AFTER SCHOOL PROGRAM
SKILLS APPLICATION EXAM (SAE)
PRACTICE EXAM TRAINING DELIVERY

Association for Talent Development
Scenario Narrative

Youth-4-Life is a not-for-profit after-school program. The organization is involved in train-the-trainer activities for program leaders, all of whom are adults over the age of 25 who hold at least a high school diploma. The primary job responsibility of the program leaders is to develop lessons and provide constructive activities for young people between the ages of 8 and 15.

Potential program leaders are hired every few months and attend a two-day program leader training. The training syllabus is:

- Day 1: Induction Day, which includes tools and strategies for engaging the youth in activities and supervisory skills.
- Day 2: On Application Day, program leaders apply Day 1 strategies and build their own lesson plan for the youth they will work with in the future. They then role-play the activities in their lesson plan with a fellow program leader.

For the most recent program leader training, Day 1 was taught by one trainer and Day 2 was taught by a different trainer; the training days were consecutive.

After completing Day 2, the trainers wrote a summary of the training. The trainers were also tasked with conducting Level 3 and 4 evaluations.

Additional Details:

- Training is offered regularly at multiple sites.
- Trainer’s responsibilities include:
  - Coordinate training set-up with site coordinators.
  - Ensure training site is set up for training.
  - Arrange for all training materials to be available for each session.
  - Facilitate training for program leaders.
- Day 2 is not always taught immediately after Day 1 due to availability of trainers and training sites.

Supporting Documents:

1. Trainer’s Pre-Training Checklist
2. Excerpt from Day 2 Facilitator Guide
3. Excerpt from Day 1 Participant Guide
4. Post-Training Communication
5. Level 3 and 4 Evaluation
# Supporting Document 1: Trainer’s Pre-Training Checklist

<table>
<thead>
<tr>
<th>Prior to training (For Program Induction, about 3-4 days prior)</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email region to confirm program leader induction.</td>
<td></td>
</tr>
<tr>
<td>Chart paper in room? Dry erase board in room?</td>
<td></td>
</tr>
<tr>
<td>Projector/monitor in room?</td>
<td></td>
</tr>
<tr>
<td>Special instructions at training facility?</td>
<td></td>
</tr>
<tr>
<td>Contact person (name, phone #): ________________</td>
<td></td>
</tr>
<tr>
<td>Break room/rest room access</td>
<td></td>
</tr>
<tr>
<td>Restroom location and access: Key or code ________________</td>
<td></td>
</tr>
<tr>
<td>Sign in sheet: Provided by region? ____________ Print? ________________</td>
<td></td>
</tr>
<tr>
<td>Locate and review training materials</td>
<td></td>
</tr>
<tr>
<td>Facilitator guide</td>
<td></td>
</tr>
<tr>
<td>Participant packets: number needed ________________</td>
<td></td>
</tr>
<tr>
<td>Other equipment needed (cones/flying discs, sample curriculum, materials for lessons)?</td>
<td></td>
</tr>
<tr>
<td>Pick up at production warehouse, or have materials delivered to training site?</td>
<td></td>
</tr>
<tr>
<td>Trainer caddy: pens, markers (chart markers, dry erase, eraser), nameplate paper,</td>
<td></td>
</tr>
<tr>
<td>sticky notes, blue painters tape</td>
<td></td>
</tr>
<tr>
<td>Directional signage (arrows) (if needed)</td>
<td></td>
</tr>
<tr>
<td>Electronics (computer, projector, cords, wireless clicker)</td>
<td></td>
</tr>
<tr>
<td>Test equipment</td>
<td></td>
</tr>
<tr>
<td>Test training files (electronic presentation, video, graphics, sound)</td>
<td></td>
</tr>
</tbody>
</table>

| 2 days prior to training                                                                  |           |
| Confirm number of participants/secure extra supplies.                                     |           |
| Confirm room number in case of change.                                                   |           |

| Day before training:                                                                      |           |
| [If Program Induction: pre–training assessment]                                           |           |
| Prepare materials for transport.                                                         |           |
### Day 2: Program Leader Training

#### Prior to training:
- Write objectives on flip-chart paper or white board.

#### Debrief Day 1
(5 minutes)

<table>
<thead>
<tr>
<th>What did we do?</th>
<th>What did you learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How would you apply this learning to the youth in the program?</td>
</tr>
<tr>
<td></td>
<td>What changes might you make?</td>
</tr>
<tr>
<td></td>
<td>How do these kinds of activities help promote student engagement and build relationships?</td>
</tr>
</tbody>
</table>

- Point to objectives on flip-chart paper or whiteboard.
- Explain these are the objectives for today’s session.

