

# TEXAS YOUTH ACTION NETWORK

## FY21 ANNUAL REPORT

AUG. 2020 - SEPT. 2021



Prepared by: Public Policy Research  
Institute, Texas A&M University

Submitted to: Texas Department of  
State Health Services

FY21 Purchase Order Number:  
HHSTX-1-0000225501

Contract Number:  
HHS000131100001




# EXECUTIVE SUMMARY

## Exceeding Expectations


The Texas Youth Action Network (TYAN) designed to develop a statewide infrastructure to spread of Positive Youth Development (PYD) and Youth-Adult Partnerships (YAPs). This report describes our Year 3 activities and highlights our accomplishments. Even with the challenges of the COVID-19 pandemic, we surpassed our goals.

**17** Community Partners exceeding our goal 


 Sites in all **8** Public Health Regions one year ahead of schedule

## Supporting Sites

Since the beginning of the project, 45 Community Partners (CPs) have joined our network. Each CP receives training, technical assistance, networking opportunities, resources and financial support to build a YAP. This year our supports grew.

**37%** Increase in views on our Resources webpage after our redesign 

**Hosted 6 times more** Collaborative sessions than Year 2

 **Held 33% more** Technical Assistance calls than Year 2

## Reaching Out


Beyond our Community Partner support, TYAN promotes PYD and YAPs through our website, social media, e-newsletters, online trainings, conference presentations and vendor exhibits. Our direct reach grew 27% this year!

**1,720** Visitors on the website

**735** E-Newsletter Subscribers 

**395** Individuals from Online Modules, Conferences, and Presentations

**853** Social Media Followers

**1,130** Adults and Youth Directly Affected by TYAN 

**Total Direct Contacts:**  
**4,833**

**Adults and Youth Indirectly Influenced by TYAN:**

**30,867** 

## TYAN STAFF

Name	Role
<b>Emily Naiser</b>	Principal Investigator (PI)
<b>Dottie Carmichael</b>	Evaluation, Co-PI
<b>Marina Brandman</b>	Recruitment and Evaluation
<b>Ashley Myers</b>	Recruitment and Evaluation
<b>Ronda Jackson</b>	Technical Assistance
<b>Kristina Waller</b>	Learning Collaborative Development and Facilitation
<b>Devon McGarvey</b>	Communications and Marketing

# TABLE OF CONTENTS

Chapter 1: Introduction .....	1
Texas Youth Action Network: Purpose And Organization.....	1
Overview Of The TYAN Model.....	2
Chapter 2: Promoting PYD And YAPs Online.....	4
Website .....	4
E-Blasts.....	7
Social Media.....	8
Other Communications Activities.....	9
Conclusions.....	10
Chapter 3: Teaching At Conferences .....	11
Hhsc Prevention And Behavioral Health Promotion Resource Series.....	11
Texas Network Of Youth Services.....	11
Presentation Effectiveness .....	12
Conclusions.....	13
Chapter 4: Creating And Disseminating Online Tools.....	14
Youth Development Training Series.....	14
TYAN Created Resources.....	15
Adolescent Health Data Dashboard.....	15
Conclusions.....	16
Chapter 5: Identifying New Community Partners.....	17
Recruiting Strategies.....	17
New Community Partners.....	20
Conclusions.....	22
Chapter 6: Supporting Community Partners.....	23
Community Partners.....	24
Learning Via Collaboration.....	26
Technical Assistance.....	33
Financial Support For Community Partners.....	35
Community Partners Working Together.....	35
Conclusions.....	36

Chapter 7: Evaluation Of Community Partner YAPs.....	37
YAP Organizational Reach .....	37
Description Of YAPs Evaluated.....	40
Evaluation Response Rates.....	40
Process Evaluation Findings .....	46
Outcome Evaluation Results.....	52
Conclusions.....	56
Chapter 8: Other Activities .....	57
Continued Collaboration With DSHS PHR Offices.....	57
Participated In The MCH Workforce Cohort.....	57
Evaluating The Effects Of Team Lead.....	57
Conclusions.....	58
Chapter 9: Next Steps For TYAN .....	59
Appendices.....	61

# CHAPTER 1: INTRODUCTION

## *Texas Youth Action Network: Purpose and Organization*

In years past, risk reduction among adolescents was viewed in terms of the deficit or absence of undesirable activities such as substance use, delinquency, dating violence, and other unsafe behaviors. Because the focus was limited to avoidance of specific types of conduct, youth were believed to be flourishing if they simply did not engage in specific activities. More recently, however, programs using a holistic approach have been shown to achieve more broad-based impacts than narrowly defined “deficit model” frameworks.<sup>1</sup>

The foremost model of holistic prevention is Positive Youth Development (PYD). This philosophy emphasizes the cultivation of broad-based protective attributes in young people include bonding, resilience, competence (e.g. social, emotional, cognitive, behavioral, and moral), self-determination, spirituality, self-efficacy, clear and positive identity, belief in the future, recognition for positive behavior, prosocial involvement, and prosocial norms.<sup>2</sup>

Neuroscience has recently shown that young people given a chance to “practice” adult skills such as reasoning, decision-making, and self-regulation can strengthen the parts of the brain responsible for these protective factors. As the brain undergoes extensive development during adolescence, unused synapses wither away while those that are used become stronger. In this way, experiences can affect both general and specific behavior change.<sup>3</sup>

One way to promote Positive Youth Development is by creating opportunities for authentic engagement with caring adults in Youth-Adult Partnerships (YAPs). Youth and adults as “partners” are distinguished from other forms of relationships in which adults view young people as decoration or expect them to fulfill assigned roles.<sup>4</sup> In true Youth-Adult Partnerships, caring adults intentionally create leadership and community engagement opportunities, engaging young people in planning and decision-making regarding their own lives; young people and adults share decision-making.

Previous research supported by the Texas Department of State Health Services (DSHS) under the Texas Healthy Adolescent Initiative (THAI) grant has demonstrated the potential power of

---

1 Lerner, Richard M., Christina Theokas, and Helena Jelcic (2005). Youth as Active Agents in Their Own Positive Development: A Developmental Systems Perspective. In *The Adaptive Self, Personal Continuity and Intentional Self-Development*, Werner Greve, Klaus Rothermund, and Dirk Wentura (Eds.). Cambridge, MA: Hogrefe and Huber Publishers. National Research Council and Institute of Medicine (2002). *Community Programs to Promote Youth Development*. Jacquelynne Eccles and Jennifer A. Gootman (Eds.). Board on Children, Youth, and Families, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

2 Catalano, Richard F., Lisa Berglund, Jean A.M. Ryan, Heather S. Lonczak, and J. David Hawkins (2004). “Positive Youth Development in the United States: Research Findings on Evaluations of Positive Youth Development Programs.” *The ANNALS of the American Academy of Political and Social Science*, 591(1), 98–124. <https://doi.org/10.1177/0002716203260102>

3 See, for example, Tierney, Adrienne L. and Charles A. Nelson, III (2009). “Brain Development and the Role of Experience in the Early Years.” *Zero Three*, 30(2): 9-13.

4 Hart, Roger A. (1992). *Children’s Participation from Tokenism to Citizenship*. Florence: Unicef Innocenti Research Centre.

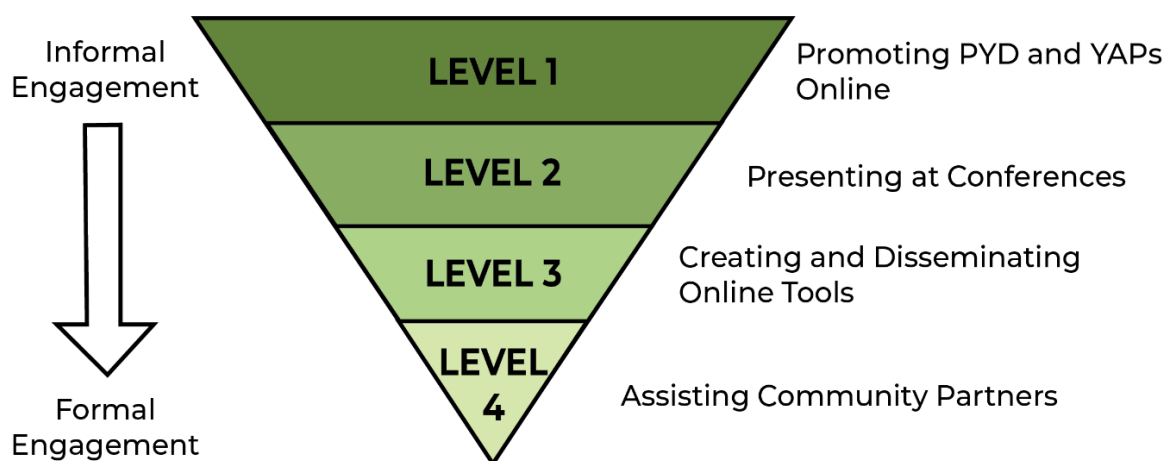
Youth-Adult Partnerships in Texas. DSHS has contracted the Public Policy Research Institute (PPRI) at Texas A&M University to develop, implement, and evaluate a replicable and sustainable model for expanding and improving PYD-based activities and YAPs across Texas.

### Overview of the TYAN Model

The Texas Youth Action Network (TYAN) is designed to develop a statewide support infrastructure to promote Youth-Adult Partnerships that connect young people (between the ages of 10 and 24) with caring adults. The program aims to support change within individuals and organizations to increase youth voice in planning and decision-making, while offering young people authentic experiences involving problem-solving, healthy experimentation, and risk-taking in collaboration with caring adults. TYAN will strengthen youth attachment, engagement, and sense of belonging. This will, in turn, promote resilient, healthy adolescents and adults.

Figure 1.1 shows four main interventions aimed at diverse constituencies. Each is described more fully in the chapters of this report. Internet-based resources offer the highest-level means to reach a broad-based general audience. Conference presentations are directed toward youth-serving professionals, and online tools offer advanced structured learning opportunities for individuals. The most intense level of support delivers customized training and Technical Assistance to organizations willing to undertake a two-year commitment as a TYAN Community Partner (CP).

**Figure 1.1: TYAN Program Overview**



Through these varied approaches, TYAN staff had direct contact with over 4800 individuals this year interested in learning more about PYD and YAPs or becoming involved in the network in some way (Table 1.1). This is a 27% increase in contacts compared to last year. It should be noted that some individuals may be included in multiple counts if they were interested in being involved in the network in multiple ways. The effects of TYAN multiply when one considers the reach of each Community Partner in their own community. This impact is detailed in Chapter 7.

**Table 1.1: Direct Contacts in Year 3 by Level**

Level Description		How	Number
<b>Level 1</b>	Promoting PYD and YAPs Online	Website Users	1720
		Social Media Followers	853
		Email List Subscribers	735
<b>Level 2</b>	Presenting at Conferences	Visited Exhibiting Table	10
		Presentation Participants	145
<b>Level 3</b>	Creating and Disseminating Online Tools	Enrollees	240
<b>Level 4</b>	Supporting Community Partners	Adults	304
		Youth	826
<b>Individuals Directly Reached through TYAN in Year 3</b>			<b>4833</b>

### *Organization of the Report*

Having established the project’s purpose and organization, the remaining chapters of this report will describe the Texas Youth Action Network’s accomplishments in FY2021 (September 1, 2020 - August 31, 2021), its third year of operation. Content is organized following the pyramid depicted in Figure 1.1. First, Chapter 2 describes internet-based resources: website and marketing initiatives that help introduce the project and provide information to a general audience. Chapter 3 reviews the impact of conference presentations while Chapter 4 discusses the use of the signature online training curriculum and other online tools.

Starting in Chapter 5, attention is focused on the direct assistance provided to Community Partner sites. We discuss how we identify Community Partners and their goals of joining TYAN. Chapter 6 details the supports we provide to the CPs through technical assistance, learning collaborative opportunities, and mini-grants. Chapter 7 describes the evaluation of Community Partner YAPs. Then, Chapter 8 describes work that arose during the year that did not fit into the original levels. The report concludes with a retrospective assessment of the entire third year by considering overarching conclusions and next steps.

One particular challenge faced by TYAN and many individuals and organizations across the nation was the continuation of the COVID-19 pandemic. The adjustments made to the program in light of the pandemic are highlighted throughout the report in each chapter.



## CHAPTER 2: PROMOTING PYD AND YAPS ONLINE

The TYAN website, e-blasts, and social media channels are the core strategies for promoting PYD and YAPs to broad audiences. The initial version of the website went live in February 2019 but underwent a substantial redesign in the past year. We grew the use of our e-blasts (newsletters and blog posts) leading to increased consistency and utility. Additionally, we focused attention on expanding our social media channels and transitioning them from merely existing to actual tools to facilitate our network activities. This chapter describes how these media evolved this past year.

### *Website*

In the past fiscal year, the TYAN website received 2,609 individual website visits. These sessions were made by 1,720 users, 1,690 of these users being new to the website. There were 5,786 page views, with the top three most viewed pages being the home page, our Community Partners page and about us. This suggests that most users are coming to our website to learn about our network and see our current network participants.

TYAN followed the suggestion from the SUMA study and spent time redesigning the website this year to better represent the goals of the organization. The SUMA study participants stated that our design felt too academic, our content needed to be reorganized, and we needed to provide an accessible place for youth-serving organizations to find resources.<sup>5</sup> To correct these issues, we restructured our website to best serve organizations looking to become Community Partners, refreshed our branding to a youthful, energetic style, and created an entire section of the website dedicated to resources. The redesigned website launched on February 5, 2021. Since the website was restructured, we have separated our analysis into two sections – before and after the redesign.

#### *Website Performance before Redesign*

From Sept. 1, 2020 to Feb. 4, 2021, the TYAN website received 1,000 individual website visits. These sessions were made up by 724 users, 684 being new to the website. There were 2,022 page views, with the top three pages being the Home, About Us, and the Become a Community Partner pages (Table 2.1).

#### *Website Performance after Redesign*

From Feb. 5 to Aug. 31, 2021, the TYAN website received 1,609 individual website visits. These sessions were made up by 1,043 users, 1,006 being new to the website. There were 3,764 page views (Table 2.2).

While the top pages before and after the website remained relatively the same, our reach increases dramatically. Image 2.1 shows the change in monthly average viewers for our main pages after the redesign. The number of views increased for all pages except About Us. The most significant change was a 37% increase in the number of views for our Resources page. This shows us that our redesign was successful in retaining the goals of our organization and spreading it to a larger audience.

---

<sup>5</sup> See previous annual report for details on SUMA's findings.

**Table 2.1: Most viewed pages from Sept. 1, 2020 to Feb. 4, 2021, Google Analytics**

Page	Page views
Home Page	586
About Us	174
Become a Community Partner	134
Helping Youth Establish Self-Care Routines*	115
Are You Ready	83
Youth-Adult Partnerships	78
Resources	68
Supporting Bullied Youth*	62
Events	56
Join the Network	52

\*Pages are monthly blog posts

**Table 2.2: Most viewed pages from Feb. 5 to Aug. 31, 2021, Google Analytics**

Page	Page views
Home Page	954
Community Partners	326
About Us	227
Becoming a Community Partner	223
Resources	130
Stand Up to Stress*	123
Blog	113
Our Approach	102
Helping Youth Establish Self-Care Routines*	93
Mentoring Youth in Need*	86

\*Pages are monthly blog posts

Image 2.1: Impact of Website Redesign on Page Views and Visits



### Blog Posts

From September 1, 2020 to August 31, 2021, 12 blog posts were written and published on the TYAN website. These blog posts followed monthly themes like domestic violence, bullying, staying active, and more. These blogs were broadcasted via social media and e-blasts, leading to an average of an additional 73 visitors on the website per month. Some of our blog posts also included free, downloadable PDFs with activity sheets, checklist, and more. Our most popular blog post was *Helping Youth Establish Self-Care Routines* from December 2020. This post included a free self-care calendar and received 208 views on the website, 111 of which took place within 30 days of postings.

As seen in Table 2.3, the blogs that included activity sheets or free resources were some of our most popular items. Blogs that were more technical and informative, like the Talking to Youth about Substance Abuse post, were not as sought after. In order to maintain these high viewings, TYAN will incorporate more activities for YAPs to do together. We will also minimize the number of technical pieces, as these are not what our target audience is looking for on our site.

### Google Business Page

In May 2021, TYAN created a Google Business page in order to increase our presence on Google. From May to September 2021, 168 individuals interacted with our Google Business page. Of the 168 interactions, 33 led to website clicks. In the past quarter, Google recorded 308 searches that led visitors to our Google Business page, 231 of which were labeled “Discovery”, meaning that these individuals were searching for a related service, most likely something to do with youth services in Texas. Fifty-six searched for TYAN directly, and 21 found our page by searching for a brand related to us, possibly DSHS. In the next year, we would like to expand our presence on Google and convert more viewers into website visitors.

**Table 2.3: Website Page Views per Blog Post FY21**

Month	Topic	Page Views in First 30 Days	Page Views as of Aug. 31, 2021
Sept. 2020	Keeping Youth Active at Home	42	49
Oct. 2020	Supporting Bullied Youth	62	67
Nov. 2020	Holiday Volunteering while Social Distancing	41	52
Dec. 2020	<b>Self-Care Calendar</b>	111	208
Jan. 2021	Talking to Youth about Substance Abuse	19	21
Feb. 2021	Teen Dating Violence	69	78
Mar. 2021	Bringing Youth to the Table: Community Partner Highlight	30	40
Apr. 2021	<b>Stand up to Stress</b>	107	123
May 2021	Mentoring Youth in Need	63	86
Jun. 2021	Pride in our Youth	49	49
Jul. 2021	<b>Summer Olympics Activity Sheet</b>	56	57
Aug. 2021	<b>Back to School Checklist</b>	58	58

\*Visits within 30 days of publishing the blog on the website, bolded topics include activity sheets

### *E-Blasts*

E-blasts were sent out to inform subscribers about new blog posts and quarterly newsletters. Newsletters and blogs are sent out all to people from our email list on Constant Contact. The most recent subscriber count is 735 contacts. This list is primarily made up of individuals that volunteered their information at conferences, current Community Partners, and website visitors that signed up for our newsletter.

As shown in Table 2.4, we added 152 subscribers this year. We found that adding a sign-up form for the newsletter on the website proved to be a great way to convert casual visitors into more engaged contacts, with an additional 30 emails starting in February 2021.

**Table 2.4: Constant Contact Subscriber Sources**

Subscriber Source	Number of Contacts Added
Texas Campaign South Texas Adolescent Health Summit 2021 Exhibiting	2
Texas Network of Youth Services (TNOYS) 2021 Presentation and Exhibiting	36
HHSC Prevention 2021 Presentation	55
Partners in Prevention (PIP) 2020 Exhibiting	7
Website Sign Ups	30
Opt into Emails from Social Media	2
Primary Contacts (including Community Partners)	25
<b>Total</b>	<b>157</b>

Subscriptions were lower this year, mainly due to conference exhibiting shifting to virtual formats. This year we exhibited at three conferences all virtual and generated 40 subscriptions total (roughly 13 subscribers per conference). For comparison in FY20 we exhibited at 4 conferences (3 in-person pre-pandemic and 1 virtually during pandemic) and averaged 36 subscribers per conference. Each conference provided a different experience in how to virtually exhibit, with some doing additional promotion or having easier conference apps to navigate. However, overall, we have found it difficult to drive attention to our program and our site via virtual exhibits.

### *Blog Posts*

Twelve blog posts were sent out in FY21 (described above). Each blog post is written in coordination with the monthly themes. These blog posts are sent to all contacts on our email list. These monthly blog posts e-blasts averaged an open rate of 26% and a click-through rate of 20%. After each blog post, the website saw a spike in traffic.

### *Newsletter*

TYAN sent out 4 quarterly newsletters between September 2020 and August 2021. We decided to switch from a monthly newsletter to a quarterly format to avoid sending too many emails to our contacts and increasing our unsubscribe rate. These newsletters contained grant opportunities, Community Partner highlights, TYAN news, and more. The average open rate for these newsletters was 28% with a click rate of 27%.

By sending e-blasts for all blog posts and quarterly newsletters, TYAN will be able to increase website traffic and increase our reach to new organizations. As we attend more conferences in the future, we will add more contacts to the list. We are currently studying the effects of time and day of the week have on the open rates of our blogs and newsletters.

### *Bounce Rates*

TYAN's bounce rate is 16%, which is 8 percentage points higher than our industry's average. A bounced email occurs for a number of reasons, from the contact is out of the office to the email no longer exists. Our plan is to rectify this in FY21 by deleting the contacts that are consistently undeliverable. This will decrease our reach somewhat but increase both our open and click rates. We will have an overall more engaged list of contacts.

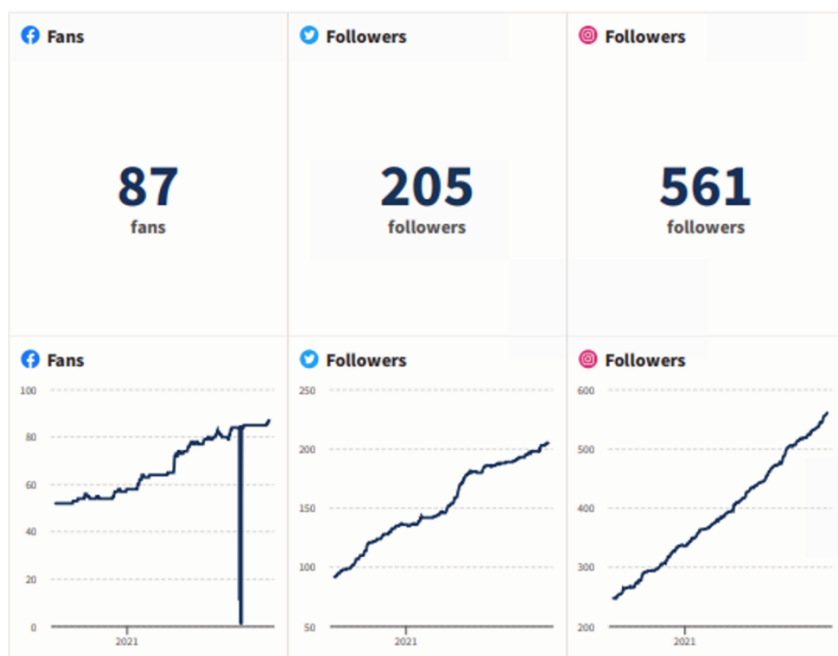
## *Social Media*

From September 1, 2020 to August 31, 2021, TYAN's social media accounts saw an average 105% increase in total followers across three platforms - Facebook, Instagram, and Twitter. Facebook followers increased from 52 to 87, Twitter increased from 92 to 205, and Instagram increased from 248 to 561 (Image 2.2). This increase was entirely organic, since TYAN did not create any paid campaigns. We gained these followers from current followers, Community Partners, our website, and from recruitment efforts.

