An Evaluation of "Transforming Youth Justice:

A Leadership Development Program"

Prepared for the Tow Youth Justice Institute

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During the past 30 years, juvenile courts and the field of juvenile justice experienced significant reform. Prior to the 21st century, rising juvenile crime rates, nationwide concern over youth violence, and a politically popular "get tough" movement produced a more "criminalized" juvenile justice system, focused on accountability, punishment, and enhanced public safety (Feld, 2017; Myers, 2005). Over the past 20 years, however, juvenile justice reform efforts have emphasized a more balanced approach to punishment and rehabilitation, with a return to a "kids are different" philosophy (Feld, 2017). Research on child and adolescent development, combined with greater knowledge about evidence-based programs and practices (i.e., those supported by scientifically rigorous research findings), played a large role in this movement (Howell, Lipsey, & Wilson, 2014). Greater attention also was given to collecting and utilizing data in juvenile justice agencies and organizations, in order to better understand client risk and needs, match clients with empirically supported services, and assess whether specified goals, objectives, and outcomes are being achieved (Myers, 2013a).

Within this modern evidence-based movement, the importance of leadership has come to the forefront. Effective juvenile justice leaders are expected to communicate a knowledge and understanding of evidence-based policies, programs, and practices; balance strong interpersonal skills with the ability to motivate staff toward higher performance; assess and collaboratively shape organizational culture; engage in strategic planning and performance measurement; and facilitate organizational capacity-building and sustainability (Howell et al., 2014; Lipsey, Howell, Kelly, Chapman, & Carver, 2010; Myers, 2013b; Seigle, Walsh, & Weber, 2014).

However, juvenile justice practitioners may not possess strong skills and abilities in these areas, making it difficult to develop and provide effective leadership in many agencies.

In the state of Connecticut, contemporary juvenile justice reform has been pronounced (Ma, Pfrommer, & Cooper, 2018). In the 1990s, juvenile detention centers and secure institutions were severely overcrowded, mental illness and suicide rates in these facilities were high, and placing juveniles in the adult criminal system was common. Following the turn of the century, mounting calls for reform led to a deinstitutionalization movement, along with "raise the age" legislation in 2007 that extended the age of juvenile court eligibility from 15 to 17 years old (i.e., 18- year-olds are prosecuted in the adult criminal system). In 2014, with the support of the Tow Foundation, Connecticut established the Juvenile Justice Policy and Oversight Committee (JJPOC) to supervise continued reform, evaluate juvenile justice policies, and develop goals and recommended changes for juvenile justice laws and procedures.

At the same time as the establishment of JJPOC, a collaboration between the State of Connecticut, the University of New Haven, and the Tow Foundation resulted in the creation of the Tow Youth Justice Institute (TYJI; Ma et al., 2018). Initiated in October 2014, among the primary goals of TYJI was to develop and offer a transformational leadership development program, designed for mid-level leaders from public and private agencies and organizations, to create a network of individuals to sustain youth justice reform efforts. "Transforming Youth Justice: A Leadership Development Program" was initiated in April 2016, with a cohort of 16 participants (TYJI Newsletter, Fall 2016). Subsequent cohorts began in April 2017 and April 2018. Over the course of this 9-month program, participants meet monthly at the University of New Haven to develop collaborative leadership skills, enhance knowledge and understanding of juvenile justice reform and evidence-based practices, and acquire core competencies in utilizing

empirical research, data-driven decision-making, and restorative justice approaches (TYJI Newsletter, March 2017). Also included in the program is an opportunity for participants to complete a hands-on visit to the TRUE unit at Cheshire Correctional Institution in Connecticut. Participants also are introduced to the expert guest speakers who present during the leadership development program. They are given the opportunity to engage and spend time with the speakers. It is also important to mention that the participants of the TYJI leadership program are employed professionals who take a day out of their busy schedules each month to participate in the program sessions.

The purpose of the current study is to evaluate the leadership development program provided by TYJI. Following a brief review of the relevant literature, TYJI and its leadership development program will be described in more detail. Next, basic research questions guiding the evaluation will be presented, along with the research design and mixed-methods employed. Based on the use of multiple data sources, the analysis and findings will be discussed, followed by conclusions and recommendations.

<div align="center">**Contemporary Juvenile Justice Reform**</div>

In recent decades, there has been much juvenile justice reform across the United States, leading to noticeable changes. Since the turn of the century, nationwide youth incarceration rates have been cut in half, juvenile arrest rates are at all-time lows, and most states have implemented evidence-based programs and data-driven practices (Weber, Umpierre, and Bilchik, 2018). Despite these positive findings, other data indicate room for improvement, as there still are states with poor juvenile recidivism rates, limited employment and educational opportunities, and inadequate services for youth of color.

Weber and colleagues (2018) highlight six current strategies to improve public safety and youth outcomes, including efforts to: 1) decriminalize status offenses and automatically divert all youth who commit certain offenses or are screened as low risk from court involvement; 2) develop professional standards and supports to cultivate a dedicated team of juvenile court judges and attorneys; 3) tie conditions of supervision directly to youths' delinquent offenses and eliminate the practice of filing technical violations of probation and parole; 4) redefine the primary function of community supervision as promoting positive youth behavior change; 5) focus case planning and service delivery on strengthening youths' connections to positive adults, peers, and community supports; and 6) utilize data and predictive analytics to guide system decisions and hold supervision agencies, courts, and service providers accountable for improved youth outcomes.

Another popular juvenile justice reform has been the nationwide effort to combat the "school-to-prison pipeline," which is the concept that exclusionary school discipline practices, such as expulsions, suspensions, and arrests for misconduct, are linked to becoming involved with the juvenile justice system. At the federal level, there have been many reform initiatives to address and improve school disciplinary practices. These initiatives include the Supportive School Discipline Initiative (SSDI) and the Every Student Succeeds Act (ESSA). The SSDI, which began in 2011, is a collaboration between the U.S. Department of Justice and the U.S. Department of Education, which aids local school districts in implementing effective alternatives to exclusionary discipline and creating a school climate that is supportive (Farn, 2018; U.S. Department of Education, n. d.). The ESSA, which is the reenactment of the 1965 Elementary and Secondary Education Act, was signed in 2015 and provides provisions to assist schools in establishing positive and supportive environments.

According to the ESSA, states and districts are mandated to collect data on student school arrests and disciplinary actions. At the local level, there are many schools revising zero-tolerance approaches that handle behavioral incidents within the school system in order to combat the school-to-prison pipeline. Numerous local school districts have partnered with juvenile justice agencies to produce school-based diversion programs typically targeting status offenders, students involved in non-violent incidents, and those with behavioral health disorders (Farn, 2018). Diversion programs that contain a restorative justice component are becoming increasingly popular and show promising results in recidivism reduction (Carter, Fine, and Russell, 2014; Farn, 2018; Wong, Bouchard, Gravel, Bouchard, and Morselli, 2016).

Reforms in Connecticut during the past 20 years are consistent with national trends. Following initial efforts to deinstitutionalize and divert status offenders from the juvenile justice system, and raise the age of juvenile court jurisdiction, Connecticut led the nation by reducing juvenile commitments 75% between 2001 and 2013 (TYJI Newsletter, Spring 2016). JJPOC subsequently focused further efforts on diversion, deinstitutionalization, and recidivism reduction. Between 2015 and 2017, diversion from juvenile courts increased by nearly 20%, youth incarceration declined by almost 50%, and official recidivism fell by 2% (Ma et al., 2018). Moreover, in recent years, greater attention has been given to the behavioral health needs of youth, truancy reduction, the school-to-prison pipeline, data collection, youth tracking systems, and community-based services.

Implementing and assessing juvenile justice reform efforts requires strong leadership skills. TYJI recognized a need for juvenile justice leadership development across the state, resulting in "Transforming Youth Justice: A Leadership Development Program." Leadership development programs are not a new invention, originating at least 35 years ago. Since that time,

a growing body of research on leadership and leadership development has been produced, with generally supportive findings and valuable implications.

Leadership Development Programs

In 1983, the W. K. Kellogg Foundation funded the development of the first organized statewide leadership development program in the nation (Black and Earnest, 2009; W. K. Kellogg Foundation, 2001). There were two primary goals of this and other subsequent programs: 1) develop leadership skills of participants, and 2) improve participants' knowledge of specified topics (Black and Earnest, 2009; Carter and Rudd, 2000). Black and Earnest (2009) and the W.K. Kellogg Foundation (2001) assert that in order to meet these goals, leadership development programs should focus on the personal, professional, policy, and practice levels of growth. Personal growth can be developed by broadening perspectives, increasing self-confidence, and helping participants gain a clearer sense of self-purpose or self-efficacy. Professional growth can be enhanced through teaching innovative approaches to management and business, as well as increasing industry representation and participation in leadership roles. Policy and practice improvements, including strengthening resource networks, also are promoted among participants in these programs.

Leadership development programs have been evaluated since their inception, and researchers have produced various results across multiple disciplines. Findings generally depend upon the methods used to study each program's design and implementation. Overall, the evidence is in support of leadership development programs achieving their goals. However, critics have questioned the rigor of this research, as well as the actual impact of leadership development programs on organizational and behavioral outcomes (Edwards & Turnbull, 2013; Packard & Jones, 2015).

One early study focused on a yearlong program designed for school superintendents in Florida (McCauley & Hughes-James, 1994). The Chief Executive Officer Leadership Program (CEOLDP), developed by the Center for Creative Learning, was found to produce beneficial results. This program started with a 6-day classroom component, intended to make the participants aware of their strengths and weaknesses as leaders. During the classroom experience, participants set their self-development goals and action plans. Throughout the year, participants worked with an "executive facilitator," which was another superintendent serving as a guide, supporter, and advisor, to work toward their goals and implement projects to improve their school systems. The participants also kept a journal. CEOLDP participants exhibited three outcomes, including 1) developing strategies and competencies for continuous learning, such as reflective thinking, forming developmental relationships, and self-awareness; 2) undergoing personal changes in the way they thought about issues or problems, in their behaviors or habits, or in the way they felt about leadership; and 3) accomplishing projects more successfully than if they did not participate in the CEOLDP.

McCauley and Hughes-James (1994) concluded that the major components of the program (classroom experience, executive facilitators, journal writing, and learning projects) contributed to the success of the program in different ways. Classroom experience contributed to raising self-awareness and learning about management and leadership content. The classroom also facilitated and fostered relationships among the participants. Executive facilitators were able to provide expertise and advice, thereby helping the participants construct knowledge, by asking stimulating questions, providing feedback, and acting as a sounding board. The facilitators also helped keep the participants on track, through supporting and encouraging them along the way. Reflective writing through journal entries allowed the participants to review and learn from their

experiences, consider ways of dealing with issues in the future, explore their feelings, and maintain focus on their goals. Finally, the learning projects stimulated changes within the superintendents themselves, while enhancing their ability to involve others and increasing reflective thinking.

