

## **Evaluation Plan: RAHS Youth Advisory Councils (11/07)**

The evaluation plan for the Regional Alliance for Healthy Schools Youth Advisory Councils (YAC) is based on the Kellogg Community Partners Youth Civic Engagement Program, Logic Model Development. Each component of the evaluation plan corresponds with a program outcome, as delineated in the Program Logic Model.

### **Pre-test and Post-test Self-Assessments by Students**

Each student interested in joining YAC completes an application and participates in a selection interview. Once chosen, students serve a school year term on the YAC. The new YAC members at each school attend an all-day team building and leadership training. Prior to attending the training (October/November) the students complete the following pre-test assessment tools:

- Self-Esteem Scale “How I View Myself” (*Outcomes Covered*: Improved physical and emotional wellbeing)
- RAHS Academic Achievement Survey (*Outcomes Covered*: Increased graduation rate; Lifelong learning, including a desire for further education and training)

The YAC members will complete these assessments again at the end of the school year in May.

### **Individual Pre-test and Post-test Assessments Completed by Advisors**

Following the full-day YAC training (November), the YAC Advisors at each site will complete a

- Leadership Assessment (Engaging Youth Report, pg 35-36) (*Outcomes Covered*: Students empowered; Increased understanding and advocacy for school based health center) for each student.

This will be completed for each student again at the end of the school term in May by the Advisor team.

### **Program Evaluation by Students and Advisors**

At the mid-point (January) and at the end of the school year (May) the YAC students and advisors will complete the

- YET (Youth Engagement Tool) Youth Section, and
- YET (Youth Engagement Tool) Adult Section (Engaging Youth Report, pg. 54-59, 61) (*Outcomes Covered*: Youth leaders; Students empowered)

Questions 13-25 of the YET are completed by youth only and questions 26-38 are completed by adults only. The first questions are completed by both groups. The results of the YET survey will be shared with the group and discussed at a YAC meeting in January or February. This will allow for recognition of the ways the YAC is operating effectively and the opportunity to plan for improvement if needed. Outcomes from this survey may be used to develop additional team building and leadership training for YAC members.

- YAC End of Year Survey

When students have completed the YAC Program for the school year (May), they will complete a general program evaluation of the YAC.

Identifying information will be collected for the tools which have pre-test and post-test surveys.

**Youth Civic Engagement Program  
Logic Model Development (11/07)**

<b>RESOURCES</b>	<b>ACTIVITIES</b>	<b>OUTPUTS</b>	<b>SHORT &amp; LONG-TERM OUTCOMES</b>	<b>IMPACT</b>
<p><i>In order to accomplish our set of activities we will need the following:</i></p>	<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that once accomplished these activities will produce the following evidence of service delivery:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 1-3 then 4-6 years:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 7-10 years:</i></p>
<p><b>Funds</b></p> <ul style="list-style-type: none"> <li>• Kellogg Foundation School Based Health Care Policy Program</li> <li>• United Way donations</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• RAHS Staff No specific FTE assigned, NP and SW responsible for YAC</li> <li>• RAHS SW assist with YAC training, administrative tasks and other projects</li> <li>• College Students Assistance with YAC activities</li> <li>• Parents (from RAHS AC) Assistance with fundraising, advocacy work, support for contraception project</li> </ul> <p><b>Facilities</b></p> <ul style="list-style-type: none"> <li>• HealthPlace 101</li> <li>• Stone School</li> </ul> <p><b>Other partners</b></p> <ul style="list-style-type: none"> <li>• SCHA-MI</li> <li>• Washtenaw Co Circle of Change</li> <li>• Expect Respect</li> </ul>	<p><b>Stone School YAC will participate in the following activities during the 2007-2008 school year:</b></p> <p>Meet twice a week for planning and work groups</p> <p>Hold 1 business meeting/month</p> <p>Present 2 youth leadership trainings</p> <p>Organize 3 community service learning activities around an agreed upon health issue</p> <p>Facilitate 2 youth leadership development presentations with follow-up mentoring</p>	<p><b>85% of Teen Advisory Council members regularly attend and participate in Council meetings and events</b></p> <p>Active participation all year in meetings from 12 members</p> <p>12 youth participated in October '07 leadership training</p> <p>11 youth participated in presentation at November '07 SCHA-MI conference</p> <p>-- youth participated in December '07 Kellogg training</p> <p>-- youth participated in Youth Legislative Day</p>	<p><b>Youth leaders ability to:</b></p> <p>Motivate others Share power Distribute tasks Work as a team Respect differences Resolve conflicts (<b>measurements:</b> Leadership Assessment, YET, YAC End of Year Survey)</p> <p><b>Students empowered to:</b></p> <p>Communicate to get a point across Influence and motivate others Be a role model to others Independently assess situations and environments (<b>measurements:</b> Leadership Assessment, YET, YAC End of Year Survey)</p> <p><b>Academic Achievement:</b></p> <p>Lifelong learning, including a desire for further education and training (<b>measurements:</b> RAHS Academic Achievement Survey, attendance, graduation rates, scholarships)</p> <p><b>Improved wellbeing:</b></p> <p>Confidence and sense of self worth (<b>measurements:</b> Self Esteem Scale, YAC End of Year Survey)</p>	<p><b>Youth involved in the Stone School Youth Advisory Council will:</b></p> <p>Reflect an appreciation for civic engagement</p> <p>Possess an understanding of, and be involved in, civic and community activities as participants and leaders</p> <p>Obtain at the minimum a high school diploma</p> <p>Have an improved self-worth</p>