Social media engagements are interactions that an individual has with a brand's social media accounts and include likes, shares, retweets, reactions, and comments. Instagram is TYAN's leading social media platform for engagement, with 1,273 engagements this year. Twitter had 231 engagements and Facebook had 281. This is a 356% increase from FY20. For the majority of FY20, TYAN did not have a consistent communications strategy. In June 2020, a Communications Specialist, who was able to execute a consistent strategy, joined the TYAN team. This significant increase is due to TYAN posting at least three times a week on social media

about resources, blog posts, days of celebration, and more. We also spent time every week engaging with our followers, so that they will become more likely to engage with our content.

**Image 2.2: Social Media Followers, Hootsuite**



### *Other Communications Activities*

The communications team has worked on a number of additional projects to better serve TYAN. These projects include:

#### *TYAN Video*

In the summer of 2021, the TYAN team recorded a video to use for recruitment purposes on our website. The video features TYAN staff as they talk about how to join TYAN, the benefits, and why is it important to spread Positive Youth Development. The next step is to edit the video and publish it on our website, which will happen during the next fiscal year.

#### *Welcome Packages*

The TYAN team is sending welcome packages to new Community Partners that join our network, shortly after they sign the SOW. The welcome packages increase visibility to TYAN, encourage connection between the CP and TYAN, plus provide resources for CPs to work with youth that can be used right away. These bags include TYAN branded items such as a t-shirt, pens, notepads, stickers, temporary tattoos, a lunchbox and more. They also have resources to help Community Partners build or improve their YAPs, like flashcards with great questions to stimulate conversations with youth, and more information on the network, with a complete directory with all Community Partners and their contact information.

### *Collaborative Graduation Gifts*

For the Community Partners that completed the first Learning Collaborative Cohort, the TYAN team sent a graduation package to celebrate. These packages included a framed certificate signifying that they have completed the Learning Collaborative and acknowledging their contribution to youth in their community. The graduation gifts were sent out before the last Collaborative meeting so that Community Partners could wear their shirts to the last meeting and commemorate their connection to the network. The packages were very well received by the Community Partners. TYAN plans to send these out at the end of each Cohort for all TYAN graduates.



### *Conclusions*

Our online presence saw significant growth in the past year in terms of our reach and content produced. This growth has multiple impacts on the project as a whole. For one, we are promoting PYD and YAP information to a larger audience. Additionally, our content is becoming a reliable resource to those who see it. Followers and website users seem most interested in resources that are activity-based and actionable. This online presence has also minimized some of the challenges we have faced due to the COVID-19 pandemic. Recruiting organizations and sharing information via our online channels has made up for the lack of in-person activity due to cancelled conferences and other events. With such success, we will continue these efforts into the next year, focusing on creating and disseminating content most useful to our audience.

## CHAPTER 3: TEACHING AT CONFERENCES

Presentation of information about PYD and YAPs in professional venues has been a key strategy for establishing the TYAN team as a repository of expertise on PYD. By attending, presenting, and hosting conferences that bring together adults who work with and care about young people, TYAN staff have been able to successfully interface with and establish a positive reputation among stakeholders who are potentially enthusiastic about the TYAN message and model. Additionally, conference presentations often lead to new Community Partners. This work is described below.

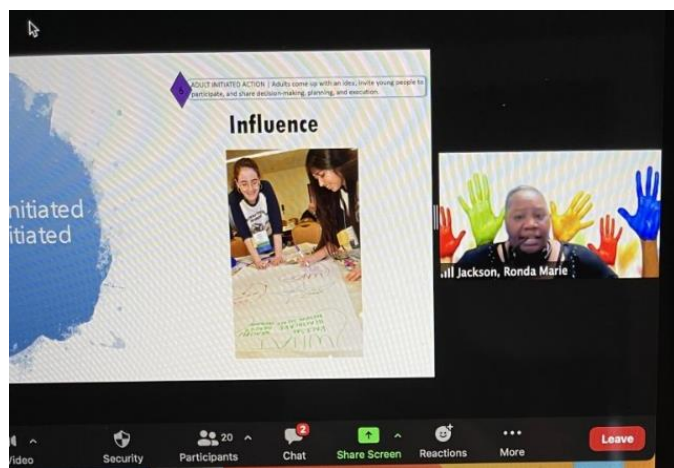
### *HHSC Prevention and Behavioral Health Promotion Resource Series*

On March 23<sup>rd</sup>, the TYAN team, led by Emily Naiser, conducted a presentation as part of the HHSC Prevention and Behavioral Health Promotion Resource Series. The purpose of this series is to provide resources for a variety of youth serving and prevention programs and coalitions. Emily presented “Moving Youth Development Forward in Texas” where 100+ participants learned how incorporating Positive Youth Development and Youth-Adult Partnerships into programs and services can improve adolescent health, as well as the benefits of joining the TYAN CP network. This presentation led to 24 potential site leads, two recruitment calls, and one CP joining the network. We hope to continue partnering with HHSC to provide similar training in the future.



TEXAS YOUTH ACTION NETWORK  
MOVING YOUTH DEVELOPMENT FORWARD IN TEXAS

### *Texas Network of Youth Services*



TYAN staff presented to 45 attendees at the Texas Network of Youth Services (TNOYS) 38<sup>th</sup> Annual Conference. This year the conference theme was “Rooted in Power.” The conference featured several PYD topics however the overall conference incorporated youth inclusivity and youth voice in different types of programming for youth. TYAN staff presented on the topic of “Building Youth Voice in Youth-Adult Partnerships”. The overall goals of the presentation were to inform and help service providers understand the contributions young people can make in the

programming developed for them, if their voices are included. Also, to help them recognize the skills, abilities, and attributes of young people. Introducing these elements will cause their collaborations with young people to be more effective and increase the efficiency of the Youth-Adult Partnership. TYAN staff shared methods of preparing to incorporate youth voice, shared expertise with services providers that will assist with how youth navigate and matriculate in



leadership during their time with the organization, as well as shared tips for shared learning among youth and adults.

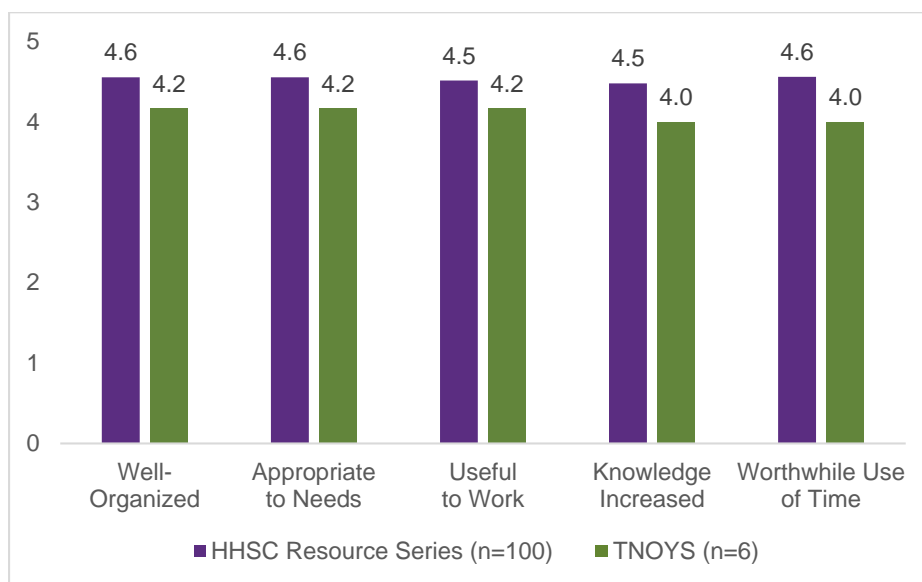
The four learning objectives were:

- Participants will understand the importance and necessity of youth voice in their programming.
- Participants will recognize the difference between youth presence and youth participation.
- Participants will identify the methods in which YAPs encourage youth participation and voice.
- Participants will review skills that will encourage productive participation in youth and adult interactions.

### Presentation Effectiveness

Each presentation conducted by TYAN staff is ends with an evaluation to ensure we are achieving presentation and program goals. Attendees are asked to score the presentation on a scale of 1 (strongly disagree) to 5 (strongly agree) on the organization, utility, and appropriateness, among other measures. Results are presented in Figure 3.1. Overall the TYAN presentations are well received; a majority of participants in each presentation agreed with the statements.

**Figure 3.1: Average Rating from Audiences on Presentation Effectiveness**  
(1 = Strongly Disagree; 5 = Strongly Agree)



During the HHSC presentation, we piloted the use of interactive polling options (through Mentimeter.com) to engage a virtual audience. The feedback was overwhelmingly positive, with multiple respondents reporting they really enjoyed that feature and would like to see presentations incorporate this mechanism more.

Training participants are also invited to share open-ended comments. While TNOYS participants declined to share feedback, more than one in four people evaluating the HHSC presentation (n=27) offered thoughts. There were three general sentiments expressed:

- Five respondents specifically noted they enjoyed the interactive aspect. This likely reflects on the use of Mentimeter interactive polling as a strategy to engage the virtual audience. Some people also recommended other audience engagement strategies such as “Q and A’s,” “hands-on time,” or more “case studies.”
- Twelve participants commented on the high quality and relevance of the information provided, saying: “...PowerPoint was very informative with direct focal points,” and “I will put the info to use.”
- An additional ten respondents offered non-specific positive comments such as, “Marvelous presentation!!!” or “Great work! Thanks for sharing!”

Overall, the evidence indicates that TYAN trainings delivered in the past year were both engaging and effective.

## *Conclusions*

Conference presentations spread awareness of TYAN and increase knowledge around PYD and YAPs. Even with only a few number of conference presentations this year, we are still seeing success in this area. Presentations on applied skills in implementing Youth-Adult Partnerships are most sought after at this time.

TYAN presented at two conferences this year, both virtually. While presentations are successfully given virtually, engagement with the audience is more difficult. One mechanism that met with a lot of positive feedback was the use of mentimeter.com as an easy way to poll participants as the presentation commenced. We will continue to incorporate such tools in the upcoming year.

TYAN did not host any conferences or large in-person events this year. When the pandemic dissipates, TYAN hopes to bring back such events but will change the structure. Instead of TYAN hosting one large event for all participants across the state, we would prefer to partner with local organizations to host smaller, more regional-level events. We may also consider how to accomplish such events virtually. We believe this will allow TYAN to spend more time and resources connecting and building stronger partnerships as opposed to planning events.

## CHAPTER 4: CREATING AND DISSEMINATING ONLINE TOOLS

We offer tools, linked through the TYAN website, to allow individuals interested in PYD and youth engagement to learn more. One such tool is the Youth Development Training Series (YDTS), an online curriculum devoted to the philosophies of PYD and youth engagement. As a series of modules, the YDTS allows individuals to complete a module by itself or the whole series to earn a certificate of completion. While our Community Partners are required to enroll as part of their experience in TYAN, this represents a small portion of those who enroll. The majority are other youth-serving professionals.

### *Youth Development Training Series*

The YDTS is offered for free via the Texas A&M University continuing education website. New sites in the TYAN program continued to complete YDTS modules as the first step in training and technical assistance. This online based training provides a common foundation across all sites before more supports related to their specific needs.

Almost 1400 individuals have enrolled in the units to date, however students may and often do enroll in multiple units. Around 55% are unique students, representing 757 students. It's difficult to parse students out by year given a student may continue to work on courses across years. Over 200 students enrolled in the YDTS units this year. Similar to previous reported analysis, the most popular unit is "Diversity and Cultural Competency", followed by "Youth Development Approach" (Table 4.1).

**Table 4.1: Number of Enrolled Students in FY21 by YDTS Module**

Training Module (Number of CEUs)	Number of enrolled students this year <sup>6</sup>
Youth Development Approach (6 CEUs)	74
Youth Programming (6 CEUs)	35
Diversity and Cultural Competency (6 CEUs)	86
Youth Policy and Risk Management (4.5 CEUs)	24
Foundations of Youth-Adult Partnerships (4.5 CEUs)	21
<b>Total</b>	<b>240</b>

Participants are asked to evaluate their experiences with the training as they complete modules. The responses are overwhelmingly positive. Out of 128 survey completions, 100% responded that the training was appropriate for their needs and skill and will be useful in their lives and work. Respondents also rated their change in knowledge as shown in Table 4.2. Participants' knowledge grew the most via the Youth Development Approach module. The Foundations of Youth-Adult Partnerships module saw the lowest growth, but this is likely impacted by the low number of survey response rates (n=5).

---

6 Some students may be enrolled in multiple units

**Table 4.2: Participant Knowledge Change After Completing Module**

Training Module (number of surveys)	Knowledge Increased Significantly	Knowledge Increased Slightly	Knowledge Level Stayed the Same
Youth Development Approach (n=31)	54.8%	41.9%	3.2%
Youth Programming (n=16)	43.8%	50.0%	6.3%
Diversity and Cultural Competency (n=64)	50.0%	39.1%	10.9%
Youth Policy and Risk Management (n=12)	50.0%	41.7%	8.3%
Foundations of Youth-Adult Partnerships (n=5)	20.0%	60.0%	20.0%
<b>Across all modules (n=128)</b>	<b>49.2%</b>	<b>42.2%</b>	<b>8.6%</b>

Participants are given an opportunity to provide open-ended comments on how the trainings can be improved. We intend to fully analyze the comments in the upcoming year and make revisions to the modules. Given the trend towards more online learning during the pandemic, we will also consider how to better promote these trainings to increase our audience.

### *TYAN Created Resources*

Our team has created several resources to share with our Community Partners. These resources vary from checklists, information guides, activity sheets, and more. Most of our resources are incorporated into blog posts. Two of our largest resources include:

#### *Back to School Checklist*

Our team worked together to create a Back-to-School Checklist for organizations. This checklist provides tips for youth-serving organizations to help them recruit youth, deal with administrative duties, and become larger parts of their community. This resource was included in a blog, an e-blast, and featured in the resource page of our website. Viewers can choose to view the document on our website or download the PDF to their computer. As mentioned in Chapter 2, this resource was promoted via our monthly blog.

#### *Social Media Guide*

Multiple Community Partners have requested guidance on how to use social media. With that, TYAN is in the process of creating an in-depth social media guide to share with our Community Partners. This guide provides detailed information on how to best use Twitter, Facebook, and Instagram. This guide will include information like best times to post, hashtags, and the pros and cons of each platform. This will be released in the fall of 2021.

### *Adolescent Health Data Dashboard*

We continued to build the Adolescent Health Data Dashboard this year. We identified many publicly available data sources (such as the Youth Risk Behavior Surveillance System and the Texas School Survey of Drug and Alcohol Use) that included variables related to adolescent health; special attention was given to requests from regional staff and topics that Community Partners were most interested in. From there the data is cataloged and transformed to align with the geographical boundaries needed. The result is a publicly available tool that will showcase data at the county, regional and state level.

## *Conclusions*

As we continue to build out the online tools we offer, our reach continues to grow. We are engaging and assisting a broader audience; one that may not otherwise be involved in TYAN. Based on this success and the needs identified by our stakeholders, we have decided to expand our online TYAN training options. In this next year, we intend to develop additional online trainings centered around the needs of our larger audiences including resources like how to talk to youth, how to plan a year of events with a YAP, and how to incorporate PYD into pressing health issues.

# CHAPTER 5: IDENTIFYING NEW COMMUNITY PARTNERS

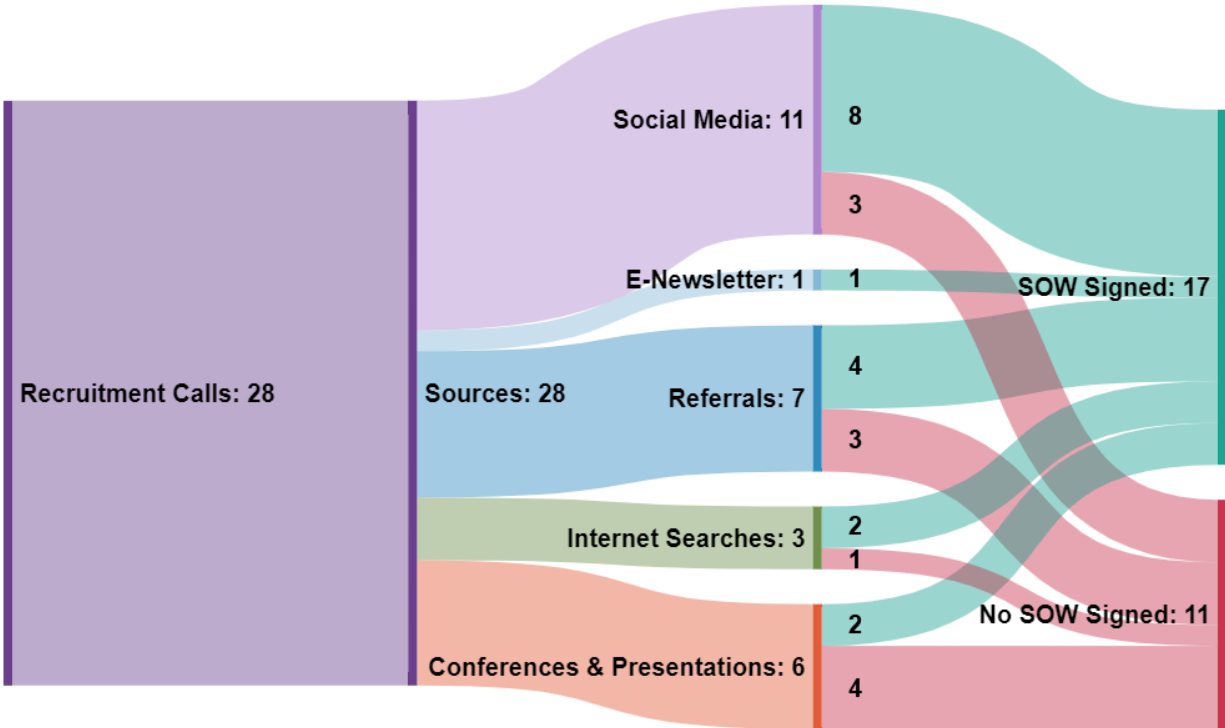
TYAN's most intensive level of interaction is reserved for Community Partner organizations. A larger number of organizations – at least 64 – will become Community Partners by the end of the five-year funding period. Moreover, TYAN aims to keep these experienced sites engaged over the long term as part of an ever-expanding network promoting and supporting Youth-Adult Partnerships statewide. This chapter begins a multi-chapter review describing the sites that have joined, followed by the supports or services they have received, and the impacts of these supports. Here, we describe the recruitment strategies and details of the organizations that have agreed to be a part of the network this year.

## Recruiting Strategies

This year, TYAN continued to make progress in improving the recruitment process and adjusting to the changes brought by the COVID-19 pandemic. Conference exhibiting has been less effective than previous years, but other forms of networking like social media and improving our online visibility have been strong recruitment strategies. Referrals also continued to be a main source for CP leads, as well as holding virtual presentations. The following section discusses the recruitment methods explored this year and provides an analysis of the steps taken to convert leads to CPs.

Figure 5.1. illustrates the number of recruitment calls broken out by source of the initial contact with the site. Overall we had 28 recruitment calls leading to 17 SOWs signed by August 31, 2021. Social media was our highest and most successful source of contact.

**Figure 5.1: Recruitment Sources Diagram**



### *Social Media Recruitment*

TYAN social media platforms was a useful recruitment strategy, as many organizations have turned to more social media based engagement during the pandemic. Connections made by private messaging and posts on social media resulted in 11 recruitment calls and 8 CP commitments

We have been utilizing social media to target organizations in the different DSHS Public Health Regions (PHRs) of Texas, which resulted in our first sites in regions 2/3 and 9/10. We find these organizations by searching for related hashtags like “#lubbock youth” or “#elpasononprofit”. Once we found organizations that we felt would be good fits for TYAN Community Partners, we search through their followers to find more. We would also follow events like conferences and special events like North Texas Giving Day to look through their youth-centered organizations and follow them on socials.

If the organization follows us back, we send them a direct message thanking them for connecting with us and express interest in having them join our program. If they decide they would like to get more information, they are connected with the recruitment coordinator.

### *Networking and Referrals*

Recruitment through referrals, networking, and increasing awareness and visibility proved to also be effective methods this year. TYAN received approximately 7 referrals from various organizations and individuals this year, which resulted in about 7 recruitment calls, and 4 CP commitments. Many referrals were a result of positive word-of-mouth by active CPs.

Other successful methods of increasing awareness have been through improving Google visibility, continuing our newsletter, and holding a virtual presentation through HHSC. TYAN held 3 recruitment call with organizations who reportedly found TYAN information by searching the internet for youth programs and resources, which resulted in 2 CP commitments. One organization learned of the program by reading our newsletter, which resulted in 1 recruitment call and a CP commitment, and 3 recruitment calls and 1 CP commitment resulted from the HHSC presentation.

### *Conference Exhibiting*

TYAN exhibited at four conferences focused on topics such as health and public health, youth networking and programming, and teen pregnancy prevention. All four conferences were held on virtual platforms, with three offering a virtual exhibit booth. Instead of an exhibit booth, the Texas Campaign South Texas Adolescent Health Summit allowed a 15-minute window for TYAN staff to present our program to conference attendees and answer questions. The conferences also included TYAN contact information in post-conference communications.

In past years, conference exhibiting has been a strong source of CP leads. In person exhibit booths allow for the opportunity to talk with prospective leads face to face, hand out branded materials” and provide a sign-up sheet to join the TYAN mailing list. Face-to-face interaction allows for identification of warm leads, or organizations who seem to be a good fit for the CP program. This year, exhibiting has not been as successful due to switch to virtual format. While some virtual exhibit booths do offer the opportunity to meet over Zoom, very few conference attendees participate. This lack of interaction with attendees results in low newsletter sign ups and no way to determine warm leads. As shown in Table

5.1, only 10 mailing list sign ups were collected at virtual conferences this year, with 8 being considered warm leads. Efforts to encourage interaction at virtual booths, such as posting in discussion boards and chat rooms, were attempted with little success. In general, virtual conference attendance and engagement seemed to be very low this year. Despite these challenges, virtual conference exhibiting did result in three recruitment calls and one CP commitment.

