EcourseDD LLC

DJJS Motivational Interviewing Training Evaluation Report

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I. Executive Summary

Evaluation Goal

The overarching goal of this evaluation was to determine the overall effectiveness of the DJJS Motivational Interviewing program, and to track the benefits that come from staff using MI with at risk criminal youth. Ultimately the Division wanted to see how the training program directly impacted the recidivism rate of youth by lowing the total number of youth returning to the Division on new charges. In addition, the evaluation also looked at how the training program potentially saved taxpayer dollars by reducing operational costs within the Division. Current estimates show that it costs the Division an average of around $1,500 a day to keep a youth in Division custody (DJJS Annual Report, 2015). As should be apparent from a simple cost saving perspective, reducing the overall number of youths returning back into the system could potentially save the State a lot of taxpayer dollars.

Evaluation Overview

DJJS implemented their current staff MI program roughly two years ago, and the program consists of 2 modules: An online module, and a more advanced face-to-face training module. Each of these modules will be discussed in more detail below. There were no evaluations of these training programs being conducted, however the Division was eager to find out if their current MI program was effective at teaching staff the necessary skills they needed to become proficient at MI, and to help enhance a youth's intrinsic motivation to change. This report lays out the process that was followed to evaluate the Divisions current MI training program. The evaluation was designed around the Kirkpatrick 4 Levels of Evaluation Model (Kirkpatrick & Kirkpatrick, 2006), and utilized these levels as a model for how to design the evaluation tools. These levels measured the following: Level 1 – Reaction - how the participants felt about the training program and its effectiveness, Level 2 – Learning - did the participants actually learn the knowledge and skills necessary to conduct a proper MI interview, Level 3 – Behavior - did the participants take what they had learned and apply the skills while on the job, and Level 4 – Results - what possible benefits did the training program produce.

Results

Level 1 - Reaction: Overall the reaction to the training program seemed to be very positive. There did however seem to be some concern regarding the online nature of module 1, and the topic at hand. Recommendations to rectify this potential problem are to redesign the online courses in a way that make them more interactive and conducive to learning in an online environment.

Level 2 – Learning: Both the online courses and the face-to-face advanced courses seemed to be very good at teaching the MI foundational information and skills. There was a 12.1 net gain in overall score between pretests and posttests of the module 1 online tests, and it was found to be statistically significant with a 95% confidence interval that it was due to the training and not by random chance. For module 2, all the participants passed the role play interview and the teach back tests on their first try. For the role pay interview participants passed with an average score of 96%, with a high of 100% and a low of 92%. For the teach back test participants passed with an average score of 92%, with a high of 100% and a low of 87%. There is currently no recommendation for change in regards to the level 2 evaluations.

Level 3 – Behavior: Behavior was evaluated using participant perception surveys that were collected prior to the training, for baseline behavior, and every 2 months once the training began. There was some initial behavior already being displayed by participants regarding the use of MI in the facilities, but it was not very significant – an average of 1.8 out of 5. The first survey collected after the implementation of the training program bumped the behavior of the participants up from 1.8 to 2.9, a significant jump in

behavior change after beginning the training program. By the end of the evaluation, behavior steadily rose until the average plateaued around 4.7, showing that on average the behavior of the participants had increase drastically. According to the perceptions of the participants they were implementing the MI skills fairly consistently, and there was a lot of behavior change. All of the level 3 data is based on the participants own perceptions of their behavior change, and so it should be taken with caution as to how much behavior change has actually occurred.

Level 4 – Results: Level 4 data was collected for 6 years on Division recidivism rates, the number of youth in the Division, and the operational costs of the Division. No evaluation instruments were developed for the collection of this data, because the Division already collects this data through their research department. Of the data collected, 4 of the years came from prior to the implementation of the training program, and then the other 2 years are from the year it was implemented and the year after. This much data was collected so that there could be comparisons between all of the years prior to, and after the implementation of the training program. Results seemed to suggests that the training program did in fact lower recidivism rates, the number of youth in the division, and the overall operational costs. However, further analysis needs to be conducted once more data can be collected. Evaluations to rule out any other factors that may have contributed to the results found should also be conducted to ensure that it was the training program, and not some other factor, that caused the results found.

II. Evaluation Overview

In recent years, Motivational Interviewing (MI) has been shown to provide remarkable results in increasing a client's intrinsic motivation to change negative behaviors (Rosengren, 2009). Because of MI's increased recognition as a model of behavior change, the State of Utah Division of Juvenile Justice Services (DJJS) decided to develop a Motivational Interviewing training to assist staff in learning the skills of using MI. The rationale behind this training is simple – DJJS staff work directly with at risk youth who need to correct their behavior so that they can become productive members of society. By increasing their intrinsic motivation to change, DJJS will see a reduction in overall recidivism amongst the at risk youth, in the State of Utah.

DJJS implemented their current staff MI program roughly two years ago, and the program consists of 2 modules: An online module, and a more advanced face-to-face training module. Each of these modules will be discussed in more detail below. There were no evaluations of these training programs being conducted, however the Division was eager to find out if their current MI program was effective at teaching staff the necessary skills they needed to become proficient at MI, and to help enhance a youth's intrinsic motivation to change. This report lays out the process that was followed to evaluate the Divisions current MI training program. The evaluation was designed around the Kirkpatrick 4 Levels of Evaluation Model (Kirkpatrick & Kirkpatrick, 2006), and utilized these levels as a model for how to design the evaluation tools. These levels measured the following: Level 1 – Reaction - how the participants felt about the training program and its effectiveness, Level 2 – Learning - did the participants actually learn the knowledge and skills necessary to conduct a proper MI interview, Level 3 – Behavior - did the participants take what they had learned and apply the skills while on the job, and Level 4 – Results - what possible benefits did the training program produce.

III. Evaluation Goal

The overarching goal of this evaluation was to determine the overall effectiveness of the DJJS Motivational Interviewing program, and to track the benefits that come from staff using MI with at risk criminal youth. Ultimately the Division wanted to see how the training program directly impacted the recidivism rate of youth by lowing the total number of youth returning to the Division on new charges. In addition, the

evaluation also looked at how the training program potentially saved taxpayer dollars by reducing operational costs within the Division. Current estimates show that it costs the Division an average of around $1,500 a day to keep a youth in Division custody (DJJS Annual Report, 2015). As should be apparent from a simple cost saving perspective, reducing the overall number of youths returning back into the system could potentially save the State a lot of taxpayer dollars.

IV. Evaluation Process/Timeline

For this evaluation it was recommended that the Dow Evaluation Model be followed as a guideline on the process for completing the evaluation (Dow Chemical Company, 1992). The Dow Evaluation Model is a systematic model that lays out the process of completing an evaluation from beginning to end. For a timeline of how the evaluation was completed refer to the Gantt Chart provided in the Appendix (*See Appendix A*).

> *Needs Analysis:* The process was started by completing a needs analysis of the current MI training program, and the evaluations that were being done – the first step of the Dow Model. During the needs analysis, it was found that the current training program had no formal evaluations being conducted and so an entirely new evaluation plan was put into place. During this phase of the evaluation process, evaluation objectives were created for each level of the Kirkpatrick Model – these evaluation objectives can be found below in section *VI. Evaluation Instruments and Data Collection Procedures*.

> *Methodology:* The entire data collection process has taken roughly a year to complete, yet data are still being collected at this time to continue refining the training program. During this phase audience analysis and context analysis were conducted – these analyses can be found in section *V. Evaluation Analysis*. After completing the audience and context analysis the next step was to begin creating evaluation instruments that could accurately collect data reflective of the desired evaluation objectives – these instruments and the procedures used for collecting the data can be found below in section *VI. Evaluation Instruments and Data Collection Procedures* as while as in the Appendices (*See Appendices B-H*). In addition, during the methodology phase of the evaluation design process a timeline for how to complete the actual evaluation was than laid out (*See Appendix A*). Because these two MI courses where running at the same time, much of the data collection for the various levels happened simultaneously. Within the Gantt chart you will notice three different timelines: 1) the completion of the evaluation design process, 2) the data collection and data analysis of Module 1, and 3) the data collection and data analysis of module 2.

> *Data Analysis/Interpretation:* The next step in the process was to analyze the data collected and begin interpreting the results. Locate section *VII. Data Analysis* below to find information regarding the analysis process and the interpretation of the data. All data was collected and analyzed automatically using Google Forms and Adobe Connect – an example of this can be found in the appendices (*See Appendix I-J*).

> *Reporting Results:* This report is the final product produced in the evaluation process. Within the report are sections covering: I. Executive Summary, II. Evaluation Overview, III. Evaluation Goal, IV. Evaluation Process/Timeline, V. Evaluation Analysis, VI. Evaluation Tools and Data Collection Procedures, VII. Data Analysis. In addition, the appendix also contains a model and timeline of the evaluation process, examples of all the evaluation instruments, and samples of the data collected and the processes used to analyze the data.

V. Evaluation Analysis

Audience Analysis

Annually, DJJS directly serves more than 14,000 at risk criminal youth from around the state (DJJS Annual Report, 2015). These are youth who have committed criminal offenses ranging from underage drinking and shop lifting to homicide and sexual assault. To work with this large population of at risk youth the Division of Juvenile Justice Services employs roughly 1,200 employees that span the entire State of Utah. In addition to the Divisions own staff, DJJS also works with a number of private providers, and other state agencies, around the state, who work directly with Division youth in assisting them to return safely back into the community.

Key Stakeholders: The Division of Juvenile Justice Services is one Division within the Department of Human Services (DHS), which is one Department within the entirety of the Utah State Government. Within each level of the state government there are key stakeholders (Executive Directors, Program Directors, Supervisors, Clinicians, Department Heads, Legislators, etc.), who see the potential reduction in recidivism as an important part of the aforementioned training program. The key stakeholders are the ones who will make the determinations as to whether the training program should be continued or terminated based on the results of this evaluation.

Learners/Staff: This training program is geared towards DJJS line staff and supervisors who work directly with the youth. The staff consists of those who are both brand new to the Division as well as those who have worked for the Division for more than thirty years. Some staff have quite a bit of prior experience with using MI, but for most of the staff MI is a brand new concept. Division line staff, supervisors, and program directors will be the ones completing the actual training program, and hence will be the main focus of the evaluation. These staff have varying levels of education from high school diplomas to doctoral degrees, in areas such as Criminal Justice, Psychology, Sociology, and Social Work. Within the Division these staff work in various facilities dealing with youth in every stage of the reform process – these facilities are Secure Care, Detention, Early Intervention, Work Programs, and Observation and Assessment. Support staff who do not work directly with the youth also took the online module of this training program. However, their evaluations were evaluated separately because none of them took the face-to-face training, and they do not work directly with the youth. Though all staff were required to take the online training, only those staff who had shown and expressed interest in learning MI further, were invited to participate in module 2 of the training program. Though module 2 was voluntary to attend, attendees were hand selected by the training department, to limit the number of participants to 60, depending on their skill level and their overall interest in becoming an MI coach (the name for the Divisions MI trainers).

Private Providers and Outside State Agencies: Though the private providers and outside state agencies did not take part in this training, the evaluation will help to determine if implementation of a similar training program at these agencies would be beneficial.

Clients/Customers/Youth: Though they are not the direct recipients of the training program, the youth, their families, and the Utah criminal justice system as a whole are the clients and customers that will be most affected by the training program and evaluation. By providing direct care staff with the tools and skills to help the youth reach lasting change in their lives, which the intended training is designed to do, it will help the youth exit the criminal justice system and become productive members of society. This is beneficial to the youth and their families because it removes the stress of being locked up, and provides them with a direction to maintain change. By

lowering the overall recidivism rate amongst at risk youth, the State of Utah will save tax payer dollars, the overall system will become less bogged down, and the community as a whole will be safer.

Context Analysis

The DJJS training on Motivational Interviewing consists of 2 modules – Module 1: An online introduction to the concepts and skills of MI, and Module 2: A face-to-face advanced skill building/train-the-trainer course.

Module 1: This module consists of 7 online courses that teach students the concepts and foundational information of Motivational Interviewing. The first two courses consist of information about the history and research behind MI, and about the basic foundational concepts that make MI unique and such a powerful tool. Courses 3-6 cover information directly related to the skills used in Motivational Interviewing – OARS, IQLEDGE, Dealing with Discord, Ambivalence, SMART Goals, and Stages of Change. The last course then covers how MI works in conjunction with other tools, skills, and techniques used by the Division. Each of these courses are self-paced and should only take the learner 15-30 minutes to complete. Each of the online courses was released one-at-a-time so as not to overwhelm the learners, but once they were released, remained open for learners to reference at a later point. The online courses are mandatory courses that all Division staff must complete at least once, any additional reviews are not mandatory, but are suggested for those staff not attending the face-to-face advanced course. Each of the courses consists of demonstrations, videos, lecture, simulations, games, and interactions. These courses may be completed using the State computers while the staff have downtime on the unit: on a graveyard shift, during meal times, while the youth are at school, etc. Staff should also be allotted time to complete the training, by their supervisors, while they are on shift.

Module 2: The face-to-face course consists of 8, 8-hour sessions, taught by a MINT level MI trainer. In these sessions the students learn how to use and implement the skills they learned in the online courses, as well as learn how to coach others on using the skills of MI. This is an advanced course and only those staff who have already completed all 7 of the online courses, and have shown an interest in coaching others in the skills of MI, were allowed to advance into module 2. This means that not all Division staff were allowed to attend module 2 of the DJJS Motivational Interviewing training program. The sessions are set up so that staff came to an 8-hour session once every three months. This is to allow for practice of the skills in-between classes, where at the next session they would reflect on their practice and use of the skills, and begin refining the skills and learning more advanced techniques. These 8 hour sessions are held once a month at the DJJS training center and each session is split up into 3 groups (A, B, and C) with roughly 15-25 participants in each group. Group A goes the first month, B the second month, C the third month, and then A comes back for their second session and it continues in that order respectively until each group has completed 4 sessions. Due to the strict nature of the program, if any participants missed any of the 4 initial sessions they were dropped from the training program, but were allowed to attend the training again the next year. Due to an expected loss in overall number of participants attending the first 4 sessions, after the 4th session all three groups were consolidated down into group A, and these participants continued on to sessions 5-8. Evaluations for those who were dropped during the initial 4 sessions were omitted until they completed the whole training program. Groups B and C will then be populated with new participants who will begin on session 1, and will continue to follow the same pattern as just mentioned. This is set up so that the

program can continue putting new people through the training program on a yearly basis, while still providing more advanced training to those who have already completed the first 4 sessions.

VI. Evaluation Instruments and Data Collection Procedures

Overview

The evaluations were split up into 3 three groups: 1) Online only non-direct care staff, 2) Online only direct care staff, and 3) Direct care staff who completed both the Online and Face-to-face modules. By analyzing all three groups together it would have skewed the results – having those with only introductory knowledge compared with those with more advanced knowledge. Splitting the evaluations up into these three groups gave an overall better picture of how the training is functioning, and how the two modules improve learner's skills and knowledge of MI. The evaluation tools used were the same for all three groups, however groups 1 and 2 were not measured using the module 2 instruments since they did not complete module 2. In addition, group 1 was not measured on levels 3 or 4 because they did not directly work with the youth. The reasoning for this is because they are not required to use these skills on the job (level 3), and will hence not directly affect the end results (level 4). They were still evaluated on levels 1 and 2, because they could still provide valuable information about how participants felt about the training (level 1), and if the training successfully taught the concepts of MI (level 2).