Leadership development evaluations quickly grew in number as the popularity of programs spread across disciplines. A meta-analysis of 83 leadership development program studies by Collins and Holton (2004) revealed many positive effects, leading the authors to conclude that "practitioners can attain substantial improvements in both knowledge and skills if sufficient front-end analysis is conducted to assure that the right development is offered to the right leaders" (p. 217). Other reviews and individual studies have produced similar supportive findings (see, e.g., Avolio, Hannah, Reichard, Chan, & Walumbwa, 2009; Day, Fleenor, Atwater, Sturm, & McKee, 2014). Limitations in this body of research, however, include organizational and performance outcomes rarely being measured, and relatively few studies utilizing multiple sources of data (Edwards & Turnbull, 2013; Packard & Jones, 2015).

In sum, the available literature suggests leadership development programs can produce beneficial results for participants, although studies vary in quality, and much still remains to be learned about program content, implementation, and outcomes. To add to the existing research, the current evaluation sought to examine the implementation and impact of a relatively new leadership development program uniquely focused on youth justice reform in the field of juvenile justice.

Current Evaluation

TYJI was founded in the fall of 2014 to support and sustain major youth justice reform efforts in the State of Connecticut and across the northeast region, and to increase the use of

evidence-based practices in the field (Tow Youth Justice Institute, March 2016). The institute is unique in its multidisciplinary, research-driven structure; its diverse partnerships; and its broad scope. The work of TYJI spans academic research; partnerships with public agencies, nonprofits, and community members; curricula development for future generations of youth justice advocates; advice to policymakers; and leadership development. TYJI serves as a research partner to the Connecticut JJPOC, but it aspires to serve as a national model for expanding and sustaining progressive reform and demonstrating how alternative approaches can become institutionalized. At its founding, the institute established four primary objectives:

1. Develop a youth justice leadership training program targeting law enforcement and key staff in public and private agencies.

2. Develop a new youth justice curriculum to broaden course offerings and support the formation of strong, innovative youth justice undergraduate and graduate programs, and to provide a national model for dissemination.

3. Increase opportunities for students to participate in youth justice internships and cooperative work experiences in collaboration with state, local, and private agencies.

4. Provide research and evaluation services, as well as evidence-based program development assistance to public and private agencies in the youth justice system.

Concerning Objective #1, "Transforming Youth Justice: A Leadership Development Program" was initiated as an intensive, 9-month program for mid-level managers in the juvenile justice system, along with community stakeholders and advocates. Three goals of the leadership program include:

1. Building the capacity of present and future leaders as agents of change, thereby transforming youth justice in a sustainable community response paradigm.

2. Advancing leadership development skills and knowledge of best practices in reform, organizational and community change, and self-awareness.

3. Becoming a resource to the organizations, communities, and systems serving youth, through a network of dedicated leaders.

Program participants meet monthly to complete the program, which begins with a 2-day process with a half-day orientation. Subsequent sessions are held on a single day. In general, each session emphasizes youth justice reform, best practice strategies, and leadership competencies. Facilitator outlines and formal presentations are developed for all sessions, along with corresponding local resources and reference materials. Delivery of the program includes guest speaker presentations, as well as a participant "circle process" based on restorative justice practices for storytelling and personal reflections. Throughout the 9-month program, cohort members experience many opportunities for individual assessment and critical reflection, small group discussions, and collective feedback, along with learning from subject matter experts, experienced practitioners from the field, and university faculty. Completion of the program requires students to produce a capstone project, which progresses through five stages: brainstorming and issue development, planning guidelines, proposal outlines, plan development, and a final strategy with expected outcomes. Throughout the capstone development process, on multiple occasions, participants meet with each other in small-group or one-on-one meetings to discuss their capstones and provide feedback. They also participate in a peer-review process, which encourages them to help each other produce a strong capstone project. Through the small-group activities, participants also are encouraged to discuss the leadership skill(s) they used in planning for developing their concepts.

Program applicants must go through an intensive application process that includes the submission of a personal statement and a letter of recommendation. They must also fill out a form in which they describe their experiences, both professionally in their career and in other leadership development programs, as well as in community service and volunteer work, as it pertains to youth justice.

Three cohorts of participants completed the leadership development program in 2016, 2017, and 2018. A program schedule for each of the three cohorts, including topics and dates, is provided in Appendix A. To evaluate this program, four research questions were formulated:

1. Is the intended target population being reached? Answering this question occurred primarily through an assessment of program application data and a comparison of accepted and declined applicants.

2. Are the intended services being provided? This question was answered through an examination of available program documentation, session-by-session participant survey data, and direct observation of monthly sessions for the third (2018) cohort only.

3. Are the intended personnel and other stakeholders in place and engaged? This question also was answered through assessing the session-by-session participant survey data and direct observation of program sessions.

4. Are the intended outcomes being achieved? Answering this question was based on the results of a participant pre-test/post-test survey and a follow-up survey of participants who completed the program in Cohort 1.

Research Design and Methods

To answer the four research questions, five sources of data were utilized. Each is described below.

Available application data and program documentation (2016, 2017, and 2018)

In order to address the first research question, whether the intended target population is being reached, available application data for all three cohorts were utilized. All application forms for the first three cohorts were used to extract data for examining demographic variables (e.g., gender, years of experience, education attained, etc.) for those applicants accepted and not accepted into the program. Univariate and bivariate statistics, including t-tests and chi-square analysis, were used to examine the application data.

Participant session-by-session assessment (2016 and 2017)

At the end of every session, participants were provided with a survey to capture participant perceptions of that session. Each survey contained five quantitative items based on a Likert scale, three open-response questions, and an optional prompt for additional comments. The survey responses for the first two cohorts were examined using t-tests and a general linear model (GLM) with repeated measures ANOVA. With these data and analyses, participant satisfaction with each session (e.g., materials, concepts, speakers, activities, etc.) and consistency in satisfaction from session-to-session were assessed based on data collected from the first two cohorts. Participant attendance at each session also was examined.

Participant Pre/Post Test (2016 and 2017)

Before the start of the program, all participants were given a pre-test survey to capture each participant's base or starting knowledge, engagement, involvement, and familiarity regarding juvenile justice practices, concepts, and initiatives. The survey contained 25 individual questions, with 7 follow-up questions to 5 of the 25 individual questions (i.e., 32 survey items in total). Five questions were presented in a dichotomous (yes/no) format, 24 questions were presented in Likert format, and there were three open-ended questions. At the end of the program, typically during the final session for the cohort, the survey was distributed again to capture the post-test scores for each survey item. In order to address the fourth research question, whether the intended outcomes are being achieved, t-tests were used to examine whether a statistically significant difference existed for each item between pre- and post-test. A change in a total combined score also was assessed.

Alumni follow-up survey (2016)

An 18-month follow-up survey was distributed to the first (2016) cohort after completion of the program. This alumni survey contained 29 items presented in dichotomous (yes/no), visual analogue, and multiple-response formats. The aim of the follow-up survey was to capture the impact the leadership development program had on its participants in a range of areas (e.g., leadership skills/practices, capstone project completion, juvenile justice policy change, educational attainment, etc.). The follow-up survey distributed to the first cohort was used to address the fourth research question (i.e., whether the intended outcomes are being achieved).

In-class direct observation (2018)

A qualitative approach was used to add data for examining the second and third research questions (whether the intended services are being provided and whether the intended personnel

and stakeholders are in place and engaged), as well as to provide insight as to what the day-to-day functioning of the program entailed. The first author attended each program session for the third cohort, along with graduation ceremonies for the 2017 and 2018 cohorts, to observe the program directly and record qualitative field notes.

Analysis and Findings

The five data sources discussed above were utilized to answer the four research questions. Analysis and findings from the data sources are discussed below.

Available Application Data and Program Documentation

The communities served. To gain an understanding of the communities in which program participants serve, a frequency distribution was created to examine the cities in which accepted applicants work. Table 1 provides this information for all three admitted cohorts (N = 48). As indicated, New Haven is represented most frequently, with 13 participants (27.1%). Bridgeport is represented second most frequently, with seven participants (14.6%). Tied for third most frequent, with three participants (6.3%) each, are East Haven, Hartford, Middletown, Waterbury, and Wethersfield. Two participants (4.2%) worked in Stamford. The remainder of the cities listed had one (2.1%) participant each.

Table 1: Location of Accepted Applicants (2016, 2017, & 2018)

CITY	FREQUENCY	PERCENT	CUMULATIVE PERCENT
BRIDGEPORT	7	14.6	14.6
CHESHIRE	1	2.1	16.7
EAST HAVEN	3	6.3	22.9
FARMINGTON	1	2.1	25.0
HARTFORD	3	6.3	31.3
MANCHESTER	1	2.1	33.3
MIDDLETOWN	3	6.3	39.6
MILFORD	1	2.1	41.7
NEW BRITAIN	1	2.1	43.8
NEW HAVEN	13	27.1	70.8
NORWALK	1	2.1	72.9
ROCKY HILL	1	2.1	75.0
STAMFORD	2	4.2	79.2
STRATFORD	1	2.1	81.3
WALLINGFORD	1	2.1	83.3
WATERBURY	3	6.3	89.6
WEST HARTFORD	1	2.1	91.7
WEST HAVEN	1	2.1	93.8
WETHERSFIELD	3	6.3	100.0
TOTAL	48	100.0	100.0

Gender differences. To gain an understanding of the gender of accepted applicants versus those who were denied, a chi-square test was used. The results are shown in Table 2. In total, 62 females and 24 males applied for the leadership development program. Of the applicants, 30 females and 18 males were accepted. This means that 48.4% of females that applied were accepted, and 75% of males that applied were accepted. The chi-square test was statistically significant ($p < .05$), meaning that males were more likely to be accepted than females. This is most likely because more females than males applied, and more males were selected from the applicants in order to have more equal representation based on gender within the cohorts.

Table 2: Gender of Applicants (2016, 2017, & 2018)

			Gender		Total
			Female	Male	
Accepted	No	Count	32	6	38
		% within Gender	51.6%	25.0%	44.2%
	Yes	Count	30	18	48
		% within Gender	48.4%	75.0%	55.8%
Total		Count	62	24	86
		% within Gender	100.0%	100.0%	100.0%

Note: Chi-square test; $p < .05$

Education. Chi-square analysis also was used to test whether there were statistically significant differences among accepted versus denied applicants with regard to education. Table 3 shows the group with the highest number of applicants (N = 39), as well as the greatest representation within the accepted group (N = 24), were those with master's degrees. The group with the second highest number of applicants (N = 28), along with the second greatest representation within the accepted group (N = 15), were those with bachelor's degrees. The group with the highest acceptance rate was the group with associate's degrees (80%), and the group with the lowest acceptance rate was the group with doctorate level degrees (20%). However, differences based on educational level were not found to be statistically significant. This indicates that, based on educational level, the number of selected participants from each group roughly is in proportion to the number of total applicants from each group.

