Global Peace Festival Foundation

Final Evaluation Report
of
Global Peace Festival Foundation’s
Character Competencies Program
Summer 2010 Youth Jobs Initiative
Atlanta, Georgia

August 18, 2010

Representing a unique partnership of federal, state and city agencies, and nonprofit:

- Mayor’s Office, Atlanta GA
- Georgia State Senator, District 10
- Administration for Children and Families
- GA Department of Human Services
- City of Atlanta, Workforce Development Agency
- Global Peace Festival Foundation

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I. PROJECT SUMMARY

Global Peace Festival Foundation’s
Character Competencies Program
Summer 2010 Youth Jobs Initiative
Atlanta, GA

A. Overview
A unique pilot collaboration of federal, state, and city agencies, and an international nonprofit organization, provided workplace and life skills training in the summer of 2010 to some 300 of the 1700 youth employed in a summer youth jobs initiative in Atlanta, GA. The foundational curriculum used for the youth training was *Tackling the Tough Skills™: A Curriculum Building Skills for Work and Life*, developed by University of Missouri Extension.

The Global Peace Festival Foundation (GPFF) launched its Character Competencies Program (CCP) on May 26, 2010, to develop both performance character (doing one’s best work) and moral character (doing the right thing) in the young people who participated in the program. The CCP provided the 300 youth with instruction and opportunities to develop a positive attitude, effective communication skills, and problem solving abilities that lead to success in work, school and life. The Georgia Teenwork Program provided eligible teens with work experience, training and skills through summer employment. Both programs are funded in part by the Georgia DHS with American Recovery and Reinvestment (ARRA) funds through TANF’s subsidized employment initiative.

A Memorandum of Agreement was signed June 1, 2010, at the Atlanta City Hall by Atlanta Mayor Kasim Reed; Southeast Regional Administrator Carlis V. Williams of the Administration for Children and Families, US Department of Health and Human Services; Commissioner B. J. Walker, Georgia Department of Human Services; and Rev. Paul Murray, Executive Director of GPF-USA of the Global Peace Festival Foundation.


B. Facilitator Training and Support
The Atlanta Workforce Development Agency (AWDA), a bureau of the City of Atlanta under the Executive offices of the Mayor, hired seven individuals to serve as facilitators of the Character Competencies Program. On May 20, 2010, these facilitators gathered with GPFF facilitators, administration of Children and Families (ACF) and AWDA staff to attend training on use of the curriculum, led by Rosilee Trotta, LCSW, of University of Missouri Extension.

Trotta authored *Tackling the Tough Skills™: A Curriculum Building Skills for Work and Life* and serves as a trainer and workforce development consultant with University of Missouri Extension. Various levels of support were provided to the facilitators such as daily preparation and reflections meetings, bi-weekly support Conference Calls with Tony Devine, Director, CCP Program GPFF; Rosilee Trotta; Sophia Kirkley, CCP Coordinator GPFF and Richard Case Business Development Manager, AWDA.

C. Curriculum Modules
The following modules were presented during the summer program. The content of Module 5 was integrated into relevant portions of the other modules.
Module 1 It’s All about Attitude
Module 2 Communication: It’s Not Just Talking
Module 3 Dealing with Anger and Handling Conflict
Module 4 Problem Solving
Module 5 Working Together for a Better Program

D. Tackling the Tough Skills™ Curriculum

*Tackling the Tough Skills™* is a fun, innovative and highly interactive life skills curriculum published by University of Missouri Extension to help hard-to-reach adults or teens prepare for success in work and life. This original life skills curriculum was written in 1998 by Rosilee Trotta, LCSW, Urban Youth & Family Specialist with University of Missouri Extension. The curriculum was piloted from November 1998 through June 2000 in a three-week, 90-hour program called WorkWays™ to help adults in the St. Louis area transition from welfare to work. Since it was published in June 2000, *Tackling the Tough Skills™* has been available as an educational resource to teach life skills or soft skills to adult and teens. To date, the curriculum has been purchased by organizations and individuals from all 50 states and 20 countries and territories. More information about the curriculum is available at [http://extension.missouri.edu/tough-life-skills](http://extension.missouri.edu/tough-life-skills).

E. Character Competencies Program

*Tackling the Tough Skills™* covers critical life skills related to attitude, responsibility, communication, problem solving, preparing for the workplace, self-esteem, conflict resolution, anger management, dealing with stress, critical thinking and teamwork.

