evaluation, provided four steps in the evaluation process. Knowles, enhances Kirkpatrick's evaluation process. Knowles states that Kirkpatrick's model is the most congruent process with andragogical principles. Kirkpatrick's steps are:

1. Reaction evaluation -- obtaining data about how the participants are responding to a program as it takes place -- what they like most and least.
2. Learning evaluation -- gathering data about the principles, facts and techniques which were acquired by the participants.
3. Behavior evaluation -- gathering data, such as observers' reports about actual changes; that is, what the learner does after the training as compared with what was done before.
4. Results evaluation -- gathering data from the organization.

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Knowles adds the following step:

5. **Rediagnosis of learning needs evaluation -- obtaining data about learners' re-examination of their model of desired competencies and a reassessment of the discrepancies between the model and their newly developed levels of competencies (Knowles, 1990 pp 137-138).**

The Kirkpatrick/Knowles model of program evaluation, combined with a transfer model, provides a framework to focus on the transfer process. It is important to have evaluation models consider aspects other than training, such as environmental support and trainee use of information. Much research has been conducted on training. It is only recently that a growing body of knowledge on the other aspects has received attention.

II. Transfer Process

Training is used to prepare paid and unpaid staff, to improve the quality of their performance, and to foster organizational change (Fields, 1992, Xiao 1992, Wexley and Baldwin 1986, Lintern 1991). Studies have shown that between 35 million and 100 billion dollars are spent annually on training and development, but not more than 10% of what is spent results in transfer to the work place (Baldwin and Ford, 1988, Ostroff, 1991, Fisher, 1989, Gist, Bavetta and Stevens, 1990). The most common evaluation most studies have utilized focuses on workshop reaction instead of transfer to the workplace.

A growing body of knowledge on which elements are important to maximize positive transfer is surfacing (Baldwin and Ford 1988, Xiao 1991,

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Fields, 1992, Stanley, 1987). Each approach has common threads that, if combined, provide a structure for focusing on the transfer process.

Baldwin and Ford Model

The Baldwin and Ford (1988) model was based on a literature review of several research projects developed to focus on the transfer process. The transfer process was described in terms of training-input factors, training outcomes and conditions of transfer.

1. Training inputs included trainee characteristics, training design and work environment.
2. Training outcomes were defined as the amount of original learning that occurred during the training program and the retention of that material after completion of the program.
3. Conditions of transfer were the generalization of material learned in training to the job and the maintenance of the new behavior over a period of time on the job (Baldwin & Ford, 1988).

Trainee characteristics included ability, personality and motivation.

Training design was based on the principles of learning, sequencing and job relevance of the training content. Work environment consisted of supervisory or peer support as well as constraints and opportunities to perform learned behaviors on the job (Baldwin & Ford, 1988).

The model provided a framework for examining ways that training input related to training outputs and conditions of transfer. Training outcomes and

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training-input factors had both direct and indirect effects on conditions of transfer. Training outcomes of learning and retention were shown to have direct effects on conditions of transfer. Training characteristics and work environment characteristics had a direct effect on transfer regardless of initial learning during the training program or retention of the material. Training outcomes were directly affected by the three training inputs of training design, trainee characteristics and work environment characteristics. The three trainee inputs had an indirect effect on transfer through their impact on training outcomes (Baldwin & Ford 1988 pg 64-65). As Baldwin and Ford, and others point out, though studies have been conducted in all of the components of the model, more studies have been conducted on trainee characteristics and training design, and less on work environment. It is only recently that researchers have focused on work environment characteristics. By adapting this model to other training and post-training environments, it can be evaluated in a volunteer setting.

This exploratory research project focused on understanding the effectiveness of training and post-training strategies on the formation and maintenance of community coalitions that work on behalf of youth at risk. The training inputs designed were related to the review of literature. Training Inputs consist of trainee characteristics, training design and work-environment characteristics.

III. Training Inputs

Community coalitions are formed when a critical issue is identified, funding shrinks and organizations realize that it is not possible to "go it alone." Through coalitions, communities are able to provide services that are more accessible and effective (Wilder Foundation 1992, Keith, et. al., 1993 and Dluhy 1990). Many times these services are developed by volunteer groups, directed by volunteer organizations that are formed around a single focus or a general prevention model (Michigan 4-H Youth Program, Community Partnership for Prevention).

In many cases, the focus of the organization becomes education. Recruiting and training the staff and adult and teen volunteers that work in the organization and provide services to the community are a major part of the organization's function. Another challenge facing a youth development organization is that of providing adults and teens with the knowledge they need to understand the complexity of the issues on which they are working, as well as the skills and abilities they need to work as a team. Many times this training focuses on both teens and adults, thus combining many age ranges in one learning experience.

Trainee characteristics

The Michigan 4-H Youth programs combine many learning models into the design of its training activities. Because it is a volunteer organization, many of the training activities are based on adult learning theory. Learning theory

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describes adult learning as a change in behavior. The change occurs as a result of an activity or experience which is evident in the learning process (Knowles, 1990, Laird, 1989). Transfer takes place when trainees learn new skills, knowledge and attitudes through an adult learning process. Similar to the concept of the transfer process, the change process includes both the ability to generalize material learned in training to the community context and the maintaining of the learned material over a period of time (Baldwin & Ford 1988).

Youth participation

✓ Karen Pittman (1992) describes youth participation as "the active solicitation and engagement of young people in problem-solving, leadership, advocacy and direct service -- this is the missing ingredient in strategies to address the severe problems facing low-income urban and rural communities." Engaging young people in defining and addressing the problems that face them, their families and their communities, increases the chances that their needs will be met, offers a forum in which youth can articulate their views, and provides a practical way for adults to see the strengths and limits of young people's abilities.

As members of the community, young people can be viewed in four ways.

1. Youth as learners - student participation increases student learning and retention. Cooperative learning, interactive computerized instruction and peer tutoring are ways to increase interest and success in learning.

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2. Youth as community members - youth participation in public activities, such as mock elections, town meetings and volunteer drives, is a way to increase youth connections to their communities, to adult institutions and to adult life, and also to affirm their value.
3. Youth as resources - programs that emphasize the contributions that young people can make by focusing on their skills and knowledge.
4. Youth as problem-solvers - youth work to solve the problems in their communities. Youth are key players in problem solving for organizational functioning, community development and larger social change.

Youth involved as problem-solvers are sought by a growing number of organizations and communities (Pittman, 1992). Community coalitions are places that youth can be thought of as problem-solvers rather than clients.

Experience

Humanistic theorists identify prior experiences as a key link to success in adult learning (Knowles, 1990). Both adults and teens come into a training program with past experiences. Adults come into an educational activity with a greater amount and different quality of experiences than youths (Knowles 1990). Taking these past experiences into consideration, and building on them, helps insure greater likelihood of success in the transfer process.

Motivation

Motivation to learn what is offered at the training program is an important component of the transfer process. Motivating volunteers is similar to

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motivating paid employees; however, one major difference is that volunteers are more likely to leave if they don't feel the project meets their needs.

Volunteer motivation

Motivating volunteers is based on the understanding that motivation must come from within. Morrison identifies six factors that motivate volunteers (Morrison, 1988).

1. **Logic and emotion:** volunteers are filled with prejudices and motivated by pride and vanity.
2. **Environment:** volunteers want an environment which will meet their needs. This aids in motivation. Satisfaction improves with a sense of achievement, recognition, satisfaction with the job, responsibility and advancement.
3. **Orientation:** volunteers need to know what is expected, what the goals and policies of the organization are, and that they are welcome.
4. **Motivation and Management:** motivate through participative management.
5. **Clarifying Expectations:** volunteers will act as you expect them too. Know why a volunteer's behavior exists.
6. **Motivating questions:** discover why a member is volunteering.

Various studies have looked at motivation as a key link to the success of the transfer process. In this study, motivation included both attitude and application. Trainee confidence, motivation to succeed in training, trainee

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perception that he/she had a choice to attend, high job involvement, and higher expectations, lead to increased training performance (Baldwin & Ford 1988).

Trainee attitude is an important component of motivation (Oliver, 1982, Gibson & Smilor, 1991). Trainee attitudes, interests, values and expectations may influence training. One's perception of personal control over the environment may influence the transfer process. Noe and Schmitt found that job involvement and career planning had a significant impact on training effectiveness. Trainees' satisfaction with the content of the training program and the organization were indicators of training effectiveness. Highly involved people were more likely to be motivated to learn new skills, because involvement improved their skills, job performance and self-worth. Motivation was influenced by the degree to which trainees felt confident in their abilities to use the skills, and in their beliefs about the relevance and applicability of the skills in the job situation (Noe and Schmitt 1986).

What is viewable in the adult learning field also supports motivation as a key link to training success. Tough states that the most common learner motivation stems from expected application of what is learned. Less common with adults is the desire to learn something only to gain knowledge (Brookfield 1986, Knowles 1990). Motivation to learn new information comes from the learner's need to know why it is necessary to learn the information. They want to learn things that they perceive as needing to know, and are able to use in real life situations. Adult motivation for learning comes more from internal

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forces than external ones. The most potent motivations are internal pressures such as self-esteem and quality of life issues (Knowles 1970, Warner 1987).

A trainee's experience and motivation plays an important role in the learning that takes place during the training, generalization, and maintenance periods of the knowledge and skills acquired. This input has a direct effect on training outputs and conditions of transfer.

Training Design

Research on training design has focused on improving the design of training programs by utilizing learning principles (Baldwin & Ford 1988, Brookfield 1986, West, Farmer & Wolff 1991). This design allows the trainee to acquire the knowledge and skills needed to transfer the information to his/her job. "Training is all about providing learners with the motivation to do things differently (and hopefully better) on their return to work" (Gibbon, 1991, pp 17).

Training can include both the content of the course and various training strategies which enhance the transfer process (Wexley & Baldwin, 1986, Tziner and Haccoun, 1991, Swezey, 1991). Though the content varies from training program to training program, research has indicated that specific transfer strategies can enhance the likelihood of transfer to the workplace. Instructional design techniques which have been incorporated in the training context, include overlearning, teaching of underlying principles, and the construction of training stimuli. These closely mirror the techniques likely to occur in situations in which the training is applied (Tziner and Haccoun, 1991, Knowles, 1991, West, Farmer

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& Wolff 1991, Wexley & Baldwin, 1986). Studies have shown, however, that these strategies are not sufficient to ensure transfer to the work environment. In recent years, studies have been completed which demonstrate the significance of the behavioral self-management approach--relapse prevention (Gist, Bavetta and Stevens, 1990, Wexley and Baldwin, 1986, Tziner and Haccoun, 1991).

The relapse prevention strategy has been utilized successfully in several training contexts. Research projects have found that trainees who complete a relapse prevention module are more likely to use the new skills learned in the training program. Trainees went through a process, with the trainer, in which they developed ideas focusing on how they would apply the principles taught in the course. The problem of transfer and its causes and consequences were discussed. The trainees identified the principle content of the course and the specific situations in which application of the skills would be difficult. Solutions to overcome these barriers were examined. Finally, the trainee was asked to suggest steps for overcoming these barriers. This process, along with personal and situational elements, seemed to impact the transfer process (Gist, Bavetta & Stevens, 1990, Wexley and Baldwin 1986, Tziner and Haccoun, 1991).

Transfer strategies increase the probability that the skills, knowledge and attitudes learned in training will be transferred to the workplace. Positive transfer is the extent to which trainees use what they have learned, in training, on the job (Wexley and Baldwin, 1986). To ensure positive transfer, these

strategies are incorporated into the training design. The training design focused on the principles of learning, training content and action plan.

Principles of Learning

According to Knowles, the largest new body of research in adult learning in the next decade "will be related to the physiology and chemistry of learning, with special implications for the acceleration of learning and the efficiency of information processing" (Knowles, 1990 pp. 51). Up until now, research has focused on the four basic principles of teaching identical elements, teaching general principles, stimulus variability and providing several examples of a concept to strengthen the trainee's understanding so he/she can apply the concept in a new situation (Baldwin & Ford 1988).

In developing the researcher's transfer model, a combination of principles of learning were utilized in the design of the model. Included were principles of the stimulus-response theory, Carl Rogers' views of the facilitation of learning, and Knowles' model of andragogy. This model is utilized throughout Michigan State University Extension models of training.

Stimulus Response Strategy

The principles emphasized in the stimulus response theory were:

1. The learner should be an active rather than a passive listener or viewer.
2. Frequency of repetition is important for acquiring skills and for retention by overlearning.
3. Reinforcement is important. That is, in repetition, desirable or correct

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responses should be rewarded.

4. Generalization and discrimination suggest the importance of practice in varied contexts, so that learning will become (or remain) appropriate to a wider (or more restricted) range of stimuli.
5. Novelty in behavior can be enhanced through imitation of models, through cuing and through shaping.
6. Drive is important.

(Knowles, 1990 pp 67)

Facilitator role

Carl Rogers defines the role of the teacher as that of a facilitator for learning. He promotes the relationship between the facilitator and the learner, which is dependent on the facilitator's possessing three attitudinal qualities: (1) realness or genuineness, (2) nonpossessive caring, prizing, trust, and respect, and (3) empathic understanding and sensitive and accurate listening (Rogers, 1969 pp 106-126). This view of the facilitation of learning is the basis for teaching adults, and is espoused by many adult learning theorists (Brookfield 1988, Knowles 1990, West, Farmer & Wolff 1991).

Andragogy

Andragogy is defined as the art and science of helping adults learn (Knowles, 1990 pp 54). Different than the art and science of helping children learn (pedagogy), the andragogical model is based on several assumptions.

1. The need to know. Adults need to know why they need to learn

something before undertaking the task. A facilitator of learning can enhance training by explaining to trainees how this knowledge will improve the effectiveness of the learners' performance or the quality of their lives. This can be accomplished by the trainers providing real or simulated experiences in which the learners discover for themselves the gaps between where they are now and where they want to be.

2. **The learner's self-concept.** Adults have a self-concept of being responsible for their own decisions and for their own lives. They resent and resist situations where they feel others are imposing their wills on them. Helping adults move from dependent to self-directed learners provides facilitators with mechanisms for enhancing the learner's self-concept.
3. **The role of the learner's experience.** Utilizing the adults' experiences through experiential techniques--techniques that tap into the experiences of the learners, such as group discussion, simulation exercises, and problem-solving activities rather than lecture techniques.
4. **Readiness to learn.** Adults become ready to learn those things they need to know and are able to do in order to cope effectively with their real-life situations. Adults learn information when they are ready to use it. It is possible to help adults get ready to learn through exposure to models of performance, counseling, simulation exercises and other techniques.

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5. **Orientation to learning.** Adults are life-centered in their orientation to learning and are motivated to devote energy to learn something only to the extent they perceive it will help them perform tasks or deal with problems they confront in real life situations. Furthermore, they gain new knowledge and understanding, and learn new skills, values and attitudes most effectively when what they are learning is presented within the context of making applications to real-life situations.

(Knowles, 1990. pp. 57-61).

Knowles' model of andragogy provides a framework for the trainer's design of the workshop. The stimulus-response theory provides techniques that can be espoused throughout the training, especially when the training includes both adults and older teens. Carl Rogers' views on the appropriate manner of trainers, being that of facilitators, provides the leeway for the trainers to create an environment for learning. Each of these three views are intertwined, in the training design and enhance the learning design model as well.

Instructional design is viewed as the art and science of improving instruction. Cognitive science is beginning to play a major role in how designers develop learning activities to enhance learning. One strategy that enhances learning is sequencing, which can be accomplished through timing or narration. Narrational substructures include chunking information into categories including the problem, action and result, and the problem-solution.

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For design purposes, there are two types of flow chart patterns which represent the organization of knowledge. The first type is based on time, while the second type includes procedure (West, Farmer & Wolff 1991, pp. 41-42). Baldwin and Ford found that little empirical research has been conducted on sequencing and relevance of content (Baldwin and Ford 1988). This may change as cognitive science delves into instructional design research.

Training Content

Relevance of content is critical in an adult learning and volunteer model. It is one of the main reasons that individuals attend training. In this study's training, the content included information for trainees to acquire knowledge and skills needed for forming coalitions, as well as teen-risk issues on which to build community coalitions.

Community Coalitions

Little research has been conducted on community coalitions formed on behalf of youth at risk. An ERIC search in the Michigan State University Library found no research when community coalitions, youth at risk and research were combined. Though there are thousands of articles on coalitions and youth at risk, little research has been conducted on them once they are formed (Keith, et. al., 1993, Dluhy 1990, Gentry, 1987). The minimal research that has been conducted in the human service field has been done separately. A limited amount of research has also been conducted on human-service community coalitions (Mattessich & Monsey 1992, Keith, et. al., 1993, Dluhy, 1990), but a

great deal more has been conducted on the many effects of risk behaviors on youth and communities. This is intriguing because many experts feel that community coalitions formed on behalf of youth at risk are one of the only ways that communities will be able to meet the needs of young people (Dryfoos 1990, Hawkins and Catalano, 1992).

A coalition or a collaboration are broadly defined as an effort that unites and empowers individuals and organizations to collectively accomplish what they could not accomplish independently (Keith, et. al., 1993, Kagan and Rivera, 1991). Dluhy (1990) describes the successful use of coalitions as one of the many skills needed by practitioners in the human-service field. Coalitions and collaborative efforts are recommended frameworks for conceptualizing human service systems that will provide quality client services, efficient and effective programs, and improved community safety nets, reducing the numbers of youth needing support.

A review of literature found few research projects which provided lists of characteristics that ensured successful youth-at-risk coalitions. To teach the concepts of successful community coalitions formed on behalf of youth at risk, members of this project team decided to review relevant materials related to the topic. They came up with three main characteristics of community coalitions and one of teen issues. Under those main characteristics, subcategories were created.

This information includes a comprehensive review recently completed by

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Mattessich and Monsey in cooperation with the Wilder Foundation. Mattessich and Monsey found 18 research studies that met their definition of collaboration, as well as their research criteria. The Wilder Foundation's review took a comparatively narrow view of collaboration. Collaboration is defined as "a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals" (Mattessich and Monsey, 1992, pp.7).

What Mattessich and Monsey found, along with this researcher, is that there are many "how to" manuals, yet few research projects. In order to train community coalition members, the ingredients of successful coalitions need to be identified and taught so trainees can receive a conceptual framework for community coalitions formed on behalf of youth at risk.

A successful coalition is one that is able to meet the needs of the clients, audience, or issue that it was formed to serve. Successful community coalitions seem to have some similar characteristics. Learning about these key concepts helped provide a philosophical background for understanding the factors related to a successful youth-at-risk coalition. These factors were derived from a literature review of the research that has been conducted and feedback gathered from practitioners working on the research.

Characteristics of Successful Coalitions

Four areas were identified as major characteristics of successful youth-at-risk coalitions. These are leadership, team building, resource development and teen issues. Within each area, subcategories were identified. Though the

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characteristics and subcategories were arbitrarily assigned, they lead to a framework for understanding the concept of community coalitions formed on behalf of youth at risk.

Leadership

Good leadership is essential to the success of the coalition. The coalition may begin functioning without distinct leader(s), however to be successful, leaders must emerge. Leadership helps the coalition with the acknowledgement, recognition and implementation of their goals, while ensuring character, responsibility and freedom.

Successful coalitions are those in which all members have a stake in the leadership and the outcomes of the coalition. Members need to feel a sense of responsibility for the total success of the coalition, even if they choose not to take a leadership role. Leadership is broadly defined so as to include goals, standards of excellence, principled leadership, accountability and multiple sectors.

Coalition Goals

Coalitions need goals in order to be effective. Goals embody the reasons for the development of the effort and the results or vision the group seeks. Clear, elevating goals provide members with a sense of worthiness, opportunity, challenge, consequence, identification and appeal. An effective goal appeals to that sense of purpose members need to operate.

Goals relate to the needs and achievement of the group's objective.

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They are the vision or tasks of the team and are accepted by everyone.

Members of the coalition believe that these goals embody worthwhile results and they are personally challenging.

Goals provide a shared vision and a basis for the development of trust between members. The shared vision may exist at the beginning of the coalition or may develop over time. Goals are most effective when written and agreed upon (Bertcher, 1991, Parker, 1990, Dluhy, 1990, Larson & LaFasto, 1989, Neslund, 1991).

Standards of Excellence

Coalition "benchmarks" provide coalition members with the information they need to know when they have succeeded. Standards of excellence encourage performance through an individual's personal sense of need to contribute, through peer pressure to carry one's share of the load, and through the leader's influence in coordinating the team. Successful coalition establishment is a two part process which combines the relevant activities that the coalition completes with the acceptable levels of performance on those activities. The process starts with identifying and clarifying objectives (Larson & LaFasto, 1989, Neslund 1991).

Principled Leadership

Principled leadership provides three basic functions for highly successful teams. The leadership guides the coalition through articulation of goals and visions. It marshals human resources through encouragement and coaching,

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and elicits member commitment and contribution and it coordinates activities to accomplish the desired objectives.

Leadership is an important element in the coalition's development, maintenance and facilitation of its effectiveness. The person in the leadership role is a skilled facilitator.

Characteristics of An Effective Leader:

Articulates goals

Shows commitment to goals

Inspires commitment from others

Establishes priorities

Supports coalition members

Is fair toward all members of group

Assigns meaningful tasks to group members

Provides freedom to permit members to do assignments

Confronts members who do not perform

Provides opportunities which make use of members' abilities

Recognizes and rewards top performance of members

Is open to new ideas and information

Influences other groups to support the coalition

As Mattessich and Monsey state, "because of these characteristics the facilitator is granted respect or 'legitimacy' from the collaborative partners" (Mattessich and Monsey, 1992). What the research showed is that goals and

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effective leadership are two of the most critical components of successful coalitions (Bertcher, 1991, Parker, 1990, Dluhy, 1990, Larson & LaFasto, 1989, Neslund, 1991, National Assembly, 1991, Mattessich and Monsey, 1992, Keith, et.al., 1993).

Involving Multiple Sectors

It is important to include as many segments of the community as possible, especially those representatives from the community affected by the coalition's activities. It is important to bring together individuals and organizations who are compatible with the mission of the coalition. Yet, instead of limiting membership, bringing together more, not fewer segments of the community should be strived for. By having representatives from many sectors of the community, more opportunities exist for external support and recognition. This support includes both tangible and intangible resources.

A coalition is supported by individuals and agencies outside of the team who are capable of contributing to the team's success. External support helps the group by minimizing obstacles and creating opportunities. Support helps draw the team toward success. Both, internal and external support can provide human and financial resources.

By having many sectors of the community represented, members of the coalition develop a sense of connection with the people served and a commitment to the community. The coalition is open to the richness that comes from including members of different cultural, racial, ethnic and income

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groups. It is important, however, not to become so broad that the process of collaboration becomes unmanageable (Mattessich and Monsey, 1992, Parker, 1990, Dluhy, 1990, Larson & LaFasto, 1989, Neslund, 1992, The National Assembly, 1991, Keith, et. al., 1993).

Coalition Accountability

The accountability of a coalition refers to several factors. Accountability relates to the members, operation and results of the coalition. A results-oriented structure addresses the question: "Is the team organized and operated in a manner most conducive to achieving its desired objectives?" The coalition exists to achieve certain specified results, such as activities, events, programs or directions. Accountability ensures that specific results are identified and that members monitor progress on a continuous basis. Evaluation should be planned from the outset to decide how various efforts should be modified, expanded or dropped. Accountability helps establish realistic expectations for collaborators.

Member accountability is another important aspect. Members have clear role definitions and are accountable for their actions. Member accountability includes the specific expertise members need to accomplish objectives, as well as the social and collaborative skills needed to work effectively with others.

Information is available to all members and groups. Credible sources of information are used and decision making is based on factual and objective data. Opportunities are provided for members to identify agenda items and

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results are monitored on a continuous basis. Evaluation is planned at the onset to decide how various efforts should be modified, expanded or dropped (Parker, 1990, Larson and LaFasto, 1989, Neslund, 1991, The National Assembly, 1991).

Facts about Team Building

Team building is another essential characteristic of successful coalitions. All members are viewed as important key figures who actively participate in the decision-making process of the coalition. It is truly, in the real sense of the word, a "TEAM." Team building includes member driven agendas, process orientation and a collaborative climate.

Member Driven Agenda

With a member driven agenda, individual members' needs are recognized and discussed. As many individual needs as possible are met by the coalition. Members are confident in the abilities of the coalition, and the members feel important and included. Members work effectively together, and feel an "ownership" of the way the coalition works and the outcome of the coalition's works.

