



YOUTH AND ADULT
LEADERS FOR
PROGRAM EXCELLENCE:

**A PRACTICAL
GUIDE FOR
PROGRAM
ASSESSMENT
AND
ACTION PLANNING**

Youth and Adult Leaders for Program Excellence: A Practical Guide for Program Assessment and Action Planning

By Linda Camino, Shepherd Zeldin,
Carrie Mook, and Cailin O'Connor



• CAMINO & ASSOCIATES •



Cornell University



Collaborators

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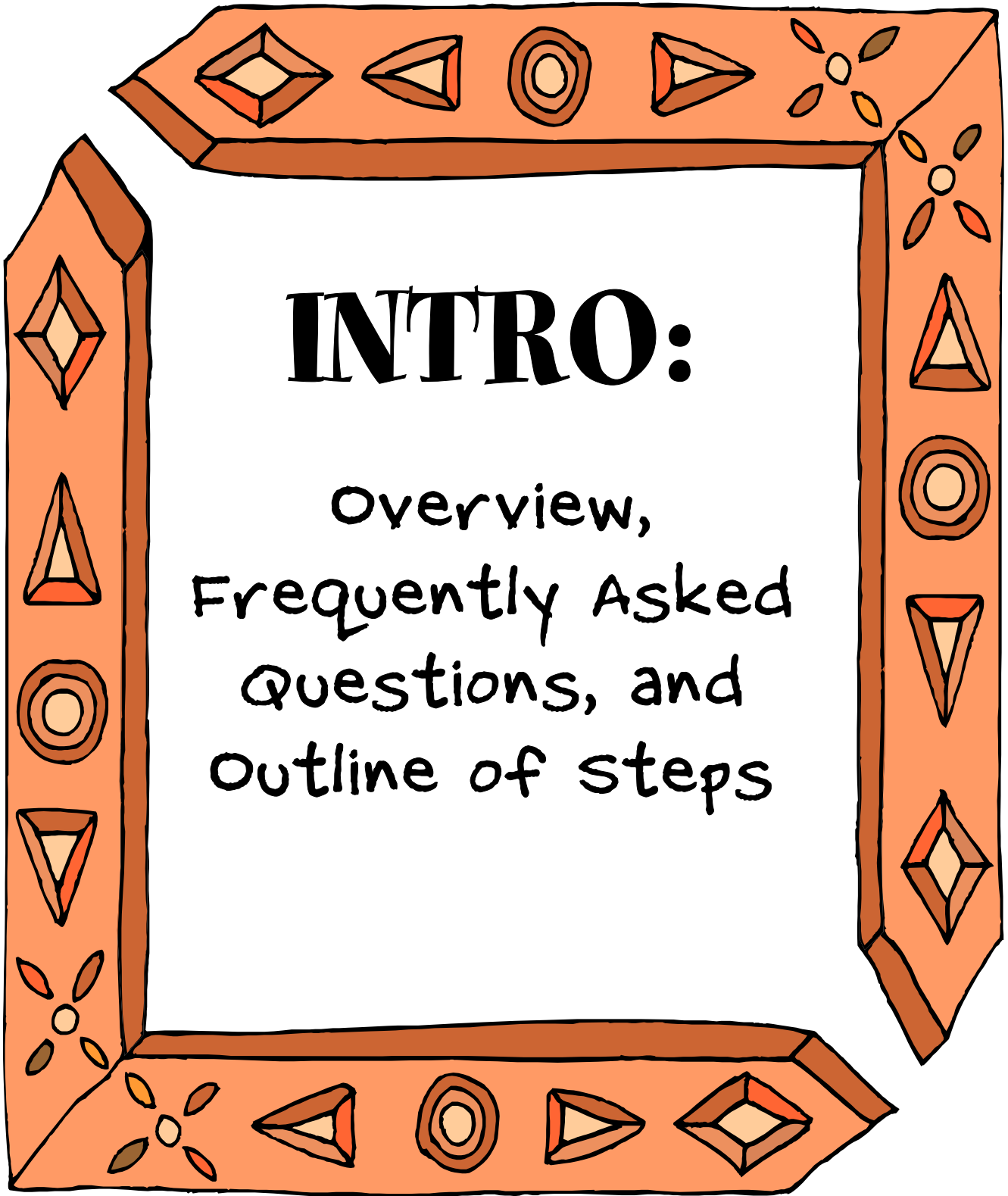
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INTRO:

Overview,
Frequently Asked
Questions, and
outline of steps



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Overview



Youth and Adult Leaders for Program Excellence is a resource kit designed to help youth-serving organizations enhance the quality of their programs. Specifically, the resource kit is designed to:

- * Strengthen the quality of youth-adult partnerships and youth voice in program decision-making, and
- * Strengthen the quality of developmental opportunities, relationships, and emotional supports offered to program participants.

Organizations can focus on some or all of these aspects of program quality, depending on their interest and need. Staff and youth can also adapt the assessment process to explore additional issues.

Youth and Adult Leaders for Program Excellence provides a structured, easy-to-use strategy for organizations to conduct a rigorous assessment of their programs. Equally important, the resource kit guides organizations through the process of using the results of the assessment for program planning and improvement. And finally, the resource kit details ways that organizations can use the findings to help gain support from key constituencies, such as funders and community leaders.

This resource kit guides staff and youth through five phases of assessment and program improvement:

Phase 1: Planning and preparing to conduct a program assessment

Phase 2: Collecting and compiling data

Phase 3: Analyzing and understanding the data

Phase 4: Sharing results with the group

Phase 5: Action planning and finalizing the report

The resource kit is designed to allow organizations to choose their own assessment. The four assessment tools included in the resource kit focus on:

- * the extent to which youth are involved in the design and implementation of programming,
- * the extent to which youth have a voice in organizational governance, and
- * the provision of developmental opportunities and supports in program activities.

Programs can focus on one or more of these aspects of program quality, depending on their interest and need. Staff and youth are also encouraged to add their own questions to the assessment instruments.



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The methods in this resource kit are designed for staff and youth across a full range of contexts, from after-school programs, to community-based organizations, to residential settings. It is most appropriate for programs that are actively seeking to improve their services, and which perceive youth as being key actors in that process.

Benefits to youth and adults who lead the assessment and action planning process

Conducting a rigorous assessment and engaging in program improvement can be time-consuming. However, the benefits are substantial when the assessment is done well. Following the steps in this resource kit will not only help to strengthen youth programming within an organization – the process of assessment and action planning is also a developmental opportunity itself. Both youth and adults who serve as members of the Assessment Leadership Team will benefit from their involvement.

Youth will develop skills in the practical tasks of research and evaluation, such as choosing and customizing an assessment tool, entering data into a database, analyzing survey results, and writing an assessment report. They will also practice public speaking and group facilitation, and develop supportive relationships as they work with a group of their peers and adults. Youth who play active roles in this type of process tend to show increases in self-confidence, social competencies, and community engagement. Young people's identity development is bolstered as they try out new roles and gain a sense of their own abilities.

While the practical tasks of research and evaluation may not be as new to participating adults as they are to youth, adult members of the Assessment Leadership Team will also benefit from their involvement in the assessment. Adults often report feeling an increased sense of efficacy in their work and connection to their organizations after working closely with youth on an evaluation project. The partnership model used in the *Youth and Adult Leaders for Program Excellence* process improves adults' confidence in youth and attitudes about young people's abilities – even among adults who work with youth every day.

This resource kit provides the tools to reap these and other benefits – to improve youth programming, strengthen organizations, and provide developmental opportunities for the young people and adults who work together on the Assessment Leadership Team. The time and energy it takes are worth it.



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Frequently Asked Questions



We have worked with a variety of youth-serving organizations on issues of program assessment and improvement using the tools and methods included in this resource kit. Listed below are some questions we've been asked by organization leaders, program staff, and youth – and our answers to them.

* Organization Leaders *

Why is it important to engage in organizational self-assessment?

Youth programs are almost always evaluated and judged by people outside the organization – funders, community leaders, politicians. There are advantages to this, of course. But the downside is that the people who operate and attend the programs are rarely involved in program assessments. Their voices are not heard and their expertise is not utilized. This resource kit is designed so that staff and participants can assess the quality of their own programming, and equally important, take steps to improve it. It puts ownership of the process and the action steps in the hands of the people who have the greatest stake in the outcome.

Does this organizational assessment and action planning process really work?

Youth and Adult Leaders for Program Excellence is based on extensive field tests with a variety of youth serving organizations; for example, a drop-in center, a shelter for homeless and runaway youth, a youth activism program, a youth philanthropy program, a community coalition, a large high school, and a 4H community club.

Each time that we worked with a program, we learned something new about how to improve the process and how to work out the bugs. During the development phase of this resource kit, we constantly asked staff and youth what worked for them and what did not. Over time, we have deleted that which did not work well, and have strengthened those aspects of the process that work the best. We are now confident that this resource kit reflects “best practice” in the eyes of youth workers and youth, and is consistent with the lessons of research.

Those organizations that were able to take the time to go through each of the phases and steps of *Youth and Adult Leaders for Program Excellence* were the ones that benefited the most. It is hard for organizations to find the time to devote to assessment and action planning, but those organizations that allocated the time and kept at it were the ones that gained the most tangible results. Throughout this resource kit, we identify proven strategies and tips for success. If you use these tips, and your own creativity, we think that you will be pleased with the results.

What types of programs and ages of youth is this resource kit designed for?

We generally think of “youth” as people between the ages of 12 and 18, although this resource kit has been used successfully with groups serving both younger and older participants. Any program that aims to promote positive youth development would be able to conduct a *Youth and Adult Leaders for Program Excellence* assessment, regardless of the setting or their program activities.



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Can you provide other materials to support the process?

Using youth-adult partnerships for program assessment and change is a relatively new innovation in the United States. Many stakeholders – funders, boards of directors, local politicians – are therefore hesitant to endorse the strategy. We are preparing research briefs to provide research-based information to these constituencies on the benefits of this strategy. These briefs, available in early 2005, will also list a range of useful web-sites.

It is, of course, important to involve parents to the extent possible. When young people are involved in collaborating with staff and are also involved in making decisions with their families, positive developmental outcomes are likely. Therefore, we have written a series of four newsletters for parents who wish to engage youth in family decision-making. The newsletters offer practical advice and tips for parents that have been gleaned from interviews with youth and their parents and from the research literature. These newsletters, called “Involving your teen in decision-making,” are available on-line at <http://www.uwex.edu/ces/4h/staff.html> or <http://www.actforyouth.net/publications.asp?type=Newsletters>.

*** Program Staff ***

My program has never done an assessment before. For example, we’ve never collected and interpreted data, and don’t really know how to write assessment reports. How can we do this?

This is not a problem. This resource kit is user-friendly. We do not assume that either the adults or the youth on the Assessment Leadership Team have prior experience with conducting an assessment. We provide you with step-by-step directions for collecting the data. If you are comfortable using Excel for analysis, we have templates that you can use. If you don’t want to use a computer, we have directions for analyzing the data by hand. Similarly, we provide a template to guide you through the process of writing a short report. In several of the more challenging steps, we include “assessment stories” – real-life experiences of other groups that have gone through this process – which should help your Assessment Leadership Team tackle those tasks.

We are not saying that this is easy all of the time. It will be challenging at times because it is new. At the same time, the challenge will often be fun and will always be engaging. We hope it will be a positive learning experience for all who participate.

What do you mean when you say “youth are full partners with adult staff” in program assessment and action planning?

Youth are rarely involved in designing organizational assessments, interpreting the data, or in creating action plans for program improvement. These tasks have traditionally been seen as the responsibility of adults.

When we say “full partners,” we mean that youth and adults will share power, decision-making, and responsibility throughout all aspects of this process. This resource kit is not youth-led and it is not adult-led. The assessment and action planning process is designed so that all persons – youth or adults – can participate in ways consistent with their own interests and expertise. It takes everybody to run a successful program.



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What do you mean when you say “program excellence?”

Program excellence refers to the actions that organizations take to continuously improve the quality of their programming. *Youth and Adult Leaders for Program Excellence* is based on three assertions:

- * Program excellence is achieved when staff are involved in program assessment and reflection. Staff learn and are more motivated to strengthen their own practice when they are actively engaged in the processes of assessment and change.
- * Program excellence is achieved when youth participate as partners with staff throughout the assessment and action planning phases of improvement.
- * Program excellence is a gradual process. Strategies of shared learning and continuous improvement are needed to sustain motivation and engagement over the long-term.

These assertions are grounded in the experience of practitioners, research on organizational innovation, and the “best practice” literature in the field of youth development

How much time does it take to do this assessment and program improvement process?

All told, this process takes about 24 hours. Most of those hours are for meetings of the Assessment Leadership Team, but there are also three meetings of your entire group, and some hours set aside for a few members of the Assessment Leadership Team to work together to write a report based on the assessment. You can move through the five phases of the process in as little as a month. We recommend that you finish the process within four months.

The important thing is continuity. Once you start, it is critical that you keep the momentum going. This resource kit guides you through a series of five phases, each of which provides a clear sequence of steps and concrete directions that will help you sustain momentum.

Some programs may not have the time to go through the whole process, or they want to conduct a program assessment for a specific constituency. We are, therefore, developing user guides that will help programs use the assessment as a foundation for (a) convening or reporting to political and other local leaders, (b) establishing accountability and strengthening communications with external audiences, and (c) orienting and training volunteers who are new to youth participation and youth development. These user guides will be available in early 2005.

Does one staff member need to coordinate the assessment process?

One member of the Assessment Leadership Team serves as the Assessment Coordinator. This person is responsible for copying pages out of the resource kit for each Team meeting, taking care of practical details like meeting arrangements, and keeping momentum going. Often, this role will fall to a staff member. However, it could also be an adult or youth volunteer. It depends on the make-up of your Assessment Leadership Team. Whoever the Assessment Coordinator is, he or she will need access to a photocopy machine and other resources to support the assessment process.

I notice that there are four different assessment instruments that our program can use. Could you provide some background on these assessment tools?

There are four assessment tools in *Youth and Adult Leaders for Program Excellence*:

- * **YET**, which stands for “Youth Engagement Tool,” assesses the degree to which youth have legitimate chances to be heard, respected and taken seriously during program design and implementation. It also examines the outcomes that youth derive from their participation.



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- * **ORG-YET**, which stands for “Organizational-Youth Engagement Tool,” assesses the extent to which youth are involved in decision-making forums and the degree to which the organization creates structures to support youth engagement over the long term. It also examines the outcomes that the program derives from youth engagement.
- * **PAAT**, which stands for “Program Assessment and Activity Tool,” assesses the developmental opportunities and supports that are provided to youth in the program. Opportunities include the changes to explore new things, be creative, gain membership in a group, and contribute to others. Supports include nurturance, emotional safety, high expectations, standards and boundaries, and strategic support through transitions.
- * **kidPAAT**, which stands for “Program Assessment and Activity Tool (for Younger Participants),” assesses similar opportunities and supports as PAAT, but in a more simplified format. We recommend using the kidPAAT for children under the age of 12; 12-year-olds may need assistance to complete the full PAAT, but may feel they are too old for a smiley-face survey.

These assessment tools (except kidPAAT) are designed to be completed by youth and adults. Having youth and adult staff complete the same surveys makes the analysis much easier. It also allows organizations to quickly see the commonalities and differences in how youth and staff view their programs.

These assessment tools are research and practice-based. That is, they reflect the lessons of research and the wisdom of exemplary practitioners about what is most important to measure when assessing program quality. It is important to note that we have been using the PAAT for over five years and the YET for close to three years. They have been field tested with diverse youth in diverse settings.

Our organization hires youth on a part-time basis to help run the program. When analyzing the data, do you consider these “youth staff” to be youth or staff?

It is ultimately your choice. When your group members fill out their surveys (except on the kidPAAT), they will be asked to indicate their age range and whether they consider themselves program participants or staff members. This gives the Assessment Leadership Team the flexibility to pinpoint those staff members who are under 18 or under 25, and choose whether to consider their responses together with other youth or with adult staff.

Our rule of thumb is this: If the “youth staff” have significant management or implementation roles in the program, we consider them to be staff. If the “youth staff” attend staff meetings, we consider them to be staff. If these criteria are not met, we would recommend that you analyze the “youth staff” as youth.

How can I get assistance?

If you have questions or concerns about using *Youth and Adult Leaders for Program Excellence*, we recommend that you first visit the Act for Youth website (www.actforyouth.net) that is operated by Cornell University. This website provides detailed information on the resource kit, as well as guidance on obtaining additional materials and assistance. You may also contact Shepherd Zeldin at rszeldin@wisc.edu or call 608.263.2383. A member of our team will be happy to talk with you.



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* Youth *

I have a pretty busy schedule, and “program excellence” isn’t really one of my priorities for how I use my time. Why should I get involved in this program assessment?

It can be hard to see the point of using your time on a program assessment when there are so many other things you could be doing. But there are plenty of good reasons to care about program assessment and action planning, and you could get a lot out of being part of the Assessment Leadership Team. For example:

- * Even great programs need to take time to assess what they are doing well and where they have room to improve, so that they can continue to be great. If you’ve had a good experience with your program, this assessment is a way for you to be sure that other kids will have good experiences with it in the future. If you can see ways your program could improve, then this is a great way to find out whether other people agree with you and start to work toward those changes.
- * Members of the Assessment Leadership Team learn how to do research, like how to get from a number showing the average score on a series of questions to a concrete recommendation for program change. They also learn how to facilitate a group discussion and write a report on the assessment. These are valuable leadership skills for school, work, and life in general!
- * Youth and adults work side by side on the Assessment Leadership Team in a true partnership. We’ve heard from both young people and adults that their experiences on the Assessment Leadership Team resulted in deeper friendships and better understanding of people in the other age group. For young people, developing those relationships with adults can also be very valuable when they look for jobs, apply for college, or need help with a problem in their community.

Our program is entirely youth-run and does not have any adult staff members. Can we still use this resource kit for a self-assessment?

We’ve never tested *Youth and Adult Leaders for Program Excellence* with an all-youth program. But we would still encourage you to use the resource kit for program assessment and action planning. If there are no adults involved in your program, you should just make sure that your Assessment Leadership Team includes youth from a broad range of ages, and try to include some participants who are not part of the program’s usual leadership group. If you are affiliated with a larger organization that employs adult staff, or if you sometimes work with adults in your community, you might want to consider involving adults in your Assessment Leadership Team. Adults may have a different perspective that could be helpful in the assessment process.

Can we write our own survey questions?

This resource kit includes four assessment tools (YET, ORG-YET, PAAT, and kidPAAT – all described above) which were written based on research and practical experience. Each of the assessment tools leaves room for your group to add questions. Your group might choose to add more specific questions that are similar to the ones already in the tool. Or, you might choose to ask about something else that’s important to your program. It’s up to you.



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PHASE 1

Outline of Steps

PHASE 1: Planning and preparing for a program assessment

Time required:

- ❖ A one-hour meeting with the Executive Director and program participants to select Assessment Leadership Team members
- ❖ One or two meetings (for a total of 2–4 hours) to get to know each other, learn about the program assessment process, and select a survey to use

Responsible Parties:

Executive Director,
Youth and adult leaders

Assessment Leadership Team

STEP 1

Identify the Assessment Leadership Team

An Assessment Leadership Team is selected, consisting of youth and staff. The Assessment Leadership Team has up to six members, including both youth and adults.

STEP 2

Hold orientation meeting

The Assessment Leadership Team meets for an orientation meeting. That meeting includes an overview of the process, discussion about which survey to use, and methods of analysis and interpretation. This is also a chance for members of the Assessment Leadership Team to get to know each other and prepare to work together.

STEP 3

Select a survey

The Assessment Leadership Team reviews the purposes of the four surveys and selects the one that will provide the kind of assessment information they want. The Assessment Leadership Team can add questions to the survey at this meeting. The team members practice reading the scripts to introduce the survey and make a plan for administering it.



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PHASE 2

Outline of Steps

PHASE 2: Collecting and compiling data

Time required:

- ❖ One hour of program time to explain and administer the survey
- ❖ Up to two hours to enter survey responses in the database and print charts and graphs

Responsible Parties:

Assessment Leadership Team

Members of the Assessment Leadership Team

STEP 4

Administer the survey

The Assessment Leadership Team distributes the surveys to youth and staff, helps people fill them out (as needed), and then collects the surveys.

STEP 5

Enter data and print output

Members of the Assessment Leadership Team (and any other group members who want to participate) enter the surveys into a database, and then print out tables and figures created by the template. (This step can be done by hand, without using a computer, if necessary.)



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PHASE 3

Outline of Steps

PHASE 3: Analyzing and understanding the data

Time required:

- ❖ Two hours to look at the data and identify key results
- ❖ Up to three hours to write the first draft of the report

Responsible Parties:

Assessment Leadership Team
Members of the Assessment
Leadership Team

STEP 6**Look at and discuss data**

The Assessment Leadership Team (and any other group members who want to participate) look at the tables and figures printed out to understand what is important in the data. They decide what their key results of the survey are.

STEP 7**Write first draft of report**

The Assessment Leadership Team prepares a brief report on the key results and recommendations (using a template). After it's drafted, the report is given to the larger group to read.



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PHASE 4

Outline of Steps

PHASE 4: Sharing results with the group

Time required:

- ❖ Two hours to prepare for the large group meeting
- ❖ Two hours of program time to present and review the findings of the assessment

Responsible Parties:

Assessment Leadership Team
Assessment Leadership Team,
Program participants

STEP 8

Prepare for group meeting

The Assessment Leadership Team meets to figure out how to present results and recommendations to the larger group and facilitate a discussion.

STEP 9

Facilitate group meeting: Review data and finalize recommendations

A group meeting is facilitated by the Assessment Leadership Team. The purposes of the meeting are (1) to discuss the data analysis, (2) to discuss the recommendations in the draft report, (3) to get additional recommendations from the large group, and (4) to agree upon the most important recommendations.