Module 1 Instruments

Level 1 – Reaction:

Level	Evaluation Objectives
Reaction	- *Measure participant's overall satisfaction with the online modules.* - *Achieve an average of 4.5 or higher on the satisfaction evaluation surveys.* - *Determine if online delivery of foundational and introductory information is appropriate for this content.* - *Determine if participants felt the information was appropriate for their jobs.* - *Determine participant's overall feelings towards the pace, navigation, and structure of the course.*

Instrument: Participant Satisfaction Feedback survey (*See Appendix B*). This was used to evaluate all the objectives listed above.

Data Collection Procedure: To measure participant satisfaction an online feedback survey was developed and provided at the end of each of the modules courses. The data from each survey was collected in separate spreadsheets so that each course can be analyzed on an individual basis. The reason for doing this is so that reactions to each course can be measured and possible improvements can be identified in each individual course. These surveys were created using Google Forms, where the data can be collected and stored electronically, and be separated into the different courses automatically. To ensure participation in the survey, participants were notified that no training credit would be given until the survey was completed. Only one survey was created that was used for each of the module courses, and it measured the same results. To ensure honesty in answers, all surveys were kept anonymous and participants were made aware of that before they fill out the survey. During analysis it was important to determine how many of the participants completed the survey, this was done by comparing how many people completed the course (which was tracked using Adobe Connect), with how many surveys had been completed. This gave an overall response rate to the survey.

Level 2 - Learning:

Level	Evaluation Objectives
Learning	- *Identify participant's prior knowledge of MI.* - *Participants will be able to define the Spirit of MI.* - *Participants will be able to identify the components of OARS, DARN-CT, and IQLEDGE, and will practice these skills during quiz games.* - *Participants will be able to identify the skills for rolling with resistance, and define each of the skills.* - *Participants will be able to pass a final foundational knowledge test, after completing all of the module 1 courses, with a score of 85% or better.*

Instrument: Pre- and Posttest Quizzes, and Non-Score Tracking Quiz Games (*See Appendices C-D*). This was used to evaluate all the objectives listed above.

Data Collection Procedure: At the beginning of the first course participants took an online pretest before they began any instruction. This pretest was used to determine the participant's prior knowledge of MI. The test consisted of multiple choice, fill-in-the blank, and matching test questions (*See Appendix B – This is only the questions and answers to the test, the actual test is in electronic format*). At the end of course seven the same online test was than given. Test scores from the pre- and posttest were compared to determine if participant's knowledge of MI increased during the online training program (*See Appendix J*). The module courses were built using Adobe Captivate 8, and the scores are tracked and recorded using Adobe Connect.

The non-score tracking quiz games provided the learners with the opportunity to track their own learning during the course (*See Appendix D*). This information was not being tracked because it was determined that the pre- and posttest were enough information to determine if learning of the foundational and introductory information occurred. These quiz games are for the learner to track their own learning while completing the online courses.

Level 3 – Behavior:

Level	Evaluation Objectives
Behavior	- *Participants will take what they have learned during the online courses (foundational information) and begin practicing it on the units.* - *Participants will practice using OARS in every interaction with the youth.* - *Participants will begin working with the youth in a more collaborative manner, with regards to the spirit of MI, in every interaction.* - *Participants will work with all youth to elicit intrinsic motivation for change.* - *A climate of acceptance for the use of MI will be cultivated by getting all CIIIs, supervisors, and APDs on board.*

Instrument: Participant Behavior Tracking Survey (*See Appendix H).* This was used to evaluate all the objectives listed above.

Data Collection Procedure: To collect level 3 evaluation data a participant behavior tracking survey was created. The participant survey was designed to measure the participants own thoughts on their use of MI, and were used to measure any changes in participant behavior. These surveys were sent out only to those participants who are direct-care staff, so groups 2 and 3. The reason for not sending it to group 1 is because they do not directly work with the youth, and so any behavior change they encounter will not match up with the evaluation objectives identified

above. Participant surveys were created using Google Forms and all data was collected and analyzed automatically in a process similar to that identified for the level 1 reaction surveys (*See Appendix I*). Surveys were sent to participants through their state e-mail and were collected a month prior to the implementation of the training, and then every 2 months for a year after the training. The reason for collecting this evaluation data prior to the training was to get a baseline on the participant's behavior in regards to using MI, that could then be used for comparison once they have completed the training to see if behavior change did actually occur. The surveys were collected every 2 months to track the level of change over time, an analysis of this can be found in under the *Data Analysis* section.

Level 4 – Results:

Level	Evaluation Objectives
Results	- Recidivism rates amongst DJJS youth in custody will be reduced. - The number of youth successfully exiting the Division and returning to society will be increased. - The amount of tax dollars used to keep, at risk criminal youth, in the Division will be reduced by lowering the number of youth returning to the Division.

Instrument: Data analysis of routinely collected data. No instruments were developed to collect this data. This was used to evaluate all the objectives listed above.

Data Collection Procedure: The Division has a research department within it that currently tracks all recidivism rate data as well as the number of youth entering and exiting the Division. Since this information is already being collected by the Division no instruments needed to be developed to track these results. Data for recidivism rates and numbers of youth in custody were collected from 4 years prior to the implementation of the training program, all the way to one year after the first cycle of the training program was completed – so 6 years in total. These numbers are collected and calculated by the research department on a monthly basis and so every month during this time period data was collected and then averaged out for the whole year. The reason for collecting so much data was so that it could be compared from before the implementation of the training program, all the way through the training program, and for one year after it had been implemented in the facilities. This is to give an overall representation on how the recidivism rate has changed from before the program to well after its implementation. As for calculating the total costs saved by reducing the number of youth returning into the Division, this was calculated by looking at the overall operational costs of the Division. It is assumed that if the recidivism rate goes down and the number of youth in the Division goes down, the overall operational costs of the Division will also go down. This will then give a rough estimate of how much money is being saved by the Division due to reduced recidivism rates.

Module 2 Instruments

Level 1 - Reaction:

Level	Evaluation Objectives
Reaction	- Measure participant's overall satisfaction with the face-to-face course. - Achieve an average of 4.5 or higher on the satisfaction evaluation surveys. - Determine if participants felt the information was appropriate for their jobs. - Determine if participants felt the online course helped them in the face-to-face course, by providing foundational knowledge.

	- *Determine participant's overall feelings towards the instructor, the set-up of the class (broken down into 3 month rotations), and the training facilities.*

Instrument: Participant Satisfaction Feedback survey (*See Appendix E*). This was used to evaluate all the objectives listed above.

Data Collection Procedure: To measure participant satisfaction with the face-to-face sessions a feedback survey was provided at the end of each of the 8 module sessions. The data from each survey was collected in separate spreadsheets so that each session could be analyzed on an individual basis. The reason for doing this is so that reactions to each session could be measured and possible improvements could be identified within each individual session. These surveys were created using Google Forms, where the data could be collected and stored electronically, and be separated into the different sessions automatically. QR codes linked to the surveys were then provided during the class so that staff could access the survey through their smart-phones. In addition, a direct-link to the survey was e-mailed to participants at the end of the class, for those who do not have a smart-phone or QR reader. To ensure participation in the survey instructions on how to download a QR reader were provided, and reminders to fill out the surveys were e-mailed out at one and two weeks after the training. Honesty in the surveys is crucial and so all surveys were kept anonymous and participants were made aware of that prior to filling them out.