There is a maintained focus on the agreed mission while striving to meet members' needs. Ongoing assessment is conducted to see if the coalition is meeting needs, which helps enhance the viability of the group. Major issues are discussed by the entire membership. Members are able to compromise, since decisions within the coalition cannot always fit the preferences of every

member perfectly. The membership is flexible in the way it organizes itself and how it accomplishes its work. The coalition is recognized for its success (Larson and LaFasto, 1989, Neslund, 1991, The National Assembly, 1991, Mattessich and Monsey, 1992).

Process Orientation

While coalitions live by their results, the process of collaborating is itself an end worth pursuing. All members are included in shared decision making and collaboration. Consensus building involves all participants having input and minority opinions given full consideration as part of the process. Groups use brainstorming and the nominal group process, or other techniques, to encourage member input in the decision-making process.

Conflict is managed and channeled into useful solutions. When conflict occurs, it is sensitively addressed using effective communication skills.

Achieving the main goals of the coalition are a higher priority than achieving individual goals. Personal success is achieved through the accomplishment of the coalition's goals, and members make an effort to achieve success for the coalition. There is a team spirit, a sense of loyalty and dedication to the team. There is genuine dedication to the goals and a willingness to spend large amounts of energy to achieve them (Mattessich and Monsey, 1992, Bertcher, 1991, Dluhy, 1990, Larson and LaFasto, 1989, Neslund, 1991, The National Assembly, 1991, Keith, et. al., 1993).

Collaborative Climate

A collaborative climate indicates that teamwork is more than the simple accumulation of numerous contributions. It is the coordination of efforts and the cooperation of members to create synergy. It is an atmosphere of cooperating.

Members trust each other and share ideas, information, perceptions and feedback. Members help each other by making up for others' shortcomings. Members trust each other to act responsibly and to share a common set of values. There is a strong sense of solidarity and togetherness. Members work together to deter conflict and to avoid duplication of services. Communication is through informal means. Team members need to be able to raise issues in a relaxed environment. Networking, defined as an informal way of sharing information among coalition members, provides a sense of closeness in sharing information (Mattessich and Monsey, 1992, Parker, 1990, Bertcher, 1991, Dluhy, 1990, Larson and LaFasto, 1989, Neslund, 1991, Keith, et. al., 1993).

One of the dilemmas for members of community coalitions is whether they are representing themselves, their professions, their agencies or some other group in the community (Dluhy, 1990). This is important for the practitioner to recognize, so if controversial topics arise in the coalition, others can be sensitive to the dilemmas facing various members.

Resource Development

All coalitions need resources to reach their goals and to carry out their activities. Even the most informal coalition needs a place to meet, a way to announce meetings, someone to prepare materials, and of course, volunteers to do the work required.

Initially, a coalition may generate needed resources internally; however, overburdening the members can be very detrimental to the success of the coalition. Resource development includes human and financial resources, as well as community assessments.

Community Assessments

Community assessment programs are based on local data and strengths as well as needs. Different methods are used to identify local needs such as needs assessments instruments, surveys, focus groups and town forums.

Human and Financial Resources

All members contribute resources such as time, space, contacts, in-kind resources or financial resources. There is a caution when one participant or organization gives large amounts of money.

Proposals utilize resources such as facilities, equipment, personnel and finances of the multiple sectors. The proposals represent diverse sectors' perspectives and link community agencies. Proposals integrate programs and administration (program design, program operation, budgeting, fundraising). Grant proposals are based on local needs and members participate in writing

proposals.

Three types of resources

1. **Human Resources**-Human resources can include members' donated time; other organizations providing the coalition with volunteers; corporations or nonprofit organizations loaning executives; and college undergraduate and graduate students looking for experience in conducting research.
2. **In-Kind Donations**-Donations can include supplies, equipment, meeting and office space, and services that are donated to the coalition. These donations can come from many sources, such as churches and religious organizations, member organizations, service groups, government agencies, and businesses or individuals.
3. **Financial resources**-Receiving outside funding usually requires incorporating and obtaining tax-exempt status or finding an organization to work with your coalition as a fiscal agent. Coalitions need to explore all avenues of funding--government, businesses, foundations, community chests, United Ways, religious organizations, community groups and sororities and fraternities.

Community assessments and human and financial resources comprise the resource development area of community coalitions. Adequate, consistent resources are needed to support the coalition's operations (Kaslow, Keith, et. al., 1993, Mattessich and Monsey, 1992, Bertcher, 1991).

Teen Issues

The challenge for educators in the 1990s is to respond to the needs of youths and families. The societal changes of the past two decades have resulted in the rapid disintegration of the family structure, which has endangered the well-being of adults and young people. Many young people are doing well and have the potential for becoming productive citizens, but in spite of this, all children can be considered at risk, or in danger of not becoming contributing members of society. The numbers and rates of children at risk have been increasing. There are a multitude of factors that can contribute to a youth being "at risk."

Numerous articles have listed the risk factors associated with high-risk youths. They include poor decision-making skills, a lack of self-esteem, the absence of caring adults or parents, divorce, poverty, having few skills, poor health, and living in an unsafe or uncaring community (Michigan 4-H Youth-At-Risk Task Force, 1990, Schorr, 1988; Dryfoos, 1990; Edleman, 1987, Bogenschneider, Small & Riley, 1991, Brendtro, 1990). Often a combination of these factors causes children and adults to seek nonproductive ways to meet their emotional, personal, social and economic needs.

Children from all social and economic backgrounds can become "at risk." Children under extreme pressure to succeed, because they have been "given every opportunity," can be just as vulnerable and threatened as those children experiencing conditions typically associated with the at-risk issue. However,

some children are more high risk than others.

Joy Dryfoos in her book, Adolescents at Risk, addresses four major behavior problems of adolescents: delinquency, substance abuse, teen pregnancy and school failure. Through her analysis of several databases, she was able to show how risky behaviors interrelate. This interrelation between and among factors places a young person at higher risk.

Approximately 14 million or 50% of the youth in this country participate in at least one of these problem behaviors. Approximately 7 million or 25% of the youth in this country participate in 2 or more of these behavioral problems. Doing poorly in school and expecting to do poorly in school is predictive of the other behavior problems. Poverty is highly related to all behavior problems, except drug use. Positive family bonding decreases inclination of youth toward delinquency, substance abuse, pregnancy and school failure. The quality of the neighborhood influences high- or low- risk behavior. Living in a poverty area and a non-caring community is predictive of these problem behaviors (Dryfoos, 1990).

From her analysis, she provides a list of common antecedents or "risk markers" that cut across all four problem areas (Dryfoos, 1990, pp 94 - 95).

1. **Age:** Early initiation or occurrence of any behavior predicts heavy involvement in the behavior and more negative consequences.
2. **Expectations for education and school grades:** Doing poorly in school

and expecting to do poorly in school are associated with all of the behavior problems.

3. **General behavior:** Acting out, truancy, antisocial behavior and other conduct disorders are related to each of the behavior problems.
4. **Peer influence:** Having low resistance to peer influences and having friends who participate in the same behaviors are common to all behavior problems.
5. **Parental role:** Having insufficient bonding to parents, having parents who do not monitor, supervise, offer guidance, or communicate with their children and having parents who are either too authoritarian or too permissive are all strongly associated with the behavior problems.
6. **Neighborhood quality:** Living in a poverty area, or an urban, high-density community is predictive of these problems.

In a comprehensive literature review, Dryfoos (1990) identified a list of factors that are "risk markers" for each of the four areas. Though there are variations of "risk markers" between risk behaviors, what is consistent is that youth at high risk are more likely to be involved in one of these four areas and more likely to be involved in more than one at that same time.

Prevalence of Delinquency

Dryfoos describes delinquency as a wide range of youth behaviors from socially unacceptable acts performed early in childhood, to violent and destructive illegal behaviors. Almost every child acts out at one time or another

but not all of them are potential juvenile delinquents. The challenge is to determine the number and characteristics of youth (ages 10 to 17) who have a high probability of becoming delinquent.

Larceny, theft and burglary are frequent serious youth offenses. Seventeen percent of all arrests in the United States in 1986 were by people under the age of 18, and more than 5% were under the age of 15. Boys are more likely to participate in delinquent behavior than girls and 85% of juveniles who appear in court are illiterate.

As Dryfoos points out, children who come from families that lack the necessary social and emotional supports to help them resist negative peer influences are more susceptible to possible delinquent behaviors. Families with a history of criminality, mental illness or alcoholism may have children at high risk. Peer influence is a factor, sometimes resulting in gang behavior. Delinquency follows school failure and is highly related to poor academic skills and the absence of social skills (Dryfoos, pp 41).

Prevalence of Substance Abuse

Substance abuse is another term that is difficult to define because of the lack of consistent definitions and data. Substance abuse covers tobacco, alcohol and other substances, including some over-the-counter drugs. As with delinquency, almost all youth experiment with some types of substances at some point in their lives. However, there are factors that make a young person more prone to substance abuse than others.

Drug use usually progresses from legal drugs, such as tobacco and alcohol, to the use of hard drugs. Few youth start their drug use with hard drugs. Experimenting with drugs can start as early as the fourth grade. In recent years, there has been a slight increase in heavy drinking, and the use of inhalants is on the rise.

Dryfoos found, in the area of substance abuse, there is a growing consensus among researchers about the "risk markers" of substance-abusing behavior. They include early initiation, susceptibility to peer influence, and family influences such as lack of parental support, involvement and caring, and parental approval of alcohol and drug use. Other markers are certain personality patterns such as nonconformity, rebelliousness and independence. School problems such as misconduct, truancy and low achievement can later translate into being "turned off" by school and holding low aspirations for further education (Dryfoos, 1990 pp 57).

Prevalence of Adolescent Pregnancy

As Dryfoos points out, "the risk of negative consequences from adolescent sexual behavior can be defined at three points: the initiation of sexual intercourse, the use of contraception and the birth following an unintended pregnancy" (Dryfoos, 1990 pp 74). She also states, "that though these decisions are relatively straightforward, there is little consensus in our society about how to intervene at any point along the way and prevent the negative consequences" (Dryfoos, 1990 pp 61).

As Dryfoos' data show, girls generally underreport their sexual activity, while boys generally overstate their sexual activity. The younger the girls began sexual relationships, the more likely negative impacts would occur, such as sexually transmitted diseases (STDs) and/or pregnancy. Boys are not as informed as girls about contraceptives. Teens who become pregnant rarely put their babies up for adoption. Younger youth (under 15) are increasingly involved in sexual activity.

Dryfoos also found certain "risk markers" in adolescent pregnancy. They include early sexual activity, lack of basic skills, low achievement and poverty. Dryfoos describes the situation for some young people as teen child bearing becoming a "job" for low-income underachievers.

Prevalence of School Failure

Dryfoos describes school failure as a process rather than a single life event. Low achievement comes from an array of forces outside the child's control, including the quality of the school, classroom practices and the attitudes of the teachers. Unlike the other risk behaviors, risk of educational failure is measured frequently for almost all children through report cards, grade point averages and tests. Being more than a year older for a grade level is a strong indicator of educational failure.

Low school performance is both a "risk marker" and a result of other behavior risks, such as delinquency, substance abuse and adolescent sexual behavior. Dropping out of school creates future problems such as lower

salaries and high unemployment. Almost one in five students flunks a grade and failing a grade increases the chance of dropping out of school by 20% to 30%. Approximately 14% of every class does not graduate from high school, and as Dryfoos points out, almost one in four students in the United States does not finish high school (Dryfoos, 1990).

Children who are falling behind in school, receiving low grades, and dropping out of school, most often come from disadvantaged families living in poverty communities. These families can offer little school support or enrichment. The parents are often too intimidated by the school bureaucracy to interfere. On the other hand, Alpert and Dunham have shown a comparison of "marginal" students who stayed in school and those that dropped out of the same schools. These "stayers" avoided misbehavior in school, believed that their school experience had relevance to their future jobs, experienced success in school, had parents who monitored their school performance and were insulated from peers who dropped out (Dryfoos, 1990 pp 91).

As evident in the review of literature and as Dryfoos mentions, it is important to realize that some deviant behavior is normal and caused by the developmental stages of an adolescent (Baumrind, 1987). This is a difficult challenge for prevention programming because a community coalition has to decide whether certain behavior is normal adolescent behavior or that which places youth at high risk. More emphasis is being focused on the subsets of youth who are most at risk when determining prospective audiences for

programming. Youth with multi-risk factors need to be targeted for prevention programming (Dryfoos, 1991, Bogenschneider, Small & Riley, 1991).

Youth Protective Factors

Even in the face of overwhelming odds, some children exhibit a remarkable degree of resilience, which leads to the question, "What is **right** with these children? What protects them?" (Werner, 1990). Protective factors are individual or environmental safeguards that enhance youngsters' abilities to resist stressful life events and to promote adaptation and competence (Garmezy, 1983; Werner, 1990). Protective factors are sometimes merely the opposite of risk factors; one major difference, however, is that risk factors lead directly to disorder while protective factors operate only when a risk is present (Rutter, 1987; Bogenschneider, Small & Riley, 1991).

Pittman states that there is ample evidence to suggest that youth who have skills and goals, who have adequate family, peer and community support, and who have opportunities to contribute, are much less likely to engage in high-risk behaviors than those who lack these skills and support (Pittman, 1991).

Researchers have looked at such risk factors as the individual, peer influences, family problems, schools and neighborhoods. For programs to be comprehensive, coalitions of individuals, groups and agencies need to come together to address their problems.

"Several studies have found that participation in extracurricular activities

appears to have a positive effect on educational attainment and to later participation in voluntary organizations. Similarly, participation in voluntary activities and associations is associated with adult participation in civic and political organizations and in the political process in general" (Pittman, 1991, p. 7).

Resilient youths are able to rely on a greater number of sources of social support than youths with serious coping problems. The beneficial effects of a supportive community appear to be strongest for children who are the most vulnerable to begin with. Attachment to parents, commitment to school and education, and belief in the general norms and values of society inhibit both delinquency and drug use. Three conditions are required for people to become bonded to their families, schools or communities: opportunities for involvement, the skills necessary to be successful in this involvement, and a consistent system of rewards and recognition for appropriate behavior (Hawkins, et al., 1987).

Karen Pittman, Director of the Center for Youth Development and Policy Research Academy for Educational Development, states, "Youth development organizations tend to have broader missions than schools, backed with strong traditions and philosophies that define their use of volunteers and their commitment to service and approach to the delivery of service in the communities which they are a part. These organizations tend to offer a much wider array of programs and supports than do schools, place a higher value on

youth participation and rely heavily on nonformal educational methods" (Pittman, 1991, p. 5).

Community/Work Environment

Work environment is the organizational environment in which the trainee will perform learned behaviors. Work environment includes peer and supervisory support. It also includes constraints and opportunities to use the behaviors in the work setting. It is in the community/work setting that individual and organizational change interact with each other.

As a department within Michigan State University Extension, the Michigan 4-H Youth Programs invests a large amount of their human and financial resources in the development and implementation of volunteer and staff training. The mission which provides a framework for guiding the program activities states, the "Michigan 4-H Youth Programs is a youth development program that involves volunteers providing positive, experiential, educational opportunities for and with youth. Our mission is to create environments, through collaboration, that build strong, healthy youth who are proactive in a complex and changing world" (Michigan 4-H 1992). These programs include a wide variety of educational experiences that the volunteer is able to participate in to gain the skills and experiences necessary for transferring this knowledge to young people throughout the state.

In recent years, there has been increased pressure to determine what impact 4-H has on the lives of young people. Though various reasons are cited

for this scrutiny, many stem from increased constraints on budgets, increased political pressure and ensuring relevant programs to consumers. Within the training context, more people are asking questions such as "what is the impact of training on volunteers and do they utilize this training back in their communities." This questioning has provided the opportunity to focus on program evaluation and the relationship between training and post-training strategies and program impact.

Organizational Change

Fields (1992) indicated that to study the factors influencing behavioral change, it is necessary to understand the nature of change. Change comes about with different degrees of difficulty and there are some elements that either facilitate or block change. Often volunteer organizations are perceived as being able to adapt to change easily. However, they are also affected by the barriers of organizational change.

Change Process

The change process consists of four developmental levels which a person progresses through. (Rogers and Shoemaker, 1971)

1. Knowledge - the individual is exposed to the skill of knowledge and gains some understanding as to how it functions.
2. Persuasion - the individual forms a favorable or unfavorable attitude toward the innovation.
3. Decision - the individual engages in activities which lead to a choice to

adopt or reject the innovation.

4. **Confirmation** - the individual seeks reinforcement for the innovation-decision that was made. This decision may be reversed if the individual is exposed to conflicting messages about the innovation.

A part of these levels of change is described as antecedents, or those factors present prior to the introduction of the innovation. They consist of individual characteristics, social characteristics and the perceived need for the innovation (Rogers & Shoemaker, 1971).

Organizational levels of change are described as knowledge, attitudinal, individual behavior and group behavior. The latter requires that all individual behavior be changed and coordinated into an organizational system (Fields, 1993).

Organizational change is described in terms of distribution style. There are two basic approaches. First, there is the authoritative approach where there is unequal distribution of power, and decisions about change are made by a centralized power position. Second, there is the participative approach where there is wide sharing of power, and decisions about change are made in consultation with those affected by the change (Rogers & Shoemaker, 1971). Volunteer organizations have more success in creating change using the latter approach (Morrison, 1988).

Several factors can hinder change in an organization. They may include the organizational climate which may be positive or negative in introducing

change. Fields, in his literature review, found that change takes place when the sum of the restraining forces (apathy or lack of time) is overcome by the sum of the driving forces within the organization. Strategies are needed to increase driving forces and reduce restraining forces (Fields, 1993). A supportive climate is a strategy that can create organizational change.

Support

Several factors have been identified as critical for a supportive environment, and that affect the training outcome and conditions of transfer. Support—one work environment characteristic in the transfer process, is described as the climatic factor within the organization, and includes supervisory or peer support (Baldwin and Ford, 1988). Research indicates that peer support and managers in favorable organizational climates (with freedom to set goals and to create supportive environments) are more likely to transfer new knowledge to work settings.

Feldman, in his research of new employees, provides a list of behaviors which indicate supervisory and peer support (Feldman, 1989). Positive supervisory support is described as a supervisor who has positive expectations about how a subordinate can perform and communicates those expectations to the employee so as to facilitate the employee's performance. The more the supervisor is viewed as competent and successful by the employee, the more the subordinate will perform as desired. Finally if the employee sees the supervisor as competent, the more likely the supervisor will be able to

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encourage the employee develop his/her abilities.

According to Feldman, peers play an important role in the transfer of training for the new employee. They play an interpretive and filtering function for new skills. They provide a framework for the employee to integrate the skills into the workplace. Peers are also ones the employee can talk to, filling the social and esteem needs of the worker. Overall, peers play the role of facilitating, impeding or redirecting the transfer of learning (Feldman, 1989).

Organizational functioning can enhance or hinder the transfer of learning. If organizations provide too much generic training, if there is information overload, or if the information is considered irrelevant to the trainee, the trainee will turn to the informal network in the work environment for support (Feldman, 1989). Other research has found that organizational decisions, such as salary and promotions that reinforce the attitudes learned in training, and a management style that includes pre-course discussion with one's boss and subsequent boss sponsorship, contributed to the transfer of skills (Baldwin & Ford, 1988, Xiao, 1993 and Field, 1993).

Though support has been identified as a key component of the transfer process, in a volunteer setting it is difficult to determine the specific supportive characteristics. In a business setting, supervisory and peer support are two of the keys to the success of training transfer. In a volunteer organization, the staff plays a facilitator role, and support for behavior change comes from the leaders in the organization, from other members of the organization and from

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the community at large.

Opportunity to Use

Constraints and opportunities to utilize the learned behaviors on the job are other components of the work-environment characteristics in the transfer process. One unique aspect of a volunteer organization is the opportunity for trainees to use the information once it is obtained. Intensive recruitment drives are done to ensure participation of adults and teens in training programs, yet less consideration may be given as to how the individuals will use the skills once they learn them. One challenge for volunteer organizations is to provide opportunities to use the information once the trainees have received the training.

Many times training is used by the volunteers in ways other than how the organization had hoped they would use it. By understanding where volunteers plan to use the information, and how they actually do use it, provides some insight into the environmental factors influencing the transfer process.

VI. Training Outcomes

Learning and retention are major components of training outcomes. Training outcomes are defined as the amount of original learning that occurred during the training and the retention of that material after the program was completed (Baldwin & Ford, 1988 pg. 64).

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Learning and Retention

A major concern of all trainers is the problem of the trainees forgetting what they have learned (Goldstein and Associates, 1989). Learning viewed as a process, not an end, and learning theory, provides a basis upon which a trainer can build.

Theory is an approach to an area of knowledge; a way of analyzing, communicating and conducting research. Theory is fundamentally an effort to determine the undergirding structure of the world around us (Lasker, Moore & Simpson, 1980). Learning theory is what trainers can base the activities they specify on the training that is created. It is a way to learn about a better way (Laird, 1985).

Adult Learning Theory

Adult learning theory, therefore, is the effort to provide a way of analyzing, communicating and conducting research about the change in behavior that occurs as a result of an activity or experience.

There have been two streams of inquiry in adult learning--the scientific stream and the artistic, or intuitive stream. The scientific stream was started by Edward Thorndike and investigated whether adults could learn. Eduard Lindeman started the artistic stream through his investigation of how adults learn (Knowles 1990).

There are four influential theories in adult education. They are humanistic, behavioral, cognitive and developmental. Each theory offers

approaches and background when matched with a learning task. A skill-training task can draw much from the behavioral approach, while the personal growth-centered subjects draw from the humanistic concepts. In designing learning experiences for adults we must draw from these theories and design appropriate learning tasks (Zemke and Zemke, 1989).

Humanistic theory

The humanistic theory is proposed to be more holistic and to focus on problems of learning. This holistic approach holds that the whole is greater than the sum of its parts, and it looks at the problems of learning as a whole instead of breaking things down into component parts (Knowles 1992).

The humanistic theorist comes from the perspective that learning is internal. Its central theme is self-development. Knowles, Tough, Lindeman and Houle are humanistic theorists who suggest that no one can be taught, but rather that learning is self-directed through the purposeful pursuit of meeting human needs (Brookfield 1986). This philosophy is based on the belief that, in order to facilitate learning, the learning experience should empower the individual. There needs to be trust developed between the learner and the facilitator, a freedom of autonomy, and active cooperation and participation on the part of the learner and facilitator. Adult learning takes place when the learner perceives that the experience is personal growth centered and builds on past experiences.

Cyril Houle cautions facilitators of adult learners to remember the

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"reason" why adults come to a group setting to learn. Learners who come may be goal directed, or want to learn for a specific reason, be activity directed or want more social interaction. A relative few come seeking knowledge for its own sake (Robinson, 1985). A challenge for trainers is that each of these three types of people may attend a training at the same time.

Malcolm Knowles defines andragogy as "the art and science of helping adults learn", or self-directed learning, and contrasts it with pedagogy which is the science of teaching young people, or teacher-directed learning.

The andragogical process establishes a climate conducive to adult learning. It creates an organizational structure for participative planning and diagnosis of needs for learning. It includes the formulation of learner objectives, development of a learning plan (activities) and implementation of the plan. It concludes with an evaluation and rediagnosis of learners' needs (Knowles, 1986).

What is important in the andragogical process is that learning is related to one's orientation for participation. Tough states that the most common learner motivation comes through expected application of what is learned. Less common with adults is the desire to learn something only to gain knowledge. About 5% of adults learn to gain credit or a degree (Brookfield, 1986).

Behavioral theory

The behavioral theory focuses on observable behavior. Learning is influenced by identifiable stimuli and responses to those stimuli. Learning is

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external and instructors use learning styles to control the learner. Skinner used conditioning responses that concentrated on the link between responses and reinforcement as the primary factor in promoting learning. It is from this theory that most behavior modification schemes have been developed. Good behavior receives positive reinforcement (Lasker, Moore & Simpson, 1980).

As a facilitator of adult learning, applying what the behaviorist states requires:

- * Regular and immediate reinforcement of desired behaviors will result in recurrence of the behavior.
- * Knowing that negative stimuli is less effective than positive reinforcement in producing desired behaviors; undesired behaviors will be stopped when not reinforced; competitive responses interfere with the task.
- * Give the whole picture; state objectives or goals and provide variety of practice; role model what you want (desired behaviors). Keep in mind that the adult's performance comes from within as well as from outside the learner (person and environment).

Cognitive theory

Cognitive theory focuses on thinking and what motivates the adult learner to think. This theory recognizes "insight" as an alternative to "trial and error," and includes the role of perception in learning (West, Farmer & Wolff, 1991). Cognitive theory is beginning to be considered a significant adult learning

theory. Its two major viewpoints are discovery learning and reception learning. Discovery learning was based on Bruner's theory that learning is an inductive activity, where information is modified through the organization of information. Reception learning is based on Ausubel's theory that learning is deductive and that the learner uses an imposed structure, sometimes called an advanced organizer, to tap acquired information (Lasker, Moore and Simpson, 1980).

Developmental theory

Developmental theory looks at the qualitative changes in the ways adults understand and act. Certain changes occur in progressive sequences and one's values affect these changes. These changes can be measured by age or task related periods. Piaget and Kohlberg describe the overall sequence of development as similar from person to person, but the rate and levels of attainment vary considerably. Some conditions are experienced in different ways depending on the psychological development of the persons involved. Adults have to complete or master one stage successfully to move on to the next (Lasker, Moore & Simpson, 1980).

Each type of theorist is interested in defining the changes of adult learning behaviors from his or her perspective. What is important is understanding how to utilize these different theories effectively when designing training strategies.

Brookfield defines principles of effective practice as those principles that apply to teaching-learning transactions or to curriculum development and

instructional design activities. It is not those activities which support marketing, budgetary or administrative tasks (Brookfield, 1986). His six principles are:

- * Participation in learning is voluntary and adults engage in learning as a result of their own volition.
- * Effective practice is characterized by a respect among participants for each other's self-worth.
- * Facilitation is collaborative when facilitator and learners engage in a cooperative enterprise. This means that at different times the roles may be interchanged between the two.
- * Praxis is placed at the head of effective facilitation. Learners and facilitator are involved in a continual process of activity, reflection upon activity, collaborative analysis of activity, new activity, further reflection and collaborative analysis and so on.
- * Facilitation aims to foster a spirit of critical reflection.
- * The aim of facilitation is the nurturing of self-directed, empowered adults.

The review of literature indicates that adult learning and retention is affected by the stages in a person's life, the reason's they wish to learn, their learning styles and the learning environment. In designing training strategies, these concepts impact the development and implementation of the program.

V. Conditions of Transfer - Generalization and Maintenance

The conditions of transfer is the ability to generalize the material learned in training to the job context, and the maintenance of the learned material over

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a period of time on the job (Baldwin & Ford, 1988). Transfer of training strategies are those activities which increase the probability of the trainee utilizing the knowledge, skills and behaviors they learned in a training program. They include activities that occur at the training and that encourage a behavior change once the person has returned to the job (Ostroff, 1991, Stanley 1987, Wexley and Baldwin, 1986, Odiorne & Rummler 1988). Fields (1992) explains that the "acquisition of skills by trainees is not in itself enough for training to be effective." In his literature review, he found that Robinson and Robinson explained the relationship between training evaluation and organizational change through the formula: $LE \times WE = Results$. "LE" represents the learning activity or training. "WE" represents the work environment of the learner. A zero in either produces zero results (Fields, 1992). Thus it is important to focus on both the training and the work environment.

Xiao's study

Xiao's study looked at the transfer process in two industrial companies. In two companies in China, she found an interaction between organizational factors and training. Both mutually reinforced the effect of the transfer process of the other. In less cooperative companies, training achievement was a significant factor in the transfer of training, while in a more cooperative environment, peer support, rather than training achievement, was a significant factor.

Xiao's study focused on three major areas that determined the transfer of

training:

1. **Worker characteristics, including skills or knowledge, attitude, ability and expectation.**
2. **Training, including training development, orientation, the training itself and the match or mismatch between the training and on-the-job requirements.**
3. **Work environment, consisting of work design, reward system, and supervisory and peer support.**

Her original model suggested that each impacted the transfer of training process. Though worker characteristics and training affect the transfer process within the work environment, work design and supervisory or peer support had a significant impact on transfer (Xiao 1991).

Field's study

This study looked at the transfer process as it related to the auto industry's use of a statistical process on the job. Field found that for workers who demonstrated a competency in the statistical process, there were several factors that enhanced the transfer process. The three factors that appeared to have the strongest association with the use of the statistical process were recognition, an implementation plan and employee selection of the procedures. The first two were positively correlated to the transfer process. Existence of a plan was negatively correlated and seemed to indicate that those who used the statistical process were more likely to recognize the lack of an overall plan for

implementing the process. What appeared to be missing from management, was an overall plan or strategy for using the skills.

Common threads appear to impact the transfer process. Trainee characteristics such as attitudes and motivation, confidence about success in training, expectations of performing well and organizational climate have been shown to influence the transfer process (Ostroff, 1991). Other studies have shown the influence of the organization on the transfer process (Feldman, 1989). For permanent transfer to take place, new knowledge or skills need to be accepted into the organization, and a well-planned transfer and training plan needs to exist (Spielman, 1983). Though most evaluations of the transfer process have been carried out in a business setting, these models and studies can be adapted for use in evaluating the effectiveness of the process with volunteer community coalitions.

VI. Community Coalitions and Youth at Risk

In December of 1992, The Carnegie Council on Adolescent Development released a report titled, "A Matter of Time: Risk and Opportunity in the Nonschool Hours." This report discusses some interesting facts about the plight of early adolescents. It found that 40% of an early adolescent's waking hours are discretionary and only 60% of their time was spent on essentials such as chores, homework, school, eating or paid employment. Youth from the lowest socioeconomic families spend more time alone than those from the highest. This leisure time, plus poor schools and lack of parental support, can

lead to youth-in-risk situations. The American society is focusing some attention on families and education; however, a third prong, the community, is an important factor in life of an early adolescent. Community supports, such as those organizations and groups that can provide opportunities for young people to grow to productive citizens, are important (Carnegie, 1992 pp. 10-11).

The Carnegie Report suggests program and policy recommendations to improve the lives of young people in the community. Program recommendations include creating networks of community supports for young adolescents. The first recommendation is to strengthen community programs for young adolescents. Responsive community programs for youth should tailor the program content and processes to the needs and interests of young adolescents; recognize, value and respond to the diverse backgrounds and experiences of young adolescents; extend the program's reach to underserved adolescents; actively compete for the time and attention of young adolescents; strengthen the quality and diversity of the adult leadership; reach out to families, schools, and a wide range of community partners in youth development; enhance the role of young adolescents as resources in their community; serve as vigorous advocates for and with youth; specify and evaluate a program's outcome; and establish strong organizational structures, including energetic and committed board leadership (Carnegie, 1992 pp 12).

The second recommendation concerns policy. Policy recommendations are made for generating community renewal through local, state and national

action. This can be accomplished through funders of all types --private and public, national and local- to work in partnership with youth development organizations and with one another to identify and address the pressing needs of youth in communities across the country; local, state, and federal policies should be coordinated, focused on increasing support for basic youth development services, and targeted to areas of greatest need (Carnegie, 1992 pp 13).

The third recommendation is building community responsibility through local networks of supportive services and coalitions to provide for the well-being of youth. All forces in the process should look for ways to collaborate to this end. Key players include national youth organizations, community organizations, schools, parents and families, health organizations, higher education institutions, research and evaluation organizations. Funders, media, government leadership and youth need to work together to rebuild their community supports for the development of young people (Carnegie, 1992).

Youth at high risk are those who are faced with a multitude of issues. The issues relate to the individual, their peers, their families and the community. Community coalitions are one method used in the human service field to meet the problems facing youth.

VII. Summary

The review of literature provided insight into the many factors that influence training strategies for community coalitions formed on behalf of youth

at risk. For training and post-training strategies to be effective, they must take into consideration the many factors that influence the trainees, the training itself, and the organization.

The next chapter will look at the research design. It will include the conceptual framework, the design and the qualitative and quantitative research methodology used to conduct the study. Also, included is information about the collection and analysis of the data.

CHAPTER III

RESEARCH DESIGN & METHODOLOGY

I. Overview

The purpose of this study was to understand the effectiveness of training and post-training strategies on the formation and maintenance of community coalitions that work on behalf of youth at risk. The following is a description of the conceptual framework and research, the qualitative and quantitative research methodology used to conduct this study, the procedures used to collect and process the data, and the variables that were considered in the design. Included in the chapter are the following areas: the conceptual framework and research methodology, longitudinal design, focus groups as qualitative research, survey design, and procedures used to conduct the experience, collect the data and process it.

II. The Conceptual Framework

This chapter focuses on the conceptual framework guiding the exploratory dissertation research. This framework provided a structure for an understanding of the transfer process, definitions of the variables, instrument design, and delivery and data analysis.

Transfer Process Model

Based on the literature review presented in chapter two, a transfer process model used in a community volunteer arena was developed. The model was adapted from the transfer process framework developed by Baldwin

and Ford, and was enhanced with adult learning and volunteer development theory. The Baldwin and Ford model described the transfer model as training-inputs, training outcomes and conditions of transfer. Each of three categories contained subcategories adapted to a volunteer model.

Volunteer Transfer Process Conceptual Model

<u>Training Inputs</u>	<u>Training Outcomes</u>	<u>Conditions of Transfer</u>
Trainee Characteristics * Experience * Motivation * attitude * relevance of content		
Training design * Principles of Learning * Relapse Prevention * Training Content	Learning & Retention	Generalizability & Maintenance
Community-Work Environment * Support * Rewards and Recognition * Opportunity to Use		

This design, adapted from the Baldwin and Ford business model, took into consideration the complexities of a volunteer environment. As the model indicated, training inputs and training outcomes have both a direct and indirect effect on conditions of transfer.

Trainee characteristics (experience and motivation) and community-work environment (support and opportunity to use) are hypothesized to have direct effects on transfer. This is regardless of the initial learning during the training or retention of the training material. Training outcomes of learning and retention have direct effects on conditions of transfer (generalization and maintenance).

Trainee characteristics, training design (principles of learning, training content and action) and community-work environment have direct effects on learning and retention (training outcomes). The three training inputs (trainee characteristics, trainee design and community-work environment), have indirect effects on transfer through their impact on training outcomes (Baldwin & Ford 1988).

Training Inputs

In this volunteer model, training input factors consisted of characteristics of the trainees, training design and the community-work environment characteristics. Trainee characteristics included variables related to experience and motivation. Experience variables were past experiences related to teen issues and coalition building. Motivation factors included attitudes, opportunities for application and relevance. Attitude factors included those related to coalition building, teen issues and community change. Application factors included the participant's perceived use and application of the skills, and knowledge learned in the workshop.

Training design factors included principles of learning concepts and the training content. The principles of learning strategies included those taken from the stimulus response literature, adult learning literature and a relapse prevention technique designed to encourage use of the new skills on the job. The training content consisted of knowledge and skills characteristics of coalition building such as leadership, team building and resource development;

and knowledge and skills related to teen issues such as delinquency, substance abuse, teen pregnancy, school failure and the overlap among these four. The community-work environment factors included support and opportunities to use the new skills and knowledge. Support variables consisted of staff, coalition chairpersons or peer support, and rewards or recognition for the use of the skills and the work of the coalition. Variables defining the use of the new skills and knowledge included the constraints and opportunities to build and maintain a community coalition formed on behalf of youth at risk and the use of the new skills and behaviors in the community coalition.

Training Outcomes

Learning and retention are the major components of training outcomes. Outcomes were defined as the amount of original learning that occurred during the training and the retention of that material after the program was completed (Baldwin & Ford, 1988 pg. 64). In this model, learning consisted of the number of skills and the amount of knowledge gained about coalitions formed on behalf of youth at risk. Retention of that knowledge was the amount of knowledge that the participant maintained at the end of the training.

Conditions of Transfer

Conditions of transfer included the generalization to local situations and maintenance variables. Maintenance factors included the amount of learned material maintained during the two month period. Generalization characteristics included the material learned in the ACE training and utilized by the participant

in his/her personal life, in the community or in the development or maintenance of a community coalition.

III. Study

This study was an attempt to understand the effectiveness of training and post-training strategies on the formation and maintenance of community coalitions that work on behalf of youth at risk. It correlated trainee characteristics, training design and community-work environment with transfer criteria. Transfer criteria or those criteria that indicated that the participants were able to transfer what they had learned to their community or work place included: 1. Awareness and competency related to teen issues and coalition building; 2. Increased knowledge in coalition building and teen issues; 3. Use of skills and knowledge in coalition building and teen issues; and 4. Building and maintaining community coalitions. The study describes the effect of community-work characteristics on skill utilization and the decrease of skills after completion of the training program. An attempt was made to examine the impact of volunteer change strategies, such as support and recognition, with community coalition members.

No attempt was made to change the community-work environment and measure its effects on the transfer criteria. This model, adapted for a volunteer organization, provides a conceptual framework for transfer of training. Training inputs of trainee characteristics, trainee design and work environment affected training outcomes and the conditions of transfer. All were a part of the transfer

process.

This section provides a framework for the design of the project. The next section focuses on the methodology used and the collection and analyses of data.

IV. Longitudinal design

This was a longitudinal study. The study was a panel design as it examined how a particular population changed over a two month period of time. This design used repeated observations (2) of the same people and looked at how individual behavioral change impacted the youth-at-risk coalition in which the participants were working.

In this case, the ways adults and older teens changed their behavior over time as a result of the training and post-training strategies was studied. How frequently ACE skills were used, and how knowledge was identified from the training objectives, were the dependent variables of the study. These are used as a single dependent variable when comparing mean usage of individual ACE strategies. The presence of work environment is used as a dependent variable when comparing the perceived use of each factor.

A panel design was utilized because successful coalitions are those that maintain themselves over time. A longitudinal study was conducted because the researcher was interested in seeing whether there was a behavioral change as a result of the transfer process and if the change persisted over time.

This study was an exploratory dissertation research project. The design

included a survey and a focus group design.

V. Focus Groups as Part of Qualitative Research

As a form of qualitative research, focus groups are basically considered group interviews. In the true sense of the term focus group, reliance is on interaction within the group, based on topics that are supplied by the researcher. The researcher takes the role of a moderator. The data comes from the transcripts that group discussion produces (Morgan, 1988).

Though focus groups originated in sociology, they have traditionally been used in marketing. From the marketing arena, there is considerable information on how to conduct them, and what their strengths and weaknesses are. One challenge with trying to use focus groups within the social sciences is that more research needs to be done to validate focus groups as more than a qualitative method. Though focus groups can be self-contained, they can also be combined with other means of collecting data which allows a researcher to get participants' interpretations of results from earlier studies (Morgan, 1988).

Focus groups come with strengths and weaknesses. The strengths of focus groups are that they are easy to conduct, they can explore topics and generate hypotheses, and it is possible to collect data from group interaction. The weaknesses of focus groups are uncertainty about the accuracy of what the participants say, lessened control of the researcher over the data that is generated, and uncertainty about whether the information mirrors individual behavior (Morgan, 1988).

The Uses of Focus Groups

As stated, focus groups can be self-contained or combined with other types of research methods. Focus groups can be used to compare individual interviews with groups of participants. Though little has been done in social science to link focus groups with survey research, marketing research has a history of matching focus groups with surveys. Focus groups can be used as a follow-up to data collection, pursuing "exploratory" aspects of the analysis. The goal of doing this is to strengthen the total research project through the triangulation of focus groups and survey design. This combination of methodologies can strengthen a study design (Patton, 1990).

Planning for focus groups is different than with other designs. One area of concern is invasion of privacy issues, because taping is the primary means of data collection and also because every group member hears the responses. There may be limits to the kinds of topics that are discussed. Another concern is what number of groups to hold. This is determined by the goals of the researcher. Depending on the topic, somewhere from three to eight groups may be sufficient (Morgan, 1988).

Determining the number of groups is the number of different population subgroups required. The more homogeneous the groups in terms of both background and role-based perspectives, the fewer one needs. A good size group is one that has a moderate number, somewhere between six and ten. Focus groups are often conducted with a systematically selected sample; all the

participants come from one limited source. As Morgan states, "such bias is a problem only if you ignore it, that is if you interpret what you hear in the focus groups as representing a full spectrum of experiences and opinions" (Morgan, 1988:45).

Merton et al. (1956) presents four criteria for the effective focus group interview. It should cover a maximum range of relevant topics, it should provide data that is as specific as possible, it should foster interaction that explores the participants' feelings in some depth, and it should take into account the personal context that participants use in generating their responses to the topic (Morgan, 1988, pp 54). Keeping these criteria in mind aids in the development of the questions used by the individual focus groups.

Focus groups and questionnaires

There are advantages and disadvantages to conducting focus groups and using questionnaires. The major advantage of doing both is that surveys allow for quantification of the data. The biggest disadvantage is that the two methods are mutually contaminating. Because of the limited size of the population in this study, it was important not to make survey like interpretations with the focus group information (Morgan, 1988). Focus groups added to the information obtained from the survey instruments.

VI. Survey Design

Survey research is a method of research design that is used in social science. The components of a typical survey according to Babbie (1973) are:

- * A sample of a population is selected.
- * A questionnaire is constructed.
- * The questionnaires are administered.
- * The responses are given by each participant in the sample.
- * Each participant's responses are coded.
- * The standardized records for each participant are subjected to an aggregated analysis.
- * The descriptive and explanatory conclusions reached by this analysis are then generalized to the population from which the sample was selected.

With the limited number of participants in this study, it was possible to have a random sample. The participants of the training are the entire population of the study. Several of the methods described previously were used.

VII. Research Procedures

Pilot Study

A pilot training program and data collection were done in two different settings. The first pilot was completed on April 5, 1992 at the Kellogg Biological Station in Battle Creek, Michigan. This was the first time a training of adults and teens on coalition building working on behalf of youth at risk had been implemented by the Michigan 4-H Youth Programs. Approximately 40 teens and adults attended this training from around the state. They completed a series of four instruments that had been designed by the research team. The

knowledge instrument was an adaptation of an instrument titled "Team Excellence -- Feedback for Development," which had been used in team building training by Larson and LaFasto. Permission to adapt the instrument was granted by LaFasto. The content of the instrument was directed toward individuals who were experienced members of a coalition.

The purpose of the pilot study was to test the training and the instruments for content of the training and validity of the instruments. After an initial analysis of the data, it was determined that the participants did not have enough coalition knowledge and experience to answer the questions. Concerns were also raised by the participants about reading levels and the length of the knowledge instrument. Since the instrument was not applicable to the audience, a decision was made to conduct a second pilot. Though not appropriate for this group, Instrument One has been adapted and used with existing coalitions focusing on youth at risk.

Instrument Two was pilot tested at a program scheduled in Washtenaw County. The Alliances for Community Empowerment: Community Coalitions in Action workshop was held at the Comfort Inn Hotel, Ann Arbor, Michigan on January 22-24, 1993. The dates included a Friday evening, a day and evening on Saturday, and a Sunday morning session. The training involved 22 people from Washtenaw, Calhoun and Ingham counties. The participants included youth and adult volunteers, and 4-H staff from Washtenaw and Ingham Counties. Of the participants, 21 were African American and one was

caucasian. Twenty were adults. Most participants commuted to and from the meetings. A snow storm created erratic attendance, resulting in a limited number (15) of completed post assessments.

This pilot training provided an opportunity to refine the training process. It was also an opportunity to test the new instruments. Based on feedback from the participants, some minor changes were made in the order of the questions and more time was given for the completion of the instruments.

The participants at the second training session suggested that it was too long and should not be conducted during a two and one-half day training. This information was passed on to the Community Partnership for Prevention Agency with the hope that some changes could be made in the workshop format. The Partnership did not want to change the format because they felt that their clientele would prefer the two and one half day training, even if it was long. After the Community Partnership for Partnership training, their staff also said that it was very long.

In both of the pilot studies, information was collected only at the training. Meetings were arranged in Washtenaw county to do the follow-up, however, no one attended. In informal discussions with the staff from Washtenaw county, the staff and volunteers stated they were using the information. This also was true with other informal discussions held with participants who attended the April 1992 training. In both cases, the coalitions may not be functioning in an organized fashion, however, the participants have used the information

personally or with other groups that they are working with.

Instrument Three became a refined version of the piloted version of Instrument Two. The content order was shifted so participants began with teen issues - a topic of interest to most teens. Also analysis of data from both previous pilot studies indicated that participants were more knowledgeable about teen issues. The instrument was shortened so that each category of knowledge had a more comparable number of items.

VIII. Content validity

Content validity was determined through a panel of experts and staff working in the field. After the review of literature, a comprehensive listing of concepts related to both areas of content was produced and prioritized (see chapter 2). This listing was given to a panel of experts with experience in coalition building and in working with youth for further prioritizing and verification. The three-person panel was selected for their experience with coalitions and youth programming.

A second step was included with the coalition building concepts. A staff training program on coalition building was held in September 1992. This training was a part of a conference sponsored by the Michigan Partnerships for Education and the Michigan School Volunteer Program. At a session during the conference, participants were asked to verify the listings. Both of these processes allowed the concept listing to be further refined.

IX. University Committee on Human Subjects

Approval by the University Committee on Research Involving Human Subjects for use of participants in the Building Community Youth Coalitions: Strategies for Facilitating Transfer of Training workshop (Alliances for Community Empowerment) was granted on April 2, 1992. The authorization code issued was IRB # 92-148. The first pilot was held April 3-5, 1992 at Kellogg Biological Station.

Instrument Two was forwarded to the University Committee on Research Involving Human Subjects for approval of the modifications, since the changes were substantial. Approval was granted on October 21, 1992.

Modifications for Instrument Three were organizational and not substantive. They did not require further authorization by the University Committee on Research Involving Human Subjects.

X. The Exploratory Research Project

Population and Sample

Approximately 100 teens and adults participated in some part of the training. Though this number started the training, only 76 participants completed one or more of the instruments. There were reasons for this difference. Several teens did not receive permission to complete the instrument because they were part of a youth-at-risk agency and it was not possible to receive parental permission. Another group of adults did not attend all of the training and there were some participants who did not complete all of the

instruments during the training. Therefore, the population of this study consisted of 76 adults and older teens. This study was done in cooperation with the Community Partnership for Prevention Agency and the participants were part of the project being conducted by that substance abuse prevention agency. The Partnership is a four-county community organization with links to Michigan State University Extension. The counties it serves are Alpena, Montmorency, Alcona and Presque Isle.

The participants of the coalition training consisted of community teams and ranged from 13 to 22 people per team. Persons who participated were diverse in age and in the roles in which they served in the community.

The coalition groups were self-selected. They were recruited from the four counties by staff from the Partnership. The Partnership paid for their attendance from a federal grant received to prevent substance abuse in the area. This was the first youth and adult training that the Partnership planned.

Adults and older teens were recruited to attend a two and one-half day training conference held Saturday, February 27, through Monday, March 1, 1993. The announcement to attend this conference was sent to area high schools, Michigan State University Extension Staff responsible for 4-H within the four-county area and other youth serving organizations.

Training Program

The proposed training program was a cooperative effort between the Michigan 4-H Youth Programs, The Department of Family and Child Ecology,

the Institute for Children, Youth and Families and the Community Partnership for Prevention. The research took place as a regional workshop in Montmorency county at the Hillman Resort.

A training program was proposed to respond to the identified need for collaborative efforts in communities to prevent youth's adoption of high risk behaviors, especially substance abuse. The focus of the youth-at-risk issues component was a comprehensive approach to programming and emphasized the interrelatedness of the four issues -- delinquency, substance abuse, teen pregnancy and school failure (Dryfoos, 1990). The findings of the coalition research (see review of literature) provided the basis for structuring the coalition building sessions for the model training program. This research project focused on the effectiveness of training and post-training strategies on the formation and maintenance of community coalitions that work on behalf of youth at risk.

Description of training model

The training took place during a weekend in February, in the northeast corner of Michigan. It included adults and teens from Alpena, Alcona, Montmorency and Presque Isle counties. It started on a Saturday morning and ended at noon on Monday. The adults and older teens who attended the conference were asked to not leave the facilities. All of the participants were required to attend every session.

The training was designed using information from the review of literature and past experiences of the researcher and the team from the collaborative

effort. The training schedule is included in Appendix L.

The training was very intensive but had an overwhelming response from the four counties. The community partnership staff had secured a location that would hold 50 people comfortably, however at one time during the training there were 100 teens and adults in the room. Since this was the only training that the community partnership had budgeted for during their five year grant, they did not want to turn teens and adults away.

XI. Collection of data

The training to collect the data was held in February, 1993. Data were collected at several points throughout the weekend training and during a follow-up meeting. Seventy-six teens and adults completed the pre-, post- and post-test instruments and thirty attended the follow-up meeting. Post-post knowledge, workshop environment and coalition function instruments were completed during the week of May 3. Focus groups were held and staff completed the coalition functioning instrument.