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PHASE 5

Outline of Steps

PHASE 5: Action planning and finalizing the report

Time required:

- ❖ Two hours to complete action step worksheets
- ❖ Two hours to finalize the report
- ❖ One hour to reflect on the assessment process and get the final report approved
- ❖ Two-hour meeting to review follow-up on the action steps

Responsible Parties:

Assessment Leadership Team
Members of the Assessment Leadership Team
Assessment Leadership Team, Executive Director
Assessment Leadership Team, Executive Director

STEP 10 Complete action step worksheets and finalize report

The Assessment Leadership Team and others complete the action steps worksheets. Then, they finalize recommendations and add action steps to the final report.

STEP 11 Reflect on the process and get Executive Director's approval

The Assessment Leadership Team and representatives of the whole group meet with the Executive Director to reflect on the process and to discuss how things went and what they learned from it. The Executive Director signs off on the report.

STEP 12 Follow up on action steps

About three to four months after the report is finalized, the Assessment Leadership Team and Project Guides meet with the Executive Director to see how things are going, and to discuss how best to continue to implement the report recommendations.



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PHASE 1:

Planning and Preparing for a Program Assessment

step 1: Identify the Assessment
Leadership Team

step 2: Hold orientation meeting

step 3: select a survey



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PLANNING AND PREPARING

Planning and preparing might not sound like the most exciting part of your assessment project. But no Leadership, Assessment, or Research Team just plunges in and wings it. It just doesn't work very well to do things that way. If you want to do assessment and research that is useful—that people can really use—you have to do some up-front planning. Planning and preparation can also be a lot of fun if you use it as an opportunity to get to know your Team at the same time as you get organized for your assessment.

This section will take you through choosing a Team, thinking about why you and your program want to do the assessment, assigning responsibilities, and team building..



Keys to Success

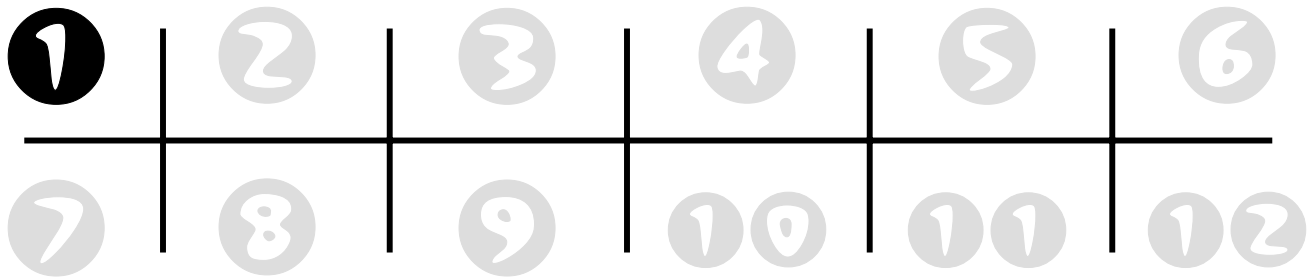
- Take the time to work through this planning section in the beginning. Don't skip it! Other teams have found that the activities included in the section have helped to make the process a success by doing the groundwork.
- Make sure the Program Director and/or Executive Director know what you're doing. Communicate regularly with him/her. Communicate where you are in the process. These individuals are key allies who can help others in the program understand what you're doing and why. Besides, if they know about the progress of the Assessment, you're in good position to ask for additional help or resources that you might need.
- Consult with the Program or Executive Director to determine the group you're going to present the assessment results to, and a date to do it. You might be presenting the results to a Board of Directors or Advisors, a group of Program Participants, or another group. Get a date for the presentation as soon as possible!
- The Assessment Leadership Team will meet several times together as you lead the assessment process. In this section, there are some fun team building activities you can do at meetings.
- Have refreshments at team meetings! Snacks are very helpful. Somehow, assessment, analysis, and writing get everyone hungry!



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STEP 1:

Identify the Assessment Leadership Team

- A. **Choosing the Assessment Leadership Team** – The group or person who initiated the program assessment process should use this as a guide to selecting youth and adults to guide the assessment process.
- B. **Purposes and Benefits** – Use this as a handout for your whole group when you introduce the idea of doing a program assessment. It may also help you to recruit members of the Assessment Leadership Team.
- C. **Leaders' Roles and Responsibilities** – You can choose whether to use this handout with your whole group or with just the Assessment Leadership Team. It helps to clarify what roles people will play on the Team. Write down everyone who is interested in each of the roles (except Coordinator) to be sure that you have enough people in each role later on.



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Choosing the Assessment Leadership Team

Youth and Adult Leaders for Program Excellence is designed to be carried out by teams of youth and adults working in partnership.

However, partnership does not necessarily mean that equal *numbers* of youth and adults have to be on the team. Working in partnership means that adults and youth honor and respect each other's contributions.

The youth and adults in the programs and organizations that have used this assessment process have found that it works best if the Assessment Leadership Team is composed of about 4-5 youth, with 2-3 adults. They have found that a few more youth to adults works best because it is youth programs that the tools assess. However, they have found that having only one adult doesn't work very well, so you might want to avoid that situation! Another thing that other teams have learned is that both the youth and adults should be interested in learning from one another.

How to choose members for the Team, is of course, up to you and the circumstances of your program. But, it's always good to know some options before you decide how exactly you're going to do this. Team members can be chosen according to the following, for example:

Choose individuals who want, and have the commitment, to maintain involvement on the team. Make sure people have the time to do the process. For example, a person who is really interested, but who has many other things to do may not be the best candidate for the team. Remember, doing the assessment process can take several weeks, sometimes a couple of months, depending on how often the Team can meet, or if there are other things that take higher priority in the program or organization.

Choose individuals with different levels of experience in some of the skills you need for this assessment: computer skills in Microsoft Excel and/or Word, writing, analysis involving averages and reading graphs, leading and facilitating discussion groups, etc.

Choose individuals who want to learn some of the skills involved: computer skills, writing, analysis, leading and facilitating discussion groups. Wanting to learn can be a powerful motivator as well as reward!



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Program Assessment: Thinking about Purposes and Benefits

We are about to start a program assessment process called “Youth and Adult Leaders for Program Excellence.” There are many reasons to carry out a program assessment.

- ◆ It helps the program to become better.
- ◆ It gives all the people in the program a chance to reflect on what they like about the program and what the program could do better.
- ◆ It is a chance for a small group of youth and adults (called the “Assessment Leadership Team”) to work together and learn how to do research.

Purposes and benefits for programs

Programs and organizations need to assess how well they are doing their job and how well they are meeting the needs of their participants. Our program decided to use this assessment because other programs have learned a lot from it. Some purposes and benefits of this self-assessment process for other programs have been:

- ◆ Improving processes
- ◆ Helping the program make constructive change
- ◆ Better understanding of goals and processes
- ◆ Learning to be more effective
- ◆ Telling the organization or program’s story better to funders and others

Purposes and benefits for individuals on the Assessment Leadership Team

Each person who serves on the Assessment Leadership Team will learn something by doing it. A lot of them may also get a chance to teach something they know to other members of the team. Each member of the Assessment Leadership Team might have different reasons for being there, such as:

- ◆ Learning skills related to assessment and group change
- ◆ Learning to use research for practical purposes
- ◆ Being a leader for positive change
- ◆ Increasing skills in team work
- ◆ Learning how to use surveys, in-pur and analyze data, and present the results to others

ASSESSMENT STORIES

Better understanding of each other

Youth and adults in an after-school program did the “Youth and Adults for Program Excellence” assessment, and presented the results to their Board of Directors. Board members were excited to hear about the results and read the report. They said that it was a new way for them to think about the program. The said that it was a good way to understand what program participants were thinking and feeling. The Board members also said that it was very helpful in giving them a concrete way to talk about the program specifics to other community members and funders.

Did someone say “resumé”?

Two young people who were on the Assessment Leadership Team for their program's self-assessment reported that they had learned valuable skills – which also helped other people see their value! Terrence got an internship over the summer working for city government. His supervisor said that Terrence's experience working with adults and his skills in Excel made him stand out from the other applicants. And Maria wrote her college application essay about her experience as a leader for her program's self-assessment. She was accepted at three colleges!



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LEADERS' ROLES & RESPONSIBILITIES

A group of youth and adults will work together to carry out the Youth and Adult Leaders for Program Excellence self-assessment. Who will this be?

MEMBERS OF OUR ASSESSMENT LEADERSHIP TEAM:

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

One person should take the role of Assessment Coordinator. This is not the “boss” of the assessment process, but the person who makes sure that everyone knows about the meetings, makes copies out of the resource kit for the rest of the Team, arranges for snacks and materials to be available at meetings, and generally makes sure the assessment process is on-track.

OUR ASSESSMENT COORDINATOR:

Members of the Assessment Leadership Team will need to work together to accomplish several types of tasks. Different types of leadership are needed for each of these tasks. It is helpful to think in advance about who will step up to take the lead for each type of task.

DATA ANALYZER(S)

People who enjoy looking at numbers and survey responses to identify areas where the program is doing well and areas where it could improve. The data analyzers will provide leadership in the Data Analysis meeting.

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |

REPORT WRITER(S)

People who like to write, and who are good at explaining things in simple language. The writers will have to spend some time outside of Team meetings to put together a first draft of the report, and then modify it later to reflect the results of the assessment and action planning process.

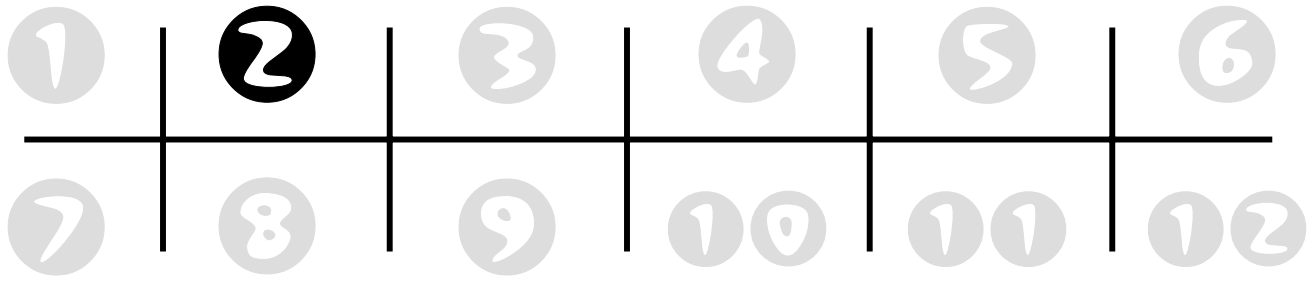
| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |

FACILITATOR(S)

People who are comfortable being in front of a group, and who can keep a group on track through sometimes difficult discussions. Facilitators work together to make sure that goals are met in a meeting or discussion, and make sure that everyone gets a chance to speak.

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |





STEP 2:

Hold orientation meeting

- A. **Purposes and Benefits for Us** – You reviewed examples of “Purposes and Benefits” at the large group meeting. Now it’s time to brainstorm the purposes and benefits for your program and for the Assessment Leadership Team as a whole. Be sure to leave a little quiet time so that everyone can write down their own personal purposes and benefits of being on the Team.
- B. **Team Building** – This is a good time to have some fun and let everyone get to know each other before you get further into the process. We suggest a few activities to get you started. For more fun team building activities, check out www.wilderdom.com/games/gamespecific.html.
- C. **Planning the Process** – Go through the “Outline of Steps” at the beginning of this guide with the entire Assessment Leadership Team. This is a good opportunity to talk about what each of these steps will require. The Team should set target dates for the steps in the process.

Note: The Assessment Leadership Team needs to select a survey to use in the program assessment. (This is *Step 3* in this guide.) You may choose to do that now or at a later meeting, depending on how much time you have.



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Purposes and Benefits for Us

Your team needs to have clear ideas about the reasons for doing this program assessment. You, as an individual, should also have some clear ideas about why you're participating in the assessment. This will help you keep it clear in your own mind, and help you answer questions from people who might ask you, "Why are we doing this assessment?" and, "Why are you on the team?"

Purposes and benefits for our program

List the ways you think doing the self-assessment process can benefit your program, organization, or group:

- ◆ _____
- ◆ _____
- ◆ _____
- ◆ _____

Purposes and benefits for me personally

It can be hard to think about the benefits to ourselves as we do teamwork. We sometimes think that doing service to our own programs and organizations should not benefit us personally. But it does! Knowing what you are getting out of a process can help you get through times of challenge, as well as celebrate the victories. Write the ways that you see your participation in this process benefiting you personally:

- ◆ _____
- ◆ _____
- ◆ _____
- ◆ _____



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Team Building

This Assessment Leadership Team will be meeting several times together. You've already worked on purposes and benefits, and roles and responsibilities for shared leadership in the Team. If members of the Team haven't worked together very much before, you might want to do some team building activities at your meetings, like the ones listed below. These can help team members understand each other better, and work better together. Besides, they're fun!

Sound Game

When participants come in, give each person a note card with a sound written on it. (For example, "Oink" or "Ding Dong.") Ask them not to share their sound. When they are instructed, they are to make the sound and find those that are making the same sound. When they have found those that are making the sound, they will be divided into groups to work on whatever tasks need to be done at the meeting.

Zip Zap Zoom

Set up a circle of chairs so that there is one chair for each person except one. Have everyone take a seat, except for one person, who stands in the middle of the circle. The person in the middle should go up to any person sitting in the circle, point at him or her, and shout one of three words: Zip, Zap, or Zoom. If the pointer says "Zip," the person in the chair must call out the name of the person seated to her right. If the pointer says "Zap," the person in the chair must call out the name of the person seated to her left. The seated person has only five seconds to call out the correct name. If she takes longer than five seconds or calls the wrong name, she goes to the center of the circle and becomes the pointer. (The previous pointer takes his seat.) If the pointer says "Zoom," then everyone seated in the circle must get up and find a new seat (at least two chairs away). The pointer does not get to claim a chair, but this does help mix up the seating arrangement and make it more challenging. The pointer stays in the middle until he can get someone to mess up.

Chit Chat

Divide people into small groups and ask them to share their answers to these questions.

- ◆ What was the happiest moment of your life?
- ◆ What is the hardest thing you have ever done?
- ◆ What is the greatest compliment you ever received?
- ◆ What room in your house do you like best?
- ◆ What is the one thing you want to accomplish next week?
- ◆ If you had a time machine that you could use only once, what point in the future or history would you visit?
- ◆ What is your favorite time of day?
- ◆ If you were to go to the moon and could carry only one thing, what would it be?



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Scheduling the Process

The Assessment Leadership Team has many leadership tasks to carry out in this process. Drafting out target dates for each task and jotting some notes and plans for tasks is helpful in letting the Team know the big picture, and when the Team is going to be working.

At first, you don't have to have everything perfectly planned, but it helps to have a draft that you can keep working on as you progress. **The one exception to this is in getting a date and an audience for the presentation of your results.** You want to do this as early as possible because everyone is busy. If you get a date early, it is more likely that your audience will not have other competing activities on their calendars, so they can reserve the time to hear your results. Also, getting a presentation date can be very helpful to the Assessment Leadership Team. Somehow, having a deadline to work toward helps everyone get the tasks done.

Target Date

Notes and Plans

| | | Target Date | Notes and Plans |
|--|--|--------------|-----------------|
| Phase 1: Planning and preparing | STEP 1 Identify Assessment Leadership Team | DONE! | |
| | STEP 2 Hold orientation meeting | DONE! | |
| | STEP 3 Select a survey | | |
| Phase 2: Collecting and compiling data | STEP 4 Administer the survey | | |
| | STEP 5 Enter data and print output | | |



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Target Date

Notes and Plans

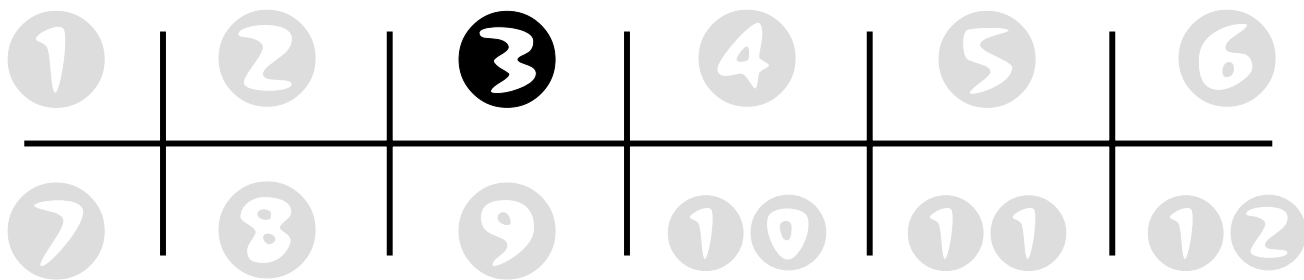
| | | | |
|--|--|--|--|
| Phase 3: Analyzing and understanding the data | STEP 6 Look at and discuss data | | |
| | STEP 7 Write first draft of report | | |
| Phase 4: Sharing results with the group | STEP 8 Prepare for group meeting | | |
| | STEP 9 Facilitate group meeting | | |
| Phase 5: Action planning and finalizing the report | STEP 10 Complete action step worksheets and finalize report | | |
| | STEP 11 Reflect on process and get Executive Director's approval | | |
| | STEP 12 Follow-up on action steps | | |



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STEP 3:

Select a survey

- A. **Choosing the Right Survey** – The Assessment Leadership Team should review the purposes of each survey instrument and decide which one they want to use. Bring at least one copy of each survey (available in the Appendixes of this resource kit) to the meeting, so that Team members can look at the surveys themselves and choose the best one for your group.
- B. **Adding Questions to a Survey** – Your program may want to take this opportunity to gather more information about how participants feel about the program, or ask questions about a particular aspect of the program that needs to be assessed. Adding questions to the survey can also help members of the Assessment Leadership Team feel more ownership of the assessment process – so take the time to talk through this step.

Note: Look ahead! Before your Assessment Leadership Team disperses, be sure you have planned ahead for administering the survey. See *Step 4* to be sure you've thought of everything...



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CHOOSING THE RIGHT SURVEY

You can choose from four survey tools for your assessment. Each one serves a different purpose.

YOUTH ENGAGEMENT TOOL

The YET is designed for groups that use youth-adult partnerships to accomplish their goals, or where youth and adults share decision-making responsibilities for a program. It is designed to help you assess how much and how well your program is involving members. Specifically, the YET is about:

- **Group effectiveness**
How well the group functions – establishing trust, meeting goals, setting high standards, and providing enjoyment – and whether it accomplishes what it sets out to do
- **Youth voice and opportunities**
Chances to be heard, respected, and taken seriously by adults and by other youth
- **Impacts**
What members and the program gain from involvement by youth and adults – improvements in knowledge, skills, and abilities

ORGANIZATIONAL SUPPORT FOR YOUTH ENGAGEMENT TOOL

Like the YET, this tool is designed for programs where young people work with adults to make decisions for the group. It assesses the level at which your organization or program actively supports youth engagement in decision making. Specifically, the tool asks about:

- **Degree of youth engagement in decision making**
Numbers and diversity of youth in decision-making roles
- **Leadership and support for youth in decision making**
How much adults and youth in the organization/program support youth engagement; how much the organization/program has structures to support it
- **Outcomes of youth engagement in decision making**
How much youth in decision-making is helping the organization/program do its work
- **Functions where youth are engaged in decision making**
Areas of the organization/program where youth are engaged in decision-making; how much youth are involved in decision-making in those areas



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CHOOSING THE RIGHT SURVEY

(CONTINUED)

PROGRAM & ACTIVITY ASSESSMENT TOOL

The PAAT is designed to help you assess how much and how well your program is providing its members with a learning experience to promote positive youth development. Specifically, the PAAT asks about:

- **Opportunities**
Do participants feel that they have enough chances in this program to explore new things, be creative, participate in the group, contribute to others, have fun, and engage in part-time employment?
- **Supports**
How well does the program provide its participants with nurturance and friendship, emotional safety, high expectations, standards and boundaries, and strategic support through transitions to independence or adulthood?

PROGRAM & ACTIVITY ASSESSMENT TOOL FOR YOUNGER PARTICIPANTS

The kidPAAT measures **Opportunities** and **Supports** that promote positive youth development, like the PAAT, but is written for younger participants. Usually, if you have participants under 12 years old who need to fill out the survey, the kidPAAT will be your best choice.

You may want to use both the PAAT and the kidPAAT if you have a wide range of ages in your program. Youth ages 11–13 can choose which survey they want to fill out.

As a group, decide which survey is best for what you want to find out.

WE WILL USE: _____



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ADDING QUESTIONS TO A SURVEY

Each survey has space for your group to add in additional questions that you would like answered. After you choose which survey is the right tool for your assessment, all the Team members should read through it. (You may need to take a break while someone makes copies of the survey for everyone.) What else do you think you would like to learn from this assessment?

If your organization recently changed its programming or is considering making changes, this is a good chance to find out how program participants feel about the changes. For example:

Recent changes to our program have made it a more fun place to spend time. 1 2 3 4 5 6

Or you could ask an open-ended question:

How would you feel if the center changed its closing time to 9:00?

You might want to use the additional questions to ask more specific questions, about a particular program or a recent experience in the program. If your program is looking for ways to get more youth involved in community work, you could ask,

What do you think is the most important issue for youth in our neighborhood?

Providing opportunities to work on those issues might get more youth involved.

In general, think about what information will be helpful for your Assessment Leadership Team and the organization to have. What do you need to know to make the best recommendations for program improvement? What does the organization need to know about its participants to make it the best possible program?

Write in your extra questions in the blank spaces before you photocopy the survey and distribute it for data collection. The spaces to write in extra questions are:



Part 5, items A, B, C, and D



Part 5, items A, B, C, and D



Items 14, 20, and 30



Items 11 and 20

If you do not need to add any questions, draw a line in the blank spaces on the survey before photocopying it. This will keep people from getting confused when they fill in the survey.



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PHASE 2:

collecting and compiling data

step 4: Administer the survey

step 5: Enter data and print output



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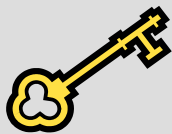
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Collecting and Compiling Data

Data collection is how you'll get information from youth and adults in the program. Since getting information is a main purpose of the self-assessment, good information collection is important! Compiling your data accurately is also important – this is when you get all the surveys together so that you can look at things like averages and differences between groups.