Table 3: Levels of Education (2016, 2017, & 2018)

			Education Attained					
			High School/GED	Associates	Bachelors	Masters	Doctorate	Total
Accepted	No	Count	4	1	13	15	4	37
		% within Education Attained	50.0%	20.0%	46.4%	38.5%	80.0%	43.5%
	Yes	Count	4	4	15	24	1	48
		% within Education Attained	50.0%	80.0%	53.6%	61.5%	20.0%	56.5%
Total		Count	8	5	28	39	5	85
		% within Education Attained	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Work experience. To gain an understanding of the work experience of the leadership development applicants, and to assess the experience level of those who applied and those who were accepted, a t-test was used. As shown in Table 4, the average years at their current job was 7.06 for those accepted (N = 47) and 5.67 for those not accepted (N = 37), which suggests that those accepted had more experience at their current job than those not accepted. However, this difference was not statistically significant. For overall work experience, the average for those accepted was 14.80 years (N = 46) compared to 14.32 years (N = 34) for those not accepted. Again, the difference in overall work experience was not statistically significant between the two groups.

Table 4: Work Experience (2016, 2017, & 2018)

	Accepted	
	Yes	No
Years at Current Job	7.06	5.67
Years of Experience	14.80	14.32

Previous participation in other leadership programs. As part of the application process, applicants are asked whether they had participated previously in another leadership development program. As shown in Table 5, the majority of all applicants (N = 45) indicated that they had participated in another leadership program, as compared to those who had not (N = 40). Also revealed is that the majority of those accepted (N = 27) had participated in a leadership program, as compared to those who had not participated in a previous leadership program but were accepted (N = 21). A chi-square test was insignificant, indicating that participant selection was not based on participation in previous leadership programs. However, it is evident that a relatively high percentage of participants (60%) had participated in previous leadership programs.

Table 5: Previous Leadership Program Experience (2016, 2017, & 2018)

			Previous Leadership Program		Total
			No	Yes	
Accepted	No	Count	19	18	37
		% within Leadership Program	47.5%	40.0%	43.5%
	Yes	Count	21	27	48
		% within Leadership Program	52.5%	60.0%	56.5%
Total		Count	40	45	85
		% within Leadership Program	100.0%	100.0%	100.0%

Participant Session-by-Session Assessment

Tables 6 through 8 show descriptive statistics based on the session-by-session evaluations completed by participants from the first two cohorts. Survey items one through five are based on a 5-point scale, with 1 being "very little," 3 being "moderately," and 5 being "very much." Question one asked, "Did the session content and subject matter meet objectives?" Question two asked, "Did the facilitators/presenters exhibit subject matter expertise?" Question three asked, "Did your knowledge of the subject matter increase?" Question four asked, "Did your skills in the subject matter increase?" Lastly, question five asked, "Are you more confident in your capacity to take action on this subject matter?"

Table 6: Session-by-Session Mean Responses (2016 & 2017)

Item Number	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	Session 9
1	4.77	4.95	4.55	4.67	4.73	4.83	4.67	4.68	5.00
2	4.85	5.00	4.90	4.75	4.77	4.83	4.71	4.89	5.00
3	4.56	4.86	4.55	4.42	4.50	4.83	4.58	4.84	4.90
4	4.37	4.57	4.40	4.08	4.36	4.39	4.33	4.79	4.90
5	4.33	4.62	4.25	4.33	4.32	4.61	4.33	4.84	4.90
Total	22.89	24.00	22.65	22.25	22.68	23.48	22.63	24.05	24.68
N	27	21	20	24	22	23	24	19	19

Table 7: Session-by-Session Mean Responses Cohort 1 (2016)

Item Number	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	Session 9
1	4.64	4.90	4.67	4.64	4.89	5.00	4.58	4.70	5.00
2	4.73	5.00	4.83	4.82	4.89	4.83	4.75	4.90	5.00
3	4.18	4.80	4.83	4.55	4.89	4.92	4.67	4.80	4.90
4	4.09	4.30	4.83	4.36	4.89	4.67	4.58	4.70	4.90
5	4.09	4.50	4.67	4.36	4.89	4.67	4.58	4.80	4.90
Total	21.73	23.50	23.83	22.73	24.44*	24.08	23.17	23.90	24.70
N	11	10	6	11	9	12	12	10	10

Table 8: Session-by-Session Mean Responses Cohort 2 (2017)

Item Number	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	Session 9
1	4.88	5.00	4.50	4.69	4.62	4.64	4.75	4.67	5.00
2	4.94	5.00	4.93	4.69	4.69	4.82	4.67	4.89	5.00
3	4.81	4.91	4.43	4.31	4.23	4.73	4.50	4.89	4.89
4	4.56	4.82	4.21	3.85	4.00	4.09	4.08	4.89	4.89
5	4.50	4.73	4.07	4.31	3.92	4.55	4.08	4.89	4.89
Total	23.69	24.45	22.14	21.85	21.46*	22.82	22.08	24.22	24.67
N	16	11	14	13	13	11	12	9	9

* T-Test; p < .05

Table 6 reflects the data for both cohorts, from 2016 and 2017. Calculated in each table are the mean (average) scores of each quantitative item on the session evaluation survey distributed to participants at the end of every session. As shown, the mean scores of each session suggest an overall high satisfaction rate, with the lowest individual item average being 3.85 (N=13) for Session 4, Item 4, for Cohort 2. There are numerous sessions that received a mean score of 5.00. In consideration of relatively low variance within each of the five survey items, to test for differences between means, a composite score was created in which all mean scores for each survey item were added to create a total satisfaction score for each session. To test for significant differences between the two cohorts, T-tests were used. The only significant difference found between Cohort 1 and Cohort 2 was for Session 5. The data show that Cohort 1 was significantly more satisfied with Session 5 as compared to Cohort 2. The fact that there were no other significant differences between cohorts in total satisfaction scores suggests there was consistency in training delivery across the sessions and cohorts.

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Table 9: GLM Repeated Measures for Session-by-Session Mean Responses

Item #	S1	S2	S3	S4	S5	S6	S7	S8	S9
1	4.77	4.95	4.55	4.67	4.73	4.83	4.67	4.68	5.00
2	4.85	5.00	4.90	4.75	4.77	4.83	4.71	4.89	5.00
3	4.56	4.86	4.55	4.42	4.50	4.83	4.58	4.84	4.90
4	4.37	4.57	4.40	4.08	4.36	4.39	4.33	4.79	4.90
5	4.33	4.62	4.25	4.33	4.32	4.61	4.33	4.84	4.90
Total	22.89[i]	24.00[d]	22.65[i]	22.25[b, h, i]	22.68[i]	23.48[i]	22.63[i]	24.05[d]	24.68[a, c, d, e, f, g]
N	27	21	20	24	22	23	24	19	19

Note:
Superscript a indicates a significant (p < .05) difference from session 1
Superscript b indicates a significant (p < .05) difference from session 2
Superscript c indicates a significant (p < .05) difference from session 3
Superscript d indicates a significant (p < .05) difference from session 4
Superscript e indicates a significant (p < .05) difference from session 5
Superscript f indicates a significant (p < .05) difference from session 6
Superscript g indicates a significant (p < .05) difference from session 7
Superscript h indicates a significant (p < .05) difference from session 8
Superscript i indicates a significant (p < .05) difference from session 9

To investigate these data further, a general linear model (GLM) with repeated measures ANOVA was used. Table 9 again shows a comparison of session means for Cohort 1 and Cohort 2 combined, with a participant satisfaction composite score for each of the nine sessions. Mean replacement was used to account for missing data. After assessing the assumptions of the model and making appropriate statistical corrections (Field, 2009), pairwise comparisons were used to test for significant differences between sessions. As indicated in Table 9, total satisfaction for Session 9 (the final session) was found to be significantly higher than in all other sessions except Session 2. Session 2 total satisfaction was significantly higher than Session 4, and total satisfaction for Session 4 was significantly lower than for Session 2, Session 8, and Session 9. In sum, while there was a fair degree of stability in total satisfaction scores across the nine sessions, satisfaction was highest in Session 9 and lowest in Session 4.

There are two additional points worth noting regarding the session-by-session data. First, due to variation in session attendance, there were different numbers of program participants

completing the survey for each session, across both cohorts. This was due to participants being absent or leaving early from individual sessions. In some sessions, this amounted to a small number of participants not taking the survey, while in other sessions, a third or more of the cohort did not take the survey. The only session with full participation in the survey was Session 1 of Cohort 2. This suggests program attendance expectations and requirements should be given attention by program staff and communicated clearly to future cohorts.

Second, program content on a session-by-session basis varied somewhat from cohort to cohort. Appendix A provides the schedule for each of the first three cohorts, showing dates and topics covered. The session-by-session data indicated a significantly different overall satisfaction score for Session 5, between Cohort 1 and Cohort 2. This could be due to differences in program content, the presenters, or both. Across cohorts, Session 9 received the highest overall scores, with similar content for program conclusion. Session 4 received the lowest overall scores, particularly in Cohort 2, with varying content in this session across the two cohorts.

Participant Pre/Post Test

Tables 10 through 12 show mean score data for the pre- and post-program surveys for the first two cohorts. Items one through five are coded as 0 = No and 1 = Yes. All other items are coded on a 5-point scale, with 1 being "very little," 3 being "moderately," and 5 being "very much." Table 10 shows pre- and post-results for the 2016 and 2017 cohorts combined, while Table 11 shows the results for the 2016 cohort and Table 12 shows results for the 2017 cohort. In general, the data are used to assess changes associated with program participation. However, it should be noted that some items represent organizational (rather than personal) work behavior (i.e., item 6: agency utilizes RBA, item 8: agency utilizes EBP, item 15: I have leadership opportunities in my agency). In this analysis, when a post-test mean score is greater than the pre-

test mean score, it suggests a beneficial change. To test for significant changes, t-tests were utilized. Below is a summary of results for the pre/post-test analyses for the 2016 and 2017 cohorts.

First, all items are in the desired/beneficial direction, except for:

- Item 3 (attend youth focused committees) for both cohorts

  - It is important to note, here, that the participants' availability for attending youth focused committees could have been reduced due to new jobs/roles or participation in the program (because time spent fulfilling program obligations could have taken up time they would have spent attending youth focused committees)

- Item 12 (leading improvement in policies for my agency) for both cohorts together and for cohort 2016 by itself

- Item 11 (experienced in utilizing data to inform decision) for the 2016 cohort

- Item 18 (member of coalition or organization for change) for the 2016 cohort

- Item 25 (prepared to lead change in YJ reform) for the 2016 cohort

Virtually all of the pre/post mean differences listed above were small and non-significant. The only statistically significant and non-desirable pre/post mean difference was for Item 3 (attend youth focused committees), for the first (2016) cohort ($p<.05$).