1. **Given samples of existing lessons, the participant will prepare their own lesson** which includes announcements, an attendance sheet, lesson plans, and the program schedule.

2. **Given their prepared lesson, the participant will partner with another student and deliver his/her lesson,** which should include:
   - Sharing learning objectives.
   - Using strategies to promote student engagement, including:
     - Effective introductions.
     - Connecting with the youth’s prior knowledge.
     - Critical thinking questions.
     - The I do/We do/You do model.
   - Using debrief questions to close the lesson and connect the learning.

3. **Demonstrate supervision strategies:**
   - Given a role-play scenario, participants will demonstrate line of sight procedures and behavior management strategies.
### Day 1 Activity: Are You Ready?

**Scenario:** You are super late to start your day. You only have 5 minutes to start checking in your students. What do you do?
- Look over your materials.
- Know your schedule.
- Know what lesson plans you will be doing.
- Know what’s in the note from the teacher.

**Notes:**
- Know your schedule.
- Identify which part of the lesson plan you are teaching.
- Look over materials.
- Don’t be late!!!

<table>
<thead>
<tr>
<th>What’s important about being professional and being on time?</th>
<th>What’s important about being ready for your students?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are some key things that you need to look out for as you are prepping for your day?</th>
<th>How would you use the I do/We do/You do model?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Take a few minutes to write down your key **learning** from this component.

What is your commitment for this job?

I commit to ___________________________ by (date) ____________

I will need the following support from my supervisor:

______________________________________________________________
Supporting Document 4: Post-Training Communication

From: Trainers  
Sent: December 14  
To: Site Coordinator  
Cc:  
Subject: Post-Training Feedback

Good afternoon,

It was a pleasure providing training to your new program leaders last week. Below is our training feedback form with a few notes of how the training went. Thank you for your support. See you soon!

Program Induction Feedback

<table>
<thead>
<tr>
<th>Dates</th>
<th>12/11 and 12/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region</td>
<td>Hub office, large training room</td>
</tr>
<tr>
<td>Location</td>
<td>Hub office, large training room</td>
</tr>
<tr>
<td>“I noticed...”</td>
<td>Team was very helpful in providing information and support with logistics. Thank you for helping make these events run smoothly.</td>
</tr>
<tr>
<td>Concerns (logistics, employees)</td>
<td>All participants were present.</td>
</tr>
</tbody>
</table>
| Highlights (leaders) | • Sasha demonstrated effective strategies that will work well with younger grades. She used a clear and positive tone during the activities.  
• Pat was a returning program leader and demonstrated confidence while sharing strategies with her peers.  
• Frank seemed comfortable in his approach in building relationships with middle school youth. |
| Feedback | All participants strongly agreed that:  
• The workbook was helpful and will help support learning transfer.  
• The resource cards were helpful during the training and will help support learning transfer.  
• The facilitator kept a good pace.  
• Activities helped support their learning as a program leader.  
• The visuals (seeing the activities and modeling, the workbook and the resource cards) were helpful.  
• The instructor was knowledgeable.  
All participants felt comfortable (agree/strongly agree) practicing the strategies that the learning objectives promoted. |
### Key points / As a result of the training...

- All participants turned in their training evaluation forms.
- All participants were able to practice and list strategies or systems they will utilize when preparing for program.
- All participants were able to practice and list two attention getters and were able to practice, and speak to, setting clear expectations before transitions.
- All participants were able to practice and list strategies to help support student safety during transitions.
- Participants practiced and listed strategies from the lesson planning map to help prepare to deliver engaging lessons (planning, I do/We do/You do, expanding on ideas, and debrief).

### Commitments

Participants committed to the following:
- Planning, asking questions, using what has been provided ("to my advantage and growth"), setting agreements, planning/structuring/organizing what will happen for the day, being prepared to be an effective leader/teacher that day

### What participants found most helpful from the training

- Connecting agreements to the lesson
- Participating and role-playing
- Resource cards: transition and restroom breaks, critical thinking question cards
- Hands-on training with other people; real-life scenarios
- Program planning (lesson planning map?)
- Understanding the organization to create a lesson plan
- Going over agreements, scenarios, and transitions and being pointed out what to work on based on what we did

### Participant feedback to improve the training

- Ask questions for understanding
- Nothing
- Have more visual activities to explain things to its knowledgeable extent
- Maybe include more scenarios
- Practice more practical examples (more than just restroom and lesson plan)