**Table 5.1: Recruitment Outcomes by Conference Exhibiting Opportunity**

Conference	Mailing List Signups	Warm Leads	Recruitment Calls	Signed SOW
Partners in Prevention (PIP)	7	6	3	1
Texas Network of Youth Services (TNOYS)	1	1	0	0
Texas Campaign South Texas Adolescent Health Summit	2	1	0	0
Texas System of Care and Community Resource Coordination Group Conference	0	0	0	0
<b>Total</b>	<b>10</b>	<b>8</b>	<b>3</b>	<b>1</b>

*Application and Recruitment Call*

After a lead or interested organization is identified and contact information is obtained, a personalized email is sent from an individual TYAN staff email address with a request to schedule a recruitment call. Though not required to become a CP, TYAN also requests that the organization submit a TYAN Community Partner application if they have not already done so. Fourteen Community Partner applications were submitted this year.

During the recruitment call, TYAN staff gives a brief overview of PYD, YAPs, partnership expectations, and discusses in detail the steps to completing the first set of deliverables. The organization is asked to give a short description of the type of work they do, how they impact youth, where they see PYD and YAPs fitting into their organization, and their initial goals for their partnership with TYAN. If the organization shows an interest in implementing PYD, YAPs, or maximizing youth voice within their organization, they are considered a good candidate for a partnership. The goal of the recruitment call is to not only provide necessary information regarding the partnership expectations, but also to frame TYAN as a practical and approachable tool for organizations. Often, organizations will express relief during the recruitment call, stating that they were concerned that the requirements would be too demanding, or similar to a traditional grant application. We often describe our program as a “helping hand” rather than a burden, and emphasize our flexibility to work with organizations at all levels in working with youth. TYAN held recruitment calls with 28 organizations this year.

*Follow Up and Partnership Commitment*

After the recruitment call, TYAN staff sends a follow up email with a draft statement of work (SOW) for the organization to review and discuss with colleagues. If the organization wishes to move forward with a partnership, an official SOW and W9 form is sent to the organization to be signed. This year, organizations took an average of 16 days from the recruitment call to submit a signed SOW, which did not differ from last year’s average.

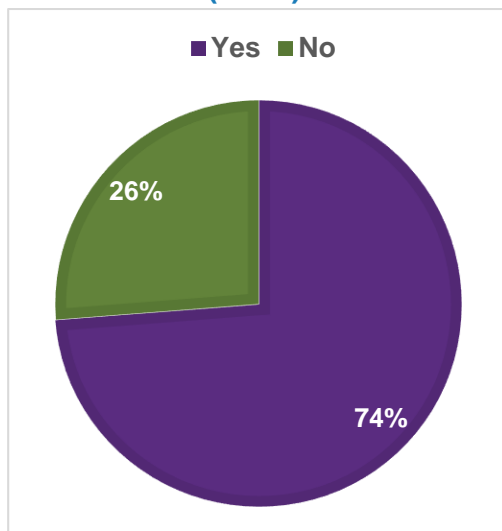


## New Community Partners

Once TYAN receives the signed SOW, the organization is considered an official Community Partner. A site's first payment is based on the completion of certain deliverables (Creating web portal log in, evaluation training, completing 2 out of 5 YDTS modules, and a scheduled site visit). Out of 17 Community Partners who joined this year, 10 have completed their first set of deliverables at the time of this report writing. Five are a part of the second Learning Collaborative cohort which started in January of 2021. The other 5 will join the third cohort, which is scheduled to begin in September 2021. Time taken to complete the first set of deliverables varied by organization, with the shortest time being 12 days and longest 6 months. The average time to completing the first deliverables was about 3 months, yet 40% organizations completed within 2 months, and 70% within 3 months. Out of the 7 who have not completed their deliverables, 2 have joined within the past month. The other 5 organizations have been with TYAN for greater than 3 months, but have maintained contact with TYAN and have asked for more time for various reasons, most related to COVID-19 restrictions and delays.

As shown in Figure 5.3, the majority of Community Partners that joined in FY21 are from PHRs 6/5S and 7 and focus on a wide range of issues that benefit youth and their communities. Seven out of the 17 CPs reported having a YAP at the time of joining, as seen in Figure 5.2, but most are in very early stages of development.

**Figure 5.2: Percent of New CPs in FY21 with YAPs at time of application (n=17)**



**Figure 5.3: Regional Distribution of New CPs in FY21 (n=17)**

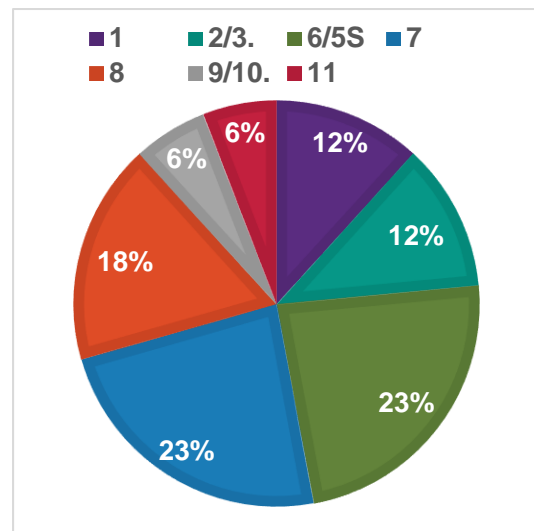


Table 5.2 describes each of the new Community Partners in detail. With new partners in PHR 1, we have a presence in every region in Texas.

**Table 5.2: Community Partners that Joined in FY21**

Community Partners	PHR	Focus	Recruited from?	Recruitment Call Date	SOW Received Date	Had a YAP?
<b>Austin Youth River Watch</b>	7	Environmental Education	Social Media	11/19/2020	12/9/2020	Yes
<b>Borderland Rainbow Center</b>	10	LGBTQ+ Empowerment	Social Media	11/3/2020	11/12/2020	No
<b>Community Action Inc.</b>	7	Community Health	Social Media	8/6/2021	8/12/2021	Yes
<b>Fiesta Youth</b>	8	LGBTQ+ Empowerment	Social Media	3/22/2021	3/23/2021	Yes
<b>Girls on the Run DFW</b>	2/3	Social/Emotional Support and Exercise	Social Media	2/3/2021	2/3/2021	No
<b>Global Citizenship</b>	7	Multiculturalism and Diversity	Referral	9/16/2020	9/24/2020	Yes
<b>Kendall County Women's Shelter</b>	8	Teen Dating Safety	Internet Search	6/8/2021	6/14/2021	Yes
<b>Lamb County LEAF Coalition</b>	1	Substance Use Prevention	Referral	7/13/2021	7/14/2021	No
<b>MADLINEMAN</b>	6/5S	Mentorship through Football	Referral	9/17/2020	9/18/2020	No
<b>Moran Norris Foundation</b>	6/5S	Mentorship through Football	Referral	9/15/2020	9/17/2020	No
<b>Prevention Resource Center</b>	1	Substance Use Prevention	HHSC Presentation	7/8/2021	8/31/2021	No
<b>Resources Inspiring Success and Empowering (RISE)</b>	2/3	Foster and Houseless Youth Mentorship	Social Media	10/29/2020	11/6/2020	Yes
<b>Rise in Resiliency</b>	7	Mental Health	Internet Search	5/14/2021	5/28/2021	Yes
<b>San Antonio Threads</b>	8	Foster Youth Support	Social Media	9/10/2020	9/30/2020	No
<b>The Children's Center CYD</b>	6/5S	Leadership and Community Health	Newsletter	1/21/2021	5/6/2021	Yes
<b>Tip of Texas Family Outreach</b>	11	Abuse Prevention, Safe Dating, Sexual Health	PIP Conference	3/11/2021	3/26/2021	Yes
<b>TWICE</b>	6/5S	Teen Parent Support and Prevention	Social Media	7/9/2021	7/26/2021	No

## *Conclusions*

In spite of COVID-19 challenges, we exceeded our annual goal of new Community Partners joining the network. We are also quite excited that we have a presence in every Texas PHR, one year ahead of schedule. The diversity in geography, focus, and experience among the sites highlights our philosophy that any organization can embrace PYD and YAPs and incorporate them into their work.

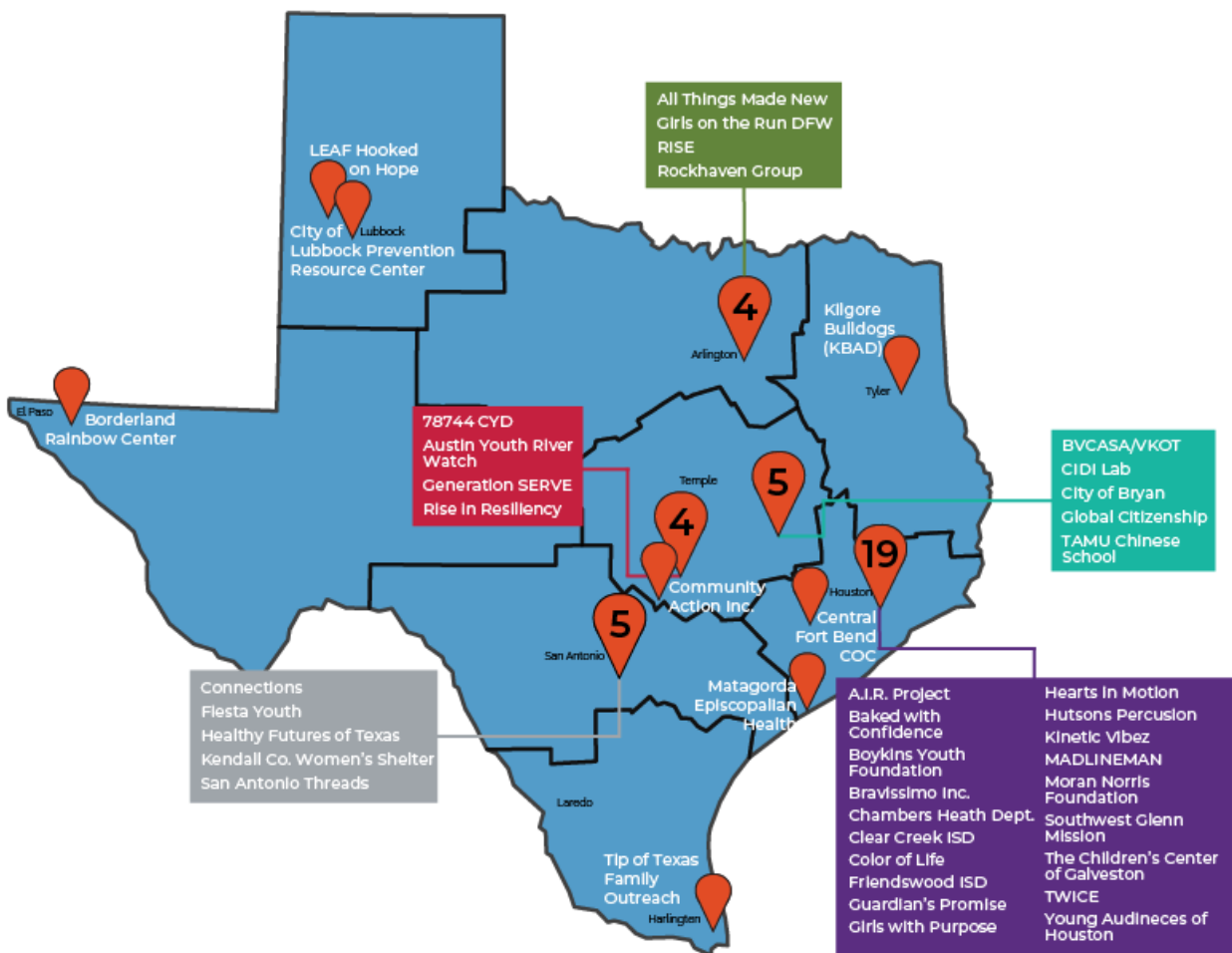
Social media and virtual networking became the predominant strategies for recruiting new sites. This is unsurprising as all organizations shifted activity online. As the next year unfolds, it will be interesting to see how recruitment strategies shift again. Fortunately, our processes and strategies for recruitment have been well routinized and seem to be effective that we can adjust as needed to best reach organizations where they are at.

## CHAPTER 6: SUPPORTING COMMUNITY PARTNERS

Once a Community Partner signs the SOW, they receive access to a variety of supports. Each CP starts with the standardized training via the YDTS online modules and monthly technical assistance (TA) calls for 3 months. When these are completed, the CP joins the next collaborative cohort available and technical assistance calls shift to every quarter. Additionally, the CPs receive financial support for the completion of these milestones. TYAN reached 45 Community Partners this year, distributed across Texas (Image 6.1).

This chapter elaborates on these supports. We start by highlighting who are partners are, followed by a discussion of the supports they receive. Through their involvement with TYAN, CPs have become more connected and started partnering together in their communities. The chapter ends describing these accomplishments. The next chapter will discuss how these supports shape the CP's YAPs.

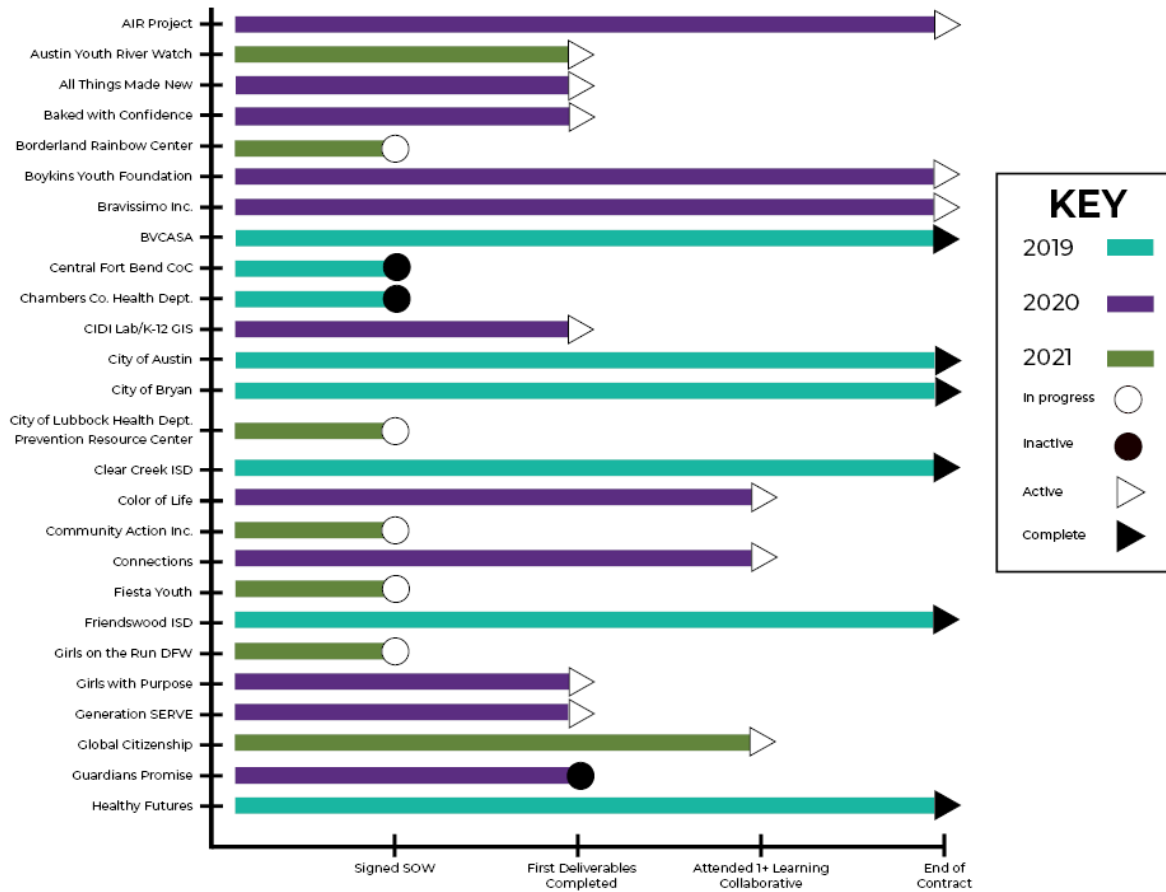
**Image 6.1: Map of TYAN's 45 Community Partners**



## Community Partners

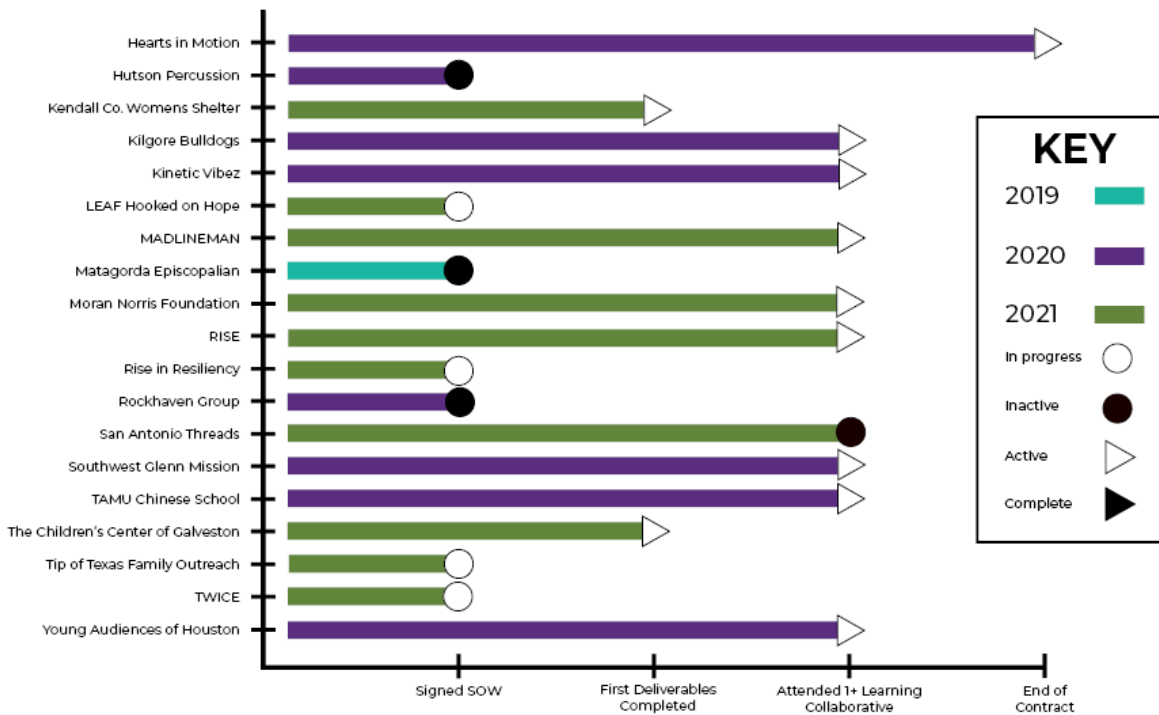
TYAN grew to 45 Community Partners this year. Some sites completed their contractual relationship with TYAN this year, while others were just getting started<sup>7</sup>. Image 6.2. and 6.3 summarize these varying status levels.

**Image 6.2: Community Partner Status, Part 1**



7 CPs that joined this year are described in Chapter 4. Information on CPs who joined in earlier years can be found in previous report.

**Image 6.3: Community Partner Status, Part 2**

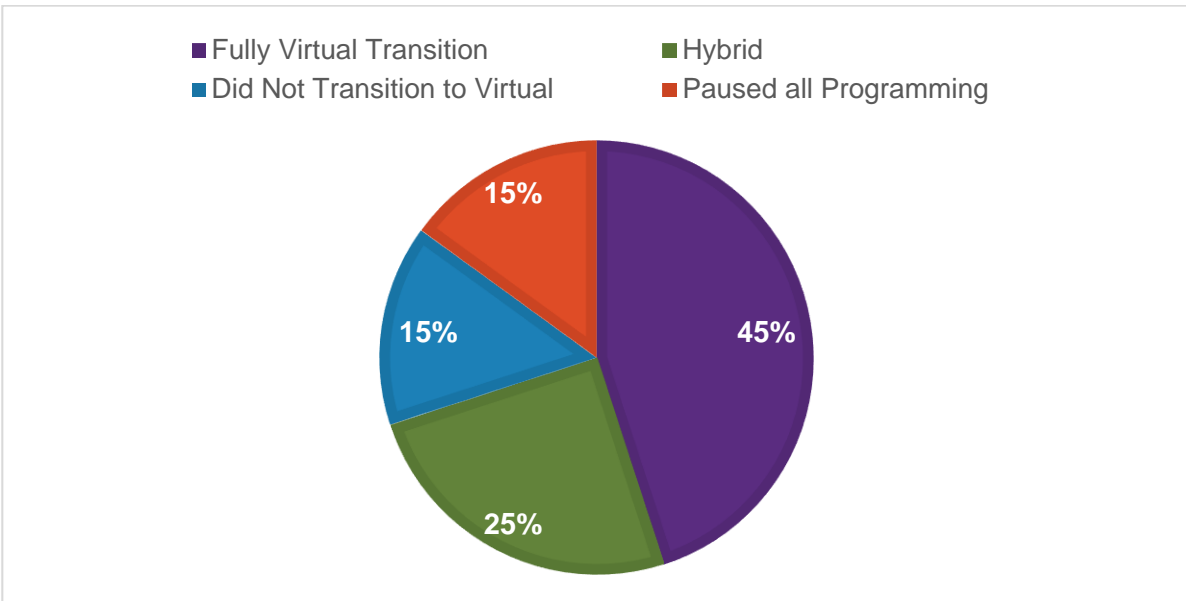


**Impact of COVID-19 on CP Activity**

Community Partners were greatly affected by the COVID-19 pandemic this year. Common themes among our partners consisted of limited or no access to youth, limitation of space due to COVID-19 restrictions, ineffective programming due to program structure and restrictions, youth virtual burnout from school and YAP online activities, and lastly the complete pausing of programming until 2022. Out of 27 sites that TYAN had regular contact with, we found varying shifts. Some partners were able to fully transition to virtual methods, others used a combination of virtual and in-person activities. Still others halted all programming until the pandemic subsides. And finally, some attempted to transition to virtual but met challenges such as low participation, virtual burnout, or lack of internet/computers (Figure 6.1).