Employers tend to place more emphasis on personal character or performance characteristics (work ethics, communication, motivation, etc.) rather than on specific work-related skills (work experience, technical skills, etc.). The Character Competencies Program helped participating youth to cultivate: Being an Ethical Worker; Communication Ability; Ability to Learn on the Job; Motivation and Initiative; Working with Others; Ability to Solve Problems; Interpersonal Skills; Positive Attitude and Being reliable and dependable.

The learning was not only cognitive; it was experiential and hands-on for the very issues participating youth faced in their lives such as stress, battling others’ perception of them, taking responsibility, communicating with their boss and co-workers, seeking out the resources they need and maintaining a productive attitude, especially regarding themselves.

F. Youth Background

It is important to note that all of the youth were randomly selected for the CCP program. As one of our facilitators pointed out, “Some students have no guidance and are conditioned into negative lifestyles. They had never heard anything about having an optimistic character.” Participants of CCP came from a variety of backgrounds, from low-income families to well-to-do families, from those who are working to tackle drug abuse to those who are going to college on a full-ride sports scholarship. CCP was able to reach many students who previously did not know or have anyone who cared about them. The CCP program was designed so that students focus on what each lesson means to them individually and how they can affect personal change by applying these lessons.
G. Unexpected Outcome
A positive outcome of the program was the innate ability of the facilitators to relate to the students on their level, based on their own personal life and career experience.

“Oh the first day I realized that this was going to be a challenge. I had to look deep down to find the strength for a way to communicate with students that were from different backgrounds, attitudes, and even those who were raised differently from me and my generation. (I had) to use the way I raised my children, to relate to them, and it worked...” - JB

“I observed and listened to the kids, helping them merge into the change which this program provided. We facilitators opened up to the kids with open ears and arms to show them they were not alone. – GG

“With all the passion, enthusiasm and knowledge we had we entered into the classroom. In our hearts there was no difference between our children at home and the children in the class.” - CB

The students were also supported by their work supervisor to ensure that they attend the CCP classes and to reinforce the lessons from class on their site. Several supervisors at City Hall requested more of their interns to be a part of the program.

H. Closing Event
On Tuesday, July 20th 2010, the Character Competency Program held its Closing Event in the Sullivan Hall Auditorium at the Atlanta Workforce Development Agency. Certificates were provided to the students recognizing their participation and the lessons they learned.

Student representatives Precious Marshall, Darisha Watson, Anthony Jordan, and Markelle Love gave short testimonies of what the program meant to them. Anthony had always been a helpful and avid participant in class and he received an extension of employment at his worksite for his performance. Precious Marshall was removed from the Mayor’s Youth Program for persistent tardiness, but upon her second chance, she made a turn-around and remarkable transformation. During a reflection meeting she shared how before meeting this group of facilitators no one had ever cared about her success.

Key stakeholders, Carlis Williams, Deborah Lum, Robert Welsh, Paul Murray and Tony Devine greeted, addressed, and encouraged the students. Senator Emmanuel Jones, State Senator (D10) and Chairman of GPFF Atlanta, with the support of his wife, Dr. Gloria Jones, gave an inspiring address sharing how he overcame his very difficult childhood circumstances, growing up in Atlanta to become the man he is today.
II. EVALUATION SUMMARY

A. Overview
Tony Devine, director of program and resource development for the Global Peace Festival Foundation (GPFF), worked with Roxanne Miller of University of Missouri Extension in St. Louis to conduct an evaluation at the end of the CPP program. As a doctoral candidate in adult education at the University of Missouri-St. Louis, Miller developed a Tough Skills Step-Scale Evaluation Tool to use in evaluating the *Tackling the Tough Skills™* program.

B. Research Base for the Evaluation Tool
In developing the evaluation tool, Miller adapted two ideas from Nancy Ellen Kiernan, a program evaluator at Penn State Cooperative Extension: a step-scale measure (Kiernan & Brock, 2000) and retrospective questions (Kiernan, 2001).

A step-scale measure looks like a set of steps, providing a graphic illustration on which one can mark responses to Likert-scale type questions (responses ranging from 1 to 7, for example). According to Kiernan and Brock (2000), the step-scale measure has several benefits: 1) It can increase validity of data by providing a larger number of answer choices; 2) it allows data to be collected at one point in time, or at two points in time, before and after a program; 3) it can be adapted for youth; and 4) it can be used successfully with low-literacy audiences.

Kiernan and Brock (2000) suggest creating the step-scale by first deciding on the number of points to be used in the scale, ranging from 7 to 11. Then determine how the bottom and top of the scale will be labeled, such as *not confident at all/very confident, not likely/very likely, or not important/very important*. They recommend using the step-scale to collect evaluation data both before and after the program. To determine the participants’ perception of changes in skill, attitude, or knowledge, they say to place a “B” on the step signifying BEFORE the program, and an “A” on the step indicating AFTER the program. To analyze the data, they recommend numbering the steps consecutively and analyzing the responses as nominal, ordinal, or continuous data using a computer; finding the percent of participants who increased one, two, or more steps; and comparing BEFORE and AFTER results.