Quantitative data were collected using instruments designed for this study. The instrument descriptions and process for collecting the data was as follows:

Trainee characteristics

Trainee experience and motivation were measured by an instrument developed from the review of literature. To measure experience and motivation, the participants completed the instrument at the beginning of the workshop.

The training instrument included 38 items related to experience. Twelve items used a five-point Likert response format (1 =always, 2=usually, 3=sometimes, 4=rarely, 5=never) to measure past experiences related to coalitions. Twenty-six items had a yes/no format and measured experiences related to teen issues and coalitions. Eighteen items used a yes/no format to measure application of the training content. Eleven attitude items used a five-point Likert response format (1 =strongly agree, 2=agree, 3=undecided, 4=disagree, 5=strongly disagree) and 25 items of yes/no format covered the application of training. See Appendix F for this instrument.

Training Design

Principles of Learning: A 28-item principles of learning instrument was developed based on the stimulus response literature. It used a five-point Likert response format (1 =strongly agree, 2=agree, 3=undecided, 4=disagree, 5=strongly disagree). See Appendix H for this instrument.

Relapse Prevention: A six-item instrument using a five-point Likert response format (1 =strongly agree, 2=agree, 3=undecided, 4=disagree, 5=strongly disagree) was adapted from the original Wexley and Baldwin (1986) instrument. This instrument was repeated in the post-post follow-up. See Appendices H and I for these instruments.

Training Content: A content instrument was developed by a member of the research team. The instrument was developed from the review of literature and expert validity. It was based on the four key concepts taught in the workshop:

leadership, team building, resource development and teen issues. The community coalition section of the instrument was developed using an adaption of one instrument designed by Carl Larson and Frank LaFasto. To measure knowledge, participants completed pre, post and post-post instruments which consisted of 55 either/or items. See Appendices E, G and I for these instruments.

Workshop Reaction instrument: All 39 items in the reaction instrument either used or were adapted from the Wexley & Baldwin (1986) original questions. Twenty-eight items used a five-point Likert format (1 =strongly agree, 2=agree, 3=undecided, 4=disagree, 5=strongly disagree) and 11 items used a five-point Likert format of bipolar adjective scales. See Appendix H for this instrument.

Community/Work Environment

Data were collected about the community/work environment at the post-post follow-up meeting.

Attitudes and use of training content: The post-post instrument included a 12 item, five-point Likert response format (1 =strongly agree, 2=agree, 3=undecided, 4=disagree, 5=strongly disagree). Thirty-one items used a yes/no format to measure the use of training content. The training content questions were similar to those asked in the pre-workshop motivation. See Appendix I for this instrument.

Support: A 21 item, five-point Likert response format (1 =strongly agree, 2=agree, 3=undecided, 4=disagree, 5=strongly disagree) was designed to

measure support. See Appendix I for this instrument.

Reward and Recognition: Using the same Likert scale, 10 items were developed to measure reward and recognition. These items were adapted from the literature review, especially the Xiao and Fields studies. See Appendix I for this instrument.

Opportunity to Use: A 15 item, five-point Likert response format (1 =strongly agree, 2=agree, 3=undecided, 4=disagree, 5=strongly disagree) was used to measure opportunity to use. This instrument was designed for this research project based on the literature review. See Appendix I for this instrument.

Coalition Building: Behavioral measures, related to the operation of the coalition were collected from two sources. This 13-item, five-point Likert response format (1 =always, 2=usually, 3=sometimes, 4=rarely, 5=never) was the same one used in the pre-test that measured past community coalition-building experience. This was completed by the participants of the workshop and the staff of the Community Partnership for Prevention and Michigan State University Extension. See Appendix K for this instrument.

Focus Groups: Qualitative data were collected in the focus groups. Focus groups were done with the four coalition groups that were beginning to form. Thirty teens and adults participated in an audio-taped focus group meeting during the first week of May. Each group answered a 12-item series of questions. Support, opportunity to use, and development of an action plan, were covered by three questions each. The focus groups were audio-taped to

ensure accuracy of the questions and of the responses. See Appendix J for this instrument.

Audio taping was found to be extremely important as it was easy to forget what was said, the tone of voice of the respondent, and the nature of the questions.

Not all of the items in the instruments are listed above. Questions related to demographical information about the participants were included. A question was asked to solicit information about whether the participants felt their tax dollars would be used to support this type of training. All of the items included in the instruments were designed from the literature review, adapted from other research projects or from the experiences of the research team.

The effectiveness of the workshop and the transfer process were evaluated in terms of knowledge, reaction and behavioral change. Examples of the six instruments and the focus group questions can be found in the Appendices. The combination of instruments and focus group data helped the researcher understand the complexity of community coalitions formed around teen issues and the transfer process in a volunteer setting.

XII. Description of Data Analysis

An exploratory research project was used to test the research questions. A comprehensive set of strategies that lead to the empowerment of community coalitions for youth at risk in Michigan were tested using a model designed for this project.

Quantitative analysis

A quantitative statistical analysis was conducted on the pre and post tests done at the end of the workshop. This type of analysis was also done on the individual surveys completed at the end of two months. Specific questions were asked about the relapse prevention strategy using the Wexley and Baldwin's self-management process. The relapse prevention strategy aided in the transfer process. Environmental or organizational factors that enhance or hinder behavioral change were measured by the adult and older teen volunteers and the appropriate staff. Learning that took place about teen issues and skills in coalition building (resource development, leadership and team building assessment) held constant.

In this study, the dependent variables were teen issues and the coalition-building skill sessions. The independent variables were the self-management strategy and the work environment factors. The results measured reaction and behavioral change.

Most of the instruments were designed using Likert type scales. Data were analyzed using several methods. Frequencies and percentages of specific questions, and independent and dependent t-tests were conducted to analyze the differences between teens and adults, those who completed all four of the instruments and those who dropped out. Correlations were conducted to determine whether there were any relationships between the training and post-training strategies and their impact on the functioning of the coalition.

Qualitative analysis

Descriptive information was gathered during the audio-taped focus group meetings after two months. This information was used to describe the reactions and behaviors identified by the participants. It was also a narrative way to support the quantitative analysis. The focus groups provided more insight into what the participants were thinking, how they used the information and what was occurring in their coalitions. They were very beneficial to the process.

XIII. Summary

This chapter described the research design of the project. It included the conceptual framework, research methodology and the analysis of data. The chapter included explanations of the nature of the longitudinal design and the use of survey instruments and focus groups. The chapter ends with a description of the process of quantitative and qualitative data analysis.

The next two chapters focus on the analysis of the research findings, the conclusions and recommendations of the study. Chapter four presents the analysis and chapter five presents the conclusions.

CHAPTER 4

DATA ANALYSIS

In this chapter, the results of the study are presented by giving the statistical analyses of the quantitative instruments and the descriptive information of the qualitative data. Through the design of the study and the analysis of the results, understanding the effectiveness of training and post-training strategies on the formation and maintenance of community coalitions working on behalf of youth at risk was sought. The four research questions are listed in chapter III of the study.

This chapter is written in two sections. In the first section, the conceptual framework and its relationship to the individual's ability to help develop a community coalition, including the results related to trainee characteristics, training content and work environment is discussed. The second section focuses on the development of the community coalition.

Data were analyzed using frequencies and percentages of specific variables. Where appropriate, variables were combined into a common entity or item. Cronbach's alpha was used to test the "internal consistency" of the items. Cronbach's alpha was based "on the average correlation of items with a test. The average correlation of an item with all other items in a scale tells us about the extent of the common entity. If items are not positively correlated with each other, we have no reason to believe that they are correlated with other possible items we may have selected" (SPSS International, 1988, pg. b-206).

Cronbach's alpha depends on the numbers of items in the test and the number of people taking it. In this exploratory research project, a Cronbach's alpha of .6 or above was considered sufficient.

I. Section I

Training inputs were based on the trainee characteristics, training design and work environment. As stated in chapter three in the conceptual design, trainee characteristics are based on experience and motivation.

Trainee Characteristics

Demographic Information

Demographic information was collected on all subjects in the training program. One purpose for the collection of this data was to provide an overview of the population that participated in the research project. It was also collected to analyze the data in relationship to the teens and adults who participated in the study.

As explained in chapter three, participants completed instruments at different times throughout the study. Since this was a volunteer population, participants were free to choose not to participate or to complete the instruments. This meant that there were different numbers of valid instruments throughout the collection. Seventy-six participants completed the pre-test (Time 1), 71 completed the post test (Time 2) and 30 completed the post-post test (Time 3) and focus group (Time 4), respectively.

From this point on, Time 1, 2, 3 and 4 will clarify when the data were

collected. Data collected as part of the pre-test will be considered Time 1; data collected as part of the post-test will be called Time 2; and data collected as part of the post-post test will be called Time 3. The focus group point of data collection will be considered Time 4.

The population at Time 1 was 58.6 percent (44) female, and 41.3 percent (31) male, and 93.2 percent caucasian. Of the participants, 68 percent (51) were teens. The distribution of subjects by age and gender for each data collection point are shown in Tables 4.1.

Table 4.1
Distribution for Each Time Point by Age and Gender

Data Collection Point	Age	Gender					
		Male		Female		Total	
		number	percent	number	percent	number	percent
Time 1* pretest N=75	Teens	24	32	27	36	51	68
	Adults	7	23	17	9	24	32
Time 2 post-test N=67	Teens	23	32	25	36	48	68
	Adults	6	8	17	24	23	32
Time 3** post-post test N=29	Teens	11	37	7	23	18	60
	Adults	1a	3	11	37	12	40

* One person did not identify his/her gender. Total N=76 at Time 1

** The same people completed Time 3 and Time 4. @ Adult male did not complete several sections of the survey instrument.

There were more teens than adults who completed the instruments.
There was a reasonable balance between male and female teens; however,

fewer adult males completed the instruments at Time 1 and Time 3. Of the teens and adults who began the training, 64 percent were enrolled in high school and 14.7 percent of the adults had completed a bachelor's degree or above.

Table 4.2
County Representation (Time 1)

County	Frequency	Percentage
Alcona	22	28.9
Alpena	15	19.7
Montmorency	17	22.4
Presque Isle	13	17.1
Missing Data	9	11.9
Total	76	100

Alcona and Montmorency had the largest number of participants. Alpena and Presque Isle had approximately the same number.

Experience

Past learning experiences were identified as influencing the ability of the teens and adults to build and maintain community coalitions.

Table 4.3
Mean learning experiences at Time 1
Number of items--21 (Range 2 to 19)

Variable name	Mean	SD
Learning Experience		
Teens	7.92	3.57
Adults	12.00	4.39
Combined	9.21	4.27

A review of the overall variable " learning experience" indicates that the participants had an average of 9.2 different types of learning experiences with coalition building and contemporary teen issues. The numbers of learning experiences range from 2 to 19. The types of learning experiences included past learning of teen issues or coalition building experiences in the community and past leadership training programs. Teens had an average of 7.9 learning experiences and adults 12. The independent t-test indicated that there was a significant difference between teens and adults in numbers of experiences they had related to coalition building and teen issues ($t\text{-value} = -3.98$; 2 tail $\text{prob} = .00$). The independent t-test between those who dropped out and those who stayed indicated that there was no significant difference in initial learning experiences at Time 1.

1. Sources of learning about coalition building.

The data indicated that learning experiences about coalition building were limited. In all categories, less than 50 percent of the participants had any prior learning experiences. The highest category was other workshops or conferences (51.3 percent), and of that group, 18 were adults and 21 were teens.

2. Sources of learning about teen issues.

Table 4.4
Teen Issues (Time 1)

Variable Name	Teens who checked yes		Adults who checked yes	
	Freq. N=51	% of total teens	Freq. N=24	% of total adults
Friends	42	82.3	15	62.5
Workshops/conferences	30	58.8	19	79
Educational sources	30	58.8	17	70.8
Own Experiences	21	41.1	22	91.6
Classes	23	45	16	66.6

As Table 4.4 indicates, teens and adults learned about teen issues from other workshops, friends, books or videos, personal experiences or classes. Teens learned more about teen issues from friends (82.3 percent). Adults learned more about teen issues from their own experiences (91.6 percent). In addition, adults used workshops, educational sources and their own friends.

Overall, it appears that most of the participants had more learning experiences related to teen issues and fewer related to coalition building.

3. Types of experiences related to community development and coalitions.

To understand how prior coalitions had functioned, 12 items were asked. Cronbach's alpha for the combined category was .62. The independent t-test between teens and adults indicated no significant difference (t-value = -.13; 2 tail prob. = .897).

There were 58 participants (76.3 percent) that had prior experience

working with youth either individually or as members of a group. The other 17 participants did not have any past experiences. By collapsing the always and usually category of the data, one can get a picture of the types of past experiences this group had.

Table 4.5
Past Experiences in teams, committees or coalitions (Time 1)
(scale: 1 = always, 5 = never)
(Always and usually combined)
(N≤58)

Variable Name	Frequency of Teens and Adults	Percent
Goals were written by the coalition members.	39	67.2
Members selected the leader.	41	70.7
Several organizations belonged to the coalition.	30	52.6
Resources (time, money & people) were obtained to enable the coalitions to completed their work.	45	78.9
All members took part in identifying the programs and activities to be achieved.	41	70.7
Roles & responsibilities were identified for each member of the coalitions.	32	54.9
All of the members worked together to meet the common goals and objectives of the coalitions.	48	82.8
Each member felt free to share information, ideas and thoughts with all members of their coalition.	52	89.7
Different methods were used to identify the needs of the people being served by the coalitions.	33	57.9
Members of the coalition participated in writing the proposals for obtaining funding.	20	34.5
Coalition members knew the primary youth issues.	24	42.9
Coalition members understood the overlap between delinquency, substance abuse, school failure and pregnancy.	33	57.9

In prior team, committee or coalition experiences, participants found that overall communication between members was positive. Eighty-two point eight percent felt free to share information, ideas and thoughts with all members.

Members worked together to meet the common goals and objectives. Groups felt like they had the resources they needed to complete their work. Members selected their leaders and identified the programs and activities that they would participate in.

Few participants however, had been members of any coalition that had several organizations involved. Moreover, many participants did not feel that they knew what their roles and responsibilities were when they were part of a team, committee or coalition. Past experiences related to teen issues showed that most coalition members had not had a great deal of experience related to the four primary youth issues, or an understanding of the overlap of teen issues either.

The open ended question responses reveal more about the types of experiences that the participants had. The most common experiences related to church groups, youth groups, 4-H groups, school groups and substance abuse prevention groups, such as Students Against Drunk Driving (SADD) and Project Pals. Participants played various roles in the groups. Some were volunteers, some directed youth groups, others were staff in various agencies and others considered themselves "information givers."

Motivation

Motivation to attend any training is different in a volunteer organization than in a business community. In a volunteer organization, people decide whether they wish to attend a training or not. Though other peers and friends

can influence someone to attend, it is the individual who makes the final decision. Motivation to attend this training involved the participants' perceptions of the relevance of the training and attitudes towards building coalitions formed on behalf of youth at risk.

Table 4.6
Relevance of Training (Time 1)
Number of items--25
(Range 4 to 18)

Variable name	Mean	SD
Relevance of training total	10.14	4.03
Teens	10.23	3.98
Adults	9.95	4.22

The relevance of the training variable consisted of a count of the participants' reasons for attending the training, their use of the skills and knowledge they would learn at the training, and their expectations of what they hoped to learn. Cronbach's alpha for the combined variable was .79. The data indicated that the participants had an average of 10 different expectations, with a range of 4 to 18 different reasons. Teens had an average of 10.2 different expectations and adults had an average of 9.9. The independent t-test indicated no significant difference between teens and adults ($t\text{-value} = .27$; 2 tail prob. = .792). The independent t-test between those who dropped out and those who stayed indicated that there was no significant difference.

By looking at the specific variables, it was feasible to get a better

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understanding of the expectations of the participants. Relevance of the information and its expected application is an important characteristic of adult learning. To find out how the participants were going to use the information, they were asked a series of questions related to their reasons for attending the training and how they expected to use the skills and information they were going to learn at the training.

1. Reasons for attending the training.

Reasons why participants attend a training program is a component of a trainee's characteristics. It helps determine the motivation for attending the training.

The following charts give an indication of what type of motivation the participants had for attending the training. For this exploratory research project, fifty percent or above was considered significant.

Table 4.7
Reasons for Attending Training (Time 1)
People who had Yes Responses
(N≤76)

Variable Name	Frequency	Percent
Learn to work with youth	54	71.1
Learn to work with adults	34	44.7
Someone told me to	36	47.4
Work with coalition members	43	56.6
Learn to work cooperatively with coalition members	47	61.8
Other	12	15.8

Participants had multiple reasons for attending this training. Fifty-four

participants (71.1 percent) indicated that they came to learn how to work with youth, while 34 (44.7 percent) indicated that they wanted to learn how to work with adults. More than half or 47 participants (61.8 percent), attended to learn how to work cooperatively with their coalition members.

The open-ended variable provided more insight. Several adults attended because they were resource persons, were invited by the partnership, or were a part of the church group that attended. Some of the teens came because someone encouraged them to, such as a teacher, one of the partnership staff, a friend or mother.

2. Expected use of training information.

How the training would be used by the participants is a factor of motivation. Specific questions were asked to find out how the participants would use the information.

Table 4.8
Expected Use of Training Information (Time 1)
(N≤76)

Variable Name	Frequency	Valid Percent*
Start a coalition	18	24.7
Maintain a coalition	28	36.8
Get along better with teens	40	54.8
Get along better with adults	29	38.2
To do youth programs in the community	39	53.4
Not sure	17	23.3
Other reasons	3	4.1

*Respondents that answered yes or no were included in each expected use.

As the data show, most participants did not have a clear idea of how they were going to use the information from the training. Only two of the uses, "get along better with teens" and "to do youth programs in the community", were acknowledged uses over 50 percent. As the next table demonstrates, it did not appear that there was a strong expectation on the participants' parts to learn about teen issues, or coalition building.

3. Learning expectations.

Learning expectations relate to both concepts of teen issues and coalition building. Within both of these topics, specific areas that would be covered in the workshop were included. In addition, an open-ended question was asked to discover what topics the participants hoped would be covered.

Table 4.9
Concepts Hoped to Learn: Teen Issues (Time 1)
(N≤76)

Variable Name	Frequency	Percent
Substance Abuse	52	68.4
Teen Pregnancy	32	42.1
Teen Delinquency	37	48.7
Youth behind Grade level	29	38.2
Overlap of teen issues	52	68.4
Other reasons	8	10.5

The data indicate that the participants were interested in learning about teen issues. Substance abuse (68.4 percent) and the overlap of teen issues (68.4 percent) were the predominate teen issues they hoped to learn about.

Table 4.10
Concepts Hoped to Learn: Coalition Building (Time 1)
(N≤73)

Topic	Frequency	Valid Percent*
Leadership	48	63.2
Team Building	50	65.8
Resource Development	28	36.8
Strengthen Coalition	34	46.6

* Only respondents that indicated yes or no responses were included.

Most people hoped to learn about leadership and team building, yet fewer than half (46.6 percent) expected to learn how to strengthen their coalition. This seemed to influence what was found two months later when the researcher looked at the involvement of the participants in the community coalitions.

Overall, the participants had multiple reasons and several expectations for attending the training. They had ideas of how they were going to use the information, yet they were not completely sure.

Attitudes

Data related to attitudes were collected for the purpose of seeing how the participants felt about their abilities to improve their community, how important it was to learn about teen issues and coalition building, and whether coalitions could change their communities. Data were analyzed in two ways; first the data were examined for "internal consistency" using Cronbach's alpha, and second, specific questions were described.

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Table 4.11
Attitude
(scale: 1 =strongly agree, 5 = strongly disagree)
12 items

	Cronbach's Alpha	Mean of 12 items	Standard Deviation
Time 1	.86	1.97	.54
Time 3	.71	1.87	.40

A review of the above data indicated that the items were internally consistent in measuring the construct, "attitude of coalitions formed on behalf of youth at risk," since the Cronbach's alpha was strong during both Times 1 and 3. The grand mean of 1.97 for Time 1, and 1.87 for Time 3, indicated that the perception at both times were very favorable towards learning about teen issues, community coalitions and ability to change their communities.

Both Times 1 and 3 indicated a difference between teen and adult perceptions.

Table 4.12
Attitudes Towards Learning About
Teen Issues and Coalition Building
(scale: 1 =strongly agree, 5 = strongly disagree)

Variable Name: Attitudes		Mean	SD	t-value	2 tail prob.
Time 1	Teens N=51	2.09	.56		
	Adults N=24	1.72	.41	3.20	.002
Time 3	Teens N=18	2.00	.40		
	Adults N=12	1.65	.34	2.52	.018

A review of the data indicated that there were significant differences

between teens and adults at Time 1 (2.09 to 1.72) and Time 3 (2.00 to 1.65). Both groups moved closer towards the strongly agree category.

The t-test seemed to indicate that there was a significant difference between teen and adult attitudes at Time 1 and Time 3. Teen attitudes changed a small amount from Time 1 to Time 3, and moved slightly toward the undecided category. It may be that they found that coalitions were not as easy to form as they had originally thought when they began the training. Adults moved closer to the strongly agree category. Data were not collected at Time 2.

At the beginning of the workshop, the overall attitudes of the participants appeared positive towards learning about teen issues and coalition building. It appears that they felt coalitions could make a difference in their communities, and that they could make a difference through coalition development. At the end of the two months, the people who completed the instruments were strongly committed to the idea that coalitions could change their communities and that they could make a difference in their communities.

By looking at the individual variables and combining the strongly agree with the agree category, it is possible to get a picture of what the participants perhaps thought at the beginning of the training. Sixty-eight participants (90 percent) felt that they could learn the skills needed to improve their communities. Seventy-one (93 percent) thought that learning about teen issues was important, while 59 participants (77.6 percent) thought that learning about

coalition building was important. Sixty-nine participants (90.8 percent) felt that coalitions could change their communities.

Sixty-one participants (80.3 percent) thought that learning about teen issues was interesting, while forty-seven (61.8 percent) thought that learning about coalitions was interesting. It seemed that the participants were not as sure that they could change their communities. Fifty (65.8 percent) felt they could change their communities.

Two months later, the same attitude questions were asked of the teens and adults. Though there were fewer cases ($n=30$), there were some attitude changes.

Table 4.13
Participants' Attitudes
Time 3
(scale: 1 = Strongly agree; 5 = strongly disagree)
(Strongly agree and agree are combined)
(Teens N≤18; Adults N≤12)

Variable Name	Teen Freq.*	Valid percent	Adult Freq.*	Valid percent
I can learn the skills needed to improve my community.	16	88.8	12	100
Learning about teen issues is important.	16	88.8	12	100
Learning about teen issues is interesting.	12	66.6	12	100
Learning about coalition building is important.	17	94.4	11	92
Learning about coalition building is interesting.	12	66.6	10	83
Coalitions can change my community.	17	94.4	11	92
I can change my community.	14	77.7	11	92
Community coalitions are easy to form.	2	11.1	4	33
Maintaining a community coalition is possible.	16	88.8	9	75

* Only includes respondents that answered 1 to 5.

The changes between the training and the follow up two months later seemed to indicate a change in attitudes toward how important it was to learn about coalition building. Two months after the workshop, twenty-eight participants, or 93.3 percent, felt that it was important to learn about coalition development. Also, 25, or 83.3 percent, of the participants, thought that they could change their communities. However, fewer people, 6 or 20 percent, felt that community coalitions were easy to form.

Summary of trainee characteristics

Of the individuals who completed the instruments, a review of the data indicated that those participants who started the training and were still involved in the community coalitions seemed to have more enthusiasm, commitment and zeal than those who dropped out. Though this is not highly significant, because the actual mean differences changed very little, the people who dropped out were more likely to be those who chose "agree" and "undecided" in the attitude questions than those who stayed the two months.

In comparing the adults' attitudes at Time 1 and Time 3, it appeared that specific questions had an impact on the Cronbach's alpha. Though the alpha was above .6 both times, .81 (Time 1) and .68 (Time 3), respectively, at Time 1 the alpha would have been higher if the questions related to whether they could change their communities or whether community coalitions were easy to form, were eliminated. Though fewer adults were a part of the population at Time 3, they were less consistent in their responses to whether community coalitions were easy to form or whether maintaining a community coalition was possible. Since Cronbach's alpha is affected by the number of variables and the number of responses, it could be that it was lower because of the fewer number of adults.