RESOURCES	ACTIVITIES	OUTPUTS	SHORT & LONG-TERM OUTCOMES	IMPACT
<p><i>In order to accomplish our set of activities we will need the following:</i></p>	<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that once accomplished these activities will produce the following evidence of service delivery:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 1-3 then 4-6 years:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 7-10 years:</i></p>
<ul style="list-style-type: none"> <li>• Mediterraneo Restaurant</li> <li>• Ann Arbor School District</li> <li>• Ypsilanti School District</li> </ul>			<p><b><i>Increased understanding and advocacy for school based health center:</i></b>  <i>Knowledge of and ability to seek out resources in the community</i>  <i>Ability to network to develop personal and professional relationships</i>  <b>(measurements: Leadership Assessment)</b></p>	

Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

**YAC Survey: How I View Myself**

***Directions: For each statement, please circle the answer that fits best with your belief about that statement.***

**1. I feel that I am a person of worth, at least on an equal basis with others.**

1. STRONGLY AGREE      2. AGREE      3. DISAGREE      4. STRONGLY DISAGREE

**2. I feel that I have a number of good qualities.**

1. STRONGLY AGREE      2. AGREE      3. DISAGREE      4. STRONGLY DISAGREE

**3. All in all, I am inclined to feel that I am a failure.**

1. STRONGLY AGREE      2. AGREE      3. DISAGREE      4. STRONGLY DISAGREE

**4. I am able to do things as well as most other people.**

1. STRONGLY AGREE      2. AGREE      3. DISAGREE      4. STRONGLY DISAGREE

**5. I feel that I do not have much to be proud of.**

1. STRONGLY AGREE      2. AGREE      3. DISAGREE      4. STRONGLY DISAGREE

**6. I take a positive attitude towards myself.**

1. STRONGLY AGREE      2. AGREE      3. DISAGREE      4. STRONGLY DISAGREE

**7. On the whole, I am satisfied with myself.**

1. STRONGLY AGREE      2. AGREE      3. DISAGREE      4. STRONGLY DISAGREE

**8. I wish I could have more respect for myself.**

1. STRONGLY AGREE      2. AGREE      3. DISAGREE      4. STRONGLY DISAGREE

**9. I certainly feel useless at times.**

1. STRONGLY AGREE      2. AGREE      3. DISAGREE      4. STRONGLY DISAGREE

**10. At times, I think I am no good at all.**

1. STRONGLY AGREE      2. AGREE      3. DISAGREE      4. STRONGLY DISAGREE

Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

**RAHS YAC Academic Achievement Survey**

**Directions:** Please check the one best answer that is true for you, unless asked to do otherwise. This survey is meant to see how beneficial the YAC program is for youth who participate. No information gathered in this survey will be used against you or prevent you from participating in the program.

