



National Parent Leadership Training Institute Evaluation, 2012-2013



National Parent Leadership Training Institute Evaluation, 2012-2013

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I. Contextual Framework for Evaluation

The National Parent Leadership Training Institute (NPLTI) holds these civic engagement and democratic practices as benchmarks.

- Knowledge and Interest
- Participation and Commitment
- Social and Economic Equality and Opportunity
- Tolerance and Diversity
- Our “Commonweal”

PLTI graduates are active in broad civic arenas, such as:

- Democratic Engagement
- Education
- Child and Youth Development
- Health
- Safety
- The Arts
- Community and Economic Development
- Bridging Class, Culture, Language, Education and Digital Barriers
- Racial Healing

II. Model of Change: Mapping Family Civics and Child Outcomes

The National Parent Leadership Training Model of Change provides a systematic way to examine how parent leadership training influences or produces important effects and impacts on children, families, public resources, and equity in communities. The model serves as a dynamic framework for evaluation and for identifying the intended outcomes and impacts of NPLTI; building the case for a program’s success by showing the extent to which the program produced the intended outcomes and impacts.

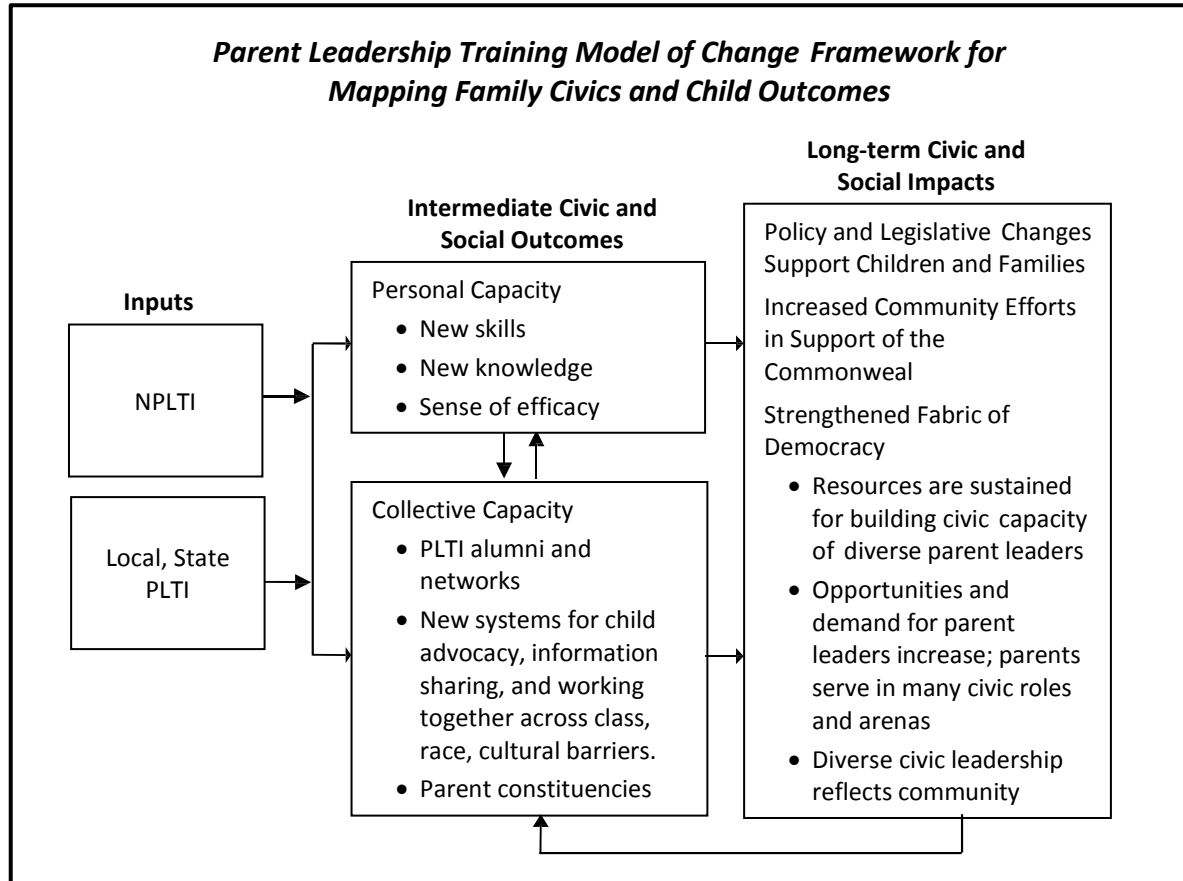
NPLTI is based on a civic empowerment training approach that rests on core democratic values and is predicated on the idea that increases in personal and collective capacity pave the way for long-term impacts, for example, outcomes that go beyond individual or group capacities to create concrete and lasting changes.

The model below presents a current perspective on the flow of influences depicting how parent leader training produces diverse outcomes. The strength of the model is that it organizes and illustrates the different types of outcomes and impacts and their relationships to one another. The change model suggests that parent leadership training produces a number of intermediate outcomes in the form of capacities that are developed within individuals and groups, which then lead to working together in the realization of long-term social and civic impacts.

Intermediate civic and social outcomes include capacity building of individuals and collectives. This includes outcomes related to increases in the resources, skills, and knowledge of individuals; systems to work across culture, race, and class barriers; and the improvement of public resources and support

through the development or strengthening of networks, coalitions, partnerships, and parent constituencies for children.

Long-term civic and social impacts are defined as sustained changes in behavior and action of graduates, improved public resources and communities, and changes in legislation, policy and practice affecting children and families.



III. The External Evaluation Design

During the first phase of its collaboration with NPLTI, RMC has worked with national, state, and local site leaders to pilot a system and set of procedures that will empower all PLTI sites to collect quantitative and qualitative data and contribute these data to a national PLTI data and story bank. At the onset, the aim for this system was to afford PLTI sites in communities across the country access and use of customized reports for educating their stakeholders, civic leaders, and the public about the power of an emerging parent constituency united for children.

RMC has piloted and revised its data collection processes to build this capacity. First, online electronic survey technology was introduced to replace paper-pencil survey forms; these are to be completed, as matched-pairs, by PLTI participants at the beginning and end of the 20 week course. In the pilot stage, site and class specific data were transferred to RMC's central repository for quality review, coding, and analysis. RMC has collaborated with experienced site leaders in Connecticut and Colorado to identify challenges and successes with data collection and will apply these lessons to the national PLTI sites offering sessions in Fall 2013- Spring 2014.

Concurrently, RMC is piloting a standard, but flexible, process to find and harvest qualitative data, that present evidence of clear, compelling stories about the effects of PLTI on parents as individuals and the collective impact of PLTI can have on their communities. These civic narratives, once gathered, organized and housed electronically, will become a dynamic bank of retrievable evidence that supports the value and documents the results of networks of parents with knowledge and skills, working on behalf of children.

National Analysis and Findings from Pre-Post Participant Surveys (2012 – 2013)

RMC analyzed 2012-2013 pre-post matched pair survey data from a total of 343 PLTI parent leaders who completed the 20 week family civics leadership training experience. Matched pair surveys came from 29 sites operating in 10 states and The Wind River Indian Reservation: 9 classes in Connecticut, 7 in Colorado, 3 classes each in Wyoming and in Florida; 2 in New York, and 1 site each in California, Maine, Michigan, Rhode Island, and Louisiana.