Teens also had specific attitude questions that would have affected the internal reliability of the instrument. At Time 1, the Cronbach's alpha remained consistent for each of the twelve questions (.88). This was not true at Time 3.

Though the alpha remained strong (.69) teens appeared more unsure about whether learning the steps to maintain community coalitions was interesting and whether community coalitions were easy to form. They were also inconsistent in their responses to whether they had someone to ask questions about forming community coalitions or about such issues as drugs, pregnancy, teen violence and teen dropouts. In each case, if the questions would have been eliminated, the alpha would have increased to above .71.

Even though those participants who answered the questions remained very committed to forming community coalitions on behalf of youth at risk, it appeared that both the teens and adults were starting to realize how difficult it was to form community coalitions. The teens also asked more difficult questions and were unsure of where to locate the answers. Though not statistically significant, by comparing teens at Time 1 and Time 3, it appears that those teens that answered the questions in Time 3 became more undecided than those that dropped out. The adults, on the other hand, seemed more sure of their attitudes toward coalition building and moved closer to the strongly agree category.

Training design

Training was designed based on principles of learning and training content. Data about principles of learning were collected at the end of the workshop (post-test or Time 2). Some questions were repeated two months later (post-post test or Time 3). To determine transfer of knowledge, data were

collected at two or three points. The teen issues and coalition building content was collected at the beginning of the workshop (pre-test or Time 1), at the end of the workshop (post-test or Time 2) and two months later (post-post test or Time 3). The relapse prevention information was collected at the end of the workshop (Time 2) and two months later (Time 3).

Training Content

1. The extent to which the training program influenced the transfer of knowledge about teen issues and coalition building.

The knowledge questions were a forced choice type of test. Means were calculated based on the number of correct responses. The total number of items were fifty-five.

Table 4.14
Learning and Knowledge
about
Teen Issues and Community Coalitions
(Time 1, Time 2 & Time 3)

		Concepts about Teens Issues Max. 20 points	Concepts about Community Coalitions Max. 35 points
Time 1	Mean	14.16	23.16
	SD	2.65	3.59
	Number of participants	76	76
Time 2	Mean	16.40	24.59
	SD	2.11	3.19
	Number of participants	71	71
Time 3	Mean	15.86	24.66
	SD	2.71	4.28
	Number of participants	29	29

A review of the means indicates that there were gains from pre to post assessments for both teen issues and developing community coalitions. The post to post-post assessments indicated that there was a decrease in knowledge in teen issues. Coalition building grew slightly.

In Teen Issues, a review of the Cronbach's alpha indicated that the reliability of the instrument was questionable. At Time 1 ($\alpha = .43$) and Time 2 ($\alpha = .47$), the participants were inconsistent in their responses, which could have meant that they guessed at them. At Time 3 ($\alpha = .66$) the alpha improved. It appears the participants may have processed the information and understood it better at Time 3. If this instrument were used in the future, some items on it may need to be eliminated or changed in the pre and post tests. In addition, the topics need to be stressed in the training.

In Coalition Building, the alpha was inconsistent throughout Times 1 ($\alpha = .47$), 2 ($\alpha = .63$) and 3 ($\alpha = .56$). Though the alpha was somewhat strong at Time 2, it appears as if the participants either guessed at Time 3 or were questioning the questions and the responses. The internal reliability of the instrument, at all times, measured weak.

Though the reliability at all three times did not appear consistent, a review of the mean scores and significant differences between participants provided some interesting data. In comparing those people who stayed and those that dropped out, the independent t-test indicated that there was no significant difference at Time 1 or Time 2 for either the teen issues or the

community coalition category. For the group who started at Time 1 and completed the study, the dependent t-test between pairs indicated no significant difference from Time 1 to Time 3.

The independent t-test among teens and adults showed a significant difference between them at Time 1, Time 2 and Time 3.

Table 4.15
Overall Knowledge
Teen Issues and Coalition Building

Variable name: Overall Knowledge		Mean	SD	t-value	2 tail prob.
Teen Issues Time 1	Teens	13.5577	2.412		
	Adults	15.4583	2.718	-2.93	.006
Teen Issues Time 2	Teens	16.0638	2.17		
	Adults	17.0870	1.832	-2.06	.044
Teen Issues Time 3	Teens	14.8333	2.662		
	Adults	17.5455	1.864	-3.22	.003
Coalition Building Time 1	Teens	22.3269	3.777		
	Adults	24.9583	2.349	-3.71	.000
Coalition Building Time 2	Teens	23.3269	4.100		
	Adults	27.5417	3.107	-4.95	.000
Coalition Building Time 3	Teens	23.5000	3.222		
	Adults	26.3636	2.014	-2.95	.007

A review of the data indicated that there were significant differences between teens and adults all three times. The learning curve of teens and adults for the area of teen issues was interesting. For the teens, the means indicated that they learned in a normal learning curve. There was a 2.5 point gain from Time 1 to Time 2 (13.6 to 16.1) and a 1.3 point loss for Time 2 to

Time 3 (16.1 to 14.8). For the adults, the learning curve was different. There was a 1.6 point gain from Time 1 to Time 2 (15.5 to 17.1) and a .4 point gain from Time 2 to Time 3 (17.1 to 17.5). It appears that they continued to learn after the training ended.

In conclusion, it was difficult to determine whether the training program was effective in achieving a transfer of knowledge. Though the means seemed to indicate some increase in learning, the alpha indicated the instruments were not highly reliable. Though the concepts in the assessments coordinated with the concepts presented in the training program, and were included in the training manual, comments by the participants who completed the instruments indicated that they were difficult to understand and took a long time to finish. Future knowledge instruments on coalition building and teen issues may need to take that into consideration.

For the purpose of this study, a 70 percent rate on the test was considered baseline knowledge. It appeared that in the areas of teen issues and community coalitions, both the teens and adults attained that level of learning at Time 2. Since a Cronbach's alpha of .6 or above was attained at least once during the training, both content areas were analyzed in the study.

Learning Principles

1. The extent to which the relapse prevention technique influenced the transfer of knowledge about teen issues and coalition building.

"Ready, Set, Go" was the title given to the session where the relapse prevention technique was presented. This session was completed prior to the end of the workshop. There were 6 items in the scale measuring the relapse prevention technique.

At Time 2, the Cronbach's alpha was .86. At Time 3, the Cronbach's alpha was .81. Further analysis of the data found that the paired sample t-test with the group showed no significant difference between those who completed the instrument at Time 2 and Time 3 ($t\text{-value}=1.15$; 2 tail prob. = .264). There was no significant difference between the teens and adults at Time 2 ($t\text{-value}=.00$; 2 tail prob. = .996) or Time 3 ($t\text{-value}=1.10$; 2 tail prob. = .290). The scale means of teens and adults combined at Time 2 was 2.4 (SD = .65), and at Time 3, 2.3 (SD = .54).

Table 4.16
Relapse Prevention Technique
(scale 1 =strongly agree; 5=strongly disagree)
(Strongly agree and agree combined)
Time 2: N≤73; Time 3: N≤27*

VariableName	Endofworkshop(Time2)		2 months later(Time3)	
	Frequency	percent	Frequency	percent
1. What I learned in the Ready, Set Go session will help me apply what I learned at the ACE workshop.	48	71.6	20	76.9
2. The "Ready, Set, Go" session made me more aware of the necessity of having a method for applying skills.	54	80	26	96.2
3. I think the "Ready, Set, Go" session made sense and was well worth the time.	43	65.2	21	80.8
4. I think the "Ready, Set, Go" session was well worth the time.	43	65.2	16	61.5
5. I saw no additional value in the "Ready, Set, Go" session beyond the workshop.	14	20.9	7	26.9
6. I plan to use the "Ready, Set, Go" techniques to help me apply what I learned in the ACE workshop.	38	52.2	15	57.7

* Includes only those that responded to the item.

A review of means indicates that there were gains from the post to the post-post assessments in the relapse prevention technique. The strategy was useful in helping the participants apply what they learned at the ACE workshop and increase their awareness of the necessity of having a method for applying the skills. More than 57.7 percent planned to use the techniques learned in the relapse prevention session. It appears that the relapse prevention strategy was considered an effective strategy in the transfer process.

2. Principles of learning strategies utilized in the training program to assist participants in understanding the components of teen issues and coalition building.

Table 4.17
Session strategies
(scale 1 =strongly agree; 5 =strongly disagree)
(strongly agree & agree combined)
Time 2: N≤67; Time 3≤29*

Variable Name	Time 2		Time 3	
	Freq.	percent	Freq.	percent
Working in groups helped me to better understand coalition building and teen issues.	55	82.1	19	67.9
I think the goal setting session helped me set goals for my community coalition.	50	74.6	18	64.3
I think the team building session helped me learn how to work with my coalition members.	62	92.5	20	71.4
I think the "making the grade" session helped me develop an action plan for my coalition.	43	64.2	12	41.4

* Included only people who responded to the item.

A review of the data indicates that working in groups, goal setting and team building were effective training sessions. More than 70 percent of each of the strategies were perceived effective. The repetition and the "making the grade" sessions were less effective methods of learning, though some participants felt that they were effective.

Two months after the workshop, the post-post assessments indicated that the most effective strategies were working in groups which helped the participants better understand coalition building and teen issues (67.9 percent), and team building sessions which helped them learn how to work with their coalition members (71.4 percent). Forty-one point four percent of the

participants thought the "making the grade" session helped them develop an action plan, and 64.3 percent thought the goal setting session helped them set goals for their coalition.

The strategies that appeared to be consistent in their effectiveness were the first three items. The Cronbach's alpha at Time 2 was .56 and at Time 3 was .77. The "Making the Grade" session appeared to impact the participants at Time 3, though it reduced the alpha reliability.

A review of the data found that there was no significant difference between teens and adults at Time 1 (t -value = 1.28, 2 tail prob. = .21) or Time 3 (t -value = -.31, 2 tail prob. = .76).

Table 4.18
Participant Reaction To Workshop
(scale 1 =strongly agree; 5=strongly disagree)
(strongly agree & agree combined)
Time 2, N≤67

Variable Name	Frequency	Percent
Overall the workshop was:		
a. organized	54	77.7
b. stimulating	34	51.5
c. relevant	44	66.7
d. applicable	50	65.8
e. practical	44	57.9
f. interactive	41	54
g. too long	57	86.8
Each session was too long.	57	86.8
The workshop flowed clearly.	31	47.0
The pace of the workshop was slow.	41	61.2
The information was choppy.	40	59.1

A review of the data indicates that more than two-thirds of the participants thought the workshop was organized (77.7 percent), relevant (66.7 percent), and practical (57.9 percent). Most people felt that the sessions and the workshop were too long, and the information was not always clear, nor did it flow smoothly. The data seemed to indicate that the participants were undecided about the design. The means ranged from a low of 2.4 (not long enough) to a high of 4.01 (organized).

The workshop's 11 reaction questions had a Cronbach's alpha of .86. This added to the reliability of the questions asked and supported the frequencies and percentages presented. There was a significant difference (t -value=-1.77, 2 tail prob.=.08) between teens and adults in the workshop reaction questions. Though there was a statistical difference, the mean for the

teens (means = 3.36, SD=.61) and adults (means=3.64, SD=.60) did not appear meaningful.

There appeared to be no significant difference between the group that dropped out of the research project and those that stayed (t-value = .68, 2 tail prob. = .50). Though not significant, there may be a difference between teens and adults. Since the reliability of the instrument was high, it appeared that the participants were undecided about the workshop design.

A review of the data that was included in the open-ended section of the instrument indicated three areas that seemed to affect the participants' reactions. Many people stated that the training was too long, that there were too many people in the sessions, and that some of the presenters lectured too much. There were also some people who expressed a concern about the difference in ages between the teens. The range in age of the teens was 13 to 18 years old.

The responses to the open-ended question supported the above analysis. Overwhelmingly, the suggestions offered most often were to cut down on the length of the days, use fewer lectures and reduce the amount of content. Many positive comments were made about the training, including: "The workshop provided me with what I was looking for"; "This was valuable information"; "Our group became closer to each other, more able to work on the goals we set"; "I enjoyed the program and working with the teens;" and "I enjoyed this seminar."

3. The extent to which the participants understood the concepts presented in the workshop.

Table 4.19
Participant understanding of concepts (Time 2)
(scale 1 =strongly agree; 5=strongly disagree)
(strongly agree & agree combined)
N≤67

Variable Name	Frequency	Percent
I understand the connection between leadership, team building and resource development in coalition building.	62	92.5
I understand the overlap between youth at risk issues--teen pregnancy, school dropouts, substance abuse and delinquency.	63	94
I understand the relationship between teen issues and coalition building.	61	92.4

The data indicate that the participants understood the connection between the major concepts of coalition building and teen issues. The Cronbach's alpha of the participants' understanding of the concepts was .74. This indicates that the internal reliability was relatively good. The t-test examined the significance between teens and adults (t-value =2.55, 2 tail prob. =.01) and the differences between those who dropped out and those that continued (t-value = .19, 2 tail prob. =.85)

Table 4.20
Concepts t-test (Time 2)

Variable Name	Means	SD
Understanding of concepts		
Independent t by		
Teens	1.80	.495
Adults	1.52	.397

A significant difference in the understanding of concepts presented was between the total group of teens and adults. It appears that the adults (mean=1.52, SD=.40) understood more of the concepts than did the teens (mean=1.80, SD=.50).

4. Extent participants perceived they had the skills and knowledge they needed to build and maintain a community coalition.

Table 4.21
Participants' perceptions (Time 3)
(scale 1 =strongly agree; 5=strongly disagree)
(strongly agree & agree combined)
N≤30

Variable name	Frequency	Percentages
I have skills necessary to maintain a community coalition formed on behalf of youth at risk.	23	76.7
I think the skills I learned at the ACE training helped me build and maintain my community coalition.	18	60
I have successfully used some of the knowledge I learned at the ACE training.	22	73.3
I learned a lot from the ACE workshop.	26	86.7

A review of the data indicates that the participants thought they had the

skills necessary to maintain a community coalition and that the ACE training helped them. Most of the participants thought they learned a lot from the ACE workshop. The independent t-test of each variable indicates that there was no significant difference between the teens and adults. No data was collected on those people who dropped out, since these items were collected only at Time 3. The Cronbach's alpha of the combined four items was .67. The independent t-test between teens and adults indicates that there was no significance difference between teens and adults.

5. The extent to which the awareness and competency of the participants increased as a result of the training program.

Participants' perceptions of whether they thought they had the skills needed to develop a coalition was considered an important characteristic. Specific questions were asked to determine the awareness and sense of competency the participants had once they completed the training, and again two months later.

Table 4.22
Awareness and Competency
(scale 1 =strongly agree; 5=strongly disagree)
(strongly agree & agree combined)

End of Workshop (Time 2, N≤67)			2 months later (Time 3, N≤30)	
Variable Name	Freq.	percent	Freq.	percent
More aware of how to build and maintain a community coalition.	56	83.6	25	83
More aware of issues facing teens.	57	85.1	27	90
More aware of how to work with teens and adults.	56	83.6	27	90
More competent about coalition building.	50	74.6	25	86.2
More competent about teen issues.	53	79.1	24	80
More competent in working with teens and adults.	54	80.6	26	89.7
More competent in working with coalition team.	56	83.6	23	79.3

When the awareness and competency variables were combined at Time 2, the Cronbach's alpha was .76 for the seven variables. At Time 3 it is .81 for the same seven. A review of the data indicates that the participants' perceptions were that they were more aware and competent about issues facing teens, coalition building and working with their coalition teams. Over 75 percent of the participants felt they were more aware of and felt more competent in each category at Time 2. By Time 3, it was over 79 percent. Every item had gains from Time 2 to Time 3 except "more competent in working with coalition team."

A review of the data indicates that there was no significant difference during Time 1 (t-value = .25, 2 tail prob. = .81) or Time 3 (t-value = -.95, 2 tail prob. = .35) between teens and adults. The data from the independent sample

t-tests between Time 2 and Time 3 indicate no significant difference between those who completed the project and those who dropped out (t value = 1.30; 2 tail prob. = .205). The perceptions of the participants seemed to be maintained over time, as there does not seem to be a significant difference between those who completed the training and then dropped out and those who remained involved in the project.

Summary of Training Design

In conclusion, the training strategies that appeared the most effective were the relapse prevention strategy, working in groups, setting goals, the team building session and, to a lesser extent, the "making the grade" session. At the end of the training, 71.6 percent of the participants said they would recommend this workshop to others, and two months later, 96.8 percent said they would.

There does not appear to be a significant difference between how effective the training strategies were for the teen and adult participants. The data also indicate that there was no significant difference between the group that dropped out of the project and those that remained involved two months later. It is interesting to note that all of the adults and 93.8 percent of the teens who remained in the project indicated that they would want their tax dollars to continue to support this type of effort.

Community/Work Environment

Community/work environment included support and opportunity to use the information. Both support and opportunity to use the information are thought to have a direct effect on the conditions of transfer. Support included staff, chairpersons and peer support. Rewards and recognition for individual use of the skills and for coalition development were explored. Data were also collected to examine the opportunities to use the information in the participants' personal and coalition development. Data were collected two months after the workshop using an assessment and a focus group session in each of the four counties.

Support

1. The extent to which the participants received support from staff, chairpersons and peers in using skills learned.

Organizational support from staff and others was considered critical if the participants were going to use the skills and knowledge they learned at the workshop. Since the data were collected two months after the training, it provides a broad understanding of the types of support the participants have received.

Information about the type of supports was collected for staff, chairpersons and members of the coalition. During the focus group meetings, the members of the coalitions indicated that they did not have chairpersons. For this reason, the information about the support of a chairperson was not

included in the analysis.

Table 4.23
Support
(scale 1 =strongly agree; 5=strongly disagree)
(strongly agree and agree are combined)
Time 3, N≤29

	Staff		Peers	
	Freq.	Percent	Freq.	Percent
Encourage me to use the skills learned	26	89.7	15	51.7
Have high expectations for the community coalition	21	72.4	22	75.9
Discuss successful activities, ask questions and make suggestions.	23	82.1	24	82.8
Provided assistance when had a problem using skills learned.	17	60.7	14	48.3
Thought it important to use skills and knowledge learned.	23	82.1	15	51.7
Have recognized me for using skills learned.	9	32.1	14	48.3

Most of the encouragement for using the skills and knowledge learned from the workshops came from the staff person assigned to work with the coalition and the other members of it. It appears that both groups (staff and peers) discussed activities, asked questions and made suggestions about the coalition. However, they were not as likely to provide assistance when the coalition member had a problem using the skills learned at the workshop. Very few participants received recognition for using the skills they learned at the workshop.

The six items for staff support were reliable as a construct (Cronbach's

alpha = .87), as were the six items for peer or member support (Cronbach's alpha = .83). The alpha indicates the reliability of the questions concerning support. They appear to be relatively consistent among the group of people who continued in the project. The independent t-test among teens and adults indicate no significant difference between their perceptions of staff (t value = .16; 2 tail prob = .871), or peer support (t-value = .65; 2 tail prob. = .519).

Recognition

1. The extent to which the participants received recognition for using skills and knowledge.

Table 4.24
Recognition for Skills Used (Time 3)
(scale 1 = strongly agree; 5 = strongly disagree)
(strongly agree and agree combined)
N ≤ 28

Variable Name	Frequency	Percent
I think its important to receive recognition for using skills.	12	44.4
I have been recognized for using skills learned.	11	39.3
I have been given verbal praise for using the skills.	6	21.4
I have received a thank you note for using skills.	3	11.1
I have received a certificate for using skills.	9	32.1

Almost half of the participants (44.4 percent) thought it was important to receive recognition for using the skills learned; however, few were receiving it. The most common form of recognition that participants received was verbal praise.

The Cronbach's alpha was .66 for the five variables. The independent t-test between teens and adults indicates no significant difference between teens and adults (t-value = -1.23; 2 tail prob. = .231).

2. The extent to which the participants received recognition for the work they had completed with the community coalition.

Table 4.25
Recognition for Work Completed (Time 3)
(scale 1 = strongly agree; 5 = strongly disagree)
(strongly agree and agree combined)
N ≤ 28

Variable Name	Frequency	Percent
I think it's important to receive recognition for work done.	9	32.1
I have been recognized as being a member of the coalition.	16	57
I have been given verbal praise for the work done.	11	39.3
I have received a thank-you letter for the work done.	3	10.7
I have received a certificate for the work done with my community coalition.	3	10.7

Slightly more than half of the participants thought they were recognized for the work they accomplished in the coalition (57 percent). The most common form of praise was verbal (39.3 percent). Thank-you letters and certificates had not been used significantly to thank participants for the work they completed for the coalition. More than a third of the participants thought that it is important to receive praise for the work accomplished for the coalition.

The Cronbach's alpha was .66 for the five variables. The independent t-



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test between teens and adults indicated no significant difference between teens and adults (t-value=.04; 2 tail prob=.965)

Opportunities to Use Skills and Knowledge

Participants need opportunities to use the new skills and knowledge they learned in the training, which is a key concept in the work environment. Data were collected from the post-post assessments (Time 3) and the focus groups (Time 4).

1. The extent to which the participants thought they would use the information they learned at the training.

Table 4.26
Usefulness of the Information (Time 2)
(scale 1 =strongly agree; 5 =strongly disagree)
(strongly agree & agree combined)
N≤67

Variable Name	Frequency	Percent
Will use information in personal or family life.	48	71.6
Will use information on the job or in school.	47	85.1
Will use the skills in the next month	44	65.7
Will use the skills in the next year	50	74.6
Will use the techniques and strategies to improve my community coalition	43	64.2

A review of the data indicate that the information presented in the training was useful to more than two thirds of the participants. They thought that they would use the information personally, on the job or in school, and in the community coalitions. Many planned on using the information in the next month or during the coming year. The Cronbach's alpha for the five variables

combined was .82.

2. The extent to which the participants used the information they learned at the training.

Table 4.27
Information Used (Time 3)
(scale 1 =strongly agree; 5=strongly disagree)
(strongly agree & agree combined)
N≤30

Two months later

Variable Name	Frequency	Percent
Used information in personal or family life.	19	67.9
Used information on the job or in school.	16	64.3
Used the skills during the past month	16	57.1
Will use the skills in the next year	21	75
Used the techniques and strategies to improve my community coalition	16	53.3

The post-post data indicate that the participants used the information personally, on the job or in school, and during the past month. Most planned to use it during the next year. More people used the information personally than in developing a community coalition. When the five variables were combined the Cronbach's alpha was .90.

Since these data were collected at Time 2 and Time 3, it was possible to determine if there was a significant difference between those who dropped out after Time 2 and those who completed the training (Time 3). An independent t-test between Time 2 and Time 3 indicates that there was no significant difference between the two.

The independent t-test between teens and adults indicates that there was a significant difference between them at Time 2 (t-value = 2.50; 2-tail prob. .017). With a mean of 2.21 for the teens and 1.87 for the adults, it appears that they were undecided about where they would use the information.

At Time 3, the probability indicates that there was no significance between teens and adults (t-value = 1.78; 2-tail prob. .086). The standard deviation between the two was nearly .05 and a review of the means data indicates that the people who remained in the project moved closer to being undecided at Time 3. The mean of the teens was 2.76 and of the adults, 2.13. These small numbers at Time 3 prevents this difference from being examined for statistical significance.

3. The extent to which the participants used the coalition building and teen issue concepts.

Table 4.28
Use of concepts
(scale 1 = strongly agree; 5 = strongly disagree)
(strongly agree & agree combined)
N ≤ 30

Two months later (Time 3)

Variable Name	Frequency	Percent
Used information on team building.	21	73.3
Used information on teen issues.	23	76.7
Used information on resources development.	20	66.7
Used information on leadership.	24	80
Used information in the notebook to learn about coalition building and teen issues.	16	53.3

A review of the data indicates that the participants did use the concepts

presented in the training. Leadership (80 percent), team building (76.7 percent) and teen issues appear to be the concepts most used.

The Cronbach's alpha for the combination of the 5 variables was .90. The independent t-test between teens and adults indicates that there was no significant difference (t-value = -.21; 2 tail prob. = .83).

4. The extent to which the participants used the information to develop action plans.

Table 4.29
Action Plans (Time 3)
(scale 1 = strongly agree; 5 = strongly disagree)
(strongly agree & agree combined)
N ≤ 30

Variable name	Freq	percent
Action was taken as a result of problems discovered in the community coalition through the use of the techniques learned at the ACE training.	12	40.0
An action plan was developed by my community coalition.	16	53.3
My community coalition functions the same as it did before the ACE training.	7	23.3
My community coalition makes a difference in my community.	16	53.3
My community coalition is doing some important work in the community.	15	50

Twelve participants (40 percent) felt that action had been taken in their community coalition since the training. Twenty-three percent thought the coalition functioned the same way it did before the Alliances for Community Empowerment (ACE) training. A little more than half the group (53.3 percent) thought their community coalition made a difference in their community.