**1. How important is school to you?**

- Very important
- Important
- Somewhat important
- Neutral
- Somewhat unimportant
- Unimportant
- Very unimportant

**2. Please check off the statements that most closely relate to your response to the question above. Check off as many that apply.**

- School will get me where I am going in life.
- School will not help me with my future goals.
- School is too difficult for me.
- School is fun to me.
- School is a dangerous or otherwise unsafe place for me.
- I have more interesting things going on in my life than school.
- School is the only, or one of the few places, where I feel safe.
- I have problems or concerns that affect my ability to come to school, participate in school activities or complete school-related assignments.
- School makes me feel good or better about myself.

**3. Are you planning to complete your high school diploma/GED program?**

- Yes
- No

**4. After completing your high school diploma/GED program, what would you like to do?**

- Pursue a degree at a college or university
- Pursue a certificate at a trade school program
- Find employment
- Other: \_\_\_\_\_

**5. If you would like to pursue a degree at a college or university, what degree would you like to obtain?**

- I do not plan to pursue a degree at a college or university
- Associates
- Bachelors
- Masters
- PhD
- Professional degree such as a M.D. (doctor) or J.D. (law school)

**6. How likely do you think it is that you will obtain this degree?**

- Very likely
- Likely
- Somewhat likely
- Neutral
- Somewhat unlikely
- Unlikely
- Very unlikely

**7. If you would like to pursue a certificate at a trade school program, how likely do you think it is that you will obtain this certificate?**

- Very likely
- Likely
- Somewhat likely
- Neutral
- Somewhat unlikely
- Unlikely
- Very unlikely

**8. If you would like to find employment, how likely do you think it is that you will obtain steady employment following completion of high school/GED program?**

- Very likely
- Likely
- Somewhat likely
- Neutral
- Somewhat unlikely
- Unlikely
- Very unlikely

**9. How would you rate your academic performance?**

- Excellent
- Good
- Fair
- Poor
- I am not currently in school because I have graduated from high school.

**10. What is your current GPA?**

- 3.5-4.0 GPA
- 3.0-3.49 GPA
- 2.5-2.99 GPA
- 2.0-2.49 GPA
- 1.5-1.99 GPA
- 1.0-1.49 GPA
- 0.5-0.99 GPA
- below 0.49
- I am not currently in school because I have graduated from high school.

**11. How long have you been in the YAC program?**

- I have just begun the YAC program
- ½ year
- 1 year
- 1 ½ years
- 2 years
- 2 ½ years

# Leadership Assessment

Staff \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Youth Name \_\_\_\_\_

Rate each item listed in the matrix below from 1 to 4 according to the general description for each numerical rating. If the question is not applicable to the youth please make a N/A notation in the score column.