Further elaborating on the idea of having participants mark before and after responses on the same step-scale, Kiernan (2001) suggests using *retrospective questions* as an alternative to the use of the “pre-post method.” In the pre-post method, a question would be asked in a pre-test at the beginning of the class and again in a post-test at the end of the class. An alternative approach “has received attention in the literature as more valid and certainly more efficient when seeking information about behavior changes.” This approach asks both questions about their behavior (before and after the program), but asks both questions at the same time, after the program.

C. Development of the Evaluation Tool
Miller created a three-page evaluation tool for use with the *Tackling the Tough Skills™* curriculum. The first two pages include seven step-scale questions relating to confidence level in knowing ways to do the following life skills covered in the curriculum:
1) Dealing with change in my life
2) Dealing with stress
3) Handling conflict
4) Communication
5) Dealing with anger
6) Working on a team
7) Creative problem-solving.

Miller used the terms *Before (B)* and *Now (N)* to stand for the two points of time asked in the first seven questions.

The third page asks 11 questions:
8) Which workshops participants attended
9) To what extent the program helped in *your family life*
10) To what extent the program helped in *your relationships with friends*
11) To what extent the program helped you *at work*
12) Specific concepts learned in the program
13) Gender
14) Age
15) Race/ethnic background
16) One thing I *liked* about this program was . . .
17) As a result of this program I want to . . .
18) Other comments.

**D. Data Analysis**

The paired ordinal data obtained in the *Before* and *Now* responses in the Step-Scale Evaluation Tool permit the use of a nonparametric statistical technique called the *Wilcoxon Matched-Pairs Signed-Ranks Test*. This test gives more weight to a pair of responses that shows a large difference between the two scores than to a pair that shows a small difference (Siegel, 1956). For example, the difference between steps 3 and 4 is 1, but the difference between steps 1 and 7 is 6.

The Tough Skills Step-Scale Evaluation Tool asks participants at the *end* of the *Tackling the Tough Skills™* training if they see a difference in their confidence level *before (B)* and *now (N)* after the training related to specific life skills. If they see no difference before and now, they would mark both responses on the same step, for a difference of 0 in the two scores. If the curriculum has no effect on participants, theoretically everyone would respond in this way.

However, if participants see a difference in their confidence level before and after the training, they can indicate that difference by marking their responses on different steps.

Responses provide at least four main types of information that are valuable in the evaluation:

1. For each skill, participants indicate on which step they think they *started* the program. When the Wilcoxon Matched-Pairs Signed-Ranks Test is run on all scores
in the class, the resulting score indicates the Median, Mean, Minimum and Maximum responses for each skill.

2. For each skill, participants indicate on which step they think they ended the program. Again, running the Wilcoxon Matched-Pairs Signed-Ranks Test results in obtaining the Median, Mean, Minimum and Maximum responses for each skill.

3. The statistical results for all seven skills can be ranked from lowest to highest initial confidence levels, showing as a group which skill(s) seemed the most challenging, and, likewise, which skill(s) seemed the least challenging.

4. The range of Minimum and Maximum values indicates the diversity of the class relating to the skills.

SPSS software was utilized to run the Wilcoxon Matched-Pairs Signed-Ranks Test. In addition, Excel and Word software were used for analysis and reporting. The final results were entered into a blank evaluation form using PageMaker software.

E. REFERENCES


III. EVALUATION RESULTS

A. Total CPP Youth Participants

*Youth Participants in Character Competencies Program*  
<table>
<thead>
<tr>
<th>Total (% of # registered)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students registered</td>
</tr>
<tr>
<td>Number of students employed by end of program</td>
</tr>
<tr>
<td>Number of students attending the training sessions:</td>
</tr>
<tr>
<td>Module 1: Attitude</td>
</tr>
<tr>
<td>Module 2: Communications</td>
</tr>
<tr>
<td>Module 3: Dealing with Anger and Handling Conflict</td>
</tr>
<tr>
<td>Module 4: Problem Solving</td>
</tr>
<tr>
<td>Number of students attending at least 2 Modules</td>
</tr>
<tr>
<td>Number of students attending at least 3 Modules</td>
</tr>
<tr>
<td>Number of students attending all 4 Modules</td>
</tr>
</tbody>
</table>