### Support tools available after training

- Participant workbook from the training event
- Program leader quick reference cards for transitions and restroom breaks

### Site support after training

- Additional coaching and reinforcement is available through the site coordinator.
- Informal learning through their peers (other program leaders, experienced and new)

### Recap

Participants appreciated the hands-on approach in the training program and also wanted more hands on, more experiences, and more scenarios. This could mean they may want more time to go deeper or additional activities to keep practicing. The fact that they are open to the learning is important. Without the openness, learning will not happen.
This training is very experiential-based, but a lot of ground is covered during the time. Some participants need more time to process, and a possible indication of this need may be wanting more activities or more time to digest information through conversation and questions.

| Next Program Leader Induction Date and Facilitator | January 23rd - TBD |

Regards,

The Trainers
Level 3 Evaluation Method, Questions, and Results

Method:
- Completed eight (8) weeks after training
- Sent a survey to the site coordinator to assess whether program leader is using the strategies and protocols
- Sent communication email to site coordinator to explain survey: what the site coordinator needs to do, why, and by when
- Explained the reason for the survey is to gather information on the behaviors of the program leader and determine if learning has transferred to the job
- Collected data, interpreted, and built communication of results
- Sent communication email with aggregated information to region leads, stakeholders, chief program officer, human resources team, and training team

Survey Questions and Evidence Examples for Site Coordinators:
- Are program leaders using systems when preparing for the afternoon: program schedule, announcements, gathering supplies?
  - Evidenced by reviewing/initialing announcements, checking in with site coordinator, not needing to call site coordinator to bring forgotten items
- Are program leaders utilizing strategies to keep students in their line of sight during transitions and restroom breaks?
  - Evidenced by program leader using attention getters, giving clear/concise instructions, praising, using student leaders, headcounts, keeping students engaged while waiting
- Are program leaders using tools to prepared to deliver engaging lessons: review lessons, utilize lesson planning map during their prep time, promoting student engagement?
  - Evidenced by asking students questions and using gradual release of responsibility with I do/We do/You do structure and debriefing to connect the learning and keep students engaged

Level 3 Survey Results:
- Program leaders utilizing strategies __92__%
- Summary:
  - Program leaders are performing at a higher level than previous groups, needing less supervision and guidance.
  - Higher percentage score validates the training.
  - Opportunities: Though program leaders are very good at engaging their students, additional coaching by experienced peers or site coordinator may assist new program leaders with supervisory skills.
Level 4 Evaluation (Actual Results)

- Lower turnover: Program leaders felt more confident and prepared to handle unexpected events and issues.
- Lower levels of frustration were noted, indicating employees (program leaders) are happy in their position.
- Lower behavior incidences: Students are more engaged.
- Better attendance: Students are enjoying the after-school program, and program leaders are enjoying working with the students. Student attendance is better.
- The organization is reimbursed $7.50 per student.
  - At 100,000 students served annually, an increase of 10% of attendance has resulted in $75,000 better grant reimbursement funds.
  - These funds are leveraged to deepen the resources and services provided.
- Higher student engagement and better attendance appears to have resulted in increased learning and better test scores at school.
  - Partner schools use this metric to assess school and district performance.
  - Test scores are an indicator for graduation rates.
USE THE FOLLOWING INFORMATION TO ANSWER QUESTIONS 1-16

Review the "After-School Program" case study information and answer the associated questions.

1. Which evidence suggests the training material did not address all learning modalities? Choose ONE.

   A. The Level 4 evaluation contained convincing evidence.
   B. No official certification was required for instructors.
   C. The evidence was expressed in "Supporting Document 4: Post-Training Communication."
   D. The site coordinator did not review the material prior to delivery.

2. Which of the following results demonstrates program leaders using strategies effectively? Choose ONE.

   A. Tools utilization score for program leaders
   B. Systems utilization score for program leaders
   C. Strategy utilization score for program leaders
   D. Site coordinator feedback eight weeks after training completion

3. Which additional items should be added to the Level 3 survey results? Choose ONE.

   A. The next steps in the process
   B. The level of individual trainer competency
   C. The dates of the survey administration and analysis
   D. The percentage of leaders using systems and tools

4. Which statement BEST reflects Youth-4-Life's Level 4 evaluation outcome? Choose ONE.

   A. The organization experiences lower turnover.
   B. The organization experiences lower behavior incidences.
   C. The organization is reimbursed $7.50 per student.
   D. The organization has higher student engagement.
5. What condition exists in this training program that makes it especially important to have well prepared training content and preparatory materials? Choose ONE.

