

Family Voices

Train-the-Trainer Session for Serving on Groups

Evaluation Survey

Name: _____

Organization: _____

Email address: _____

Instructor name: _____ Date: _____

Please take the time to honestly answer the following questions. Your answers will help us understand what works and what we can improve to help more families make a difference by serving on decision-making groups. Your responses are very important to us.

We are asking for your name and email address so that we can do a follow-up survey to understand changes over time. Your email address will not be shared or used for any other purpose. Please let your instructor know if you have any questions or concerns. Thank you for your participation!

The following statements ask you to compare how you feel NOW, after you've taken the training, with BEFORE you took the training. Please mark one box per row.

Section 1: Opportunities to Get Involved					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1a. Now, after the training , I feel confident about helping family members understand how their <u>personal skills and experiences</u> can support their membership in a decision-making group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. Before the training , I felt confident about being able to help family members understand how their <u>personal skills and experiences</u> can support their membership in a decision-making group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a. Now, after the training , I feel confident in my ability to teach family members <u>how to get started</u> if they are interested in joining a decision-making group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. Before the training , I felt confident in my ability to teach family members <u>how to get started</u> if they are interested in joining a decision-making group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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The following statements ask you to compare how you feel **NOW**, after you've taken the training, with **BEFORE** you took the training. Please mark one box per row.

Section 2: Types of Groups	
<p>3a. Now, after the training, which of the following functions of groups do you clearly understand? (check all that apply)</p> <p><input type="checkbox"/> Advisory</p> <p><input type="checkbox"/> Governing</p> <p><input type="checkbox"/> Leadership</p> <p><input type="checkbox"/> Evaluation</p> <p><input type="checkbox"/> Planning</p> <p><input type="checkbox"/> Practice</p>	<p>3b. Before the training, which of the following functions of groups did you clearly understand? (check all that apply)</p> <p><input type="checkbox"/> Advisory</p> <p><input type="checkbox"/> Governing</p> <p><input type="checkbox"/> Leadership</p> <p><input type="checkbox"/> Evaluation</p> <p><input type="checkbox"/> Planning</p> <p><input type="checkbox"/> Practice</p>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4a. Now, after the training , I clearly understand <u>the roles that group members</u> can fulfill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b. Before the training , I clearly understood the <u>roles that group members</u> can fulfill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5a. Now, after the training , I feel confident in my ability to teach family members about the <u>types of groups</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5b. Before the training , I felt confident in my ability to teach family members about the <u>types of groups</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: _____ Date: _____

Section 3: Processes Groups Use	
<p>6a. Now, after the training, which of the following <u>guiding principles</u> of shared decision-making do you clearly understand? (check all that apply)</p> <p><input type="checkbox"/> Shared vision</p> <p><input type="checkbox"/> Representation</p> <p><input type="checkbox"/> Equal partners</p> <p><input type="checkbox"/> Collaboration</p> <p><input type="checkbox"/> Shared responsibility</p> <p><input type="checkbox"/> Information sharing</p> <p><input type="checkbox"/> Producing results</p>	<p>6b. Before the training, which of the following <u>guiding principles</u> of shared decision-making did you clearly understand? (check all that apply)</p> <p><input type="checkbox"/> Shared vision</p> <p><input type="checkbox"/> Representation</p> <p><input type="checkbox"/> Equal partners</p> <p><input type="checkbox"/> Collaboration</p> <p><input type="checkbox"/> Shared responsibility</p> <p><input type="checkbox"/> Information sharing</p> <p><input type="checkbox"/> Producing results</p>
<p>7a. Now, after the training, which of the following <u>group processes</u> do you clearly understand? (check all that apply)</p> <p><input type="checkbox"/> Information gathering</p> <p><input type="checkbox"/> Goal setting</p> <p><input type="checkbox"/> Planning</p> <p><input type="checkbox"/> Collaboration</p> <p><input type="checkbox"/> Evaluation</p> <p><input type="checkbox"/> Processes for reaching agreement</p>	<p>7b. Before the training, which of the following <u>group processes</u> did you clearly understand? (check all that apply)</p> <p><input type="checkbox"/> Information gathering</p> <p><input type="checkbox"/> Goal setting</p> <p><input type="checkbox"/> Planning</p> <p><input type="checkbox"/> Collaboration</p> <p><input type="checkbox"/> Evaluation</p> <p><input type="checkbox"/> Processes for reaching agreement</p>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8a. Now, after the training , I feel confident in my ability to teach family members about the <u>guiding principles</u> of shared decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8b. Before the training , I felt confident in my ability to teach family members about the <u>guiding principles</u> of shared decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9a. Now, after the training , I feel confident in my ability to teach family members about the <u>processes</u> groups commonly use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9b. Before the training , I felt confident in my ability to teach family members about the <u>processes</u> groups commonly use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: _____ Date: _____

The following statements ask you to compare how you feel **NOW**, after you've taken the training, with **BEFORE** you took the training. Please mark one box per row.