Community Partners who were able to operate with a hybrid approach proved to be more successful in their programming during FY 2020-21 however, those organizations had YAPs that were firmly structured before COVID-19 pandemic. Although the pandemic limited their access to youth and face to face interaction, previous programming with PYD approaches propelled the organizations further than other organizations without firmly structured YAPs. Partners that transitioned to virtual programming had trouble initially. Some of the difficulty experienced derived from the coordinator's limited understanding of technology, limited knowledge of online meeting apparatuses, effective online meeting engagement, lack of understanding in online program marketing strategies, and virtual burnout for students from school and site. To remedy the difficulties experienced, technical assistance was given to Community Partners depending on their area of need as well as training and resources from the collaborative.

**Figure 6.1: Effect of COVID-19 on Community Partner Activities**



### *Learning via Collaboration*

The Community Partner Learning Collaborative is an opportunity for adults to positively impact their organization through the development of Youth-Adult Partnerships. Community Partners gain knowledge on the current evidence-based practices of Youth-Adult Partnerships, network with other partners, share their expertise, and learn from the experiences of others in their cohort, and practice using tools and strategies in their Youth-Adult Partnerships and organizations including identifying and creating a Youth-Adult Partnership structure, how to recruit and retain youth, and how to involve youth in evaluation and sustainability of their Youth-Adult Partnerships.

The TYAN online Learning Collaborative is the second tier of training for Community Partners that takes place after the completion of the first set of deliverables. Tools are provided consisting of videos, handouts, and activities around a Positive Youth Development theme. Community Partners come together during the collaborative meeting, once each month, to discuss their experiences as it relates to the theme (Table 6.1).

This year the TYAN Learning Collaborative finished the last of the monthly modules with the first cohort and completed eight modules with the second cohort. The third cohort will start on September 22, 2021. This portion of the report will cover data that pertains to both cohorts and includes the modules completed and participation of organizations, as well as new outcomes that are a result of the online learning collaborative. The first cohort had 14 Community Partners while the second cohort currently has 11 Community Partners participating in the Learning Collaborative meeting each month (Table 6.2 and 6.3).

**Table 6.1: Learning Collaborative Monthly Themes**

	Theme	Cohort 1	Cohort 2
1	Welcome, Introductions, Group Expectations	Jun 24, 2020	Jan 19, 2021
2	Determining YAP structure	Jul 29, 2020	Feb 25, 2021
3	Developing Safe Environments; Risk and Crisis Management	Aug 26, 2020	Mar 17, 2021
4	Training Caring Adults and Mentors	Sep 30, 2020	Apr 21, 2021
5	Establishing Group Culture	Oct 28, 2020	May 19, 2021
6	Building Youth Voice	Nov 25, 2020	Jun 16, 2021
7	Assessing Your Environment	Dec 30, 2020	Jul 21, 2021
8	Providing Opportunities for Engagement	Jan 27, 2021	Aug 18, 2021
9	Supporting Youth Personal and Professional Development	Feb 24, 2021	Sep 15, 2021
10	Assessing Program Quality	Mar 24, 2021	Oct 20, 2021
11	Sustaining Partnership	Apr 28, 2021	Nov 10, 2021
12	Final Thoughts, Next steps	May 26, 2021	Dec 8, 2021

**Table 6.2: Site Attendance at TYAN Learning Collaborative (Cohort 1)**

Site	4 Sep	5 Oct	6 Nov	7 Dec	8 Jan	9 Feb	10 Mar	11 Apr	12 May
<b>A.I.R. Project</b>	✓	✓	✓	✓	-	-	✓	-	✓
<b>Bravissimo Inc.</b>	✓	✓	-	✓	✓	✓	✓	✓	✓
<b>Boykins Youth Foundation</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>BVCASA VKOT</b>	✓	✓	✓	✓	✓	✓	✓	-	✓
<b>City of Austin (CYD)</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>City of Bryan (COB)</b>	-	✓	-	✓	✓	✓	-	-	✓
<b>Clear Creek ISD</b>	✓	✓	-	-	✓	✓	✓	-	-
<b>Color of Life</b>	✓	-	-	✓	✓	✓	✓	-	-
<b>Friendswood ISD</b>	✓	✓	-	-	✓	-	-	-	✓
<b>Girls with Purpose</b>	-	-	-	✓	-	-	✓	-	-
<b>Hearts in Motion</b>	✓	-	-	-	✓	-	✓	✓	✓
<b>Healthy Futures of Texas</b>	✓	-	-	-	✓	-	✓	✓	-
<b>Kilgore Bulldogs Against Drugs (KBAD)</b>	✓	✓	✓	-	✓	✓	-	-	✓
<b>Southwest Glenn Mission</b>	✓	✓	-	-	-	-	-	-	-



**Table 6.3: Site Attendance at TYAN Learning Collaborative (Cohort 2)**

Site	1 Jan	2 Feb	3 Mar	4 Apr	5 May	6 Jun	7 Jul	8 Aug
All Things Made New	✓	✓	✓	-	✓	-	-	✓
Connections**	n/a	n/a	n/a	✓		✓	✓	*COVID
CIDI Lab Geography and GIScience Program	✓	✓	-	✓	✓	-	✓	-
Generation SERVE	✓	*WS	✓	✓	✓	✓	✓	✓
Global Citizenship	✓	✓	✓	✓	-	-	✓	✓
Kinetic VibeZ	✓	--	✓	-	✓	-	✓	-
MADLINEMAN	✓	*COVID	✓	✓	-	-	-	-
Moran Norris Foundation	*COVID	✓	✓	-	✓	-	✓	-
RISE	-	✓	✓	-	✓	-	✓	✓
TAMU Chinese School	✓	✓	✓	✓	✓	✓	✓	✓
San Antonio Threads	*COVID	*WS	-	-	-	-	-	-
Young Audiences Houston	*WS	✓	-	✓	-	-	-	✓

\*WS – Community Partner was unable to attend due to Winter Storms \*COVID – Community Partner staff was unable to attend due to COVID-19 related challenges. \*\*Connections was previously assigned to Cohort 1 but due to turnover did not attend many sessions. When a new facilitator joined, the CP was re-assigned to Cohort 2 starting in the 4<sup>th</sup> meeting. Connections was given additional instruction to make up for sessions missed.

Community Partners have access to lesson plans and action items on the TYAN portal within the collaborative materials. After each homework assignment and the completion of training materials, they are expected to complete an action assignment to practice some of the concepts and skills covered. Partners are asked to “report back,” skills and knowledge gained from their experience with the action items and assignments. This learning collaborative allows the partners to review the information with their peers in the cohort, to learn through sharing of ideas, knowledge, skills, and experiences, as well as to utilize the training tools offered.

Members of the TYAN staff regularly feature a different Community Partner at each monthly Learning Collaborative session. The CP shares expertise gained from collaborative exercises, and experiences encountered as the leader of a YAP. This peer-led engagement has been shown to be helpful to all partners as they develop their own YAPs and enables the Community Partners to learn, build networks, and share resources with each other. Community Partners were given action items or assignments to complete to aid them in creating safe spaces for youth, and determining the culture of their YAPs, as well as properly setting goals and making assessments about their projects and events that sustain the overall progress and success of their partnerships.

## Typical Module

Module 5 provides a good example of the activities in a typical Collaborative session. In this module, Community Partners are asked to watch two videos about developing group culture in their YAP. The first, “Culture and Values in Organizations”, talks about how an organization, in this case a Youth-Adult Partnerships could form their vision, mission, and values. The second video, “Phases of Group Development”, is used to encourage Community Partners to examine what phase of group development that their YAP is in. After the videos the Community Partners are asked to complete an activity that entails choosing their YAP’s Culture Mascot with their youth and answering several questions about their mascot’s character traits. Community Partner, Kilgore Bulldogs Against Drugs (KBAD), in cohort number one, completed the exercise and presented it to the collaborative. They selected Patrick Mahomes as their group’s culture mascot (Image 6.4). The described him as successful, respectful, responsible, faithful, drug-free, physically fit and healthy. They also pointed out that he was a team player. This activity is a useful way to help the YAP members define how they should interact with each other and set the tone for the group expectations. Most modules follow a similar structure revolved around the theme for that month.

**Image 6.4: Example of Module Activity: Culture Mascot**

Mascot Game Worksheet

Name: KBAD Group

Date: 10/22/2020

What celebrity or notable person would be your organization's "culture mascot"?  
What celebrity would be a good spokesperson? Why?  
Draw this character and diagram what makes them emblematic of your culture.

Patrick Mahomes

Successful

Responsible

Respectful

Faithful

Team Player

Drug-Free  
Physically fit & Healthy

XPLANE®

©2019 XPLANE | www.xplane.com

## CP Plans

Eleven of the Community Partners in the first cohort created and submitted a strategic plan for their YAP. This plan includes a mission and vision, SWOT analysis, and SMART goals for their work in the upcoming months. The CPs were encouraged to work on these plans with their YAP members, whenever possible.

The word cloud (Image 6.5) then provides a clear way to immediately see and understand the thoughts and ideas from the Community Partners as they describe the vision they have for their youth-adult partnership as well as the mission of their group. The larger the word, the more frequently it was mentioned by the CPs. The predominant words are youth,

create, empower, adults, environment, provide, leadership, change, program, and skills. This illustrates the focus of the groups on PYD ideals.

**Image 6.5: Word Cloud of Community Partner Mission and Vision Statements**



Additionally, we examined the goals of these plans. A majority of CPs (72.7%) had a goal related to recruitment of new YAP members. Of these, 75% wanted to recruit youth members; 37.5% wanted to recruit more adult members, and 25% wanted to recruit more organizational partners. Another 36.3% had a goal related to building their capacity as a YAP and approximately a quarter (27.2%) had a goal related to implementing a project. All of these topics are addressed in the Collaborative at some point.

### ***Learning Collaborative Evaluation***

As the Learning Collaborative curriculum was refined and piloted over the course of 2020 and 2021, evaluation tools were created in parallel.<sup>8</sup> A pre-test/post-test format was chosen in order to answer two key questions: Does the baseline assessment show the curriculum is introducing new policies and practices that are not in widespread use before the collaborative begins? And do collaborative participants report adopting the new youth-friendly approaches after the training is completed? Forty-three before-and-after items assess Community Partners' stage of completion<sup>9</sup> on 7 measurement dimensions derived from the Learning Collaborative Monthly Themes described above.

---

<sup>8</sup> The complete Learning Collaborative pre-post instrument including item responses, scales, complete open-ended responses, and source attributions is provided in Appendix A.1

<sup>9</sup> Response options were: *Not Applicable* = 0; *Not Started* = 0; *Planning Stage* = 1; *Somewhat Met* = 2; *Fully Met* = 3.

- **Youth Decision-Making Scale** (4 items) – Does the YAP assign young people meaningful responsibility for decisions about the organization and its’ work including budgets, projects, and policies?
- **Youth Engagement Policies** (8 items) – Are the policies and guidelines that structure the YAP developed and understood by young people and do they incorporate and prioritize youth voice?
- **Institutional Structure** (5 items) – Has the YAP created and communicated a common vision if its mission, goals, and implementation plan?
- **Intentional Adult Support** (10 items) – Do adult YAP members purposively create ways to help youth develop PYD competencies and find opportunities to practice those skills?
- **Youth/Adult Reciprocity** (6 items) – Do youth and adults routinely collaborate with about the same amount of influence in making decisions?
- **Community Connectedness** (4 items) – Does the YAP prepare young people to connect with the community and become active contributors.
- **Safety** (6 items) – Is the YAP well-prepared to protect members’ physical, social, and emotional safety?

The primary contact person at each site was asked to respond to the survey in an effort to provide a stable frame of reference from a person with deep knowledge and a long-term commitment to the YAP. Due to the instrument development schedule, only post-test data could be collected from the first Cohort. At the same time, the second Cohort starting in January 2021 could only provide pre-test data within the current evaluation period. Differences in Cohort attributes such as levels of experience or YAP size, among other things, could explain some differences in outcomes independent of program effects. For instance, it is known that in their baseline Reach Report, Community Partners in Cohort 1 reported an average 45.2 youth and 10.2 adult members while Cohort 2 YAPs had half as many youth (21.6) and – with 8.4 adults on average – a larger adult-to-youth ratio. Therefore, pre- and post-test results cannot be directly compared between these two Cohort groups.<sup>10</sup> Still, if interpreted with caution differences can offer preliminary evidence of instrument sensitivity and training impact.

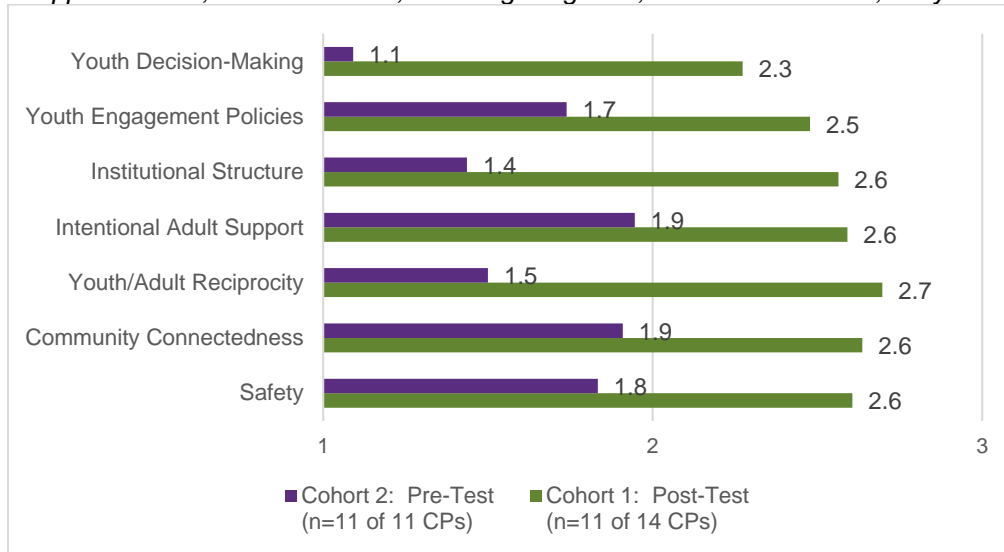
Eleven of 14 Community Partners in Cohort 1 returned surveys, and all 11 in the Cohort 2 contributed data. Results summarized in Figure 6.2 show that trained sites scored better on every dimension assessed. The greatest differences were in the Youth Decision-Making (108% difference between Cohort 1 post-test compared to Cohort 2 pre-test), Youth/Adult Reciprocity (80% difference), and Institutional Structure Scales (78% difference). These areas showing the greatest improvement also correspond with the lowest baseline scores indicating that the Learning Collaborative is effectively addressing the greatest deficits in youth-friendly practice. Other scale values also increased between 33% and 42%. These preliminary results provide a foundation for further study once Cohort 2 has completed the entire Collaborative and a true pre- and post-test comparison can be made.

---

<sup>10</sup> Because questions about the age of the YAP and number of members were not asked of the May 2020 pilot Cohort, it is not possible to report comparisons using these metrics.

**Figure 6.2: Learning Collaborative Evaluation Results:  
Cohort 1 Post-Test and Cohort 2 Pre-Test**

(Not Applicable = 0; Not Started = 0; Planning Stage = 1; Somewhat Met = 2; Fully Met = 3)



In the Cohort 1 post-test survey following training completion, Learning Collaborative participants were also asked two open-ended questions assessing the experience; complete responses are provided in Appendix A.2. The first question asked, “Please share some of the activities you have completed with your YAP using techniques learned from the collaborative.” Cohort 1 respondents mentioned two general types of work:

- Engaging youth in active roles to organize and implement activities and events of various kinds; and
- Using creative youth engagement strategies to connect with and care for young people during the pandemic.

When asked, “Do you have recommendations to improve the TYAN Collaborative Training in the future?” there were many general comments about the positive benefits of the collaborative aspect of the group. Additionally, specific recommendations included:

- More information to help community organizations secure and manage funds to support YAPs;
- Different levels of TA to accommodate different levels of readiness across Community Partners; and
- More materials in a form that can be taken directly back to train YAP members.

While these evaluation results are preliminary and will continue to develop with future data collection, early findings suggest that Learning Collaborative instruction is successfully advancing organization-level change. To the extent that more youth-friendly policies and

practices are being adopted, we expect Community Partners can help youth and adults achieve meaningful inter-generational connections and ultimately strengthen positive development for young people at the individual level. These findings are explored further in the next chapter.

### *Technical Assistance*

While the Collaborative allows the cohorts to learn as a group, technical assistance (TA) is meant for one-on-one, individualized assistance. Some TA calls are scheduled. CPs are required to do monthly TA calls for the first 3 months, followed by quarterly through the remaining portion of the contract.

However, sites also have the option to ask for a TA call outside of their scheduled call times. In this year in particular, technical assistance has increased out of necessity caused by certain challenges experienced this year. During the 2020-21 fiscal year there were 79 TA calls which include monthly calls, quarterly calls and additional technical support that occurs outside of scheduled call times (Table 6.4). Several partners had trouble this year with participation. The factors that affected TA call scheduling as well as attendance were the effects of COVID-19 and the Winter storms experienced throughout Texas during the months of February, March, and April. Many sites experienced loss of power and water at their workplaces and their homes, other underwent frequent closures due to COVID-19 exposures, and others lost their ability to meet in their usual settings due to other circumstances (e.g., a fire). Most scheduled calls remained general and focused on updates, recruitment efforts, reports on current/new and upcoming projects, as well as the challenges and successes experienced. Occasionally, Community Partners that gained some traction during the COVID-19 pandemic formulated new plans and strategies that required more in-depth TA. There was an increase in the length of call times and discussion depending on the topic or efforts they were trying to achieve. There were some CPs that experienced extreme challenges which caused them to limit their efforts and decreased the need for TA except for supporting them by checking in and encouraging even the smallest efforts.

### *Access to Technical Assistance*

This year TYAN experienced some difficulties with CPs that involved scheduling and rescheduling TA calls due to availability and unforeseen circumstances with weather and COVID-19. To help TYAN increase our ability to stay updated with Community Partner progress, staff researched and began piloting scheduling software that would give CPs an opportunity to meet their TA deliverables with more flexibility and would give staff the ability to manage their TA tasks and keep up with partner deliverables. The software TA staff are using is called Calendly. Calendly was piloted for 2 months before becoming a part of the scheduling process for TYAN. Community Partners are now able to schedule and reschedule calls and site visits as well as book a fifteen-minute check-in for questions or TA outside of the scheduled times.

**Table 6.4: Community Partner Technical Assistance Calls in FY21**

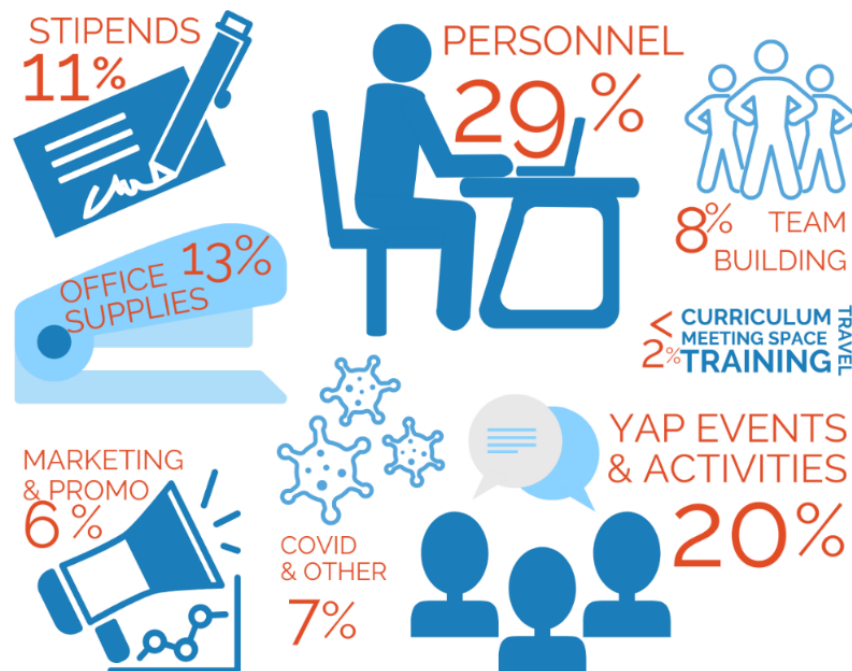
Community Partner	MTA	QTA	Additional Calls Number and Topic	
Austin CYD	-	4	-	N/A
Friendswood	-	3	-	N/A
Healthy Futures of Texas	-	4	-	N/A
AIR Project	-	2	2	Locating resources
Bravissimo Inc.	-	3	5	Marketing materials, youth retention, program expansion, check-in program promotion prep
Boykins Youth Foundation	-	3	-	N/A
Color of Life	-	3	4	Updates for collaborative participation, evaluation reporting, deliverable requests from TYAN
Connections	2	-	-	N/A
Girls with Purpose	-	2	-	N/A
Hearts in Motion	-	3	-	N/A
Kinetic VibeZ	3	1	1	Determining cost for services and service materials.
Southwest Glenn Mission	2	1	-	N/A
BVCASA VKOT	-	4	-	N/A
City of Bryan (COB)	-	4	-	N/A
Clear Creek ISD	-	3	-	N/A
MADLINEMAN	2	-	-	N/A
Moran Norris Foundation	3	-	-	N/A
Global Citizenship	2	-	-	N/A
CIDI Lab Geography and GIScience Program	3	-	-	N/A
TAMU Chinese School	3	-	-	N/A
Young Audiences Houston	3	-	-	N/A
All Things Made New	3	-	-	N/A
San Antonio Threads	1	-	-	N/A
Kilgore Bulldogs Against Drugs (KBAD)	-	3	-	N/A
<b>Total Calls</b>	<b>27</b>	<b>40</b>	<b>12</b>	<b>N/A</b>

\*MTA = Number of monthly TA calls; QTA = Number of Quarterly TA calls

## Financial Support for Community Partners

Community Partners receive up to \$10,000 (in the form of mini-grants) over two years, distributed after the completion of deliverables to TYAN. This year, these grants were predominantly used to fund the cost of personnel (29%), YAP Activities/Events (20%) and Office/Meeting Supplies (13%) (Image 6.6). There were several organizations that experienced drastic budget cuts that lead to personnel shortages. These factors decreased the funding for YAP activities to pay remaining staff instead. TYAN funding was essential to Community Partners with very small operations of 1-5 staff, those without meeting spaces, and those that who were not prepared for virtual programming youth.