A. The program leaders will be working with young people between the ages of 8 and 15.
B. The program leaders are required to build their own lesson plan for the youth they work with.
C. Training is often delivered by different instructors and on non-consecutive days.
D. The organization is seeking to lower the turnover rate.

6. In performing the Level 3 evaluation of the Kirkpatrick model to determine the extent to which the program leaders adopted the methods taught, which of the following aspects of the training program were being evaluated? Choose ONE.

A. The engagement level of the program leader
B. The right trainers were aligned with the individual learners
C. The style of the trainer was appropriate to facilitate learning
D. The program leaders were adequately qualified to perform the program leader role

7. Based on the program description, which is the BEST action that the trainer should take? Choose ONE.

A. Verify that the site coordinator has set up the desks classroom-style.
B. Verify that the classroom space is sufficient for movement and activity.
C. Set up an electronic performance support system (EPSS) for sharing ideas.
D. Set up an asynchronous training session for personal insight and reflection.

8. Which of the following is an accelerated learning technique that was used by the trainer? Choose ONE.

A. Coordinate training set-up with site coordinators.
B. Set maximum number of participants allowed for size of room.
C. Present beliefs about learning during the Day 1 Activity: Are You Ready?
D. Have participants prepare their own lessons and partner with other learners to practice.
9. Which is the BEST way to encourage class participation and build learner motivation using the participant guide's *Day 1 Activity: Are You Ready?* Choose ONE.

   A. Facilitate a recess break for relaxation and reflection.
   B. Facilitate completion of worksheets in the participant guide.
   C. Facilitate a group discussion around the worksheet in the participant guide.
   D. Facilitate completion of test derived from the worksheet in the participant guide.

10. Why is the Level 3 evaluation of program leader training vulnerable to criticism? Choose ONE.

   A. The rate of response by site coordinators to the Level 3 survey is not stated.
   B. The rate of response is proportionate to program leaders using the strategy.
   C. Site coordinators have no time to observe and evaluate program leaders while on the job.
   D. The percentage of program leaders using systems and tools falls below the target range.

11. What is the BEST purpose of the *Day 1 Activity: Are You Ready?* Choose ONE.

   A. To reflect on program content
   B. To get to know other program leaders
   C. To acquire project management skills
   D. To identify personal learning outcomes

12. Which of the following questions would BEST facilitate learning from the *Day 1 Activity: Are You Ready?* Choose TWO.

   A. "Do you know your schedules?"
   B. "How do you make yourself ready for your students?"
   C. "What is the I Do/We Do/You Do model?"
   D. "What would you do if your materials weren’t prepared?"
   E. "What is your learning/take home from this program?"

13. Which of the following is the BEST course of action after reviewing the feedback for improvement in "Supporting Document 4: Post-Training Communication"? Choose ONE.

   A. Implement program leader coaching.
   B. Encourage program leaders to read training articles.
   C. Improve activity set-up during program leader training.
   D. Conduct interviews of recent attendees to collect additional scenarios.
14. According the principles of andragogy, the description of Day 2 objectives should also include which of the following? Choose ONE.

A. Linking objectives to activities
B. The time allocation for each objective
C. The learning theory behind each objective
D. How participants benefit from the information

15. Day 1 of the Youth-4-Life program leader course emphasizes instruction. Day 2 focuses on facilitation. Why is Day 2 appropriate for the target audience? Choose ONE.

A. Brainstorming and discussion enhance engagement.
B. Facilitated learning is appropriate for adult audiences.
C. Combining instruction and facilitation is a training delivery competency.
D. There is no need to solicit ideas or techniques from the program leader trainees.

16. Which of the following BEST measures the overall organizational impact of properly trained program leaders? Choose THREE.

A. Program leaders demonstration of desired behaviors
B. Increased attendance of students in the after-school program
C. Better test scores of the students that attend the after-school program
D. Lower behavior incidents because students are more engaged in the after-school program
E. Higher grant reimbursement based on increased attendance of students in the after-school program
<table>
<thead>
<tr>
<th>Paper Order</th>
<th>Answer Key</th>
<th>Question Text</th>
<th>Rationale</th>
<th>Reference in CPLP Learning System 2017 Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>Which evidence suggests the training material did not address all learning modalities? Choose ONE</td>
<td>Supporting Document 4: Post Training Communication mentioned that participants wanted to &quot;have more visual activities to explain things...&quot; which indicates that the training material may not have included enough visuals. CPLP LS 2017 2.3.1.2 discussed the Design Value of Learning Modalities and states &quot;Designers should vary the learning approach depending on the subject. There is some evidence that suggests that adapting the approach to the content is helpful.&quot;</td>
<td>CPLP LS 2017 2.3.1.2 Design Value of Learning Modalities</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>Which of the following results demonstrates program leaders using strategies effectively? Choose ONE</td>
<td>Supporting document 5: the level 3 survey results indicate &quot;Program leaders utilizing strategies: 92%&quot; which evaluates what learners are supposed to do on the job as a result of the training. Program leaders are performing at a higher level than previous groups, needing less supervision and guidance. Higher percentage score validates the training.</td>
<td>CPLP LS 2017 - 5.1.6 Kirkpatrick's Level 3 -</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td>Which additional items should be added to the Level 3 survey results? Choose ONE</td>
<td>The training seems to have 3 major components: Systems (processes - communication protocols), tools (trainer checklist), and strategies (engagement, etc.). The application of strategies is evaluated, however the systems and tools are not. Systems and tools are part of what the learners must do on the job, so should be added to the survey.</td>
<td>CPLP LS 2017 - 5.1.6 Kirkpatrick's Level 3 - Evaluates what learners are supposed to do on the job as a result of the training.</td>
</tr>
<tr>
<td>Paper Order</td>
<td>Answer Key</td>
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<td>Rationale</td>
<td>Reference in CPLP Learning System 2017 Version</td>
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<tr>
<td>4</td>
<td>C</td>
<td>Which statement BEST reflects Youth - 4 - Life's Level 4 evaluation outcome?</td>
<td>The only evidence of actual impact on the organization is answer C, the organization is reimbursed $7.50 per student. While answers A, B and D all are mentioned on the Level 4 Evaluation, none of them include data to back up the assertion while Answer C provides concrete proof of a positive outcome.</td>
<td>CPLP LS 2017 - 5.1.6 Kirkpatrick's Level 4 references quantifiable change such as costs and expenses. Section 2.11 Link TD to Business Drivers</td>
</tr>
<tr>
<td>5</td>
<td>C</td>
<td>What condition exists in this training program that makes it especially important to have well prepared training content and preparatory materials? Choose ONE</td>
<td>Having different instructors deliver training on different days, training materials and content must be well designed so that instructors know exactly what was covered and how in the previous session. This ensures consistency in delivery and that the evaluation measures similar events. Additionally &quot;preparation of the training content also helps ensure effective communication.&quot;</td>
<td>CPLP LS 2017 Chap 3, 3.9 Preparing for Delivery and CPLP LS 2017 Chap 5, 5.1.5 Formative Vs. Summative Evaluation Section 2.8.5.3 Lesson Plans</td>
</tr>
<tr>
<td>6</td>
<td>D</td>
<td>In performing the Level 3 evaluation of the Kirkpatrick model to determine the extent to which the program leaders adopted the methods taught, which of the following aspects of the training program were being evaluated? Choose ONE</td>
<td>Answer D, the program leaders were adequately qualified to perform the program leader role measures whether or not the behavior change occurred as a result of the training. The reason given for the level 3 survey was to gather information about the behaviors of the program leader and determine if learning has transferred to the job.</td>
<td>CPLP LS 2017 5.1.6 Kirkpatrick's Level 3 explanation Level 3 evaluates a learner's transfer of knowledge and the degree to which participants have applied the training to their jobs.</td>
</tr>
<tr>
<td>7</td>
<td>B</td>
<td>Based on the program description, which is the BEST action that the trainer should take? Choose ONE</td>
<td>Answer B, given that this is a participatory training with role-play activities, it is important for the space to be sufficient to accommodate the planned movements and activities.</td>
<td>CPLP LS 2017 Chap 3 Table 3.0.1 KA's for T&amp;D Section 3.5.3 Classroom Training; 3.7.2 Facilitating Learning Activities</td>
</tr>
<tr>
<td>Paper Order</td>
<td>Answer Key</td>
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<tr>
<td>8</td>
<td>D</td>
<td>Which of the following is an accelerated learning technique that was used by the trainer? Choose ONE</td>
<td>Based on the definition and characteristics of Accelerated Learning Techniques, Answer D having participants prepare their own lessons and partner with other students to practice best exemplifies accelerated learning techniques. AL uses experiential learning exercises that promote group-based learning and exalt rather than trivialize learners.</td>
<td>CPLP LS 2017 Accelerated Learning 2.4.8 and 3.2.6 Accelerated Learning Techniques and Principles</td>
</tr>
<tr>
<td>9</td>
<td>C</td>
<td>Which is the BEST way to encourage class participation and build learner motivation using the participant guide's Day 1 Activity: Are You Ready? Choose ONE</td>
<td>&quot;Facilitate a group discussion around the worksheet in the participant guide.&quot; is the only participatory answer option. Options B and D are individual and option A is completely unrelated.</td>
<td>CPLP LS 2017 Chap 3 Key Knowledge &amp; Table 3.0.1 KA's for T&amp;D CPLP LS 2017 Chapter 3, 3.7.6.3 Participant engagement strategies</td>
</tr>
<tr>
<td>10</td>
<td>A</td>
<td>Why is the Level 3 evaluation of program leader training vulnerable to criticism? Choose ONE</td>
<td>You do not know the size of the population evaluated, the rate of response or the number of responses which could impact the accuracy of the evaluation process. For example, if there was only one response, that is not an adequate sample size from which to generalize.</td>
<td>CPLP LS 2017 - Chapter 5, 5.3.1.7 - Sampling</td>
</tr>
<tr>
<td>11</td>
<td>D</td>
<td>What is the BEST purpose of the Day 1 Activity: Are You Ready? Choose ONE</td>
<td>Answer D. The activity helps participants self-evaluate where they are currently versus where they need to be and as a result identify skills and areas where they need improvement and support.</td>
<td>CPLP LS 2017 Chap 2 Instructional Design 2.4.3.4 Implementation - Section 5.3.6.4 Self Evaluations</td>
</tr>
<tr>
<td>Paper Order</td>
<td>Answer Key</td>
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<td>---------------------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>B, D</td>
<td>Which of the following questions would BEST facilitate learning from the Day 1 Activity: Are You Ready? Choose TWO</td>
<td>Open ended questions stimulate discussion and encourage individuals to use their own experiences and apply them to the current situation. The primary function of this type of question is to explore. Closed-ended questions check for understanding and consensus and the primary purpose of this type of question is to focus. Open ended questions are better for facilitating learning. Answers B and D are open-ended questions while Answers A and C are closed-ended. Answer E is open ended but more general in nature so less linked to program objectives.</td>
<td>CPLP LS 2017 Chap 3 Table 3.0.1 Open- and Closed-Ended Questions</td>
</tr>
<tr>
<td>13</td>
<td>D</td>
<td>Which of the following is the BEST course of action after reviewing the feedback for improvement in &quot;Supporting Document 4: Post-Training Communication&quot;? Choose ONE</td>
<td>Participants are requesting &quot;more scenarios&quot; and &quot;more practical examples&quot; so they can more readily connect and be prepared to apply the knowledge on the job. Answer D, collect additional scenarios would be the most appropriate course of action.</td>
<td>CPLP LS 2017, Chapter 2, 2.9.3 Choosing Instructional Methods that meet the needs of the audience. Chapter 5.1.6 Donald Kirkpatrick’s Four Levels of Evaluation.</td>
</tr>
<tr>
<td>14</td>
<td>D</td>
<td>According the principles of andragogy, the description of the Day 2 objectives should also include which of the following? Choose ONE</td>
<td>Adults need to understand what's in it for them at the onset of the program to remain engaged. Answer D.</td>
<td>CPLP LS 2017 - Chapter 2 - 2.2.4.2 Andragogy - Motivation to learn.</td>
</tr>
<tr>
<td>15</td>
<td>B</td>
<td>Day 1 of the Youth-4-Life program leader course emphasizes instruction. Day 2 focuses on facilitation. Why is Day 2 appropriate for the target audience? Choose ONE</td>
<td>Based on the characteristics and needs of adult learners (andragogy).</td>
<td>CPLP LS 2017 Chapter 2, 2.2.4.2 Andragogy and 2.2.5 Differences between teaching and facilitating learning</td>
</tr>
<tr>
<td>16</td>
<td>B, D, E</td>
<td>Which of the following BEST measures the overall organizational impact of properly trained program leaders? Choose THREE</td>
<td>B, D, and E are the only options indicating the impact of the program on the organization. A indicates the impact on the program leaders, and C on the students.</td>
<td>CPLP LS 2017 P. 330 Kirkpatrick’s Level 4 expanded definition.</td>
</tr>
</tbody>
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