As a total action variable the Cronbach's alpha was .81. The

independent t-test between teens and adults indicates that there was no significant difference between the two (t-value=-.79; 2 tail prob.=.439).

III. SECTION II - Development of the community coalition

Data were collected from two sources to determine the levels of development of the community coalitions. Participants completed quantitative assessments of how they thought their coalitions were functioning and also participated in a focus group meeting. In addition, the staff of the Community Partnership for Prevention completed questionnaires. Both groups participated in focus group sessions.

The groups supported the fact that the community coalitions that were forming were very new and at different stages of development. One county had only a small amount of activity since the workshop. Only one participant completed the assessment. It was found that the staff person assigned to work with that county had a difference of opinion with the administration of the partnership. This difference made the staff person feel very uncomfortable about sharing any information about the development of the county coalition. In the other three locations, staff and participants shared willingly how their coalitions were developing.

Table 4.30
Current Community Coalition Development (Time 3)
(scale 1 = always; 5 = never)
(Always and usually combined)
N≤30

Variable Name	Frequency	Percent
Goals were written by the coalition members.	18	60
Members selected the leader.	11	36.7
Several organizations belonged to the coalition.	13	44.8
Resources (time, money & people) were obtained to enable the coalitions to complete their work.	15	51.7
All members took part in identifying the programs and activities to be achieved.	20	66.7
Roles & responsibilities were identified for each member of the coalition.	13	43.3
All of the members worked together to meet the common goals and objectives of the coalition.	21	70
Each member felt free to share information, ideas and thoughts with all members of the coalition.	22	73.3
Different methods were used to identify the needs of the people being served by the coalition.	15	50
Members of the coalition participated in writing the proposals for obtaining funding.	9	31
Coalition members knew the primary youth issues.	19	63.3
Coalition members understood the overlap between delinquency, substance abuse, school failure and pregnancy.	18	60
Coalition has a diverse membership (different ethnic backgrounds, ages and experiences).	15	50

As stated above, the three county coalitions were just beginning to form. Most of the participants were members of other groups in their schools and communities. Many of them (44.8 percent) thought that they were representing these groups in addition to being members of the coalition. Teamwork and communication were two areas about which coalition members felt very favorable. Members seemed to work together to meet common goals and they felt free to share information, ideas and thoughts with all members of their

coalition.

The Cronbach's alpha for the total community coalition variable was .94. The independent t-test indicates no significant difference between teens and adults ($t\text{-value} = -1.16$; 2 tail prob. = .260). The teens had a mean of 2.63 and a SD of .94, while the adult mean was 3.12 with a SD of 1.22. With a small group of people ($N=30$), it is not possible to consider this significant; however, it does seem to indicate that the teens were moving toward the agree to undecided end of the spectrum, while the adults were moving from the agree to the disagree end. There appears to be a wider range of perceptions from the adults than from the teens.

The Community Partnership for Prevention staff also expressed their perceptions of how the coalitions were functioning.

Table 4.31
Current Community Coalition Development -- Staff
(scale: 1 = always; 5 = never)
(always and usually combined)
Time 3; N=4

Variable Name	Frequency	Percent
Goals were written by the coalition members.	2	50
Members selected the leader.	2	50
Several organizations belonged to the coalition.	2	50
Resources (time, money & people) were obtained to enable the coalitions to complete their work.	2	50
All members took part in identifying the programs and activities to be achieved.	2	50
Roles & responsibilities were identified for each member of the coalition.	1	25
All of the members worked together to meet the common goals and objectives of the coalition.	3	75
Each member felt free to share information, ideas and thoughts with all members of the coalition.	2	50
Different methods were used to identify the needs of the people being served by the coalition.	3	75
Members of the coalition participated in writing the proposals for obtaining funding.	1	25
Coalition members knew the primary youth issues.	2	50
Coalition members understood the overlap between delinquency, substance abuse, school failure and pregnancy.	2	50
Coalitions had a diverse membership (different ethnic backgrounds, ages and experiences).	2	50

There were very few staff people at the Community Partnership (4) and the data gives a limited perception of how the county coalitions were functioning. It appears that the staff and the participants had similar perceptions of how the coalitions were functioning. Staff members thought that the coalition members were more involved in selecting their leader than did the members. Staff members also thought that they used different methods to

identify the needs of the people being served while coalition members did not think so. Finally, coalition members thought that they understood the teen issues better than staff members thought they did.

The partnership staff wrote comments about the functioning of the community coalitions. They stated that the coalitions were still in the infancy stages of coalition building. As a result of the training, several of the smaller groups came together to work on a joint county community coalition. Though not giving up the identity or functioning of their individual groups, such as SADD or Project Pals, the groups began working on forming county coalitions to meet the needs of youth at risk.

Summary of Quantitative Data

A table of all of the variables provides an overview of this exploratory research project, which included training inputs, training outcomes and conditions of transfer. Overall, the reliability of the combined items indicates that the design of the instruments provides an adequate understanding of the participants' perceptions of themselves and the functioning of their community coalitions.

Table 4.32
Training and Post-Training Overview

Variable Name	Number of Items	Cronbach's Alpha	Significance Teens and Adults
Training Characteristics			
Experience	21		**
Prior coalition experience	12	.62	
Application of training	25		

Table 4.32 (cont'd). Attitude	12	.86	**
Post Attitude	12	.71	*
Training Design			
Learning principles			
Relapse Prevention strategy (Time 2)	6	.86	
Relapse Prevention strategy (Time 3)	6	.81	
Session strategies (Time 2)	4	.56	
Session strategies (Time 3)	4	.77	
Workshop strategies	11	.86	
Understanding of concepts	3	.74	*
Skills Necessary	4	.67	
Awareness and competency (Time 2)	7	.76	
Awareness and competency (Time 3)	7	.81	
Content			
Teen Issues (Time 1)	20	.43	**
Teen Issues (Time 2)	20	.47	*
Teen Issues (Time 3)	20	.66	**
Coalition Concepts (Time 1)	35	.47	**
Coalition Concepts (Time 2)	35	.63	**
Coalition Concepts (Time 3)	35	.13	**
Community/work environment			
Support			
Staff	6	.87	
Member	6	.83	
Recognition for skills used	5	.66	
Recognition for work of coalition	5	.66	
Opportunity to use			
Use (Time 1)	5	.82	*
Use (Time 3)	5	.90	

Table 4.32 (cont'd). Use of concepts	5	.90	
Action Plans	5	.81	
Overall Coalition Functioning	13	.94	

* $\leq .10$; ** $\leq .05$

A review of the data in the above table indicates that the variables where significant differences between teens and adults exist were: past coalition experience, attitude (Time 2), attitude (Time 3), content learned, and understanding and use of the concepts (Time 2). The other variables did not show significant difference between teens and adults. To determine whether there were any relationships between the variables, a correlation matrix was constructed.

Correlation

The Pearson r was used to measure the correlation between individual perceptions of behavior and the functioning of their coalition. This correlation looked at the relationship of the variables and the strength of the relationship. A correlation, between variables, of .5 or above was considered a strong correlation, while a correlation below .5 was considered weak (Rowntree, 1981, pp 163).

Table 4.33
Matrix of Correlation Coefficients (Overall population)

Variable name	Principle s of learning (Time 3)	Awareness & Competenc y (Time 3)	Member Support (Time 3)	Recogniti on coalition 's work (Time 3)	Concepts used (Time 3)	Action plan for the coalition (Time 3)	Coalitio n function ing (Time 3)
Principles of learning (Time 3)	1.0000						
Awareness & Competency (Time 3)	.5867	1.0000					
Member Support (Time 3)	.5053	.1598	1.0000				
Recognition of coalition's work (Time 3).	.4056	.2075	.4285	1.0000			
Concepts used (Time 3)	.6603	.3475	.4973	.4609	1.0000		
Action plan for the coalition (Time 3).	.5778	.4973	.2962	.5708	.4238	1.0000	
Coalition functioning (Time 3)	.6584	.6337	.6678	.5898	.5753	.6702	1.0000

A review of the data in the above table indicates that principles of learning, increased awareness and competency, member support, recognition of the coalition, use of coalition and teen issue concepts, and an action plan for the coalition were predicted to be positively and moderately correlated with substantantial relationship to the functioning of the coalition. Two problems exist with the correlations. First, with the low number of participants who completed the instruments at Time 3, the correlations may not be significant and causation cannot be inferred. Second is the problem of collinearity or when two or more predictor variables are highly correlated they may distort the analysis (Craft, 1990). However, since this is an exploratory study, it may be

helpful to understand the relationships between the variables and to build on those in future studies.

It appears that those participants who had a better understanding of the principles, felt competent in building coalitions, had member support, were recognized for the work the coalition did, used the concepts and had an action plan for their coalition, were more likely to have higher functioning coalitions.

Focus Group Analysis

Thirty teens and adults participated in the focus group sessions. This same group of people completed the third instrument (Time 3). The sessions were held immediately after the participants completed the instruments. Five sessions were held, one in each of the four counties and one with the partnership staff.

The range in the number of participants who attended the focus group sessions varied. Presque Isle county had one teen and two staff members from the partnership. Montmorency had three teens attend, all from one high school, as well as three staff members from the partnership. Alpena had five teens, two adults and one staff person from the partnership participate and Alcona had present 13 teens, three adult volunteers and three staff members from the partnership.

The information gained from the focus group sessions added to the information gained from the survey instruments. The focus group questions centered around support the groups received from staff or the community,

opportunities to use the information they had learned at the workshop, and comments on how their community coalitions were functioning. (See Appendix J for the instrument.)

Because of the small numbers of people, it was not possible to determine whether there were patterns in the information. The audio tapes and notes of the sessions became a source of data that seemed to support what was found in the quantitative data. What was discovered in the focus group sessions was that, after the training, two counties decided to merge their small organizations into two county coalitions. In the other two counties, though the groups may do things together, they remained separate groups. Reasons for this included distances between schools and age differences between teens.

1. The extent to which the participants received support for the functioning of the community coalition.

Coalition members were asked about the types of support they received during the development and maintenance of their community coalition. The most often mentioned support, in declining order, came from other members, partnership staff, school personnel, parents and other agency staff. Church staff, or the spouses of church staff and police department personnel were also mentioned as people who supported the coalitions. The types of support received by these groups varied.

There were several examples of how members supported each other in the community coalitions. Members supported others in the coalition by

helping them use the skills that they had learned in the training. This support too many directions; yet many teens mentioned that their coalition members supported their beliefs to stay away from drugs and alcohol. This support seemed to be a coping mechanism for the teens who were constantly being pressured to use illegal substances. Members also did things for each other. They picked one another up to attend meetings, they provided services free of charge for coalition activities, or were they available for others to talk to.

The partnership staff supported the coalitions in various ways. These examples of staff support included the ways staff encouraged the community coalitions to meet and provided information about outside resources. They provided a 1-800 telephone line for coalition members to call with questions, and they helped the groups organize activities around the substance use and misuse topic. Members of the coalitions commented many times about the wonderful support that the staff provided and how important they were to the development of the coalitions.

Other type of support from other groups was resources. These resources could include the use of a facility, financial resources, or human resources. Many schools have donated facilities and have sent mailings out for the group. Businesses have donated food and beverages to the groups when they met. The police agencies provided speakers and support for the groups' work, and parents have helped out as needed. Though parental support was only mentioned a few times, the response of the groups indicated that it was

helpful, appreciated and important.

2. The extent to which the participants had an opportunity to use the information they had gained from the workshop.

Overwhelmingly, the people who were involved in their community coalitions and participated in the Alliances for Community Empowerment training felt they gained something from the workshop. They increased their awareness about teen issues and built relationships between themselves, either as teens or adults.

Many teens and adults indicated that they could identify the four primary teen issues and the interrelationship among them. They thought about the teen issues and applied that information to those around them. One teen stated, "it changed my outlook on this kind of stuff." Another teen stated, "I catch myself, when I see kids in one thing (involved in drinking or pregnant), I can see that they are involved in the other issues." For the teens, the issues seemed to impact them the most.

The ecological model of risk and protective factors most impacted the adults. One adult mentioned that she gained an understanding of how a community is responsible for its youth and the interconnectiveness of the protective factors.

There were several specific skills that were mentioned in the focus group sessions. The techniques discussed the most were consensus building, nominal group process, development of an action plan, leadership and

problem-solving techniques. They used those skills to develop mission statements, plan activities and set goals for their groups. The consensus building skills were noted with surprise in that they did not have to remind people about the consensus process and that people proceeded to function in a consensus manner. They also used their team building skills to build relationships between teens and adults in the group. Several discussions occurred related to the nature of group thinking in comparison to individual thinking. There were discussions about how to build their communities and the responsibilities of teens and adults to each other.

When asked what they liked most about the ACE training, overwhelmingly, the responses had to do with building relationships. These relationships were between teens and adults, and in several instances, between the teens themselves. For many people, the training provided an opportunity to meet other people who had similar goals and values, and who came together and made decisions. Inclusion of ideas was the norm, not the exception. Several people mentioned that they were not "islands working alone" and that there were others with common ideas and goals. An important comment made by both teens and adults related to the value of the opportunity for teens and adults to "talk with" one another. They said these discussions helped them to understand how teens and adults think--what is common and what is different. Many people mentioned that the ACE workshop gave them an opportunity to learn about teens from neighboring areas in a non-competitive setting.

Sometimes these rival schools were less than 10 miles apart, yet people would not talk to each other because they were afraid of how they would be treated.

When asked what they did not like about the training, several people discussed the number of people attending the training, the difference in ages between the teens, teens forced to be there, and not enough time to think and process the information. Many discussed that some of the presenters were "boring" because they lectured. The sessions that they felt were the most beneficial were those that were experiential in nature, where they had an opportunity to move around, participate in a learning activity and then process the information. Several people mentioned that there was too much information presented to understand or process, especially for some of the younger teens.

When asked if they would attend another training of this type, most people indicated that they would, if those changes were made. They thought it was worth their time and that they had learned something about themselves and others.

IV. Summary of Findings

1. After receiving training and participating in a community coalition formed on behalf of youth at risk, teens and adults perceived as of great importance the need to learn about the skills needed to build community coalition.
2. Teens and adults have favorable attitudes toward learning about teen issues and coalition building.

3. The teen issues were used by teens and adults, however, adults appeared to continue to increase their knowledge about them.
4. Training strategies that appeared to increase skills and knowledge were working in teams, goal setting and team building.
5. The training strategies were effective for both teens and adults.
6. The relapse prevention strategy aided in the transfer process.
7. Both staff and the members provided support to the coalition members. The type of support varied between the two groups.
8. Less than half of the participants have received recognition for using the skills learned in the training.
9. Teens and adults felt competent about building community coalitions formed on behalf of youth at risk, and have used some of the skills and knowledge that they learned in their personal or professional lives.
10. Coalition building techniques were used by teens and adults.

V. Chapter Summary

In this chapter, methods for collecting the data were explained and the approaches for analyzing the data were applied. In the conceptual model, trainee inputs consisted of trainee characteristics, training design and work environment. Training outputs consisted of learning and retention. Finally, conditions of transfer included generalization and maintenance. Each component of the model was presented and descriptive information was provided. Training and post-training strategies that enhanced the training

process and influenced the formation and maintenance of community coalitions formed on behalf of youth at risk were identified.

The conclusions drawn from the data analysis and recommendations for increasing the use of effective training and post-training strategies will be presented in Chapter 5.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter includes a summary of the purpose, research questions and methodology of the study. This is followed by the conclusions drawn from the analysis of the data, recommendations for increasing the transfer of skills and knowledge to the development of community coalitions, further research recommendations, implications, and a postscript on community based research.

Summary

This exploratory dissertation research project was initiated to understand the effectiveness of training and post-training strategies on the formation or maintenance of community coalitions that work on behalf of youth at risk.

- I. The four purposes of this exploratory dissertation research and development project were:
 1. To develop effective strategies that lead to the formation and maintenance of community coalitions working on behalf of youth at risk in Michigan.
 2. To develop a training program for teens and adults working in community coalitions formed on behalf of youth at risk.
 3. To examine post-training strategies related to the success of four Michigan community coalitions.
 4. To evaluate if transfer of training strategies used in business training were transferable to a human service model.

Six research questions were established to guide the study.

II. Methodology

Data for this study were collected from 76 teens and adults involved in the Community Partnership for Prevention project in Alpena, Alcona, Montmorency and Presque Isle counties. The population was asked to participate in a community coalition training, to complete pre-, post- and post-post surveys, and to participate in a focus group session.

The surveys consisted of several parts: knowledge of coalition building and teen issues, demographic information, workshop reactions and community environment factors. At the focus group session, the participants were asked to respond to questions about the types of support they received in maintaining their coalition, how they used the skills and knowledge they had received at the training, and how their community coalition was functioning.

These data were analyzed using several methods. Frequencies and percentages of specific questions and independent and dependent t-tests were conducted to analyze the differences between teens and adults, those who completed all four of the instruments and those who dropped out. Correlations were used to determine whether there were any relationships between the training and post-training strategies and their impact on the functioning of the coalitions.

III. Research Questions

Six research questions were established to guide the study. Data were collected via surveys and focus groups. Though there are limitations to the study, it is possible to draw some conclusions from the data gathered from the research questions.

1. After completing the Alliances for Community Empowerment (ACE) training program, to what extent did participants increase in knowledge related to contemporary issues facing teens, and building and maintenance of a community coalition? Were there significant differences between teens and adults on levels of knowledge?

There were limitations in the knowledge scores due to the alpha scale changing between the pre, post and post-post tests. However, the teen issue scores increased by 2 points from the pre- to the post-test. There was a decrease by the teens between the post- and post-post test. The coalition building scores increased in smaller amounts from pre- to post- and decreased a great deal in the post-post tests. There was not a statistically significant difference between teens and adults, yet the means indicated a continued increase in scores on the teen issues for the adults.

2. To what extent did participants perceive the training strategies helpful in developing the skills and knowledge they needed to develop and maintain community coalitions formed on behalf of youth at risk? Did they find the training beneficial? Were there significant differences

between teens and adults?

Working in groups, goal setting and team building were the more effective strategies in developing the skills needed to develop community coalitions formed on behalf of youth at risk. During the training, the "making the grade" session was least effective; however, it was used when the participants returned to work in their local coalitions.

At the end of the training, the participants perceived they had an understanding of the connections between the concepts of coalition building, teen issues and the overlap between the two. It appears that the adults understood more of the concepts than did the teens. In addition, the participants thought they had the skills necessary to maintain community coalitions. There was no significant difference between teens and adults.

More than two-thirds of the participants thought the workshop was organized, relevant and practical. Most people felt that the sessions were too long and that there was not enough time to process the information.

The relapse prevention technique was found to be an effective strategy in the transfer process. There does not appear to be a significant difference between teens and adults.

In the follow-up focus group sessions it was found that the participants thought the training was beneficial to the development of their community coalitions. Though they learned several techniques from the workshop, they felt that what they learned through the interactions of teens and adults was just as

beneficial, if not more so.

3. To what extent did participants perceive an increase in awareness and competence related to coalition building? Were there significant differences between teens and adults?

There was no significant difference between teens and adults in their increase in awareness and competence related to coalition building. Two months after the workshop, more than 90% of the participants felt they were more aware of issues facing teens and how to work with teens and adults. More than 85% felt that they were more competent in building community coalitions.

4. To what extent did teen and adult participants use the skills, techniques and knowledge learned in the ACE workshop?
 - A. Which concepts were used the most in the coalition?
 - B. Which concepts were not included in their coalitions?

The quantitative analysis of the data indicates that the skills and techniques used the most in the coalition's development were the leadership, team building and teen issue information. More than 53% of the participants felt that an action plan had been developed. In the focus groups, several specific techniques were discussed: the nominal group process skills, consensus building, goal setting, development of an action plan, leadership and problem-solving techniques.

5. To what extent did the community-work environment strategies increase

the development of community coalitions formed on behalf of youth at risk?

The quantitative analysis indicated a stronger correlation between members than staff support. However, in the focus groups, the members of the coalitions discussed the importance of staff support. The other community/work strategies that seemed to impact the development of the coalitions were those that increased the participants' understanding of the principles related to coalition development, those that increased awareness and competency in building a coalition, those that provided an opportunity to use the concepts and to develop an action plan for their coalition.

6. Did the groups participating in the ACE training develop coalitions in their own communities?

It appears that two counties merged as a result of the training to form a larger community coalition. The other two counties decided to continue as separate groups; however, they plan to continue communicating with one another.

Though the training may not have been the only strategy that was needed in developing coalitions, it appeared that it provided participants with several skills that they could use in their local coalitions. As important was giving individuals the opportunity to discuss their views, develop relationships and come to an understanding that there were others who had similar interests and goals.

IV. Conclusions

1. Different information is gained with different methodologies and one method may not be adequate. Additional information may be found by combining survey instruments with focus group sessions.
2. Similar training may be designed for teens and adults. Teens have less experience and may need additional strategies for understanding specific concepts. However, there appears to be more similarities than difference between the two groups.
3. Post-training strategies impact how community coalitions operate. It appears that those participants who had a better understanding of the principles, felt competent in building coalitions, had staff and member support, were recognized for the work the coalition was doing, used the concepts and had an action plan for the coalition, were more likely to have a higher functioning coalition.
4. Teens and adults use the information they learned in training and work together in community coalitions.
5. By adding relapse prevention strategy to training the transfer process is enhanced.

V. Limitations

Limitations of this study should be recognized. This study did not include a random sample of the population interested in developing community coalitions formed on behalf of youth at risk. Participants who attended the

training were self-selected, based on their interest in working in these community coalitions. Second, this study was conducted on a very homogenous group. Almost all of the teens and adults who attended the training were caucasians who lived in similar environments. The findings of this study may not hold for community coalitions formed in urban areas. However, the pilot group, which was predominately African American from an urban area, supported what was found in this study.

VI. Recommendations

The recommendations resulting from this study concentrate on increasing the use of effective training strategies. A second goal is the discovery of the organizational strategies that increase the use of skills and knowledge learned at a training in the community.

Training recommendations

1. Skill and knowledge instruments: Develop different types of knowledge instruments that may be more appropriate for the audience. Recognize the possibility of having participants who are different ages and provide age specific knowledge tests.
2. Participant to facilitator ratio: Work closely with the collaborating groups to help them understand the importance of an appropriate number of participants to attend the training. If changes cannot be made, facilitators need to be prepared to accommodate the additional people.
3. Experiential learning: Work with outside speakers to help them learn

how to present the information using experiential learning techniques.

This is a challenge, because though this was done, many times it is not feasible, the resource person may not use the suggestions, or a presenter will not share with the coordinator the methods they use in the training. Coordinators need to leave ample time to work with outside presenters. In addition, new ways need to be developed to teach coalition building skills. They need to be action-oriented and allow for adequate processing of the information. Current strategies may need to be adapted.

4. Appropriate number of learning concepts. It is important to include a limited number of learning concepts in training programs. One challenge for volunteer groups is the need to present everything at once, because this may be the only time training will be conducted. One strategy is to focus on only the most important concepts and provide other ways for people to learn the rest. More plans may need to have an initial training and then offer a follow-up series. If training contains too many concepts, volunteers may not be able to process the content and become frustrated with the training.
5. Teen and adult participants: More training should be done in the future that includes teens and adults. It may be necessary to provide some training only for older or younger teens and adults. This may facilitate the learning of the groups. Strategies need to be developed to

encourage more adults to attend trainings with teens. Both teens and adults are needed to ensure the continuation of community coalitions.

Adult males need even more encouragement to attend and participate in the coalitions.

This study found two areas in which there were significant differences between teens and adults. The first was with prior experiences and the second was with learning and retention of the coalition and teen issue concepts. Taking this into consideration is important for the development of future training programs.

Post-training strategies

1. Members appear to influence the activities of other members more than any other group of people, besides the staff assigned to work with the coalitions. Team building strategies will continue to be a major part of post training strategies. Further development of what characteristics are important for member support needs to be considered.
2. Staff support needs to be reviewed prior to the development of community coalitions. Staff support can include providing 1-800 numbers for community members to call when they are long distance, a willingness to listen, encouragement, involvement in activities, or providing information about resources. With limited staff resources available to organizations, further development of what characteristics are important for staff support needs to be considered.

