

# CRS Program Evaluation Forms Training Programs

August 2024

## **Burden Statement**

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## Training Programs

In what language do you want to complete the survey?

¿En qué idioma desea completar la encuesta?

- ☐ English/Inglés.....1
- ☐ Spanish/Español.....2

This survey will help the Community Relations Service (CRS) improve training programs. CRS will not publish or make public any comments or other information collected that could identify any specific person without written consent from that person.

Date of Program:

DATE

1. Program name (select from list):

- ☐ Engaging with Transgender and Non-binary Youth.....1
- ☐ Engaging and Building Partnerships with Muslim Americans.....2
- ☐ Engaging and Building Partnerships with Sikh Americans.....3
- ☐ Engaging and Building Relationships with Transgender Communities.....4
- ☐ Facilitating Meetings Around Community Conflict.....5
- ☐ Reducing Risk During Public Events: Contingency Planning.....6
- ☐ Event Marshals: Maintaining Safety During Public Events.....7

2. Name of CRS staff administering program

CRS STAFF

- ☐ N/A (online program)

3. Location (City, State)

LOCATION

4. Please select one category that best describes your role:

- ☐ Community member.....1
- ☐ Faith leader.....2 GO TO 4b
- ☐ Law enforcement.....3 GO TO 4b
- ☐ City or government official.....4 GO TO 4b
- ☐ School administrator, teacher, or other staff.....5 GO TO 4b
- ☐ Nonprofit organization leader.....6 GO TO 4b
- ☐ Advocacy group member.....7 GO TO 4b

☐ Other (please specify).....99 GO TO 4b

4a. [IF Q.3 ROLE = 1] How many years have you lived in your community?

YEARS

(STRING (NUM))

4b. [IF ROLE NE 1] How many years have you been in your current role?

YEARS

(STRING (NUM))

5. Were you involved in planning this program?

- ☐ Yes..... 1  
☐ No..... 0  
☐ Unsure..... 2

We greatly appreciate receiving your feedback, and we will use your responses to help improve the program.

6. Please rate how strongly you agree or disagree with each of the following statements.

PROGRAMMER: CODE ONE PER ROW

Select one per row

|                                                                                                                                 | Strongly<br>Disagree    | Disagree                | Neither<br>agree<br>nor<br>disagree | Agree                   | Strongly<br>Agree       |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------------------|-------------------------|-------------------------|
| a. The program had clear, understandable goals.                                                                                 | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/>             | 4 <input type="radio"/> | 5 <input type="radio"/> |
| b. The program was interactive.                                                                                                 | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/>             | 4 <input type="radio"/> | 5 <input type="radio"/> |
| c. The program was engaging.                                                                                                    | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/>             | 4 <input type="radio"/> | 5 <input type="radio"/> |
| d. The program created a safe environment and made it comfortable for me to share my personal experiences, views, and opinions. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/>             | 4 <input type="radio"/> | 5 <input type="radio"/> |
| e. I feel prepared to apply what I learned from the program to my professional or personal life.                                | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/>             | 4 <input type="radio"/> | 5 <input type="radio"/> |
| f. The program was culturally responsive, applicable, and appropriately tailored to meet my community's needs.                  | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/>             | 4 <input type="radio"/> | 5 <input type="radio"/> |
| g. The program met my expectations.                                                                                             | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/>             | 4 <input type="radio"/> | 5 <input type="radio"/> |
| h. The program was a worthwhile use of my                                                                                       | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/>             | 4 <input type="radio"/> | 5 <input type="radio"/> |

|                   |          |                            |       |                |
|-------------------|----------|----------------------------|-------|----------------|
| Strongly Disagree | Disagree | Neither agree nor disagree | Agree | Strongly Agree |
|-------------------|----------|----------------------------|-------|----------------|

time.

In the next sections, we will first ask you questions about your current level of knowledge on different topics now that you have completed the program. Then, we will ask you about how much you learned as a result of the program.