This section helps you prepare to administer the survey you chose to use for the assessment, and outlines how you should introduce the survey to the rest of your group. It also gives some general tips for entering your data into an Excel workbook or compiling data by hand. (Specific instructions for the survey you are using are found in the Appendix for that survey tool.)



Keys to Success

COLLECTING ENOUGH RESPONSES

- The more completed surveys you get, the better your information will be. As a rule of thumb, you want to collect surveys from at least 25% (or about one quarter) of program participants (youth).
- Often, there are fewer adults than program participants. You might want to have every adult associated with the program fill out a survey.
- Sometimes people need assistance in reading the survey. If someone would like to have the survey read out loud to him/her, be prepared to do this.

GETTING QUALITY DATA

- Make sure to have someone **introduce the survey** to the people who will fill it out. It is very important that people understand **why** you're doing the survey, and to understand **how** they should fill it out.
- Remind people that you need their honest answers. Be sure not to let yourself influence their ratings, or people might just give you the answers they think you want! Your program won't be able to improve if everyone just says everything is fine.
- Allow enough time so that people can think through each question.

SHOWING ACCURATE RESULTS

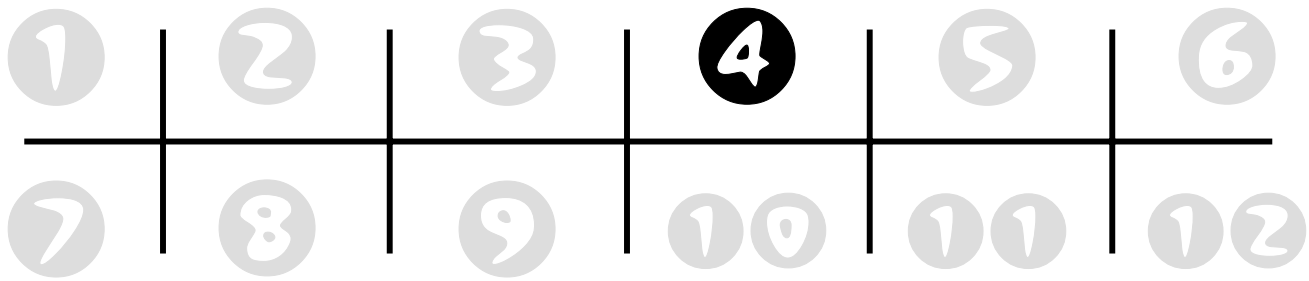
- Take your time to enter the survey responses accurately into the Excel workbook. You will be using the charts and graphs from Excel for your data analysis, so you want to be sure they reflect people's real answers on the survey!



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STEP 4:

Administer the survey

- A. **Logistics** – Plan in advance so that, when it’s time to administer the survey, it’s smooth sailing.
- B. **Administering the Survey** – These are some basic tips for administering the survey to your larger group.
- C. **Confidentiality**– Researchers always need to be careful about preserving the confidentiality of responses to a survey. Youth researchers, in particular, will benefit from talking about this issue before administering the survey.
- D. **Script for Introducing the Survey** – You will find this script in the Appendix for the survey instrument chosen by your Assessment Leadership Team. One or two member(s) of the Team should be responsible for introducing and explaining the survey, with this script as a guide.



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Logistics

(lo-jis'-tiks)

**The management of the
details of an operation**

When you assemble your group to administer the survey, there are a few things you will need to have prepared in advance. You don't want to stand there in front of the group and not know what to say, or not have enough surveys for everyone. You also don't want to run around looking for pens and pencils for ten minutes while the group sits and waits to fill out their surveys. So, it's a good idea to make sure that someone is responsible for each item on the checklist below.

| ✓ | Task or materials needed | Person responsible |
|---|---|--------------------|
| | Make copies of the survey and bring to the meeting space <ul style="list-style-type: none">• Number of copies needed: _____• Additional questions should be written in before copying, if needed | |
| | Bring pens and pencils to the meeting space <ul style="list-style-type: none">• Number needed: _____• Be sure to return the pens and pencils to where they came from when you are done, too | |
| | Read the script to introduce the survey <ul style="list-style-type: none">• Customized for your group• Rehearsed | |
| | Be prepared to answer questions from the group while they fill out the survey | |
| | Put the completed surveys in a safe place until the Assessment Leadership Team meets again for data entry | |



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administering the survey

When it's time to have the members of your program fill out the survey, someone from the Assessment Leadership Team will need to introduce the survey, answer questions that people have, and collect the completed surveys.

who will take this role? _____

It's important that the members of your program understand why they are being asked to fill out the survey. You want them to be honest and to give the survey all their attention for as long as it takes to fill it out. If they rush through it or don't really pay attention, your results probably won't be very accurate. Remind people that even if they really like the program, they should think carefully about how it could improve to become even better or to meet the needs of even more young people. Circling the highest number for every question won't help the program to improve.

This kit provides a script for introducing the survey(s) you are using in your group. You can find the survey script in the Appendix for the survey you are using.

You don't need to read the script word for word, but many people find it helpful to have something written down before they speak in front of a group. It will help you to avoid leaving anything out.

Be sure to practice what you are going to say at least once before your group meeting!

Finally, remember to make sure that members of the Assessment Leadership Team get a chance to fill out their surveys, too! You might want to take turns answering questions from the rest of the group so that everyone on the Team gets a chance to sit down and complete the survey.

good luck!



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A FEW WORDS ABOUT...

CONFIDENTIALITY

Confidentiality is a big concern whenever you do research or evaluation. People need to feel comfortable saying how they really feel, which means that they need to trust the Assessment Leadership Team not to gossip about who said what or put them on the spot later because of something they wrote on their survey.

There are two aspects of confidentiality that are important. The main one is that everyone on the Assessment Leadership Team respects people's right to express their opinions and understands that survey responses are confidential. The second aspect of confidentiality is that the people who fill out the survey feel safe expressing their opinions and don't doubt that the Assessment Leadership Team will keep their responses confidential.

Here are some things members of the Assessment Leadership Team can do to address both aspects of confidentiality:

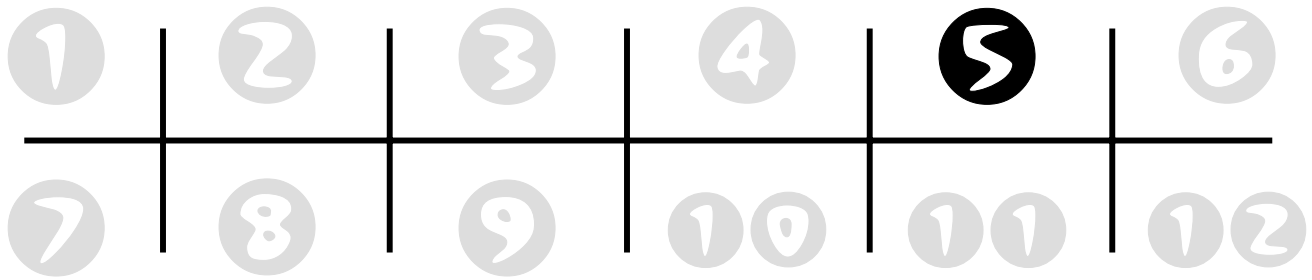
- * Remind everyone that every program has room for improvement and that they should answer honestly to help the program become better. (This is part of the "Script for introducing the survey" included in each Appendix.)
- * Don't look over anyone's shoulder while they are filling out the survey, and don't stand somewhere where they might think you can see what they're writing.
- * Remind people not to write their names on the survey.
- * Don't try to figure out who said what or whose survey you are looking at during data entry. Even if you recognize someone's handwriting or think you know who might have written something, don't say anything to the rest of the Assessment Leadership Team. People's responses to the survey should be kept confidential.
- * When your whole group meets to discuss the findings of your assessment, don't single out anyone because you think they responded in a certain way. Steer clear of asking people to say how they responded to a particular question. Instead, ask something like "What are some of the reasons people would have responded negatively to this question?" and "What can we do to improve people's experiences in this program?"



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STEP 5:

Enter data and print output

- A. **Data input** – Tips for compiling the data from your surveys – using Word, Excel, and/or pencil and paper. If you will be using the Excel workbook, someone on the Team (an adult or youth) should do a “test run” of the workbook prior to the Assessment Leadership Team getting together to do input.
- B. **Printing output** – What to print from your Excel workbook and how to do it.
- C. **Old-school data compilation** – Tips for those who prefer to do the data entry and processing by hand, or who don’t have access to a computer.

Note: Which materials your Assessment Leadership Team needs will depend on which survey your group used *and* whether you will use the Excel workbook or the hand calculation sheets for data input and analysis. All materials are included either in this section or in the Appendix for the survey.



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Data Input

Now you have a pile of completed surveys. The next step is to put all those responses together so you can start to make sense of them. For all of the surveys, you will have numerical responses that you can either enter into a computer or tabulate by hand. If you used the YET or the PAAT, you will also have written responses to the open-ended questions and “comment” sections, which need to be treated differently.

Numerical Responses

If you don’t have access to a computer or you just prefer to process the data by hand, refer to the sheets called “Old School Data Compilation.”

If you’re familiar with Microsoft Excel or ready to learn some new computer skills, you can use Excel to compile and analyze your data. This resource kit includes an Excel workbook for each tool (YET, ORG-YET, PAAT, and kidPAAT) – so look in the folder for the survey you used, and open the Excel file on your computer. That folder also includes specific directions for how to enter data into each workbook. (You can find the same information in the printed Appendix for the survey you used, and on the first sheet of the workbook in Excel.)

There are three steps to follow with the Excel workbooks:

1. Input demographic and personal information data
2. Input data from responses to survey items
3. Prepare charts and graphs

Once you enter the survey data, the Excel template is set up to do most of the remaining work for you. Excel will immediately calculate summations and averages of your raw data. It also will create tables and graphs that you should use to report your findings and share them with the group. You will be able to copy these tables and graphs from Excel into the Final Report template that was provided for you.

Written responses

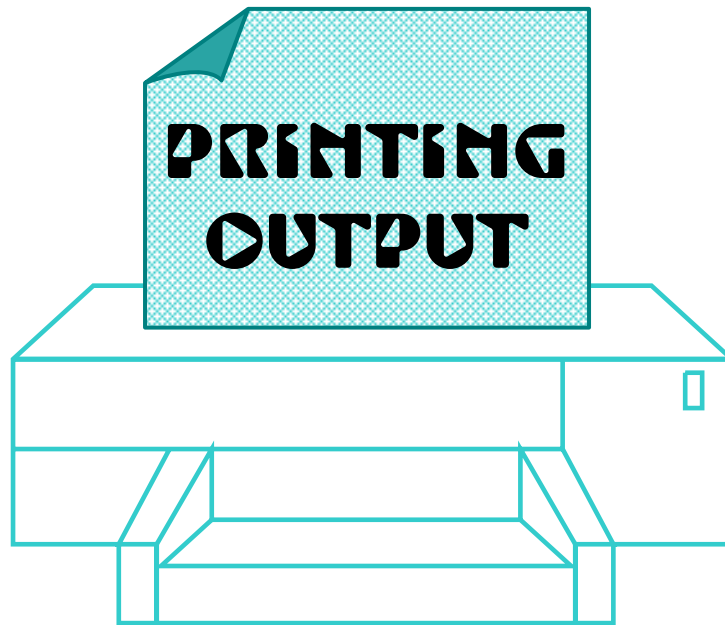
If people wrote responses to the open-ended questions on your surveys, you should compile all of their responses in one place. If you are working on a computer, type the responses into a Word document. If you are working on paper, write all of the responses out as a list. You will come back to this list when you get to your data analysis meeting.



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When you have entered your group's responses to the survey in the Excel workbook, you are ready to print out some visual and numeric summaries of the responses.

The Excel workbooks are different for each survey, but in general, you will want to print the following sheets out of the workbook and make enough copies for the Assessment Leadership Team.

-  The "Answers" sheets for youth and for adults, where you entered each person's responses
-  The "Summary" sheet, which shows the averages for youth and for adults for each question
-  The "Questions" sheets, which list the questions. You may want to sort these lists from lowest to highest average response, or just print it as a list of questions for reference.
-  The "Graph" sheets, which show the youth average, staff/adult average, and overall average for each question. (On the PAAT, there are 11 graphs to print!) It's okay to print and copy these in black and white even they show up in color on your screen.

In Excel, there are two different ways to print all the sheets you need. You can print one sheet at a time, by selecting a sheet and going to "File" – "Print." Or, you can print several sheets at once by selecting one, then holding down "Control" and selecting the other sheets you want to print by clicking on the tabs with their titles. When all of the sheets you want are selected, go to "File" – "Print," and all of the "active" sheets will print out. (Remember that all of these sheets will stay "active" until you de-select them by holding down "Control" and clicking on each one again.)



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OLD-SCHOOL DATA COMPILATION

Not everyone wants to use a computer to compile the data from their program assessment. Some programs may not have access to a computer or may not feel comfortable using Excel. Doing your data compilation and processing by hand will take longer than using the computer, but it still won't be too hard. You will need:



Data entry instructions and blank printouts for the survey you chose. (You can find these in the Appendix for each survey.)



A pencil and eraser for each person or team who will be working on the data sheets.



A calculator or two.



Crayons or markers for color-coding your graphs.

To get from completed surveys to summaries of your data, just follow these steps:

ENTER RESPONSES

Follow the instructions for data entry for the survey you used. You may want to work in teams, with one person reading off responses and the other writing them down.

If you had more responses than there are lines on the page, make copies of the “Youth Answers” or “Adult Answers” page before you start writing on them.



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OLD-SCHOOL DATA COMPILATION

...CONTINUED



CALCULATE TOTALS AND AVERAGES

At the bottom of each column on the data entry sheets, the numbers in the column above should be added together for a total. Write this number in the box.

For most questions, you then need to calculate the average score. To do this, first, you should count the number of responses to each question. (This will not necessarily be the same for all questions – people sometimes skip a question or choose “not applicable.”) Then you just need to divide the total by the number of responses to get the “mean” or average score. Round off to two decimal points (for example, if your calculator says 4.2673, write down 4.27).

Along the bottom of the data entry sheet, you will see a spot for a “category mean” for each section of the survey. Calculate this figure by adding the mean for each question in that category together and dividing by the number of questions in the category. Round off to two decimal points.

It’s probably a good idea to have a second person or team go through and check whether the totals and averages are correct.



FILL IN TABLES AND GRAPHS

Using the sums and averages you calculated on the data entry sheets, fill in the table called “Demographic summary” and the first two rows of the “Summary of Youth and Adult Scores.”

Note: For the kidPAAT, you only need to fill in one table, called “Summary.”

For all other surveys, on the table called “Summary of Youth and Adult Scores,” you will need to calculate an overall average for each question, which includes the youth responses and adult responses. Use the worksheet called “Overall average” to calculate this, by adding the sums for youth and adult scores on each question, and dividing that total by the combined number of responses.

You will be able to fill in all of the graphs for your survey using the “Summary of Youth and Adult Scores” table that you filled in following the instructions above. Use a pencil to draw in bars the right height for the youth, adult, and overall averages for each question. You might want to use markers or crayons to color all the youth averages one color and all the adult averages another color. This will make it very easy to see the differences between the groups.



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PHASE 3:

Analyzing and Understanding the Data

step 6: Look at and discuss data

step 7: Write first draft of report



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Analyzing and Understanding the Data

Everyone on the Assessment Leadership Team should have a copy of the graphs and other results of the survey. But that doesn't mean that everyone will look at them and come to the same conclusions! It is important to sit together, look at the results, and decide, together, which of the results are the most interesting or important. Once you have agreed which results are worth focusing on, take some time to brainstorm recommendations based on those findings. A few members of the Assessment Leadership Team will then write the first draft of a report on the assessment.

In this section you will find tips for holding your data analysis meeting, a worksheet to use to guide your discussion, and a sheet to record the recommendations you come up with in your brainstorming session. You will also find guidelines for writing the first draft of the report, including how to use the report template that is included in this kit.



Keys to Success

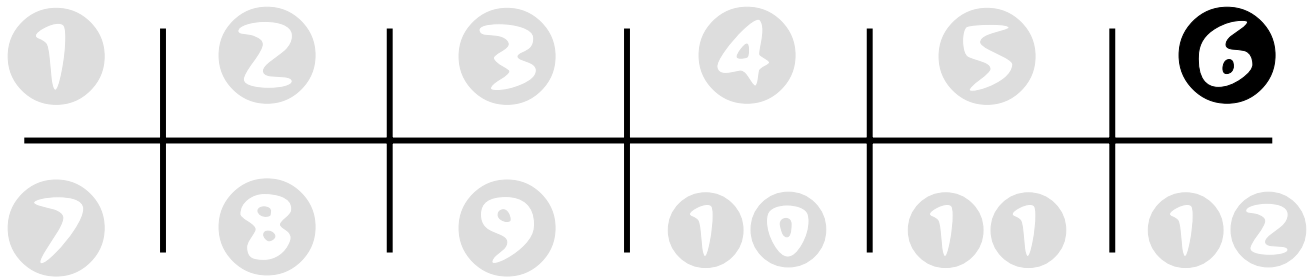
- Be sure that someone is responsible for recording the consensus of the Assessment Leadership Team. The Team members who write the report shouldn't have to rely on their own memories of the data analysis meeting as they are writing.
- Use the report template that is included in this kit. It is there to help you write a complete report in the minimum amount of time.
- Everyone on the Assessment Leadership Team should have an opportunity to check the first draft of the report and sign off on it before the report is shared with anyone outside the Team.
- Write a report even if you're going to be giving an oral presentation. Writing a report will help crystallize the information for you. It is also a good idea for people to read your report beforehand. That way, they'll have an idea of what you're going to say, and will be able to follow along better. Some people who are not able to attend your presentation may appreciate having a report to read.



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STEP 6:

Look at and discuss data

- A. **Data analysis meeting** – This is the most important step in your program assessment, when the Assessment Leadership Team looks at and interprets the results of the survey. Schedule this meeting at a time when everyone can come!
- B. **Data analysis worksheet** – Use this worksheet at your data analysis meeting. It helps you find the important and interesting findings of your assessment.
- C. **Finding meaning in high scores** – If your surveys came back with very high scores, the Assessment Leadership Team may struggle to use the data for program improvement. Here are some tips to help the Team work with those high scores.
- D. **Analyzing responses to open-ended questions** – Tips for basic qualitative analysis.
- E. **Recommendations brainstorm** – The Assessment Leadership Team should brainstorm some recommendations for what the program can do in response to the program assessment. Your ideas will be refined and narrowed down when you meet with the rest of your group.



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DATA ANALYSIS MEETING



This meeting is important, so as many members of the Assessment Leadership Team as possible should attend. What you decide at this meeting will form the basis of the report and your presentation to the rest of your group later on.



One person should be responsible for leading the discussion, keeping the group on-task, and making sure every Team member's voice is heard. (This person might want to read ahead in this guide to *Steps 8 and 9*, which include advice on how to facilitate a group discussion.)



Each person should have a copy of the data results, charts and graphs that you printed out earlier. Everyone should also have the Data Analysis Worksheet from the next page of this kit. Everyone should read through the results, charts, and graphs, and ask questions if they have them.



As a group, talk about each of the questions on the Data Analysis Worksheet, and any other questions that come up.



Remember, averages don't always tell the whole story, so look at the ratings for individual questions as well as averages for entire sections.



Look at sections where the scores were generally high. Try to come up with a few particular examples of how your program does well in this area.



Aim for consensus in the analysis. Consensus is when everyone in the group agrees on what the important results are from the survey. Be sure to record the consensus of the group by writing down what the Team's analysis is. You will use this information to help you write an assessment report, covered in the next section.



Use this meeting to start brainstorming on what recommendations will come out of the program assessment. Your meeting with the larger group later will determine which recommendations make it into the final report and are used in the action planning process later on. For now, come up with any recommendations you can think of based on the results of your assessment, and write them all down.



Data Analysis Worksheet

| Questions | Answers from the data |
|---|-----------------------|
| What are the 3 questions that scored the highest among all respondents? | |
| What are the 3 questions that scored the lowest among all respondents? | |
| Where are the biggest differences between youth and adult respondents? | |
| On what questions do most youth rate the program relatively low or relatively high? | |
| On what questions do most adults rate the program relatively low or relatively high? | |



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Finding meaning in high scores

Sometimes, youth and adults score almost all questions in a highly positive way. Does that mean that the program is perfect and can't be improved? Of course not! Everybody knows that just about any program can be strengthened in significant ways.

If this situation occurs, it is useful to begin the data interpretation process by looking closely at the items where adults or youth scored high, but not as high as the other scores. The group then asks the questions: Even though Item X is scored high, why is it not scored as high as the other items? Why is it that some youth or adults, even though it may not be too many, think that our program could be doing better on Item X? Asking and answering these questions will help you make sense of the high scores.

A second strategy is to examine the responses to the open-ended questions. What types of concerns did adults and youth write down? Often, these comments are quite useful because they are written in the respondent's own words. We recommend that you type all of these comments on a single page to interpret them. Discuss the responses amongst yourselves and ask: "This person identifies a concern with our program. Do we think that other people – youth or adults – may share that concern?"

Remember: Recommendations for program improvement come not only from the survey data, but more importantly, from your **discussions and reflections** about the data!

ASSESSMENT STORIES

Agreeing on areas of improvement

In one youth program that used the YET, youth and adults reported very high scores on almost all of the items. The staff and the youth felt good about these results, as they should!

However, one member of the Assessment Leadership Team noted that the responses to the question "Youth have a say in setting the agenda or goals for the work of this group" were relatively low. Another Team member, looking at the open-ended responses, noted that two people reported that the meetings were too disorganized, and because of that, things didn't get done as well as they could.

These responses led to a spirited and productive conversation among the Assessment Leadership Team. Ultimately, they recommended a number of action steps for changing the way they organized and ran their meetings, and these recommendations were later endorsed and enacted by the Executive Director.



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Analyzing responses to open-ended questions

Now you have a list of what respondents wrote to the open-ended questions. To analyze them you will need to look for common themes and patterns.

Print out the list for each member of the Assessment Leadership Team. Have markers or pens or pencils available.

Read through the answers to each question several times. Underline or highlight main words.

Look for common patterns in words and ideas. Which are similar? Which go together? Cluster groups of statements that go together.

Now look at each cluster and read through the items again. What makes them go together? Come up with a word or phrase that reflects the common theme of each cluster.

You may also want to keep track of how many statements are in each cluster.

To report these results, you can list the question, and then report the name of the cluster. If you keep track of how many statements are in each cluster, you can say something like, "The largest area of response for our added Question 2, was that program participants really liked that there were a lot of different programs to choose from." Also, when reporting a cluster, you can use some quotations from the original statements for illustration.

ASSESSMENT STORIES

Themes from qualitative analysis

One youth philanthropy program added the open-ended question: "What do you think our program needs to make it better?"

Two of the clusters they came up with from the statements youth wrote were:

- **More Help from Adults**

Illustrating quotes: "More active participation in our meetings from the adults." "Sometimes our meetings get out of hand, and I wish the adults would help out more to get things back on track."

- **Written Guidelines**

Illustrating quotes: "We need to know what a conflict of interest is and how that works." "Give us a sheet at the beginning of the year about all the program components, and what we'll be expected to do."



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RECOMMENDATIONS

BRAINSTORM

Recommendations should point out what needs to be done for improvement. They should be practical and doable. Useful recommendations are also focused. For example, a useful recommendation might be, “Identify specific areas of our program where youth can be involved in decision-making.” A not-so-useful recommendation would be, “In the future, we should be committed to involving youth in decision-making.”

Based on our analysis of the survey results, we came up with the following initial recommendations for program improvement:

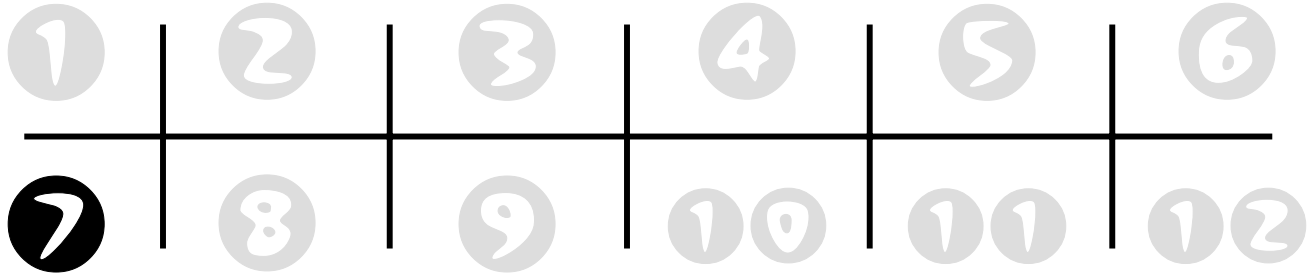
ASSESSMENT STORIES

Brainstorming solutions

One of the main findings from a youth philanthropy group’s self-assessment was that youth needed more support from adults. The youth needed more help in running the meetings that were a routine part of the program.

In their discussion of this finding, the youth recommended that adults co-run meetings with them and provide them with more training on how to run meetings.





STEP 7:

Write first draft of report

- A. **Writing a report** – This includes some tips about the process of writing the report in drafts and sharing it with people to get feedback along the way.
- B. **Using the report template** – Tips for using the report template, which you will find in Appendix 5 of this resource kit.



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WRITING a REPORT

Coming to consensus on the findings of your assessment may have been easy or it may have been difficult. Either way, now you need to communicate the results and your analysis! Writing a simple report is a way of communicating what you found. The report lets people know what you found to be the most significant results. It also reminds them why the assessment was done in the first place, explains how it was done, and lets them know your recommendations about future steps. Having a report to read helps people think about the results, and think about what they would recommend for future steps for improvement.

The report template will help you make sure you include all the important information in your report. As for the process of getting the report written, here are a few words of advice:

- ★ Other Teams have found it works best if the writing is assigned to one adult working with one or two youth from the Team. Other Team members should review the draft and sign off on it before it is distributed to others.
- ★ Once you have a draft that represents the consensus of the Assessment Leadership Team, distribute the report to the people you're going to give the oral presentation to, and anyone else you think needs to read it. If you can, distribute the report at least a few days before the presentation, so that people have a chance to read it and think about it before the group discussion about the assessment.
- ★ The "Recommendations" section of the report will not be complete until *after* you meet with the larger group and narrow down your recommendations. You might want to include in the draft report the list of recommendations brainstormed by the Assessment Leadership Team, so that everyone in the group can think in advance about which recommendations they agree with and whether they have recommendations to add to the list.
- ★ Remember that you will need the Executive Director, or another top staff member, to sign off on the final report. It's a good idea to share the draft with this person so that, if he or she has any questions or concerns, you can address them before the report is finalized.



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USING THE REPORT TEMPLATE

In Appendix 5, you will find a template that you can use to write your report on the program assessment and its findings. It is a Word document, so you should be able to open it on your computer and type your report right into it. There are instructions throughout the template that describe what should be included in each section. The instructions are enclosed in yellow boxes like you see below.

Throughout the template, you'll see shaded boxes like this one. (They will appear in yellow on your screen.) The boxes include our instructions to you for writing each section. After you've written the section, you can delete the box, so that only your text remains.

Many sections also include some text that you might want to use to help you get started writing. You can delete this text if it isn't how you want to write it – it's just there as a suggestion to show you how many reports are written.

The sections that need to be written for your report to be complete include:

INTRODUCTION
OVERVIEW OF THE ASSESSMENT PROCESS
MAIN RESULTS
KEY FINDINGS
CONCLUSIONS
RECOMMENDATIONS
EXECUTIVE APPROVAL

You will also need to write a very brief summary, called an “Executive Summary,” to put at the very beginning of the report. Think of the Executive Summary as what a very busy person would read to get the most important information about your assessment.

Your report should also include a list of who was on the Assessment Leadership Team and who wrote the report. You can include as much or as little information as you like about the members of the Team. Some people even like to include digital photos of Team members in their report!

You can customize your report to look how you like it. We have set up the template to look simple but professional. You want people to take your report seriously, so we don't recommend that you use silly fonts and images (like the ones we've used in this guide to program assessment!). Keep it simple, professional-looking, and easy to read.



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PHASE 4:

Sharing Results with the Group

step 8: Prepare for group meeting

step 9: Facilitate group meeting



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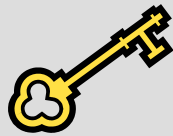
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Sharing Results with the Group

Writing a report was one of the most important ways to communicate the results of the assessment. The second important way to communicate results is to present the findings and facilitate a discussion about them. This will also help you to narrow down the recommendations for program improvement and move forward with action planning.

Remember back to the Planning and Preparing stages? The Assessment Leadership Team identified an audience and a date for this presentation and discussion. Now, it's time to do it!

This section provides tips and worksheets for presenting and facilitating a discussion, a framework of questions you can ask your audience to get their reactions, and an outline for recording the group's main reactions and recommendations for next steps.



Keys to Success

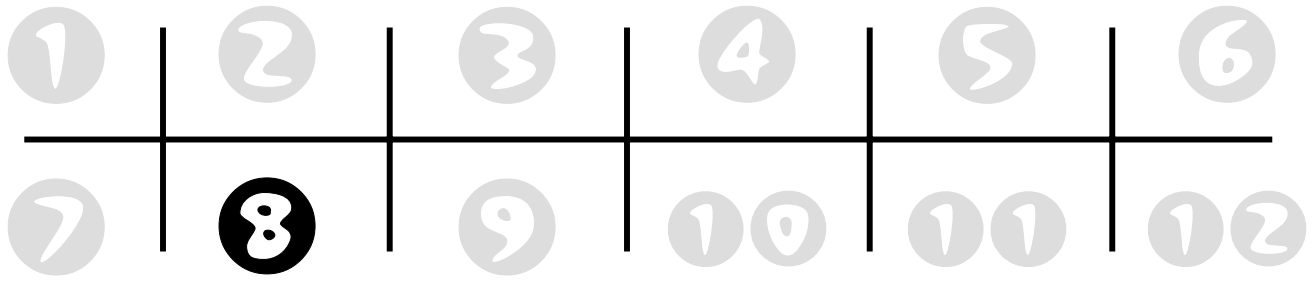
- Plan ahead for the presentation and discussion. The Assessment Leadership Team has put in a lot of work and effort so far, and you want the presentation and discussion to go well. Teams that have done this process learned that skipping over this planning resulted in some disasters!
- Have an adult and a youth from the team co-present and facilitate. Teams that have done this process have learned that only an adult presenting and facilitating, or only youth presenting and facilitating does not work well.
- Presenting and facilitating can be exciting. They can also be tricky. There are a lot of things happening at once in any presentation or discussion. Try to have at least one co-facilitator who has some experience in presenting and facilitating a discussion.
- Make sure to have someone record the group's main reactions and recommendations. Recorders have to work fast, so an experienced youth or adult would be a good person for this.
- Don't forget that you will need to add or revise the "Recommendations" section in your report after the meeting. Take good notes on what is agreed upon at this meeting – you don't want to lose the ideas and contributions of your audience!



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STEP 8:

Prepare for group meeting

- A. **Planning to facilitate a discussion** – For people new to facilitation and for those who have tried it before, this tips sheet covers some key things to think about in advance of the meeting.
- B. **What? – Gut – So what?** – This sheet describes a way of thinking about the kinds of questions you need to address to keep a discussion focused and moving forward.
- C. **Focused discussion worksheet** – Fill in this worksheet to plan the time you will spend on each part of the discussion and make notes to yourself about what you need to remember to say at each point.



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PLANNING to FACILITATE A DISCUSSION

It might seem like facilitating a discussion among participants in your program should be easy. But if you think about it, it's actually a challenging job.

The facilitator has to make sure that everyone gets a chance to speak, everyone feels comfortable with the discussion, and the group comes to a decision about the important matters at hand. You'll have to keep one eye on the clock while you persuade the loud members of your group to make room for quieter voices, help people see each other's side of a disagreement, and make sure that there is consensus about the important findings of your assessment. (See more tips about the role of the facilitator in *Step 9* of this resource kit.)

Take some time to prepare, and all of these tasks will be much easier to handle!

- Plan in advance how much time you will spend on each section of the discussion. Plan the questions you want to ask. Decide what the purpose of the session is. Write the purpose and questions down.
- Take time to fill out the Focused Discussion Worksheet. It will really help you keep things moving!
- Divide the responsibilities (who will do what) between two co-facilitators. You might decide to alternate. Or one co-facilitator can keep track of the time, or write discussion points on a flip-chart, while the other more actively facilitates the discussion.
- Many groups have found that having one youth and one adult co-facilitate works well. If two young people work together, at least one of them should have experience with facilitating a group.
- Arrange the chairs in a circle so everyone can see each other (or, if you are doing a Powerpoint presentation, make sure everyone can see the screen).
- Designate a recorder to write down comments and recommendations that come from the group. This can be challenging because you have to write fast and keep up with the flow. An adult or experienced youth on your team might be a good person for this.

ASSESSMENT STORIES

Learning the hard way: The importance of planning

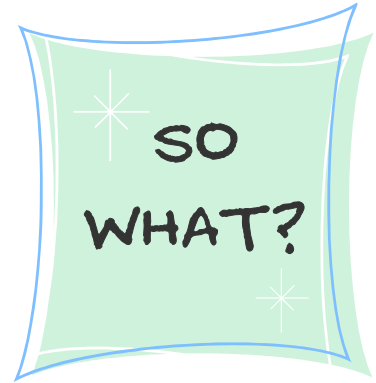
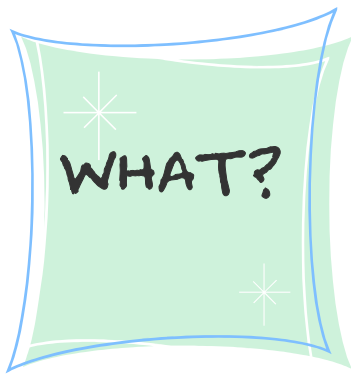
The Assessment Leadership Team in one school-based program decided not to plan and practice the group discussion where the results of their assessment would be reported. The youth thought that, since they already knew the students and adults who were coming to the meeting to hear results, it wasn't a big deal to plan out what to say. The adult members of the Team went along with this decision. They thought, after all, the youth knew best. However, when students and adults in the group challenged the assessment findings and began to ask questions, the youth co-facilitators got thrown off and flustered. The discussion quickly fizzled. The opportunity to gain in-pu from the larger group was lost.



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To keep a discussion focused on the important issues, it is often helpful to use the "WHAT?" – "GUT" – "SO WHAT?" approach. Here's how it works:

"WHAT?"

Start with an emphasis on finding out the facts. "What" questions might include:

- What do the survey results tell us?
- What are the findings that stand out the most?

"GUT"

Move on to give participants a chance to say what their "gut reactions" are to the information that has been presented. "Gut" questions might include:

- How does this information make you feel?
- Are there findings that make any of you feel uncomfortable?
- What do you think might explain some of the findings?
- Does anyone doubt whether the data represent everyone's opinions?

"SO WHAT?"

After everyone has had a chance to express their thoughts, feelings, and reactions to the data, it's time to move the focus to action. We have all this information, we know how people feel about it – so what are we going to do about it? "So what" questions might include:

- What actions should we take based on this data?
- What needs to change about our group or the way we work?
- How can we make changes, and who will take the lead?

Adapted from *Building Community Together: A Resource Kit for Youth and Adults in Charting Assets and Creating Change*, Innovation Center for Community and Youth Development and National 4-H Council



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Focused Discussion Worksheet

The Goal/Purpose of the Discussion is:

| Discussion Elements | Plans and Notes | Time |
|--|-----------------|------|
| Opening Comments <ul style="list-style-type: none">★ Welcome★ Why you're here★ Ground Rules★ Other ideas for creating a positive environment | | |
| "What?" Questions <ul style="list-style-type: none">★ What really stood out for you?★ What surprised you?★ Do you think we identified the right or most interesting data? | | |



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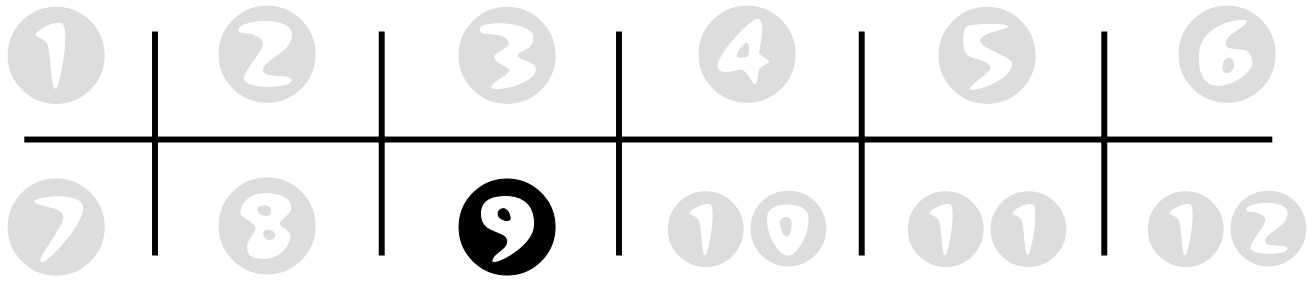
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Focused Discussion Worksheet (continued)

| Discussion Elements | Plans and Notes | Time |
|--|-----------------|------|
| <p>"Gut" Questions</p> <ul style="list-style-type: none"> ☆ Do you agree with the recommendations we came up with? ☆ Are there any others that should be in the report? (Write these on poster paper or chalkboard) | | |
| <p>"So what?" Questions</p> <ul style="list-style-type: none"> ☆ Of all these recommendations, which ones should we really focus on? ☆ What should our priorities be? <p>(Take a vote by show of hands or sticky dots, etc.)</p> | | |
| <p>Closing</p> <ul style="list-style-type: none"> ☆ Sum up and say thanks ☆ Ask for volunteers to help Assessment Leadership Team to fill out the action step worksheets and establish a date for this meeting ☆ Say how the results will be made available and used | | |





STEP 9:

Facilitate group meeting: Review data and finalize recommendations

- A. **The role of the facilitator** – A brush-up on the role of the facilitator. Co-facilitators should review this just before the meeting, along with “Tips for facilitating a discussion.”
- B. **Tips for facilitating a discussion** – A step-by-step guide to making the meeting go smoothly.
- C. **Documenting the discussion** – These pages mirror the “focused discussion worksheet” from Step 8 and leave space for taking notes on the discussion.



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THE ROLE OF THE FACILITATOR

- The facilitator's job is to lead the discussion and keep it on track. Generally, facilitators do not participate much in the actual discussion.
- Facilitators listen to what is being said, and help bring together points made by participants.
- Facilitators ask good questions.
- Facilitators keep the discussion on track, making sure everyone gets involved, but bringing participants who get off track back to the main discussion.
- Know your content thoroughly.
- Practice your presentation.
- Be diplomatic. Some people can be sensitive if the results give negative feedback on an area that they feel responsible for. Be prepared to defend the quality of your data.
- Keep the focus on the issues, not the people involved.
- Be yourself – use your own style.
- Be enthusiastic.
- Use participants' knowledge and experience.



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TIPS FOR FACILITATING A DISCUSSION

SETTING THE STAGE

- Set the stage at the beginning of the meeting. Let the group know what the goal or purpose for the session is — why they are here.
- Let the group know how long you intend the session to be, and what will happen afterward — like if you are going to send them notes from the session.
- Establish ground rules with the group. For example, ground rules might remind people to be respectful of each other even when they disagree; let folks know in advance that they may have lots to say, but that you may have to move them along; make it clear that you want and expect everyone to participate, etc. List these ground rules on a flip-chart or chalkboard. Ask the group if they have any ground rules to add.

GOING THROUGH THE ASSESSMENT REPORT

- Give a presentation of the report. Make sure everyone has a copy, or make a Powerpoint presentation, or use overheads, so that everyone can follow along.
- At this point, ask people to ask questions only for clarification, and to hold their comments for the discussion.

HANDLING THE DISCUSSION

- If people aren't talking, make sure they understand what's going on, what the issue is.
- If the discussion gets off-topic or one speaker goes on too long or is disruptive, use your power as a facilitator to refocus. Sometimes people are unaware of how their behavior is affecting the group. If you don't intervene, they will continue.
- One good method is to summarize the conversation and move on: "So what you're saying is ____, are there other comments?"

WRAPPING UP

- Wrap up by noting the end of the discussion, or the end of the session. Don't keep people longer than you'd planned without asking them if they're willing to stay.
- Set the stage for the next step. For example, "Next week, we'll focus on this particular goal and make some plans for the next step." Let people know if they'll be receiving any notes, or if they need to do anything for the next meeting.
- Thank everyone for participating.

Hey, THANKS EVERYBODY!



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Documenting the Discussion

| Discussion Elements | Main Reactions of the Group |
|---|-----------------------------|
| <p>"What?" Questions</p> <ul style="list-style-type: none">☆ What really stood out for you? What surprised you?☆ Do you think we identified the right or most interesting data? | |
| <p>"Gut" Questions</p> <ul style="list-style-type: none">☆ Do you agree with the recommendations we came up with?☆ Are there any others that should be in the report? | |



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Documenting the Discussion (p. 2)

| Discussion Elements | Main Reactions of the Group |
|--|-----------------------------|
| <p>"so what?" questions</p> <ul style="list-style-type: none"> ☆ Of all these recommendations, which ones should we really focus on? ☆ What should our priorities be? | |
| <p>next steps</p> <ul style="list-style-type: none"> ☆ Recommendations from group discussion | |





PHASE 5:

Action Planning and Finalizing the Report

step 10: complete action steps
worksheets and finalize report

step 11: Reflect on the process and
get Executive Director's approval

step 12: Follow up on action steps



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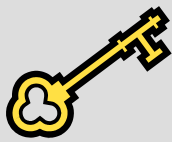
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Action planning and Finalizing the report

You've led and facilitated a group meeting. The Assessment Leadership Team and the group have made recommendations. Now, it's time to get into the details and think about how the program is going to take specific action on the recommendations. This includes coming up with practical action steps. It also includes thinking through each action step, including what could be tough, and the who, where, and when. Some of these details will then be incorporated into your final report on the program assessment.

This section provides worksheets for action planning which you can use at a meeting of the Assessment Leadership Team.



Keys to Success

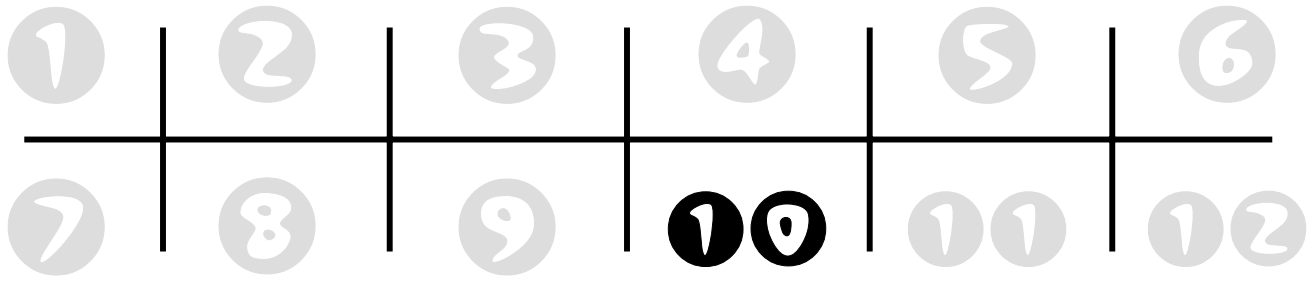
- Work hard on your action planning! After all, you've put a lot of energy into the assessment so far, and you'd like to see things happen as a result!
- Again, have a mix of youth and adults involved in the action planning.
- Consider having others from the program involved in action planning. It doesn't just have to be the Assessment Leadership Team. Lots of other Teams have found that it's actually better if some others join in at this point.
- The same people who were responsible for writing the first draft of the report should get together again to make changes and update the sections on recommendations and action steps.