B. CPP Youth Participants Who Completed Evaluation

*Youth Participants Who Completed the Evaluation*  
<table>
<thead>
<tr>
<th>Total (% of # registered)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students responding</td>
</tr>
<tr>
<td>Number of students attending the training sessions (N=110)</td>
</tr>
<tr>
<td>Module 1: Attitude</td>
</tr>
<tr>
<td>Module 2: Communications</td>
</tr>
<tr>
<td>Module 3: Dealing with Anger and Handling Conflict</td>
</tr>
<tr>
<td>Module 4: Problem Solving</td>
</tr>
<tr>
<td>Number of students attending all 4 Modules</td>
</tr>
<tr>
<td>Gender (N=111)</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Age (N=98)</td>
</tr>
<tr>
<td>14 yrs</td>
</tr>
<tr>
<td>15 yrs</td>
</tr>
<tr>
<td>16 yrs</td>
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<tr>
<td>17 yrs</td>
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<tr>
<td>18 yrs</td>
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<tr>
<td>19 yrs</td>
</tr>
<tr>
<td>20 yrs</td>
</tr>
<tr>
<td>21 yrs</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Race/Ethnic background (N=107)</td>
</tr>
<tr>
<td>African American</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>Native American</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Other (African American/Native American)</td>
</tr>
</tbody>
</table>
C. Step-Scale Summary and Conclusions
This section summarizes the results of the three-page Tough Skills Step-Scale Evaluation. See Appendix A to see a copy of the evaluation tool and the quantitative results at a glance. The qualitative comments are summarized on pages 10-17.

- The teens learned multiple life skills concepts in the training on several dimensions. Step-scale questions #1 through #7 (pages 1 & 2) summarize the teens’ subjective opinions of what they learned from the program related to dealing with change, stress, conflict, communication, anger management, teamwork and creative problem-solving. On this Likert-type scale, steps #1 through #3 reflect a response toward the "not confident at all" end of the scale, while steps #5 through #7 are on the "very confident" end of the scale. Step #4 provides a middle point.

- The step-scale questions provide a visual picture of the findings as well as quantitative summaries. The results are positioned under the corresponding number on the scale. One can see at a glance that, BEFORE the program, teens as a group felt less confident in their ability to deal with stress (Question #2) and deal with anger (Question #5), since the Median score for each question was on step #4.

- Before the program, teens felt LEAST confident about their ability to deal with anger. Note that on responses as to what was true about themselves BEFORE the program, the lowest Mean (4.16) was on Question #5 (dealing with anger). The next closest question was Question #2 (dealing with stress, Mean=4.25).

- After the program, teens felt significantly more confident in their skills and abilities in all seven areas. Teens as a group reported feeling an increased confidence level ranging between 2 and 3 steps on the scale in seven areas:
  - dealing with change in my life
  - dealing with stress
  - handling conflict
  - communication
  - dealing with anger
  - teamwork
  - creative problem-solving.

- All of these changes in perceived confidence BEFORE the program as compared to AFTER the program are significant (p<.001, one-tailed), using the Wilcoxon Matched-Pairs Signed-Ranks Test nonparametric statistic.

- Teens reported increasing confidence the most (by 3 steps) in their ability to deal with stress (Question #2) and deal with anger (Question #5). The Median score jumped from 4.00 BEFORE the program to 7.00 AFTER the program in these two areas.

- Teens reported their confidence increased by 2 steps in dealing with change in my life (Question #1), handling conflict (Question #3), communication (Question #4), working on a team (Question #6), and creative problem-solving.
(Question #7). The Median score jumped from 5.00 BEFORE the program to 7.00 AFTER the program in these five areas.

- Of the seven step-scale questions about their confidence BEFORE the program, **teens felt most confident about their ability to work well on a team** (Mean 5.09, Median 5.00). It is important to note that teens’ confidence in knowing how to work well on a team increased from a Mean of 5.09 to 6.35.

**D. Qualitative and Multiple Choice Summary and Conclusions**

- Questions #9-#11 indicate teens thought the program was most helpful to them **at work**, followed by being helpful in their **family life**, and being somewhat helpful in their **relationships with friends**.
  - The program was **helpful** in their **family life**. (Question #9, Mean=3.037 out of 4)
  - The program was **somewhat helpful** in their **relationships with friends**. (Question #10, Mean=2.991 out of 4).
  - The program was **helpful** to them **at work**. (Question #11, Mean=3.182 out of 4)