The findings that follow are congruent with those of the first national report (RMC, April, 2013), which presented survey results from 2011-2012. However, this second report gives more evidence because of a greater sample size. The 2012-2013 analysis includes results from more than twice the number of matched surveys (163 in the first report compared to 343) that were generated in more classes operating in more states (29 classes compared to 17 in the first report; 10 states and The Wind River Indian Reservation compared to 3 states in the first report).

This analysis of survey data from the 9 NPLTI expansion states and Connecticut is consistent with results derived solely from Connecticut, where PLTI originated and has been operating for over a decade.

Across states and classes, data from 363 matched pre-post surveys show that:

- *NPLTI is effective at attracting, enrolling and graduating parents from diverse racial/ethnic backgrounds, educational attainment and income levels.* (Charts 1, 2 and 3)

This finding in the national data is significant because it demonstrates that CT's success was not an artifact of one state but suggests a significant outcome found in replication sites that holds diversity across race, class, language and culture as a core PLTI value.

In comparing pre to post surveys gathered at the close of the 20 week family civics leadership training, findings indicate that PLTI participants:

- *gained better understanding of how state and local governments work* (Chart 6);
- *experienced more frequent use of civic skills* (Chart 7);
- *perceived a greater sense of civic empowerment in acting on community issues and problems* (Chart 8); and
- *rated an increase in leadership roles in civic activity* (Chart 9).

**PLTI 2012-2013 Pre-Post Survey Results
29 Sites (n=343)**

Characteristics of Respondents

Table 1. Characteristics of Responding Parent Leaders

	Number
Average Age	40 years
Gender	
Male	18% (60)
Female	82% (283)
Employment Situation	
Employed for pay full-time	44% (150)
Employed for pay part-time	15% (50)
Seasonal or occasional employment for pay	4% (14)
Recently (last 12 months) unemployed or laid off	6% (21)
Unemployed or laid off over one year ago	4% (14)
I do not work outside the home	18% (60)
Other	9% (30)
Marital Status	
Domestic Partnership	5% (18)
Married	57% (196)
Separated or Divorced	19% (64)
Single (Never Married)	18% (61)
Widowed	1% (4)
Average Weekly Hours of Volunteer Work	
Pre-Survey	6.2 hours
Post-Survey	7.2 hours

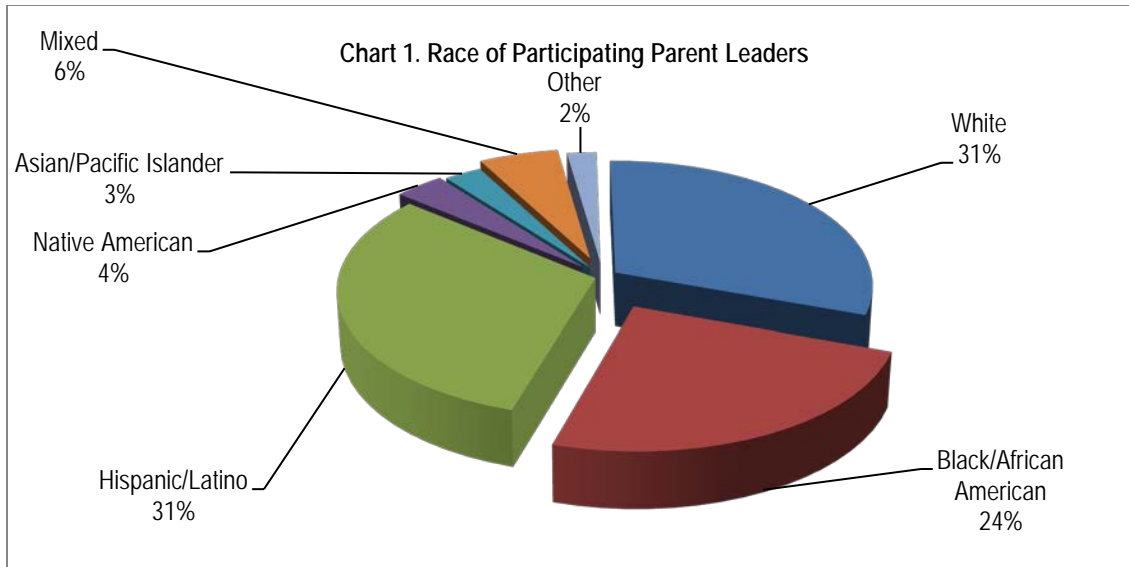


Chart 1 reads: PLTI's participating parent leaders in 2012-13 were racially diverse with nearly one-third Hispanic/Latino (31%), White (31%), or Black/African American (24%).

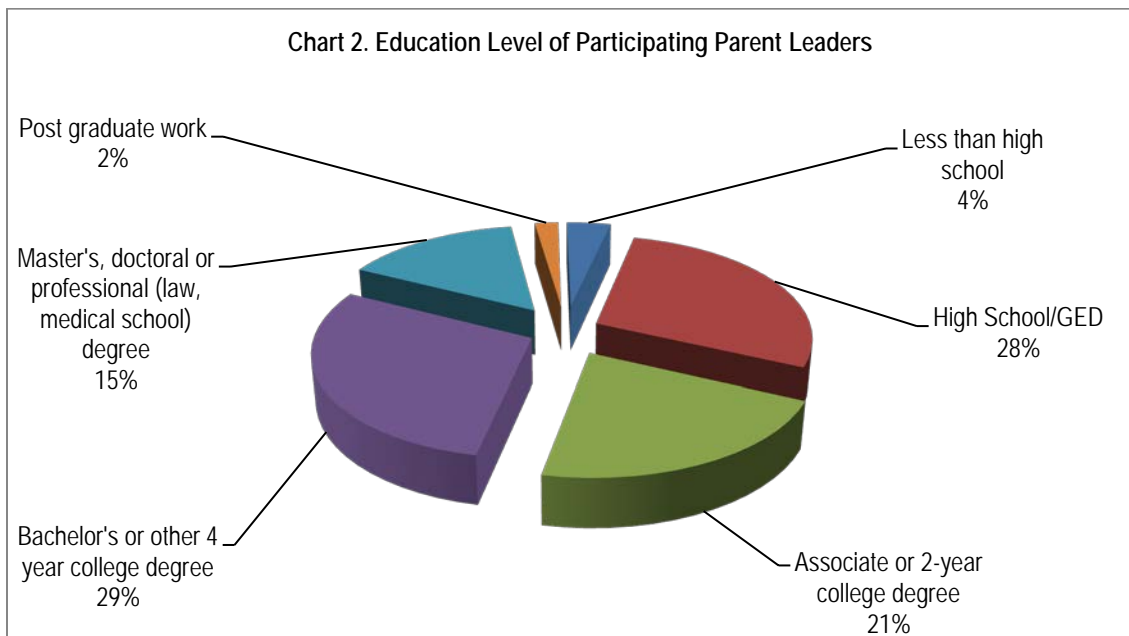


Chart 2 reads: Twenty-nine percent (29%) of PLTI's parent leaders enrolled in 2012-2013 reported a bachelor's or other 4 year college degree and 28% reported a high school/GED as their highest level of education.

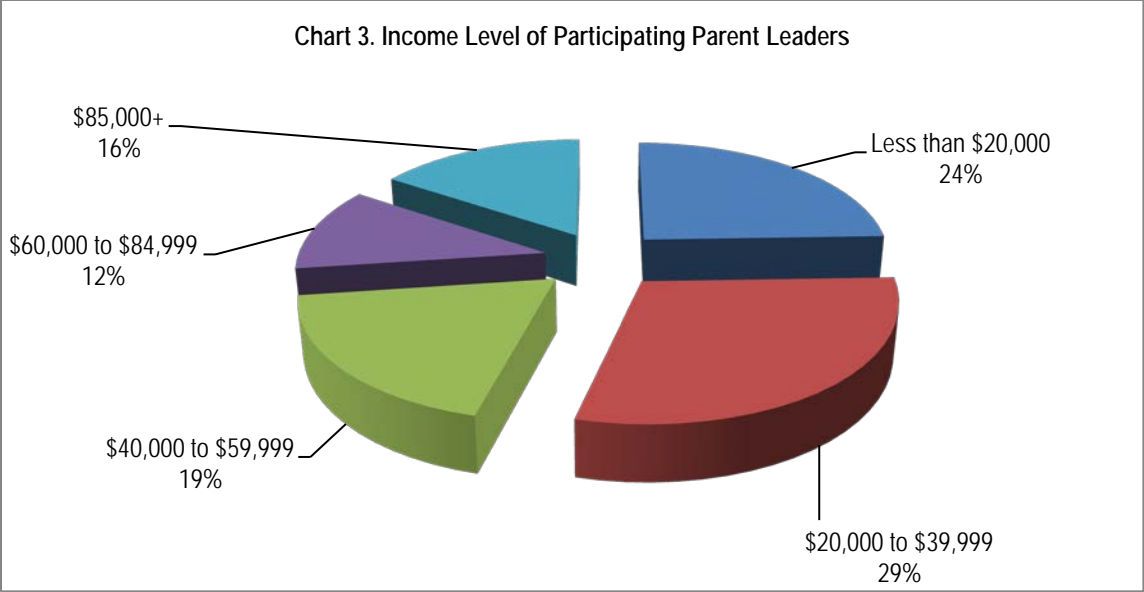


Chart 3 reads: Twenty-nine percent of PLTI’s participating parent leaders in 2012-2013 reported a total household income of \$20,000 to \$39,999, and almost a quarter (24%) reported a household income less than \$20,000.

Participation in the PLTI Program

Channels parent leaders learned about PLTI. Parent leaders were asked to select from a list how they learned about the PLTI program. Respondents could choose one response only.

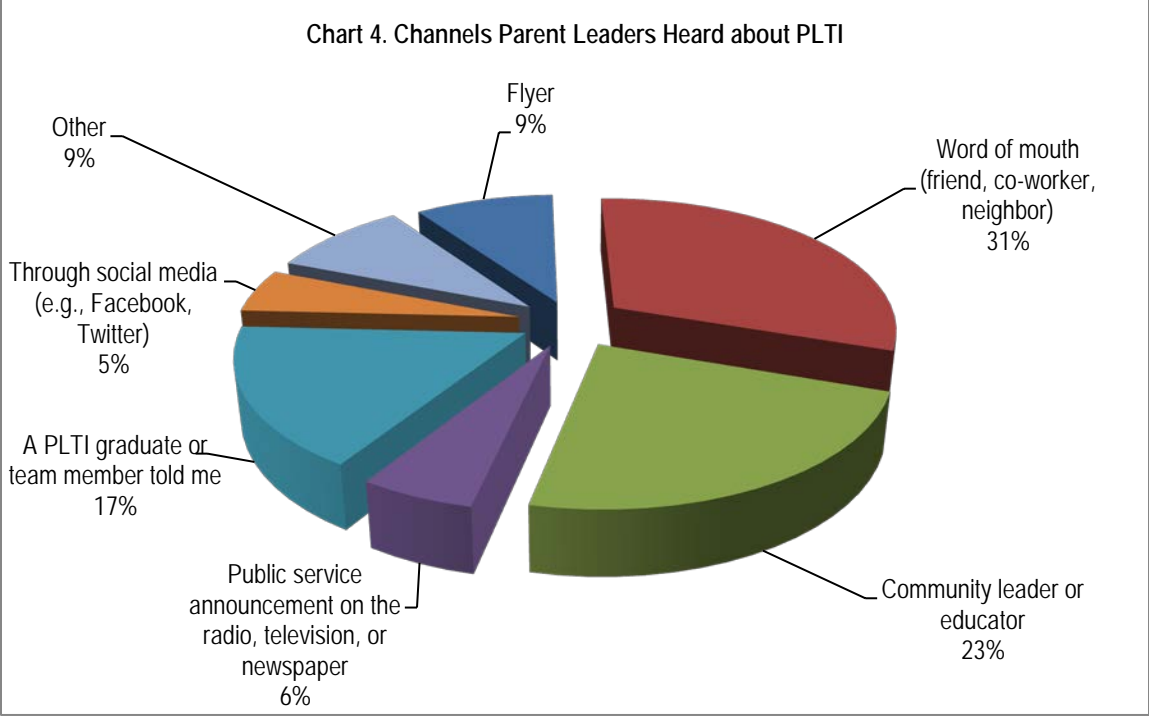


Chart 4 reads: PLTI’s parent leaders in 2012-2013 heard about PLTI from various channels with the highest percent (31%) learning through word of mouth and 23% reporting they heard from a community leader or educator.

Reasons for participation. Parent leaders were asked to select from a list the primary reason for participating in the PLTI training.