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STEP 10:

Complete action steps worksheets and finalize report

- A. **Action Planning Outline** – This sheet should be copied enough for each Assessment Leadership Team member to fill it out for each of the main recommendations from your assessment. (We suggest focusing on three recommendations.) For each recommendation, your Team should come up with three specific action steps and mark them 1A, 1B, 1C, 2A, etc.
- B. **Action Step Details** – This sheet helps Team members go into greater detail on the action steps (usually three related to each recommendation). This sheet should be copied and marked 1A, 1B, etc., to match the labels used on the Action Planning Outline. You might want to break the Team into smaller groups to work out the details for each action step.



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ACTION PLANNING OUTLINE

RECOMMENDATION NUMBER _____

Describe your group's goal or the overall improvement you want to make. This is what you decided on in your "So What" discussion. (Fill out one outline for each recommendation.)

ACTION STEPS

List the steps that are needed to make your recommendation happen. Write each action step as a specific, practical statement. Always start with an active verb. For example, a *good* action step might be written like this: **"Invite two new youths to each board meeting."** On the other hand, a *not so good* action step might say: **"We need more youths on the board."**

_____ **A.**

_____ **B.**

_____ **C.**



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Now it's time to get down to details and plan exactly how to step into action. Complete one of these worksheets for each action step you propose.

ACTION STEP _____

WHAT COULD BE TOUGH

•

•

•

WHAT COULD HELP

•

•

•

WHAT will we do?

WHO will make it happen?

WHO will check on progress?

HOW OFTEN will we check on progress? **WHEN** will we complete it?



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***ENOUGH WITH
THE PLANNING!***

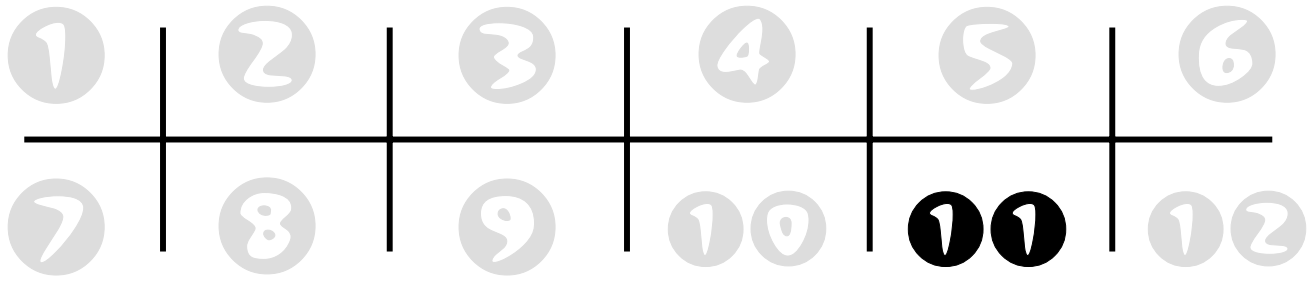
***GET OUT THERE AND
TAKE
SOME
ACTION!***



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STEP 11:

Reflect on the process and get Executive Director's approval

- A. **Reflecting on the assessment process** – Questions to ask each other (and yourself) at a final meeting of the Assessment Leadership Team. These are structured using the “What? – “Gut” – “So What?” format that you used in *Step 8* to present and discuss the assessment findings.

Note: If the Executive Director is able to attend the reflection meeting, that is a great opportunity to get his or her approval of the final report. If not, approval will have to be obtained at another time for the report to be complete.



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REFLECTING REFLECTING

on the assessment process

Now that you've completed the assessment, it's time to take stock of what you accomplished and learned together. This is a chance to reflect on what went well and what didn't go so well. You'll also be sharing your thoughts about whether your program or organization should do a self-assessment again in the future and, if so, how the process should go differently.

This is a more informal meeting than many of the others you've had as an Assessment Leadership Team. Someone should still take the role of facilitator to be sure that everyone gets a chance to speak. Someone else should record the thoughts, feelings, and ideas that are shared.

> what? <

- > What stands out in your memory about doing any of the parts of the assessment?
- > Which meetings or parts of the process do you remember most?

> gut <

- > What things were easy?
- > What things were hard, or harder than you thought they would be?
- > What were the exciting parts for you?
- > What were the more difficult parts?
- > What kinds of things did you learn from doing this? How will you use what you learned in the future?

> so what? <

- > Is this process worthwhile to do again in our program/organization?
- > What should be changed if we do it again? What would help you or others do it more effectively?
- > How should we communicate these thoughts to others in the program/organization?

> closing <

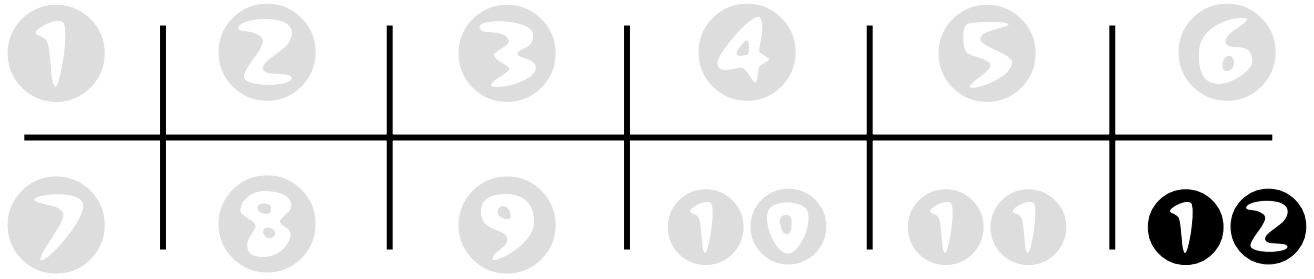
Be sure to thank each other for all the work that you each put into this process and for sharing your experiences and thoughts at this reflection session. Also, remember to talk about how you will share your suggestions for how your program or organization might approach their next assessment. These are valuable lessons that you learned through hard work – so make sure they are heard!



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STEP 12:

Follow up on action steps

- A. **Follow up on action steps** – Use this guide at a follow-up meeting of the Assessment Leadership Team a few months after the assessment, to see whether the action steps are being carried out and the organization is acting on the recommendations of your assessment.

Note: It might be worthwhile to do a teambuilding activity at this meeting, depending on whether the members of the Assessment Leadership Team have spent time together since completing the action planning.



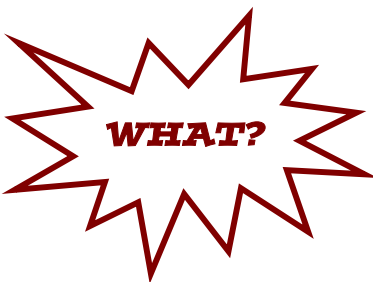
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FOLLOW UP ON ACTION STEPS

Meeting periodically to discuss how the action steps are being put into gear is a good idea. It is helpful to know where and how much progress has been made to date. It is also helpful to know if the plan needs to be modified, where progress is getting stuck, and how best to keep the action moving along. It is also helpful to acknowledge and celebrate the progress that has been made.



- What have we been able to accomplish so far?
- What kind of a schedule have we had so far? Are we on schedule, ahead of schedule, or behind the schedule we set?
- What still needs to be accomplished?

- Where has the work been easy?
- Where has it been more difficult than we thought it would be?
- What are the key issues we're facing? Is there a place where we need extra help?
- What type of help should we get?



- What changes do we need to make in our plan?
- What are the next steps?
- Who will do what?



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Appendix 1



script for introducing the survey
survey instrument
data entry tips
data entry sheet

SCRIPT FOR INTRODUCING THE

You can read this script out loud to your group to introduce the YET and give directions on to how to fill it out. Please substitute your own words for words that are underlined.

BACKGROUND

Our program has decided to go through a process of self-assessment. To do this, we need to hear from you. The next step of this process is to gather some data about how well this program is involving members. To do this, we are going to complete a survey called the YET, which stands for “Youth Engagement Tool.” Specifically, the YET is about:

- **Group Effectiveness**

How well the group functions – establishing trust, meeting goals, setting high standards, and providing enjoyment – and whether it accomplishes what it sets out to do

- **Youth Voice and Opportunities**

Chances for youth to be heard, respected, and taken seriously

- **Impacts**

How our program affects participants (improvement, knowledge, skills, and abilities)

DIRECTIONS

Most of the questions on the survey ask for you to circle a number that stands for your response.

The scale goes from 1 = strongly disagree to 6 = strongly agree.

- Part 1 is for **both youth and adults** to complete.
- Part 2 is for **youth only**. Adults should skip it and go to page 5.
- Part 3 is for **adults only**; youth should skip this section, and go to page 7.

...CONTINUED ON THE NEXT PAGE...



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YET SCRIPT CONTINUED

- Part 4 of the survey provides space for you to write in any comments you want to share.
- Tell participants to complete Part 5 if your group has added questions, or to skip it if not.
- Please complete the scoring sheet on page 8.
- Do NOT write your name on the YET.
- This survey is not meant to measure how much you like this group, but rather to help us identify both the ways that this group works well AND the ways it could improve. Even great programs have some room for improvement. Therefore, please don't feel like you have to give a high score to all the items. High ratings will mean that we don't have to (or can't) improve much or even at all. It's important that you write only your honest opinions, and not what you think we want to hear.
- The whole survey should take about 10-15 minutes to complete. When you are finished filling out your YET, tell them what they should do. For example, raise their hands so you can come pick it up, or put it in a box at the front of the room.
- Are there any questions? *(If so, answer them.)* Please begin.



Youth Engagement Tool

“Are we there YET?!”



PURPOSES

The YET is designed to help you assess how much and how well your program is involving members. Specifically, the YET is about:

★ **Group Effectiveness**

How well the group functions – establishing trust, meeting goals, setting high standards, and providing enjoyment – and whether it accomplishes what it sets out to do

★ **Youth Voice and Opportunities**

Chances to be heard, respected, and taken seriously

★ **Impacts**

What members and the program gain—improvement, knowledge, skills, and abilities

The YET takes about 10-15 minutes to complete. At the end, there is space for you to provide comments and for you and your organization to add questions.

GENERAL INFORMATION

Put a checkmark in the blank that applies to you or write in your answer.

Your gender: male female

Your age: under 18 18-24 25 or older

You are: a program member a staff member a volunteer

About how long have you been with this program? years and months

Name of the specific program being assessed: _____

PART 1: GROUP EFFECTIVENESS

Indicate how well each statement describes your group. Circle your answer.

1 = Isn't usually true in our group; we could do much better.
2 = Is sometimes true in our group, but we could improve.
3 = Is very true in our group; we don't need any improvement.
n/a = Not applicable

- | | | | | |
|--|----------|----------|----------|------------|
| 1. In this group, youth get what they need (people, information, and materials) to be effective. | 1 | 2 | 3 | n/a |
| 2. In this group, youth get to make choices and decisions about the things they want to do. | 1 | 2 | 3 | n/a |
| 3. In this group, it is clear that youth and adults really respect each other. | 1 | 2 | 3 | n/a |
| 4. Youth don't feel dominated by adults in this group. | 1 | 2 | 3 | n/a |
| 5. Youth learn a lot from adults in this group. | 1 | 2 | 3 | n/a |
| 6. Youth have a say in setting the agenda or goals for the work of this group. | 1 | 2 | 3 | n/a |
| 7. People in this group talk honestly with each other. | 1 | 2 | 3 | n/a |
| 8. People in this group really seem to like each other. | 1 | 2 | 3 | n/a |
| 9. Members of this group trust one another. | 1 | 2 | 3 | n/a |
| 10. Adults learn a lot from youth in this group. | 1 | 2 | 3 | n/a |
| 11. Members of this group are excited about the things that are happening here. | 1 | 2 | 3 | n/a |
| 12. There is a good balance of power between youth and adults in this group. | 1 | 2 | 3 | n/a |



PART 2: FOR YOUTH ONLY (ADULTS SKIP TO PAGE 5)

Indicate the degree to which you agree with the following statements.

Circle one response for each statement.

| Strongly Disagree 1 | Mostly Disagree 2 | Disagree a Little 3 | Agree a Little 4 | Mostly Agree 5 | Strongly Agree 6 | Not Applicable n/a |
|----------------------------------|--------------------------------|----------------------------------|-------------------------------|-----------------------------|-------------------------------|---------------------------------|
|----------------------------------|--------------------------------|----------------------------------|-------------------------------|-----------------------------|-------------------------------|---------------------------------|

| | | Strongly Disagree | | | | | Strongly Agree | |
|--|--|----------------------|----------|----------|----------|----------|-------------------|------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 13. In this group, I get to express my ideas, concerns, and opinions publicly. | | | | | | | | |
| 14. In this group, I have enough chances to work closely with adults to carry out activities and events. | | | | | | | | |
| 15. Adults in this group help me solve problems and give me guidance instead of telling me what to do. | | | | | | | | |
| 16. The responsibilities I have in this group are challenging and interesting. | | | | | | | | |
| 17. If I disagreed with what everyone else said in this group, I would not hesitate to speak out. | | | | | | | | |
| 18. My ideas and suggestions are taken seriously by others in this group. | | | | | | | | |
| 19. Working in this program has made me more confident to express myself. | | | | | | | | |
| 20. My involvement in this group has helped me strengthen my planning and coordination skills. | | | | | | | | |
| 21. My involvement in this group is helping me move in the direction in life I want to go. | | | | | | | | |



| | Strongly Disagree 1 | Mostly Disagree 2 | Disagree a Little 3 | Agree a Little 4 | Mostly Agree 5 | Strongly Agree 6 | Not Applicable n/a | | | |
|-----|--|------------------------------------|--------------------------------------|-----------------------------------|---------------------------------|-----------------------------------|-------------------------------------|----------|----------|------------|
| | | | | Strongly Disagree | | | Strongly Agree | | | |
| 22. | | | | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| | Because of my involvement in this group, I know where to go in my community to get support for the things I think are important. | | | | | | | | | |
| 23. | | | | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| | In this group, I've gotten to know adults I can call on in the future. | | | | | | | | | |
| 24. | | | | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| | My involvement has helped this group make better decisions. | | | | | | | | | |
| 25. | | | | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| | Adults' involvement has helped this group make better decisions. | | | | | | | | | |

Skip ahead to page 7...



PART 3: FOR ADULTS ONLY (YOUTH SKIP TO PAGE 7)

Most of these questions ask about your observations of things going on with youth. Answer them to the best of your ability based on your observations and your experience.

Indicate the degree to which you agree with the following statements. Circle one response for each statement.

| | | | | | | |
|--------------------------|------------------------|--------------------------|-----------------------|---------------------|-----------------------|-----------------------|
| Strongly Disagree | Mostly Disagree | Disagree a Little | Agree a Little | Mostly Agree | Strongly Agree | Not Applicable |
| 1 | 2 | 3 | 4 | 5 | 6 | n/a |

| | Strongly Disagree | | | | | Strongly Agree | |
|---|--------------------------|----------|----------|----------|----------|-----------------------|------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 26. Youth in this group have enough chances to express their ideas, concerns, and opinions publicly. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 27. In this group, I have enough chances to work closely with youth to carry out activities and events. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 28. Adults in this group help youth solve problems and provide coaching and constructive feedback rather than telling youth what to do. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 29. The responsibilities youth have in this group are challenging and interesting. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 30. If a young person disagreed with what everyone else said in this group, s/he would not hesitate to speak out. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 31. Young people's ideas and suggestions in this group are taken seriously. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 32. Working in this program has made the young people more confident in their ability to express themselves. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |



| Strongly Disagree 1 | Mostly Disagree 2 | Disagree a Little 3 | Agree a Little 4 | Mostly Agree 5 | Strongly Agree 6 | Not Applicable n/a |
|--------------------------------------|------------------------------------|--------------------------------------|-----------------------------------|---------------------------------|-----------------------------------|-------------------------------------|
|--------------------------------------|------------------------------------|--------------------------------------|-----------------------------------|---------------------------------|-----------------------------------|-------------------------------------|

| | Strongly Disagree 1 | 2 | 3 | 4 | 5 | Strongly Agree 6 | n/a |
|---|--------------------------------------|----------|----------|----------|----------|-----------------------------------|------------|
| 33. Young people's involvement in this group has helped them strengthen their planning and coordination skills. | | | | | | | |
| 34. Young people's involvement in this group is helping them move in the direction in life they want to go. | | | | | | | |
| 35. I expose young people in this group to contacts in the community that can support the things youth think are important. | | | | | | | |
| 36. Young people have gotten to know adults through this group whom they can call on in the years to come. | | | | | | | |
| 37. My own contributions have helped this group make better decisions. | | | | | | | |
| 38. Young people's involvement has helped this group make better decisions. | | | | | | | |

Go on to the next page...



PART 4: COMMENTS

Tell more about what you think. Write in your answers.

39. What are one or two best things about this group or program?

40. What are one or two things about this group that you would really like to see improved in the coming months?

PART 5: ADDITIONAL QUESTIONS (OPTIONAL)

If you or your organization would like to add questions to this assessment tool, please do so below.

| | | | | | | |
|--------------------------|------------------------|--------------------------|-----------------------|---------------------|-----------------------|-----------------------|
| Strongly Disagree | Mostly Disagree | Disagree a Little | Agree a Little | Mostly Agree | Strongly Agree | Not Applicable |
| 1 | 2 | 3 | 4 | 5 | 6 | n/a |

| | | | | | | | |
|----|--------------------------|----------|----------|----------|----------|-----------------------|------------|
| | Strongly Disagree | | | | | Strongly Agree | |
| A. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| B. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| C. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| D. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |



SCORING

(Optional. Please calculate scores for each section of the YET that you completed if you are interested in figuring out your own individual scores.)

Group Effectiveness

Add your responses to questions 1–12.

Total _____

Divide total by 12 for group effectiveness average.

Average _____

Youth Responses: Youth Voice and Opportunities

Add your responses to questions 13–18.

Total _____

Divide total by 6 for youth voice and opportunities average.

Average _____

Youth Responses: Impacts

Add your responses to questions 19–25.

Total _____

Divide total by 7 for impacts average.

Average _____

Adult Responses: Youth Voice and Opportunities

Add your responses to questions 26–31.

Total _____

Divide total by 6 for youth voice and opportunities average.

Average _____

Adult Responses: Impacts

Add your responses to questions 32–38.

Total _____

Divide total by 7 for impacts average.

Average _____



DATA ENTRY TIPS FOR THE

The Excel workbook will take you through three steps:

- 1. Input demographic and personal information data**
- 2. Input data from responses to survey items**
- 3. Prepare charts and graphs**

USING THE YET WORKBOOK

This Excel workbook is designed to allow you to enter the results from your survey and immediately see summaries and graphs of the responses you enter.

Use the tabs on the bottom of your screen to click through the worksheets included in this workbook. You'll see the tables and graphs there, waiting for your data. Once you have the lay of the land, you can start entering your data!

DATA ENTRY TIPS

STEP 1: INPUT DEMOGRAPHIC DATA

- Separate the surveys into responses from young people and from adults. (We suggest you make two piles.) There is a separate data sheet in this workbook for each group, so you will have to enter them separately.
- Go to the appropriate worksheet for the group you want to enter. (Use the tabs along the bottom of the page.)
- Take the first completed survey and mark it with the number "1" in the corner. You will enter all of this person's responses in this row, starting with the demographic information from the first page.
- For the "either/or" variables in the first section, such as male/female, under 18/18-24/over 24, youth/adult, and staff/member, you need to enter a "1" in the columns that apply to this person, and a "0" (or blank) in the columns that do not. For example, a 17-year-old female program participant would get a "0" in the column called "Male" and a "1" in the column called "Female." She would also get a "1" in the columns called "Under 18," "Youth," and "Member."
- For "time" involved in program, use years as the unit. Convert the number of months to a



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decimal (divide by twelve, or use the guide below) and add to the number of years.

| | |
|----------------|-----------------|
| 1 month = .08 | 7 months = .58 |
| 2 months = .17 | 8 months = .67 |
| 3 months = .25 | 9 months = .75 |
| 4 months = .33 | 10 months = .83 |
| 5 months = .42 | 11 months = .92 |
| 6 months = .5 | |

For example, your table might look like this (of course, you won't have adults and youths in the same table):

| Demographic Characteristics | | | | | | | | | | |
|-----------------------------|------|--------|-------|-------|----------|-------|---------|-------|--------|-------|
| No. | Male | Female | Youth | Adult | Under 18 | 18-24 | Over 24 | Staff | Member | Time |
| 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1.00 |
| 2 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0.80 |
| 3 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 2.00 |
| 4 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 15.00 |

STEP 2: INPUT SURVEY DATA

- For the survey questions, simply enter the number that the person circled for each response. If they circled “n/a” or did not answer a question, enter a period (.). If you enter a 0 for unanswered questions, it will be included in the average and misrepresent the overall scores. A period (.) will just be ignored by Excel, which is what we want.
- Start a new row for each survey you enter, even if the previous person did not answer all the questions for some reason. For each survey you enter, write the line number from your data entry worksheet in the corner of the paper survey. This way, you can always go back and make sure the numbers were entered correctly.
- If there are more responses than there is room for on the form, you will need to unprotect the sheet so that you can add rows.
 - Go to Tools – Protection – Unprotect worksheet
 - Go to Insert – Rows and a blank row will appear
 - Repeat for as many additional entries as you need to make
- If there are blank rows left on a worksheet, don't worry about them. The data entry sheets are not going to be used for presentations, so they don't have to look pretty. As long as there are no “0”s entered in the blank rows, they will not affect the averages.
- Type up any comments in Part 4 in a Word document.



STEP 3: PREPARE TABLES AND GRAPHS

When you have entered all of your data, click through the other worksheets to see how the tables and graphs look. A few of these worksheets will require some changes:

- On the “Summary” page, enter your organization name and the date the survey was completed. If your group did not write additional questions, you can delete that section of the summary page. (You will have to unprotect the worksheet, as described above, to make this change.)
- The “report table” page includes a table you can paste directly into your final report. There is a version with and a version without “additional questions” included. Use the one that makes sense for your group. You may choose to delete the other one.
- The sheets called “Y. Questions” and “A. Questions” give the text of each question on the youth and adult YET surveys, respectively. The mean score on each item will show next to the text of the question. This is a handy sheet to use as a reference when you look at the other tables and graphs, which only give the item number and no text.
- If your group added any questions, you should type them in on the sheets called “Y. Questions” and “A. Questions,” where it just says “A - B - C - D” now.
- For both of these sheets, you may want to rearrange the questions to see which ones got the highest (and lowest) scores. You can do this by selecting the first three columns (A, B, and C) and then going to Data – Sort. Choose “header row” and then under “Sort by...” select “Mean scores.” (This worksheet is not protected.)
- The final four tabs are charts of the youth mean, adult mean, and combined mean scores for the survey items, grouped by category. These should fill in automatically when you enter the data. If you are a chart/graph wiz and you want to play around with these graphs, you can unprotect the sheet and go nuts. Otherwise, you can just copy these graphs and paste them into your report.

****UNPROTECTING WORKSHEETS**

We used some Excel formulas to take the information you enter on one worksheet and create a table or graph with it on another worksheet. These formulas are complicated because they refer to cells on different sheets, and they are easy to mess up by mistake! For this reason, we have “protected” each worksheet so that you can only make changes in the cells where you need to enter data. If you need to make changes to some aspect of a worksheet that is protected, you can “unprotect” the worksheet by following these steps:

1. Go to Tools – Protection – Unprotect worksheet
2. Make the changes you need to make
3. If you want to protect the sheet again, go to Tools – Protection – Protect worksheet



Youth and Adult Leaders for Program Excellence

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OVERALL AVERAGE WORKSHEET FOR CALCULATION BY HAND

| | Question Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------|--------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| A | Youth total | | | | | | | | | | | | |
| B | Adult total | | | | | | | | | | | | |
| C | TOTAL SCORE (A+B) | | | | | | | | | | | | |
| D | # youth responses | | | | | | | | | | | | |
| E | # adult responses | | | | | | | | | | | | |
| F | TOTAL # RESPONSES (D+E) | | | | | | | | | | | | |
| G | OVERALL AVERAGE (C÷F) | | | | | | | | | | | | |

| | Question Number (Youth) | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|----------|--------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | Question Number (Adults) | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 |
| A | Youth total | | | | | | | | | | | | | |
| B | Adult total | | | | | | | | | | | | | |
| C | TOTAL SCORE (A+B) | | | | | | | | | | | | | |
| D | # youth responses | | | | | | | | | | | | | |
| E | # adult responses | | | | | | | | | | | | | |
| F | TOTAL # RESPONSES (D+E) | | | | | | | | | | | | | |
| G | OVERALL AVERAGE (C÷F) | | | | | | | | | | | | | |

| | Question Number | A | B | C | D |
|----------|--------------------------------|---|---|---|---|
| A | Youth total | | | | |
| B | Adult total | | | | |
| C | TOTAL SCORE (A+B) | | | | |
| D | # youth responses | | | | |
| E | # adult responses | | | | |
| F | TOTAL # RESPONSES (D+E) | | | | |
| G | OVERALL AVERAGE (C÷F) | | | | |





Appendix 2

ORG-YET

script for introducing the survey
survey instrument
data entry tips
data entry sheet

SCRIPT FOR INTRODUCING THE

You can read this script out loud to your group to introduce the ORG-YET and give directions on to how to fill it out. Please substitute your own words for words that are underlined.

BACKGROUND

Our program has decided to go through a process of self-assessment. To do this, we need to hear from you. The next step of this process is to gather some data about how well this program supports youth engagement in decision making. Youth engagement in decision-making refers to having youth involved in the ongoing planning and implementation of policies and programs in organizations, programs, or coalitions.

In order to evaluate ourselves, we are going to complete a survey called the ORG-YET. This stands for Organizational Support for Youth Engagement Tool. The ORG-YET asks about:

- **The Degree of Youth Engagement in Decision Making**
Numbers and diversity of youth in decision-making roles
- **Leadership and Support for Youth in Decision Making**
How much adults and youth in the organization/program support youth engagement; how much the organization/program has structures to support it
- **The Outcomes of Youth Engagement in Decision Making**
How much youth in decision-making is helping the organization/program do its work
- **Functions Where Youth are Engaged in Decision Making**
Areas of the organization/program where youth are engaged in decision-making; how much youth are involved in decision-making in those areas

...CONTINUED ON THE NEXT PAGE...



ORG-YET SCRIPT CONTINUED

DIRECTIONS

- In Part 1, write in your answer or circle a number as directed.
- For Parts 2 and 3, circle a number that stands for your response. The scale goes from 1 = strongly disagree to 6 = strongly agree.
- In Part 4, follow the directions to write in your answers and circle the numbers.
- Please complete the scoring sheet on page 7.
- Do NOT write your name on the survey.
- This survey is not meant to measure how much you like this group, but rather to help us identify both the ways that this group works well AND the ways it could improve. Even great programs have some room for improvement. Therefore, please don't feel like you have to give a high score to all the items. High ratings will mean that we don't have to (or can't) improve much or even at all. It's important that you write only your honest opinions, and not what you think we want to hear.
- The whole survey should take about 10-15 minutes to complete.
- When you are finished filling out your ORG-YET, tell them what they should do. For example, raise their hands so you can come pick it up, or put it in a box at the front of the room.
- Are there any questions? *(If so, answer them.)* Please begin.



Organizational Support For Youth Engagement Tool



PURPOSES

This tool is designed to assess the level at which your organization/program actively supports youth engagement in decision making. Specifically, the tool asks about:

- **Degree of Youth Engagement in Decision Making**
Numbers and diversity of youth in decision-making roles
- **Leadership and Support for Youth in Decision Making**
How much adults and youth in the organization/program support youth engagement; how much the organization/program has structures to support it
- **Outcomes of Youth Engagement in Decision Making**
How much youth in decision-making is helping the organization/program do its work
- **Functions Where Youth are Engaged in Decision Making**
Areas of the organization/program where youth are engaged in decision-making; how much youth are involved in decision-making in those areas

By “youth engagement in decision-making,” we mean the integration of youth (aged 12-21) into the ongoing planning and implementation of policies and programs in groups (i.e., organizations, programs, coalitions, etc.).

By “youth-adult partnerships,” we mean that youth and adults work together as equitable partners to make decisions that benefit the organization/ program, or coalition and its programs.

GENERAL INFORMATION

Your gender: male female

Your age: under 18 18-24 25 or older

You are: a program member a staff member a volunteer

About how long have you been with this program? years and months

Name of the specific program being assessed: _____



PART 1: DEGREE OF YOUTH ENGAGEMENT

Numbers and diversity of youth in decision-making roles

1. Please estimate the total number of youth who are currently members of your program. _____
2. Of those youth, please estimate the total number of current members who are regularly engaged in decision-making. _____
3. Compared to last year, are there more, the same number, or fewer youth engaged in decision-making in your program? (Circle one response below.)

| Many fewer | Somewhat fewer | The same number | Somewhat more | Many more |
|-------------------|-----------------------|------------------------|----------------------|------------------|
| 1 | 2 | 3 | 4 | 5 |

4. Are you satisfied with the number of youth who are involved in decision-making in this program? (Check one response below.)

_____ I am not satisfied. We need more youth to be involved.

_____ I am satisfied. The number of youth involved is about right.

_____ I am not satisfied. There are too many youth involved.

5. Are you satisfied with the diversity of the youth who are engaged in decision-making here? (Check one response below)

_____ I am not satisfied. We need more diverse youth to be involved.

_____ I am satisfied. The quality of diversity of youth involved is about right.

_____ I am not satisfied. There is too much diversity of youth involved.



PART 2: LEADERSHIP & SUPPORT FOR YOUTH ENGAGEMENT

*How much adults and youth in the organization/program support youth engagement
How much the organization/program has structures to support it*

Indicate the degree to which you agree with the following statements.

Circle one response for each statement.

| | | | | | | |
|------------------------------------|----------------------------------|------------------------------------|---------------------------------|-------------------------------|---------------------------------|-----------------------------------|
| Strongly Disagree 1 | Mostly Disagree 2 | Disagree a Little 3 | Agree a Little 4 | Mostly Agree 5 | Strongly Agree 6 | Not Applicable n/a |
|------------------------------------|----------------------------------|------------------------------------|---------------------------------|-------------------------------|---------------------------------|-----------------------------------|

| | | Strongly Disagree | | | | Strongly Agree | | |
|-----|--|------------------------------|----------|----------|----------|---------------------------|----------|------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 6. | There are enough written policies in this program that speak to the importance of engaging youth in decision-making. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 7. | These policies are known and understood by all youth and adults in this program. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 8. | The adults in this program view youth as equal partners with adults in decision-making. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 9. | The youth in this program view themselves as equal partners with adults in decision-making. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 10. | All of the adults in this program believe that a high level of youth engagement is critical to the success of this group/organization. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 11. | The staff at top levels of this program are good role models for how to engage youth in decision-making. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 12. | The staff here make sure that the issue of youth engagement is a frequent focus of discussion. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 13. | The youth and adults get enough training and support to work effectively with each other. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 14. | (Additional question can be added here) | 1 | 2 | 3 | 4 | 5 | 6 | n/a |



PART 3: OUTCOMES OF YOUTH ENGAGEMENT

How much youth in decision-making is helping the organization/program do its work

**Indicate the degree to which you agree with the following statements.
Circle one response for each statement.**

| | | | | | | |
|------------------------------|----------------------------|------------------------------|---------------------------|-------------------------|---------------------------|---------------------------|
| Strongly Disagree | Mostly Disagree | Disagree a Little | Agree a Little | Mostly Agree | Strongly Agree | Not Applicable |
| 1 | 2 | 3 | 4 | 5 | 6 | n/a |

| | | Strongly Disagree | | | | Strongly Agree | |
|---|----------|----------------------|----------|----------|----------|-------------------|------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 15. This program makes better decisions because of the participation of youth in decision-making. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 16. This program is better at reaching its goals because of the participation of youth in decision-making. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 17. The youth here in this program have done work that has made a significant and visible contribution to the larger community. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 18. This program has a good reputation among youth in the community as a place where youth can make a difference. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 19. When youth or adults leave the program, we can always find good replacements to fill their roles. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 20. (Additional question can be added here) | 1 | 2 | 3 | 4 | 5 | 6 | n/a |



PART 4: FUNCTIONS WHERE YOUTH ARE ENGAGED IN DECISION MAKING

*Areas of the organization/program where youth are in decision-making
How satisfied you are with how involved youth are in those areas*

For each of the following group functions, please indicate the degree to which you are satisfied with the current level of youth engagement in decision-making. Please circle one response for each group function.

| Group function | The current amount of involvement is: | | | | |
|---|---------------------------------------|------------|-------------|----------|--------------|
| | Way too little | Too little | About right | Too much | Way too much |
| 21. Board of Directors | 1 | 2 | 3 | 4 | 5 |
| 22. Key Advisory Groups | 1 | 2 | 3 | 4 | 5 |
| 23. Staff Hiring Committees | 1 | 2 | 3 | 4 | 5 |
| 24. Fundraising/Proposal Writing | 1 | 2 | 3 | 4 | 5 |
| 25. Budgeting/Allocating Funds | 1 | 2 | 3 | 4 | 5 |
| 26. Program Planning | 1 | 2 | 3 | 4 | 5 |
| 27. Implementation Work Teams | 1 | 2 | 3 | 4 | 5 |
| 28. Community Outreach/ Public Relations | 1 | 2 | 3 | 4 | 5 |
| 29. Community Training/ Workshops | 1 | 2 | 3 | 4 | 5 |
| 30. (Additional function can be added here) | 1 | 2 | 3 | 4 | 5 |



SCORING

(Optional. Please calculate your scores for each section if you are interested in figuring out your own individual scores.)

Leadership & Support for Youth Engagement

Add your responses to questions 6-14 for total. _____

Divide total by 8 for average. _____
(Divide by 9 if a question was added.)

Outcomes of Youth Engagement

Add your responses to questions 15-20 for total. _____

Divide total by 5 for average. _____
(Divide by 6 if a question was added.)

Functions Where Youth are Engaged in Decision Making

Add your responses to questions 21-30 for total. _____

Divide total by 9 for average. _____
(Divide by 10 if a question was added.)



DATA ENTRY TIPS FOR THE

The Excel workbook will take you through three steps:

- 1. Input demographic and personal information data**
- 2. Input data from responses to survey items**
- 3. Prepare charts and graphs**

USING THE ORG-YET WORKBOOK

The Excel workbook is designed to allow you to enter the results from your survey and immediately see summaries and graphs of the responses you enter.

Use the tabs on the bottom of your screen to click through the worksheets included in the workbook. You'll see the tables and graphs there, waiting for your data. Once you have the lay of the land, you can start entering your data!

DATA ENTRY TIPS

STEP 1: INPUT DEMOGRAPHIC DATA

- Separate the surveys into responses from young people and from adults. (We suggest you make two piles.) There is a separate data sheet in this workbook for each group, so you will have to enter them separately.
- Go to the appropriate worksheet for the group you want to enter. (Use the tabs along the bottom of the page.)
- Take the first completed survey and mark it with the number “1” in the corner. You will enter all of this person’s responses in this row, starting with the demographic information from the first page.
- For the “either/or” variables in the first section, such as male/female, under 18/18-24/over 24, youth/adult, and staff/member, you need to enter a “1” in the columns that apply to this person, and a “0” (or blank) in the columns that do not. For example, a 17-year-old female



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program participant would get a “0” in the column called “Male” and a “1” in the column called “Female.” She would also get a “1” in the columns called “Under 18,” “Youth,” and “Member.”

- For “time” involved in program, use years as the unit. Convert the number of months to a decimal (divide by twelve, or use the guide below) and add to the number of years.

| | |
|----------------|-----------------|
| 1 month = .08 | 7 months = .58 |
| 2 months = .17 | 8 months = .67 |
| 3 months = .25 | 9 months = .75 |
| 4 months = .33 | 10 months = .83 |
| 5 months = .42 | 11 months = .92 |
| 6 months = .5 | |

For example, your table might look like this (but of course, you won’t have youths and adults in the same table):

| No. | Demographic Characteristics | | | | | | | | | |
|-----|-----------------------------|--------|-------|-------|----------|-------|---------|-------|--------|-------|
| | Male | Female | Youth | Adult | Under 18 | 18-24 | Over 24 | Staff | Member | Time |
| 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1.00 |
| 2 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0.80 |
| 3 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 2.00 |
| 4 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 15.00 |

STEP 2: INPUT SURVEY DATA

PART 1

- For questions 1 and 2, type in the number the person wrote in the blank.
- For question 3, type in the number the person circled
- For questions 4 and 5, enter
 1 for “not satisfied...need more”
 2 for “satisfied...about right”
 3 for “not satisfied...too many/too much”

PARTS 2, 3, AND 4

- Simply enter the number that the person circled for each response. If they circled “n/a” or did not answer a question, enter a period (.). If you enter a 0 for unanswered questions, it will be included in the average and misrepresent the overall scores. A period (.) will just be ignored by Excel, which is what we want.



- Start a new row for each survey you enter, even if the previous person did not answer all the questions for some reason. For each survey you enter, write the line number from your data entry worksheet in the corner of the paper survey. This way, you can always go back and make sure the numbers were entered correctly.
- If there are more responses than there is room for on the form, you will need to unprotect the sheet so that you can add rows.
 - Go to Tools – Protection – Unprotect worksheet
 - Go to Insert – Rows and a blank row will appear
 - Repeat for as many additional entries as you need to make
- If there are blank rows left on a worksheet, don't worry about them. The data entry sheets are not going to be used for presentations, so they don't have to look pretty. As long as there are no "0"s entered in the blank rows, they will not affect the averages.

STEP 3: PREPARE TABLES AND GRAPHS

When you have entered all of your data, click through the other worksheets to see how the tables and graphs look. A few of these worksheets will require some changes:

- On the "Summary" page, enter your organization name and the date the survey was completed. If your group did not write additional questions, you can delete that section of the summary page. (You will have to unprotect the worksheet, as described above, to make this change.) You can paste this table directly into your final report.
- The sheets called "Y. Questions" and "A. Questions" give the text of questions 6-18 on the youth and adult ORG-YET surveys. The mean score on each item will show next to the text of the question. This is a handy sheet to use as a reference when you look at the other tables and graphs, which only give the item number and no text.
- If your group added any questions, you should type them in on the sheets called "Y. Questions" and "A. Questions," where it just says "A - B - C - D" now.
- For both of these sheets, you may want to rearrange the questions to see which ones got the highest (and lowest) scores. You can do this by selecting the first three columns (A, B, and C) and then going to "Data – Sort." Choose "header row" and then under "Sort by..." select "Mean scores." (This worksheet is not protected.)
- The two final tabs are charts of the youth mean, adult mean, and combined mean scores for the three categories, Leadership & Support for Youth Engagement, Outcomes of Youth Engagement, and Amount of Youth Engagement. These should fill in automatically when you enter the data. If you are a chart/graph wiz and you want to play around with these graphs, you can unprotect the sheet and go nuts. Otherwise, you can just copy these graphs and paste them into your report.



****UNPROTECTING WORKSHEETS**

We used some Excel formulas to take the information you enter on one worksheet and create a table or graph with it on another worksheet. These formulas are complicated because they refer to cells on different sheets, and they are easy to mess up by mistake! For this reason, we have “protected” each worksheet so that you can only make changes in the cells where you need to enter data. If you need to make changes to some aspect of a worksheet that is protected, you can “unprotect” the worksheet by following these steps:

1. Go to Tools – Protection – Unprotect worksheet
2. Make the changes you need to make
3. If you want to protect the sheet again, go to Tools – Protection – Protect worksheet





OVERALL AVERAGE WORKSHEET FOR CALCULATION BY HAND

| | Question Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----------|--------------------------------|---|---|---|---|---|---|---|---|---|----|
| A | Youth total | | | | | | | | | | |
| B | Adult total | | | | | | | | | | |
| C | TOTAL SCORE (A+B) | | | | | | | | | | |
| D | # youth responses | | | | | | | | | | |
| E | # adult responses | | | | | | | | | | |
| F | TOTAL # RESPONSES (D+E) | | | | | | | | | | |
| G | OVERALL AVERAGE (C÷F) | | | | | | | | | | |

| | Question Number | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|----------|--------------------------------|----|----|----|----|----|----|----|----|----|----|
| A | Youth total | | | | | | | | | | |
| B | Adult total | | | | | | | | | | |
| C | TOTAL SCORE (A+B) | | | | | | | | | | |
| D | # youth responses | | | | | | | | | | |
| E | # adult responses | | | | | | | | | | |
| F | TOTAL # RESPONSES (D+E) | | | | | | | | | | |
| G | OVERALL AVERAGE (C÷F) | | | | | | | | | | |

| | Question Number | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|----------|--------------------------------|----|----|----|----|----|----|----|----|----|----|
| A | Youth total | | | | | | | | | | |
| B | Adult total | | | | | | | | | | |
| C | TOTAL SCORE (A+B) | | | | | | | | | | |
| D | # youth responses | | | | | | | | | | |
| E | # adult responses | | | | | | | | | | |
| F | TOTAL # RESPONSES (D+E) | | | | | | | | | | |
| G | OVERALL AVERAGE (C÷F) | | | | | | | | | | |



Appendix 3



script for introducing the survey
survey instrument
data entry tips
data entry sheet

SCRIPT FOR INTRODUCING THE

You can read this script out loud to your group to introduce the PAAT and give directions on to how to fill it out. Please substitute your own words for words that are underlined.

BACKGROUND

Our program has decided to go through a process of self-assessment. To do this, we need to hear from you. The next step of this process is to gather some data about how much and how well this program provides a good experience for kids. To do this, we are going to complete a survey called the PAAT (which stands for “Program Activity and Assessment Tool”). Specifically, the PAAT asks you about:

- **Opportunities**

To explore new things, be creative, participate in the group, contribute to others, have fun, and engage in part-time employment

- **Supports**

Nurturance and friendship, emotional safety, high expectations, standards and boundaries, and strategic support through transitions to independence or adulthood

DIRECTIONS

- Most of the questions on the survey ask for you to circle a number that stands for your response. The scale goes from 1 = strongly disagree to 6 = strongly agree.
- Part 4 of the survey provides space for you to write in any comments you want to share.
- Tell participants to complete Part 5 if your group has added questions, or to skip it if not.

...CONTINUED ON THE NEXT PAGE...



PAAT SCRIPT CONTINUED

- Please complete the scoring sheet on page 9.
- Do NOT write your name on the PAAT.
- This survey is not meant to measure how much you like this group, but rather to help us identify both the ways that this group works well AND the ways it could improve. Even great programs have some room for improvement. Therefore, please don't feel like you have to give a high score to all the items. High ratings will mean that we don't have to (or can't) improve much or even at all. It's important that you write only your honest opinions, and not what you think we want to hear.
- The whole survey should take about 10-15 minutes to complete. When you are finished filling out your PAAT, tell them what they should do. For example, raise their hands so you can come pick it up, or put it in a box at the front of the room.
- Are there any questions? *(If so, answer them.)* Please begin.



Program & Activity Assessment Tool



PURPOSES

The PAAT is designed to help you assess how much and how well your program is providing its members a learning experience to promote positive youth development. Specifically, the PAAT asks you about:

➤ **Opportunities**

To explore new things, be creative, participate in the group, contribute to others, have fun, and engage in part-time employment

➤ **Supports**

Nurturance and friendship, emotional safety, high expectations, standards and boundaries, and strategic support through transitions to independence or adulthood

PAAT usually takes about 10 to 15 minutes to complete. At the end, there is space for you to provide comments and for you and your organization to add questions.