- **Summary of Question #9 comments:** “To what extent did this program help you in your family life?” (# of responses)
  - Anger management .................2
    - “I learned how to keep calm when I’m angry.”
    - “When I get mad I just think about what we went over.”
  - Behavior change .....................2
    - “My weight”
    - “After work instead of going out like I usually do I stayed in the house.”
  - Communication .......................2
    - “To tell someone how you feel with using you.”
    - “I learned that communication is not just talking; it’s more than that.”
  - Problem solving .......................2
    - “This program helped me to solve problems thoughtfully.”
    - “Because if we have a problem in the house I use tips for the classes!!!”
  - Self-confidence ......................2
    - “They told some things that gone help me in my future.”
    - “It taught me how to handle my self in the world.”
  - Thank you ...............................2
    - “Great job thank you”
    - “They were awesome!”
  - Work skills ............................1
    - “To have different work skills”
  - Don’t need help ..........................1
    - “Never help my family I don’t need family help”
• **Summary of Question #10 comments:** "To what extent did this program help you in your relationships with friends?" (# of responses)
  o Communication.........................3
    ▪ “Been helpful communicating”
    ▪ “I learned that communication is not just talking; it’s more than that.”
    ▪ “Learning different ways to talk to people”
  o Conflict resolution ....................1
    ▪ “I just walk away from stupid things rather than fighting.”
  o Empathy/understanding ..........2
    ▪ “Try to have a good understanding how you friends feel!”
    ▪ “Help me understand.”
  o How to get along.......................1
    ▪ “It taught me how to deal with others.”
  o Less time with friends.............1
    ▪ “I wasn’t being around them as much.”
  o Problem solving.........................2
    ▪ “I was able to solve problems with my friends without extra conflict.”
  o Self-confidence ..........................2
    ▪ “They told some things that gone help me in my future.”
    ▪ “It taught me how to handle my self in the world.”
  o Thank you....................................1
    ▪ “Thank you”

• **Summary of Question #11 comments:** “To what extent did this program help you at work?” (# of responses)
  o Attitude..........................................5
    ▪ “Not talking back to others and just staying to yourself.”
    ▪ “I just use my manners and keep going with my day.”
    ▪ “Just keep a good attitude and stay very positive.”
    ▪ “My attitude.”
    ▪ “I apply myself to work to the best of my ability.”
  o Communication.........................1
    ▪ “Different ways of communication.”
  o Life skills ......................................1
    ▪ “I learned a lot of skills that people older than me don’t even have.”
  o How to get along.........................2
    ▪ “I got along with people more.”
    ▪ “Getting along with people.”
  o Problem solving.........................1
    ▪ “I was able to solve internal issues on my job.”
  o Thanks...........................................1

• **Question #12 indicated teens learned in all of the following areas** (responses ranked in order from most to least responses; N=113):
  a. 99 (88%)  New ways to handle situations in my life
e. 90 (80%) How to get along with difficult people
l. 90 (80%) How to manage conflict better
d. 89 (79%) Ways to communicate with others better
m. 89 (79%) How to handle anger better
f. 87 (77%) Ways to solve problems
c. 81 (72%) How to deal with change in my life
g. 78 (69%) How to think creatively
h. 70 (62%) How to work better with others on a team
i. 68 (60%) How to manage my time better
j. 68 (60%) How to do well at work
k. 64 (57%) How to do well at school
b. 63 (56%) How to improve my self-esteem and confidence

- Summary of Question #16 comments: “One thing I liked about this program was:” (# of responses)
  - Activities ........................................... 14
    - “Activities.”
    - “How we approached various real world situations by breaking them down and evaluating each other.”
    - “Everything”
    - “We did fun hands on activities.”
    - “The activities really engage everything that was happening in my life.”
    - “They did little plays that were helpful.”
    - “Everything!!!”
    - “Fun activities”
    - “The different workshops.”
    - “I like the hand on learning project.”
  - Anger management ...................... 3
    - “They taught me how to not get so angry but work the problem by talking nice to the other persons.”
    - “It helped me with finding ways to reduce anger and stress.”
    - “The anger and handling conflict workshop.”
  - Attitude ........................................... 2
    - “That is involve with the youth not just adult but the people who will lead the world with the attitude.”
  - Avoided work.............................. 3
    - “Not having to go to work.”
    - “Getting away from work to occupy my time doing other helpful things”
    - “I was out of work to learn good things.”
  - Communication ............................. 5
    - “Ways to listen to others first and then speak.”
“It helped me with ways to respond to difficult callers at work.”
“It enhanced my communication skills.”
“The ability for an open conversation.”
“That I meet new people and learn more about attitude and communication.”

- Community impact .................. 1
  - “I got a chance to impact my community.”

- Conflict resolution .................. 1
  - “It’s trying to mentor as much as it can to help stop some violence.”

- Creativity.................................. 3
  - “The creativity games we played to make the program interesting.”
  - “The lessons, icebreakers and the creativity”
  - “The creativity and the involvement.”

- Facilitators/staff/people ...... 27
  - “The facilitators”
  - “The people”
  - “The people who taught me”
  - “That my teachers made the classes/workshops fun; they didn’t prejudge or look down on me.”
  - “I’ve meet new people and learned many feelings.”
  - “The people I work with.”
  - “All the people/staff they were very nice to me.”
  - “The experience and meeting new people.”
  - “How I got to know other people.”
  - “That my supervisor was very nice.”
  - “I got meet people that could help me wit my next step in life.”
  - “I learned how to sustain ability with a new group of people.”
  - “They was nice and they taught me a lot.”
  - “They gave good advice.”
  - “That the staff was very fun and helpful.”
  - “That the teachers were willing to teach and work with us.”
  - “How our mentors would try to get us doing fun things.”
  - “My supervisor and everything and everyone took the extra mile to help me.”

- Enjoyment................................. 4
  - “It was fun.”
  - “We always laughed! Had fun.”
  - “That they made it funny with games.”
  - “I enjoyed myself.”

- Government................................. 1
  - “Learning new things about the government.”

- Learning new things .................. 8
  - “Learning different things in life.”
  - “That we had fun learning things.”
  - “Lot of knowledge gained.”
  - “Very helpful in every day life.”
  - “You could really learn something from it.”
“The things I learned were very helpful and I liked the way they explained them.”

- Money ............................................ 4
  - “$”
  - “The money and the job they put me at.”

- Nothing ......................................... 1
  - “Nothing really.”

- Positive thinking ....................... 3
  - “They really want teens to think positive and make positive changes.”
  - “It was good.”
  - “This program is a place that I feel motivates the youth to do better.”

- Positive self-concept ............... 7
  - “The fact that I could be myself, and be creative at the same time.”
  - “It help me be a better person at home in life and gave me more work experience.”
  - “It changed me made you a better person.”
  - “They attempted to help develop the kids into better people.”
  - “That everything that they taught me helped a lot.”
  - “Working being a better person.”
  - “Losing weight and meeting new friends.”

- Problem solving ....................... 5
  - “It help me with my problem when I was going threw a lot.”
  - “We was able to tell our everyday problems and get better solutions in solving them.”
  - “Help me get threw difficult problems in life.”
  - “That I can control my problem now.”
  - “Enjoyed how the program give solutions.”

- Role playing ............................... 1
  - “Acting out a situation and seeing what we could have done better.”

- Only person you can change is you .......... 1
  - “How everything that effects you is based off of you.”

- Work experience ........................... 2
  - “It was a great work experience.”
  - “Learning new work skills.”

- Working with others ................. 4
  - “I learned how to work with others.”
  - “It showed me how to work together with others.”
  - “It helped unify the youth.”
  - “The different people to work with.”

**Summary of Question #17 comments: “As a result of this program I want to:”**

- Get a job/work ....................... 13
  - “Get a job.”
  - “Work with the watershed.”
  - “Work for AWDA again next year.”
  - “Continue work here.”
• “Continue to work.”
• “Continue this job during school.”
• “Work here every summer.”
• “Work for the city next summer.”
• “By my own abusiness to make a studio and a barber shop.”
• “Probably would like end up having a job like this.”
• “Work next year.”
• “Work more.”
• “Continue seeking professional jobs.”

 o Help others.................................. 9
   • “Teach someone else what I learn.”
   • “Teach more kids perhaps adults also.”
   • “This program is the best it help me a lot keeping on helping others.”
   • “Inspire younger kids.”
   • “Talk to others.”
   • “Encourage others that these program help.”
   • “Better myself and use what I learn to help others.”
   • “Help others solve their problems.”
   • “Volunteer.”

 o Reduce stress ......................... 1
   • “Continue working on how to handle anything that comes my way. It’s
     not worth the anger and stress.”

 o Participate again...................... 4
   • “Come again.”
   • “Join again next year.”
   • “Work more with this program.”
   • “Be able to come back to experience more.”

 o Self-improvement ............... 52
   • “Use what I learn to help me with the future.”
   • “Be a better person.”
   • “Take what I learned further on in life with me.”
   • “Do more and more of it all the time.”
   • “Continue doing well.”
   • “Became a hard worker and a better person so I can be very successful
     even if I know it will be a long hard journey.”
   • “Become a better person when it comes to my attitude.”
   • “Handle situations in my life better.”
   • “Seek further help in my life.”
   • “Continue to better myself in communications at work.”
   • “Better my attitude and bad habits.”
   • “Continue to better control my attitude.”
   • “Use the things learned in my everyday life.”
   • “Continue to go on the positive path I’ve been on.”
   • “Work on my time management.”
   • “Get used to doing more assignments when assigned to me because I
     tend to complain about that.”
   • “Become a better person physically and mentally.”