3. Opportunities to practice the skills that were learned in the training is especially important for people to be able to utilize what they have learned. Plans to use the information, once training is completed is important. Different techniques can be used and facilitated by staff members such as identifying the four major risk behaviors, helping groups develop action plans or work on their mission statements. For groups to feel comfortable with the skills, they need to use them.
4. Appropriate recognition for the skills learned. In this study most people did not feel a need to receive personal recognition for using the skills they had learned. They did want to receive recognition for the work that the coalition had completed. Thank-you letters and words of encouragement are two methods of recognition. Other ways can be identified to help the coalition to continue functioning.
5. Development of action plans to encourage coalitions to move forward. Action plans are important components which help coalitions function. It is important to include their development in the training, and to support the completion of the plans once the training is done.
6. Appropriate involvement and recognition of other organizations involved in the coalition's development process. As coalitions are built, it will continue to be important to recognize an agency's involvement. Sometimes that involvement may seem small to one agency, yet it is significant to another. The lack of recognition can create tensions

between staff members, and can hinder future collaborations.

7. **Staff training on specific coalition building techniques.** Several strategies can be utilized to train staff. Some training can be completed together with members of the community. It also may be helpful if staff receive training on specific techniques prior to participants' training so they can lend more support to the groups when they return to their communities.

By providing appropriate training and post-training strategies, volunteer agencies will continue to encourage the involvement of teens and adults in the decision-making process in their communities.

VII. Conceptual Framework

One aspect of this study was determining the feasibility of utilizing a conceptual model that had been designed in the business community and adapting it to a volunteer study. The goal was accomplished. This study demonstrated that many training inputs had similar results to those identified in the business research.

The training inputs of trainee characteristics, training design and community/work environment are similar in a volunteer community. The training outcomes of learning and retention affected the conditions of transfer. However, they are not the only factors that influenced the conditions of transfer. As many organizational change models demonstrate, community/work environment has a major influence on the conditions of transfer.

VIII. Project Contributions

This study had several other outcomes that resulted from the project.

They include:

1. Development of a comprehensive survey of literature related to contemporary teen issues and coalition building. This information has been used by other staff and volunteer training programs.
2. Creation of several instruments which are being adapted and utilized in two youth-at-risk sites in Michigan to determine baseline data related to the effectiveness of their coalitions.
3. Training of approximately 70 teens and 80 adults representing 10 counties through the three training programs during 1992-93.
4. Contributions to the information about coalition development, maintenance and survival.
5. Contributions to the information about how teens and adults can work together.
6. Development of training materials for the Alliances for Community Empowerment training program.
7. Provision of new components for existing courses. Coalition and collaboration development concepts and processes plus information about teen issues have been incorporated into several graduate level courses in Family and Child Ecology such as Program Design and Development, Program Evaluation and Family Ecosystems. Independent

studies have also been selected by students to further pursue information related to coalition building and youth issues.

IX. Recommendations for Further Research

It is recommended that further studies be conducted expanding on the appropriate training and post-training strategies. Broader studies could include similar training programs of teens and adults in other locations in Michigan. This would provide a more complete picture of the type of training most effective for this age range. It also may be feasible to identify which concepts need to be covered in an initial training program and those that are better covered in future trainings. Since adults, along with teens, are being looked at as needing to be empowered to help solve community problems, training that helps them develop and maintain community coalitions is needed.

As the study found, training in itself is not sufficient to ensure the development of community coalitions. A more indepth study could look at specific organizational factors that enhance the development of community coalitions. This study was successful in identifying which support factors, such as staff, or peers encourage the development of a coalition. Further research could identify which characteristics within those groups help or hinder the use of the skills and the development of a community coalition formed on behalf of youth at risk.

X. Post-script - Community Based Research

As one of the research members on the team stated, "action research using volunteers associated with community-based programs provides real challenges for conducting substantive research." These challenges include the development of appropriate instruments for the participants, determining the statistical analysis, and building coalitions with all of the agencies and staff involved in the project, at the university, in extension and in the community. There are also the challenges of convincing some of the faculty that it is appropriate and important to do training and research with both teens and adults.

Individuals who decide to do community-based, volunteer-directed research need to be prepared for a changing environment. They need to build in ample time to complete their study. Volunteers can be involved for a very short period of time and then decide to leave. If they do not see any significance in the study, they may not complete the process. However, once they are committed to the project, they will give of themselves very freely.

One goal of community based research may be to have more input from the volunteers on the content of the study. Though their input may lead to more participation in the study, this may cause other problems for the researcher. The researcher may have less control over the content of the study, may be challenged with people participating in all or part of the study or having people drop out at the very end. It is speculated that if local people had

more input into the designing of an evaluation, they would feel more ownership and participate in more aspects of the research.

This type of research provides insight into the developmental process communities are using to meet the needs of youth in their communities. It gives researchers the opportunity to develop studies that can be utilized by other agencies to determine strategies to improve their communities.

APPENDICES

APPENDIX A

APPENDIX C

Letter to Parent of Teen Participants



COOPERATIVE EXTENSION SERVICE
Michigan State University

4-H Youth Programs

6H Berkey Hall
East Lansing, Michigan 48824-1111
(517) 355-0180 FAX (517) 355-6748

February 25, 1993

Dear Parent of ACE Participant:

Thank you for your teen's interest in attending the 4-H Alliances for Community Empowerment training in Hillman, Michigan. This project is a part of a research project that is being done at Michigan State University, 4-H Youth Programs. The project is titled, "Building Community Youth Coalitions: Strategies for Facilitating Transfer of Training." It is an effort to identify what methods are most effective in helping support adult and older teens who work with community coalitions.

There will be four parts to the research project. The first and second parts will be surveys done at the Alliances for Community Empowerment workshop that will be held February 27 to March 1, 1993. The third and fourth parts will take place five or six months after the workshop. At that time, your teen will be asked to complete another survey and participate in a group discussion about what the coalition is doing and how it is functioning.

The surveys will be treated with strict confidence. Completed surveys will be returned in sealed envelopes. Your teen's name will not be identified with his or her responses. Your teen will be asked to put an identification number on his or her surveys, however, his or her name will not be attached to the responses. The group meeting will be tape-recorded, but his or her identity will be protected since the name will not be attached to interview transcripts or to any of the study's findings.

I would very much appreciate your teen's participation in this study. Your teen's participation is strictly voluntary; you may choose not to have him or her participate at all or to stop at any time without any penalty or effect on your relationship to 4-H. If you are willing for your teen to take part, please complete the enclosed form and send it with your child to the Alliances for Community Empowerment training session.

If you have questions or concerns about the survey or its use in this study feel free to contact me:

Cyndi Mark
Program Leader
6H Berkey Hall
East Lansing, MI 48824-1111
(517) 355-0180

Thank you for participating in this study. The information that we gain from this study will help future staff, volunteers and older teens work more effectively with community coalitions. It may also help groups work cooperatively to improve youth programming in their communities.

Sincerely,

Cynthia B. Mark
Program Leader
4-H Youth Programs

CBM:pjb

cc: Extension 4-H Youth Agent Concerned

Cooperative Extension Service programs are open to all without regard to race, color, national origin, sex or handicap.
Michigan State University, U.S. Department of Agriculture and counties cooperating
MSU is an Affirmative Action/Equal Opportunity Institution

APPENDIX B

APPENDIX D

Teen Study Consent Form

STUDY CONSENT FORM

PARENTS OF TRAINING PARTICIPANTS WHO ARE MINORS

I _____, voluntarily agree to allow my teen, _____
_____, to participate in the study, "Building Community Youth Coalitions:
Strategies for Facilitating Transfer of Training," which is described in the attached letter.
I understand that all results from this study will be treated with strict confidence and that
my child will remain anonymous in any report of research findings.

Signature

Date

APPENDIX E

APPENDIX E

Pre-, Post-test Instruments

My birthday is: _____
(month/day/year)

Alliances for Community Empowerment

For each numbered statement below, select the partial statement that best completes the phrase. Check one of the two choices, even if you are not sure of the answer. It is okay to guess.

Teen Issues

1. Delinquency, substance abuse, school failure and pregnancy are
☐ separate and different issues that influence the lives of teens.
☐ interrelated and overlap with each other in the lives of teens.
2. Family bonding and cultural enrichment in the home
☐ do not appear to influence the behaviors of teens.
☐ deter the tendency toward problem behaviors of teens.
3. The quality of the neighborhood influences the behavior of teens,
☐ which is both high and low risk behavior.
☐ only high risk behavior.
4. All problem behaviors except drug use is related to
☐ poverty level families.
☐ all income level families.
5. The more risk behaviors in which a young person participates,
☐ has limited impact on risk behaviors in future years.
☐ the greater the chances of higher risk in later years.
6. Delinquent behavior is more likely to occur with
☐ boys.
☐ girls.
7. High risk behavior is influenced to a great degree by one's
☐ peers.
☐ parents.
8. Delinquent behavior is highly related to
☐ poor performance in team sports and activities.
☐ poor academic performance.
9. Today's pregnant teens rarely
☐ keep and "mother" their babies.
☐ put their babies up for adoption.
10. Increasingly sexual activity occurs at
☐ younger ages for both boys and girls.
☐ younger ages for only boys.
11. Being informed about contraceptives is more likely to exist for
☐ boys.
☐ girls.
12. The younger girls begin sexual relationships, the more likely
☐ pregnancy and sexually transmitted diseases will occur.
☐ sexual promiscuity will decrease.
13. Drug use by teens usually begins with
☐ legal drugs.
☐ hard drugs.

14. Experimentation with drugs occurs as early as
___ elementary school.
___ middle school.
15. A significant influence on teens to use drugs is
___ peers.
___ parents.
16. Heavy use of alcohol by youth has
___ decreased.
___ increased.
17. Low school performance is both a predictor and a result of
___ nonsupportive families.
___ other high risk behaviors.
18. Illiteracy is a characteristic of
___ 85% of teens who appear in court.
___ teens with and without problem behavior.
19. Dropping out of school is
___ rarely related to future ability to get a job and salary level.
___ frequently related to future ability to get a job and salary level.
20. For every class, about 14% of youth
___ experience high risk behaviors.
___ do not graduate from high school.

Coalition Leadership

1. The goal of a coalition is to meet the needs of
___ all of the groups in the coalition.
___ one of the groups in the coalition.
2. The goals of the coalition should focus on
___ the present level of abilities of its members
___ stretching the level of abilities of its members
3. Goals should be stated and written so that
___ the more capable members can provide leadership in achieving the goals.
___ all members can understand and share a commitment to the goals.
4. Completion of the goals of the coalition should make a difference in the
___ success/failure of the coalition.
___ quality of life of the community.
5. The coalition leader should apply pressure on
___ individual members to improve their performance.
___ all members to improve the performance of the coalition.
6. Members of the coalition should seek to improve the performance of
___ coalition groups.
___ individual members.
7. The standards for the coalition should be aimed
___ high to command respect both in and outside the coalition.
___ at the level of other groups.

8. A leader's perception of politics is that
 - ☐ politics have an important influence on goals.
 - ☐ goals should be noble and free of politics.
9. A leader can achieve success for the coalition by
 - ☐ giving members the freedom to do the tasks.
 - ☐ monitoring closely the work of all members.
10. A leader recognizes and rewards
 - ☐ superior performance of members.
 - ☐ all members regardless of the quality of performance.
11. A leader can achieve success by being open to new ideas and information from
 - ☐ coalition members.
 - ☐ community leaders.
12. A leader shares leadership with any member that
 - ☐ has the expertise to lead.
 - ☐ "sees" a need and volunteers to assist.
13. The coalition has a system for getting the
 - ☐ money resources needed to meet goals.
 - ☐ resources (people, money, time, energy, space etc.) from many sources.
14. The coalition achieves success by being
 - ☐ recognized for its previous achievement record.
 - ☐ involved with worthy causes.
15. The coalition can be successful if members
 - ☐ are selected who have records of success.
 - ☐ who have an interest in helping others
16. Success is obtained by providing a system of rewards that is
 - ☐ distributed equally among all.
 - ☐ known for quality of performance.
17. The results which the coalition needs to achieve determines
 - ☐ the plans and actions of the coalition.
 - ☐ primarily the design of the budget.
18. The roles and responsibilities needed to achieve the goals of the coalition should be identified
 - ☐ as needs arise, and communicated as needed and distributed by talents of members.
 - ☐ in advance, communicated to all and distributed across the membership.
19. The information system of the coalition
 - ☐ provides information to all members and allows all members to share information.
 - ☐ is managed by communication specialists and communicates regularly through formal methods.
20. Members of the group observe, evaluate all members of the group and reports information to
 - ☐ to the leader.
 - ☐ to the appropriate member.

Team Building

1. The goals and objectives of the coalition can be accomplished by
 - ☐ the members of the coalition.
 - ☐ employing consultants with expertise.

2. Accomplishing goals and objectives of the coalition should be the responsibility of
 - ☐ all members and the leader.
 - ☐ the group of leaders.
3. Members of the coalition should be selected
 - ☐ based on their interest in helping others.
 - ☐ because of their past demonstration of ability to perform and work with others.
4. Achieving the goals of the coalition should be the
 - ☐ aim of all members.
 - ☐ in agreement with individual member goals.
5. Coalition success depends on
 - ☐ the success of the groups.
 - ☐ personal success of members.
6. Success comes from all members working towards
 - ☐ their individual goals.
 - ☐ the success of the coalition.
7. A coalition will achieve more if all members
 - ☐ trust each other and share openly with one another.
 - ☐ do their job and not be concerned with the work of others.
8. A coalition will achieve more if members
 - ☐ help each other and work as a team.
 - ☐ do their job and help others only upon request.
9. Working as a coalition requires members to
 - ☐ share a common set of values.
 - ☐ have a commitment to their personal values.
10. The work of a coalition depends on members trusting
 - ☐ that the end result will have quality.
 - ☐ each other to perform the task responsibly.

Resource Development

1. The value of the coalition to the community depends on
 - ☐ creating programs based on local needs assessments and decisions based on local data.
 - ☐ the financial base of the coalition.
2. Local needs should be determined by
 - ☐ a series of methods as surveys, focus groups, town meetings and forums.
 - ☐ a standardized needs assessment instrument.
3. The effectiveness of the coalition will be influenced by the degree to which the needs identified relate to the
 - ☐ common needs of each group in the coalition .
 - ☐ unique needs of each group in the coalition.
4. Grant proposals should indicate the needs of the
 - ☐ local community.
 - ☐ state or region.
5. Coalition proposals require the roles and responsibilities of each team or group be identified
 - ☐ in advance of submission of the proposal.
 - ☐ after the proposal is funded.

APPENDIX F

APPENDIX F

Demographic Instrument

Coalitions for Youth at Risk

Please answer the questions below. Read the item and check or fill in the blank.

How old are you?

- | | |
|--|---------------------------------------|
| ☐ 14 - 15 years old | ☐ 30 - 39 |
| ☐ 16 - 19 | ☐ 40 - 49 |
| ☐ 20 - 29 | ☐ 50 and above |

What is your racial-ethnic background: (check only one):

- | | |
|--|--|
| ☐ African-American | ☐ Caucasian/White |
| ☐ Hispanic/Chicano/Latino | ☐ Other |
| ☐ Asian Pacific American | |

How many years of education have you completed? _____

What is your level of education:

- | | |
|--|--|
| ☐ Completed middle school | ☐ Completed technical/community college |
| ☐ Enrolled in High School | ☐ Completed bachelor degree |
| ☐ Completed High School | ☐ Above a bachelor degree |

What is your gender?

- ☐ Female
☐ Male

Are you a Cooperative Extension Service staff person?

- ☐ yes
☐ no

How did you hear about this training?

County _____

OPTIONAL:

Name: _____
Address: _____
Phone Number: _____
Job Title: _____
Name of Organization: _____

APPENDIX G

APPENDIX G

Workshop Reactions

My birthday is: _____
(month/day/year)

ALLIANCES FOR COMMUNITY EMPOWERMENT (ACE) WORKSHOP REACTIONS

Thank you for participating in this workshop. Please complete the following items prior to leaving the workshop. Your responses will help us improve on future sessions. DIRECTIONS: Please CIRCLE the number that indicates your reaction to the workshop.

Section I

- | | <i>Strongly agree</i> | <i>Agree</i> | <i>Undecided</i> | <i>Disagree</i> | <i>Strongly disagree</i> |
|---|-----------------------|--------------|------------------|-----------------|--------------------------|
| 1. What I learned in the "Ready, Set, Go" sessions will help me apply what I learned at the ACE workshop. | 1 | 2 | 3 | 4 | 5 |
| 2. The "Ready, Set, Go" session made me more aware of the necessity of having a method for applying skills. | 1 | 2 | 3 | 4 | 5 |
| 3. I think the "Ready, Set, Go" sessions made sense and was well worth the time. | 1 | 2 | 3 | 4 | 5 |
| 4. I think the "Ready, Set, Go session was well worth the time | 1 | 2 | 3 | 4 | 5 |
| 5. I saw no additional value in the "Ready, Set, Go" session beyond the workshop. | 1 | 2 | 3 | 4 | 5 |
| 6. I plan to use the "Ready, Set, Go" techniques to help me apply what I learned in the ACE workshop. | 1 | 2 | 3 | 4 | 5 |
| 7. I can use the workshop information in my personal or family life. | 1 | 2 | 3 | 4 | 5 |
| 8. I can use the workshop information on the job or in school. | 1 | 2 | 3 | 4 | 5 |
| 9. I will use the skills I've learned in the workshop in the next month. | 1 | 2 | 3 | 4 | 5 |
| 10. I will use the skills I've learned in the workshop in the next year. | 1 | 2 | 3 | 4 | 5 |
| 11. Repetition of information by the speakers, through the posters and and information in the notebook helped me to learn about coalition building and teen issues. | 1 | 2 | 3 | 4 | 5 |
| 12. Working in groups helped me to better understand coalition building and teen issues. | 1 | 2 | 3 | 4 | 5 |
| 13. I think the goal setting session helped me set goals for my community coalition. | 1 | 2 | 3 | 4 | 5 |
| 14. I think the team building session helped me learn how to work with my coalition members. | 1 | 2 | 3 | 4 | 5 |
| 15. I think the "Making the Grade" session helped me develop an action plan for my coalition. | 1 | 2 | 3 | 4 | 5 |

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
16. I understand the connections between leadership, team building and resource development in coalition building.	1	2	3	4	5
17. I understand the overlap between youth at risk issues—teen pregnancy, school drops, substance abuse, and delinquency.	1	2	3	4	5
18. I understand the relationship between teen issues and coalition building.	1	2	3	4	5
19. I learned a lot from this youth-at-risk coalition building workshop.	1	2	3	4	5
20. I am more aware of how to build and maintain a community coalition.	1	2	3	4	5
21. I am more aware of issues facing teens.	1	2	3	4	5
22. I am more aware of how to work with teens and adults.	1	2	3	4	5
23. I feel more competent about teen issues.	1	2	3	4	5
24. I feel more competent about coalition building.	1	2	3	4	5
25. I think I will use the techniques and strategies I have learned to improve my community coalition.	1	2	3	4	5
26. I would recommend this program to others.	1	2	3	4	5
27. I feel more competent in working with teens and adults.	1	2	3	4	5
28. I feel more competent in working with my coalition team.	1	2	3	4	5

Section II

1. Overall, the workshop was:

a) organized	5	4	3	unorganized	2	1
b) stimulating	5	4	3	unstimulating	2	1
c) relevant	5	4	3	irrelevant	2	1
d) applicable	5	4	3	unapplicable	2	1
e) practical	5	4	3	impractical	2	1
f) interactive	5	4	3	passive	2	1
g) not long enough	5	4	3	too long	2	1

2. Each session was:

not long enough				too long
5	4	3	2	1

3. The workshop flowed:

clearly				unclearly
5	4	3	2	1

4. The pace of the workshop was:

fast				slow
5	4	3	2	1

5. The information from the workshop was:

flowed smoothly				choppy
5	4	3	2	1

Section III

1. This training has shown me I need future help in:

27. Comments:

This project is supported by the Michigan State University 4-H Youth Programs, Institute for Children, Youth and Families and the College of Human Ecology.

APPENDIX H

APPENDIX H

Post-post Test Instrument



COOPERATIVE EXTENSION SERVICE
Michigan State University

4-H Youth Programs

6H Berkey Hall
East Lansing, Michigan 48824-1111
(517) 355-0180 FAX (517) 355-6748

Dear ACE Participant:

It has been several months since the Alliances for Community Empowerment (ACE) workshop. As I stated at the training, I would like to find out how your coalition is functioning and how you may have used the information that you learned at the workshop.

Your participation is completely voluntary. You may choose not to participate at all or you may select not to answer all of the questions.

If you have any questions or concerns about this project please contact me:

Cyndi Mark
4-H Program Leader
6-H Berkey Hall
East Lansing, Michigan 48824-1111

Thank you for participating in this study. The information that we gain from it will help future staff, volunteers and older teens work more effectively with community coalitions.

Sincerely,

Cynthia B. Mark
Program Leader
4-H Youth Programs

CBM:pjb
Enclosure:
•Survey

Alliances For Community Empowerment

My birthday is: _____
Month/day/year

The name of my coalition is: _____

Thank you for participating in the ACE workshop this winter. We are interested in how you have used the information that you learned. Please CIRCLE the number that indicates your reaction to the training and how you have used the skills and knowledge that you learned.

Section I

If you participated in the "Ready, Set, Go" session please complete questions 1-6, otherwise skip to Section II. Circle the number which best describes your reactions to the statements. Use (1) Strongly agree, (2) Agree, (3) Undecided/no opinion, (4) Disagree, and (5) Strongly disagree.

- | | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|---|----------------|-------|-----------|----------|-------------------|
| 1. What I learned in the "Ready, Set, Go" sessions helped me apply what I learned at the ACE workshop. | 1 | 2 | 3 | 4 | 5 |
| 2. The "Ready, Set, Go" session made me more aware of the necessity of having a method for applying skills. | 1 | 2 | 3 | 4 | 5 |
| 3. I think the "Ready, Set, Go" session made sense. | 1 | 2 | 3 | 4 | 5 |
| 4. I think the "Ready, Set, Go" session was well worth the time. | 1 | 2 | 3 | 4 | 5 |
| 5. I saw no additional value in the "Ready, Set, Go" session beyond the workshop. | 1 | 2 | 3 | 4 | 5 |
| 6. I used the "Ready, Set, Go" techniques to help me apply what I learned in the ACE workshop. | 1 | 2 | 3 | 4 | 5 |

Section II

1. Please circle the number which best describes what you think or feel about the statement. To decide how you feel use: (1) Strongly agree, (2) Agree, (3) Undecided/no opinion, (4) disagree, (5) Strongly disagree.

A. Support

Staff:

- | | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|---|----------------|-------|-----------|----------|-------------------|
| 1. My staff person encourages me to use the skills I learned at the Alliances for Community Empowerment (ACE) training. | 1 | 2 | 3 | 4 | 5 |
| 2. My staff person has high expectations for the community coalition. | 1 | 2 | 3 | 4 | 5 |

- | | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|--|----------------|-------|-----------|----------|-------------------|
| 3. My staff person discusses the successful activities the coalition has done, asks questions and makes suggestions. | 1 | 2 | 3 | 4 | 5 |
| 4. My staff person provided assistance when I had a problem using the skills I learned at the ACE training. | 1 | 2 | 3 | 4 | 5 |
| 5. My staff person thought it was important for me to use the skills and knowledge that I learned at the ACE training. | 1 | 2 | 3 | 4 | 5 |
| 6. My staff person has recognized me for using the skills and information I learned at the ACE training. | 1 | 2 | 3 | 4 | 5 |

Coalition chairperson:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The coalition chairperson encourages me to use the skills I learned at the ACE training. | 1 | 2 | 3 | 4 | 5 |
| 2. The coalition chairperson has high expectations for the community coalition. | 1 | 2 | 3 | 4 | 5 |
| 3. The coalition chairperson discusses the successful activities the coalition has done, asks questions and makes suggestions. | 1 | 2 | 3 | 4 | 5 |
| 4. The coalition chairperson provided assistance when I had a problem using the skills I learned at the ACE training. | 1 | 2 | 3 | 4 | 5 |
| 5. The coalition chairperson thought it was important for me to use the skills and knowledge that I learned at the ACE training. | 1 | 2 | 3 | 4 | 5 |
| 6. The coalition chairperson has recognized me for using the skills and information I learned at the ACE training. | 1 | 2 | 3 | 4 | 5 |

Other coalition members:

- | | | | | | |
|---|---|---|---|---|---|
| 1. Other members of the coalition encourage me to use the skills I learned at the ACE training. | 1 | 2 | 3 | 4 | 5 |
| 2. Other members of the coalition have high expectations for the community coalition. | 1 | 2 | 3 | 4 | 5 |
| 3. Other members of the coalition discussed the successful activities the coalition has done, asks questions and makes suggestions. | 1 | 2 | 3 | 4 | 5 |
| 4. Other members of the coalition provided assistance when I had a problem using the skills I learned at the ACE training. | 1 | 2 | 3 | 4 | 5 |
| 5. Other members of the coalition thought it was important for me to use the skills and knowledge that I learned at the ACE training. | 1 | 2 | 3 | 4 | 5 |
| 6. I have been recognized by other members of the coalition, for using the skills and information I learned at the ACE training. | 1 | 2 | 3 | 4 | 5 |

Others:

- | | | | | | |
|---|---|---|---|---|---|
| 1. My organization has encouraged me to stay involved in the coalition. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
2. My 4-H staff person provided me with support in maintaining the community coalition.	1	2	3	4	5
3. My 4-H leader provided me with support in maintaining the community coalition.	1	2	3	4	5
B. Attitude, Skills and Knowledge					
1. I can learn the skills I need to improve my community.	1	2	3	4	5
2. Learning is fun.	1	2	3	4	5
3. Learning about teen issues is important.	1	2	3	4	5
4. Learning about teen issues is interesting.	1	2	3	4	5
5. Learning the steps to maintain a coalition is important.	1	2	3	4	5
6. Learning about the steps to maintain community coalitions is interesting.	1	2	3	4	5
7. Coalitions can change my community.	1	2	3	4	5
8. I can change my community.	1	2	3	4	5
9. Community coalitions are easy to form.	1	2	3	4	5
10. Maintaining a community coalition is possible.	1	2	3	4	5
11. If I have a question about forming a community coalition I have someone to ask.	1	2	3	4	5
12. If I have a question about drugs, pregnancy, teen violence and teen dropouts, I know someone I can ask who has the correct knowledge.	1	2	3	4	5
13. I have the skills necessary to maintain a community coalition formed on behalf of youth.	1	2	3	4	5
14. I think the skills and knowledge I learned at the ACE training helped me build and maintain my community coalition.	1	2	3	4	5
15. I have successfully used some of the knowledge that I learned at the ACE training.	1	2	3	4	5
16. I learned a lot from the youth-at-risk coalition building workshop (ACE).	1	2	3	4	5
17. What I learned made me more aware of how to build and maintain a community coalition.	1	2	3	4	5
18. What I learned made me more aware of issues facing teens.	1	2	3	4	5
19. What I learned made me more aware of how to work with teens and adults.	1	2	3	4	5
20. I feel more competent about teen issues.	1	2	3	4	5

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
21. I feel more competent about coalition building.	1	2	3	4	5
22. I feel more competent in working with teens and adults.	1	2	3	4	5
23. I feel more competent in working with my coalition team.	1	2	3	4	5
C. Reward and Recognition					
1. I am recognized as being a member of the community coalition.	1	2	3	4	5
2. I think that it is important that I am recognized for using the skills and information that I learned at the ACE training.	1	2	3	4	5
3. I am recognized for using the skills and information I learned at the ACE training.	1	2	3	4	5
4. I have been given verbal praise for using the skills and information that I learned at the ACE training.	1	2	3	4	5
5. I have received a thank you letter for using the skills and information that I learned at the ACE training.	1	2	3	4	5
6. I have received a certificate for using the skills and information that I learned at the ACE training.	1	2	3	4	5
7. I think that it is important that the I am recognized for the work that I have done with the community coalition.	1	2	3	4	5
8. I have been given verbal praise for the work that I have done with the community coalition.	1	2	3	4	5
9. I have received a thank you letter for the work that I have done with the community coalition.	1	2	3	4	5
10. I have received a certificate for the work that I have done with the community coalition.	1	2	3	4	5
D. Use					
1. I have used the workshop information in my personal or family life.	1	2	3	4	5
2. I have used the workshop information on the job or in school.	1	2	3	4	5
3. I have used the skills I learned in the workshop in the past month.	1	2	3	4	5
4. I plan to use the skills I've learned in the workshop in the next year.	1	2	3	4	5
5. What I learned about working in groups helped me to better understand coalition building and teen issues.	1	2	3	4	5
6. What I learned in the goal setting session helped me set goals for my community coalition.	1	2	3	4	5
7. What I learned in the team building session helped me learn how to work with my coalition members.	1	2	3	4	5

- | | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|--|----------------|-------|-----------|----------|-------------------|
| 8. I have used the techniques and strategies that I learned in the ACE workshop to improve my community coalition. | 1 | 2 | 3 | 4 | 5 |
| 9. What I learned in the "Making the Grade" session helped me develop an action plan for my coalition. | 1 | 2 | 3 | 4 | 5 |
| 10. I have used the information I learned on team building. | 1 | 2 | 3 | 4 | 5 |
| 11. I have used the information I learned on teen issues. | 1 | 2 | 3 | 4 | 5 |
| 12. I have used the information I learned on resource development. | 1 | 2 | 3 | 4 | 5 |
| 13. I have used the information I learned on leadership. | 1 | 2 | 3 | 4 | 5 |
| 14. I have used the information in the notebook to help me learn about coalition building and teen issues. | 1 | 2 | 3 | 4 | 5 |

E. Action Plan

- | | | | | | |
|---|---|---|---|---|---|
| 1. Action is taken as a result of problems discovered in the community coalition through the use of the techniques learned at the ACE training. | 1 | 2 | 3 | 4 | 5 |
| 2. An Action plan has been developed by the community coalition. | 1 | 2 | 3 | 4 | 5 |
| 3. My community coalition functions the same as it did before the ACE training. | 1 | 2 | 3 | 4 | 5 |
| 4. My community coalition makes a difference in my community. | 1 | 2 | 3 | 4 | 5 |
| 5. My community coalition is doing some important work in the community. | 1 | 2 | 3 | 4 | 5 |

Section III

1. Please answer the following questions about how the coalition is functioning since the time you attended the Alliances for Community Empowerment Training (ACE). Circle the number which best describes your experiences in your community coalition. Use (1) Always, (2) Usually, (3) Sometimes, (4) Rarely and (5) Never.

- | | Always | Usually | Sometimes | Rarely | Never |
|---|--------|---------|-----------|--------|-------|
| a. Goals were written by the coalition members. | 1 | 2 | 3 | 4 | 5 |
| b. The members selected the leader. | 1 | 2 | 3 | 4 | 5 |
| c. Several organizations belonged to the coalition. | 1 | 2 | 3 | 4 | 5 |
| d. Resources (time, money and people) were obtained to enable the coalition to complete their work. | 1 | 2 | 3 | 4 | 5 |
| e. All members took part in identifying the programs and activities to be achieved. | 1 | 2 | 3 | 4 | 5 |

	Always	Usually	Sometimes	Rarely	Never
f. Roles and responsibilities were identified for each member of the coalition.	1	2	3	4	5
g. All of the members worked together to meet the common goals and objectives of the coalition.	1	2	3	4	5
h. Each member felt free to share information, ideas and thoughts with all members of the coalition.	1	2	3	4	5
i. Different methods were used to identify the needs of the people being served by the coalition.	1	2	3	4	5
j. Members of the coalition participated in writing the proposals for obtaining funding.	1	2	3	4	5
k. Coalition members know about the 4 primary youth issues.	1	2	3	4	5
l. Coalition members understand the overlap between delinquency, substance abuse, school failure and pregnancy.	1	2	3	4	5
m. The coalition has a diverse membership (different ethnic backgrounds, ages and experiences).	1	2	3	4	5

Section IV

1. Check what specific teen issues you learned about at the ACE training program.
 - ☐ a. Substance abuse.
 - ☐ b. Teen pregnancy.
 - ☐ c. Teen delinquency or violence.
 - ☐ d. Failing or behind grade in school.
 - ☐ e. Overlap of teen issues.
 - ☐ f. Others, list _____
2. Check what specific coalition building information you learned about at the ACE training.
 - ☐ a. Leadership.
 - ☐ b. Team building.
 - ☐ c. Resource development.
 - ☐ d. How to strengthen my coalition.
3. Check where you've learned about teen issues since the ACE training:
 - ☐ a. Other workshops or conferences.
 - ☐ b. "The streets."
 - ☐ c. Friends.
 - ☐ d. Educational sources like books, tapes or videos.
 - ☐ e. "On the job" experiences.

- ☐ f. Own experiences.
- ☐ g. Classes I've taken.
- ☐ h. Family or youth academic degree.
- ☐ i. Other, please list. _____

4. Now, check where you've learned about coalition building since the ACE training:

- ☐ a. Other workshops or conferences.
- ☐ b. "The streets."
- ☐ c. Friends.
- ☐ d. Educational sources like books, tapes or educational videos
- ☐ e. "On the job" experiences.
- ☐ f. Working with community coalitions.
- ☐ g. Classes I've taken.
- ☐ h. A community development academic degree.
- ☐ i. Other, please list. _____

5. Please check what information in the notebook you have used.

- ☐ Leadership
- ☐ Resource development
- ☐ Team building
- ☐ Teen issues

6. Check how you used the information you received at the ACE training.

- ☐ a. To start a community coalition.
- ☐ b. To maintain a community coalition.
- ☐ c. To get along better with teens.
- ☐ d. To get along better with adults.
- ☐ e. To do youth programs in my community.
- ☐ f. I'm not sure.
- ☐ g. Other, Please list. _____

Section V

1. How many previous coalition meetings have you attended.

2. What role do you have in your coalition (member, secretary, chairperson, etc.)?

_____ Please describe: _____

3. Would recommend this workshop to others?

Yes No

4. What changes would you suggest in the training?

5. Your tax dollars are partially supporting this educational program. Do you want your tax dollars to continue to support this type of effort.

Yes No

6. Any suggestions or comments you would have on the training or the project?

My birthday is: _____
(month/day/year)

Alliances for Community Empowerment

For each numbered statement below, select the partial statement that best completes the phrase. Check one of the two choices, even if you are not sure of the answer. It is okay to guess.

Teen Issues

1. Delinquency, substance abuse, school failure and pregnancy are
☐ separate and different issues that influence the lives of teens.
☐ interrelated and overlap with each other in the lives of teens.
2. Family bonding and cultural enrichment in the home
☐ do not appear to influence the behaviors of teens.
☐ deter the tendency toward problem behaviors of teens.
3. The quality of the neighborhood influences the behavior of teens,
☐ which is both high and low risk behavior.
☐ only high risk behavior.
4. All problem behaviors except drug use is related to
☐ poverty level families.
☐ all income level families.
5. The more risk behaviors in which a young person participates,
☐ has limited impact on risk behaviors in future years.
☐ the greater the chances of higher risk in later years.
6. Delinquent behavior is more likely to occur with
☐ boys.
☐ girls.
7. High risk behavior is influenced to a great degree by one's
☐ peers.
☐ parents.
8. Delinquent behavior is highly related to
☐ poor performance in team sports and activities.
☐ poor academic performance.
9. Today's pregnant teens rarely
☐ keep and "mother" their babies.
☐ put their babies up for adoption.
10. Increasingly sexual activity occurs at
☐ younger ages for both boys and girls.
☐ younger ages for only boys.
11. Being informed about contraceptives is more likely to exist for
☐ boys.
☐ girls.
12. The younger girls begin sexual relationships, the more likely
☐ pregnancy and sexually transmitted diseases will occur.
☐ sexual promiscuity will decrease.
13. Drug use by teens usually begins with
☐ legal drugs.
☐ hard drugs.

14. Experimentation with drugs occurs as early as
___ elementary school.
___ middle school.
15. A significant influence on teens to use drugs is
___ peers.
___ parents.
16. Heavy use of alcohol by youth has
___ decreased.
___ increased.
17. Low school performance is both a predictor and a result of
___ nonsupportive families.
___ other high risk behaviors.
18. Illiteracy is a characteristic of
___ 85 % of teens who appear in court.
___ teens with and without problem behavior.
19. Dropping out of school is
___ rarely related to future ability to get a job and salary level.
___ frequently related to future ability to get a job and salary level.
20. For every class, about 14% of youth
___ experience high risk behaviors.
___ do not graduate from high school.

Coalition Leadership

1. The goal of a coalition is to meet the needs of
___ all of the groups in the coalition.
___ one of the groups in the coalition.
2. The goals of the coalition should focus on
___ the present level of abilities of its members
___ stretching the level of abilities of its members
3. Goals should be stated and written so that
___ the more capable members can provide leadership in achieving the goals.
___ all members can understand and share a commitment to the goals.
4. Completion of the goals of the coalition should make a difference in the
___ success/failure of the coalition.
___ quality of life of the community.
5. The coalition leader should apply pressure on
___ individual members to improve their performance.
___ all members to improve the performance of the coalition.
6. Members of the coalition should seek to improve the performance of
___ coalition groups.
___ individual members.
7. The standards for the coalition should be aimed
___ high to command respect both in and outside the coalition.
___ at the level of other groups.

8. A leader's perception of politics is that
___ politics have an important influence on goals.
___ goals should be noble and free of politics.
9. A leader can achieve success for the coalition by
___ giving members the freedom to do the tasks.
___ monitoring closely the work of all members.
10. A leader recognizes and rewards
___ superior performance of members.
___ all members regardless of the quality of performance.
11. A leader can achieve success by being open to new ideas and information from
___ coalition members.
___ community leaders.
12. A leader shares leadership with any member that
___ has the expertise to lead.
___ "sees" a need and volunteers to assist.
13. The coalition has a system for getting the
___ money resources needed to meet goals.
___ resources (people, money, time, energy, space etc.) from many sources.
14. The coalition achieves success by being
___ recognized for its previous achievement record.
___ involved with worthy causes.
15. The coalition can be successful if members
___ are selected who have records of success.
___ who have an interest in helping others
16. Success is obtained by providing a system of rewards that is
___ distributed equally among all.
___ known for quality of performance.
17. The results which the coalition needs to achieve determines
___ the plans and actions of the coalition.
___ primarily the design of the budget.
18. The roles and responsibilities needed to achieve the goals of the coalition should be identified
___ as needs arise, and communicated as needed and distributed by talents of members.
___ in advance, communicated to all and distributed across the membership.
19. The information system of the coalition
___ provides information to all members and allows all members to share information.
___ is managed by communication specialists and communicates regularly through formal methods.
20. Members of the group observe, evaluate all members of the group and reports information to
___ to the leader.
___ to the appropriate member.

Team Building

1. The goals and objectives of the coalition can be accomplished by
___ the members of the coalition.
___ employing consultants with expertise.

2. Accomplishing goals and objectives of the coalition should be the responsibility of
 - ☐ all members and the leader.
 - ☐ the group of leaders.
3. Members of the coalition should be selected
 - ☐ based on their interest in helping others.
 - ☐ because of their past demonstration of ability to perform and work with others.
4. Achieving the goals of the coalition should be the
 - ☐ aim of all members.
 - ☐ in agreement with individual member goals.
5. Coalition success depends on
 - ☐ the success of the groups.
 - ☐ personal success of members.
6. Success comes from all members working towards
 - ☐ their individual goals.
 - ☐ the success of the coalition.
7. A coalition will achieve more if all members
 - ☐ trust each other and share openly with one another.
 - ☐ do their job and not be concerned with the work of others.
8. A coalition will achieve more if members
 - ☐ help each other and work as a team.
 - ☐ do their job and help others only upon request.
9. Working as a coalition requires members to
 - ☐ share a common set of values.
 - ☐ have a commitment to their personal values.
10. The work of a coalition depends on members trusting
 - ☐ that the end result will have quality.
 - ☐ each other to perform the task responsibly.

Resource Development

1. The value of the coalition to the community depends on
 - ☐ creating programs based on local needs assessments and decisions based on local data.
 - ☐ the financial base of the coalition.
2. Local needs should be determined by
 - ☐ a series of methods as surveys, focus groups, town meetings and forums.
 - ☐ a standardized needs assessment instrument.
3. The effectiveness of the coalition will be influenced by the degree to which the needs identified relate to the
 - ☐ common needs of each group in the coalition .
 - ☐ unique needs of each group in the coalition.
4. Grant proposals should indicate the needs of the
 - ☐ local community.
 - ☐ state or region.
5. Coalition proposals require the roles and responsibilities of each team or group be identified
 - ☐ in advance of submission of the proposal.
 - ☐ after the proposal is funded.

APPENDIX I

APPENDIX I

Focus Group Questions

Each community coalition will be asked the following questions after they have completed the survey.

General opening question

1. Since participating in the ACE workshop, describe how your coalition is working. What are you especially proud of or what would you like to change?

Work environment questions

Support

1. What kind of support have you received as you have worked as a community coalition.
2. Who has provided you with the most support? How have they helped you?
3. If you are with an agency, has your organization continued to support your involvement with this coalition? In what ways.

Opportunity to Use

1. Have you used any of the information you learned at the workshop in your coalition? In what ways? Describe for me, how you have used the information that you learned in the workshop.
2. Have you used the skills and information you learned at the workshop? Describe for me how you have used it. **New question:** Why do you think you have not used the information that you learned?
3. If you have not continued with the coalition, have you used the skills and information you learned at the workshop? Describe for me how you have used it.

Action plan

1. Does your coalition have a written mission or a set of goals? What are they?
2. Did you develop an action plan for your coalition's activities? Please describe what you remember is on your coalition's action plan.
3. Have you used it? Has it helped your coalition to carry out its plan?

Closing questions

1. Why are you still involved with the coalition?
2. Do you have any general comments you would like to share with me about the training or your coalition.

Thank you for your time.

APPENDIX J

APPENDIX J

Staff Instrument



COOPERATIVE EXTENSION SERVICE
Michigan State University

4-H Youth Programs

6H Berkey Hall
East Lansing, Michigan 48824-1111
(517) 355-0180 FAX (517) 355-6748

Dear Staff:

This winter, a group of people from your county attended a workshop called Alliances for Community Empowerment. At the workshop, they learned how to build and maintain community coalitions that are formed on behalf of youth. This project is part of a research project that is being done with the Michigan State University Institute for Children, Youth and Families and 4-H Youth Programs. The project titled, "Building Community Youth Coalitions: Strategies for Facilitating Transfer of Training," is an effort to identify what methods are most effective in helping support adult and older teens who work with community coalitions.

We would appreciate your reactions about how the coalition is functioning. Your survey will be treated with strict confidence. Please return your survey and the study consent form in the enclosed envelope. Your name will not be identified with your responses. You will be asked to write down the name of your county, however, your name will not be attached to the responses.

Your participation is completely voluntary. You may choose not to participate at all or you may select not to answer all of the questions.

If you have questions or concerns about the survey or its use in this study, please contact me:

Cyndi Mark
4-H Program Leader
6-H Berkey Hall
East Lansing, Michigan 48824-1111
office telephone: (517) 355-0180

Thank you for participating in this study. The information that we gain from it will help staff, volunteers and older teens who work with community coalitions. It may also help groups work cooperatively to improve youth programming in their communities.

Sincerely,

Cynthia B. Mark
Program Leader
4-H Youth Programs

CBM:pjb

Enclosures:

- Survey
- Consent form
- Return envelope

Cooperative Extension Service programs are open to all without regard to race, color, national origin, sex or handicap.
Michigan State University, U.S. Department of Agriculture and counties cooperating
MSU is an Affirmative Action/Equal Opportunity Institution

Staff Reaction Form

Community Coalitions in Action

Please answer the following questions about how the coalition that attended the Alliances for Community Empowerment Training (ACE) is functioning. Return this survey in the enclosed envelope. Thank You.

1. Did you attend the ACE training?

Yes No

2. Have you been working with the community coalition?

_____ Yes, please continue to question 3.

_____ No, Stop! Please return the survey form.

3. Write down the name of the coalition. _____

4. Who is the leader(s) of the coalition? _____

5. Circle the number which best describes your understanding about how the coalition is functioning. Use (1) Always, (2) Usually, (3) Sometimes, (4) Rarely (5) Never, and (6) Don't know.

	Always	Usually	Sometimes	Rarely	Never	Don't know
a. Goals were written by the coalition members.	1	2	3	4	5	6
b. The members selected the leader.	1	2	3	4	5	6
c. Several organizations belonged to the coalition.	1	2	3	4	5	6
d. Resources (time, money and people) were obtained to enable the coalition to complete its work.	1	2	3	4	5	6
e. All members took part in identifying the programs and activities to be achieved.	1	2	3	4	5	6
f. Roles and responsibilities were identified for each member of the coalition.	1	2	3	4	5	6
g. All of the members worked together to meet the common goals and objectives of the coalition.	1	2	3	4	5	6
h. Each member felt free to share information, ideas and thoughts with all members of the coalition.	1	2	3	4	5	6
i. Different methods were used to identify the needs of the people being served by the coalition.	1	2	3	4	5	6
j. Members of the coalition participated in writing the proposals for obtaining funding.	1	2	3	4	5	6

	Always	Usually	Sometimes	Rarely	Never	Don't know
k. Coalition members know about the 4 primary youth issues.	1	2	3	4	5	6
l. Coalition members understand the overlap between delinquency, substance abuse, school failure and pregnancy.	1	2	3	4	5	6
m. The coalition has a diverse membership (different ethnic backgrounds, ages and experiences).	1	2	3	4	5	6

6. How many coalition meetings have you attended?

7. If you have a membership role in the coalition what role do you have (member, secretary, chairperson, etc.)?

_____ Please describe: _____

8. Please describe what type of support you provided to the community coalition.

9. Comments about the coalition or the project.

10. Organization you represent _____

11. Title _____

12. County _____

13. Your Birthdate _____
Month/day/year

Questions 14 and 15 are optional:

14. Name _____

15. Telephone number (____) _____

STUDY CONSENT FORM - PRIMARY SUBJECT

I, _____, voluntarily agree to participate in the study, "Building Community Youth Coalitions: Strategies for Facilitating Transfer of Training," which is described in the attached letter. I understand that all results from this study will be treated with strict confidence and I will remain anonymous in any report of research findings.

Signature

Date

APPENDIX K

APPENDIX K

Training Schedule

WORKSHOP 3 - ALLIANCES FOR COMMUNITY EMPOWERMENT (ACE)

Hillman Resort

Saturday, February 27, 1993

- | | |
|-------------------|--|
| 9:30-10:00 a.m. | Registration |
| 10:00 | <ul style="list-style-type: none">• Get Acquainted<ul style="list-style-type: none">- Partnership Staff• Welcome and Overview of Coalition Concepts<ul style="list-style-type: none">- Cyndi Mark, Program Leader• Community Problems require Community Solutions:<ul style="list-style-type: none">- Sam Cornelius, Human Resource Development Consultant |
| 12:00 - 1:30 p.m. | Lunch |
| 1:30 | <ul style="list-style-type: none">• Reality about Substance Abuse<ul style="list-style-type: none">- Jan Fairchild, Counselor• Break• Why We Are Here - Community Coalitions<ul style="list-style-type: none">- Dan Perkins, Project Assistant, Institute for Children, Youth and Families• Recreation |
| 6:00 | Dinner |
| 7:00 p.m. | <ul style="list-style-type: none">• Developing the Coalition's Goals - Cyndi Mark• Building Your Team - Bethany Styer• Games and Snacks - Partnership Staff |
| 10:00 - 11:00 | Free Time |
| 11:00 | Lights Out |

Sunday, February 28, 1993

- | | |
|------------|---------------------------------------|
| 7:30 | Breakfast |
| 8:30 | Worship/Fellowship--Partnership Staff |
| 10:30 | Community Assessments - Joanne Keith |
| 12:00 p.m. | Lunch |

(over)

- 1:00
 - Youth Issues
 - Dan Perkins, Project Assistant, Institute for Children, Youth and Families
 - Leadership
 - Kris Sorgenfri
 - Leadership Challenge
 - Dan Perkins
 - Recreation
- 5:30 Dinner
- 6:30
 - Youth and Adults Working Together
 - Cyndi Mark
 - Making the Grade (Nominal Group Technique and Action Plan)
 - Bev Voss, Project Coordinator for the North East Michigan Community Partnership for Prevention
- 9:30-11:00 Recreation & Games
- 11:00 Lights out

Monday, March 1, 1993

- 7:30 Breakfast
- 8:30
 - Resource Development
 - Jim McIntyre, Michigan 4-H Foundation
 - Break
 - Ready, Set, Go!
 - Cyndi Mark
 - Presentation of certificates and wrap up
 - Bev Voss and Partnership Staff
- 12:00 Lunch

Have a safe journey home!

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