7. On a scale of 1 to 5, where 1 is you have *no understanding at all* and 5 is you have a *very comprehensive understanding* of the topic, please rate your current level of understanding on the following topics.

PROGRAMMER: CODE ONE PER ROW

Select one per row

|                                                                                                                                                             | No understanding at all | A little                | Moderate                | Comprehensive           | Very comprehensive understanding |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------------------------------|
| a. How to respectfully talk with and about [transgender and non-binary youth / [transgender/ Muslim American/ Sikh American] communities].                  | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/>          |
| b. Strategies I can use to respectfully engage [transgender and non-binary youth / [transgender/ Muslim American/ Sikh American] communities].              | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/>          |
| c. Civil rights–related issues that affect [transgender and non-binary youth / members from the [transgender/ Muslim American/ Sikh American] communities]. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/>          |
| d. The beliefs and daily practices of [Muslim American/ Sikh American] communities.                                                                         | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/>          |
| e. The diversity of [transgender and non-binary youth [transgender/ Muslim American/ Sikh American] communities].                                           | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/>          |
| f. How misconceptions and stereotypes can affect responses to hate crimes against [transgender/ Muslim American/ Sikh American] communities].               | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/>          |

8. [IF Q1= 1] On a scale of 1 to 5, where 1 is you have *no understanding at all* and 5 is you have a *very comprehensive understanding* of the topic, please rate your current level of understanding on the following topics.

PROGRAMMER: CODE ONE PER ROW

*Select one per row*

|                                                                                                          | No understanding at all | A little                | Moderate                | Comprehensive           | Very comprehensive understanding |
|----------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------------------------------|
| a. Dangers transgender and non-binary youth face.                                                        | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/>          |
| b. Strategies I can use to create a safe and welcoming environment for transgender and non-binary youth. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/>          |
| c. The legal, societal, and medical barriers that transgender and non-binary youth face.                 | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/>          |
| d. Basics of the legal, societal, and medical processes of transitioning.                                | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/>          |

9. On a scale of 1 to 5, where 1 is *not at all* and 5 is a *great amount*, please indicate how much your understanding or knowledge about the following topics increased as a result of the program.

[INSTRUCTION: The following questions apply to Engaging with Transgender and Non-binary Youth, Engaging and Building Partnerships with Muslim Americans, Sikh Americans, and Transgender Communities]

PROGRAMMER: CODE ONE PER ROW

|                                                                                                                                                                 | Select one per row      |                         |                         |                         |                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
|                                                                                                                                                                 | Not at all              | A little                | Some                    | A good amount           | A great amount          |
| a. How to respectfully talk with and about [transgender and non-binary youth / [transgender / Muslim American/ Sikh American] communities]                      | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| b. Strategies I can use to respectfully engage [transgender and non-binary youth / members from the [transgender / Muslim American/ Sikh American] communities. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| c. Civil rights–related issues that affect [transgender and non-binary youth / members from the [transgender / Muslim American/ Sikh American] communities].    | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| d. The beliefs and daily practices of [Muslim American/ Sikh American] communities.                                                                             | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| e. The diversity of [transgender and non-binary youth / members from the [transgender / Muslim American/ Sikh American] communities].                           | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| f. How misconceptions and stereotypes can affect responses to hate crimes against [ members from [transgender / Muslim American/ Sikh American] communities].   | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |

10. On a scale of 1 to 5, where 1 is *not at all* and 5 is a *great amount*, please indicate how much your understanding or knowledge about the following topics increased as a result of the program.

PROGRAMMER: CODE ONE PER ROW

|                                                                                                          | Select one per row      |                         |                         |                         |                         |
|----------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
|                                                                                                          | Not at all              | A little                | Some                    | A good amount           | A great amount          |
| a. Dangers transgender and non-binary youth face.                                                        | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| b. Strategies I can use to create a safe and welcoming environment for transgender and non-binary youth. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| c. The legal, societal, and medical barriers that transgender and non-binary youth face.                 | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| d. Basics of the legal, societal, and medical processes of transitioning.                                | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |

11. On a scale of 1 to 5, where 1 is you have *no understanding at all* and 5 is you had a *very comprehensive understanding* of the topic, please rate your current level of understanding on the following topics.