Level 2 - Learning:

Level	Evaluation Objectives
Learning	- *Identify participant's prior knowledge of MI, whether gained from prior MI classes, or from the online MI courses.* - *Participants will be able to apply the skills of MI, in a role play with a peer, and achieve a proficiency score of at least 85%.* - *Participants will be able to teach one of the MI skills, to a group of participants, and correctly integrate skill practice.* - *Participants will be able to identify mistakes participants are making while teaching the skills groups.*

Instrument: Posttest Role Play Proficiency Coding Sheet and Teach Back Grading Sheet (*See Appendices F-G*). This was used to evaluate all the objectives listed above.

Data Collection Procedure: Due to time constraints only a posttest role play interview was conducted during session 7 of module 2. A pretest was determined to be too time consuming, and would take way from the learning in session 1. The posttest role play consisted of a participant completing a mock interview with another person in the class. The Instructor then graded the participant on their performance of the MI skills using the Proficiency Coding Sheet (*See Appendix F*). For participants to pass they had to achieve a proficiency score of 85% or above. This score was based off of how they implemented the skills, how well they implemented the skills, and by avoiding common mistakes during the interview.

During session 8 of module 2 participants were graded on their ability to teach MI skills to a group of learners. This was to determine if the participants had learned how to properly coach MI to other participants. This was done by having the participants choose an activity of their choice, each individual had to choose a different activity, that they would than to teach back. The instructor used the Teach Back Grading Sheet to grade their performance (*See Appendix G*). Participants were graded on their ability to answer questions, their ability to teach the skills

properly, and their ability to keep the class engaged in the learning. This exercise provided each participant extra time to practice the MI skills and hopefully kept the participants engaged throughout the training. Participants had to receive a score of 85% or above to pass.

Level 3 – Behavior:

Level	Evaluation Objectives
Behavior	- *Participants will take what they have learned during the advanced face-to-face courses and begin using it on the units.* - *Participants will use OARS in all interaction with the youth and staff.* - *Participants will begin working with the youth, and staff, in a more collaborative manner in every interaction.* - *Participants will work with youth to elicit intrinsic motivation for change.* - *Participants will work with staff to teach them the skills of using MI, and coach them on how to become more proficient at using these skills.* - *A climate of acceptance for the use of MI will be cultivated by getting all CIIIs, supervisors, and APDs on board.*

Instrument: Participant Behavior Tracking Survey (*See Appendix H).* This was used to evaluate all the objectives listed above.

Data Collection Procedure: To collect level 3 evaluation data a participant behavior tracking survey was created. The participant survey was designed to measure the participants own thoughts on their use of MI, and were used to measure any changes in participant behavior. These surveys were sent out only to those participants who are direct-care staff, so groups 2 and 3. The reason for not sending it to group 1 is because they do not directly work with the youth, and so any behavior change they encounter will not match up with the evaluation objectives identified above. Participant surveys were created using Google Forms and all data was collected and analyzed automatically in a process similar to that identified for the level 1 reaction surveys (*See Appendix I*). Surveys were sent to participants through their state e-mail and were collected a month prior to the implementation of the training, and then every 2 months for a year after the training. The reason for collecting this evaluation data prior to the training was to get a baseline on the participant's behavior in regards to using MI, that could then be used for comparison once they have completed the training to see if behavior change did actually occur. The surveys were collected every 2 months to track the level of change over time, an analysis of this can be found in under the *Data Analysis* section.

Level 4 – Results:

Level	Evaluation Objectives
Results	- *Recidivism rates amongst DJJS youth in custody will be reduced.* - *The number of youth successfully exiting the Division and returning to society will be increased.* - *The amount of tax dollars used to keep, at risk criminal youth, in the Division will be reduced by lowering the number of youth returning to the Division.*

Instrument: Data analysis of routinely collected data. No instruments were developed to collect this data. This was used to evaluate all the objectives listed above.

Data Collection Procedure: The Division has a research department within it that currently tracks all recidivism rate data as well as the number of youth entering and exiting the Division. Since this

information is already being collected by the Division no instruments needed to be developed to track these results. Data for recidivism rates and numbers of youth in custody were collected from 4 years prior to the implementation of the training program, all the way to one year after the first cycle of the training program was completed – so 6 years in total. These numbers are collected and calculated by the research department on a monthly basis and so every month during this time period data was collected and then averaged out for the whole year. The reason for collecting so much data was so that it could be compared from before the implementation of the training program, all the way through the training program, and for one year after it had been implemented in the facilities. This is to give an overall representation on how the recidivism rate has changed from before the program to well after its implementation. As for calculating the total costs saved by reducing the number of youth returning into the Division, this was calculated by looking at the overall operational costs of the Division. It is assumed that if the recidivism rate goes down and the number of youth in the Division goes down, the overall operational costs of the Division will also go down. This will then give a rough estimate of how much money is being saved by the Division due to reduced recidivism rates.

VII. Data Analysis

As mentioned above all evaluations were split into three groups: 1) Online only non-direct care staff, 2) Online only direct care staff, and 3) Direct care staff who complete both the Online and Face-to-face modules. Once all evaluation data had been collected and separated into its respective groups it was analyzed and compared.

Level 1 – Reaction:

To quantify the level 1 reaction surveys, all answers were given a numerical value (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree). These values were then calculated together and averaged out to give an overall impression of how participants felt, on a scale from 1 - 5. To meet the evaluation objectives, each question had to have a minimum average score of 4.0. Anything lower than this indicated an area that needed improvement and should be rectified to ensure a quality training (*See Appendix I for an example of how the scores were quantified*). After collecting the data, the results showed that reaction to both the module 1 courses and module 2 courses were very positive with all of the questions, but one, scoring above the 4.0 threshold – see Figure 1. The one question that did not score over the 4.0 threshold was question 8 "Do you feel the content was appropriate for online delivery?" from the module 1 reaction survey. This question only scored a 3.3, well below the 4.0 threshold. Current recommendations to rectify this potential problem, is to redesign the online courses in a way that make them more interactive and conducive to learning in an online environment.

Figure 1 – Module 1 & 2 Reaction Results

Reaction Survey Results
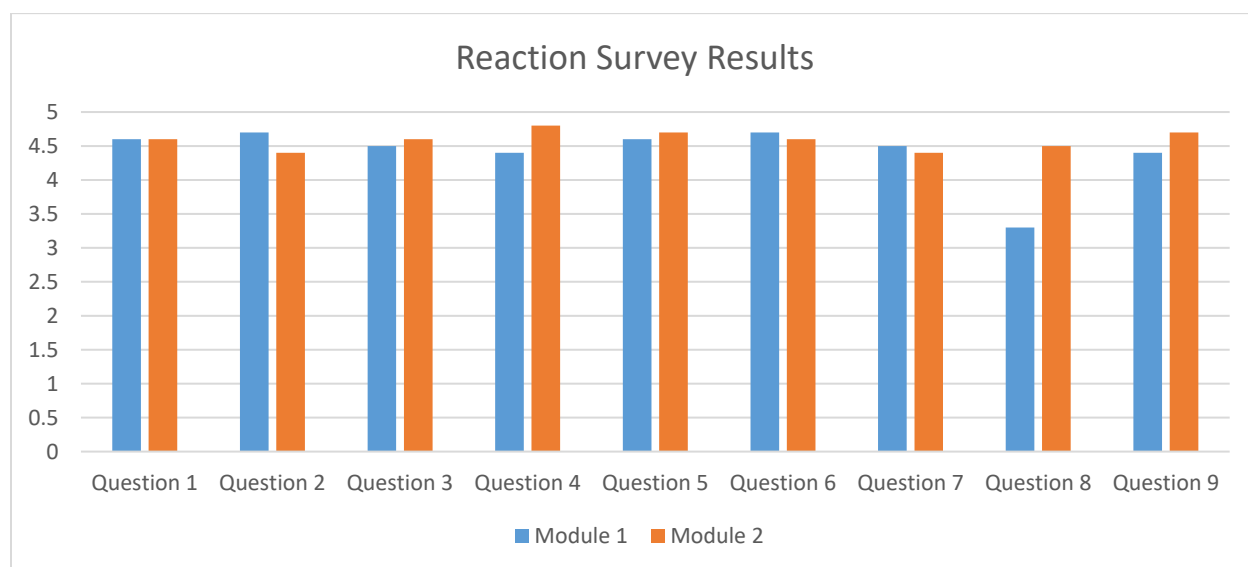
Level 2 – Learning:

The module 1 online pre and posttest scores were tracked using Adobe Connect (*See Appendix J*). Statistical analysis was preformed to determine if learning came from the training or from outside influencers. After comparing scores, it was found that there was an average net gain of 12.1 points between the pretest and posttest scores. It was determined, with 95% confidence, that the large 12.1 net gain was due to the training program and not by random chance. This means that the online courses did in fact increase the participant's knowledge of the foundations of MI.

The Module 2 tests were used to determine the participant's proficiency at using the MI skills and teaching these skills to others. Two tests were given to determine their level of proficiency: Role Play Interviews and Teach Backs. Participants were required to achieve a score of 85% or better on both of these tests to pass. These tests were graded by the Instructor of the course according to a grading rubric provided on the testing sheets (*See Appendix F-G*). Due to time constraints only posttests were conducted, once the participants completed all of the sessions of the training program. The average score of all the participants for the role play test was 96%, with a high of 100%, and a low of 92%. Every participant passed the role play test on their first try. The average score of all the participants for the teach back test was 91%, with a high of 100%, and a low of 86%. Every participant passed the teach back test on their first try.

Stakeholders will be pleased to see that overall due to the high percentage of success in both the module 1 tests, and the module 2 tests, it has been determined that the training program was conducive to teaching MI, and classified as successful on this level of evaluation. Due to this high level of success at this time there are no recommendations for changes or improvements at level 2.

Level 3 – Behavior:

Behavior was measured using the participant behavior change survey (*See Appendix H*). This survey was used to determine participants own perceptions about how they have been using MI while working in the facilities and how their behavior has changed since completing the training program. To quantify the level 3 participant behavior change surveys, all answers were given a numerical value (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree). These values were then calculated together and averaged out to give an overall impression of participant's perceptions of their own change in behavior.

These surveys were sent out to all participants who had completed module 1 of the training program. The question, "What is your job function?" was used to determine if the participants were direct care staff or not, and those surveys completed by non-direct care staff were removed from the analysis. During the analysis the questions were broken down into three separate sections: 1) Participants feelings on how much they use MI in their work, 2) If participants are taking the time to teach their co-workers the skills, and 3) Barriers preventing them from using MI in the workplace – both by themselves and the climate of their workplaces.

The first surveys were sent out to the participants prior to the implementation of the course so that a baseline of behavior could be determined. At this point participants seemed to believe they had some knowledge of MI and implemented it in their work, but the overall average for all responses to this first survey was only a 1.8 – see Figure 2. The largest change came after the second survey was completed, which was 2 months after the implementation of the training program, the overall average jumped up from 1.8 to 2.9 after the implementation of the training program. From there over the next two years, the length of completing a full module 2 session and one year after, participant's overall averages steadily increased until they plateaued around 4.7. From the data gathered it seems safe to assume that participant's behavior in regards to using MI while working with the youth has increased. All of the data here is based on the participants own perceptions of their behavior change, and so it should be taken with caution as to how much behavior change has actually occurred.

Figure 2 – Behavior Change Timeline
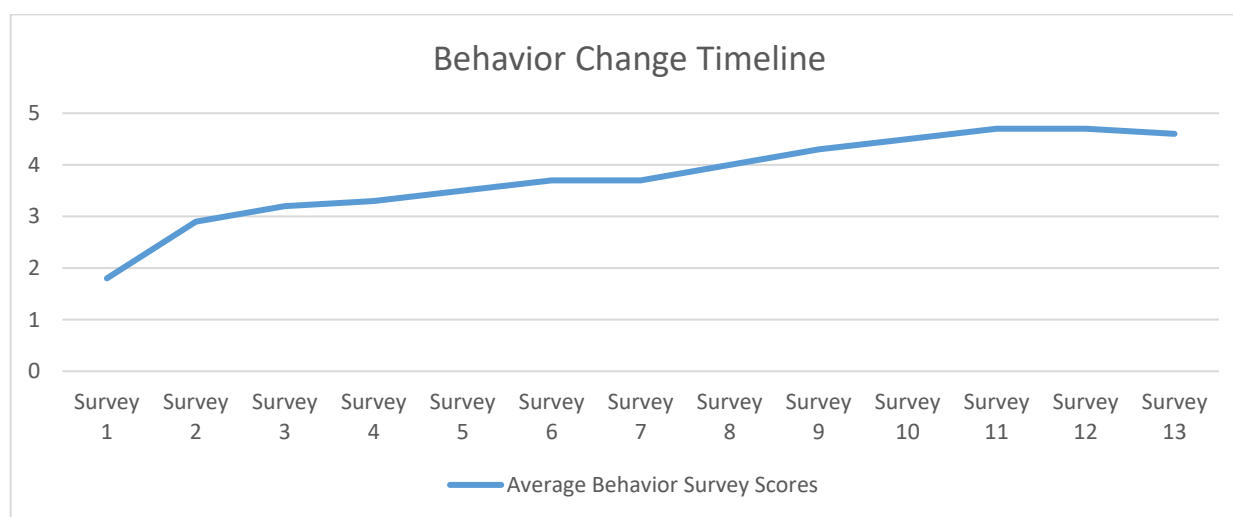
Level 4 – Results:

As mentioned before the level 4 data was collected using pre-existing methods of data collection and so no tools were created. All of the data used is collected by the Divisions research department on a monthly basis. Three types of data were collected each month: recidivism rates, number of youth in the division, and total operational costs – see Table 1. The data that was collected specifically for this evaluation consisted of 6 years' worth of data. The reason for looking at this much data was to see what sort of an impact the training program really had, and to help determine if there were any other factors influencing the end results.

At this level of the evaluation, it is hard to say exactly what the real impacts of the training program are. Looking at Table 1, it seems like the average recidivism rate, number of youth in the Division, and operational costs began to lower once the training program was implemented, but further data collection

in the future will need to be collected to check for this trend. Only having one years' worth of data after the implementation of the training program does not give a clear enough picture of what is going on. If these trends continue to lower or plateau around the year 6 numbers, it may be safe to assume that the training program was the cause of these results. However, other influences may have been in play that caused these results, and they need to be looked at before any final conclusions can be made. These other factors could include, but should not be limited to: new legislation that is passed, other programs being implemented by the facilities, younger youth aging out of the system, etc. Further analysis will need to be done to determine all the factors that could have contributed to these results, and to eliminate them as possible causes.

If it is found out that the results in Table 1 are representative of actual benefits caused by the training program, then it would be recommended that the training program be continued as is or improved. The stakeholders of this evaluation and training program should make sure to complete a thorough evaluation of all the factors that could potentially be the cause of the results found in Table 1, to determine if the training program really was the cause of the results.