**Image 6.6: Community Partner Use of Funds in FY21**



## Community Partners Working Together

As our network grows, we have seen CPs come together to support each other in their work with youth. By doing so, they are increasing their impact in their communities. In some cases, TYAN facilitates the connection; in others the CPs have done it themselves. This section highlights these examples.

Through the network, we are able to connect partners based on needs and capacity. During a technical assistance call with Bravissimo Inc. in preparation for the upcoming proposal for the Mental Health and Mindfulness Day the coordinator was in search of an individual to be a part of the program that specialized in mindfulness. One of our current CPs in the second cohort happened to specialize in that area as well as teaching music production to youth. After helping the partners connect the CP from the second cohort will not only be able to provide mindfulness sessions with youth but is also going to provide music for the duration of the project.

In another example, during a Collaborative session, one CP mentioned their desire to find or build a curriculum for her youth but was intimidated by the process. Another CP mentioned they had



previously created a curriculum. TYAN staff suggested TYAN and the two CPs meet and try to find or create the curriculum together in and with that a curriculum team to help the burgeoning CP was created.

Sites have also connected to host events and programs together. Two sites – Heart in Motion and Bravissimo Inc. - have collaborated three times since joining TYAN. The organizations combine what they each do well. During these collaborations youth participated in group discussion, and from the group discussion youth developed choreography from the words that were written and/or expressed themselves using canvased art. Color of Life and Bravissimo Inc. have developed a workshop for local Girl Scouts. The premise of the workshop was to encourage self-love and respect in young girls of color.

Three organizations (Hearts in Motion, Bravissimo Inc. and Kinetic Vibes) have worked together to expand their programming in partnership with each other. These organizations developed a Mental Health and Mindfulness Day at one local elementary that has now evolved into a regular presence at the that school. The organizations are still working with the district on how this will be implemented but are excited about the opportunity. In addition, all three of these organizations have received a residency with another one of our partners Young Audiences Houston, which will allow each organization to lead workshops on their specialties. Finally, one organization, Boykins Youth Foundation, hosted an annual event and included information on all the CPs in the first cohort and the services or programming they do.

## *Conclusions*

We provided training, technical assistance and financial supports to dozens of CPs in the past year based on their variable needs and experiences. The intensity of supports was impacted by the COVID-19 pandemic, as more technical assistance and discussion in the Collaborative revolved around how to address the needs of moving to virtual mechanisms and keeping YAP members engaged during this time. Overall, the feedback on these supports has been positive and meeting the needs of CPs. We can see growth and an embrace of PYD principles at the group level. In the next chapter, we explore the impacts on individuals.

## CHAPTER 7: EVALUATION OF COMMUNITY PARTNER YAPS

The program logic model begins with the belief that when young people practice independent decision-making and take risks while supported by caring adults, they become more resilient and better able to emerge from high risk situations with positive results. Effective YAPs have practices that provide youth opportunities to explore, take chances, safely learn from mistakes, and celebrate successes while safely being guided by caring, connected adults. In turn, youth have better resiliency-related Positive Youth Development outcomes in areas like self-confidence, life skills, and core values and they are prepared to make better choices at all stages of life.

Evaluation data to measure these processes and outcomes was collected between March 1 and August 31, 2021. Results described in this chapter are divided into three sections. First, the Organizational Reach Report offers insight into the scope of impact YAPs have in their own communities. Next, information is presented to describe the Youth-Adult Partnerships working with TYAN over the past year. Process evaluation results are presented depicting the ways in which these TYAN-assisted organizations are engaging and supporting youth. Finally, outcome evaluation results consider evidence that young YAP members are developing new competencies aligned with the PYD framework.

### *YAP Organizational Reach*

TYAN Youth-Adult Partnerships are integrated into the fabric of their communities. As part of the evaluation, each spring, Community Partners are asked to quantify and report on community linkages over the past 12 months. Results summarized in Table 7.1 include the following data:

- **YAP Members** – Youth, adults, and organizations enrolled at any time as members.
- **Direct Supporters** – Youth and adult members and non-members who directly supported the operation of the YAP (e.g., as members, special advisors, funders, interns, volunteers, or in other helping roles)
- **YAP Influencers** – Youth, adults, and organizations that contributed any form of input or feedback to inform planning (e.g., in surveys, focus groups, meetings, town halls, or other forms of data to inform work)
- **Participants in YAP-Affected Programs and Services** – Participants in programs or services informed by input from the YAP (e.g., youth and adults in programs benefitting from YAP-informed integration of youth voice)
- **Total Contacts in the YAP Domain** – Youth, adults, and organizations YAP reached out to for any reason and by any means (e.g., mail, email, texts, social media, radio/television, surveys, special events, program participants, meeting attendees, or other).

Results show an impressive scope of impact by these organizations. Participation ranges from startup YAPs with no active members to well-established organizations with hundreds of members. Most have direct supporters that provide momentum to their work; most also proactively seek input from influencers that can help youth understand and connect youth to needs and opportunities in the community. Many YAPS say they are helping youth gain voice in the programs and activities that affect them. Though YAPs come in all sizes, overall scope of impact is quite large for many of these organizations, ranging into the thousands.

**Table 7.1: FY21 Reach Report for Community Partners: 12-Month Reporting Period**

Program	YAP Members			Direct Supporters			YAP Influencers			Participants in YAP Progs.		Total Contacts in YAP Domain		
	Youth	Adult	Orgs	Youth	Adult	Orgs.	Youth	Adult	Orgs	Youth	Adult	Youth	Adult	Orgs
Abuse is Real (AIR) Project	3	4	1	10	3	1	4	3	1	5	2	9	10	1
All Things Made New	2	4	0	0	0	0	0	0	0	0	0	0	0	0
Austin Youth River Watch	7	4	1	40	5	1	45	5	1	50	0	67	15	10
Baked with Confidence	0	1	0	0	1	0	0	1	0	0	1	0	1	0
Borderland Rainbow Center	0	2	1	0	0	1	0	0	1	0	0	0	0	1
Boykins Youth Foundations	21	27	1	21	27	1	6	15	1	21	27	21	27	1
Bravissimo Inc.	3	2	2	5	0	2	5	2	2	5	0	40	3	4
BVCASA VKOT	17	11	10	50	100	10	17	11	2	5,000	500	5,000	500	12
CIDI Lab Geography and GIScience Program	40	10	5	40	7	5	40	7	5	40	7	40	7	2
City of Austin (CYD)	10	15	5	10	22	8	10	37	8	105	119	155	159	10
City of Bryan (COB)	2	2	0	4	3	0	4	1	0	0	0	0	0	0
Clear Creek ISD	32	25	5	200	56	12	32	35	20	200	56	200	420	400
Color of Life	4	4	2	9	6	2	10	7	1	15	7	15	7	2
Connections	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Fiesta Youth	0	3	0	0	0	0	0	0	0	0	0	0	0	0
Friendswood ISD	12	5	2	12	10	2	12	27	3	12	5	3,431	577	400
Generation SERVE	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Girls on the Run	225	75	18	225	130	9	25	300	20	225	300	150	15,000	45
Global Citizenship	2	3	2	70	4	2	16	3	2	120	4	1,380	48	2
Healthy Futures of Texas	15	7	1	15	8	0	15	6	1	20	6	50	200	6
Hearts in Motion	1	2	0	1	3	1	1	2	1	50	10	50	3	4
Kendall County Women's Shelter	9	2	0	0	10	0	8	3	0	159	5	1,000	50	3
Kilgore Bulldogs Against Drugs (KBAD)	296	10	5	28	12	5	28	12	48	125	5	325	12	5
Kinetic VibeZ	15	3	4	0	2	2	0	1	0	10	2	40	5	6
Lamb County LEAF Coalition	5	24	1	10	6	1	15	30	2	30	10	50	30	2

Program	YAP Members			Direct Supporters			YAP Influencers			Participants in YAP Progs.		Total Contacts in YAP Domain		
	Youth	Adult	Orgs	Youth	Adult	Orgs.	Youth	Adult	Orgs	Youth	Adult	Youth	Adult	Orgs
<b>MADLINEMAN</b>	---	---	---	---	---	---	---	---	---	---	---	---	---	---
<b>Moran Norris Foundation</b>	2	2	1	2	2	0	2	2	1	50	2	150	4	0
<b>RISE</b>	58	12	3	0	2	1	10	12	1	58	12	200	200	8
<b>Rise in Resiliency</b>	0	1	0	0	0	0	0	0	0	0	0	0	0	0
<b>Southwest Glenn Mission</b>	13	5	1	4	8	4	4	19	10	4	4	20	14	4
<b>TAMU Chinese School</b>	35	40	2	50	50	2	80	150	5	100	250	200	1,000	15
<b>Tip of Texas Family Outreach</b>	0	1	0	0	0	0	0	0	0	0	0	0	0	0
<b>Young Audiences of Houston</b>	0	2	1	0	1	1	0	1	1	0	1	0	1	1
<b>Total</b>	<b>826</b>	<b>304</b>	<b>73</b>	<b>796</b>	<b>475</b>	<b>72</b>	<b>385</b>	<b>689</b>	<b>136</b>	<b>6399</b>	<b>1333</b>	<b>12584</b>	<b>18283</b>	<b>943</b>

## Description of YAPs Evaluated

The number of Community Partners participating in the TYAN evaluation has increased by 27%, growing from 26 in the 2019-20 project year to 33 in the current reporting period. Twelve new organizations have been added; 5 participants from last year are no longer active; and 5 organizations that recently joined TYAN will be incorporated in future years' evaluations (see Table 7.2). A complete listing of all programs from both years along with evaluation status, data submitted, and response rates is provided in Appendix A.3

**Table 7.2. Changes in the Composition of Sites Participating in TYAN Evaluation**

Previous Evaluation Participants Inactive	New FY21 Evaluation Participants	Sites Enrolled for Next Year's Evaluation
Chambers Co. Health Dept.	Austin Youth River Watch	Community Action, Inc
Girls with Purpose	Borderland Rainbow Center	Prevention Resource Center
Guardian's Promise	Fiesta Youth	San Antonio Threads
Hutson Percussion	Girls on the Run DFW	The Children's Center CYD
Rockhaven	Global Citizenship	TWICE
	Kendall County Women's Shelter	
	Lamb County LEAF Coalition	
	MADLINEMAN	
	Moran Norris Foundation	
	RISE	
	Rise in Resiliency	
	Tip of Texas Family Outreach	

## Evaluation Response Rates

There are multiple components of participation in the TYAN evaluation process. The Reach Report is the most comprehensive figure, showing the number of youth and adults enrolled as members any time in the past year. Second, YAP staff are asked to register these members on their web-based "Membership List" so they can participate in evaluation data collection. Finally, we have the actual number of youth and adult surveys received from each Community Partner organization.

Overall, Community Partners that were active in the evaluation this program year reported an average 27.6 youth members on the Reach Report. An average 7.2 of these young people (26%) were actually enrolled to participate in the evaluation. Of those sent a survey invitation, less than half (mean= 3.3 respondents) submitted a response. Both enrollment and response rates were somewhat higher among adults, Community Partners reported an average 10.2 members in adult roles, of whom 6.4 were enrolled for the evaluation (62%), and two-thirds of those (mean=4.2) responded.

Figures 7.1 and 7.2 summarize enrollment and response rates by site. Fully detailed data underlying the graphics is presented in Appendix A.4 and Appendix A.5. For youth specifically, these data point to several factors related to the TYAN evaluation:

- **No youth YAP members enrolled:** It is noteworthy that at least 7 Community Partners participating in TYAN training (21%) have no young people enrolled at all, therefore

yielding a 0% survey completion rate.<sup>11</sup> This implies that one in three programs are preparing to serve youth but have not yet created linkages to caring adults. This is in part impacted by the COVID-19 pandemic, when some sites chose to halt activities. The extent to which TYAN can help these sites follow through on this important intention will be key to long-term evaluation. Growing new youth-serving capacity in addition to strengthening established programs would represent a powerful contribution to expanding PYD-based reach. It remains to be seen if TYAN-assisted programs can identify youth to enroll.

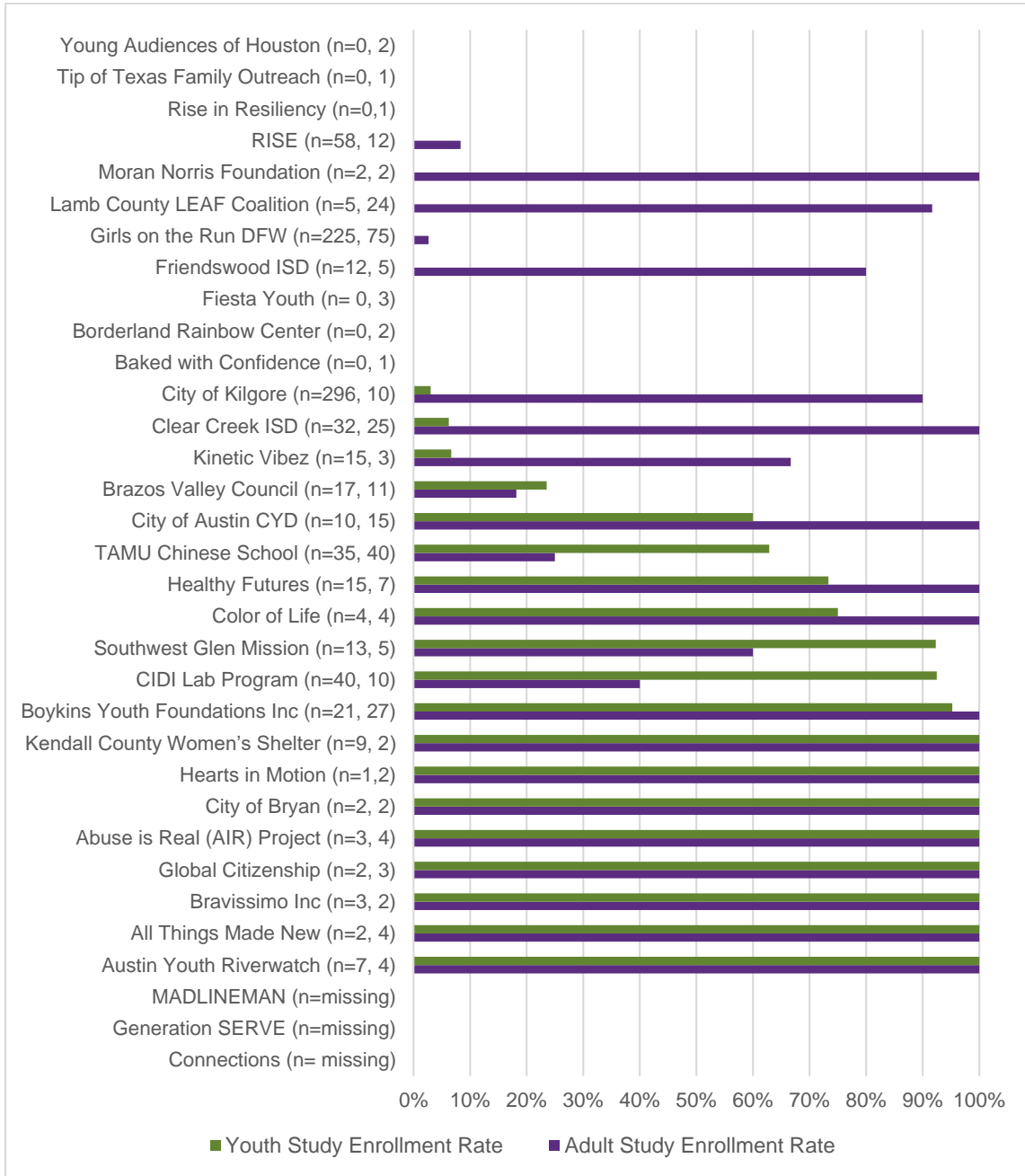
- **Varied TYAN evaluation enrollment rates:** Among the 24 sites reporting any youth YAP members, an average 58% of those named on the Reach Report were never added to the online Membership List.<sup>12</sup> The 8 smallest programs with less than 5 members often achieved 100% study enrollment, but at the 16 larger sites, just half successfully enrolled more than 50% of members. It is not known if youth were encouraged to register but refused, or if the study was not sufficiently promoted by YAP staff. It is possible that the additional steps required to meet IRB assent requirements was a barrier to enrollment for either YAP staff or the youth themselves. In any event, the finding suggests the evaluation team should share feedback with the sites in an effort to understand the obstacles to evaluation enrollment, and test new ways to increase participation in the coming year. These could include strategies such as better communication about the need and means to enroll young members, use of incentives, and encouraging greater use of hard-copy signups done in groups.
- **Large numbers of un-enrolled youth YAP members:** Three Community Partners claimed between 58 and 296 youth as members on the Reach Report, yet a total of just 9 young people were enrolled in the evaluation for all sites combined, and only 2 surveys were received. It seems these sites may be counting broader classes of individuals that are perhaps impacted by or that collaborate with the YAP but that are not formal members. To improve reporting accuracy and consistency, it may be helpful to clarify the meaning of “YAP Members” in future collections; secondary partners should be reported not as “members, but in Reach Report Category 4: “Participants in YAP-Affected Programs and Services.”
- **Effects of COVID-19 on evaluation:** Through at least the end of the current reporting period, youth and adults at virtually every YAP have been less connected than was the case before COVID-19, social distancing, and “Zoom-school.” While many uncertainties remain, youth are beginning to re-establish interrupted relationships within YAPs. We expect that better local program implementation combined with improved quality and completeness of data collection mean we can draw stronger conclusions about the impacts of the TYAN intervention in the near future.

---

11 Five additional programs have no youth enrolled in the online Membership List but report having some youth YAP members in the Reach Report.

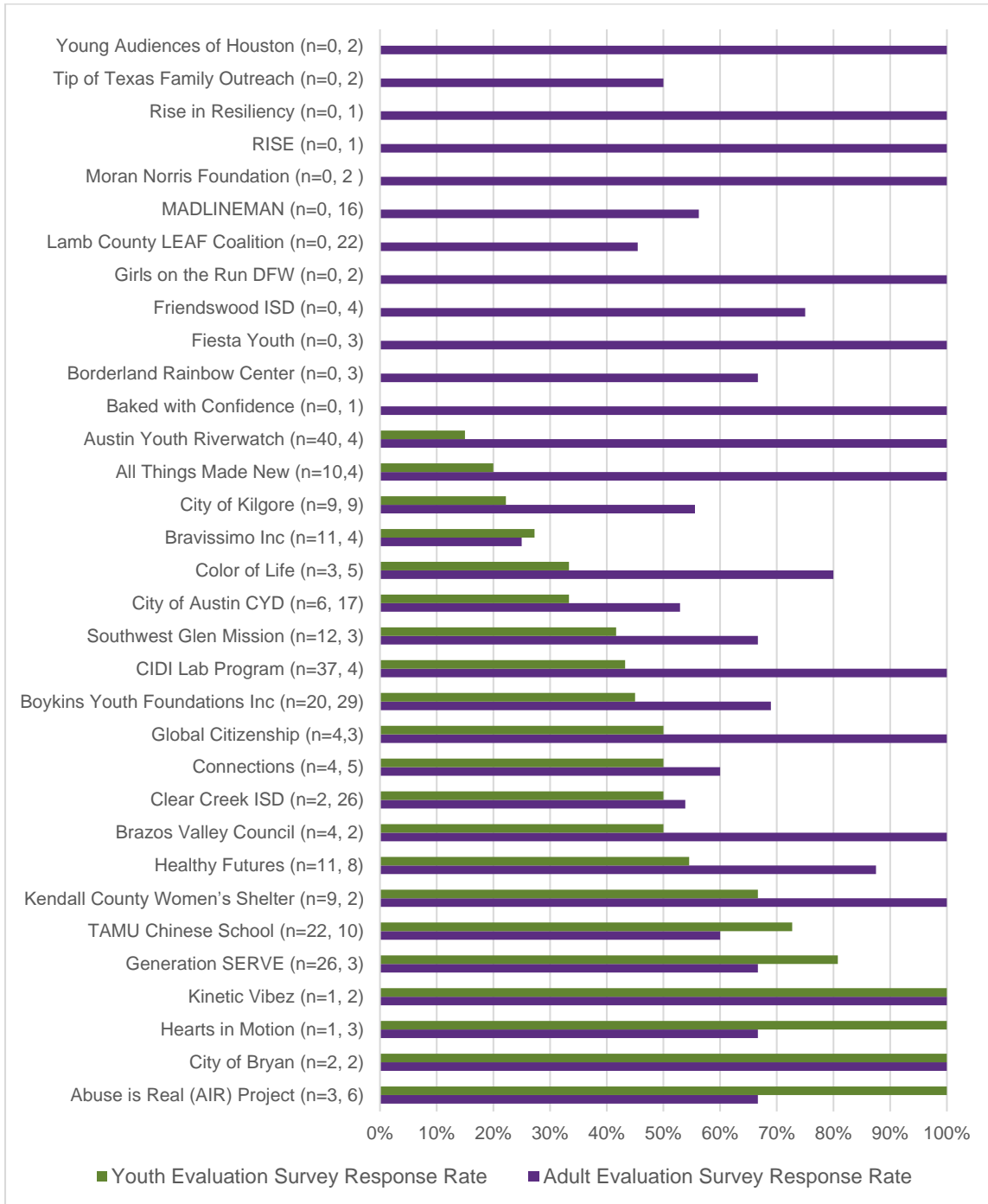
12 Where the number of people enrolled in the evaluation exceeded the number of YAP members identified in the Reach Report, enrollment rates (# enrolled to take the evaluation survey/# members in the Reach Report) were capped at 100%.