GENERAL INFORMATION

Your gender: male female

Your age: under 18 18-24 25 or older

You are: a program member a staff member a volunteer

About how long have you been with this program? years and months

Name of the specific program being assessed: _____



PART 1: OPPORTUNITIES

Indicate the degree to which you agree with the following statements.
Circle one response for each statement.

| | | | | | | |
|-------------------------------|-----------------------------|-------------------------------|----------------------------|--------------------------|----------------------------|------------------------------|
| Strongly Disagree 1 | Mostly Disagree 2 | Disagree a Little 3 | Agree a Little 4 | Mostly Agree 5 | Strongly Agree 6 | Not Applicable n/a |
|-------------------------------|-----------------------------|-------------------------------|----------------------------|--------------------------|----------------------------|------------------------------|

Exploration and Reflection

| | Strongly Disagree | | | | | | Strongly Agree | |
|--|-------------------|---|---|---|---|---|----------------|--|
| | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |
| In this program: | | | | | | | | |
| 1. The activities encourage curiosity and exploration. | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |
| 2. The activities are based on an interactive “hands on” approach to learning: youth “learn by doing.” | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |
| 3. Youth get to explore a variety of life situations, view-points, and cultures. | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |
| 4. There is time for participants to discuss and reflect on experiences with other youth. | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |
| 5. There is time for participants to discuss and reflect on experiences with program staff. | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |
| 6. The activities and level of instruction are appropriate to youths’ abilities. | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |



| | | | | | | |
|--------------------------------------|------------------------------------|--------------------------------------|-----------------------------------|---------------------------------|-----------------------------------|-------------------------------------|
| Strongly Disagree 1 | Mostly Disagree 2 | Disagree a Little 3 | Agree a Little 4 | Mostly Agree 5 | Strongly Agree 6 | Not Applicable n/a |
|--------------------------------------|------------------------------------|--------------------------------------|-----------------------------------|---------------------------------|-----------------------------------|-------------------------------------|

Expression and Creativity

| | Strongly Disagree | | | | | | Strongly Agree | |
|--|-------------------|---|---|---|---|---|----------------|--|
| | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |
| In this program: | | | | | | | | |
| 7. Youth can express themselves through music, drama, creative writing, or public speaking. | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |
| 8. There are opportunities for youth to make choices and decisions about the things they want to do. | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |
| 9. Youth are able to express their ideas, concerns and opinions. | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |

Contribution and Service

| | Strongly Disagree | | | | | | Strongly Agree | |
|--|-------------------|---|---|---|---|---|----------------|--|
| | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |
| In this program: | | | | | | | | |
| 10. Youth are encouraged to “give back to this program” through volunteering and service. | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |
| 11. Youth are encouraged to “give back to the larger community” through volunteering and service | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |
| 12. Youth engage in civic involvement, such as letter writing campaigns, committee membership, voter registration drives, etc. | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |

Part Time Employment

| | Strongly Disagree | | | | | | Strongly Agree | |
|--|-------------------|---|---|---|---|---|----------------|--|
| | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |
| In this program: | | | | | | | | |
| 13. Youth have the chance to be involved in paid employment or stipend work. | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |
| 14. Youth have the opportunity to develop and practice job-related skills. | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |



| | | | | | | |
|--------------------------------------|------------------------------------|--------------------------------------|-----------------------------------|---------------------------------|-----------------------------------|-------------------------------------|
| Strongly Disagree 1 | Mostly Disagree 2 | Disagree a Little 3 | Agree a Little 4 | Mostly Agree 5 | Strongly Agree 6 | Not Applicable n/a |
|--------------------------------------|------------------------------------|--------------------------------------|-----------------------------------|---------------------------------|-----------------------------------|-------------------------------------|

Group Membership

| | Strongly Disagree | | | | Strongly Agree | | |
|--|-------------------|----------|----------|----------|----------------|----------|------------|
| In this program: | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 15. Youth and adults work together to plan activities. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 16. Youth contribute ideas for activities, which are accepted and implemented. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 17. Youth are encouraged to play an active leadership role. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 18. Youth are aware of how the program is funded. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 19. Youth participate in fund-raising activities. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 20. The youth feel a sense of unity and teamwork within the group. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 21. The group uses symbols (t-shirts, caps, slogans, etc.) to build a sense of group identity. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 22. The youth participate without fear of being excluded or intimidated by other youth. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |



PART 2: SUPPORTS

**Indicate the degree to which you agree with the following statements.
Circle one response for each statement.**

| | | | | | | |
|------------------------------------|----------------------------------|------------------------------------|---------------------------------|-------------------------------|---------------------------------|-----------------------------------|
| Strongly Disagree 1 | Mostly Disagree 2 | Disagree a Little 3 | Agree a Little 4 | Mostly Agree 5 | Strongly Agree 6 | Not Applicable n/a |
|------------------------------------|----------------------------------|------------------------------------|---------------------------------|-------------------------------|---------------------------------|-----------------------------------|

Nurturance and Friendship

| | | Strongly Disagree | | | | | Strongly Agree | |
|---|----------|----------------------|----------|----------|----------|----------|-------------------|--|
| In this program: | | | | | | | | |
| 23. Caring adults are readily available to provide guidance and support to youth. | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |
| 24. There is trust among staff, volunteers, and youth. | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |
| 25. Youth have the time to make friends with each other. | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |
| 26. Adults always listen to youth and care about what they say. | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |
| 27. Adults refrain from ordering or threatening youth. | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |
| 28. Staff members get to know youth, learning their names and interacting with them. | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |
| 29. There are opportunities for adults and youth to celebrate successes and achievements. | 1 | 2 | 3 | 4 | 5 | 6 | n/a | |



| Strongly Disagree 1 | Mostly Disagree 2 | Disagree a Little 3 | Agree a Little 4 | Mostly Agree 5 | Strongly Agree 6 | Not Applicable n/a |
|------------------------|----------------------|------------------------|---------------------|-------------------|---------------------|-----------------------|
|------------------------|----------------------|------------------------|---------------------|-------------------|---------------------|-----------------------|

Emotional Safety

| | Strongly Disagree | | | | | Strongly Agree | |
|--|-------------------|---|---|---|---|----------------|-----|
| In this program: | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 30. There are clear rules dealing with bullying and other forms of physical or verbal abuse. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 31. Adults model appropriate ways of dealing with anger, frustration, and conflict. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 32. Youth are encouraged to try out new activities without fear of being criticized if they make mistakes. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |

High Expectations

| | Strongly Disagree | | | | | Strongly Agree | |
|--|-------------------|---|---|---|---|----------------|-----|
| In this program: | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 33. There are consistent messages about how to participate and succeed in the program. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 34. Youth are expected to set goals, action plans, and benchmarks for their own success. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 35. High expectations are set for all young people, with different ways to show success. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |



| Strongly Disagree 1 | Mostly Disagree 2 | Disagree a Little 3 | Agree a Little 4 | Mostly Agree 5 | Strongly Agree 6 | Not Applicable n/a |
|------------------------|----------------------|------------------------|---------------------|-------------------|---------------------|-----------------------|
|------------------------|----------------------|------------------------|---------------------|-------------------|---------------------|-----------------------|

Standards and Boundaries

| | Strongly Disagree | | | | Strongly Agree | | |
|---|-------------------|---|---|---|----------------|---|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| In this program: | | | | | | | |
| 36. Youth are given clear messages about rules and expectations, and the consequences for not following them. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 37. Program rules and disciplinary consequences are enforced in a fair way. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 38. Youth help to set the rules and the consequences for not following them. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |

Strategic Support Through Transitions

| | Strongly Disagree | | | | Strongly Agree | | |
|---|-------------------|---|---|---|----------------|---|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| In this program: | | | | | | | |
| 39. There are opportunities for youth to take on new roles and responsibilities within the program when they are ready. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 40. Staff actively link youth to new opportunities in the program, when the youth are ready. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| 41. Staff actively link youth to other opportunities in the community as they prepare to leave the program. | 1 | 2 | 3 | 4 | 5 | 6 | n/a |



PART 4: COMMENTS

Please use this space to comment or provide explanations about any of your responses.

PART 5: ADDITIONAL QUESTIONS (OPTIONAL)

If you or your organization would like to add questions to this assessment tool, please do so below.

| | Strongly Disagree | | | | Strongly Agree | | |
|----|-------------------|----------|----------|----------|----------------|----------|------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | n/a |
| A. | | | | | | | |
| B. | | | | | | | |
| C. | | | | | | | |
| D. | | | | | | | |



SCORING

(Optional. Please calculate scores for each section of the PAAT if you are interested in figuring out your own individual scores.)

OPPORTUNITIES

Exploration and Reflection

Add your responses to questions 1-6 for total _____

Divide total by 6 for average _____

Expression and Creativity

Add your responses to questions 7-9 for total _____

Divide total by 3 for average _____

Contribution and Service

Add your responses to questions 10-12 for total _____

Divide total by 3 for average _____

Part-Time Employment

Add your responses to questions 13-14 for total _____

Divide total by 2 for average _____

Group Membership

Add your responses to questions 15-22 for total _____

Divide total by 8 for average _____

SUPPORTS

Nurturance and Friendship

Add your responses to questions 23-29 for total _____

Divide total by 7 for average _____

Emotional Safety

Add your responses to questions 30-32 for total _____

Divide total by 3 for average _____

High Expectations

Add your responses to questions 33-35 for total _____

Divide total by 3 for average _____

Standards and Boundaries

Add your responses to questions 36-38 for total _____

Divide total by 3 for average _____

Strategic Support Through Transitions

Add your responses to questions 39-41 for total _____

Divide total by 3 for average _____



DATA ENTRY TIPS FOR THE PAAT

The Excel workbook will take you through three steps:

- 1. Input demographic and personal information data**
- 2. Input data from responses to survey items**
- 3. Prepare charts and graphs**

USING THE PAAT WORKBOOK

This Excel workbook is designed to allow you to enter the results from your survey and immediately see summaries and graphs of the responses you enter.

Use the tabs on the bottom of your screen to click through the worksheets included in this workbook. You'll see the tables and graphs there, waiting for your data. Once you have the lay of the land, you can start entering your data!

DATA ENTRY TIPS

STEP 1: INPUT DEMOGRAPHIC DATA

- Separate the surveys into responses from young people and from adults. (We suggest you make two piles.) There is a separate data sheet in this workbook for each group, so you will have to enter them separately.
- Go to the appropriate worksheet for the group you want to enter. (Use the tabs along the bottom of the page.)
- Take the first completed survey and mark it with the number "1" in the corner. You will enter all of this person's responses in this row, starting with the demographic information from the first page.
- For the "either/or" variables in the first section, such as male/female, under 18/18-24/over 24, youth/adult, and staff/member, you need to enter a "1" in the columns that apply to this person, and a "0" (or blank) in the columns that do not. For example, a 17-year-old female program participant would get a "0" in the column called "Male" and a "1" in the column called "Female." She would also get a "1" in the columns called "Under 18," "Youth," and "Member."



- For “time” involved in program, use years as the unit. Convert the number of months to a decimal (divide by twelve, or use the guide below) and add to the number of years.

| | |
|----------------|-----------------|
| 1 month = .08 | 7 months = .58 |
| 2 months = .17 | 8 months = .67 |
| 3 months = .25 | 9 months = .75 |
| 4 months = .33 | 10 months = .83 |
| 5 months = .42 | 11 months = .92 |
| 6 months = .5 | |

For example, your table might look like this (of course, you won’t have adults and youths in the same table):

| No. | Demographic Characteristics | | | | | | | | | |
|-----|-----------------------------|--------|-------|-------|----------|-------|---------|-------|--------|-------|
| | Male | Female | Youth | Adult | Under 18 | 18-24 | Over 24 | Staff | Member | Time |
| 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1.00 |
| 2 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0.80 |
| 3 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 2.00 |
| 4 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 15.00 |

STEP 2: INPUT SURVEY DATA

- For the survey questions, simply enter the number that the person circled for each response. If they circled “n/a” or did not answer a question, enter a period (.). If you enter a 0 for unanswered questions, it will be included in the average and misrepresent the overall scores. A period (.) will just be ignored by Excel, which is what we want.
- Start a new row for each survey you enter, even if the previous person did not answer all the questions for some reason. For each survey you enter, write the line number from your data entry worksheet in the corner of the paper survey. This way, you can always go back and make sure the numbers were entered correctly.
- If there are more responses than there is room for on the form, you will need to unprotect the sheet so that you can add rows.
 - Go to Tools – Protection – Unprotect worksheet
 - Go to Insert – Rows and a blank row will appear
 - Repeat for as many additional entries as you need to make
- If there are blank rows left on a worksheet, don’t worry about them. The data entry sheets are not going to be used for presentations, so they don’t have to look pretty. As long as there are no “0”s entered in the blank rows, they will not affect the averages.
- Type up any comments in Part 4 in a Word document.



STEP 3: PREPARE TABLES AND GRAPHS

When you have entered all of your data, click through the other worksheets to see how the tables and graphs look. A few of these worksheets will require some changes:

- On the “Summary” page, enter your organization name and the date the survey was completed. If your group did not write additional questions, you can delete that section of the summary page. (You will have to unprotect the worksheet, as described above, to make this change.)
- The sheets called “Youth Questions” and “Adult Questions” give the text of each question on the PAAT survey. The mean score on each item will show next to the text of the question. This is a handy sheet to use as a reference when you look at the other tables and graphs, which only give the item number and no text.
- If your group added any questions, you should type them in on the sheets called “Youth Questions” and “Adult Questions,” where it just says “A - B - C - D” now.
- For both of these sheets, you may want to rearrange the questions to see which ones got the highest (and lowest) scores. You can do this by selecting the first three columns (A, B, and C) and then going to Data – Sort. Choose “header row” and then under “Sort by...” select “Mean scores.” (These worksheets are not protected.) We included one for youth scores and one for staff scores in case you want to compare the ranking between the two groups.
- The final 11 tabs are charts of the youth mean, staff mean, and combined mean scores for the survey items, grouped by category. These should fill in automatically when you enter the data. If you are a chart/graph wiz and you want to play around with these graphs, you can unprotect the sheets and go nuts. Otherwise, you can just copy these graphs and paste them into your report.

****UNPROTECTING WORKSHEETS**

We used some Excel formulas to take the information you enter on one worksheet and create a table or graph with it on another worksheet. These formulas are complicated because they refer to cells on different sheets, and they are easy to mess up by mistake! For this reason, we have “protected” each worksheet so that you can only make changes in the cells where you need to enter data. If you need to make changes to some aspect of a worksheet that is protected, you can “unprotect” the worksheet by following these steps:

1. Go to Tools – Protection – Unprotect worksheet
2. Make the changes you need to make
3. If you want to protect the sheet again, go to Tools – Protection – Protect worksheet





OVERALL AVERAGE WORKSHEET FOR CALCULATION BY HAND

| | Question Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|----------|--------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| A | Youth total | | | | | | | | | | | | | | | |
| B | Adult total | | | | | | | | | | | | | | | |
| C | TOTAL SCORE (A+B) | | | | | | | | | | | | | | | |
| D | # youth responses | | | | | | | | | | | | | | | |
| E | # adult responses | | | | | | | | | | | | | | | |
| F | TOTAL # RESPONSES (D+E) | | | | | | | | | | | | | | | |
| G | OVERALL AVERAGE (C÷F) | | | | | | | | | | | | | | | |

| | Question Number | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|----------|--------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| A | Youth total | | | | | | | | | | | | | | | |
| B | Adult total | | | | | | | | | | | | | | | |
| C | TOTAL SCORE (A+B) | | | | | | | | | | | | | | | |
| D | # youth responses | | | | | | | | | | | | | | | |
| E | # adult responses | | | | | | | | | | | | | | | |
| F | TOTAL # RESPONSES (D+E) | | | | | | | | | | | | | | | |
| G | OVERALL AVERAGE (C÷F) | | | | | | | | | | | | | | | |

| | Question Number | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | A | B | C | D |
|----------|--------------------------------|----|----|----|----|----|----|----|----|----|----|----|---|---|---|---|
| A | Youth total | | | | | | | | | | | | | | | |
| B | Adult total | | | | | | | | | | | | | | | |
| C | TOTAL SCORE (A+B) | | | | | | | | | | | | | | | |
| D | # youth responses | | | | | | | | | | | | | | | |
| E | # adult responses | | | | | | | | | | | | | | | |
| F | TOTAL # RESPONSES (D+E) | | | | | | | | | | | | | | | |
| G | OVERALL AVERAGE (C÷F) | | | | | | | | | | | | | | | |



Appendix 4



script for introducing the survey
survey instrument
data entry tips
data entry sheet

SCRIPT FOR INTRODUCING THE

You can read this script out loud to your group to introduce the kidPAAT and give directions on to how to fill it out. Please substitute your own words for words that are underlined.

BACKGROUND

Our program has decided to go through a process of self-assessment. To do this, we need to hear from you. The next step of this process is to gather some data about how much and how well this program provides a good experience for kids. To do this, we are going to complete a survey called the kidPAAT (which stands for “Program Activity and Assessment Tool for Kids”). Specifically, the kidPAAT asks you about:

- **Opportunities**

To explore new things, be creative, participate in the group, contribute to others, have fun, and learn and use skills.

- **Supports**

Nurturance and friendship, emotional safety, high expectations, standards and boundaries, and support you get from the program, staff, or other volunteers.

DIRECTIONS

- Circle the face that shows your response to each statement. The frowny face means “never,” the face in the middle means “sometimes,” and the smiley face means “always.”

...CONTINUED ON THE NEXT PAGE...



KIDPAAT SCRIPT CONTINUED

- This survey is not meant to measure how much you like this group, but rather to help us identify both the ways that this group works well AND the ways it could improve. Even great programs have some room for improvement. Therefore, please don't feel like you have to give a smiley face to all the items. High ratings will mean that we don't have to (or can't) improve much or even at all. It's important that you write only your honest opinions, and not what you think we want to hear.
- Please complete the scoring sheet on page 4.
- Do NOT write your name on the kidPAAT. Please DO fill out the cover page.
- The whole survey should take about 10-15 minutes to complete. When you are finished filling out your kidPAAT, tell them what they should do. For example, raise their hands so you can come pick it up, or put it in a box at the front of the room.
- Are there any questions? *(If so, answer them.)* Please begin.



Program & Activity Assessment Tool

For use with younger participants



PURPOSES

The PAAT is designed to help you assess how much and how well your program is providing its members a learning experience to promote positive youth development. Specifically, the kidPAAT asks you about:

➤ **Opportunities**

To explore new things, be creative, participate in the group, contribute to others, have fun, and learn and use new skills

➤ **Supports**

Nurturance and friendship, emotional safety, high expectations, standards and boundaries, and support you get from the program, staff, or other volunteers

Your organization may choose to add one additional question in each of these sections. kidPAAT usually takes about 10 to 15 minutes to complete.

GENERAL INFORMATION

Your gender: _____ male _____ female

Your age: _____ under 10 years old _____ 10 or older

About how long have you been with this program? _____ years and _____ months

Name of the specific program being assessed: _____



OPPORTUNITIES PAGE

Never

Sometimes

Always

1. In this program, do you get to do new things?



2. In this program, do you learn about your own and other people's cultures?



3. In this program, do you get to do creative activities such as drama, artwork, writing or public speaking?



4. In this program, are your thoughts, ideas, and suggestions listened to and taken seriously by all?



5. In this program, do you get to work with adults to plan activities?



6. In this program, are you encouraged to work as a team with other youth?



7. In this program, do you feel welcomed to participate by staff and youth?



8. In this program, do you get to volunteer your time with others in the community?



9. In this program, do you feel there are enough activities to choose from?



10. In this program, do you get a chance to learn and use job-related skills?



11. (Additional question can be added here)



SUPPORTS PAGE

Never

Sometimes

Always

12. In this program, do volunteers and youth trust each other?



13. In this program, do you celebrate your successes with adults and other youth?



14. Are the rules of the program clear to all so that you feel safe?



15. Do you feel this program helps you become the best person you can be?



16. Do you think this program has appropriate rules and consequences?



17. In this program do you get to discuss your concerns about rules and decisions of adults?



18. In this program, do adults help you think through and decide what you should do?



19. Do you think the things you have learned in this program can help you (or have helped you) in other places, like home, school, or work?



20. (Additional question can be added here)



😊 **Thank you!** 😊



SCORING

(Optional. Please calculate scores for each section of the kidPAAT if you are interested in figuring out your own individual scores.)

OPPORTUNITIES:

Number of ☹️ _____ x 1 = _____ Opportunity sad face score

Number of 😐 _____ x 2 = _____ Opportunity medium face score

Number of 😊 _____ x 3 = _____ Opportunity happy face score

Total of the above three scores: _____ divided by 10* = _____ = Opportunity score average

**Divide by 11 if you have included an additional question in this section!*

SUPPORTS:

Number of ☹️ _____ x 1 = _____ Support sad face score

Number of 😐 _____ x 2 = _____ Support medium face score

Number of 😊 _____ x 3 = _____ Support happy face score

Total of the above three scores: _____ divided by 8* = _____ = Support score average

**Divide by 9 if you have included an additional question in this section!*

OVERALL AVERAGE:

Sum of the two totals above: _____ divided by 18* = _____ = Overall average score

**Divide by 20 if you have added two additional questions, or 19 if you have added one!*

KEY:

☹️ = 1

😐 = 2

😊 = 3

DATA ENTRY TIPS FOR THE



The Excel workbook will take you through three steps:

1. Input demographic and personal information data
2. Input data from responses to survey items
3. Prepare charts and graphs

USING THE *Kid*PAAT WORKBOOK

The Excel workbook is designed to allow you to enter the results from your survey and immediately see summaries and graphs of the responses you enter.

Use the tabs on the bottom of your screen to click through the worksheets included in the workbook. You'll see the tables and graphs there, waiting for your data. Once you have the lay of the land, you can start entering your data!

DATA ENTRY TIPS

STEP 1: INPUT DEMOGRAPHIC DATA

- Click on the “Answers” tab at the bottom of the screen. This will open up your worksheet for data entry.
- Take the first completed survey and mark it with the number “1” in the corner. You will enter all of this person’s responses in this row, starting with the demographic information from the first page.
- In the first section, for male or female, you need to enter a “1” in the column that applies to the person, and a “0” in the column that does not. For example, a female respondent would get a “0” in the column called “Male” and a “1” in the column called “Female.”