Second, although in the beneficial direction, there were insignificant differences in pre/post means for:

- Item 10 (Experienced in research, lit review, data analysis) for the 2016 cohort

- Item 13 (I have been part of change in my agency) for the 2016 cohort

- Item 14 (I have been a leader of change in my agency) for the 2016 cohort

- Item 17 (I have been a leader of change in my community) for the 2016 cohort

Third, and perhaps most importantly, there were a large number of statistically significant

changes in the desired/beneficial direction for the following items:

- Both cohorts combined:

  - Item 1 (Read any JJ publications)

  - Item 2 (Read JJ reports)

  - Item 4 (JJ Policy & Oversight Committee Meetings)

  - Item 5 (Watched JJPO Committee Meetings)

  - Item 6 (Agency Utilizes RBA)

  - Item 7 (Familiar with RBA)

  - Item 8 (Agency utilizes EBP)

  - Item 9 (I am familiar with EBP)

  - Item 19 (Leader of coalition or organization for change)

  - Item 21 (Partnerships with other JJYJ agencies in community)

  - Item 22 (Familiar with CT JJ practices and procedures)

  - Item 23 (Familiar with CT JJ reform efforts)

  - Item 24 (Involved in CT JJ reform efforts)

  - Item 25 (Prepared to lead change in YJ reform)

  - Total combined score for Items 6-25

- First cohort (2016) only:

  - Item 1 (Read any JJ publications)

  - Item 2 (Read JJ reports)

  - Item 4 (JJ Policy & Oversight Committee Meetings)

- o Item 5 (Watched JJPO Committee Meetings)

- o Item 6 (Agency Utilizes RBA)

- o Item 7 (Familiar with RBA)

- o Item 9 (I am familiar with EBP)

- o Item 22 (Familiar with CT JJ practices and procedures)

- o Item 23 (Familiar with CT JJ reform efforts)

- o Item 24 (Involved in CT JJ reform efforts)

- o Total combined score for Items 6-25

- Second cohort (2017) only

  - o Item 7 (Familiar with RBA)

  - o Item 9 (I am familiar with EBP)

  - o Item 18 (Member of coalition or organization for change)

  - o Item 19 (Leader of coalition or organization for change)

    - Item 21 (Partnerships with other JJYJ agencies in community)

    - Item 25 (Prepared to lead change in YJ reform)

Finally, there were several borderline statistically significant (p < .10) changes in the

desired/beneficial direction:

- o Both cohorts combined:

  - Item 20 (Familiar with other JJYJ agencies in community)

- o Second cohort (2017) only:

  - Item 3 (attend youth focused committees)

  - Item 8 (Agency utilizes EBP)

  - Item 20 (Familiar with other JJYJ agencies in community)

- Item 22 (Familiar with CT JJ practices and procedures)

- Item 23 (Familiar with CT JJ reform efforts)

- Item 24 (Involved in CT JJ reform efforts)

Table 10: Pre/Post Test for Both Cohorts (2016 & 2017)

Item Label	Pre-Test Mean	Post-Test Mean
1.) Read Any JJ Publications	.480	.677*
2.) Read JJ Reports	.467	.667*
3.) Attend Youth Focused Committees	.742	.581
4.) JJ Policy & Oversight Committee Meetings	.291	.677**
5.) Watched JJPO Committee Meetings	.355	.710**
6.) Agency Utilizes RBA	3.071	3.679*
7.) Familiar with RBA	3.143	3.964***
8.) Agency utilizes EBP	3.370	3.889*
9.) I am familiar with EBP	2.923	4.000***
10.) Experienced in research, lit review, data analysis	3.035	3.345
11.) Experienced in utilizing data to inform decision	3.414	3.621
12.) Leading improvement in policies for my agency	3.567	3.533
13.) I have been part of change in my agency	3.833	3.967
14.) I have been a leader of change in my agency	3.828	4.000
15.) I have leadership opportunities in my agency	4.200	4.483
16.) I have been part of change in my community	3.833	4.033
17.) I have been a leader of change in my community	3.448	3.828
18.) Member of coalition or organization for change	3.586	3.966
19.) Leader of coalition or organization for change	3.241	3.828*
20.) Familiar with other JJYJ agencies in community	3.710	4.097^

21.) Partnerships with other JJYJ agencies in community	3.300	3.933**
22.) Familiar with CT JJ practices and procedures	3.500	4.200**
23.) Familiar with CT JJ reform efforts	3.483	4.138**
24.) Involved in CT JJ reform efforts	2.903	3.645**
25.) Prepared to lead change in YJ reform	4.200	4.600*
Total (Items 6-25)	73.177	82.971*

* p < .05, ** p < .01, *** p < .001, ^ p < .10

Table 11: Pre/Post Test for Cohort 1 (2016)

Item Label	Pre-Test Mean	Post-Test Mean
1.) Read Any JJ Publications	.27	.5333*
2.) Read JJ Reports	.3333	.60*
3.) Attend Youth Focused Committees	.7333	.20*
4.) JJ Policy & Oversight Committee Meetings	.20	.8667**
5.) Watched JJPO Committee Meetings	.20	.7333*
6.) Agency Utilizes RBA	3.0769	3.8462*
7.) Familiar with RBA	3.00	3.7692**
8.) Agency utilizes EBP	3.3846	3.7692
9.) I am familiar with EBP	2.7692	3.8462*
10.) Experienced in research, lit review, data analysis	3.20	3.20
11.) Experienced in utilizing data to inform decision	3.4667	3.3333
12.) Leading improvement in policies for my agency	3.6667	3.4667
13.) I have been part of change in my agency	3.8571	3.8571
14.) I have been a leader of change in my agency	3.7143	3.7143
15.) I have leadership opportunities in my agency	4.3333	4.5333
16.) I have been part of change in my community	3.6667	3.7333

17.) I have been a leader of change in my community	3.4286	3.4286
18.) Member of coalition or organization for change	3.7143	3.6429
19.) Leader of coalition or organization for change	3.20	3.40
20.) Familiar with other JJYJ agencies in community	3.800	3.8667
21.) Partnerships with other JJYJ agencies in community	3.2667	3.60
22.) Familiar with CT JJ practices and procedures	3.2667	4.00**
23.) Familiar with CT JJ reform efforts	3.0667	4.00**
24.) Involved in CT JJ reform efforts	2.40	3.40**
25.) Prepared to lead change in YJ reform	4.4667	4.400
Total (Items 6-25)	70.70	78.40**

$* \ p < .05, \ ** \ p < .01, \ *** \ p < .001$

Table 12: Pre/Post Test for Cohort 2 (2017)

Item Label	Pre-Test Mean	Post-Test Mean
1.) Read Any JJ Publications	.690	.813
2.) Read JJ Reports	.600	.733
3.) Attend Youth Focused Committees	.750	.938^
4.) JJ Policy & Oversight Committee Meetings	.375	.500
5.) Watched JJPO Committee Meetings	.500	.688
6.) Agency Utilizes RBA	3.067	3.533
7.) Familiar with RBA	3.267	4.133**
8.) Agency utilizes EBP	3.357	4.000^
9.) I am familiar with EBP	3.077	4.154**
10.) Experienced in research, lit review, data analysis	2.857	3.500
11.) Experienced in utilizing data to inform decision	3.357	3.929

12.) Leading improvement in policies for my agency	3.467	3.600
13.) I have been part of change in my agency	3.813	4.063
14.) I have been a leader of change in my agency	3.933	4.267
15.) I have leadership opportunities in my agency	4.067	4.433
16.) I have been part of change in my community	4.000	4.333
17.) I have been a leader of change in my community	3.467	4.200
18.) Member of coalition or organization for change	3.467	4.267*
19.) Leader of coalition or organization for change	3.286	4.286*
20.) Familiar with other JJYJ agencies in community	3.625	4.313^
21.) Partnerships with other JJYJ agencies in community	3.333	4.267*
22.) Familiar with CT JJ practices and procedures	3.733	4.400^
23.) Familiar with CT JJ reform efforts	3.929	4.286^
24.) Involved in CT JJ reform efforts	3.375	3.875^
25.) Prepared to lead change in YJ reform	3.933	4.800*
Total	73.714	86.357

* $p < .05$, ** $p < .01$, *** $p < .001$, ^ $p < .10$

Alumni Follow-up Survey

A follow-up survey was distributed to the first (2016) cohort 18 months after completion of the program. The survey contained 30 questions designed to examine the impact the program had on participants, progress made on the participants' capstone projects, and their educational and professional achievements since completion of the program. Ten of the 15 cohort members (66.7%) responded to the survey (there were 16 initial cohort members, but one withdrew, meaning there are 15 leadership program alumni from the first cohort). The responses are based

on three types of measurements: 1) a visual analogue scale that ranged from 0 to 11 centimeters, with a score near 0 indicating a low score and a score near 11 indicating a high score; 2) multiple response questions; and 3) dichotomous (yes/no) questions.

      Visual analogue scale. Shown first are the survey items that were measured using a visual analogue scale. Question 1 asked if respondents define themselves now as an impactful leader, ranging from "not at all" to "very much." Question 3 stated, "I look at a perceived problem from different angles before proceeding," ranging from "strongly disagree" to "strongly agree." Other questions with responses ranging from "strongly disagree" to "strongly agree" included Question 4 ("I facilitate the development of a shared vision influenced by diverse stakeholders"), Question 5 ("I demonstrate to my peers that I believe trust is the foundation for a successful collaboration"), Question 6 ("I create processes that ensure stakeholders have an equal say in decision making"), Question 7 ("I help people take advantage of opportunities for new experiences or learning different skills"), and Question 8 ("I listen to others actively, checking to ensure my understanding"). Question 9 asked, "In your application you noted certain leadership qualities. To what degree did your participation in the program develop or enhance your own leadership style?" ranging from "not at all" to "significantly." Question 15 stated, "To what degree have you engaged in action steps and/or implementation of your capstone?" ranging from "not at all" to "completed." Question 22 asked, "To what degree have you increased your outreach efforts to youth and families in your community (e.g., willingness to try a different approach, establish new commitments or cooperative agreements, and/or expanded leadership roles of others)?" ranging from "not at all" to "significantly." Question 27 asked to what degree an issue in youth justice reform has most impacted them, their organization, and/or their community in the past year, ranging from "not at all" to "significantly." Finally, Question 28

stated, "How likely are you to seek further education or professional development leading to

career advancement?" ranging from "not at all" to "definitely."

**Table 13: Follow-up Survey Visual Analogue Measures**

Question	Mean	Median	Mode	Min	Max	N
Q1: Impactful Leader	9.3	9.0	9.0	8.5	10.5	10
Q3: Different Angles	7.4	6.0	11.0	3.5	11.0	10
Q4: Shared Vision	6.65	6.00	6.00	3.50	11.00	10
Q5: Trust for Collaboration	7.7	6.0	6.0, 11.0	3.5	11.0	10
Q6: Equal Say	6.5	5.5	5.5	3.5	11.0	10
Q7: New Experiences	8.2	8.5	11.0	3.5	11.0	10
Q8: Active Listening	7.75	6.00	6.00	3.5	11.0	10
Q9: Enhance Leadership Style	8.4	8.5	8.5	8.0	8.5	10
Q15: Action Steps of Capstone	5.45	5.75	1.00, 8.00	1.00	10.50	10
Q22: Engagement & Outreach	7.75	7.75	7.00, 8.50	5.50	10.00	10
Q27: Issue Impacted You	8.72	8.00	8.00	8.00	10.00	9
Q28: Likely to Seek Education	9.60	10.25	11.00	6.00	11.00	10

Table 13 and Figure 1 show the responses to the questions from the follow-up survey that

were measured using a visual analogue scale. Reported in the table are the measures of central

tendency (mean, median, and mode), the minimum and maximum scores for each question, and

the number of respondents for each question. As indicated, all ten survey participants responded

to all questions except for Item 27, which yielded 9 responses. As shown in Table 13, most of the responses were relatively high. The lowest scores were for Item 15 (the degree to which respondents have engaged in action steps or implementation of their capstone), and the highest scores were for Item 28 (the likelihood of seeking further education or professional development leading to career advancement) and Item 1 (if respondents define themselves now as an impactful leader). Figure 1 is a visualization in the form of a bar chart that shows the measures of central tendency for the responses in Table 13.

Figure 1: Follow-up Survey Visual Analog Responses
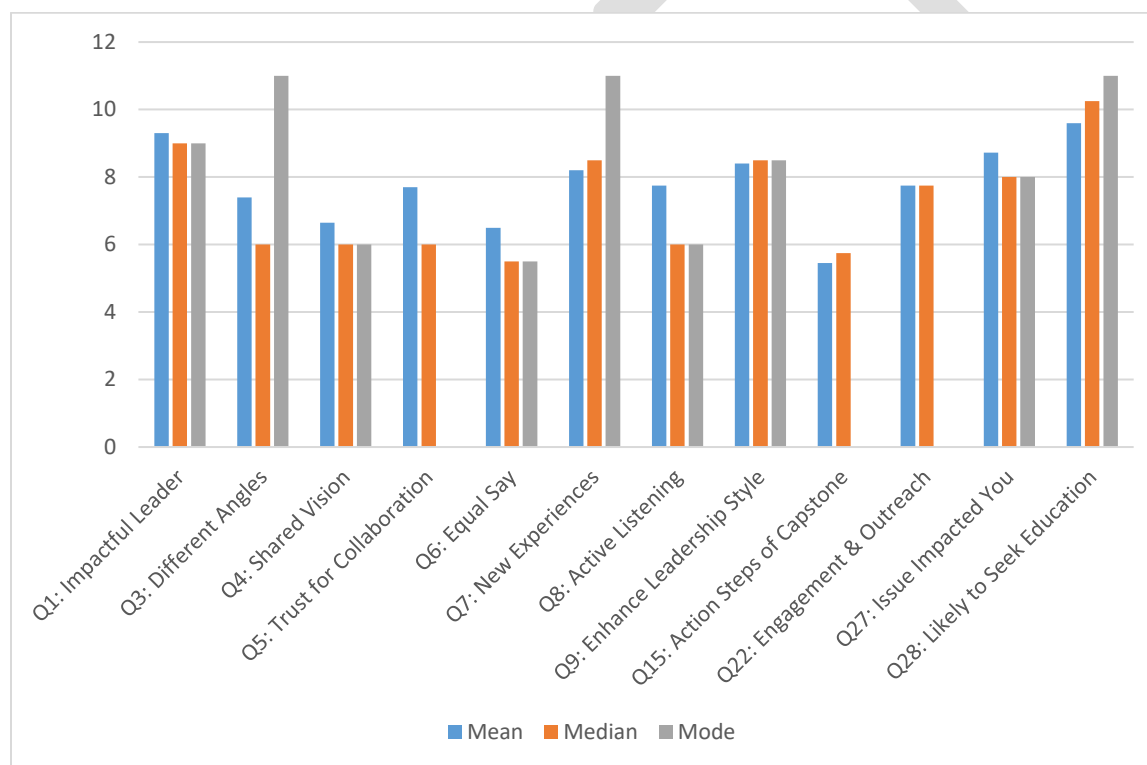
Multiple response measures. The following figures in this section depict scores from the survey items that were measured using a multiple response measurement approach. For these items, the respondent was prompted with a question, given a list of potential responses, and told to choose the responses that were most appropriate.

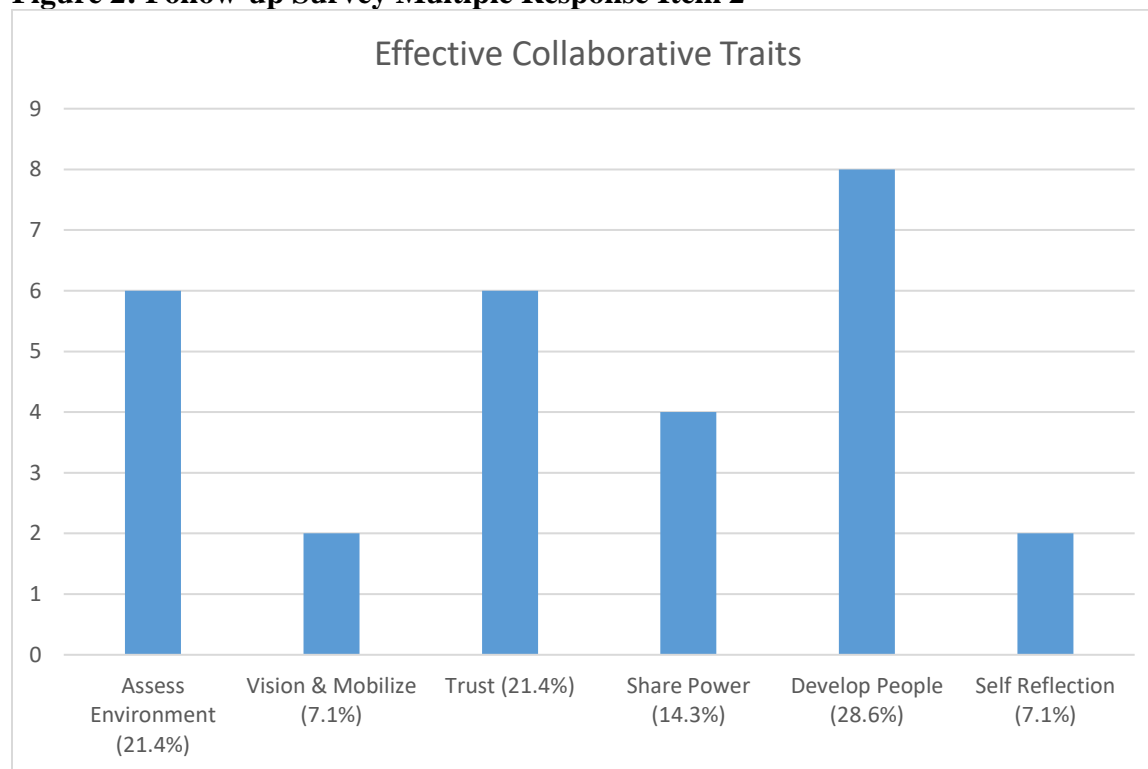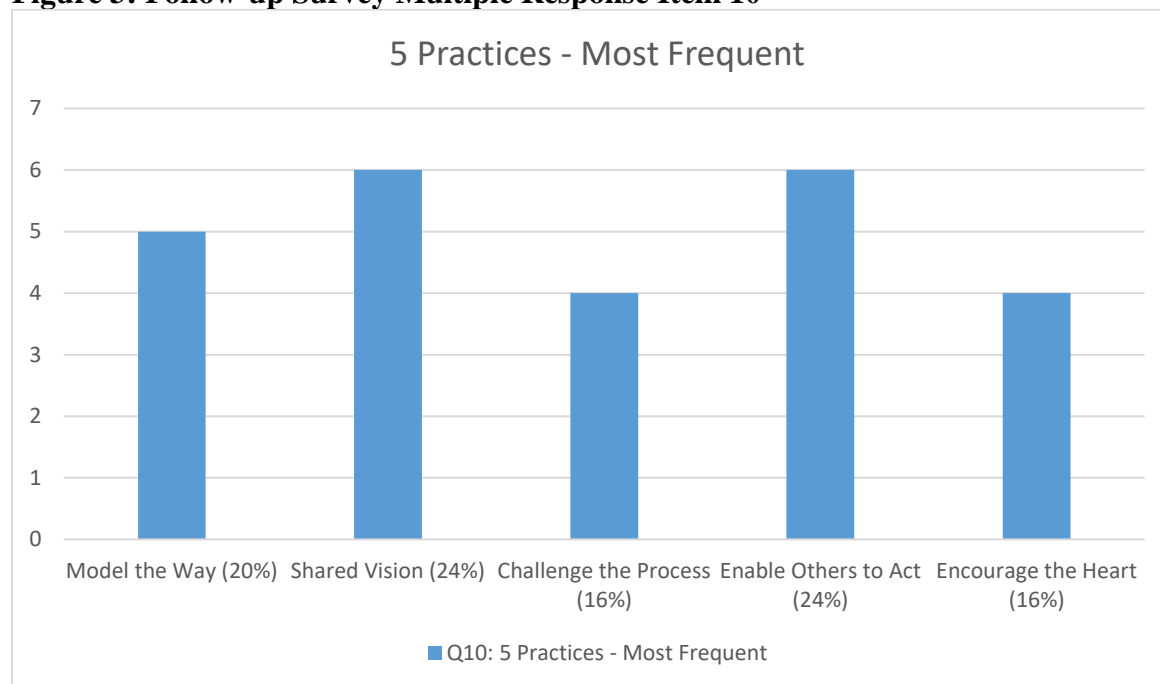**Figure 2: Follow-up Survey Multiple Response Item 2**

Figure 2 shows the responses for Item 2 from the follow-up survey, which initially stated, "Understanding effective collaborative leadership and its traits was a major emphasis." Participants then were asked which traits have proven most useful to them as leaders, and they were prompted to select two traits. Figure 2 indicates the "develop people" trait was most frequently chosen (28.6%, N = 8), and "vision & mobilize" and "self-reflection" were chosen least frequently (7.1%, N = 2).