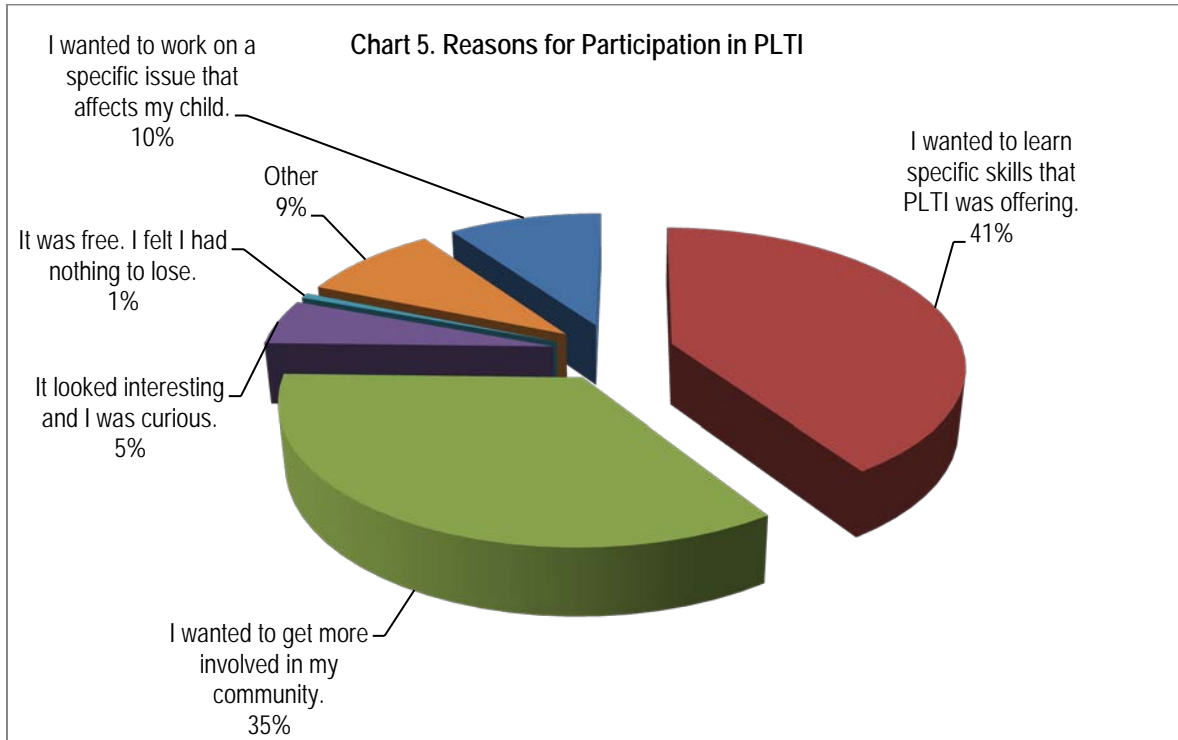


Chart 5 reads: In 2012-2013 parent leaders participated in PLTI for different reasons. Forty-one percent (41%) wanted to learn specific skills that PLTI was offering and 35% wanted to get more involved in their community.

Parent ratings of knowledge and use of skills. Parent leaders were asked about their beliefs and knowledge in areas of civic engagement and personal empowerment, including use of certain skills.

First, respondents were asked, by indicating yes or no, about their knowledge of local government and policy. Chart 6 below shows the percent of “Yes” responses at pre-survey and post-survey.

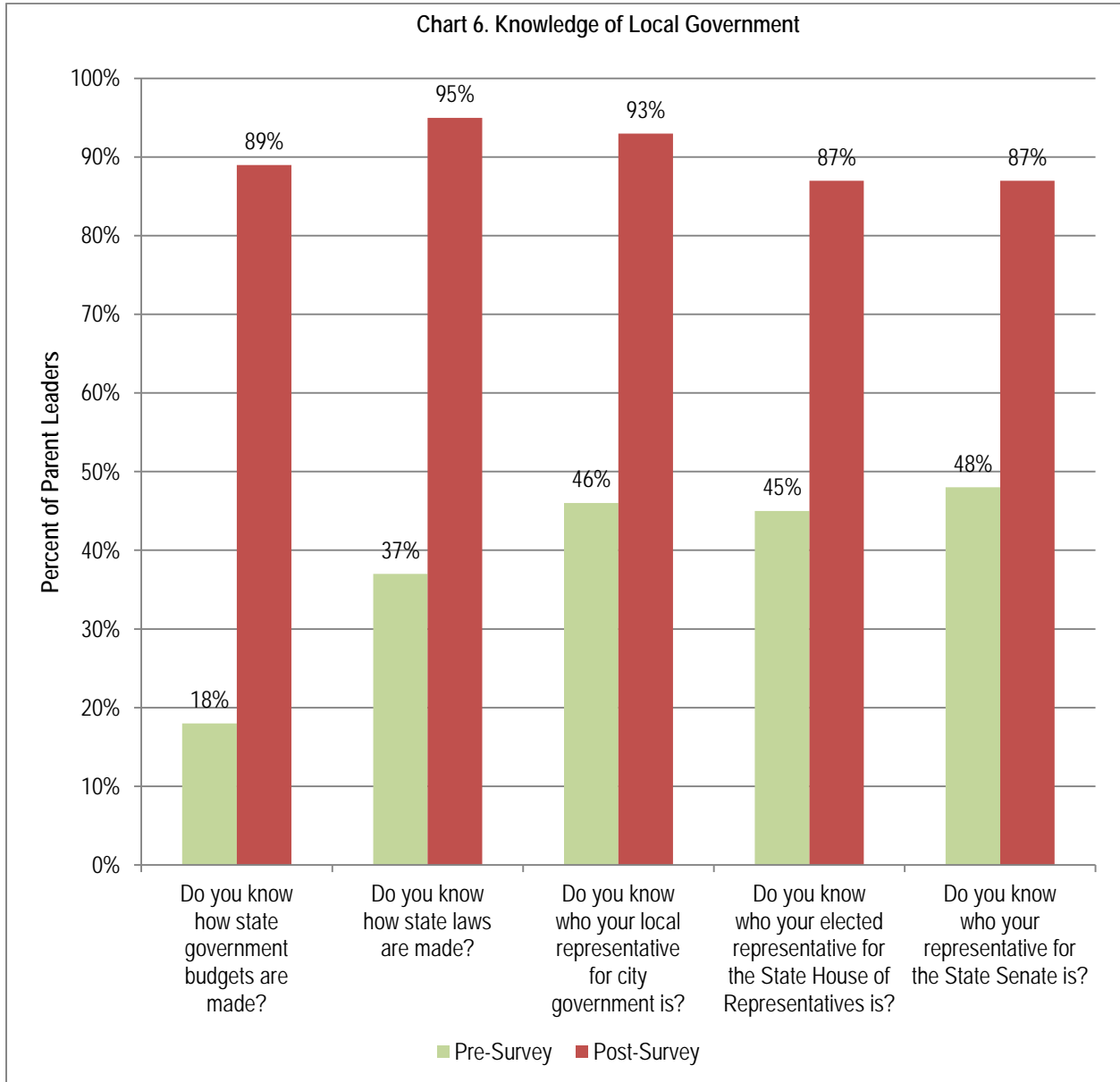


Chart 6 reads: Before the training, fewer than half of PLTI parent leaders in 2012-2013 understood how state government budgets or laws are made, or who served as their local or state congressional leaders. After PLTI, 89% to 95% of them had knowledge of these processes or individuals. For example, only 37% understood how state laws are made before the training, compared with 95% after completing the training.

Parent leaders were asked to rate how often they used various skills or participated in various civic activities, on a scale of 1-7 (1 = I don't know what this is; 2 = I don't know how; 3 = Never; 4 = Yearly; 5 = Monthly; 6 = Weekly; 7 = Daily). Mean ratings of skills and activities at pre-survey and post-survey are presented in Chart 7 below for items that demonstrate substantial changes.