Table 1 – Yearly Averages of Data Collected

	Average Recidivism Rate	Average Number of Youth in the Division	**Average Operational Costs
Year 1	30%	15,567	$105,000,000
Year 2	26%	14,392	$99,000,000
Year 3	28%	15,123	$103,000,000
Year 4	28%	14,939	$102,000,000
*Year 5	24%	14,123	$96,000,000
Year 6	19%	13,384	$91,000,000

This was the year the training program was implemented.
**Average Operational Costs are rounded to the nearest $1,000,000.*

Appendix A – Project Timeline/ Gantt Chart

The following Gantt Chart is a timeline for the evaluation process that was followed for this evaluation. It is a simple process, but it shows all the steps that had to be followed in order to complete the entire evaluation process. The whole evaluation took roughly 2 years to complete because of the nature of the training program and the way it was set up – 8 sessions completed over 2 years for the face-to-face course. You will notice that data was collected every month for levels 1 and 2 because the training program took place during each of these months. Level 3 data was collected during the month prior to the implementation of the training program to get a base line of behavior, and then collected every 2 months. The level 4 data did not have to be collected until the last months because all of this information was already being collected by the Divisions research department.

Year 1												
Evaluation Process	1	2	3	4	5	6	7	8	9	10	11	12
Needs Analysis	▉											
Determine Evaluation Goal	▉											
Development of Evaluation Objectives	▉											
Methodology	▉											
Audience Analysis	▉											
Context Analysis	▉											
Develop Evaluation Instruments	▉											
Design Evaluation Plan/Procedure	▉											
Data Collection/Implementation of Evaluation		▉	▉	▉	▉	▉	▉	▉	▉	▉	▉	▉
Module 1 Data Collection		▉	▉	▉	▉	▉	▉	▉	▉	▉	▉	▉
Level 1 – Reaction		▉	▉	▉	▉	▉	▉	▉	▉	▉	▉	▉
Level 2 – Learning		▉	▉	▉	▉	▉	▉	▉	▉	▉	▉	▉
Level 3 – Behavior	▉			▉		▉		▉				
Level 4 – Results												
Module 2 Data Collection		▉	▉	▉	▉	▉	▉	▉	▉	▉	▉	▉
Level 1 – Reaction		▉	▉	▉	▉	▉	▉	▉	▉	▉	▉	▉
Level 2 – Learning		▉	▉	▉	▉	▉	▉	▉	▉	▉	▉	▉
Level 3 – Behavior	▉			▉		▉		▉				
Level 4 – Results												
Data Analysis/Interpretation												
Module 1 Data Analysis												
Level 1 – Reaction												
Level 2 – Learning												
Level 3 – Behavior												
Level 4 – Results												
Module 2 Data Analysis												
Level 1 – Reaction												
Level 2 – Learning												
Level 3 – Behavior												
Level 4 – Results												
Develop Evaluation Report												
Distribute Evaluation Report												

Year 2												
Evaluation Process	1	2	3	4	5	6	7	8	9	10	11	12
Needs Analysis												
Determine Evaluation Goal												
Development of Evaluation Objectives												
Methodology												
Audience Analysis												
Context Analysis												
Develop Evaluation Instruments												
Design Evaluation Plan/Procedure												
Data Collection/Implementation of Evaluation	green	green	green	green	green	green	green	green	green	green		
Module 1 Data Collection	yellow	yellow	yellow	yellow	yellow	yellow	yellow	yellow	yellow	yellow		
Level 1 – Reaction	blue	blue	blue	blue	blue	blue	blue	blue	blue	blue		
Level 2 – Learning	blue	blue	blue	blue	blue	blue	blue	blue	blue	blue		
Level 3 – Behavior	blue		blue		blue		blue		blue			
Level 4 – Results									blue			
Module 2 Data Collection	yellow	yellow	yellow	yellow	yellow	yellow	yellow	yellow	yellow	yellow		
Level 1 – Reaction	blue	blue	blue	blue	blue	blue	blue	blue	blue	blue		
Level 2 – Learning	blue	blue	blue	blue	blue	blue	blue	blue	blue	blue		
Level 3 – Behavior	blue		blue		blue		blue		blue			
Level 4 – Results									blue			
Data Analysis/Interpretation									green	green	green	
Module 1 Data Analysis									yellow	yellow	yellow	
Level 1 – Reaction									blue	blue	blue	
Level 2 – Learning									blue	blue	blue	
Level 3 – Behavior									blue	blue	blue	
Level 4 – Results									blue	blue	blue	
Module 2 Data Analysis									yellow	yellow	yellow	
Level 1 – Reaction									blue	blue	blue	
Level 2 – Learning									blue	blue	blue	
Level 3 – Behavior									blue	blue	blue	
Level 4 – Results									blue	blue	blue	
Develop Evaluation Report												green
Distribute Evaluation Report												green

Appendix B – Module 1: Reaction Survey

Motivational Interviewing

All evaluations are anonymous. No identifying information will be collected.

* Required

Did this training enhance your knowledge in Motivational Interviewing? *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Was the subject matter or course content relevant to your job? *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Do you feel the activities, practices, or games helped you gain a clearer understanding of the subject? *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Did you feel the amount of time it took to complete this course was appropriate for this content? *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Do you feel as though the course contained all the information necessary to learn what was being taught? *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Was this course easy to navigate? *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Did the material presented, flow together? *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Do you feel the content was appropriate for online delivery? *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Overall did you enjoy the course? *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

What do you feel were the strengths of this online course?

In what ways do you feel this online course could improve?

Appendix C – Module 1: Online Motivational Interviewing Pre and Posttest Quiz

1. Which of the following is **NOT** one of the four key components of the Spirit of MI?
   a. Autonomy
   b. Evocation
   c. Collaboration
   d. Authoritarian Role
   e. None of the Above
   Answer = D

2. What does OARS stand for?
   a. Original Ideas, Affirmative Action, Reaction, Sanction
   b. Open-Ended Questions, Affirmations, Reflections, Summaries
   c. Obstacles to Overcome, Actions to Take, Resources Available, Situational Circumstances
   d. Observation and Assessment, Receiving Center, Secure Care
   Answer = B

3. Choose which questions would be open-ended questions (select all that apply).
   a. "How do you see yourself in five years?"
   b. "Tell me about some of the problems you have been having?"
   c. "Do you feel bad when you smoke weed?"
   d. "Why do you feel it is important for you to change your behaviors?"
   e. "Have you ever thought about giving up drinking?"
   Answer = A,B,D

4. Affirmations should only be used to affirm positive behavior change, and should be genuine?
   a. True
   b. False
   Answer = A

5. When setting goals for the youth the goal should be a_____ goal.
   Answer = SMART

6. A SMART goal that is measurable is one that…
   a. Can be measured with a ruler
   b. Should be so out of reach it is impossible to measure
   c. Can measure the level of success and whether the goal has been accomplished
   d. Vague so that you can more easily pick out why you think you accomplished the goal
   Answer = C

7. Ambivalence is the state of having set and unchangeable ideas about something or someone?
   a. True
   b. False
   Answer = B

8. Which of the following **IS** one of the four types of change talk?
   a. Ability
   b. Need
   c. Desire
   d. Reason

     e.   All of the above

     Answer = E

9. Which of the following is an example of commitment talk? (Choose only one)

     a.   "Once I leave here I'm going to go home and throw my cigarettes down the toilet!"

     b.   "I want to stop smoking, but I just don't know where to start…"

     c.   "I threw out all my packs of cigarettes this morning; I'm ready to make a change!"

     d.   "If I don't stop smoking then I'm not going to make it to my son's graduation."

     e.   None of the Above

     Answer = A

10. Match the correct Change Talk Technique (IQLEDGE) to the correct example on the right.

     a.   Importance/Confidence Ruler   ___ "What if you were to never change?"

     b.   Query Extremes   ___ "On a scale of 1 to 10 how do you feel

     c.   Looking Back/Looking Forward   about being able to change?"

     d.   Evocative Questions   ___ "Tell me more about how you started

     e.   Decisional Balance   smoking?"

     f.   Goals and Values   ___ "How does this go with where you want

     g.   Elaborating   to be in your life?"

     Answer = B,A,G,F,D,E,C   ___ "Have you ever thought about making a

                  change in your life?"

                  ___ "Tell me about some of the positives

                  you see in your drinking?"

                  ___ "Tell me about a time before you

                  started drinking?"

11. Motivational Interviewing is a collaborative conversation style that helps strengthen a person's own motivation for, and commitment to change by telling someone why they need to change and how they can accomplish their goals.

     a.   True

     b.   False

     Answer = False

12. Which of the following **IS** a way of dealing with discord?

     a.   Emphasizing Personal Control

     b.   Changing the Subject

     c.   Continuing Onward

     d.   Agreement with a Twist

     e.   Both A and D

     f.   All of the above

     Answer = E

Appendix D – Module 1: Non-Score Tracking Quiz Games

The non-score tracking quiz games are to provide the learners with the opportunity to track their own learning during the course. These quiz games were created for the online courses prior to beginning the evaluation process, and do not directly line up with the evaluation objectives stated above, this is why they have not been included into the evaluation.

Appendix E – Module 2: Reaction Survey

Advanced Motivational Interviewing

All evaluations are anonymous. No identifying information will be collected.

*Required

Do you feel as though the instructor did a good job? *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Was the subject matter or course content relevant to your job? *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Do you feel the activities, practices, or games helped you gain a clearer understanding of the subject? *

⦿ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Do you feel like the 3-month gaps in-between sessions is beneficial to allow for practice of the skills? *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Do you feel as though the course contained all the information necessary to learn what was being taught? *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Do you feel that having already completed the online courses helped you to learn the skills quicker? *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Was your interaction with other participants beneficial and helpful? *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Were the facilities appropriate for this kind of training? *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Overall did you enjoy the course? *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

What do you feel were the strengths of this online course?

In what ways do you feel this online course could improve?

Appendix F – Module 2: Proficiency Role Play Coding Sheet

Motivational Interviewing Skills Test Coding Sheet

Interviewer: _____   Overall Score: _____/ 100_

Coder: _____

Behavior: _____

Codes – Use the grading rubric, on the back, to give each of these skills a score between 1-10

MI Skills		Score	MI Skills		Score
O	Open Question		S	Summary	
C	Closed question		A	Affirmation	
Rs	Simple Reflection		Cf	Confrontation	
Rc	Complex Reflection		T	Teaching	

Use the following coding sheet to track when and how many times each skill is being used.		
No.	Code	Notes:
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Scoring – Use the grading rubric, on the back, to give both of these questions a score between 1-10

Did they follow the spirit of MI by being collaborative, allowing the youth autonomy, and by evoking change?

Score: _____

Did they follow the 4 principles of MI: Express Empathy, Develop Discrepancy, Roll with Resistance/ Discord/ Ambivalence, and Support Self Efficacy?

Score: _____

Coding Sheet Grading Rubric:

Point Ranges	Excellent – 8-10	Average – 4-7	Below Average – 1-3
Open Ended Questions	Used only open-ended questions and followed the 2:1 ratio.	Mostly used open-ended questions, some closed questions.	Almost no use of open-ended questions, or was interrogative.
Closed Questions	No close-ended questions used, and kept inflection down so reflections weren't closed questions.	A mixture of both close-ended and open-ended questions. Upwards inflections made some reflection's closed questions.	Almost all questions were close-ended or it seemed interrogative. Upward inflection on most reflections.
Simple Reflections	Good use of simple reflections, and had proper inflection.	Used some simple reflections, sometimes used improper inflection.	Almost no use of simple reflections, or the inflection always went the wrong way.
Complex Reflections	Really good complex reflections that helped elicit more information.	Some complex reflections used, or they did not elicit much information.	Little to no complex reflections used.
Summary	Remembered to summarize key components and use them to show understanding.	Used few summaries, but didn't summarize all key points, or summarized negative information.	Didn't summarize at all. May have mentioned some key points in reflections though.
Affirmation	Affirmed at appropriate times and made the affirmations about the client.	Affirmed a few times, and did not make the affirmations about the client – I vs You.	Did not affirm at all or very few times.
Confrontation	Did not confront the client. Resisted the righting reflex.	Some confrontation and use of the righting reflex, but mostly maintained composure	Very confrontational and had a hard time avoiding the righting reflex.
Teaching	Used the EPE format for all teaching moments. Asked them for their opinion.	Got some feedback from the participant, but did not use the EPE format.	Told the client what they needed to do. Less teaching, more commanding.
Spirit of MI	They maintained the spirit of MI and gave the client autonomy in the interview.	Had some trouble being collaborative and maintaining client autonomy.	Took over control of the interview and did not allow the client autonomy.
Principles of MI	They maintained all the 4 principles of MI throughout the interview. Helped to build the clients self-efficacy.	They had some troubles maintaining the 4 principles of MI. Sometimes they used them, sometimes they didn't.	No use of the 4 principles of MI. Did not roll with resistance, develop self-efficacy, express empathy, or develop discrepancy.

Appendix G – Module 2: Teach Back Grading Sheet

Motivational Interviewing Coaching Test Skills Sheet

Participant: _____

Grader: _____

Circle the score you feel is most appropriate for how the participant performed: 1=Poorly 4=Excellent.

They were able to gain the classes attention: 1   2   3   4
Comments:

They had a full activity ready to teach: 1   2   3   4
Comments:

They described how to perform the activity clearly: 1   2   3   4
Comments:

They properly described how to perform the skill: 1   2   3   4
Comments:

They addressed any issues that they saw with the class: 1   2   3   4
Comments:

They worked individually with those who were struggling: 1   2   3   4
Comments:

Participants level of comfort in teaching the skill: 1   2   3   4
Comments:

They were able to answer any questions the class had: 1   2   3   4
Comments:

Participants Overall Performance: 1   2   3   4
Comments:

Total Score: _____ / 36

Appendix H – Module 1 and 2: Participant Behavior Change Survey

Motivational Interviewing Participant Survey

All evaluations are anonymous. No identifying information is collected.

* Required

What is your job function within DJJS? *

_____

Which MI courses have you completed, or are working towards completing? (Select all that apply) *

- ☐ DJJS Online MI Course
- ☐ Advanced Face-to-Face MI Course
- ☐ Courses completed outside of DJJS
- ☐ Other: _____

I practice using MI on a daily basis with the youth, and my co-workers. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree

I use the Spirit of MI in all my interactions with the youth, and my co-workers. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree

I use OARS as a means of eliciting information from youth, and co-workers I am working with. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree

I have begun to work with my co-workers to practice MI, and better learn the skills. *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree

○ Strongly Disagree

I try to teach my co-workers the skills of using MI any chance I get. *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

I feel like my use of MI has increased since taking/completing the Divisions MI courses. *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

I feel as though MI is an important skill set for me to have. *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

I feel as though there are better tools/skills than MI, for eliciting change from the youth. *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

My supervisors and co-workers are very supportive of using MI in the workplace. *

○ Strongly Agree

○ Agree

○ Neutral

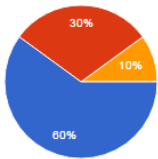○ Disagree

○ Strongly Disagree

What has helped you to begin implementing the use of MI into your work?

Are there any barriers you face in trying to implement MI into your work?

Appendix I – Reaction Survey Scoring Example

Though the data will be collected electronically through Google Forms, it is beneficial to understand how this is done, and how the data will be used to make improvements. Once a survey has been filled out it will automatically populate within a Google Spreadsheet. On the second page of this spreadsheet it will automatically count up the total number of responses to each possible response for each question. Based on the response it will then be multiplied by its respective quantitative value (*listed in the example portion below)*, and then averaged out to give us an overall score. Anything below a 4.5 will be looked out for improvements.
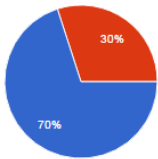
Did the material presented flow together?

Strongly Agree	6	60%
Agree	3	30%
Neutral	1	10%
Disagree	0	0%
Strongly Disagree	0	0%

Do you feel the content was appropriate for online delivery?
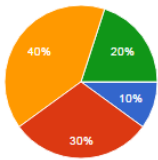
Strongly Agree	1	10%
Aree	3	30%
Neutral	4	40%
Disagree	2	20%
Strongly Disagree	0	0%

Overall did you enjoy the course?

Strongly Agree	7	70%
Agree	3	30%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

Example:

Question 8 – Do you feel the content was appropriate for online delivery?

Quantitative Values of Each Answer
Strongly Agree = 5
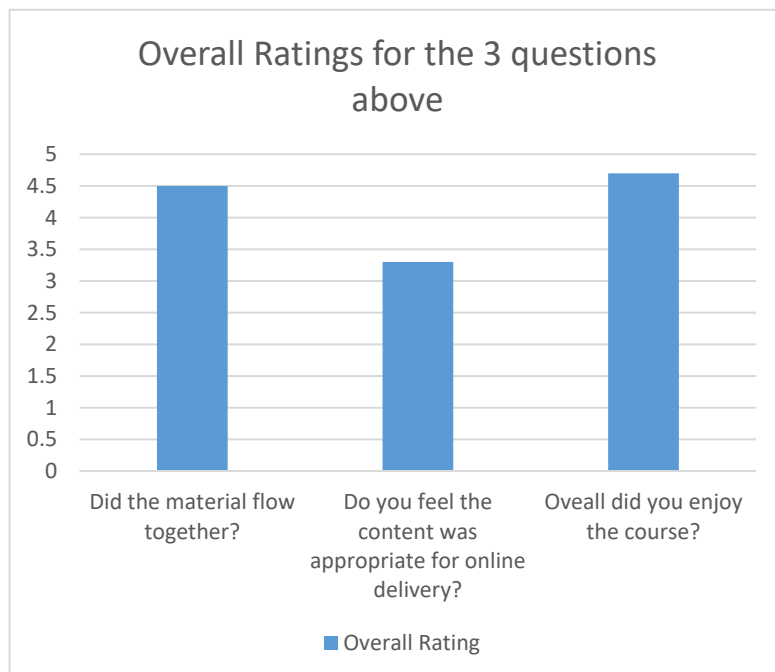Agree = 4
Neutral = 3
Disagree = 2
Strongly Disagree = 1

Steps to average out the scores
1. Add the totals of all the scores together = 5x1 + 3X4 + 4X3 + 2X2 + 0X1 = 33
2. Average the scores = 33/10 = 3.3
3. Since it is only 3.3 this question needs to be looked at to determine what improvements need to be made.

Overall Ratings for the 3 questions above

Question	Overall Rating
Did the material flow together?	4.5
Do you feel the content was appropriate for online delivery?	3.3
Oveall did you enjoy the course?	4.7

Copy of MI - Module 4 (Responses)
File Edit View Insert Format Data Tools Form Add-ons Help   All changes saved in Driv

	A	B	C	D	E	F
1	Question 1					
2	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Average
3	30	16	0	0	0	4.6
4	Question 2					
5	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Average
6	35	12	0	0	0	4.7
7	Question 3					
8	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Average
9	30	12	3	0	0	4.5
10	Question 4					
11	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Average
12	20	24	0	0	0	4.4
13	Question 5					
14	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Average
15	30	16	0	0	0	4.6
16	Question 6					
17	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Average
18	35	12	0	0	0	4.7
19	Question 7					
20	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Average
21	30	12	3	0	0	4.5
22	Question 8					
23	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Average
24	5	12	12	4	0	3.3
25	Question 9					
26	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Average
27	25	16	3	0	0	4.4
28						
29						

Appendix J – Online Quiz Scoring
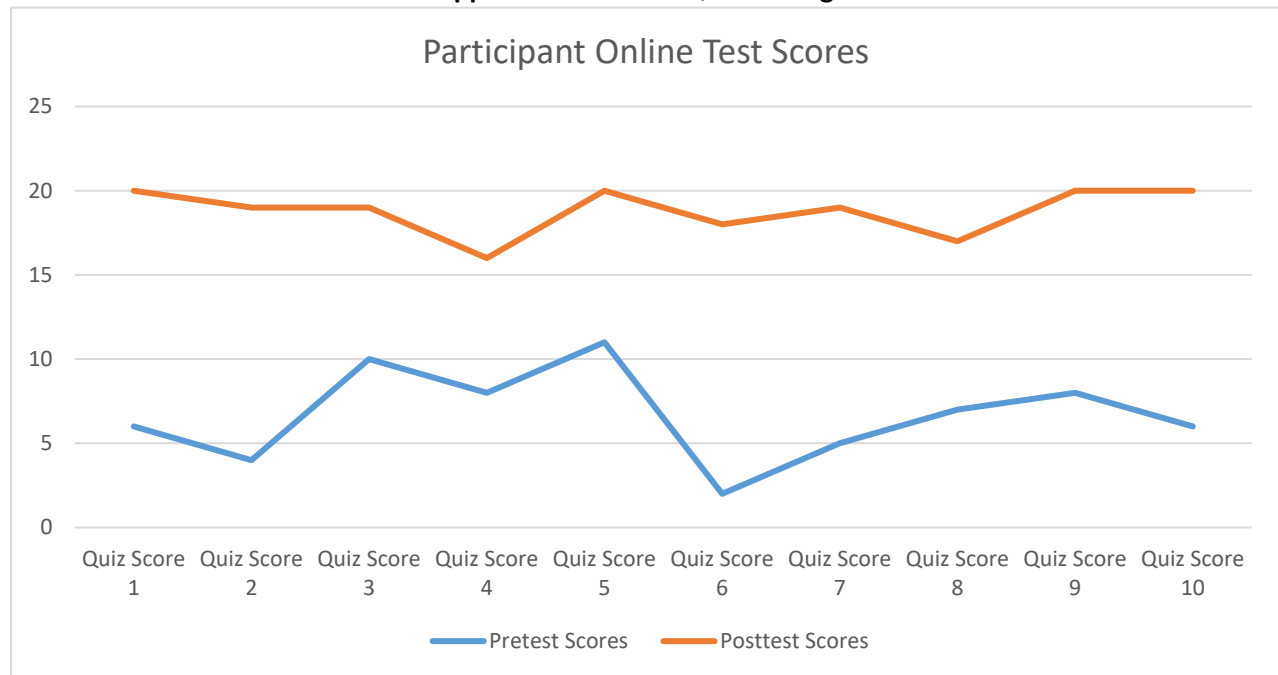
Quiz Scores	Pretest Score	Posttest Score
Quiz Score 1	6	20
Quiz Score 2	4	19
Quiz Score 3	10	19
Quiz Score 4	8	16
Quiz Score 5	11	20
Quiz Score 6	2	18
Quiz Score 7	5	19
Quiz Score 8	7	17
Quiz Score 9	8	20
Quiz Score 10	6	20

Average of Pretest Scores = 6.7

Average of Posttest Scores = 18.8

Net Gain = 12.1

Statistical analysis was preformed to determine if learning came from the training or from outside influencers. It was determined, with 95% confidence, that the large 12.1 net gain was due to the training program and not by random chance.

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