**Figure 7.1: Youth and Adult Evaluation Study Enrollment Rates**  
 (# enrolled in evaluation / # in Reach Report)<sup>13</sup>



13 Ibid.

**Figure 7.2: Youth and Adult Evaluation Survey Completion Rates**  
 (# survey respondents / # enrolled in evaluation)



Each of the 33 active CPs this year has at least one adult YAP member not only enrolled, but providing evaluation data. As shown, adult response rates were quite good with an average 79%



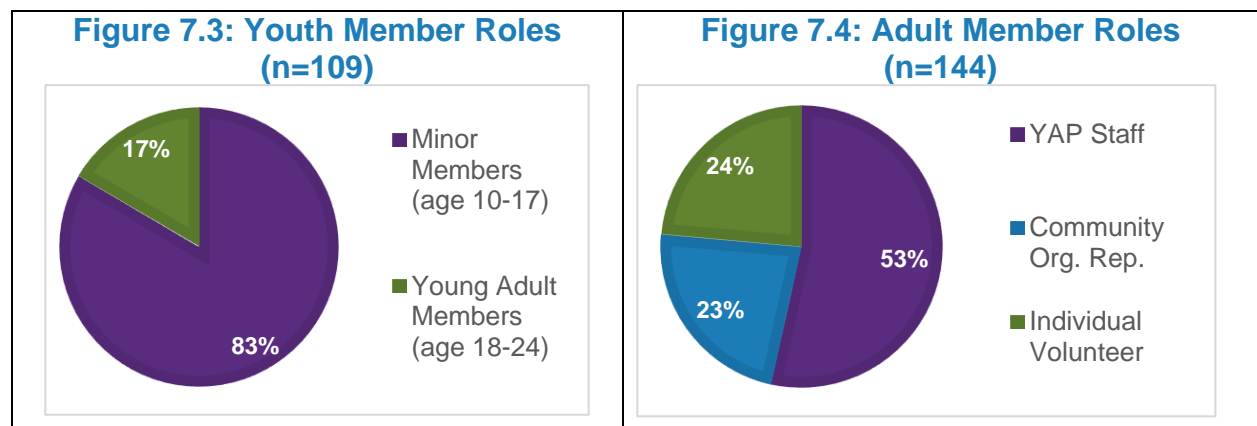
of adults on the Membership List submitting an evaluation survey. As with youth, however, survey completion rates are generally better where the number of eligible respondents is low. Twenty-one sites have both youth and adult members, and, based on Reach Report data, the average youth-to-adult ratio is 3:1.

Most YAPs had too few respondents to meet statistical or confidentiality requirements for small sample sizes. Due to this limitation, site-level findings could not be provided. It is also important to be aware that sites with larger numbers of youth or adults account for a disproportionate share of overall findings. Three programs – Generation Serve (20%), CIDI Lab Geography and GIScience Program (15%), and TAMU Chinese School (15%) – accounted for half of all youth survey responses. Adult responses were more evenly distributed with 3 sites – Boykins Youth Foundations (14%), Clear Creek ISD (10%), and Lamb County LEAF Coalition (7%) – accounting for about one in three surveys.

### YAP Member Roles

Of 253 individuals in the evaluation, 144 were in adult roles as YAP staff (53%), community organization representatives (23%), or individual volunteers, often parents (24%). Eleven individuals in adult roles were also between 18-24 years of age and therefore indirectly a focus of Positive Youth Development objectives themselves.

An additional 109 respondents were in youth YAP member roles. The majority (83%; n=91) were minors who were 14.4 years old on average (sd=2.1 years). The remainder (n=18) were young adults averaging 18.9 years old (sd=1.6 years). Member roles are depicted graphically in Figures 7.3 and 7.4.

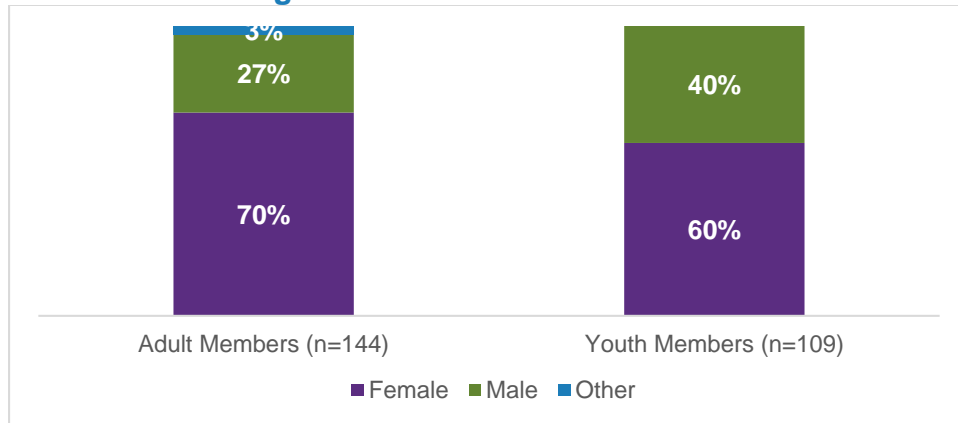


A large majority of respondents – nearly 90% of adults and minors – are currently active in the YAP. About 85% of young adults and minors surveyed are currently participating. Those that are not gave reasons including lack of time or that the program had not yet begun. A larger share of adults is active (92%). Inactive adults were more likely to name career and family commitments as impediments to participation. Both youth and adults mentioned the impact of COVID-19 restrictions on participation.

### YAP Member Demographic Attributes

As shown in Figure 7.5, 7 of every 10 adult YAP members identifies as female. This suggests a relatively small number of male role models are participating in partnerships with young people, and could offer a future objective for some Community Partners. Youth members are also majority female but the proportion is more nearly even with a 3:2 ratio.

**Figure 7.5: YAP Member Gender**



In terms of race and ethnicity, YAPs are diverse (Figure 7.6), though adults and youth are demographically different. In the past, the largest proportions of adult YAP members are White (38%) or African American (34%). By contrast, African American and White members make up less than 20% of all youth membership and fully half are Latinx (50%). Fewer than half as many are other race/ethnicities including Hispanic (14%). Almost half of young adult members are Hispanic (47%), and minors are more likely to be Asian (33%) or African American (27%).

**Figure 7.6: YAP Member Race/Ethnicity**

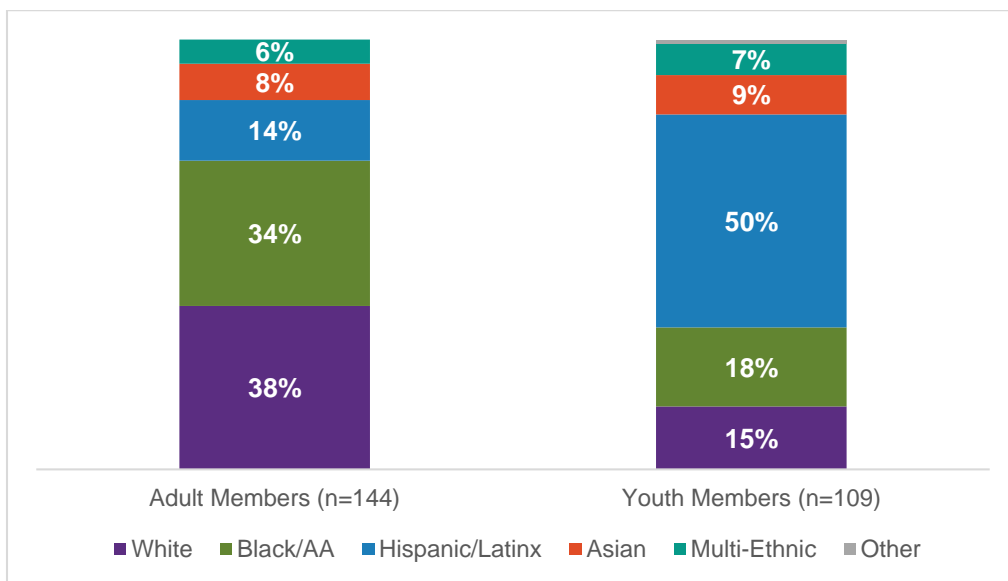
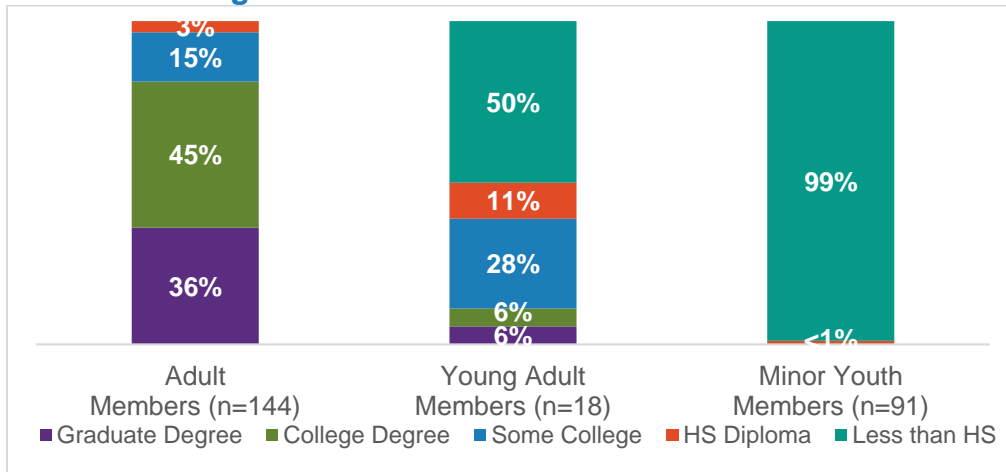


Figure 7.7 shows adult YAP members are extremely well educated: 97% have at least some college, 45% have a college degree, and 36% have a graduate degree. Unsurprisingly, almost all YAP members under age 18 have not yet completed high school (98%). However, young adults getting started in adult life include individuals with all levels of schooling from high school or less (61%) to college (34%) or graduate education (35%).

**Figure 7.7: YAP Member Education Level**



### Process Evaluation Findings

To assess the extent to which TYAN Community Partners are achieving the process objectives of the PYD framework, twenty items representing four constructs were administered to both youth and adult YAP members. Young adults age 18-24 who serve in *adult* YAP roles (n=11) were asked to provide their perspectives about YAP operations from the viewpoint of adults; other same-age YAP participants with roles as *members* responded from the viewpoint of the youth response group. Statements measure the extent to which members believe activities and processes at TYAN-assisted YAPs help young members develop in each of the following areas:

- The **Youth Safety/Support Scale** indicates whether youth are building safe and rewarding relationships with adults.
- The **Youth Voice/Influence Scale** measures the degree to which young people have power to make decisions.
- The **Learning Opportunity Scale** asks if youth are engaged in purposeful and stimulating activities that increase skills and knowledge.
- The **Readiness for the Future Scale** is forward- looking, examining if YAP experiences are helping young people prepare for life as an adult.

Respondents were asked to indicate their agreement with statements on a 5-point scale ranging from strongly disagree to strongly agree; a higher mean response indicates greater agreement with the most positive response option. Items were adapted from the Tiffany-Eckenrode Program Participation Scale (TEPPS), the Program and Activity Assessment Tool, and the Youth Engagement Tool.<sup>14</sup>

14 Tiffany, Jennifer Sarah, Deinera Exner-Cortens, and John Eckenrode (2012). *A New Measure for Assessing Youth Program Participation*, Journal of Community Psychology, 40(3): 277-291. Camino,

For process measures presented in this section, statistical tests are used to determine if youth and adults working side-by-side share the same perspective on how the YAP is operating. Differences between youth and adult responses are considered statistically meaningful if there is less than a 5 in 100 chance that the observed results occurred by chance, shown by p-values less than 0.05.

Where youth and adults share the same viewpoint regarding YAP processes, findings will not be statistically significant. Where differences are observed, however, they can help inform approaches for TYAN and Community Partners to improve and align the experience of all participants, young and old alike. It is also worth noting that even very small response differences can often be statistically significant, yet be so minute as to have no practical meaning. Whether “statistically” significant differences are large enough to be “practically” significant is a values-based determination that must occur within the context of larger program objectives.

### *Youth Safety and Support*

YAPs are intended to help youth and adults, as well as youth and peers, establish mutually trusting relationships in which partners feel physically and emotionally safe, and support each other to take chances and confront challenges. Four items on the Youth Safety/Support Scale examine whether young members have emotionally supportive relationships needed to confidently explore new roles and experiences.

Results in Table 7.3: show on average YAP members agree to strongly agree that adults consistently provide positive guidance and support to young people. Moreover, they believe the youth-adult relationships are stable and likely to endure into the future. Members also say youth benefit from friendships with other young people like themselves, and TYAN-assisted YAPs successfully create a general sense of unity and teamwork within the group.

Adult YAP members perceive their relationships with youth in a slightly more positive frame; scale results show they more strongly agreed that young people are fully supported than did the young people themselves ( $p < 0.00$ ). Still, in practical terms, members of all ages share a high level of agreement that youth-adult relationships are solid, with responses ranging between 4.1 and 4.6 on a 5-point response scale.

---

Linda, Shepherd Zeldin, Carrie Mook, and Cailin O'Connor (2004). A Practical Guide for Program Assessment and Action Planning. Community Youth Connection: Youth and Adult Leaders for Program Excellence. Available online at: [http://www.actforyouth.net/resources/n/n\\_yalpe-workbook.pdf](http://www.actforyouth.net/resources/n/n_yalpe-workbook.pdf)

**Table 7.3: “Youth Safety/Support” Item and Scale Results**  
*(5-point response scale: Strongly Disagree=1, Strongly Agree=5)*

	N	Mean	Standard Deviation	p-value*
<b>YOUTH SAFETY/SUPPORT</b>				
A: In this group, young people get to know adults they can call on in the future.	143	4.5	0.9	p<0.00
Y: In this group, I get to know adults I can call on in the future.	109	4.1	0.9	
A: I feel a sense of unity and teamwork within the group.	143	4.5	0.8	p<0.02
Y: I feel a sense of unity and teamwork within the group.	109	4.3	0.8	
A: Caring adults are always there to give youth guidance and support.	143	4.6	0.7	p<0.00
Y: Caring adults are always there to give me guidance and support.	109	4.3	0.8	
A: Youth in this group make friends with each other.	143	4.5	0.8	p<0.00
Y: Youth in this group make friends with each other.	109	4.1	0.8	
<b>A: SAFETY/SUPPORT Scale Score (<math>\alpha = 0.88</math>)</b>	143	4.5	0.7	p<0.00
<b>Y: SAFETY/SUPPORT Scale Score (<math>\alpha = 0.79</math>)</b>	109	4.2	0.7	

\*p-value<0.05 indicate that the differences in mean scores between adults and youth is statistically significant. NS = not statistically significant at the p-value<0.05 threshold.

### *Youth Voice and Influence*

YAPs promote Positive Youth Development in part by empowering young people to shape the policies and programs that affect and serve them. Truly shared decision-making communicates that adults respect and have confidence in young people’s judgment. Five questions comprising the Youth Voice/Influence Scale, shown in Table 7.4, assessed the extent to which TYAN-supported YAPs give young people chances to exert their influence.

Adults rated their power-sharing practices significantly higher than did the young people affected (scale p<0.00). The greatest discrepancy in youth-adult perspectives relates to practices for setting group rules and consequences: older members expressed the clear belief that youth are deciding operating practices (mean=4.0) while youth were more neutral in their own assessment of their influence (mean=3.5). On the other hand, there was no significant disagreement that young people have a say in setting the agenda or goals for the YAP (mean=~4.0).

Respondents of all ages also felt young people are challenged to try new roles they have not experienced before, and that they have ample leadership opportunities including making decisions about things the group does. Ratings ranged between 4.1 and 4.5 on each of these dimensions, indicating agreement on a 5-point response scale.

**Table 7.4: “Youth Voice/Influence” Item and Scale Results**  
*(5-point response scale: Strongly Disagree=1, Strongly Agree=5)*

	N	Mean	Standard Deviation	p-value*
<b>YOUTH VOICE/INFLUENCE</b>				
A: Youth get to make choices and decisions about the things they do in this group.	143	4.3	0.9	p<0.05
Y: I get to make choices and decisions about the things we do in this group.	109	4.1	0.8	
A: Youth have a say in setting the agenda or goals for this group.	142	4.1	0.9	NS
Y: I have a say in setting the agenda or goals for this group.	109	4.0	0.9	
A: Youth are encouraged to play an active leadership role.	143	4.5	0.8	p<0.05
Y: I am encouraged to play an active leadership role.	109	4.3	0.8	
A: Youth in this group help set rules and consequences.	142	4.0	1.0	p<0.00
Y: I help set the group rules and consequences.	109	3.5	0.9	
A: Youth have chances to take on new roles in the program when they are ready.	142	4.3	0.9	p<0.00
Y: I have chances to take on new roles in the program when I am ready.	109	4.1	0.7	
<b>A: YOUTH VOICE/INFLUENCE Scale Score (<math>\alpha = 0.90</math>)</b>	143	4.2	0.7	p<0.00
<b>Y: YOUTH VOICE/INFLUENCE Scale Score (<math>\alpha = 0.84</math>)</b>	109	4.0	0.7	

\*p-value<0.05 indicate that the differences in mean scores between adults and youth is statistically significant. NS = not statistically significant at the p-value<0.05 threshold.

### *Learning Opportunities*

Effective YAPs do not set young people up for failure by putting them in situations for which they are unprepared. Instead, in addition to informal role modeling and mentoring, Youth-Adult Partnerships help youth learn new skills through training and practice of leadership and communication, or in specific areas of expertise. The Learning Opportunity Scale measures whether members feel young people are, in fact, learning new things by being part of a YAP.

Results in Table 7.5 indicate youth and adults agree there are abundant opportunities to gain knowledge from each other. Again, overall older YAP members believed significantly more learning occurred than did youth themselves (scale p<0.01), but in practical terms ratings were similar. Respondents generally agreed young people are acquiring planning and management experience needed to organize and lead initiatives. It was also agreed that the opportunities provided to practice these skills are both challenging and interesting. There was no significant difference in the view that youth and adults learn a lot from each other (mean=about 4.4). Answers were consistently high ranging from 4.1 to 4.4 on a 5-point scale.

**Table 7.5 “Learning Opportunity” Item and Scale Results**  
*(5-point response scale: Strongly Disagree=1, Strongly Agree=5)*

	N	Mean	Standard Deviation	p-value*
<b>LEARNING OPPORTUNITY</b>				
A: Being in this group has helped youth improve their planning and management skills.	144	4.4	0.8	p<0.04
Y: Being in this group has helped me improve my planning and management skills.	109	4.2	0.8	
A: Young people's work in this group is challenging and interesting.	144	4.3	0.8	p<0.04
Y: My work in this group is challenging and interesting.	109	4.2	0.7	
A: I learn a lot from youth in this group.	144	4.4	0.8	NS
Y: I learn a lot from adults in this group.	109	4.3	0.8	
A: Youth learn a lot from adults in this group.	143	4.4	0.8	p<0.00
Y: Adults learn a lot from youth in this group.	109	4.1	0.8	
<b>A: LEARNING OPPORTUNITY Scale Score (<math>\alpha = 0.91</math>)</b>	144	4.4	0.7	p<0.01
<b>Y: LEARNING OPPORTUNITY Scale Score (<math>\alpha = 0.82</math>)</b>	109	4.2	0.6	

\*p-value<0.05 indicate that the differences in mean scores between adults and youth is statistically significant. NS = not statistically significant at the p-value<0.05 threshold.

### *Readiness for the Future*

Development of competence in areas like problem-solving, goal-setting, independence and autonomy, leadership, teamwork, communication, self-confidence, and responsibility orient young YAP members positively toward the future. When asked about 5 statements on the Readiness for the Future Scale (Table 7.6), members of all ages decisively agreed that YAPs are developing such capacity in youth.

Continuing an established pattern, adults once again significantly rate their contributions toward building readiness higher relative to the perceptions of youth (scale p<0.00). Still, there is little dispute among respondents that adults listen intently to understand the needs and interests of youth, then respond by providing them with new opportunities. More specifically, YAP participants say youth are gaining self-confidence to express their views, and advancing in the direction they want to go in life. Moreover, there was no significant difference in the view that these skills are increasing youth’s job readiness. Overall agreement was high with average answers ranging between 4.2 and 4.5 on a 5-point scale.

**Table 7.6: “Readiness for the Future” Item and Scale Results**  
*(5-point response scale: Strongly Disagree=1, Strongly Agree=5)*

	N	Mean	Standard Deviation	p-value*
<b>READINESS FOR THE FUTURE</b>				
A: Being in this group has made youth more confident in their ability to express themselves.	144	4.5	0.8	p<0.00
Y: Being in this group has made me more confident to express myself.	109	4.2	0.8	
A: Being in this group is helping youth move in the direction they want to go in life.	143	4.4	0.8	p<0.01
Y: Being in this group is helping me move in the direction I want to go in life.	109	4.2	0.8	
A: Youth have the opportunity to develop job-related skills.	144	4.3	0.9	NS
Y: This group helps me develop job-related skills.	109	4.2	0.9	
A: Adults always listen to young people and care about what they say.	141	4.5	0.8	p<0.00
Y: Adults always listen to me and care about what I say.	109	4.2	0.7	
A: Adults provide youth in the program with new opportunities.	142	4.3	1.8	p<0.02
Y: Adults help me have new opportunities in the program.	109	4.2	0.7	
<b>A: READINESS FOR THE FUTURE Scale Score (<math>\alpha = 0.88</math>)</b>	144	4.4	0.7	p<0.00
<b>Y: READINESS FOR THE FUTURE Scale Score (<math>\alpha = 0.82</math>)</b>	109	4.2	0.6	

\*p-value<0.05 indicate that the differences in mean scores between adults and youth is statistically significant. NS = not statistically significant at the p-value<0.05 threshold.

### *Other YAP Measures*

Two additional questions (Table 7.7) were asked of youth and adults that, although informative, failed to fall into any of the four conceptual dimensions outlined above. The first item complements the Youth Voice/Influence Scale by demonstrating that youth ideas for group activities are accepted and used. Adults (mean=4.4) assigned a significantly a more positive assessment than did youth (mean=4.1, p<0.00).

The second item relates to opportunities for paid employment or stipend work for young YAP members. Responses from both adults and youth are very near the neutral point – at or below 3.5 on a 5-point scale – seeming to indicate that TYAN-assisted YAPs do not directly focus on paid work for young members. The TYAN team may wish to consider if this is a core element of the technical assistance or guidance provided to Community Partners. If it is, then it may need greater emphasis in the Learning Collaborative curriculum; or if it is not, the question may be discontinued from the evaluation battery.



**Table 7.7: Unscaled Items**

(5-point response scale: Strongly Disagree=1, Strongly Agree=5)

	N	Mean	Standard Deviation	p-value*
<b>UNSCALED ITEMS</b>				
A: Youth have the chance for paid employment or stipend work.	144	3.4	1.2	NS
Y: I have the chance for paid employment or stipend work.	107	3.5	1.2	
A: Youth ideas for activities in this group are accepted and used.	142	4.4	0.8	p<0.00
Y: My ideas for activities in this group are accepted and used.	109	4.1	0.8	

\*p-value<0.05 indicate that the differences in mean scores between adults and youth is statistically significant. NS = not statistically significant at the p-value<0.05 threshold.