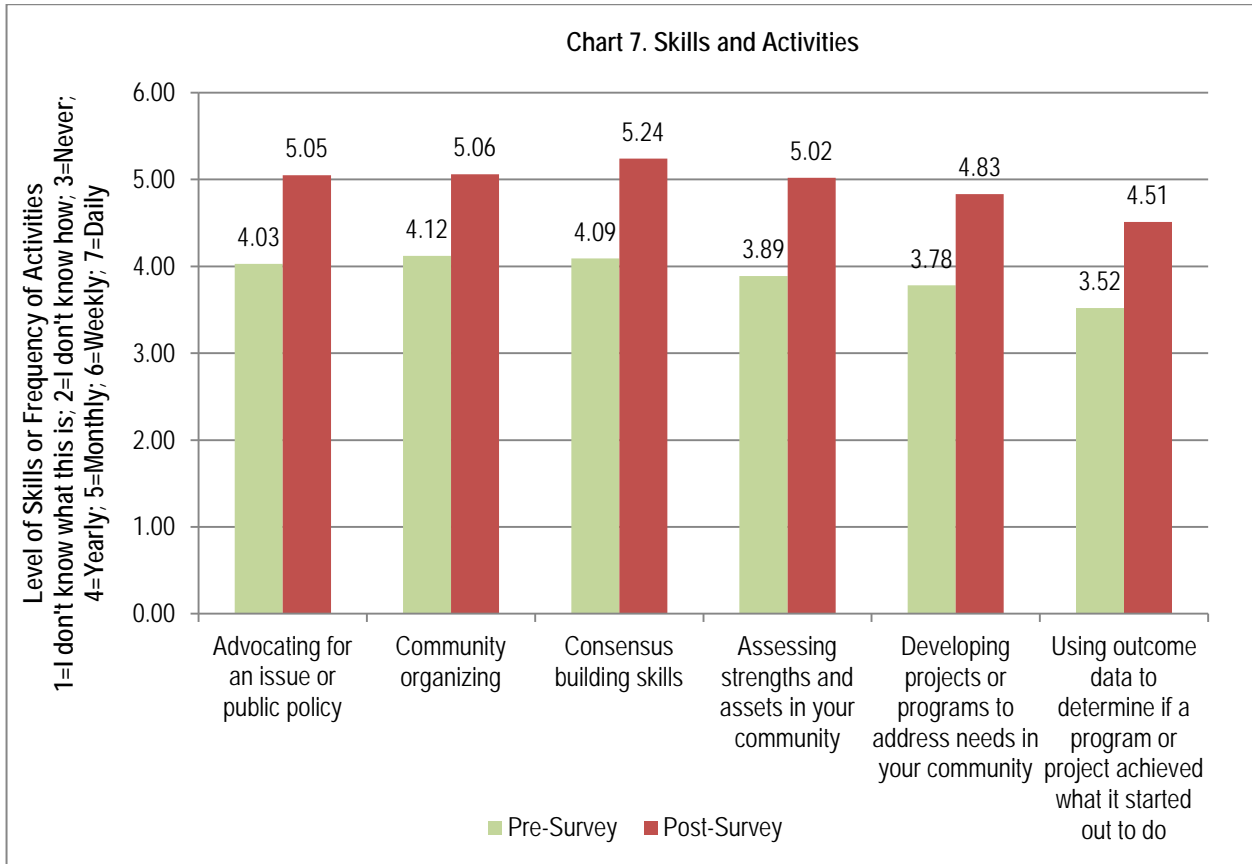


Chart 7 reads: Before the PLTI training, parent leaders indicated they rarely (from “never” to “yearly”) advocated for an issue or public policy, engaged in community organizing activities, used consensus building skills, assessed strengths and assets in their community, developed projects or programs to address community needs, or used outcome data to determine whether a program was successful. After completing the training, parent leaders showed an increase in their use of skills and participation in these activities to “monthly” or nearly “monthly.”

Parent leaders rated their personal empowerment and level of community involvement by indicating how true certain statements were on a scale of 1-4 (1 = None of the time; 2 = Some of the time; 3 = Most of the time; 4 = All of the time). Mean ratings of civic literacy and empowerment at pre-survey and post-survey are presented in Chart 8 below for all the items that demonstrated substantial changes.

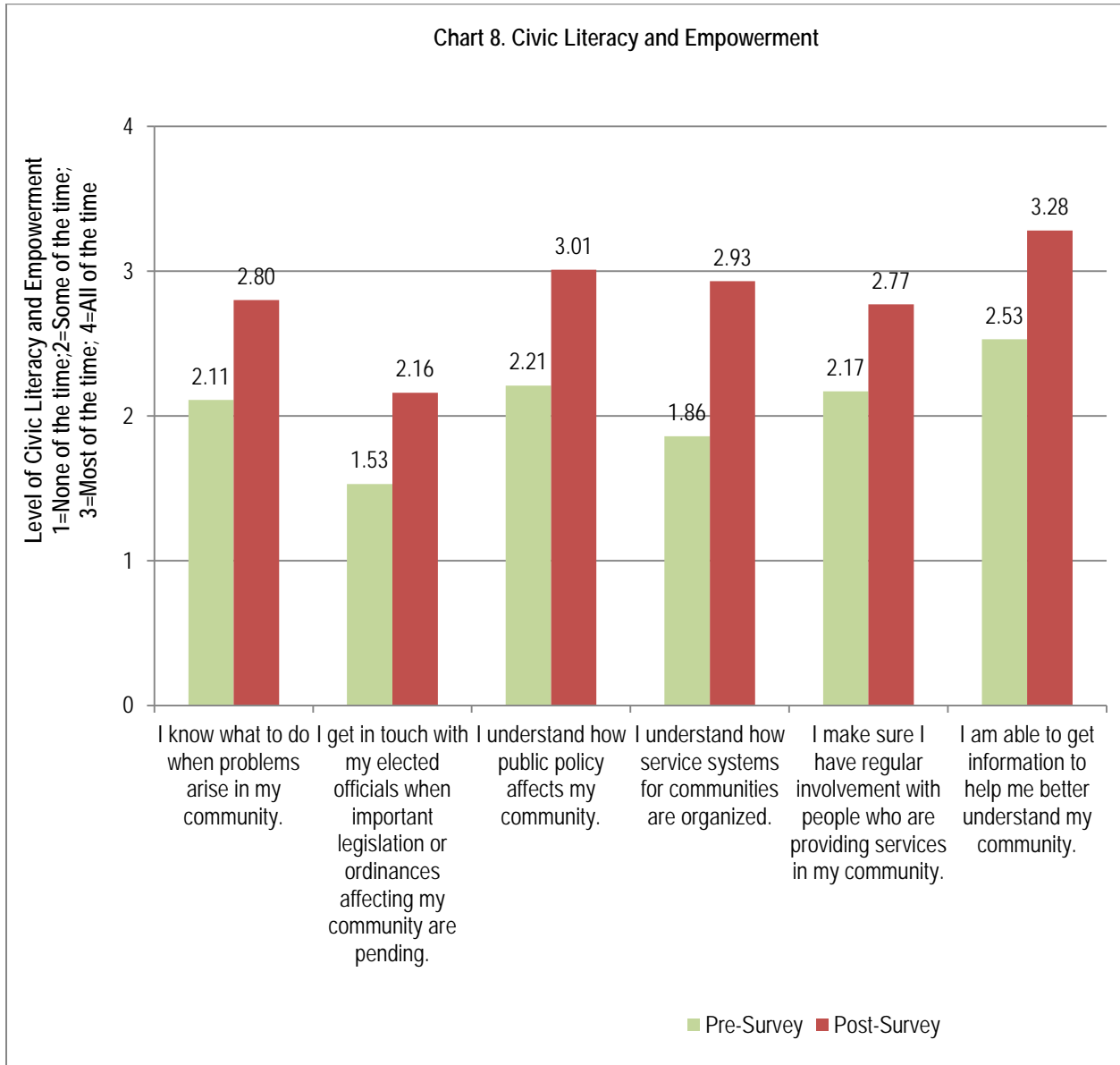


Chart 8 reads: Before PLTI training, parent leaders indicated limited involvement with people who provide services or with elected officials about important legislation, and limited understanding of how service systems are organized in their community, how public policy affects their community, or how to obtain useful information to understand their community. After completing the training, parent leaders showed an increase in their understanding and involvement with community services and elected officials to “most of the time” or nearly “most of the time.”

Lastly, parent leaders were asked, by indicating yes or no, to rate their participation in various civic activities. The percent of parent leaders who indicated that they participated in civic activities at pre-survey and post-survey was compared. Chart 9 presents the percent of parent leaders indicating yes at pre-survey and post-survey on the six items.

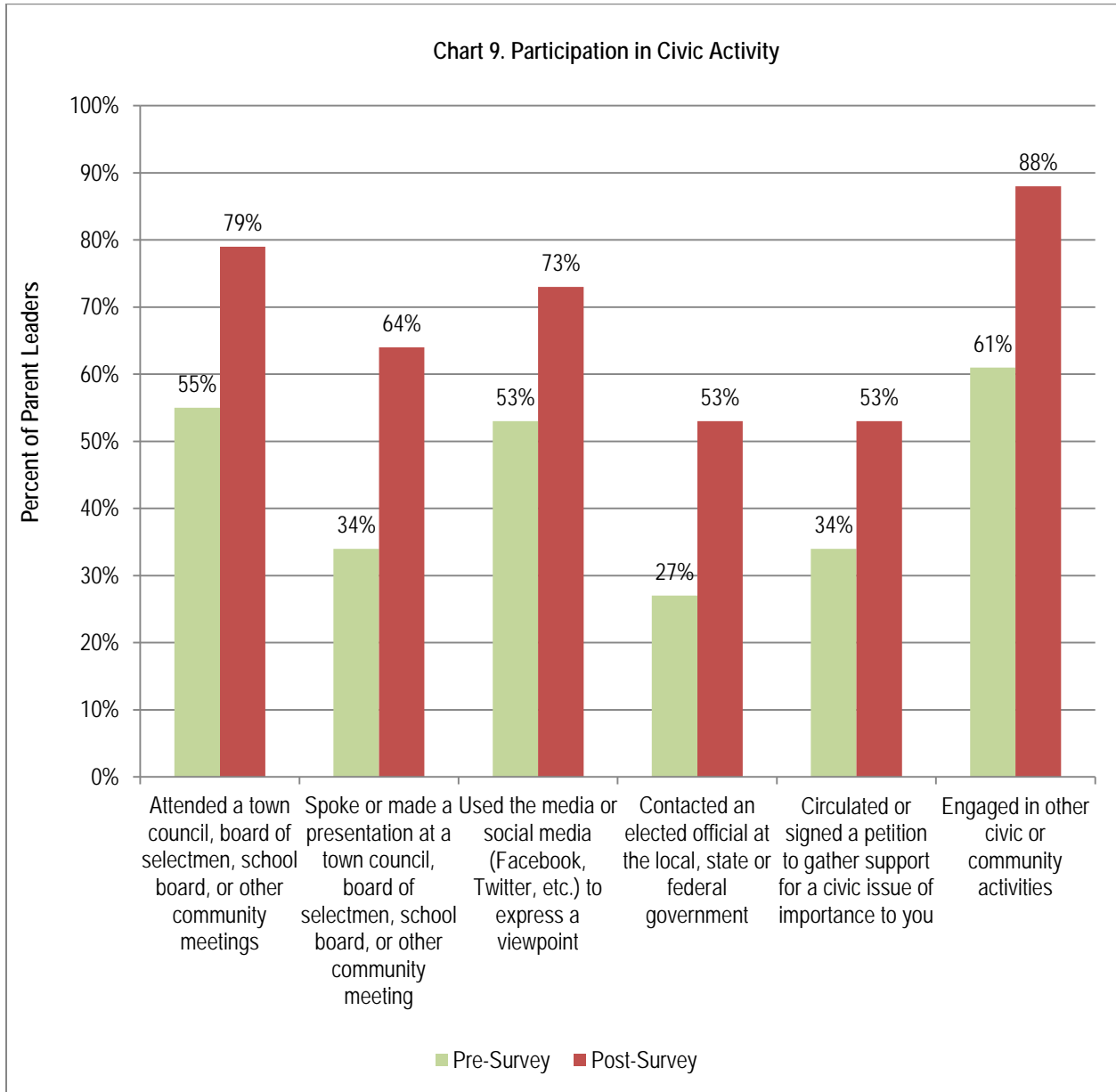


Chart 9 reads: Before PLTI training, fewer than half of the parent leaders had presented at community meetings, contacted local officials or circulated a petition for an important civic issue. After completing PLTI, at least half reported engaging in these activities.

IV. Qualitative Evidence from Civic Narratives

To develop narratives that document the impact PLTI has on parents as emerging civic leaders and the collective impact PLTI has on communities, RMC and NPLTI developed and piloted interview questions for different types of informants:

- PLTI “visionaries” who hold key roles in establishing PLTI in their community
- PLTI graduates
- Design team members and community representatives
- Informants, such as political officials or agency representatives, who have describe the results of PLTI leaders or the collective impact of PLTI on a community

(Questions used in pilot interviews are included in Appendix 1.)

Although quantitative data about PLTI, as provided in the previous section, are vital for understanding and conveying its impact, stories tap into a complementary and more emotionally powerful way of knowing. When talking to potential funders, partners, participants, public officials, and the public, illustrating a statistic with a compelling story will help to get the point across in a way that gives the work greater context, deeper meaning, and emotional resonance.

We identified several different types of stories, all of which can be interesting, persuasive and compelling:

- The origin of PLTI in a community
- Personal transformation of PLTI participants
- Success or progress of a project, initiative or other undertaking
- Addressing a problem or issue in the community and how that led to greater civic engagement by more people or even the development of a constituency
- Change in attitudes of public officials or community leaders and the policies, services and resources of communities.

To validate the interview questions and design a process for building a story bank, RMC is conducting a pilot in Alexandria, Virginia, one of the expansion sites, which has offered PLTI since 2007. Out of the stories gathered so far, several interesting themes are emerging:

- **PLTI grads say that the most important thing they have gained from the training is self-confidence and the feeling of support from the other participants and their mentor.** *“I have always wanted to give back but didn’t have a platform. Now I know what I want to do and who I can contact for help and advice. I don’t know all the answers, but I know where I can get them.”* (LaVon Curtis, class of 2012)
- **Participants also say that the opportunity to meet community leaders, officeholders, program administrators, and policy makers gives them a sense of access that sustains their work after graduating.** *“I have the mayor’s cell phone number programmed into my iPhone, and I know I can call him if I need to.”* (LaVon Curtis)
- **PLTI grads build on their own experience and life lessons to develop projects that have meaning and importance for them.** *When Maria Martinez’s son went to kindergarten, another student bullied and hit him. Maria didn’t know what to do or who to talk to. After awhile, she discovered the school social worker and was able to get the problem resolved. Through this, she learned that there is a school support team parents can go to for help. When she enrolled in PLTI,*

this experience inspired her project, "Getting to Know Your School Support Team."
(Margaret Lorber, School district liaison to PLTI and Maria's mentor)

- **PLTI gives voice and access to people from groups that have been excluded or marginalized.** *Alexandria is an old city that for most of its history has been dominated by a wealthy, white elite. PLTI is a counter to that, bringing in people who are lower income, of color, and new to the city. They are popping up everywhere. (Joyce Woodson, PLTI Board Chair and former City Council member) During a round of budget cuts, the district decided to cut services for English-Language Learner (ELL) students. Many families came out to testify against the cuts before the School Board, and PLTI graduates were leaders in that. They turned it around, and the cuts were not made. (Bill Campbell, PLTI graduate and newly elected school board member)*
- **The work of PLTI graduates touches many other parents and community members, and strengthens the capacity of the school system to serve them more effectively.** *Maritza Alvorado, the first Spanish-speaking PLTI parent that I mentored, became my volunteer sidekick, my resource and referral expert. At first, she made calls to parents who had signed up for workshops. She always started out by asking, "How are things going?" and then invited them to the workshops. In this way, she learned what was going on with the parents and started to help them, such as telling them about health programs or the food bank. Pretty soon, Maritza developed a whole list of community resources. That list is what the family resource office uses now to give families referrals for social services. (Margaret Lorber)*

Appendix 1:

Interview Protocol IN PURSUIT OF CIVIC
STORIES: SUGGESTED QUESTIONS TO GUIDE
PLTI INTERVIEWS

Appendix 1: Interview Protocol IN PURSUIT OF CIVIC STORIES: SUGGESTED QUESTIONS TO GUIDE PLTI INTERVIEWS

FOR PLTI GRADUATES:

Framing the Conversation: *Let's talk about your experience with PLTI. What did you learn and experience that made you a civic leader? Are you different now than before?*

1. When and where did you take the PLTI training? Why did you get involved?

2. Tell us about your PLTI project or civic work that you are doing/have done?

Prompts:

Why did you choose this? What did you want to learn and what was your goal? What happened? (Try to get a sequence, press for descriptive details)

What opportunities did you find? What obstacles?

How did you get others involved? Is your work on this still going on? If yes: Where do you think it will go? If no: what happened as a result of what you did?

Looking back on your experience, what did you learn?

3. (If needed) Tell us more about the actions you took or the project you conducted.

Prompts

If it was an issue you were addressing, what was happening about (this issue) in the community before you got involved?

What did you do to address this issue? What skills and knowledge did you use?

What happened? Prompts: What response did you get? How did people react and what did they do? (Get a sequence, press for interesting details)

What difference do you think your project made/is making?

4. What did you learn or experience in PLTI sessions that was particularly helpful?

Prompts:

Civic skills (convening people, bringing together unexpected partners)

Knowledge about making public policy (budgets, understanding change, outcomes and what works, compromise, consensus)

Understanding how to work across racial, cultural and economic diversity Networking with fellow participants, others

Using your power as a parent leader

5. What do you think it means to be a leader? How would people who know you well describe your leadership style?

Prompts:

What kind of a leader are you?

In what ways did your PLTI experience shape your understanding of what a leader is? Do you see yourself differently now -- in what ways?

Do you think this has had an impact on your children? How so?

Do you think this has had an impact on those you interact with within the community? How?

6. Looking back on your experience, what did you accomplish? Who benefited? Which groups, organizations, neighborhoods? Is there someone who would be able to speak about the gains from your input and your particular leadership on this?

Prompts:

How was this person connected to the work?

Would it be possible for me to contact/talk to this person to get his/her perspective on your work?

7. Do you think that your experience with PLTI has changed you? If so, how? What changes, if any, have you noticed since the beginning of the class? Did you feel like you crossed over old boundaries as you got to know other parent leaders? For example, when you got to know parents who were from different races and cultures; parents who had lots of formal education or not much at all; parents who seemed very well off, money-wise and those who were struggling to make ends meet?

Prompts:

Compared to before PLTI, how comfortable do you feel now when you talk to and work with people from different races and culture?

What about people who have different educational backgrounds than yours?

What about people who have high paying jobs or high ranking positions? Or people who are unemployed?

8. How do you plan to use what you've learned and gained?

Prompts:

What issue, action or role is next for you?

What change might be ahead for you in your work, in your "day job"?

How might you use what you have learned and gained in bringing up your own children?

9. How do you describe your PLTI experience to others? What would you tell them about the value of PLTI for their community?

SUGGESTED QUESTIONS FOR PLTI “VISIONARIES”

Framing the Conversation: *Let’s talk about PLTI and the difference it might be making in your community. What impact do you see parents making, as individual civic leaders? What collective impact might you see parent leaders making over time?*

- 1. Can you give me an example of a parent’s action that has influenced change, for example, in public awareness, in policy, in finding resources or solving a problem?**

Prompts: Tell us about the PLTI grad who this work on this. What happened? What resulted from the work? What motivated him/her? In what ways did s/he engage others? What opportunities and barriers did s/he encounter and how did s/he deal with them? How do you think s/he used the skills that s/he learned in PLTI? What support did s/he get from the PLTI community? What changes did you notice in him/her as the work unfolded? What resulted from the work? Did her/his children observe this?

- 2. What impact do you think PLTI is having in your community? What do you think is key to why PLTI is having an impact?**

Prompts: What are some examples of tangible results/changes over time? Do you know about programs or policies or actions that PLTI grads have influenced? What kinds of results can you describe? Are you seeing any collective impact that parents, working together, can make on their community and children?

- 3. Are you seeing changes in community attitudes, behaviors and practices over time?** Prompts: Do town and state leaders see parents as a constituency now? If so, what changes have resulted from that? Did community agencies or leaders shift in their own perspective, after working with a parent leader or leader(s)?

- 4. Is there diversity among the parent leaders who are influencing change for children? Are parents working together across class and race and culture? If so, how?**

Prompts: How do you think this might influence the children of the parent leaders?
The community in general?

- 5. How are you and PLTI working to support alumni in the community?**

Prompts: What has been initiated so far to support graduates? What methods does the program use to stay connected with alumni? To what extent are alumni visible in creating/maintaining networks?

- 6. If asked about the value of PLTI for communities like yours, what would you tell civic leaders? What would you tell your friends?**

QUESTIONS FOR COMMUNITY/CIVIC LEADERS AND DESIGN TEAM MEMBERS.

Framing the Conversation: *These questions are suggested for key informants who are familiar with PLTI in their community but may lack direct experience with a project or civic work undertaken by a PLTI graduate.*

1. How encounter the PLTI program and PLTI graduates?

Prompt: How are you involved with the program and its supporters? i.e. design team members, site coordinator, funders, and partner organizations representatives.

2. What kinds of experience, if any, have you had with PLTI parent leader(s)?

Prompt: Based on your experience, describe the issue and the actions taken by PLTI parent(s). What roles are parents taking? What has been the result of their efforts?

3. In what ways have parent leadership addressed issues or problems in the community?

Prompt: Is there a particular style or approach you've noticed that makes a difference?

4. What value, if any, do you see in developing parents as leaders for your community?

Prompt: Are parents being seen as a constituency now?

5. To what extent has your experience with PLTI changed your perspective on working with parents on community issues?

Prompt: What, if anything, has changed your perspective about working with parents who are diverse in race and culture? In formal education? In income levels?

Framing the Conversation: *These questions are suggested for civic/community leaders and design team members or other key informants who have direct knowledge, experience and/or involvement with a civic project or initiative implemented by a PLTI graduate.*

1. How did the PLTI participant's project/initiative fit into the work of the agency or community?

Prompt: How did the participant or graduate convince you that his/her ideas had merit?

2. Do you think the project/effort made a difference? In what extent was it successful?

Prompts: What specific changes have resulted? What difference did their efforts make? Are there programs, policies, information with positive outcomes, which PLTI grads have contributed to or influenced? For what issue in particular? How would the community or agency be different without this particular project/initiative?

3. What approach or perspective did the parent leader(s) bring? Did they look at things differently? For example, differently from professionals? Differently from elected officials?

4. To what extent, if any, did your experience with the parent leader(s) change your perspectives? Do you see changes in community attitudes and behaviors about working with parents as civic leaders?

Prompt: Did the parent leader change your views about the issue involved? Did the experience change your perception about the value of working with parents on issues affecting families and communities?

5. Is there diversity among parent leaders who are influencing change for children? Are parents working together across class, and race and culture? Where is this seen?

Prompt: What, if anything, has changed your perspective about working with parents who are diverse in race, class and culture? In what ways do you think diverse parents working together influences the children of the parent leaders? The community in general?

6. Do you see a continuing or future role(s) for this/these graduates in your organization or agency?

Prompts: In what ways might your agency or community organization use the talents of parent leaders?

7. Do town and state leaders see parents as a constituency now? If so, what then changes resulting from that?

8. If you see value in PLTI for your community, what support is necessary to sustain it? In what ways do you see yourself supporting PLTI in the future?

Appendix 2:

PLTI Post Survey

CT - PLTI Post-Training Questionnaire

1. Introduction

The Parent Leadership Training Institute is happy to welcome you to the program!

The questionnaire you are about to take will greatly assist us in determining the effectiveness of the training you will receive. It is important that you answer the questions as honestly as you can. All questions require an answer.

Your answers are a crucial part of making the program worthwhile for you, your community and those who will participate in the future! All responses are confidential. Results will be summarized across all respondents; no individual will be identified.

We hope you enjoy the program!

CT - PLTI Post-Training Questionnaire

2. Participant Information

***1. Please enter your ID number provided by the site coordinator.**

***2. At which PLTI site are you taking the training?**

- Bridgeport
- Danbury
- Hartford
- Meriden
- Middletown/Middlesex County
- Milford
- New Haven
- New London
- Plymouth/Terryville
- Stamford
- Waterbury
- West Hartford

***3. What is today's date (mm/dd/yyyy)?**

CT - PLTI Post-Training Questionnaire

3. Current Skills and Activities

***4. Please tell us how often you use the following skills or participate in the following activities by marking the appropriate response.**

	I don't know what this is	I don't know how	Never	Yearly	Monthly	Weekly	Daily
Advocating for an issue or public policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community organizing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consensus building skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review, analyze and/or discuss budgets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer in a community organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate on a Board (eg: Bd of Educ, non-profit org, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Call on or involve the media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in policy development or policy improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing strengths and assets in your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing projects or programs to address needs in your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using outcome data to determine if a program or project achieved what it started out to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***5. Do you currently have a job outside the home in which you use any of the above skills?**

- Yes
- No

***6. Do you vote?**

- Yes
- No

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Civic Literacy and Empowerment

***7. Please tell us how true the following statements are for you.**

	Not Applicable	None of the time	Some of the time	Most of the time	All of the time
When problems arise within my community, I do something about them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I can have a part in improving my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in my ability to help my community grow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make sure that professionals understand my opinions about what my community needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what to do when problems arise in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get in touch with my elected officials when important legislation or ordinances affecting my community are pending.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how public policy affects my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how service systems for communities are organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make sure I have regular involvement with people who are providing services in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to get information to help me better understand my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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*8. In the last six months have you done any of the following civic activities?

	Yes	No
Attended a town council, board of selectmen, school board, or other community meeting?	<input type="radio"/>	<input type="radio"/>
Spoke or made a presentation at a town council, board of selectmen, school board, or other community meeting?	<input type="radio"/>	<input type="radio"/>
Used the media or social media (Facebook, Twitter, etc.) to express a viewpoint?	<input type="radio"/>	<input type="radio"/>
Contacted an elected official at the local, state or federal government?	<input type="radio"/>	<input type="radio"/>
Circulated or signed a petition to gather support for a civic issue of importance to you?	<input type="radio"/>	<input type="radio"/>
Engaged in other civic or community activities?	<input type="radio"/>	<input type="radio"/>

CT - PLTI Post-Training Questionnaire

Demographics

***9. What is your current age?**

***10. Gender**

- Male
- Female

***11. How would you best describe your personal situation (marital status)?**

- Domestic Partnership
- Married
- Separated or Divorced
- Single (never married)
- Widowed

***12. Which of the following statements best describes your current employment situation?**

- Employed for pay full-time (30 or more hours per week)
- Employed for pay part-time (Less than 30 hours per week)
- Seasonal or occasional employment for pay
- Recently (last 12 months) unemployed or laid off
- Unemployed or laid off over one year ago
- I do not work outside the home
- Other (please specify)

***13. On average, how many hours do you volunteer per week?**

***14. How would you rate your opportunities to have a fulfilling job?**

- 0 Not applicable 1 2 3 4 5 6 7 8 9 10 Very good

CT - PLTI Post-Training Questionnaire

Demographics (Continued)

*15. How would you rate your opportunities to improve your financial situation?

- 0 Not applicable 1 2 3 4 5 6 7 8 9 10 Very good

*16. What race do you consider yourself to be?

- White
- Black/African American
- Hispanic/Latino
- Native American
- Asian/Pacific Islander
- Mixed
- Other (please specify)

*17. What is the highest level of education you have completed?

- Less than high school
- High School/GED
- Associate or 2-year college degree
- Bachelor's or other 4 year college degree
- Master's, doctoral or professional (law, medical school) degree
- Post graduate work

*18. What is your total annual household income?

- Less than \$20,000
- \$20,000 to \$39,999
- \$40,000 to \$59,999
- \$60,000 to \$84,999
- \$85,000+

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*19. How did you hear about PLTI?

- Flyer
- Word of mouth (friend, co-worker, neighbor)
- Community leader or educator
- Public service announcement on the radio, television, or newspaper
- A PLTI graduate told me
- Through social media
- Other (please specify)

*20. What is the primary reason you are enrolled for this training?

- I wanted to work on a specific issue that affected my child.
- I wanted to learn specific skills that PLTI was offering.
- I wanted to get more involved in my community.
- It looked interesting and I was curious.
- It was free. I felt I had nothing to lose.
- Other (please specify)

*21. Please tell us if you know about each of the following:

	Yes	No
Do you know how state government budgets are made?	<input type="radio"/>	<input type="radio"/>
Do you know how state laws are made?	<input type="radio"/>	<input type="radio"/>
Do you know who your local representative for city government is?	<input type="radio"/>	<input type="radio"/>
Do you know who your elected representative for the State House of Representatives is?	<input type="radio"/>	<input type="radio"/>
Do you know who your representative for the State Senate is?	<input type="radio"/>	<input type="radio"/>

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General Feedback

***22. Do you have any suggestions for improving the training?**

***23. Do you have any further comments about PLTI?**