Youth and Adult Leaders for Program Excellence

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- Next, for the person’s age, you need to enter a “1” in the column that applies to the person, and a “0” in the column that does not. For example, a 9-year-old respondent would get a “1” in the column called “Under 10” and a “0” in the column called “10 or older.”
- For “time” involved in program, use years as the unit. Convert the number of months to a decimal (divide by twelve, or use the guide below) and add to the number of years.

| | |
|----------------|-----------------|
| 1 month = .08 | 7 months = .58 |
| 2 months = .17 | 8 months = .67 |
| 3 months = .25 | 9 months = .75 |
| 4 months = .33 | 10 months = .83 |
| 5 months = .42 | 11 months = .92 |
| 6 months = .5 | |

For example, your table might look like this:

| Number | Participants | | | | |
|--------|--------------|--------|----------|-------------|------|
| | Male | Female | Under 10 | 10 or older | Time |
| 1 | 1 | 0 | 0 | 1 | 1.00 |
| 2 | 0 | 1 | 1 | 0 | 0.80 |

STEP 2: INPUT SURVEY DATA

- For the survey questions, simply enter the number that the person circled for each response. If they circled “n/a” or did not answer a question, enter a period (.). If you enter a 0 for unanswered questions, it will be included in the average and misrepresent the overall scores. A period (.) will just be ignored by Excel, which is what we want.
- Start a new row for each survey you enter, even if the previous person did not answer all the questions for some reason. For each survey you enter, write the line number from your data entry worksheet in the corner of the paper survey. This way, you can always go back and make sure the numbers were entered correctly.
- If there are more responses than there is room for on the form, you will need to unprotect the sheet so that you can add rows.
 - Go to Tools – Protection – Unprotect worksheet
 - Go to Insert – Rows and a blank row will appear
 - Repeat for as many additional entries as you need to make
- If there are blank rows left on a worksheet, don’t worry about them. The data entry sheets are not going to be used for presentations, so they don’t have to look pretty. As long as there are no “0”s entered in the blank rows, they will not affect the averages.



STEP 3: PREPARE TABLES AND GRAPHS

When you have entered all of your data, click through the other worksheets to see how the tables and graphs look. A few of these worksheets will require some changes:

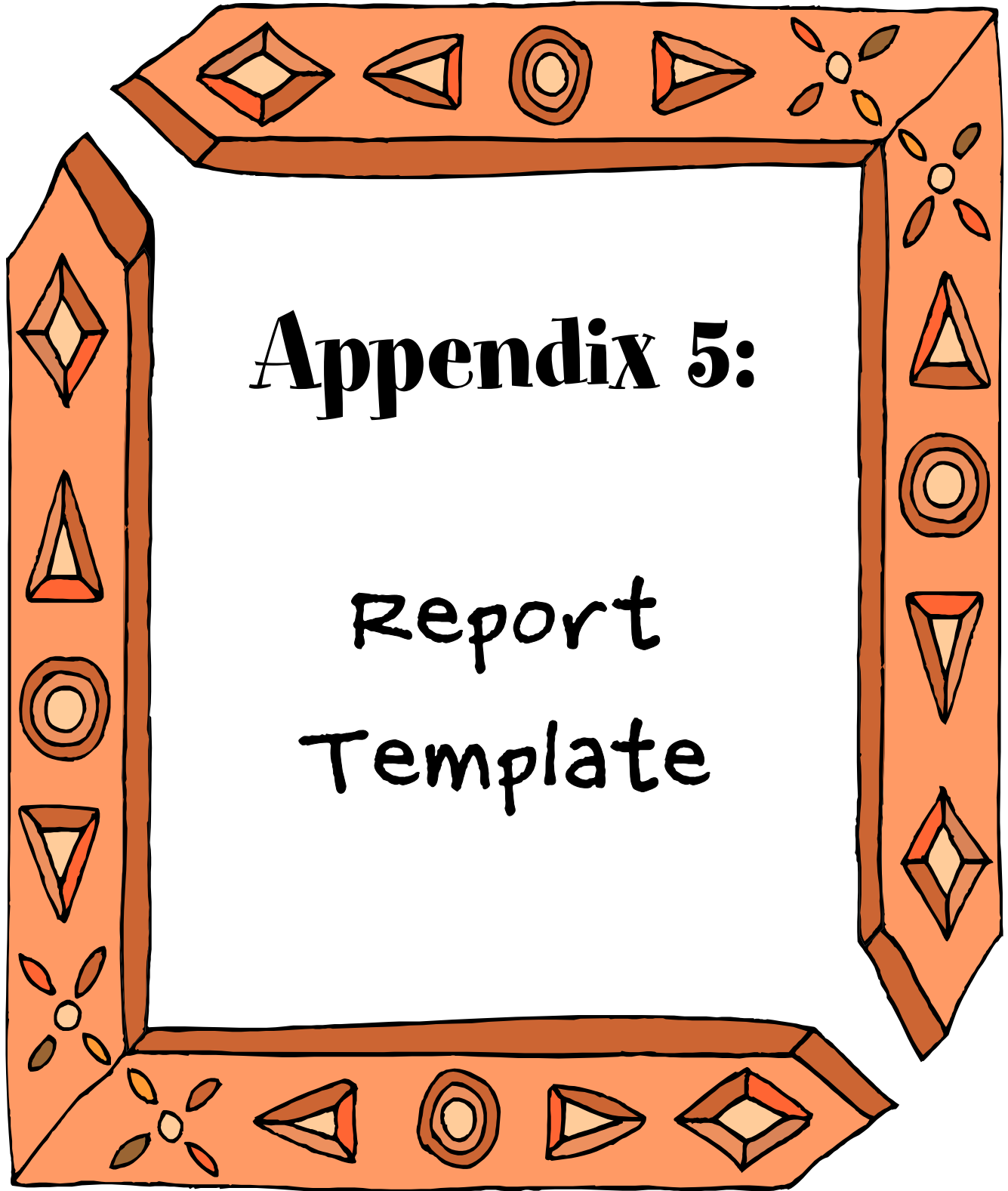
- On the “Summary” page, enter your organization name and the date the survey was completed. If your group did not write additional questions, you can delete that section of the summary page. (You will have to unprotect the worksheet, as described above, to make this change.)
- The “report table” page includes a table you can paste directly into your final report. There is a version with and a version without “additional questions” included. Use the one that makes sense for your group. You may choose to delete the other one.
- The tab called “Questions” will take you to a worksheet that has the text of each question on survey. The mean score on each item will show next to the text of the question. This is a handy sheet to use as a reference when you look at the other tables and graphs, which only give the item number and no text.
- If your group added any questions, you should type them in on the sheet called “Questions,” in the spots for Q11 and Q20.
- On this worksheet, you may want to rearrange the questions to see which ones got the highest (and lowest!) scores. You can do this by selecting the first three columns (A, B, and C) and then going to “Data – Sort.” Choose “header row” and then under “Sort by…” select “Mean scores.” (This worksheet is not protected.)
- The final 2 tabs are charts of the mean scores for the questions in each category. These should fill in automatically when you enter the data. If you are a chart/graph wiz and you want to play around with these graphs, you can unprotect the sheets and go nuts. Otherwise, you can just copy these graphs and paste them into your report.

****UNPROTECTING WORKSHEETS**

We used some Excel formulas to take the information you enter on one worksheet and create a table or graph with it on another worksheet. These formulas are complicated because they refer to cells on different sheets, and they are easy to mess up by mistake! For this reason, we have “protected” each worksheet so that you can only make changes in the cells where you need to enter data. If you need to make changes to some aspect of a worksheet that is protected, you can “unprotect” the worksheet by following these steps:

1. Go to Tools – Protection – Unprotect worksheet
2. Make the changes you need to make
3. If you want to protect the sheet again, go to Tools – Protection – Protect worksheet





Appendix 5:

Report Template



Youth and Adult Leaders for Program Excellence

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**Youth and Adult Leaders for Program Excellence:
A Practical Guide for Program Assessment and Action Planning**

Welcome to your Report Template!

To save time and guide you through the report-writing process, we have created a template for you. The template is formatted to give your report a professional look, and includes directions for how to write each section. Just type your report right in the template (as a Word document), and save it with a new name.

When you are finished with the report, it will have eleven parts:

- 1) Cover Page**
- 2) Executive Summary**
- 3) Evaluators and Authors of the Report**
- 4) Table of Contents**
- 5) Introduction**
- 6) Overview of the Assessment Process**
- 7) Main Results (with graphs and charts)**
- 8) Key Findings**
- 9) Conclusions**
- 10) Recommendations**
- 11) Executive Approval**

After you've written each section, you can delete the yellow text boxes that enclose the instructions, so that only your text remains. Good luck!

**When you finish writing the report,
DELETE this page before printing.**

[YOUR PROGRAM'S NAME HERE]

Self-Assessment Report:
Youth and Adult Leaders for
Program Excellence

Report submitted [insert date]

EXECUTIVE SUMMARY

This section gives an overview of your assessment. It's geared for people that don't have time to read your whole report, so it should be fairly short (one to two pages) and direct. You want to get right to the point!

This is the first section that your audience will read, so choose your words carefully to achieve the best impact.



Questions to answer in the Executive Summary:

- ◆ To whom is this report addressed?
- ◆ Why did your program conduct this assessment?

(To answer these first two questions, it might help to refer back to the "Purposes and Benefits for Us" Worksheet that you completed during the planning stage of the assessment process.)

- ◆ What are the major conclusions from your assessment?
- ◆ What are your main recommendations?
- ◆ What are the action steps that your program should take?

HELPFUL TIP: Write this section last, after you have prepared the rest of the report.

This report is addressed to...

Our program conducted this assessment in order to...

From this assessment, we concluded that...

Our main recommendations, based upon this assessment, are as follows:

- 1)
- 2)
- 3)

We also suggest the following action steps:

- 1)
- 2)
- 3)

ASSESSMENT LEADERSHIP TEAM MEMBERS



List the names of all the researchers who worked on this assessment. Names are usually listed in alphabetical order by last name. Another alternative is to order the names from those who worked on the project most (first) to those who worked on it least (last).

You may choose to write a brief biographical sketch of each person telling her/his role or interest in the assessment project and relationship to the organization or group. If you have a digital camera, you could place a photo of each person next to her/his bio.

For example:

Pat Martinez is a tenth grader who has been a part of Youth Group X for three years. For the self-assessment assessment project, Pat was a core team member who coordinated survey administration and data analysis. This was Pat's second time participating in a group assessment project.

Jo Schmo is a counselor for Youth Group X. Jo has worked with this group for seven years, and this is the third time Jo has participated in the organizational self-assessment process. As a facilitator, Jo helped support the core research team throughout the assessment process.

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Your text here.

TABLE OF CONTENTS

| | |
|---|------------------------------|
| INTRODUCTION..... | 1 |
| OVERVIEW OF THE ASSESSMENT PROCESS..... | 2 |
| MAIN RESULTS | 2 |
| KEY FINDINGS | ERROR! BOOKMARK NOT DEFINED. |
| CONCLUSIONS | 7 |
| RECOMMENDATIONS..... | 8 |
| EXECUTIVE APPROVAL..... | 9 |



Once you have finished writing the report, Microsoft Word can update this page for you and fill in all your new page numbers automatically. (For this to work, do not change the font formatting of the headings in the paper.)

To update the Table of Contents:

1. Right click on the Table of Contents.
2. Click on “Update Field”
3. Click on “Update Entire Table.”

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Introduction



Tell the name of your group or program and provide a general description of it. Think about your audience (the people who will read this report) as you write this section. What do they already know about you and what will they want to know? If they already have a good understanding of what you do and who you are, then this section can be pretty brief.

Questions you might want to address in this section:

- ◆ What are the goals and purposes of your program?
- ◆ Who are the participants in the program?
- ◆ What do the participants in the program do?
- ◆ Who are the staff that work with your program (facilitators, coaches, directors)?
- ◆ Is your program part of a bigger organization?

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Your text here. (*For example:*)

The goals and purposes of [this program] are...

The participants in [this program] are... and their activities include...

The staff members who work with this program are...

Overview of the Assessment Process

Important questions to answer in this section:

PURPOSE

- ◆ Why did your group do this self-assessment?
- ◆ Who made the decision?
- ◆ Did you have particular research questions that you wanted to answer?
- ◆ Did you do the assessment in order to inform a particular audience?

MEASURES

- ◆ Which assessment tools were used?
(e.g., YET, ORG-YET, PAAT, kidPAAT)



PROCESS

- ◆ When did the assessment begin and how long did it take?
- ◆ Who was on the Assessment Leadership Team? What was their role? How many times did they meet?

SAMPLE

- ◆ How many people completed surveys? (Maybe break this down by male/female, years of experience, etc.)
- ◆ Was anybody left out of the assessment who should have been included? Tell whether any particular viewpoint(s) might be missing from your report.
- ◆ Insert the “Description of Participants” table from the Excel file (use the *copy* and *paste* functions.)

ANALYSIS

- ◆ How did you analyze the data?

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Your text here. (*For example:*)

PURPOSE

This program chose to undertake the self-assessment process in order to....
We hoped to learn...

MEASURES

We used a survey called the YET [or substitute the name of the survey you used, and the details about what it is designed to measure] which was part of the “Youth-Adult Leaders for Program Excellence” program assessment guide. The YET is designed to assess how much and how well a program involves youth members. Specifically, the YET assesses group effectiveness (trust, goals, standards, and enjoyment everyone works for), youth voice and opportunities (chances to be heard, respected, and taken seriously) and impacts (what members and the program gain—improvement, knowledge, skills, and abilities).

PROCESS

The assessment began ... and lasted through

The Assessment Leadership Team was made up of youth and adult members...; each person was responsible for...

SAMPLE

[This many] people completed the surveys on [such and such date]. [55%] of respondents were female, and [45%] were male. The average number of years of experience in the program was [2.5].

The survey sample represents [or does not represent] the program members well because...

EXAMPLE TABLE: DESCRIPTION OF PARTICIPANTS

| | Youths | Adults | Combined |
|------------------------------------|---------------|---------------|-----------------|
| Total participants in study | 6 | 4 | 10 |
| Males | 3 | 2 | 5 |
| Females | 3 | 2 | 5 |
| Staff members | 1 | 4 | 5 |
| Program members | 5 | 0 | 5 |
| Average years in program | 1.6 | 2.8 | 2.1 |

When you finish copying your own chart onto this page, CLICK on this yellow box and DELETE it.

ANALYSIS

The Assessment Leadership Team entered data from the surveys into an Excel workbook, which helped to calculate the average response to each question, and produced graphs and charts of the data. The Assessment Leadership Team discussed the data and later presented it to other members of the program to understand what the most important findings were...

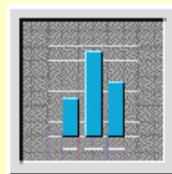
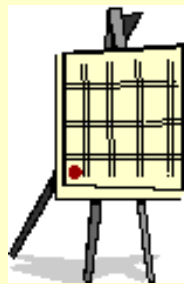
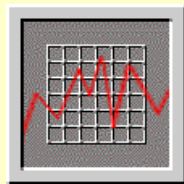
Main Results

The purpose of this section is to present the findings from your data analysis. Show the numbers in graphs and tables, and write explanations that clarify what all the scores mean. Insert the appropriate graphs and tables from the Excel workbook where you entered your data (using the *copy* and *paste* functions). Refer to the “Data Analysis Worksheet” that you have already completed for help in answering the important questions.

Questions to answer in this section:

- ☆ **What stands out about these results?**
What are the 3 questions that received the highest scores among all respondents?
What are the 3 questions that received the lowest scores among all respondents?
- ☆ **How do youths’ and adults’ beliefs compare?**
On what questions do most youth rate the program relatively low or relatively high?
On what questions do most adults rate the program relatively low or relatively high?
Where are the biggest differences between youth and adult respondents?
- ☆ **Discuss the overall results. What is the “big picture” that the findings show?**
Are the findings generally high or low?
How do the scores confirm what you expected?
How do the scores surprise you?
What can you learn from the data?

Be sure to describe what the response choices were in the different sections – in other words, was the scale 1-5? What do the numbers mean? This is especially important if you are reporting results of the YET or the ORG-YET, because the scales are not the same in all sections.



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Your text here. (*For example:*)

The three questions that scored highest among all respondents were... and they received scores of ...

The three questions that scored lowest among all respondents were... and they received scores of ...

The questions that showed the biggest differences between youth and adult responses were...

Most youth rated the program relatively high on questions...

Most adults rated the program relatively high on questions...

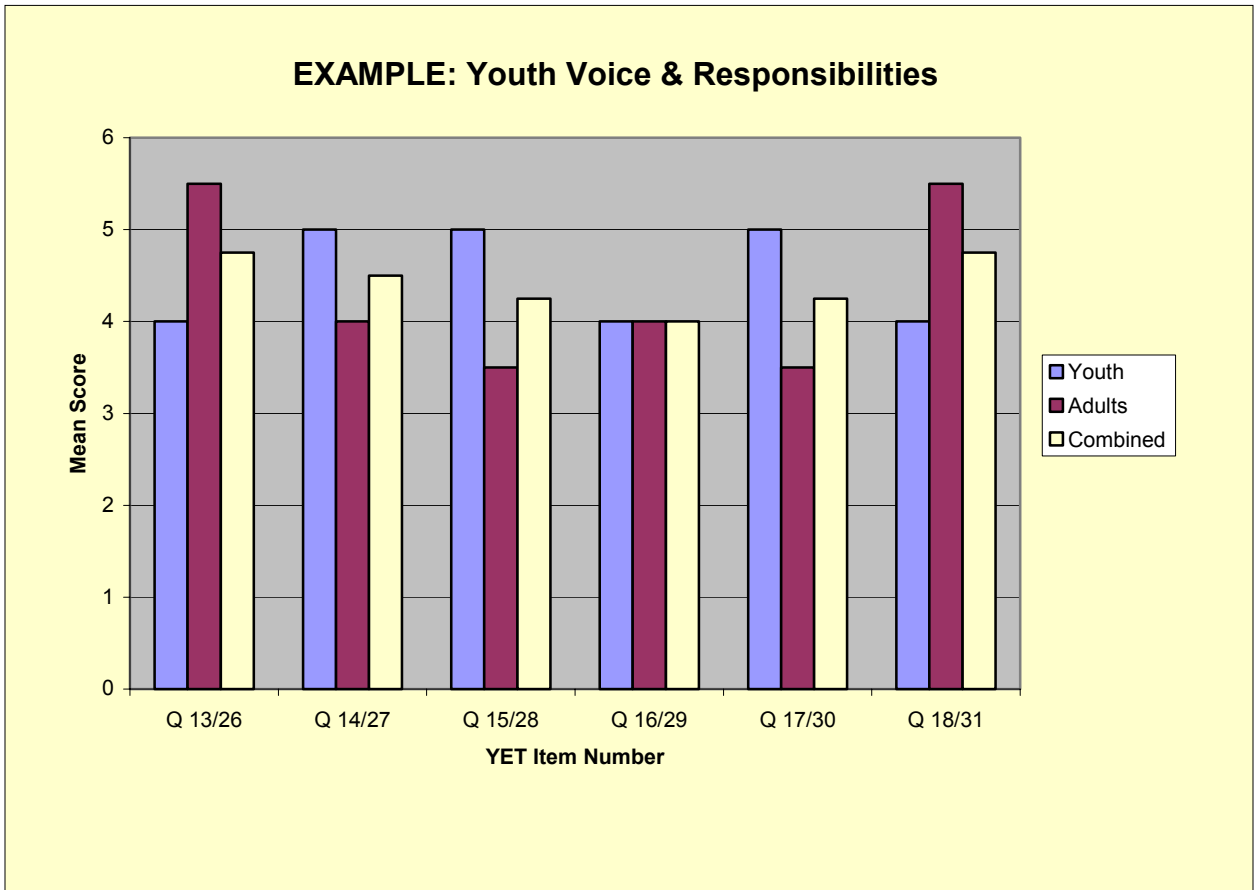
Responses to most questions were generally [high or low or mixed]...

The “big picture” that we see from these findings is that...

EXAMPLE TABLE: SUMMARY OF YOUTH AND ADULT YET SCORES

| OVERALL MEANS | | | |
|----------------------|-----------------------------|-------------------------------------|----------------------------|
| CATEGORY | Group Effectiveness | Voice & Responsibilities | Impacts |
| RANGE | <i>1= lowest, 3=highest</i> | <i>1=lowest, 6=highest</i> | <i>1=lowest, 6=highest</i> |
| YOUTH AVERAGE | 2.50 | 5.17 | 4.81 |
| ADULT AVERAGE | 2.63 | 4.33 | 5.50 |
| COMBINED AVG. | 2.55 | 4.83 | 5.09 |

Your text here to explain the table.



Your text here to explain the graph. You will probably want to include a graph like this (from the Excel workbook) for each of the survey categories.

Conclusions

What conclusions can be drawn from your data analysis? Don't try to include all possible conclusions; just summarize what you found and why it's important. Try to do this in three points.

Questions to address in this section:

- ◆ What kind of conclusions can you make based on the data?
- ◆ Are there any conclusions that you still cannot make (because there's not enough data, the data neither confirms nor refutes them, the data does not address them, etc.)?



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Your text here. (*For example:*)

The data collected through this self-assessment show that our program is... We are doing well at ... but we need to improve by....

The three most important things we learned are

- 1)
- 2)
- 3)

Recommendations

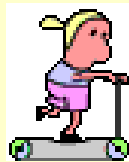
This part of the report cannot be written until the larger group has met and narrowed down the list of recommendations brainstormed by the Assessment Leadership Team at their data analysis meeting. You might want to include that list from your brainstorming session in the draft, so that everyone who reads the draft can see the list you are working with.

This section should identify recommendations that can be made from the results. While you may think of many possible suggestions, you should discuss **no more than three** in this report. For each recommendation, fully describe **who** will need to do **what** in order to implement it.

After the Assessment Leadership Team has met again to do Action Planning, this section can be finalized. (Refer to the “Action Planning Outline” Worksheets for help in writing this section.)

Questions to address in this section:

- ◆ How did you come up with each recommendation? (Always refer to the data.)
- ◆ Who needs to be involved to take action on the recommendations?
- ◆ What timeline would you recommend for each step?



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Your text here.

Executive Approval

Once your report is complete and has been approved by all the people in your group, submit a copy to your Executive Director for approval and a signature. Are there any other important signatures that should be on the final report?



**CLICK on this yellow box and
DELETE it before you print this report.**

This report has been reviewed and approved.

Project Director

Date

Executive Director

Date