Section 4: Tools Groups Use					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10a. Now, after the training , I clearly understand how written guidance can help groups function effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10b. Before the training , I clearly understood how written guidance can help groups function effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11a. Now, after the training , I can identify common reasons why groups might be unproductive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11b. Before the training , I could identify common reasons why groups might be unproductive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12a. Now, after the training , I feel confident in my ability to teach family members about the <u>tools groups can use</u> to run effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12b. Before the training , I felt confident in my ability to teach family members about the <u>tools groups can use</u> to run effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: _____ Date: _____

The following statements ask you to compare how you feel **NOW**, after you've taken the training, with **BEFORE** you took the training. Please mark one box per row.

Section 5: Tips & Strategies for Groups					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13a. Now, after the training , I can identify at least 3 tips to help meetings be effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13b. Before the training , I could identify at least 3 tips to help meetings be effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14a. Now, after the training , I clearly understand the concept of cultural humility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14b. Before the training , I clearly understood the concept of cultural humility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15a. Now, after the training , I can identify at least 3 strategies groups can use to increase participation from diverse communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15b. Before the training , I could identify at least 3 strategies groups can use to increase participation from diverse communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16a. Now, after the training , I feel confident in my ability to teach families about tips and strategies for groups to be effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16b. Before the training , I felt confident in my ability to teach families about tips and strategies for groups to be effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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The following statements ask you to compare how you feel **NOW**, after you've taken the training, with **BEFORE** you took the training. Please mark one box per row.

Section 6: Using Data as Information					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
17a. Now, after the training , I clearly understand the difference between quantitative and qualitative data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17b. Before the training , I clearly understood the difference between quantitative and qualitative data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18a. Now, after the training , I feel comfortable interpreting data presented in different ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18b. Before the training , I felt comfortable interpreting data presented in different ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19a. Now, after the training , I clearly understand the information that should be included in an action plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19b. Before the training , I clearly understood the information that should be included in an action plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20a. Now, after the training , I clearly understand the purpose of continuous progress monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20b. Before the training , I clearly understood the purpose of continuous progress monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21a. Now, after the training , I feel confident in my ability to teach families about the process of using data in decision-making groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21b. Before the training , I felt confident in my ability to teach families about the process of using data in decision-making groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: _____ Date: _____

The following statements ask you to compare how you feel **NOW**, after you've taken the training, with **BEFORE** you took the training. Please mark one box per row.

Section 7: The Role of Families on Groups					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
22a. Now, after the training , I clearly understand how families on groups can best represent both their own voices and the voices of other families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22b. Before the training , I clearly understood how families on groups can best represent both their own voices and the voices of other families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23a. Now, after the training , I feel confident in my ability to teach families about the best ways to represent the voices of others to a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23b. Before the training , I felt confident in my ability to teach families about the best ways to represent the voices of others to a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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The following statements ask you to compare how you feel **NOW**, after you've taken the training, with **BEFORE** you took the training. Please mark one box per row.

Section 8: Skills for Serving on Groups					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
24a. Now, after the training , I clearly understand strategies for effective meeting preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24b. Before the training , I clearly understood strategies for effective meeting preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25a. Now, after the training , I clearly understand strategies for dealing with conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25b. Before the training , I clearly understood strategies for dealing with conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26a. Now, after the training , I clearly understand strategies for effective meeting facilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26b. Before the training , I clearly understood strategies for effective meeting facilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27a. Now, after the training , I feel confident in my ability to teach families how to effectively participate in meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27b. Before the training , I felt confident in my ability to teach families how to effectively participate in meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your level of agreement with the following statements about today's training. Please mark one box per row

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
28. Overall, the training will be useful for my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The training topics were covered in sufficient detail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. The training allowed sufficient time for questions and answers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I would recommend this training to a coworker or colleague	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. The instructor had high-quality presentation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. The instructor was highly knowledgeable about the topics covered today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. The length of this training was: (check one)

☐ Too short

☐ About Right

☐ Too Long

35. Please share any comments about the training or suggestions for improvement here: