

2019



EVALUATION RESULTS

#WeNeedYouthere

Table of Contents

Executive Summary	2
About THRIVE.....	3
THRIVE 2019 Youth Participants	4
Youth Cultural Connectedness.....	8
Youth THRIVE Impact.....	9
Youth Use Skills from THRIVE	9
What Youth Liked Most	10
What Youth Liked Least	11
Youth Sources of Strength	12
Chaperone Overall Evaluations.....	13
Chaperone Cultural Connectedness	16
THRIVE Chaperone Impact.....	17
Chaperone Use Skills from THRIVE.....	18
What Chaperones Liked Most.....	19
What Chaperones Liked Least	20
Summary.....	21
Appendix A: Comprehensive Evaluation of THRIVE 2019	22

Note: This is a report of the 2019 evaluation of THRIVE. A comprehensive report with additional data sources from 9-years of THRIVE is available at NPAIHB.

Executive Summary

About the THRIVE Evaluation

The THRIVE evaluation is designed to document impact, contextualize experiences, find meaning, and report useful results that will help the NPAIHB plan and improve future workshops and outreach. The 2019 results will be combined with a meta evaluation to tell the story of what THRIVE means, and the lasting impact is having on youth, families, and communities.

Evaluation

The evaluation team worked with NPAIHB to create a mixed-method, youth driven evaluation plan that would document perspectives, knowledge gained, and impact of THRIVE on participants and chaperones. Two youth evaluation associates assisted with the data collection and reporting process.

Survey Data Collection Procedures, Analysis, and Results

Responses were collected on-site during the 2019 conference and entered into an electronic database. A total of 73 overall evaluations were collected (61 youth and 22 chaperones). The evaluation team analyzed all data—these serve as the basis of this preliminary report. Quantitative data were reviewed, entered into Microsoft EXCEL and analyzed using descriptive statistics and independent t-tests. Qualitative data were typed and hand coded using basic content data analysis techniques. Results of the overall evaluation (mostly quantitative data) are included in this preliminary report. See Appendix A for a list of the data sources, types, and uses that will be included in the full report.

Results

The overall evaluation indicates that THRIVE has a significant impact on participants, and youth report a high level of satisfaction with workshops and most presenters. Results suggest that the largest impacts were connecting to other youth and Native people (28%) and increased knowledge of how to be a healthy Native person (20%). Youth will use skills to help others when they are in need (15%) and to achieve their dreams and goals (14%). Chaperones will use skills they gained in their jobs and share information with their families and communities. What youth and chaperones like the most about THRIVE was connecting with other Native youth and people. Recommendations for future conferences based on these preliminary data include revising the OHSU track, clarifying the roles and use of chaperones, shorter days, and interactive presentations and presenters.

About THRIVE

The suicide prevention project at the NPAIHB is THRIVE which stands for Tribal Health: Reaching out Involves Everyone. THRIVE works to reduce suicide rates among American Indians and Alaska Natives (AIAN) living in the Pacific Northwest by increasing tribal capacity to prevent suicide and by improving regional collaborations. Staff provide programmatic technical assistance, suicide prevention training and resources to the Northwest Tribes. Specific project activities include: Zero Suicide Model (ZS) which includes a system-wide approach to address gaps and improve outcomes for AIAN communities. Training and presentations include suicide intervention gatekeeper trainings QPR (Question Persuade Refer) and ASIST (Applied Suicide Intervention Skills Training). Culturally tailored media to increase behavior change with sensitive topics like suicide and sexual health. The annual THRIVE conference is for Native youth ages 13-19 years from throughout the United States.¹ This report highlights select evaluation results from youth and chaperones attending the 2019 THRIVE conference.



¹ Northwest Portland Area Indian Health Board (ND). THRIVE. Available from: <http://www.npaihb.org/thrive/>

THRIVE 2019 Youth Participants

Sixty-one youth completed the overall THRIVE evaluation (80.3% response rate).² The average age of THRIVE youth completing the overall evaluation was 14.2 years (SD=1.47, Range 11-18)³ and 22 were male, 39 were female. Youth were affiliated with 19 tribes in six states, Figure 1.

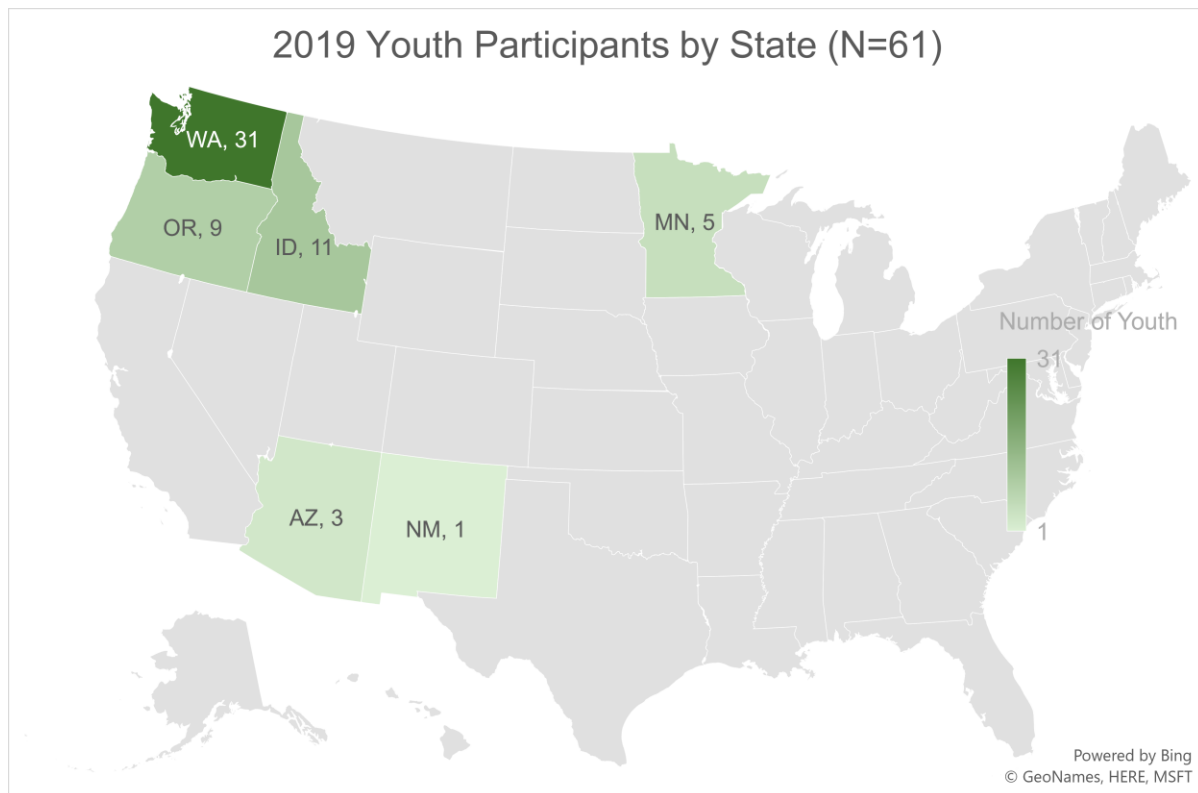


FIGURE 1. STATES REPRESENTED AT THRIVE 2019⁴

NPAIHB serves 43 tribes throughout Oregon, Idaho, and Washington. Fifty-one youth (83.6%) were from these three states and the following Tribes: Nez Perce, Klamath, Warm Springs, Spokane, Chehalis, Skokomish, Port Gamble S’Klallam, Couer d’Alene, Collville, and Pikani Warm Springs. Other Tribes represented at THRIVE include: Nimipuu (Nez Perce), Pascua Yaqui, Red Lake, Leech Lake, Jemez, Navajo, Cherokee, and Tlingit.

² A total of 76 youth attended THRIVE and 61 completed evaluations for a response rate of 82.3%.

³ Note one survey completed by a 10-year old was not included in the evaluation results. Evaluation results reflect only those youth completing the overall evaluation and not the total number of youth attending THRIVE. A total of 71 youth completed the Sources of Strength Survey Before and 57 After.

⁴ One youth completing evaluation was from an unknown state and Tribe.

THRIVE hosted five workshops for youth throughout the week: Creative Design with OXDX, Beats Lyrics Leaders, OHSU Science and Medical, Traditional Foods, and Storytelling in Graphic Novels, Figure 2.

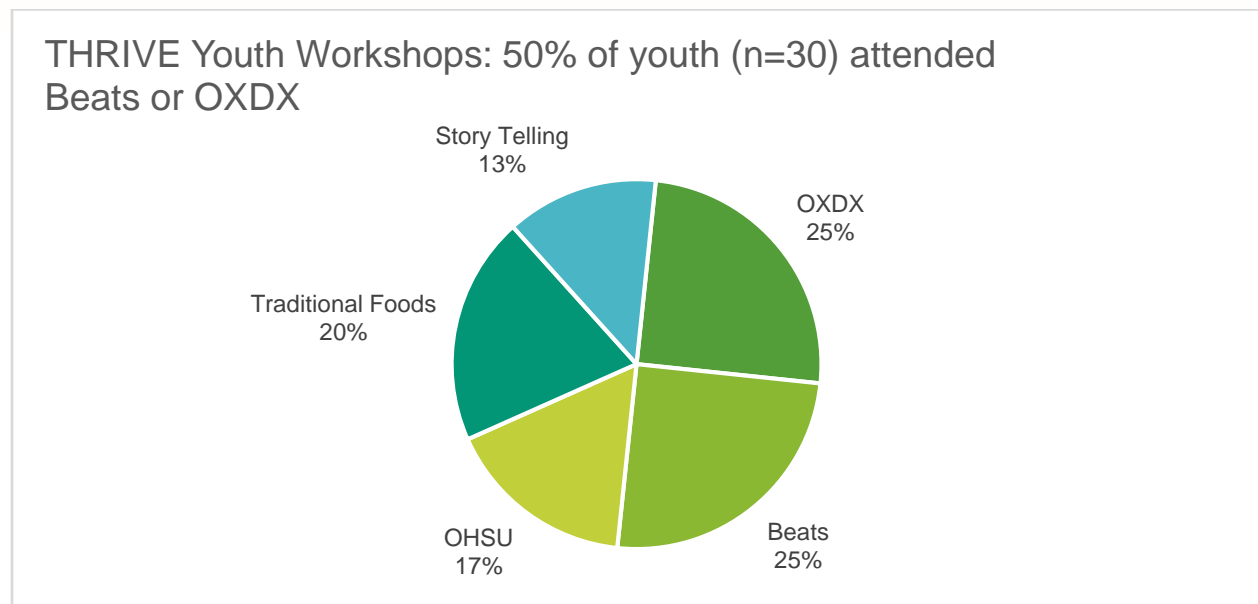


FIGURE 2. YOUTH ATTENDANCE AT WORKSHOPS

Youth rated tracks based on a 5-point Likert type scale where 5= Excellent and 1=Poor. Table 1 highlights mean scores for each track and statement. The overall mean score shows that Traditional Foods ranked the highest (M=4.69, SD=.10) followed by Beats Lyrics Leaders (M=4.62, SD=.16).

TABLE 1. YOUTH RATINGS OF WORKSHOPS

Comparison of Overall Mean Scores by Track	Overall Opinion	Practice New Skills	Ask Questions and Share Ideas	Organization and Delivery	Overall Mean Score (SD)
OXDX	4.87	4.60	4.13	4.67	4.57 (.26)
Beats	4.87	4.60	4.60	4.40	4.62 (.16)
OHSU	3.40	3.30	3.90	3.90	3.63 (.27)
Traditional Foods	4.83	4.58	4.58	4.75	4.69 (.10)
Story Telling	4.25	4.88	4.5	4.63	4.56 (.22)

Youth rated daily workshop presentations using the same 5-point Likert type scale where 5= Excellent and 1=Poor. Figure 3 summarizes ratings by day and presenter. The Friday student showcase was omitted from the evaluation results because the overall evaluation was completed before the student showcase occurred.

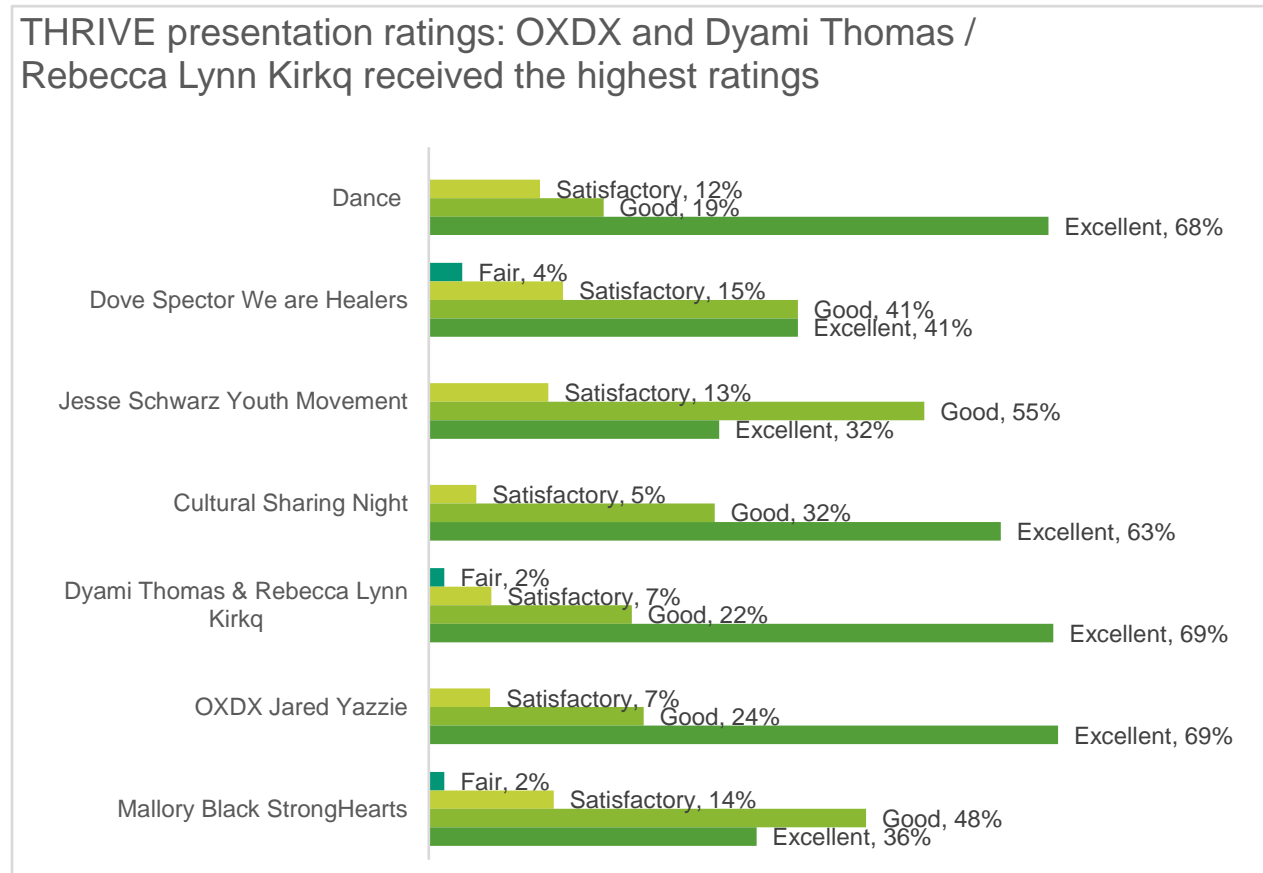


Figure 3. Youth Ratings of Presenters and activities

We asked youth to rate their knowledge of 10 select topics before and after THRIVE using a 5-point scale where 1- No Knowledge and 5= A Lot of Knowledge, Table 2.

TABLE 2. BEFORE AND AFTER KNOWLEDGE MEAN SCORES

Statement	Mean Before Knowledge	Mean After Knowledge	Difference**
AIAN Culture	3.27	3.90	+.63
Suicide risk and protective factors in tribal communities	3.44	4.29	+.85
How to prevent suicide	3.60	4.26	+.66
Suicide prevention resources available	3.48	4.27	+.78
How to choose healthy lifestyle choices	3.75	4.45	+.70

Healthy relationships	3.46	4.47	+1.02
How to build new friendships	3.47	4.31	+ .84
How to manage difficult emotions like anger, stress, or grief	3.28	4.02	+ .73
How to help myself, friend, or family when concerned about safety	3.46	4.12	+ .66
Mental wellness	3.46	4.12	+ .66

** All differences or increases in mean knowledge scores were statistically significant at the $p < .001$ level. This means that there is less than one in a thousand chance that these increases are by chance alone.

An independent-samples t-test was conducted to compare knowledge before and after THRIVE.⁵ There was a significant difference in the following mean knowledge scores:

- AIAN culture before (M=3.27, SD=1.1) and after (M=3.90, SD=0.96); $t(59) = -3.34$, $p = 0.0005$.
- Suicide risk and protective factors in tribal communities (M=3.44, SD=1.08) and after (M=4.29, SD=0.76); $t(58) = -4.89$, $p = 0.00001$.
- How to prevent suicide (M=3.60, SD=1.07) and after (M=4.26, SD=0.66); $t(58) = -3.94$, $p = 0.00006$.
- Suicide prevention resources available (M=3.48, SD=1.39) and after (M=4.27, SD=0.89); $t(60) = -3.65$, $p = 0.0001$.
- How to choose healthy lifestyle choices (M=3.75, SD=1.06) and after (M=4.45, SD=0.56); $t(60) = -4.87$, $p = 0.00001$.
- Healthy relationships (M=3.46, SD=1.3) and after (M=4.47, SD=0.67); $t(59) = -5.31$, $p = 0.00001$.
- How to build new friendships (M=3.47, SD=1.20) and after (M=4.31, SD=0.67); $t(59) = -4.39$, $p = 0.00001$.
- How to manage difficult emotions like anger, stress, or grief (M=3.28, SD=1.16) and after (M=4.02, SD=0.91); $t(60) = -3.83$, $p = 0.0001$.
- How to help myself, friend, or family when concerned about safety (M=3.46, SD=1.08) and after (M=4.12, SD=0.93); $t(57) = -3.41$, $p = 0.0004$.
- Mental wellness (M=3.46, SD=1.17) and after (M=4.12, SD=0.85); $t(59) = -3.48$, $p = 0.0003$.

These results suggest that THRIVE does have a positive impact on Native youth. The highest increases in knowledge were observed for healthy relationships and suicide risk and protective factors in tribal communities.

⁵Rice, W. R. (1989). Analyzing tables of statistical tests. *Evolution*, 43(1), 223-225.

Youth Cultural Connectedness

We adapted the cultural connectedness short scale⁶ and asked youth questions about their connections to culture and community. The first three questions were designed to measure beliefs, practices, and access to traditional knowledge keeper/elder, Figure 4.

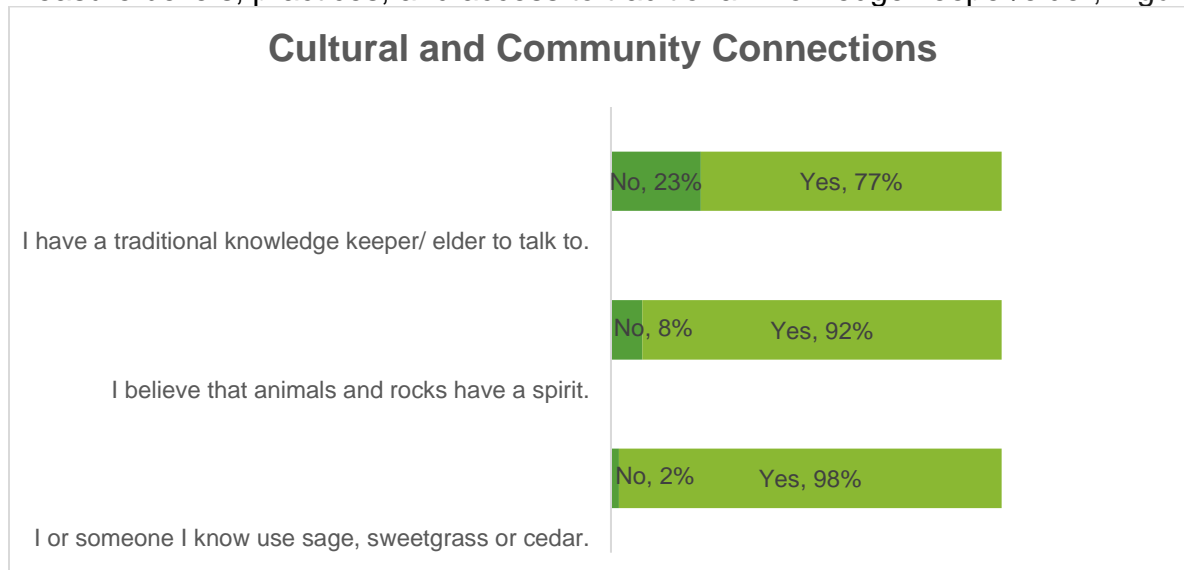


FIGURE 4. CULTURAL CONNECTEDNESS

We presented youth with five statements regarding their current cultural practices and wellbeing. Youth rated statements on a 5-point Likert type scale where 5= Strongly Agree and 1= Strongly Disagree, Figure 5.

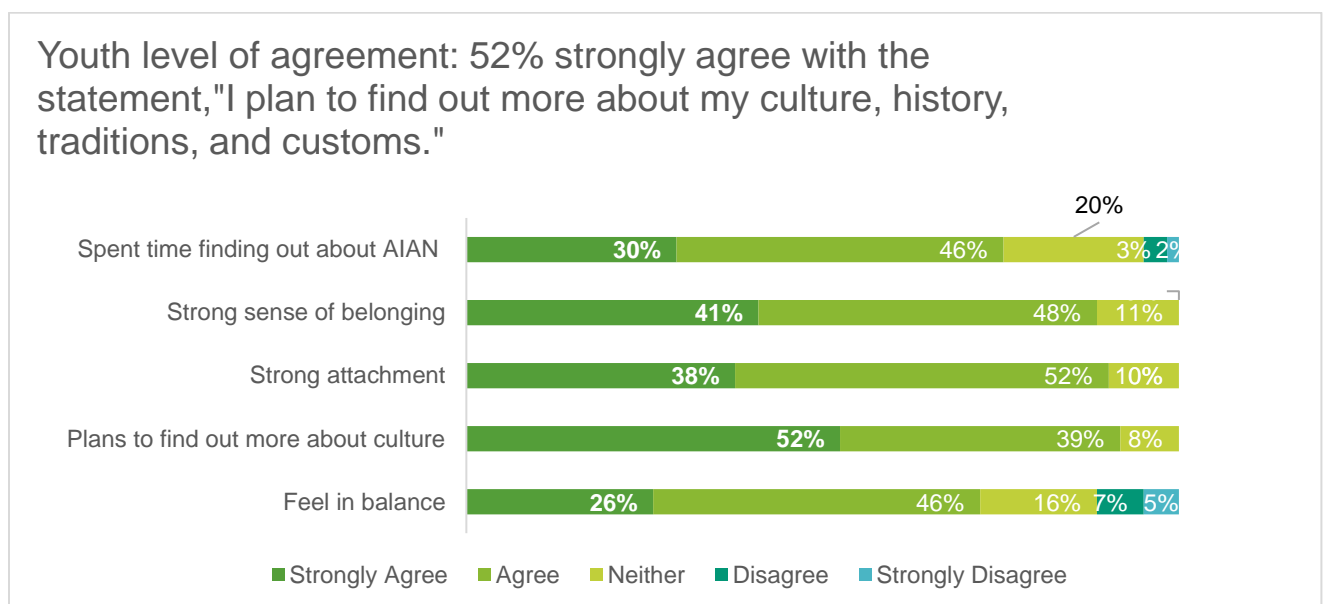


FIGURE 5. YOUTH AGREEMENT WITH CULTURAL STATEMENTS

⁶ Snowshoe, A., Crooks, C. V., Tremblay, P. F., & Hinson, R. E. (2017). Cultural connectedness and its relation to mental wellness for First Nations youth. *The Journal of Primary Prevention*, 38(1-2), 67-86.

Youth THRIVE Impact

We asked youth, “How did THRIVE 2019 impact you?” We asked youth to select all responses that applied to them. Results suggest that the largest impacts were connecting to other youth and Native people (28%) and increased knowledge of how to be a healthy Native person (20%), Table 3.

TABLE 3. THRIVE IMPACTS

Statement	Count	Percent
Connected me to my history and way of life	26	15%
Connected me to other youth and Native people	51	28%
Increased my knowledge about how to be a healthy Native person	35	20%
Helped me feel more confident	31	17%
Made me feel good about where I come from and my future	34	19%
I was not impacted at all	2	1%
Total	179	100%

Youth Use Skills from THRIVE

We asked youth, “How will you use the skills that you gained at THRIVE in the future?” We asked youth to select all responses that applied to them. Results suggest that youth will use skills to achieve their dreams and goals (14%), and to help others when they are in need (15%), Table 4.

TABLE 4. USE SKILLS

Statement	Count	Percent
To speak publicly about topics that matter to me	33	12%
Share information that I learned with family and community	33	12%
Do better in school and academics	35	12.5%
Help others when they are in need	43	15%
Manage difficult emotions	33	12%
Planning for my future	35	13%
To obtain a job	28	10%

To achieve my dreams and goals	39	14%
I will not use any of the skills I gained at THRIVE	0	0%
Total	279	100%

What Youth Liked Most

We wanted to know what youth like the most and the least about THRIVE. Two questions asked youth, “What did you like the most about THRIVE?” and “What did you like the least about THRIVE?” Our team used qualitative content analysis⁷ to examine responses and identify themes related to what youth liked best, and what they liked least. Results suggest that youth most like meeting new people and connecting with them (n=25) and working with OXDX designs (n=14) Table 5.

TABLE 5. LIKED MOST

Theme	Count	Exemplar
OXDX Shirts and Jared	14	Working with OXDX designs
Meeting and connecting with new people	25	I got to connect with other tribes and Native people.
Workshops	4	History of OHSU, Traditional foods, screen print.
Culture	5	I liked how we did cultural activities like the Round Dance, Indigenous plants, traditional singing, and the cultural night-very fun.
Making new friends	4	Meeting a lot of new people, made new friends.
Building confidence	5	I wasn't shy. Being open
Creating	5	Being artistic. We got to make an actual song. I felt like a celebrity.

⁷Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative health research*, 15(9), 1277-1288.

What Youth Liked Least

The most frequent response from youth about what they liked the least was the long presentations. Some felt that they came to THRIVE to learn, but the presenters were not knowledgeable, or they were simply too long and not interactive. Others did not like presenting in front of a group. At the same time, some youth felt THRIVE was not long enough and that is what they liked the least, Table 6.

TABLE 6. LIKED LEAST

Theme	Count	Exemplar
Too Short	5	Time at THRIVE, should be longer. It was only four days it should be more, and it should happen again.
Long and boring presenters	9	The speakers I wanted more knowledge I didn't feel any except the siblings.
Walking	4	We had to walk so much from place to place in the city. Science one we had to walk around a lot.
Dance too long. No Basketball courts. No friends. Did not get group I picked. OHSU. Mentor. Workshop	1	I wasn't in the group that I picked. and it wasn't well organized in the science and medical track.
Presenting	7	Talking in front of people. Presenting, it was stressful.
Waking up early and long days	3	Waking up early and staying until 5.
Need quiet place	2	The part I think we should have a quiet place for people who don't do well at parties.
Opportunities for interaction needed	3	I wish there was more interaction with the other Native kids, so we could get to know each other

Youth Sources of Strength

We administered the Sources of Strength (SOS) scale before and after THRIVE to document changes in strengths, Figure 6.

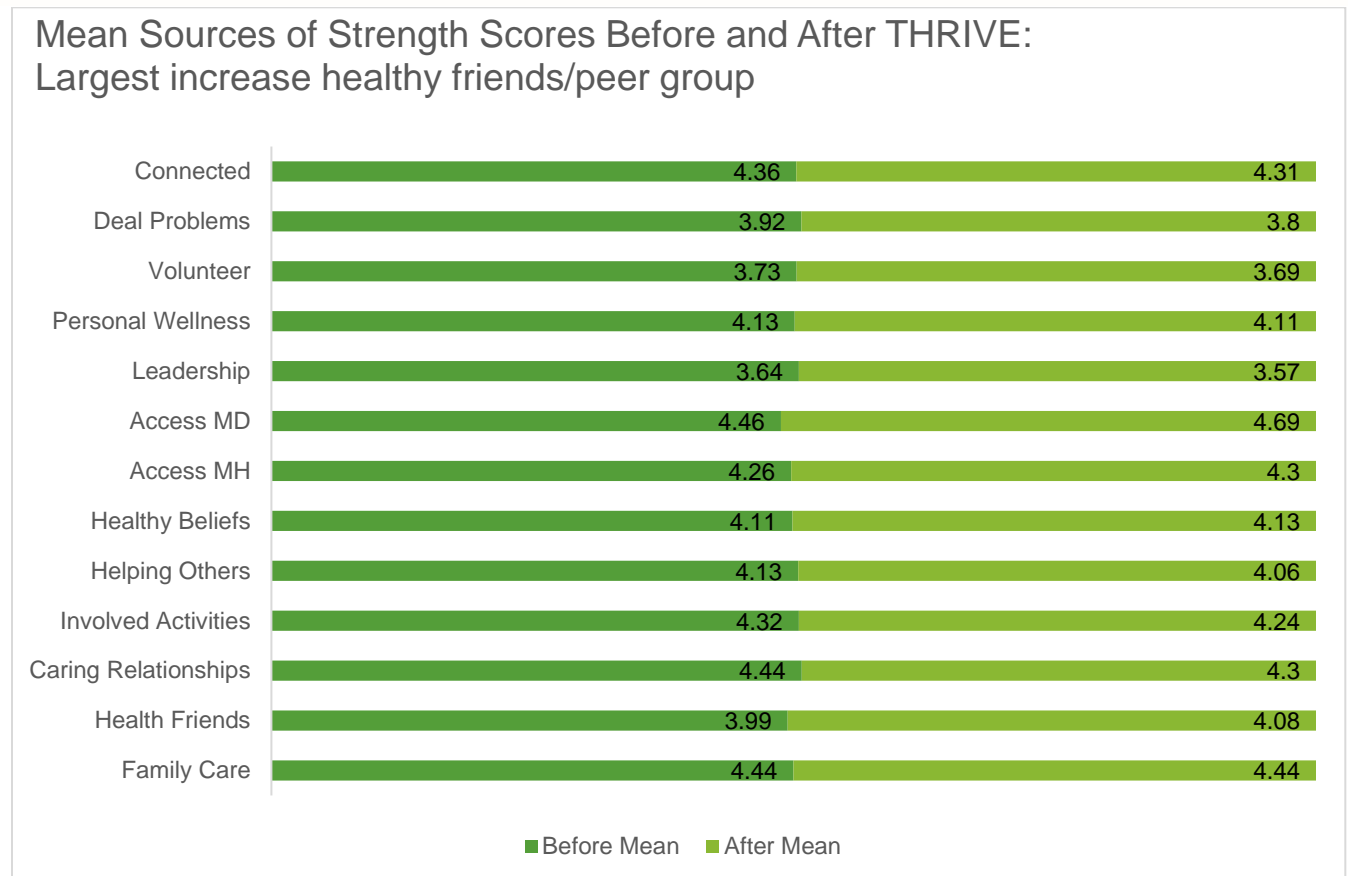


FIGURE 6. SOURCES OF STRENGTH BEFORE AND AFTER

The SOS score that increased the most was for the statement, “I feel I have healthy friends/peer group that makes good decisions and stays out of trouble.” No increases or decreases in SOS mean scores were statistically significant.

Overall, strengths did not increase as much as we expected but this may be due to several limitations in the data. For example, the number of youth that completed the Before SOS and the After SOS were not the same youth (71 youth before vs. 57 youth after). Age may have also been a factor, where the average age of youth completing the SOS before THRIVE was 14.2 years (SD=1.2) in comparison, the average age of youth completing the SOS after THRIVE was 15 years (SD=1.8). Other reasons may be related to the limited number of time that youth had to improve their strengths (5-days) and the change in scale from a 10-point scale to a 5-point scale which limits the variability of responses. This concludes the youth overall evaluation preliminary report. In the next section we highlight overall evaluation responses from THRIVE chaperones.

Chaperone Overall Evaluations

Chaperones are an integral part of the THRIVE conference—without chaperones youth would not be able to attend. Chaperones work with NPAIHB to identify youth attendees, arrange schedules, and register them for the event. Chaperones are onsite throughout the 5-day conference—this presents a unique opportunity for NPAIHB to develop partnerships, skills, and engagement with tribal professionals and community members. Twenty-one chaperones completed the overall THRIVE evaluation, eight were male and 14 were female. Chaperones were affiliated with 17 Tribes in the United States and one chaperone was not affiliated with a Tribe. Figure 7 shows that most chaperones live in Washington state.

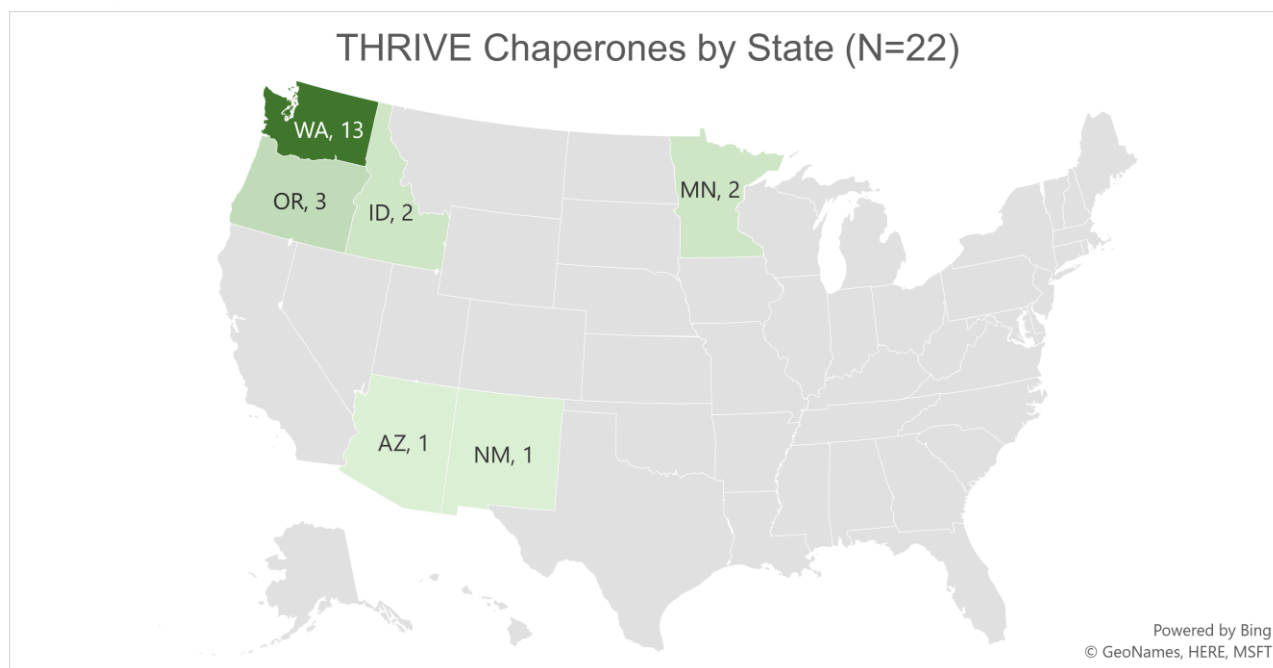


FIGURE 7. STATES WHERE CHAPERONES LIVE

Chaperones fill various roles in their communities. Fourteen chaperones worked as prevention staff, coordinators, and managers of youth and tribal community programs. Others were parents or teachers. One chaperone was a researcher.

Chaperones completed an overall evaluation that was like what the youth completed on the last day. Questions were modified when necessary to reflect the life status of chaperones (older and in careers vs. youth status).

We asked chaperones to rate workshop presentations that occurred throughout the week. Results show that chaperones rated Jared Yazzie the highest, Figure 8.

THRIVE Chaperone presentation ratings: OXDX and Cultural Sharing Night received the highest ratings



FIGURE 8 CHAPERONE RATINGS

We asked chaperones to rate sessions they attended throughout the week. The Adolescent Health Alliance presentation received the highest rating, Figure 9.

Chaperone Session Ratings: 92% rated Adolescent Health Alliance excellent

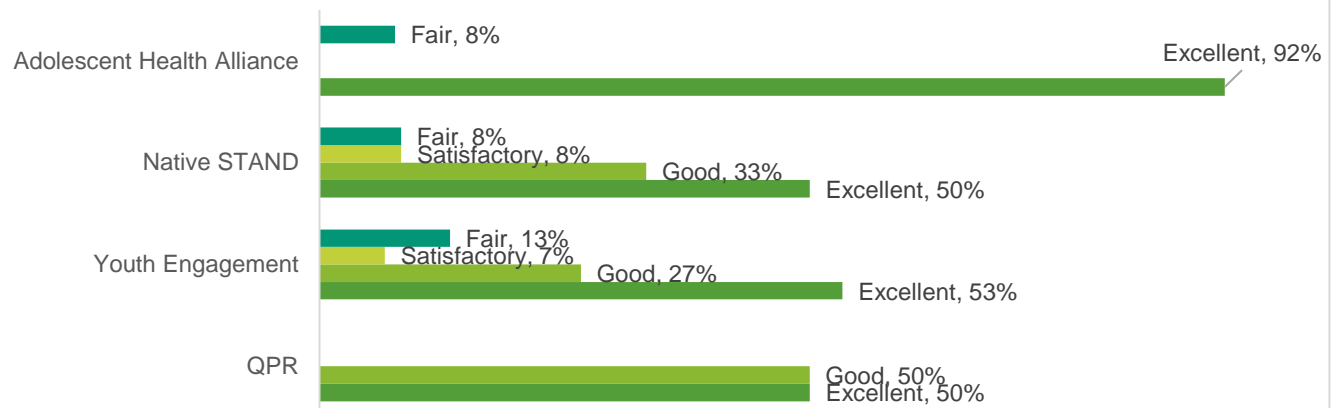


FIGURE 9. CHAPERONE SESSION RATINGS

Next chaperones were presented with four statements about the sessions they attended: overall opinion, relevance of topic in work/life, opportunities to ask questions and share ideas, and the organization and delivery of the session.

- 94% rated the overall session as excellent or good.
- 100% rated the relevance of the topic in their work and life as excellent or good.
- 100% rated opportunities to ask questions and share ideas as excellent or good.
- 88% rated the organization and delivery of the sessions as excellent or good.

Only two statements received a rating of “Fair”, these were the overall opinion of sessions and the organization and delivery of session.

We asked chaperones to rate their knowledge of 10 select topics before and after THRIVE using a 5-point scale where 1- No Knowledge and 5= A Lot of Knowledge, Table 7.

TABLE 7. CHAPERONE KNOWLEDGE BEFORE AFTER

Statement	Mean Before Knowledge	Mean After Knowledge	Difference
AIAN Culture	3.90	4.15	+.25
Suicide risk and protective factors in tribal communities	3.84	4.35	+.50
How to prevent suicide	3.95	4.32	+.36
Suicide prevention resources available	3.68	4.26	+.57
How to choose healthy lifestyle choices	4.26	4.53	+.26
Healthy relationships	4.16	4.74	+.57**
How to build new friendships	4.33	4.72	+.38
How to manage difficult emotions like anger, stress, or grief	3.95	4.32	+.36
How to help myself, friend, or family when concerned about safety	3.95	4.32	+.36
Mental wellness	4.05	4.47	+.42

** Differences or increases in mean knowledge scores were statistically significant at the $p < .001$ level. This means that there is less than one in a thousand chance that these increases are by chance alone. 4

An independent samples t-test was conducted to determine if increases in knowledge were statistically significant. All knowledge scores increased, but healthy relationships knowledge was the only score that increase significantly. Healthy relationships (M=4.16, SD=.69) and after (M=4.74, SD=0.45); $t(36) = -3.06$, $p = 0.004$.

Chaperone Cultural Connectedness

Like the youth overall evaluation, we used the cultural connectedness short scale⁸ to document chaperone connections to culture and community. The first questions were designed to measure beliefs, and access to traditional knowledge keeper/elder, Figure 10.

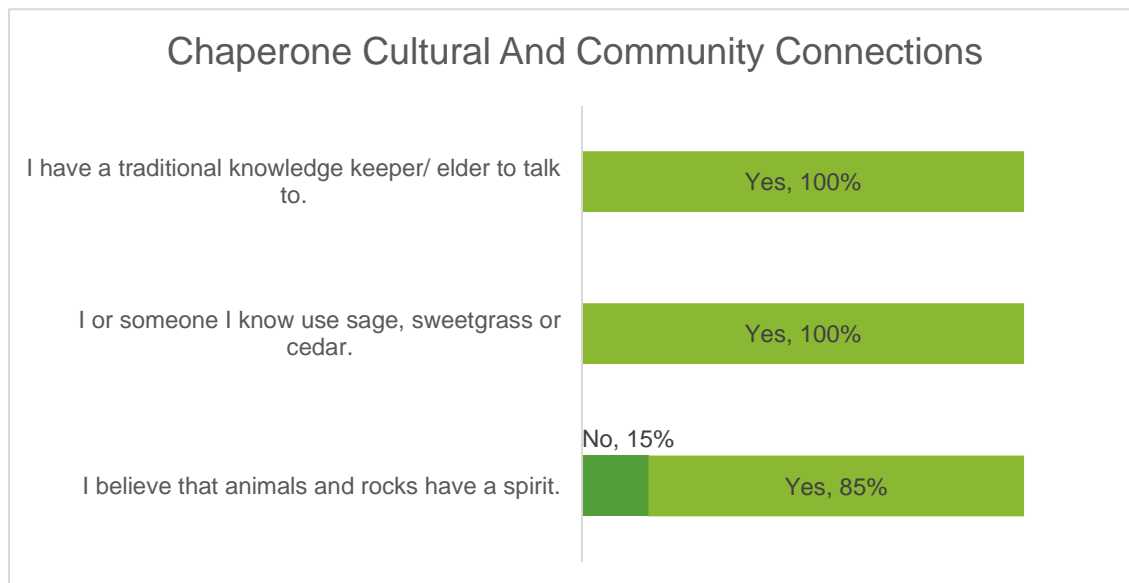


FIGURE 10. CHAPERONE CULTURAL AND COMMUNITY CONNECTIONS

Next, we presented chaperones with five statements related to their culture and community. Response options were based on a 5-point Likert type scale where 5=

⁸ Snowshoe, A., Crooks, C. V., Tremblay, P. F., & Hinson, R. E. (2017). Cultural connectedness and its relation to mental wellness for First Nations youth. *The Journal of Primary Prevention*, 38(1-2), 67-86.

Strongly Agree and 1= Strongly Disagree, Figure 11.

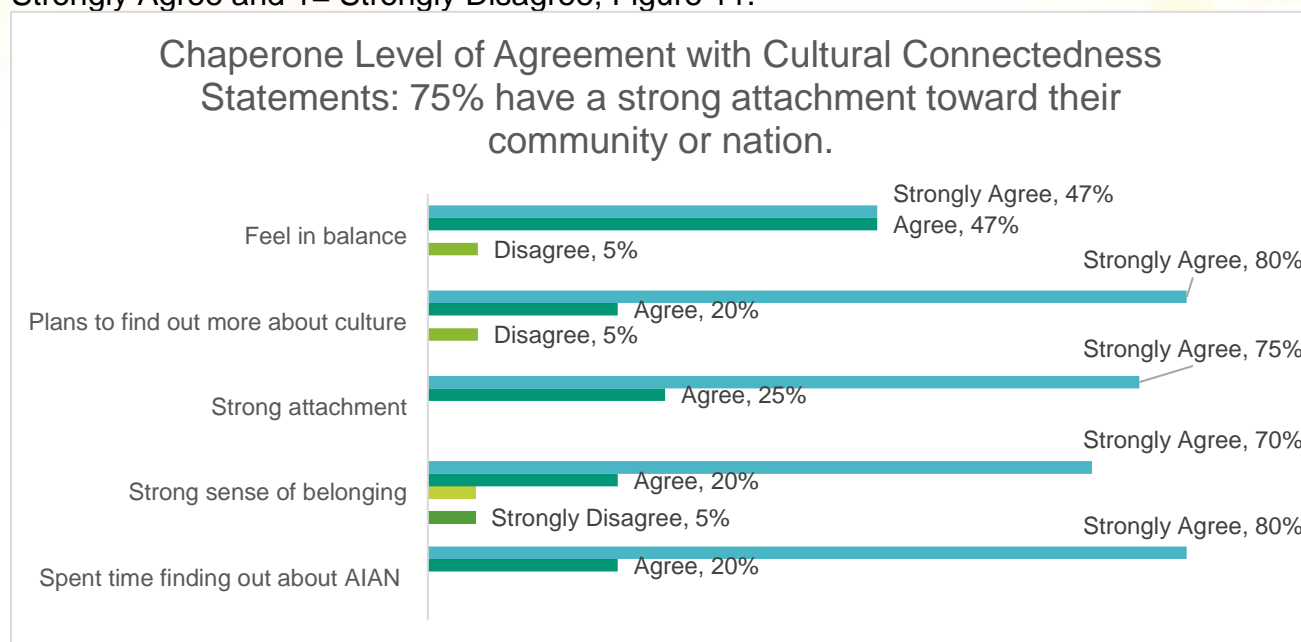


FIGURE 11. CHAPERONE CULTURAL CONNECTEDNESS

THRIVE Chaperone Impact

We asked chaperones, “How did THRIVE 2019 impact you?” We asked chaperones to select all responses that applied to them. Results suggest that the largest impacts were connecting to other youth and Native people (26%) and increased knowledge of Native health topics (23%), Table 8.

TABLE 8. CHAPERONE IMPACTS

Statement	Count	Percent
Connected me to my history and way of life	8	12%
Connected me to other youth and Native people	17	26%
Increased my knowledge about Native health topics	15	23%
Helped me understand how to engage Native youth	11	17%
Made me feel good about where I come from and my future	14	22%
Total	65	100%

Chaperone Use Skills from THRIVE

We asked chaperones, “How will you use the skills that you gained at THRIVE in the future?” We asked chaperones to select all responses that applied to them. Results suggest that chaperones will use skills in their work (23%), and to share information they learned with family, community and help others in need (22%), Table 9.

TABLE 9. CHAPERONE USE SKILLS

Statement	Count	Percent
To speak publicly about topics that matter to me	13	16%
In my work	19	23%
Share information that I learned with family and community	18	22%
Help others when they are in need	18	22%
Manage difficult situations and emotions	15	18%
Total	84	100%

What Chaperones Liked Most

We wanted to know what chaperones like the most and the least about THRIVE. Two questions asked chaperones, “What did you like the most about THRIVE?” and “What did you like the least about THRIVE?” Results suggest that chaperones most like opportunities for youth to connections (n=6) and confidence building/strengths focus (n=6) Table 10.

TABLE 10 WHAT CHAPERONES LIKED MOST

Theme	Count	Exemplar
Opportunities and connections for youth	6	Opportunity for the kids to get many consecutive hours with positive role models and mentors, strength based and resiliency building.
Youth growth and confidence building	5	The learning that was taught here. I like when children's personality change being into positive and gaining more information on how to deal with their life and who they are. I love that the youth were put into subgroups this helped several of our shy youth to make new friends and gain confidence and some even spoke publicly for the first time ever.
Overall quality presentations and experiences	5	Student showcase. Screen printing. Also, the hotel was awesome. The level of high presenters, media, equipment is amazing for the youth
Culture night and inclusion of culture in THRIVE	4	Culture night and inclusion of culture in THRIVE. Inspiring kids for a strong future and cultural grounding.
Conference organization and focus	3	Format of the conference. I think it's great our youth get to stay in their track all week and culture night
Chaperone sessions and support from NPAIHB	3	Chaperone sessions and support from NPAIHB. Tommy, Celena, Colbie, Tana, Fish and the rest of the THRIVE and NPAIHB staff are so awesome at engaging the youth and adults.

What Chaperones Liked Least

The most frequent response from chaperones about what they liked the least was the long presentations. Some felt that they came to THRIVE to learn, but the presenters were not knowledgeable, or they were simply too long and not interactive. Others did not like presenting in front of a group. At the same time, some youth felt THRIVE was not long enough and that is what they liked the least, Table 11.

TABLE 11 WHAT CHAPERONES LIKED LEAST

Theme	Count	Exemplar
Science & Medical/ OHSU	7	OHSU specifically was way too much walking which caused major burn out for the youth and the other part was it felt overbearing, very military style and boarder schoolish. It was very obvious that some of the adults and coordinators aren't around kids a lot and was short with them.
Downtime for chaperones	3	A lot of downtime but could leave but also could not participate in workshops. I think in the future maybe making a list of days and shifts for chaperones to commit to certain tasks to those days so that we don't have so many chaperones sitting.
Alternate activities for youth	2	I wish there was something for the youth to do that were not wanting to attend the dance, like art or beading in one of the other rooms.
Recommendations to improve presentations and workshops	4	More in-depth of Native foods besides plant identification overall, I hope to come back.

Summary

Results from the overall evaluation of THRIVE 2019 indicate a high-level of impact, satisfaction, and usefulness of skills gained. Before and after knowledge scores about healthy relationships increased significantly for chaperones and youth—this indicates that one of the primary effects of THRIVE is the relationship building process.

Throughout the week, attendees experience healthy relationships, they are modeled, and new friendships and connections with other Native people grow. Although SOS scores for youth did not increase significantly.

Chaperones and youth were most impacted by connecting with other Native people. Chaperones plan to use the skills they learned when they return to work, while youth plan to help others in need and achieve their dreams and goals.

What youth and chaperones liked the most and the least were similar, with opportunities to connect with other youth, build confidence, and quality presentations being ranked the highest. Comments about OHSU were the most common among youth and chaperones. Most of these comments relate to the long presentations, lots of walking, and inability for OHSU youth to connect with other youth at THRIVE. Future conferences may consider how to best engage OHSU youth in the overall THRIVE experience through alternative methods such as having classes at the THRIVE campus location or allowing youth breaks to return to the THRIVE group for lunches and other presentations.

What this preliminary report tells us is that THRIVE is effective, and that chaperones and youth benefit in similar ways. Continued evaluation of the impacts, innovative approaches to tell the story, and building partnerships with tribal youth and community will help NPAIHB reach its goals of building regional collaborations with Tribes and preventing suicide among AIAN youth.

Appendix A: Comprehensive Evaluation of THRIVE 2019

Source	Data Type	Count	Type and Use
Sources of Strength Before	Quantitative 13-Questions 5-point Likert scale	71	Document strengths
Sources of Strength After	Quantitative 13-Questions 5-point Likert scale	56	Document changes in strengths resulting from THRIVE
Overall Youth Evaluation	9-Questions Workshop presenter ratings, Likert-type scales, yes/no response, qualitative	61	Document workshop quality, impact, presentation relevance, report knowledge gained, document cultural connectedness, plan and improve future workshops
Overall Chaperone Evaluation	9-Questions Workshop presenter ratings, Likert-type scales, yes/no response, qualitative.	22	Document workshop quality, usefulness of sessions, improve and plan future workshops
Rapid Interviews	Photo and text	20	Contextualize experience, highlight youth perspectives
Youth Semi-structured Interviews	Qualitative	1	Find meaning, explore youth perspectives and impact
Chaperone Interviews	Qualitative	5	Document impact and usefulness of THRIVE. Capture observations and experiences of how youth change as a result of THRIVE past/present
Observation	Monday, Tuesday, Thursday, Friday Notes	20 + pages of notes	Contextualize, themes, meaning, comments, perspectives for report
Photos and Videos	Youth, staff, presenters, workshops, cultural night, student showcase	TBD	Capture experiences of youth, chaperones, and staff
Semi-structured Interviews Staff and Facilitators	Qualitative	TBD	Document overall impact, recommendations, lessons, story of THRIVE
Interviews with THRIVE Staff	Pending		Document staff perspectives on impact and usefulness, compare with chaperones and youth



This report was prepared by Allyson Kelley & Associates PLLC under contract with NPAIHB to evaluate and tell the story of THRIVE 2010-2019. For more information about the methodology used or recommendations, contact Allyson Kelley at 919-265-7549 or email kellyallyson@gmail.com