Figures 3 and 4 show responses for Questions 10 and 11 from the follow-up survey. For Question 10, participants were asked, "As you interact with staff or close colleagues, which leadership skills do you practice MOST?" Question 11 followed by asking which skills they practice LEAST. Participants were asked to select their top two skills for each question. For Question 10 (MOST frequent), "shared vision" and "enable others to act" were both commonly selected (24%, N = 6), and "challenge the process" and "encourage the heart" were least
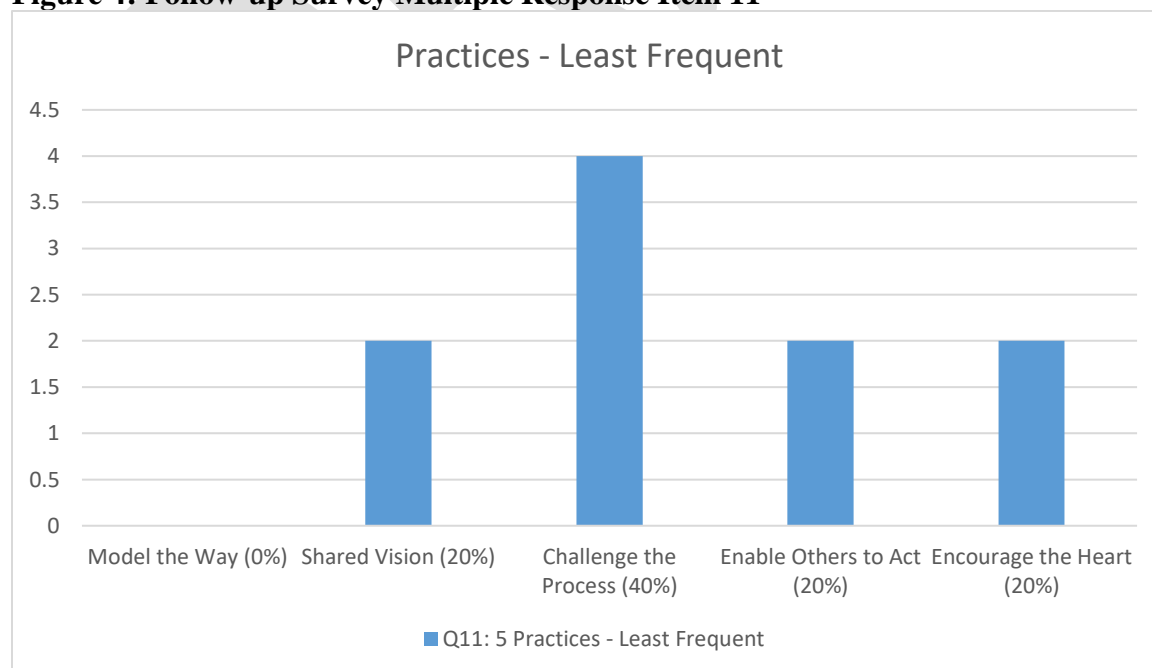
commonly selected (16%, N = 4). For Question 11 (LEAST frequent), "challenge the process" was the skill most commonly selected (40%, N = 4) and "model the way" was the only skill not selected, which indicates that it is practiced consistently among respondents.

**Figure 3: Follow-up Survey Multiple Response Item 10**

Figure 4: Follow-up Survey Multiple Response Item 11

Yes/No responses. Figure 5 depicts the results of the survey items that were presented in a dichotomous "yes/no" response format. For these items, respondents were asked a question that could be answered as "yes" or "no" and were prompted to select the appropriate response.

Figure 5: Follow-up Survey Yes/No Responses
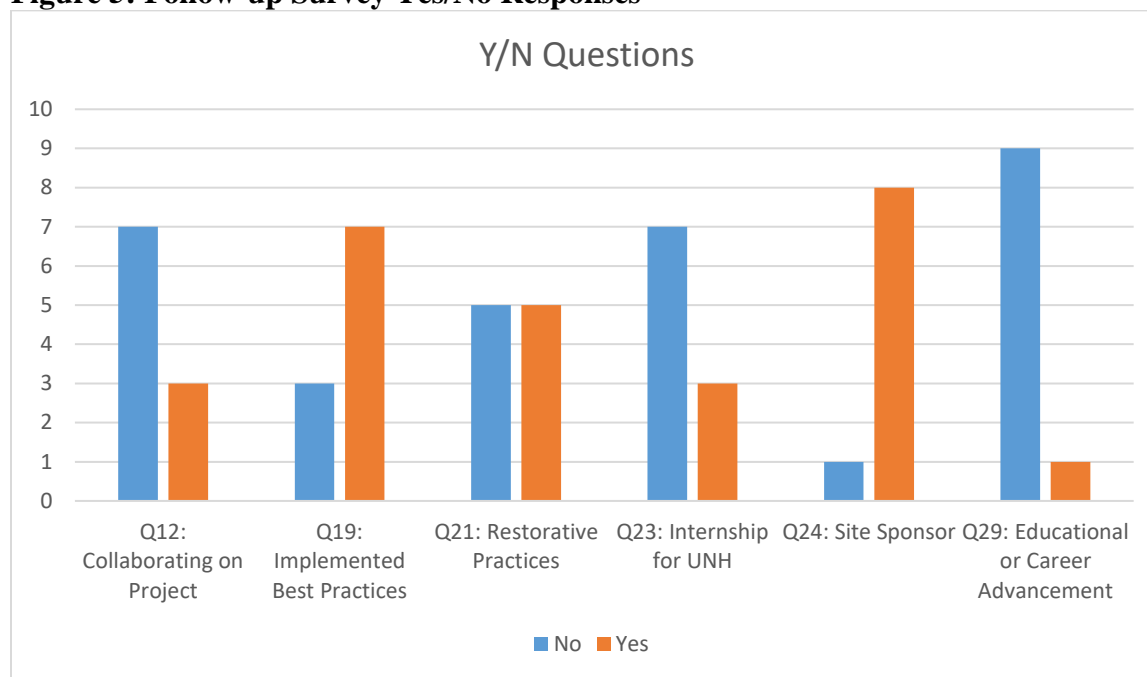
Question 12 asked, "Are you presently collaborating on a special project on youth justice/reform; e.g., legislation, policy, procedure, or practice change?" As indicated, seven participants responded "no" and three survey participants responded "yes." Question 19 asked respondents if they have implemented best practices in their agency, network, or advocacy work. As indicated, three participants responded "no" and seven responded "yes." Question 21 asked participants if they have engaged in restorative practices (listening circle) in their agency, network, or advocacy work. As indicated, five participants responded "no" and five participants responded "yes." Question 23 asked whether the participant's agency/organization currently has internship or Community Federal Work Study opportunities for University of New Haven students. Seven participants responded "no" and three responded "yes." Question 24 stated, "if

no to question 23 (some participants answered this question even if they answered "yes" to question 23), would you be interested or willing to consider becoming a site sponsor for internships?" One participant responded "no" and eight responded "yes" Finally, Question 29 asked, "have you successfully attained an educational or career advancement within the past year?" As indicated, nine participants responded "no" and one participant responded "yes."

In-Class Direct Observation

In-class direct observation of the 2018 cohort was used to gather qualitative data to support the evaluation of the leadership development program. This was an important component because it: 1) familiarized the lead author with the program, providing deeper understanding; 2) allowed for observation of program operations that are not easily quantifiable (e.g., networking); and 3) helped explain some phenomena that were revealed in the quantitative analysis. Based on the observational data, there were certain themes identified and discussed below.

Place. Except for the TRUE unit visit, the program was hosted at one of two satellite campuses of the University of New Haven (Saw Mill Campus in West Haven, CT, and Orange Campus in Orange, CT). The Saw Mill Campus provided the program with more of a class-room-like setting, as the program primarily inhabited two classrooms. The program was granted access to the cafeteria as well. During small group activities, the groups would spread out between the two classrooms and the cafeteria.

In contrast, the Orange Campus facility, which once served as headquarters for a local business, provided the program with a conference-like setting. Cohort members often discussed the attractiveness of this facility. Here, the program had access to the executive suite, which consisted of two conference rooms and an entryway/lobby, another conference room, a classroom, an atrium area, and cafeteria.

Networking. As mentioned, direct observations allowed the lead author to observe phenomena that may not be quantified easily. An example of this was the observation of real-time and unstructured networking, such as networking occurring in the lunch line or during break. During lunch and outside of the program curriculum, it often was observed that participants would engage in both personal and professional discussions. These discussions frequently included potential help that could be secured in working with youth who were being served by the juvenile justice system.

Another great example of the TYJI leadership development program providing an opportunity for networking was found through conversation with one of the participants during a group activity. Due to professional reasons, one of the participants (a police officer) needed to withdraw from the program. However, despite the participant's early withdrawal, networking still was occurring with others in the cohort. One of the current participants (another police officer, who did not know the other participant prior to the program) stated that they were still in contact with the participant who had withdrawn.

There also were numerous occasions in which participants either hinted at or spoke directly about a group culture that was formed among the cohort members. Participants stated they felt like everyone came to the program with their own ideas about how they should act, based on their professional titles and roles, but now they have their own group culture in which they feel they can "open up" and discuss concepts and issues freely.

Engagement. Overall, the 2018 participants were engaged throughout the leadership development program. As can be expected, there were some participants who seemed more willing to speak than others. However, every participant spoke at least once during every session. Participants often asked questions or added to the conversation, which suggests both engagement

and interest in the subject matter. Some participants engage more often with program coordinators and/or facilitators, in conversations pertaining to program topics. Participants also actively engage during small group discussions on specific topics.

      Facilitation. In the first two cohorts, there was one lead facilitator and one supporting facilitator (the Leadership Program Coordinator, or LPC). Prior to the start of the third (2018) cohort, the main facilitator resigned from TYJI. Therefore, an interim facilitator was utilized, with the same supporting facilitator, until a new permanent facilitator was hired. During the third session, a new permanent facilitator was brought on-board. The interim facilitator then left the leadership program, meaning the only facilitator that remained constant among the three cohorts was the supporting facilitator.

      This lack of consistency seemingly had an impact on the third cohort participants. Though they were understanding of the circumstances, during a small-group interaction, participants opened-up about how they felt they were in a "transition group" and that they were "along for the ride" during the facilitator transitions. This appeared to be a minor issue, however, as the new main facilitator was in place for the majority of the third cohort's program and is expected to be the main facilitator for future cohorts.

      The LPC was a factor in building a sense of community among the cohort. The LPC would encourage discussion that helped evoke thought and feedback among the cohort members. The LPC and other facilitators would also engage with participants during breaks and lunch, to have one-on-one or small-group discussions about both youth justice and personal matters that would further enhance program topics and/or help to strengthen a sense of community among the cohort.

Speakers. Outside speakers were used on multiple occasions. These speakers were experts in a specific and related topic or field (e.g., juvenile justice reform, juvenile justice research, youth development, etc.). Through observation, the lead author assessed the speakers on the information they provided and their engagement with participants. Overall, the participants expressed interest in the subjects covered and satisfaction with the speakers themselves. All speakers were knowledgeable on the topics they covered and facilitated participation among the cohort members. Participants often asked questions and engaged with the speakers.

Circle. Circles are used deliberately as one of the key elements of the "restorative justice practices" approach, endorsed and promoted by the TYJI and by the current best practices research on juvenile justice reform. The circle process is designed to foster a sense of community, as well as to recognize individual perceptions and values that influence participants' work and their collaboration activity within the field. Circles are an essential part of the leadership program design within this unique program focused on youth justice reform.

Participants experienced two "circle" activities per session: once at the start of the day, after a brief introduction, and at the end of the day, as a concluding activity. The lead author was not permitted to observe these circles. Therefore, to understand circle activities, the researcher relied on: 1) the comments on some session-by-session evaluations, in which participants added a comment on circle; 2) discussions with participants; and 3) observing participants after circle.

Overall, participants enjoyed the circle activities. Aside from informal networking throughout the day, circle was the place in which participants were able to connect with one-another. The participants would come back from circle either smiling and laughing, or still serious and pondering the concepts discussed, and often still talking about things that each other

40

said during the circle activity. There also were many comments made on the session-by-session evaluations that indicated a great or thought-provoking circle activity occurred that day.

During another group activity, however, a few participants expressed some negative experiences with circle. While expressing their awareness that circle is typically a good activity, they pointed to some concerns. One participant indicated difficulty with personally opening up during circle, and that this was an issue because circle works best when everyone is completely open with their feelings and thoughts. Other participants reported they felt that the structure of the circles could be improved. Specifically, some participants were concerned with how people would speak out of turn in the circle, or that they felt like the questions were "too heavy" to either start or end the day. "Too heavy" may have meant either too serious of a question or a question that required too long of a response per participant.

TRUE Unit visit. The TRUE unit exists within the Cheshire Correctional facility in Connecticut. It is a unit dedicated to the TRUE program, which connects males serving life sentences with youths (ages 18-25) serving shorter sentences in a mentor/mentee relationship. TYJI leadership development cohorts go on a field trip to visit the unit to observe the program, talk with the TRUE unit members, get a tour of the facility (from the actual TRUE unit members), and to talk to available correction personnel.

Based on the lead author's observations, the trip appears to make an impact on those that attend. It allows the participants to see and interact with the TRUE unit members in a setting different from which they are accustomed. They are "used to seeing these kids out on the street, acting tough," but in the TRUE unit, they can see young people with feelings and a willingness to change. At the unit, participants are shown success stories and hear instances of people opening up through participation. There were a few times during the visit in which TRUE unit

members opened up about emotion or a desire for change. There were a number of leadership program participants who indicated they now view the youths they interact with differently, because of the new light in which they saw the TRUE unit members. Specifically, participants feel like they are more inclined to look through or past the "front" in which a youth tries acting "hard" or as if they "don't care" about the outcome of their interaction. This makes it possible to have a conversation about how youth actually do care and how their actions or demeanor could change to reflect their true feelings.

"I wish we had done this earlier." This statement, or some variation of it, was heard in session or written frequently on the session-by-session evaluations throughout the program. There were many activities, including the TRUE Unit visit and Capstone brainstorming and feedback, for which the participants would have liked to have completed earlier in the program. For example, one participant wished that they had completed the TRUE Unit visit earlier, because this could have influenced capstone project selection. On the positive side, this indicates participant appreciation, engagement, and interest in program activities and content. Moreover, it would be impossible to provide all contents that were suggested to be earlier in the program, although some consideration could be given to ordering of program content.

Each cohort is different. Finally, as mentioned previously, cohort members felt that participation in the program allowed for creating their own culture within the program. It seems likely that each cohort's culture will be different. For example, on the follow-up survey, respondents from the 2016 cohort were asked about leadership practices they use most and least frequently. During a 2018 program session, the cohort was asked the same question. While the 2016 survey respondents indicated that the practice used least frequently was "challenge the

process," the 2018 cohort expressed that "challenge the process" was the practice they used most frequently.

Answers to the Four Research Questions

Is the intended target population being reached? The evidence indicates the intended target population is being reached. The leadership program is attracting and accepting middle-management participants with moderate amounts of work experience and fairly high educational levels. They accept females and males unequally, with a greater number of female applicants and enrollees, but an apparent desire to have greater male representation in the cohorts. Many of the applicants and participants have previously participated in other leadership programs.

Are the intended services being provided? As indicated in the session-by-session survey, there is an overall high and consistent satisfaction level with the program being provided. With a few exceptions, these findings apply across sessions and cohorts. Exceptions to the high and consistent satisfaction scores should be considered by program staff, along with attendance policies and procedures, in an effort to improve attendance and full participation across and within all sessions.

Direct observation also revealed subject matter is being presented to the participants as planned. Participants are engaged in the program and the activities provided.

Are the intended personnel and stakeholders in place and engaged? As mentioned, there was a shifting of personnel near the beginning of the third cohort. There is now a permanent main facilitator in place. Survey findings indicated participant satisfaction with the facilitators and speakers involved in the program. As indicated via the session-by-session assessments and direct observations, it appears appropriate participants are being placed in the program, and they are being trained by skilled and engaged personnel.

Are the anticipated outcomes being achieved? Overall, the anticipated outcomes are being achieved. As indicated by the pre/post survey and follow-up survey, the program is increasing awareness and helping to develop skills and knowledge of best practices in juvenile justice, reform, and organizational and community change. The program aims to be a resource to the organizations, communities, and systems serving youth, through a network of dedicated leaders. As revealed through the surveys and direct observations, a strong network of professionals is being formed through the existence and completion of this program.

Conclusions and Recommendations

Overall, this study concludes the TYJI leadership development program is a successful and beneficial program. There were many more positive than negative evaluation findings, from which implications and recommendations can be drawn.

Program Strengths

Based on the demographic variables available via the application data, the program is recruiting and selecting appropriate participants from the specified target population across the State of Connecticut. The session-by-session survey data suggest overall high satisfaction levels with regard to information, speakers, and activities delivered during each session. Participant satisfaction and engagement also was observed qualitatively through the direct in-class observations, along with qualitative comments provided on the session-by-session surveys. In general, great appreciation and interest in the topics were expressed by program participants.

In addition, the results of the pre/post survey analysis indicated the program is meeting its desired outcomes associated with most of the survey items. A large majority of the pre- and post-test scores showed a change that was in the desired and beneficial direction, with many of these changes being statistically significant. Furthermore, most of the responses to the follow-up

survey were favorable. The highest scores were for Question 28 (the likelihood to seek further education or professional development leading to career advancement) and Question 1 (how respondents define themselves now as an impactful leader). This indicates that program participants are highly motivated to better themselves professionally, and, perhaps most importantly, completion of the leadership program is associated with participants viewing themselves as impactful leaders.

Program Limitations

The study also uncovered a small number of limitations or weaknesses with the program. Males were under-represented in application and enrollment figures, leading to a higher percentage of male applicants being selected for the program. This may or may not be a program limitation, which should be considered and determined by TYJI staff and leadership.

As discussed previously, the pre/post survey analysis generally indicated program success. There were a few areas lacking, however, meaning that some items produced pre- and post-test results that were not in the desired or beneficial direction. For example, Item 3 (attend youth focused committees) for both cohorts produced a lower score from pre- to post-test assessment. It may be, though, that the participants' availability for attending youth focused committees was reduced, perhaps due to new work roles or participation in the program itself (because time spent fulfilling program obligations could have reduced time available for attending youth-focused committees).

There were several other items that did not produce desired changes, but the pre- and post-test differences were small and insignificant. These items included Item 12 (leading improvement in policies for my agency) for both cohorts together and for cohort 2016 by itself; Item 11 (experience in utilizing data to inform decision) for the 2016 cohort; Item 18 (member of

coalition or organization for change) for the 2016 cohort, and Item 25 (prepared to lead change in YJ reform) for the 2016 cohort. It should be noted that these insignificant changes were limited primarily to the 2016 cohort.

The follow-up survey analysis indicated that the lowest scores were for Question 15 (the degree to which respondents have engaged in action steps or implementation of their capstone). This suggests that program staff and leadership should examine how to better prepare participants for following through and implementing their capstone project. Unfortunately, though, in some cases the inability to complete a capstone may be out of the participants' hands. In some qualitative responses, participants mentioned that they were not supported by their agency or supervisor in implementing their capstones. One follow-up survey respondent reported that they are not able to complete their capstone because they are working with a group, and the group is unable to spend enough time together on the project. In contrast, however, the direct in-class observations revealed that none of the most recent participants worked in groups for their capstone projects, as previous cohorts had done. These recent program participants viewed the lack of group capstone work as a limitation, while at least one earlier cohort member felt they could not follow through with their capstone project due to a lack of time spent with the capstone group. Another important note is that only 10 participants responded to the follow-up survey. Therefore, it is possible that more capstone projects were completed than was reported through the follow-up survey.

Study Limitations

Finally, there were several research limitations associated with this evaluation. First, the study relied primarily on participant self-report data, which leads to questions about the

reliability and validity of the data. In the future, collecting survey or interview data from agency

supervisors or coworkers could help address this limitation (Packard and Jones, 2015).

Second, there were limited outcome data available, coming from the pre/post surveys and

18-month follow-up survey. Again, future evaluations of the TYJI leadership program may want

to consider collecting data from other sources (e.g., supervisor and/or coworker assessments).

Third, this evaluation did not employ a control or comparison group, which would better

establish cause and effect. Providing the pre/post survey and 18-month follow-up survey to a

control or comparison group, along with the study group, could determine more clearly the true

effect of the program on its participants.

Finally, many of the analyses in this study utilized a relatively small sample size. This

was especially true for the follow-up survey (N = 10). Ongoing data collection from future

cohorts, including the follow-up survey, will increase the overall sample size, but techniques for

ensuring a better response rate for upcoming survey distributions should be considered (e.g.,

more stringent policies on attendance and survey participation, collecting data at cohort

networking events, incentivizing the completion of surveys, etc.).

Recommendations

Based on the findings of this report, the following recommendations are provided for

consideration and possible areas of improvement.

1. **Further specification and measurement of intended program and participant outcomes:**
    - In the curriculum, there could be a clearly defined set of expectations regarding program
      and participant outcomes. Cohort members should be made aware of what is expected of
      them by defining successful completion of the program, skills and competencies to be
      gained or enhanced, and anticipated impact within the field of juvenile justice and/or their

agencies (e.g., through the capstone project and/or involvement in juvenile justice

leadership, reform, joining organizations, etc.).

- The current evaluation relied primarily on the pre/post-test survey and 18-month alumni

  follow-up survey (completed by the first 2016 cohort of alumni) to measure and assess

  whether intended outcomes are being achieved. Future evaluations should consider

  utilizing other available data sources to measure intended outcomes. Some potential

  sources of data include:

  o Formal assessment of presentations of learning

  o Formal assessment of capstone completion and follow-through

  o Survey and/or interviews with participant supervisors and/or coworkers (see

    Packard and Jones, 2015).

  o Six-month and/or yearly follow-up on capstone progress

2. **Circle.** Through direct observation, a quasi-focus group session with a small group of cohort

   members identified a need to better define the circle component of the program. Comments on the

   session-by-session evaluations provide a great deal of positive feedback about the circle exercise.

   However, comments provided by participants during direct observation suggest:

   - The structure of the circles could be improved.

     o Participants sometimes speak out of turn in the circle.

     o Some questions were "too heavy" to either start or end the day. "Too heavy" may

       have meant either too serious of a question, or a question that required too long

       of a response per participant.

   - The circle process should be more clearly defined.

     o Because some of the participants in the quasi-focus group indicated that the

       circles held in the leadership program were different from other circles in which

       they have participated, their comments suggest that program coordinators define

how the circle exercises are structured, so that participants know what to expect and how to participate.

3. **Further definition and measurement of desired program participant characteristics.** To improve the measurement and assessment of whether the intended target population is being recruited and served, coordinators could more clearly define the desired characteristics of intended participants.

4. **Assessment of need for program curriculum change.** The current evaluation did not include a way to measure whether there is a need for program curriculum change. Program staff and TYJI personnel should assess program content and curriculum and could compare this program's components to other similar programs.

5. **Pre-/Post Impact.** Overall, the pre/post-test survey generally indicated program success. There were a few items, however, that produced pre- and post-test results that were not in the desired or beneficial direction.

   - Item 3 (attend youth focused committees) for both the 2016 and 2017 cohorts produced a lower score from pre- to post-test assessment.
     - It may be that the participants' availability for attending youth focused committees was reduced, perhaps due to new work roles or participation in the program itself (because time spent fulfilling program obligations could have reduced time available for attending youth-focused committees).

There were several other items that did not produce desired changes, but the pre- and post-test differences were small and insignificant.

   - These items included:
     - Item 12 (leading improvement in policies for my agency) for both cohorts together and for cohort 2016 by itself;
     - Item 11 (experience in utilizing data to inform decision) for the 2016 cohort;

- o Item 18 (member of coalition or organization for change) for the 2016 cohort; and

- o Item 25 (prepared to lead change in YJ reform) for the 2016 cohort.

Program coordinators and TYJI personnel should consider these pre-post items in designing future curriculum. They should keep in mind, however, that due to the timeframe in which the survey asks respondents to consider (it is essentially the time in which they are involved in the program), they may not have time to be more involved due to the time committed to the program. They may also not be able to be more involved due to increased work responsibilities or leadership roles.

6. **Capstone Implementation.** The alumni follow-up survey analysis indicated that the lowest scores were for item 15 (the degree to which respondents have engaged in action steps or implementation of their capstone). Therefore, program coordinators and TYJI personnel should consider ways to better prepare participants for developing and carrying out the action steps for their capstone. Future evaluators may also want to consider ways to understand and measure participant engagement in action steps and implementing their capstone. As indicated in some qualitative responses on the alumni follow-up survey, participants may be blocked or hindered in their ability to implement their capstone, due to reasons beyond their control.

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Appendix A: Program Schedule for Each Cohort

THREE CORE AREAS are emphasized:
    A.   Youth Justice Reform and The Change Process
    B.   Leadership Development Self-Assessment and Leadership Skills
    C.   Best Practices and Use of Evidence-Based Practices (EBP)

Transforming Youth Justice: A Leadership Development Program

Overview of 2016 Leadership Cohort Sessions

DATE	KEY TOPIC
April 15	Introduction to Youth Justice Reform Saw Mill Campus (SMC)
	Overview of CT's Juvenile Justice System, *Bill Carbone*, Director, TYJI
April 16	Becoming a Leader for Youth Justice Reform (SMC)
May 20	Understanding Youth Development and Wellness (SMC)
	Kendell Coker, Ph.D., Faculty, Lee College of Criminal Justice, UNH
	Sarah H. Fabish, Vice President, Community Foundation for GNH Dean
	Mario Gaboury, Henry C. Lee College of Criminal Justice, UNH
June 24	Best Practices in Youth Services (Orange Campus, UNH)
	Julie Revaz, Quality Assurance, CT Judicial Branch, State of Connecticut
July 22	Community Engagement (Orange Campus, UNH)
	Capstone Ideas and Concepts (group brainstorm); Leadership Skills
August 12	Capstone Development (Orange Campus, UNH)
	Turning Point Collaborative Leadership Self-Assessment
	Patricia Nunez, Cohort Leader and Session Co-Facilitator Capstone
	Planning Guide (individual planning on a selected topic)
September 23	Getting Results and Using RBA for Youth Justice Reforms (SMC) Panel: Andrew Clark, CCSU; Brian Hill, CCSD/Judicial; Anne McIntyre- Lahner, DCF; and Jamie Mills, OPM
October 21	Building an Effective Community-Based Practice (SMC) STARPOWER Simulation Exercise, Frank Olive, Ph.D., Facilitator Susan Graham, Consultant, Family Engagement Specialist
November 18	Elements of Youth Justice Reform (SMC): Advocacy Round Robin Abby Anderson, CTJJA; Meryl Eaton, Christian Community Action; Sarah Fox, CC End Homelessness; Roger Senerich, CT Voices for Children; Mickey Kramer, Office of the Child Advocate; Martha Stone, Center for Children's Advocacy
December 16	Transformation: Cohort Reflections and Recommendations Keynote Speaker: Carla Oleska, Ph.D., Vice President for Institutional Advancement, Elms College, MA,
	Graduation for Cohort Members and Guests of Transforming Youth Justice: A Leadership Development Program

Self-Assessment Tools for 2016 Cohort Members

1. 1) Kouzes and Posner, Five Practices of Exemplary Leadership

    These validated processes include: Model the Way, Inspire a Shared Vision, Enable Others to Act, Challenge the Process, and Encourage the Heart. Cohort members complete their own self-assessment tool. Then each member chooses one goal, and creates a set of action steps to reach their key goal. These goals are reviewed in the aggregate to see the selected goal areas for the full cohort group. In the 2016 cohort only one member chose "Inspire a Shared Vision" as their key goal, while six chose "Encourage the Heart." And four chose "Model the Way."

2. 2) Turning Point, Collaborative Leadership Self-Assessment Questionnaire

    This validated tool is intended to help individuals focus on and evaluate key behaviors that are important to each of the six practices of effective collaborative leaders. The six practices within this tool are: Assess the Environment, Creating Clarity: Visioning and Mobilizing, Building Trust, Sharing Power and Influence, Developing People, and Self-Reflection skills.

Transforming Youth Justice: A Leadership Development Program

2017 Leadership Program Monthly Sessions

DATE	KEY TOPIC
April 7	Introduction to Youth Justice Reform *Kitty Tyrol*, Director of Education and Training, TYJI
April 8	Becoming a Leader for Youth Justice Reform in Connecticut *William H. Carbone*, Director, Tow Youth Justice Institute (TYJI)
May 5	Elements of Youth Justice Reform (Juvenile Justice Policy Advisory Committee) *Erika Nowakowski*, Director of Youth Justice Initiatives, TYJI
June 2	Understanding Youth Development and Wellness, and Capstone Planning *Kendell Coker, Ph.D., J.D.,* Psychology, College of Arts and Sciences *Melissa Whitson*, Ph.D., Psychology, College of Arts and Sciences
July 7	Best Practices in Youth Services for Vulnerable Youth *2016 Alumni Fellows* (two group moderators) Capstone Development (Exploring Issues) *Kitty Tyrol*, Director of Education and Training, TYJI
August 4	Family Engagement *Turning Points Collaborative Leadership Self-Assessment©* Exercise *Josephine Hawke*, Favor, Inc. and *Barbara Tinney*, New Haven Family Alliance
September 8	Getting Results and Youth Justice Outcomes . *Danielle Cooper*, Ph.D., CPP, Criminal Justice, Lee College of Criminal Justice Research and Data Collection in Juvenile Justice
October 13	Community Engagement and Advocacy Skills "Presentations of Learning" by Cohort Leaders Small Group Strategy Discussion with Six Advocacy Organization Leaders
November 3 .	Final Session/Graduation Celebration Welcome: *William H. Carbone*, Director, Tow Youth Justice Institute (TYJI) Comments: *David Schroeder, Ph.D.* Associate Dean, Lee College of Criminal Justice and Forensic Sciences, UNH *Keynoter Speaker: Asst. Chief Otoniel Reyes, New Haven Police Department and Call to Action by Reverend Bonita Grubbs (TYJI Advisory Council)* *Recognition: Kitty Tyrol*, Director of Education and Training, TYJI
November 4	Reflections on Leader Transformation and Program Recommendations *Kitty Tyrol*, Director of Education and Training and 2017 Cohort Leaders

Transforming Youth Justice: A Leadership Development Program

2018 Leadership Program Sessions

DATE	KEY TOPIC

March 8, 9   Orientation and Introduction to Youth Justice Reform
      William H. Carbone, Director, Tow Youth Justice Institute (TYJI)
       Adjunct Faculty, Lee College of Criminal Justice and Forensic Sciences

April 13   Understanding Youth Development and Wellness, and Impact of Trauma
      Melissa Whitson, Ph.D., Psychology Faculty, College of Arts and Sciences
    Five Practices of Exemplary Leadership (Kouzes and Posner)

May 11   Elements of Youth Justice Reform (Juvenile Justice Policy Advisory Committee)
      Erika Nowakowski, Director of Youth Justice Initiatives, TYJI
     Research and Studies in Juvenile Justice (JJPOC)
      Danielle Cooper, Ph.D., CPP, Faculty, Lee College of Criminal Justice
    Capstone Proposal Development

June 8   Best Practices in Youth Services for Vulnerable Youth
       2017 Alumni Fellows (small group moderators)
    Capstone Planning Worksheet

July 13 Collaborative Leadership
      Turning Points Collaborative Leadership Self-Assessment© Exercise
    Family and Youth Engagement, Guest Presenters & Youth Justice Advisors

August 10   Getting Results and Youth Justice Outcomes
      Anne McIntyre-Lahner, DCF (and RBA Coach)

September 14 Community Engagement and Advocacy Skills
       Small Group Strategy Discussions with Advocacy Organization Leaders

October 12   Cohort Leaders: "Presentations of Learning"" and Capstone Proposals
(Note new Location)

November 8   Reflections: Leader Transformation and Program Recommendations (all day)

November 9   Afternoon Graduation Celebration (Lunch and Event 12:00 – 3:30 pm)
.   Welcome: *William H. Carbone*, Director, Tow Youth Justice Institute (TYJI)
      Comments: *David Schroeder, Ph.D.* Associate Dean, Lee College, UNH
      Recognition Event with Keynote Speaker and Cohort Leader Guests *