[INSTRUCTION: The following questions apply to Facilitating Meetings Around Community Conflict (FMACC)].

PROGRAMMER: CODE ONE PER ROW

|                                                                                            | Select one per row      |                         |                         |                         |                                  |
|--------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------------------------------|
|                                                                                            | No understanding at all | A little                | Moderate                | Comprehensive           | Very comprehensive understanding |
| a. How to facilitate conversations or mediate conflict in my community.                    | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/>          |
| b. Strategies for how to move forward when a disagreement occurs while mediating conflict. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/>          |

12. On a scale of 1 to 5, where 1 is *not at all* and 5 is a *great amount*, please indicate how much your understanding or knowledge about the following topics increased as a result of the program.

[INSTRUCTION: The following questions apply to Facilitating Meetings Around Community Conflict (FMACC)].

PROGRAMMER: CODE ONE PER ROW

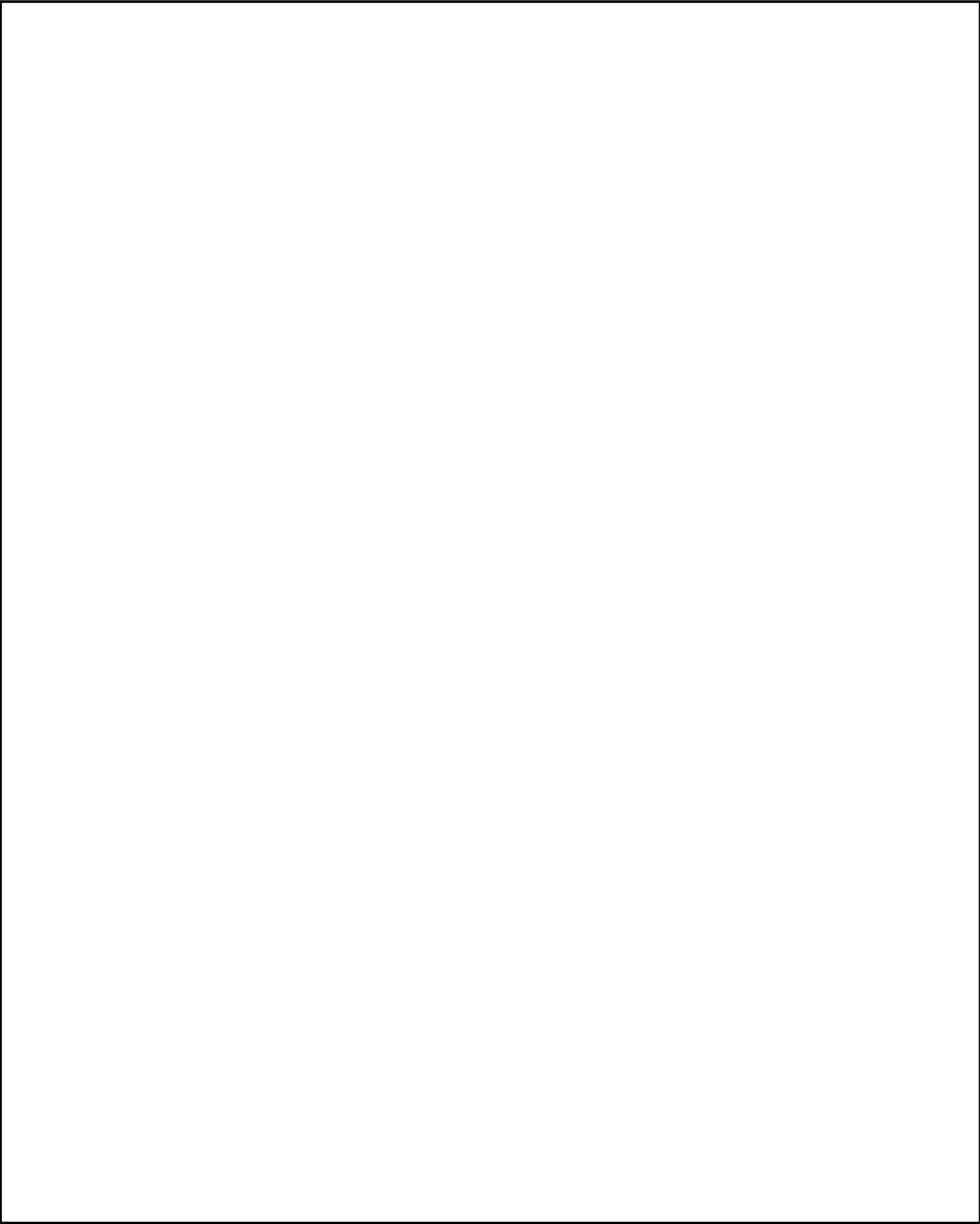
|                                                                                            | Select one per row      |                         |                         |                         |                         |
|--------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
|                                                                                            | Not at all              | A little                | Some                    | A good amount           | A great amount          |
| a. How to facilitate conversations or mediate conflict in my community.                    | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| b. Strategies for how to move forward when a disagreement occurs while mediating conflict. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |

13. On a scale of 1 to 5, where 1 is you have *no understanding at all* and 5 is you had a *very comprehensive understanding* of the topic, please rate your current level of understanding on the following topics.

[INSTRUCTION: The following questions apply to Reducing Risk During Public Events: Contingency Planning and Event Marshals: Maintaining Safety During Public Events].

PROGRAMMER: CODE ONE PER ROW

|                                                                                                                                  | Select one per row      |                         |                         |                         |                                  |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|----------------------------------|
|                                                                                                                                  | No understanding at all | A little                | Moderate                | Comprehensive           | Very comprehensive understanding |
| a. How to create a plan, organize an event, and ensure public safety.                                                            | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/>          |
| b. Strategies I can use to maintain safety during an event.                                                                      | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/>          |
| c. The preparation needed to facilitate conversations or mediate conflict in my community from a nonbiased perspective.          | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/>          |
| d. Addressing challenges that might arise when facilitating conversations or mediating conflict in my community.                 | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/>          |
| e. [INSTRUCTION: Event Marshal training only]<br>How an event marshal sets the tone, shares information, and monitors the event. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/>          |



14. On a scale of 1 to 5, where 1 is *not at all* and 5 is a *great amount*, please indicate how much your understanding or knowledge about the following topics increased as a result of the program.

[INSTRUCTION: The following questions apply to Reducing Risk During Public Events: Contingency Planning and Event Marshals: Maintaining Safety During Public Events]

PROGRAMMER: CODE ONE PER ROW

|                                                                                                                                  | Select one per row      |                         |                         |                         |                         |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
|                                                                                                                                  | Not at all              | A little                | Some                    | A good amount           | A great amount          |
| a. How to create a plan, organize an event, and ensure public safety.                                                            | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| b. Strategies I can use to maintain safety during an event.                                                                      | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| c. The preparation needed to facilitate conversations or mediate conflict in my community from a nonbiased perspective.          | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| d. Addressing challenges that might arise when facilitating conversations or mediating conflict in my community                  | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| e. [INSTRUCTION: Event Marshal training only]<br>How an event marshal sets the tone, shares information, and monitors the event. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |

15. What did you like best (or find most valuable) about the program?

(FIELD DESCRIPTION)

16. What could improve the program? For example, could the speakers or material have been more engaging in some way? Were there topics you have liked to see included? Please be specific.

(FIELD DESCRIPTION)

17. Do you have additional comments you would like to share?

(FIELD DESCRIPTION)

*Thank you for your feedback.*