### Outcome Evaluation Results

Youth-Adult Partnerships help young people improve Positive Youth Development outcomes through constructive and supportive relationships with mentor-like adults they can rely on for advice and guidance. The TYAN outcome evaluation separately tests each of these complementary objectives to determine whether youth are building stronger youth-adult relationships, and whether those relationships are increasing PYD outcomes for children and adolescents.

#### Presence of a Caring Adult

Two questions assessed whether connections between youth and caring adults are growing through youth-adult partnerships. Results presented in Table 7.8 show young people not only have more ready access to helpful and supportive adults (p<0.06), but importantly, new relationships are being established with adult role models beyond a parent or guardian (p<0.00). Nearly one in three youth (30%) reported expanding connections with a broader array of concerned adults after becoming part of a YAP.

**Table 7.8: Youth Reporting Presence of a Caring Adult**

(4-point response Scale: Never=1, Rarely=2, Sometimes=3, Often=4)

	Before This YAP	Now	p-value*	% Minors Positive Change
	Mean (n, sd)	Mean (n, sd)		
<b>PRESENCE OF CARING ADULTS</b>				
<b>There is an adult in my life who gives help and support when I need it.</b>	3.6 (n=108, sd=0.6)	3.7 (n=107, sd=0.5)	0.06	15%
<b>I feel closely connected to a caring adult other than my parent or guardian.</b>	3.1 (n=107, sd=0.8)	3.5 (n=106, sd=0.7)	<0.00	30%

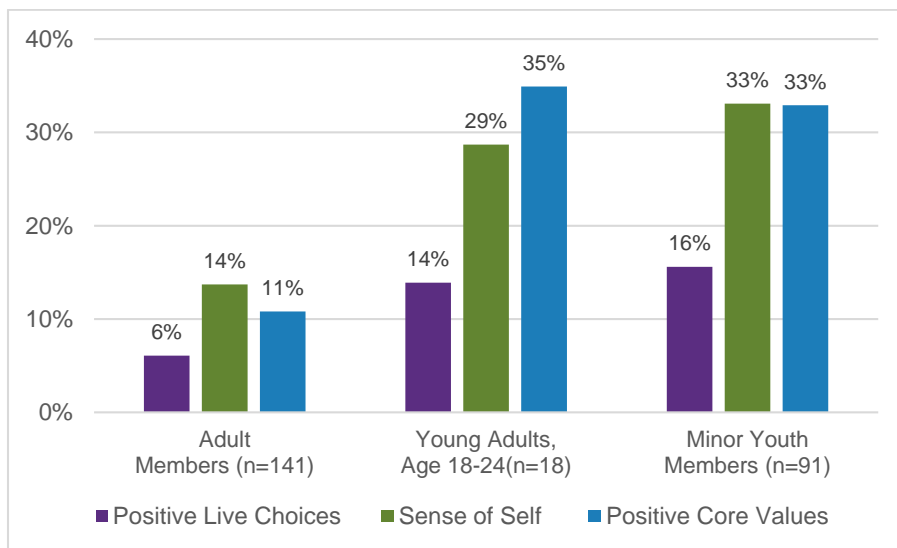
\*p-value<0.05 indicate that the differences in mean scores between before and now is statistically significant. NS = not statistically significant at the p-value<0.05 threshold.

### Positive Youth Development Outcomes

While closer relationships with caring adults are important, the Positive Youth Development approach sees these connections as a means to an end: Positive youth-adult associations are expected to improve youth resiliency and well-being, helping them grow into productive adults themselves. Three specific PYD domains extracted from the Colorado Trust’s *Toolkit for Evaluating Positive Youth Development*<sup>15</sup> were selected as priority evaluation outcomes for youth in TYAN-assisted YAPs. Scaled question sets measure Positive Core Values, Positive Life Choices, and Sense of Self. YAP members were asked to describe PYD-related attitudes and behaviors “before they began participating in the YAP” and “now.”

An overview of findings presented in Figure 7.8 shows participation in YAPs benefit everyone involved. The largest share of minor and young adult YAP members improved on Positive Core Values and Sense of Self Scales. However, all measures grew, and even adults working with youth showed greater PYD capacity.<sup>16</sup> Detailed results for youth YAP members are presented in Table 7.9 and discussed in the following sections.

**Figure 7.8: Share of Respondents Reporting Improvement on PYD Outcomes After Joining a YAP**



<sup>15</sup> The Colorado Trust (2004). After-School Initiative’s Toolkit for Evaluating Positive Youth Development. Denver, CO: The Colorado Trust. Available online at: <https://www.coloradotrust.org/sites/default/files/ASIToolkitJun04.pdf>

<sup>16</sup> Findings for adults are provided in Appendix A.6

**Table 7.9: Positive Youth Development Outcomes for YOUTH**  
(4-point response Scale: Never=1, Rarely=2, Sometimes=3, Often=4)

	Before This YAP	Now	p- value*	% Minors Positive Change
	Mean (n, sd)	Mean (n, sd)		
<b>POSITIVE CORE VALUES</b>				
I care about other people.	3.7 (n=109, sd=0.5)	3.9 (n=108, sd=0.3)	<0.00	21%
I care about the feelings of other people.	3.6 (n=109, sd=0.6)	3.8 (n=108, sd=0.5)	<0.00	22%
I stand up for what I believe.	3.2 (n=109, sd=0.7)	3.7 (n=108, sd=0.5)	<0.00	41%
I tell the truth, even when it is hard.	3.4 (n=109, sd=0.6)	3.6 (n=108, sd=0.5)	<0.00	28%
I take responsibility for my actions.	3.5 (n=109, sd=0.6)	3.8 (n=108, sd=0.4)	<0.00	30%
I am interested in community and world problems.	3.2 (n=109, sd=0.8)	3.8 (n=108, sd=0.4)	<0.00	49%
I speak up for people who have been treated unfairly.	3.1 (n=108, sd=0.8)	3.6 (n=107, sd=0.6)	<0.00	42%
<b>POSITIVE CORE VALUES Scale Before This YAP (<math>\alpha = 0.83</math>) Now (<math>\alpha = 0.77</math>)</b>	3.4 (n=108, sd=0.5)	3.8 (n=107, sd=0.3)	<0.00	
<b>POSITIVE LIFE CHOICES</b>				
I say “no” to things I know are wrong.	3.5 (n=109, sd=0.7)	3.8 (n=108, sd=0.5)	<0.00	24%
I stay out of trouble.	3.8 (n=109, sd=0.4)	3.9 (n=107, sd=0.3)	NS	7%
<b>POSITIVE LIFE CHOICES Scale Before This YAP (<math>\alpha = 0.41</math>) Now (<math>\alpha = 0.59</math>)</b>	3.6 (n=109, sd=0.5)	3.8 (n=107, sd=0.3)	<0.00	
<b>SENSE OF SELF</b>				
I feel good about myself.	3.4 (n=109, sd=0.7)	3.7 (n=107, sd=0.5)	<0.00	28%
I feel I have control over things that happen to me.	3.2 (n=109, sd=0.7)	3.5 (n=108, sd=0.6)	<0.00	26%
I feel that I can make a difference.	3.0 (n=109, sd=0.8)	3.7 (n=108, sd=0.5)	<0.00	53%
I am good at learning new things.	3.5 (n=109, sd=0.6)	3.7 (n=108, sd=0.4)	0.01	20%
I feel good about my future.	3.3 (n=109, sd=0.7)	3.6 (n=108, sd=0.5)	<0.00	31%
I am good at handling whatever comes my way	3.2 (n=108, sd=0.7)	3.6 (n=107, sd=0.6)	<0.00	36%
<b>SENSE OF SELF Scale Before This YAP (<math>\alpha = 0.79</math>) Now (<math>\alpha = 0.79</math>)</b>	3.3 (n=108, sd=0.5)	3.6 (n=107, sd=0.4)	<0.00	

\*p-value<0.05 indicate that the differences in mean scores between before and now is statistically significant. NS = not statistically significant at the p-value<0.05 threshold.

### *Positive Core Values*

Moral and ethical clarity increases confidence in beliefs, expectations, and attitudes, and ultimately helps young people respond more effectively to challenges. The 7-item Positive Core Values Scale measured change in members' value systems.

About half of youth (49%) said after being in the YAP they increased their interest in community and world problems, indicating growing awareness and consideration of matters outside of themselves. Significant numbers also made gains in their ability to stand up for their beliefs (40%) and to speak up for people treated unfairly (42%).

Further progress occurred in other values-related dimension including empathy – measured as caring about other people and their treatment – and personal accountability for telling the truth and taking responsibility for actions. Overall, the Positive Core Values Scale score increased 12% from 3.4 to 3.8 on a 4-point scale ( $p < 0.00$ ) indicating statistically significant differences in “before” and “now” scores.

### *Positive Life Choices*

PYD builds strengths that empower youth to reject detrimental experiences such as substance use, unprotected sex, bullying, or delinquency. The Positive Life Choices Scale uses two questions to measure whether YAP members are making better decisions to avoid such risky experiences.

After enrolling in a YAP, about 1 in 4 young members (24%) said they were more able to say “no” to things they know are wrong. However, the second scaled item – “I stay out of trouble” – was less amenable to change. Baseline scores were higher on this item than any other PYD outcome assessed leaving little room for improvement. Eight in 10 youth said they “often” avoided trouble even before YAP participation, and only 7% of their scores improved. Despite this ceiling effect, the Positive Life Choices Scale score achieved a 6% positive shift overall in youths' ability to make good choices ( $p < 0.00$ ) affirming a positive effect of YAP participation.

### *Sense of Self*

The PYD model maintains youth can respond more effectively to life's challenges when they are confident in their personal empowerment and sense of purpose. Six items on the Sense of Self Scale measured the construct of “self” including self-concept, sense of empowerment, positive outlook, and sense of purpose. Results show these important competencies are strengthened in TYAN-supported YAPs.

Following YAP enrollment, a remarkable 56% of young people said they are more certain that they “can make a difference.” Notably, this single measure of self-confidence – which is foundational to Positive Youth Development – shows the greatest improvement of all items assessed. It affirms the role of Community Partners in helping young members develop an optimistic outlook and self-assurance to trust themselves to take smart risks.

Nearly one-third of respondents also said YAP involvement has made them feel better about themselves (28%) and their future (31%). Youth also reported growing autonomy as demonstrated by greater confidence in their ability to manage “things that happen to

me” (26%) or to control “whatever comes my way” (36%). The Sense of Self Scale increased 9% overall (scale  $p < 0.00$ ) from “before joining a YAP” to “now.”

## Conclusions

The TYAN evaluation tests the logic that when youth have opportunities to take chances and explore new things in partnership with caring adults, they will develop positive attributes and resiliency that prepares them for success in all stages of life. Among the Community Partners assisted by TYAN over the past year, one in five is preparing but has not yet begin to enroll young people in their programs. This will be among the most important priorities and challenges facing both the sites and TYAN staff in the coming year. In addition, a number of Community Partners that do have youth participants need to improve rates of enrollment in the evaluation study and survey completion rates for those that are enrolled in order to fully assess their work. Despite these limitations, evaluation results find YAPs are making a positive difference.

Process evaluation results affirm that TYAN-assisted Youth-Adult Partnerships are achieving many of the most important milestones of the YAP model. Members agree that young people have opportunities for authentic participation in group leadership and decision-making. In genuine partnerships with adults, they are learning critical life skills needed to establish a solid foundation for the future.

Outcome data show young YAP members report a stronger presence of caring mentor-like figures in their lives. As a result, these same youths are also increasing their Positive Youth Development skills and competencies compared to before joining the YAP. Stronger core values, better decision-making skills, and increased self-esteem, self-confidence, and self-efficacy gained through partnerships with adults seem to be making youth more resilient, thereby validating the YAP model. Community Partners also describe their organizations as being well integrated into their communities with a wide scope of impact within their respective domains.

## CHAPTER 8: OTHER ACTIVITIES

This section outlines the other ways we have promoted PYD and YAPs beyond the four strategies discussed in the previous chapters. Primarily, we have continued our presence as a resource and expertise for DSHS staff on adolescent health. We also partnered with one of our sites to study an innovative approach to leading a YAP.

### *Continued Collaboration with DSHS PHR Offices*

Because of the COVID-19 pandemic, TYAN put plans to partner with DSHS PHR staff on hold for the majority of the year so that the DSHS staff could focus on the pandemic needs in their areas. Once there was an opportunity though, TYAN staff reached out to PHR 1 via a zoom call in July 2021. Previously PHR 1 staff was actively engaged with TYAN and its mission; therefore, reaching out to them felt like the most natural first step.

The intent of the meeting was to identify what the anticipated needs of the region would be going forward and if there was still an opportunity to partner with TYAN. TYAN staff learned that there was still a lot of uncertainty in what non-COVID activities would look like in the upcoming year. The decision was made to continue discussions over the next few months to identify if there were particular places where TYAN could assist the region. PHR 1 staff also agreed to update the list of organizations they identified previously as potential Community Partners. We will connect with the other regional staff when appropriate.

### *Participated in the MCH Workforce Cohort*

TYAN staff also represented the adolescent health perspective in the DSHS Maternal Child Health Workforce Development Cohort this year. We attended the monthly meetings and participated in the development of the related training. We provided guidance and feedback on the best way to address adolescent nutrition issues, specifically how to talk to youth about healthier eating and strategies to make healthier eating a normal part of their lives. This feedback would be incorporated into the final training.

### *Evaluating the Effects of Team Lead*

This year, one of our CPs, Healthy Futures of Texas, piloted a structural change in their Youth Advocacy Council (YAC) by creating a Team Lead position. To further develop models that support the proliferation of YAPs throughout Texas, TYAN entered into partnership with Healthy Futures to study the impacts of this new position. Their experience can potentially be a model for other organizations or groups who may want to do the same.

The Team Lead is a part-time position held by a young adult (18-24) YAC alumni who works with Healthy Futures staff to coordinate the YAC and serves as a critical mentoring role for the team. The Team Lead role fills a major gap in the YAC Positive Youth Development model - alumni-focused support. Alumni are an untapped resource for youth-adult partnerships, representing a loose-end that could be much more effectively utilized both in terms of the development opportunities for young people and in terms of the success of the youth-adult partnership's goals.

The addition of the Team Lead role has shifted Healthy Futures' adult-to-youth ratio more in favor of young people, which falls in line with Positive Youth Development best practices. This role is also expected to make the YAC more equitable, allow Healthy Futures staff to better delegate

responsibilities to young people, promote professional development, and result in greater efficacy of the program, as well as higher satisfaction for the youth and the adults involved in YAC.

TYAN is studying the effectiveness of adding a young adult Team Lead through qualitative research methods. We have conducted multiple interviews with the Team Lead and the organizational staff plus observed a YAC meeting. Comprehensive analysis of interview and observation data will be completed in coming months.

Beyond the formal research analysis and reporting, we are sharing the story of this experience in a variety of ways. TYAN and Healthy Futures composed a resource to share with our respective networks through newsletter and social media on the benefits and challenges of the Team Lead model. In addition, we are working with Healthy Futures to create a Team Lead “recipe”, which will provide helpful tips and advice for organizations interested in implementing a similar role. Healthy Futures is also prepared to present at future TYAN collaborative sessions.

### Image 8.1: YAC Team Lead Resource



## INTRODUCING THE YAC TEAM LEAD

### Authors

In 2020, the Texas Youth Action Network (TYAN) partnered with the Youth Advocacy Council (YAC) at Healthy Futures of Texas to create a new staff position called a Team Lead. The Team Lead is a college-aged youth (and alum of the YAC) who works to bridge the gap between the adult staff and youth members. The Team Lead also functions as a representative for the YAC and has boosted staff capacity.

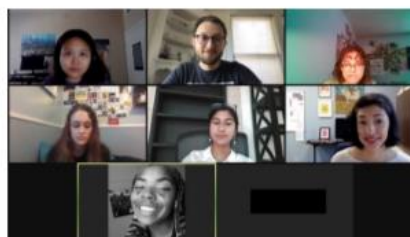
TYAN and Healthy Futures are working together to test the Team Lead model. We will share tips and tools for creating a Team Lead position with organizations at a later date.

Below are the thoughts and ideas from those involved after a year of the Team Lead project. Elizabeth and Anthony work for Healthy Futures as the Team Lead and Program Director, respectively. Emily is the Program Director for TYAN.

### *From your perspective, what has been the value of adding a Team Lead position to the YAC?*

#### Elizabeth

The Team Lead position has increased rapport between both ends of the team. Having a Team Lead has led to the youth of this year's cohort to express feeling heard and appreciated throughout their participation. The Team Lead also worked to build an understanding of what is important to youth and how adult partners can help youth's goals.



## Conclusions

Partnering with regional offices and DSHS is a mechanism to spread PYD and YAPs further than TYAN can do alone. While the COVID-19 pandemic continued to challenge our ability to work directly with the regional staff, we were able to maintain connections for future work. Additionally, we have helped one of our Community Partners test an innovative model on implementing PYD. While we finalize our analysis, preliminary findings have already been disseminated to our broad audiences.

## CHAPTER 9: NEXT STEPS FOR TYAN

The third year of the TYAN program revolved around innovation and flexibility. Many of the effective strategies we identified in Year 2 had to be adapted in response to COVID-19 pandemic challenges.

For one, engaging youth-serving professionals at conferences was quite difficult. Except for one specific training (the HHSC Resource series which had a large audience), the number of interactions with individuals via conference presentations and exhibits was lower than previous years. This was in part due to some conferences being altogether cancelled. Other conferences shifted to virtual settings but seemed unable to replicate in-person interactions. We added incentives (such as door prizes for visiting our virtual exhibit) and interactive tools (such as Mentimeter polling questions to presentations) to maximize the impact of our fewer engagement opportunities. As Year 4 starts with much of the same challenges, we will continue to implement these strategies.

It was difficult to plan new activities as pandemic guidance and regulations changed frequently. Activities we had hoped to accomplish this year, such as hosting community-level events, have been put on hold indefinitely.

Our partners and networks faced the same challenges. Some Community Partners halted their YAPs completely this year while others focused on planning only, minimizing interactions with youth. Training and technical assistance went beyond the usual conversations about recruiting YAP members and planning projects and now included how to address virtual meeting fatigue and how to shift working with youth. Our supports focused on finding creative solutions and remembering to celebrate little victories in a time of stress.

Fortunately, we had many foundational pieces already in place that could be leveraged towards our goals. Our website underwent a significant redesign and we increased our online communication efforts. This has increased our virtual presence at a time when it was most needed. As such, we were able to reach larger audiences and disseminate our resources further. Our social media channels turned out to be an effective way to recruit organizations to join our network. We are reaching organizations where they are at, which happens to be online right now.

Furthermore, we increased our online trainings and resources. The Learning Collaborative, which launched in Year 2, was already fully virtual. We finished the inaugural cohort and launched a second cohort. Community Partners rose to the opportunity to learn and share together, generating new ideas and even partnering together on activities in their communities.

With these strategies, we were able to reach and even exceed our goals. We reached organizations in every region in Texas, one year ahead of schedule. We recruited 17 organizations to join our network this year, bringing us to a total of 45 since the start of the grant. These organizations are effectively utilizing PYD principles as they support their youth, both at a group and individual level, as evidenced by the evaluation data.

Going forward, we are well-prepared to continue these strategies. We want to expand on our current activities and disseminate our training, technical assistance, and resources further. Additionally, we hope to incorporate new activities into our work. One change ready to be launched is the development of a mentor pathway for CPs that have shown excellence and mastery in PYD and YAPs, specifically YAP structure, training caring adults, youth inclusiveness, and engagement. As mentors, these CPs will be asked to support another CP that



is just starting out. TYAN will review Community Partners from past cohorts to select as mentors. TYAN will also review sites from the current cohort through their TA call ratings system, to determine those that require additional assistance. These partners will become mentee sites. The responsibility of a mentoring site will be to provide a more in-depth level of technical assistance that will promote growth in areas listed. Success of the project will be determined by overall improvement in recruitment efforts and membership growth, as well as an increase in youth inclusiveness and engagement with YAP projects. We are pilot testing this approach in the upcoming year, meaning we will study the feasibility and effectiveness of the mentor approach before we scale up.

The Learning Collaborative has shown that sites are eager to work together and truly expand their impact on youth issues. We hope to support these endeavors by bringing multiple sites together to tackle community issues if we can find a safe and effective way to do so in the next year. We intend to reach out to organizations in close geographic proximity and gauge their feelings on the best ways to address community capacity for adolescent health. Altogether, we are continuing and expanding the pieces of the TYAN model that are working well, while also identifying and filling gaps in our mission to affect adolescent health.

## APPENDICES

### Appendix A.1: Item-Level Learning Collaborative Pre-Post Test Results

		May 2020 Cohort 1	January 2021 Cohort 2
<b>How long has your YAP been active?</b> <i>Estimation: Not yet begun=0; Less than 1 year = 0.5; 1-2 years = 1; 3+ years = 3;</i>		N/A	~1.36 years
<b>How many adults are currently active members (including YAP staff)?</b> <i>Estimation: 1 adult = 1; 2-4 adults = 3; 5+ adults = 5</i>		N/A	~3.5 adults
<b>How many youth are currently active members?</b> <i>Estimation: 0 youth = 0; 1-4 youth = 2; 5+ youth = 5</i>		N/A	~2.5 youth
<b>Item Source Cited Below</b>	<u>Response Options:</u> <i>Not Applicable = 0; Not Started = 0; Planning Stage = 1; Somewhat Met = 2; Fully Met = 3</i>		
<b>YOUTH DECISION-MAKING</b>			
<b>Weikart</b>	YOUTH have a decision-making role in DESIGNING, PLANNING, and LEADING meetings and projects.	2.5	1.3
<b>Weikart</b>	YOUTH have a decision-making role in REVIEWING and ALLOCATING project budgets.	1.5	0.5
<b>Weikart</b>	YOUTH have a decision-making role in ASSESSING projects and initiatives.	2.6	1.5
<b>Weikart</b>	YOUTH have a decision-making role in DETERMINING relevant policies and processes.	2.4	1.1
<b>YOUTH ENGAGEMENT POLICIES</b>			
<b>Wu</b>	A strategic plan for YOUTH engagement has been developed.	2.2	1.8
<b>PPRI</b>	Our YAP has researched and incorporated NATIONAL laws and/or guidelines for involving youth.	2.1	1.2
<b>YET</b>	Youth engagement is supported by ORGANIZATIONAL POLICY and/or practice guidelines.	2.8	1.6
<b>Board</b>	There are processes in place to include YOUTH voice in the organization's work.	2.8	2.0
<b>YET</b>	Our YAP is prepared to include young people in DECISION-MAKING processes.	2.7	1.9
<b>Weikart</b>	A complaints process is communicated, understandable, and accessible to YOUTH.	2.2	1.5
<b>YET</b>	YOUTH are given clear messages about rules and expectations, and the consequences for not following them.	2.6	2.2
<b>YET</b>	YOUTH help to set rules and the consequences for not following them.	2.4	1.7
<b>INSTITUTIONAL STRUCTURE</b>			
<b>PPRI</b>	Our YAP has a written VISION statement.	3.0	1.6
<b>PPRI</b>	Our YAP has a written MISSION statement.	3.0	1.6
<b>PPRI</b>	Our YAP has ASSESSED its strengths, weaknesses, opportunities, and threats as a group.	2.5	1.2

<b>PPRI</b>	Our YAP has WRITTEN GOALS that are specific, measurable, attainable, relevant, and time-bound.	2.2	1.3
<b>PPRI</b>	Our YAP has an IMPLEMENTATION PLAN that directs the methods the organization will use to meet its goals.	2.2	1.5
<b>INTENTIONAL ADULT SUPPORT</b>			
<b>YET</b>	Training is provided for ADULTS on topics like organizational policies, culture, and youth engagement.	2.0	1.7
<b>Wu</b>	ADULTS are intentional in coaching and providing constructive feedback to enhance youths' experiences and skills.	2.7	2.1
<b>Wu</b>	ADULTS are able to work with youth to maintain an organized, inclusive and collaborative environment for all.	2.9	2.2
<b>Wu</b>	ADULTS help youth think through the complexity of issues.	2.6	2.0
<b>Wu</b>	ADULTS respect and support whatever conclusions youth reach.	2.8	2.2
<b>Wu</b>	ADULTS help youth think about goals and possibilities for the future.	2.9	2.2
<b>PPRI</b>	ADULTS in our YAP are confident in their ability to work effectively with youth.	3.0	2.1
<b>Wu</b>	There are opportunities for YOUTH to take on new roles and responsibilities within the program when they are ready.	2.5	1.7
<b>YET</b>	ADULTS actively link youth to new opportunities in the program, when the youth are ready.	2.5	1.8
<b>YET</b>	ADULTS actively link youth to other opportunities in the community as they prepare to leave the program.	2.0	1.5
<b>Wu</b>	<b>YOUTH/ADULT RECIPROCITY</b>		
<b>Wu</b>	YOUTH and ADULTS create a mutual agenda.	2.4	1.4
<b>Wu</b>	YOUTH and ADULTS exchange ideas.	2.8	1.8
<b>Wu</b>	YOUTH and ADULTS work collaboratively.	2.9	1.6
<b>PPRI</b>	YOUTH and ADULTS are co-learning partners.	2.8	1.4
<b>PPRI</b>	YOUTH and ADULTS work together to decide how we will operate and make decisions.	2.5	1.4
<b>Wu</b>	YOUTH and ADULTS have the same amount of influence setting the agenda or goals of the group.	2.7	1.5
<b>COMMUNITY CONNECTEDNESS</b>			
<b>Wu</b>	Our YAP prepares youth to be active contributors to their community.	2.6	1.9
<b>Wu</b>	Our YAP helps youth develop a sense of community through program involvement.	2.7	2.1
<b>Co. Trust</b>	Our YAP helps youth prepare for opportunities for gainful employment in the community.	2.5	1.8
<b>Weikart</b>	Our YAP has identified community services and opportunities for youth engagement.	2.7	1.8
<b>SAFETY</b>			
<b>PPRI</b>	All the adults that work with youth in our YAP have passed a BACKGROUND check.	3.0	2.5
<b>PPRI</b>	Our YAP has a clear DEFINITION of bullying so adults and youth can recognize when it happens.	2.3	1.5
<b>PPRI</b>	Youth and adults have developed a PLAN to prevent and respond to bullying in our YAP.	2.3	1.5
<b>PPRI</b>	There are clear RULES dealing with bullying and other forms of physical or verbal abuse.	2.5	1.6

<b>Weikart, YET</b>	ADULTS model appropriate ways of dealing with anger, frustration, and conflict.	3.0	2.0
<b>YET</b>	YOUTH are encouraged to try out new activities without fear of being criticized if they make mistakes.	2.6	1.8

## Appendix A.2: Cohort 1 Open-Ended Responses asked at Post-Test Only, Part 1

Please share some of the activities you have completed with your YAP using techniques learned from the collaborative.

Established an actual YAP with dedicated youth members who have assisted with implementing rules and leadership roles.

The 6 R's and The SMART protocol techniques have been 2 of our activities used with the YAP.

Due to Covid-19 we were unable to meet as much as we had hoped. All of our meetings were unfortunately virtual. Most of the activities were designed to get us organized. As a group we created our vision and mission statements. We established behavioral guidelines and clearly defined consequences for not following these guidelines. And most recently, we are in the process of planning a youth mental wellness day in September 2021. Youth leaders will be the leaders (with guided support) in vendor /facilitator recruitment process.

The collaborative provided a great opportunity to revisit activities and strategies previously done within our YAP.

In my short time with our YAP we have completed community service events (COVID Resource Drive-Thru) and a collaborative focus group with our YAP to inform our 2021 CSNA survey.

During the collaborative, we have been unable to meet due to covid-19 restrictions. However, the youth have been tasked with creating an implementation plan for next fall.

We have completed an escape room using teamwork, planning and working off of a budget. Worked with student council to complete community service giving back.

The ability to build quality connectedness

We really enjoyed the activities that helped with the practice of social and communication skills with the youth in our YAP.

The ones we liked the most were:

1. Warm-Up Numbers
2. Panel of Experts
3. Customer Service FaceTime
4. Phone a Friend
5. Show and Tell
6. Dance Class

We voted to keep these activities as part of our organization's regular activities and infuse them into our programs.

Kindness initiative where youth helped plan, implement and evaluate spreading kindness to peers, campus, and community.

One activity that has stuck to me is checking in on the mental health of the youth. With everything they have experienced over the last year and a half, that is extremely important.

### Appendix A.3: Cohort 1 Open-Ended Responses asked at Post-Test Only, Part 2

#### Do you have recommendations to improve the TYAN Collaborative Training in the future?

I enjoyed every session. Thank you all.

This experience has been amazing. I would however add more about financial management. Information as to how small community based organizations can secure funding to support their YAPS. The only recommendation that I have is to have different levels of TA available for the YAP's as all are typically in different places of development.

I really enjoyed the TYAN collaborative. I was only part of this collaborative for 3 months but I really enjoyed hearing from the other participants about how they applied the TYAN principles to their organizations. I would like if there were more concrete deliverables we could be given to bring back to our YAPs to help us apply the training. Overall it was great!

No recommendations. The collaborative is a great idea and a useful tool for all the organizations to network and work together on mutual problems.

We hope to set up a college day with members helping them plan for their future and help them find funding.

Can't think of anything. It was great to bounce ideas and share with others in the group.

There are not any recommendations that I can offer at this time that will improve the strength of the TYAN Collaborative better than it already is.

No

### Appendix A.4: Complete List of Community Partner YAPs Evaluated

		Active	Youth Members	Youth Enrolled in Evaluation	Youth Surveys Submitted	Adult Members	Adults Enrolled in Evaluation	Adult Surveys Submitted
<b>Abuse is Real (AIR) Project</b>	2019-20	Y	3	13	3	6	6	4
	2020-21	Y	3	3	3	4	6	4
<b>All Things Made New</b>	2019-20	Y	123	0	0	32	2	2
	2020-21	Y	2	10	2	4	4	4
<b>Austin Youth River Watch</b>	2019-20	N	---	---	---	---	---	---
	2020-21	Y	7	40	6	4	4	4
<b>Baked with Confidence</b>	2019-20	Y	Missing	0	0	Missing	1	1
	2020-21	Y	0	0	0	1	1	1
<b>Borderland Rainbow Center</b>	2019-20	N	---	---	---	---	---	---
	2020-21	Y	0	0	0	2	3	2
<b>Boykins Youth Foundations</b>	2019-20	Y	50	20	15	28	29	21
	2020-21	Y	21	20	9	27	29	20
<b>Bravissimo Inc.</b>	2019-20	Y	3	6	2	3	2	2
	2020-21	Y	3	11	3	2	4	1
<b>BVCASA VKOT</b>	2019-20	Y	4	10	4	2	2	2
	2020-21	Y	17	4	2	11	2	2
<b>CIDI Lab Geography and GIScience Program</b>	2019-20	Y	Missing	0	0	Missing	1	1
	2020-21	Y	Inactive	Inactive	Inactive	Inactive	Inactive	Inactive
<b>Chambers County Health Dept.</b>	2019-20	Y	4	10	1	1	0	1
	2020-21	N	40	37	16	10	4	4
<b>City of Austin (CYD)</b>	2019-20	Y	45	5	1	37	16	8
	2020-21	Y	10	6	2	15	17	9
<b>City of Bryan (COB)</b>	2019-20	Y	5	7	2	3	2	1
	2020-21	Y	2	2	2	2	2	2
<b>Clear Creek ISD</b>	2019-20	Y	37	18	2	27	26	13
	2020-21	Y	32	2	1	25	26	14
<b>Color of Life</b>	2019-20	Y	4	2	1	3	3	1
	2020-21	Y	4	3	1	4	5	4
<b>Community Action, Inc.</b>	2019-20	N	---	---	---	---	---	---
	2020-21	N	New	New	New	New	New	New

<b>Connections</b>	2019-20	Y	3	4	2	4	4	3
	2020-21	Y	Missing	4	2	Missing	5	3
<b>Fiesta Youth</b>	2019-20	N	---	---	---	---	---	---
	2020-21	Y	0	0	0	3	3	3
<b>Friendswood ISD</b>	2019-20	Y	28	0	0	10	5	4
	2020-21	Y	12	0	0	5	4	3
<b>Generation SERVE</b>	2019-20	Y	24	26	24	2	2	2
	2020-21	Y	Missing	26	21	Missing	3	2
<b>Girls on the Run DFW</b>	2019-20	N	---	---	---	---	---	---
	2020-21	Y	225	0	0	75	2	2
<b>Girls with Purpose</b>	2019-20	Y	10	0	0	1	1	0
	2020-21	N	Inactive	Inactive	Inactive	Inactive	Inactive	Inactive
<b>Global Citizenship</b>	2019-20	N	---	---	---	---	---	---
	2020-21	Y	2	4	2	3	3	3
<b>Guardian's Promise</b>	2019-20	Y	Missing	0	0	Missing	1	1
	2020-21	N	Inactive	Inactive	Inactive	Inactive	Inactive	Inactive
<b>Healthy Futures of Texas</b>	2019-20	Y	51	21	16	13	6	5
	2020-21	Y	15	11	6	7	8	7
<b>Hearts in Motion</b>	2019-20	Y	1	1	1	1	2	1
	2020-21	Y	1	1	1	2	3	2
<b>Hutson Percussion</b>	2019-20	Y	Missing	0	0	Missing	1	1
	2020-21	N	Inactive	Inactive	Inactive	Inactive	Inactive	Inactive
<b>Kendall County Women's Shelter</b>	2019-20	N	---	---	---	---	---	---
	2020-21	Y	9	9	6	2	2	2
<b>Kilgore Bulldogs Against Drugs (KBAD)</b>	2019-20	Y	345	9	9	8	10	5
	2020-21	Y	296	9	2	10	9	5
<b>Kinetic VibeZ</b>	2019-20	Y	1	1	1	2	2	2
	2020-21	Y	15	1	1	3	2	2
<b>Lamb County LEAF Coalition</b>	2019-20	N	---	---	---	---	---	---
	2020-21	Y	5	0	0	24	22	10
<b>MADLINEMAN</b>	2019-20	N	---	---	---	---	---	---
	2020-21	Y	Missing	0	0	Missing	16	9
<b>Moran Norris Foundation</b>	2019-20	N	---	---	---	---	---	---
	2020-21	Y	2	0	0	2	2	2
<b>Prevention Resource Center</b>	2019-20	N	---	---	---	---	---	---
	2020-21	N	New	New	New	New	New	New



<b>RISE</b>	2019-20	N	---	---	---	---	---	---
	2020-21	Y	58	0	0	12	1	1
<b>Rise in Resiliency</b>	2019-20	N	---	---	---	---	---	---
	2020-21	Y	0	0	0	1	1	1
<b>Rockhaven</b>	2019-20	Y	25	0	0	4	1	1
	2020-21	N	Inactive	Inactive	Inactive	Inactive	Inactive	Inactive
<b>San Antonio Threads</b>	2019-20	N	---	---	---	---	---	---
	2020-21	N	New	New	New	New	New	New
<b>Southwest Glenn Mission</b>	2019-20	Y	13	28	12	5	5	5
	2020-21	Y	13	12	5	5	3	2
<b>TAMU Chinese School</b>	2019-20	Y	22	31	21	5	0	4
	2020-21	Y	35	22	16	40	10	6
<b>The Children's Center CYD</b>	2019-20	N	---	---	---	---	---	---
	2020-21	N	New	New	New	New	New	New
<b>Tip of Texas Family Outreach</b>	2019-20	N	---	---	---	---	---	---
	2020-21	Y	0	0	0	1	2	1
<b>TWICE</b>	2019-20	N	---	---	---	---	---	---
	2020-21	N	New	New	New	New	New	New
<b>Young Audiences of Houston</b>	2019-20	Y	1	0	0	2	2	2
	2020-21	Y	0	0	0	2	2	2

**Appendix A.5: TYAN Evaluation Enrollment and Survey Completion Rates: YOUTH**

	Youth “YAP Members” in the Reach Report [COL. A]	# Youth Enrolled in TYAN Evaluation [COL. B]	# Youth Completing Evaluation Survey [COL. C]	Youth Study Enrollment Rate [COL. B/COL. A]	Youth Survey Response Rate [COL. C/COL.B]
<b>Abuse is Real (AIR) Project</b>	3	3	3	100%	100%
<b>All Things Made New</b>	2	10	2	20%	500%
<b>Austin Youth River Watch</b>	7	40	6	15%	571%
<b>Baked with Confidence</b>	0	0	0	0%	0%
<b>Borderland Rainbow Center</b>	0	0	0	0%	0%
<b>Boykins Youth Foundation</b>	21	20	9	45%	95%
<b>Bravissimo Inc.</b>	3	11	3	27%	367%
<b>BVCASA VKOT</b>	17	4	2	50%	24%
<b>CIDI Lab Geography and GIScience Program</b>	40	37	16	43%	93%
<b>City of Austin (CYD)</b>	10	6	2	33%	60%
<b>City of Bryan (COB)</b>	2	2	2	100%	100%
<b>Clear Creek ISD</b>	32	2	1	50%	6%
<b>Color of Life</b>	4	3	1	33%	75%
<b>Connections</b>	missing	4	2	50%	missing
<b>Fiesta Youth</b>	0	0	0	0%	0%
<b>Friendswood ISD</b>	12	0	0	0%	0%
<b>Generation SERVE</b>	missing	26	21	81%	missing
<b>Girls on the Run DFW</b>	225	0	0	0%	0%
<b>Global Citizenship</b>	2	4	2	50%	200%
<b>Healthy Futures of Texas</b>	15	11	6	55%	73%
<b>Hearts in Motion</b>	1	1	1	100%	100%
<b>Kendall County Women’s Shelter</b>	9	9	6	67%	100%
<b>Kilgore Bulldogs Against Drugs (KBAD)</b>	296	9	2	22%	3%

<b>Kinetic VibeZ</b>	15	1	1	100%	7%
<b>Lamb County LEAF Coalition</b>	5	0	0	0%	0%
<b>MADLINEMAN</b>	missing	0	0	0%	missing
<b>Moran Norris Foundation</b>	2	0	0	0%	0%
<b>RISE</b>	58	0	0	0%	0%
<b>Rise in Resiliency</b>	0	0	0	0%	0%
<b>Southwest Glenn Mission</b>	13	12	5	42%	92%
<b>TAMU Chinese School</b>	35	22	16	73%	63%
<b>Tip of Texas Family Outreach</b>	0	0	0	0%	0%
<b>Young Audiences of Houston</b>	0	0	0	0%	0%

## Appendix A.6: TYAN Evaluation Enrollment and Survey Completion Rates: ADULTS

	Adult “YAP Members” in the Reach Report [COL. A]	# Adult Enrolled in TYAN Evaluation [COL. B]	# Adult Completing Evaluation Survey [COL. C]	Adult Study Enrollment Rate [COL. B/COL. A]	Adult Survey Response Rate [COL. C/COL.B]
<b>Abuse is Real (AIR) Project</b>	4	6	4	67%	150%
<b>All Things Made New</b>	4	4	4	100%	100%
<b>Austin Youth River Watch</b>	4	4	4	100%	100%
<b>Baked with Confidence</b>	1	1	1	100%	0%
<b>Borderland Rainbow Center</b>	2	3	2	67%	0%
<b>Boykins Youth Foundation</b>	27	29	20	69%	107%
<b>Bravissimo Inc.</b>	2	4	1	25%	200%
<b>BVCASA VKOT</b>	11	2	2	100%	18%
<b>CIDI Lab Geography and GIScience Program</b>	10	4	4	100%	40%
<b>City of Austin (CYD)</b>	15	17	9	53%	113%
<b>City of Bryan (COB)</b>	2	2	2	100%	100%
<b>Clear Creek ISD</b>	25	26	14	54%	104%
<b>Color of Life</b>	4	5	4	80%	125%
<b>Connections</b>	missing	5	3	60%	missing
<b>Fiesta Youth</b>	3	3	3	100%	0%
<b>Friendswood ISD</b>	5	4	3	75%	80%
<b>Generation SERVE</b>	missing	3	2	67%	missing
<b>Girls on the Run DFW</b>	75	2	2	100%	3%
<b>Global Citizenship</b>	3	3	3	100%	100%
<b>Healthy Futures of Texas</b>	7	8	7	88%	114%
<b>Hearts in Motion</b>	2	3	2	67%	150%
<b>Kendall County Women’s Shelter</b>	2	2	2	100%	100%
<b>Kilgore Bulldogs Against Drugs (KBAD)</b>	10	9	5	56%	90%
<b>Kinetic VibeZ</b>	3	2	2	100%	67%

<b>Lamb County LEAF Coalition</b>	24	22	10	45%	92%
<b>MADLINEMAN</b>	missing	16	9	56%	missing
<b>Moran Norris Foundation</b>	2	2	2	100%	100%
<b>RISE</b>	12	1	1	100%	8%
<b>Rise in Resiliency</b>	1	1	1	100%	0%
<b>Southwest Glenn Mission</b>	5	3	2	67%	60%
<b>TAMU Chinese School</b>	40	10	6	60%	25%
<b>Tip of Texas Family Outreach</b>	1	2	1	50%	0%
<b>Young Audiences of Houston</b>	2	2	2	100%	0%

**Table A.7: Positive Youth Development Outcomes for ADULTS**  
*(4-point response Scale: Never=1, Rarely=2, Sometimes=3, Often=4)*

	Before This Program	Now		% Adults Improving
	Mean (n, sd)	Mean (n, sd)	p-value*	
<b>POSITIVE CORE VALUES</b>				
<b>I care about other people.</b>	3.9 (n=141, sd=0.3)	4.0 (n=141, sd=0.1)	0.01	22%
<b>I care about the feelings of other people.</b>	3.9 (n=141, sd=0.4)	4.0 (n=141, sd=0.2)	0.03	22%
<b>I stand up for what I believe.</b>	3.8 (n=141, sd=0.5)	3.9 (n=141, sd=0.3)	0.02	40%
<b>I tell the truth, even when it is hard.</b>	3.8 (n=141, sd=0.5)	3.9 (n=141, sd=0.3)	0.03	26%
<b>I take responsibility for my actions.</b>	3.9 (n=141, sd=0.4)	4.0 (n=141, sd=0.0)	0.00	29%
<b>I am interested in community and world problems.</b>	3.7 (n=139, sd=0.6)	3.9 (n=138, sd=0.3)	0.00	50%
<b>I speak up for people who have been treated unfairly.</b>	3.7 (n=140, sd=0.6)	3.9 (n=140, sd=0.3)	0.00	42%
<b>POSITIVE CORE VALUES Scale Before This Program (<math>\alpha = 0.83</math>) Now (<math>\alpha = 0.77</math>)</b>	3.8 (n=139, sd=0.4)	3.9 (n=138, sd=0.1)	0.00	
<b>POSITIVE LIFE CHOICES</b>				
<b>I say “no” to things I know are wrong.</b>	3.9 (n=140, sd=0.4)	4.0 (n=140, sd=0.2)	0.02	24%
<b>I stay out of trouble.</b>	3.9 (n=140, sd=0.4)	4.0 (n=140, sd=0.2)	0.22	7%
<b>POSITIVE LIFE CHOICES Scale Before This Program (<math>\alpha = 0.41</math>) Now (<math>\alpha = 0.59</math>)</b>	3.9 (n=140, sd=0.4)	4.0 (n=140, sd=0.2)	0.02	

<b>SENSE OF SELF</b>				
<b>I feel good about myself.</b>	3.8 (n=140, sd=0.5)	3.9 (n=140, sd=0.3)	0.02	30%
<b>I feel I have control over things that happen to me.</b>	3.5 (n=140, sd=0.7)	3.7 (n=140, sd=0.5)	0.01	27%
<b>I feel that I can make a difference.</b>	3.7 (n=140, sd=0.5)	3.9 (n=140, sd=0.3)	0.00	56%
<b>I am good at learning new things.</b>	3.8 (n=140, sd=0.4)	3.9 (n=139, sd=0.3)	0.04	20%
<b>I feel good about my future.</b>	3.8 (n=140, sd=0.5)	3.9 (n=140, sd=0.3)	0.00	31%
<b>I am good at handling whatever comes my way</b>	3.7 (n=140, sd=0.5)	3.9 (n=140, sd=0.4)	0.01	35%
<b>SENSE OF SELF Scale Before This Program (<math>\alpha = 0.79</math>) Now (<math>\alpha = 0.79</math>)</b>	3.7 (n=140, sd=0.4)	3.9 (n=139, sd=0.2)	0.00	