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• “Become the best person I can be because it’s always a positive no
matter what problem may be.”
• “Become a more better person this program has help me a lot 4real.”
• “Do better in life with anger.”
• “Be a better person.”
• “Learn how to be more confident.”
• “Be a better person.”
• “Do better and everything I learned.”
• “To experience more.”
• “Attend college and work harder.”
• “Be a better communicater and problem solver.”
• “Say this program made me a better man.”
• “Learn how to work with more people.”
• “Change bad habits.”
• “Become a better communicater.”
• “Continue to learn more.”
• “Continue going green.”
• “Keep remembering the things I learned.”
• “Try everything I learned real like scenarios.”
• “Strive myself to do better.”
• “Become a better communicater.”
• “Never stop trying to become better and better.”
• “Continue it.”
• “Go home and sleep.”
• “A better person.”
• “Find more ways on dealing with conflicts, stress, friendships, etc.”
• “Adhere to the solutions this program has offered to me.”
• “Lose more weight.”
• “Keep doing what I did.”
• “Achieve something in life.”
• “Finish my GED, and search for a part-time job.”
• “Continue to go into my major computer science.”
• “Finish school and get a job that will help me and my family.”
• “Thank the staff..........................6
  • “Thank you all for helping me in life with different situations.”
  • “Really thank the facilitators that helped me to deal with problems
    and communication.”
  • “Thank everyone.”
  • “Thank the program facilitators a lot to take their time out to help
    children like me.”
  • “Say thank yall for helping me.”
  • “Rate it was great.”

• Summary of Question #18: “Other comments:”
  • Thank you.................................13
    • “Thank you so much.”
    • “WONDERFUL JOB!!”
“Thank you for your help this summer. You all just about saved my life.”
“I would love to join so more class someday. I love the class thank you for all you help.”
“Thank you for your assistance.”
“This program was a big help in my life. Keep it going guys!”
“Thank you to all my new friends/staff I met.”
“Also thanks to Mr. Case.”
“Thanks!! 😊”
“Thanks for your time to help us.”

Enjoyed it........................................6
“Enjoyed the program.”
“Great program😊! It should be year around.”
“I really enjoyed the sessions it taught me how to become a better person and realize my problem may not be worse than someone else problem.”
“Very fun and helpful.”
“I really enjoyed this program. It helped me improve on things and taught me new things that I didn’t know.”
“I like the program and it help me in a lot of ways.”

Positive feedback...........................6
“Character education is essential for everyone to have and will always be needed throughout your life.”
“I would like to work here again.”
“Work again.”
“The program was a very awesome and fun, interesting positive and upgrading!”
“GOOD JOB!”
“If I had another chance, I'll do it again.”

Suggestions .................................1
“I did not like to do as much acting.”

# # #
APPENDIX A

_Tackling the Tough Skills™ Evaluation Tool and Results_
**TACKLING THE TOUGH SKILLS™ EVALUATION RESULTS**
Character Competencies Program - Atlanta Teens (8.3.2010)

**Directions**: Please tell us if, and how, this program has helped you. For questions 1-7:
- Put **B** on the step for what you think was true **BEFORE** you started this program.
- Place **N** on the step for what you think is true **NOW**, after this program.
- If you don't think there's a difference, place **B** and **N** on the same step.

1. **Dealing with change in my life**
   - **B** = how confident you were in knowing ways to deal with change **BEFORE** this program.
   - **N** = how confident you are in knowing ways to deal with change **NOW**, after this program.

   Number of responses
   - **B** = 103
   - **N** = 95

   *Wilcoxon Signed Ranks Test: Z = -7.277 (p < .001, one-tailed)*

2. **Dealing with stress**
   - **B** = how confident you were in knowing ways to deal with stress **BEFORE** this program.
   - **N** = how confident you are in knowing ways to deal with stress **NOW**.

   Number of responses
   - **B** = 100
   - **N** = 100

   *Wilcoxon Signed Ranks Test: Z = -7.325 (p < .001, one-tailed)*

3. **Handling conflict**
   - **B** = how confident you were in knowing ways to handle conflict **BEFORE** this program.
   - **N** = how confident you are in knowing ways to handle conflict **NOW**, after this program.

   Number of responses
   - **B** = 103
   - **N** = 97

   *Wilcoxon Signed Ranks Test: Z = -7.269 (p < .001, one-tailed)*

Please go on to Page 2
4. Communication*
- **B** = how confident you were in knowing ways to communicate well BEFORE this program.
- **N** = how confident you are in knowing ways to communicate well NOW, after this program.

Number of responses
- **B** = 103
- **N** = 95

*Wilcoxon Signed Ranks Test: Z = -7.106 (p<.001, one-tailed)

5. Dealing with anger*
- **B** = how confident you were in knowing positive ways to deal with anger BEFORE this program.
- **N** = how confident you are in knowing positive ways to deal with anger NOW, after this program.

Number of responses
- **B** = 99
- **N** = 98

*Wilcoxon Signed Ranks Test: Z = -7.319 (p<.001, one-tailed)

6. Working on a team*
- **B** = how confident you were in knowing ways to work well on a team BEFORE this program.
- **N** = how confident you are in knowing ways to work well on a team NOW, after this program.

Number of responses
- **B** = 102
- **N** = 94

*Wilcoxon Signed Ranks Test: Z = -6.568 (p<.001, one-tailed)

7. Creative problem-solving*
- **B** = how confident you were in knowing creative ways to solve problems BEFORE this program.
- **N** = how confident you are in knowing creative ways to solve problems NOW, after this program.

Number of responses
- **B** = 102
- **N** = 96

*Wilcoxon Signed Ranks Test: Z = -7.099 (p<.001, one-tailed)

Please go on to Page 3 ➔
8. Which of the following Workshops did you attend? (Check as many as apply)
   a. 85 Module 1: It's All About Attitude
   b. 93 Module 2: Communication: It's Not Just Talking
   c. 101 Module 3: Dealing With Anger and Handling Conflict
   d. 91 Module 4: Problem Solving
   e. 68 Attended all 4 workshops

9. To what extent did this program help you in your family life? (N=109)
   a. Not helpful at all (1 pt)  b. Somewhat helpful (2 pts.)  c. Helpful (3 pts.)  d. Very helpful (4 pts.)
   Comment:  (See attached comments)  Mean = 3.037 (Helpful)

10. To what extent did this program help you in your relationships with friends (N=111)
    a. Not helpful at all (1 pt)  b. Somewhat helpful (2 pts.)  c. Helpful (3 pts.)  d. Very helpful (4 pts.)
    Comment:  (See attached comments)  Mean = 2.991 (Somewhat helpful)

11. To what extent did this program help you at work? (N=110)
    a. Not helpful at all (1 pt)  b. Somewhat helpful (2 pts.)  c. Helpful (3 pts.)  d. Very helpful (4 pts.)
    Comment:  (See attached comments)  Mean = 3.182 (Helpful)

12. What did you learn in this program? (Check as many as apply)  (N=113)

Responses in same order as original question:
   a. 99 (88%) New ways to handle situations in my life
   b. 63 (56%) How to improve my self-esteem and confidence
   c. 81 (72%) How to deal with change in my life
   d. 89 (79%) Ways to communicate with others better
   e. 90 (80%) How to get along with difficult people
   f. 87 (77%) Ways to solve problems
   g. 78 (69%) How to think creatively
   h. 70 (62%) How to work better with others on a team
   i. 68 (60%) How to manage my time better
   j. 68 (60%) How to do well at work
   k. 64 (57%) How to do well at school
   l. 90 (80%) How to manage conflict better
   m. 89 (80%) How to handle anger better

Responses ranked by frequency:
   a. 99 (88%) New ways to handle situations in my life
   e. 90 (80%) How to get along with difficult people
   l. 90 (80%) How to manage conflict better
   d. 89 (79%) Ways to communicate with others better
   m. 89 (79%) How to handle anger better
   f. 87 (77%) Ways to solve problems
   c. 81 (72%) How to deal with change in my life
   g. 78 (69%) How to think creatively
   h. 70 (62%) How to work better with others on a team
   i. 68 (60%) How to manage my time better
   j. 68 (60%) How to do well at work
   k. 64 (57%) How to do well at school
   b. 63 (56%) How to improve my self-esteem and confidence

13. Your gender (N=111) Male 38 (34%)  Female 73 (66%)  ⇨  14. Your age (N=98)

15. Your race/ethnic background (Please circle your answer) (N=107)
    a. 104 (97%) African American  b. 0 (0%) Asian  c. 1 (1%) Hispanic
    d. 1 (1%) Native American  e. 0 (0%) White  f. 1 (1%) Other (African American/Native American)

16. One thing I liked about this program was  (See attached comments)

17. As a result of this program I want to  (See attached comments)

18. Other comments  (See attached comments)

Thank you! Please return this form to your Program Facilitator.