Rating	1	2	3	4	Pre	Post
Team Building	<p>Dominates group activity, bossy, doesn't acknowledge value of others in group.</p> <p>Has become isolated from the group. May complete duties but does not participate in discussions and decision making.</p>	<p>Initiates discussion and fulfills defined role but is often the cause of group conflict. Often does not conform to group norms (i.e. being on time, sharing information, staying on task, respecting others' opinions).</p>	<p>Understands what it takes to be a team player; keeps group on task, seeks information, and initiates discussion. Sometimes does not feel a part of the group. Avoids conflict and placates members.</p>	<p>Demonstrates ability to work as a team player; joins in, offers to help, and recognizes contributions of others. Commitment to the task comes 1st.</p>		
Leadership and Trusteeship	<p>Possesses any combination of the following traits: quiet, uninformed, unskilled, disliked, is late/misses meetings and/or expresses strong unqualified assertions.</p>	<p>May provide a vision and direction. Leads through rigid dictatorial style. Dominates conversation, bullies group members, uses offensive/abusive language.</p>	<p>Provides a vision, direction, encouragement and communicates competently. Has difficulty in times of crisis, accepting accountability, and/or resists change.</p>	<p>Provides a vision, direction, and encouragement. Provides a solution in time of crisis and accepts accountability. Is a competent communicator and adapts to change.</p>		
Respecting Differences	<p>Makes insensitive comments about others based on cultural and/or personal beliefs and values. Believes his/her personal view is the best and berates those with differing opinions.</p>	<p>Is unaware of cultural differences. Unknowingly insensitive when working with others.</p>	<p>Understands the value of different cultural and personal backgrounds. Sometimes is not sure how to adapt to, and help the group benefit from, cultural differences.</p>	<p>Appreciates and adapts to different cultural norms. Encourages differing opinions, perspectives. Sees differences as a path to creativity and innovative decisions.</p>		
Planning, Organizing and Facilitating Meetings	<p>Facilitates an unorganized and unplanned meeting. Does not stay on task and uses meeting time to socialize. Decisions are not reached.</p>	<p>Uses a rigid agenda that does not leave time for sharing of ideas. Often dominates the group, makes decisions for the group and/or creates a competitive climate.</p>	<p>Uses an agenda that is either too short or too lengthy. Sometimes has difficulty keeping group on task. Works toward collaborative decisions of vocal members but does not draw quiet members out.</p>	<p>Prepares an organized and brief agenda; effectively facilitates meetings by using an ice breaker, drawing others out, managing time, and staying on task. Effective decisions made through collaboration of shared ideas.</p>		

Advocacy and Mobilizing for Action	Stalls action by creating conflict, plays devils advocate for too long, isolates self from the group, and/ or does not complete assigned tasks.	Identifies stakeholders but sometimes fails to consider their needs when approaching the action plan. Does not research action plan or discuss barriers. Divides up work evenly based on a time-line.	Identifies stakeholders and collaborates for best plan. Researches action plan implementation process but does not discuss barriers or reflect. Divides up work evenly based on a time-line.	Collaborates an action plan with stakeholders. Researches how to implement action plan, discusses barriers, reflects, divides work up evenly, sets up a time-line and strategy for completion.		
Community Organizing	Does not understand what makes a strong community. Sees the negative attributes of community instead of the assets.	Understands what makes a strong community and the importance of community involvement. Does not effectively and appropriately collect the research data.	Appropriately and effectively researches community assets. Does not build relationships with contacts for possible advocacy.	Appropriately and effectively researches community assets. Creates liaisons with skilled residents and leaders of institutions, associations for future advocacy.		
Defining an Issue	Takes action before determining vision and goals.	Understands the importance of researching the issue but does not always utilize the most appropriate method of information collection.	Researches issue utilizing focus groups, data/information collection, and questionnaires where appropriate. Has difficulty incorporating gathered information into vision, goals, and/or plan of action.	Researches issue utilizing focus groups, data/information collection, and questionnaires where appropriate. Defines vision, goals, strategies, and an action step.		

Comments:



# 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**

The trust, goals, standards, and enjoyment that everyone works for

- **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...



## 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. It is rare that groups and programs are so strong that there is no 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. Please write only your honest opinions.
- 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. | <b>1</b> | <b>2</b> | <b>3</b> | <b>n/a</b> |
| 2. In this group, youth get to make choices and decisions about the things they want to do.      | <b>1</b> | <b>2</b> | <b>3</b> | <b>n/a</b> |
| 3. In this group, it is clear that youth and adults really respect each other.                   | <b>1</b> | <b>2</b> | <b>3</b> | <b>n/a</b> |
| 4. Youth don't feel dominated by adults in this group.   | <b>1</b> | <b>2</b> | <b>3</b> | <b>n/a</b> |
| 5. Youth learn a lot from adults in this group.  | <b>1</b> | <b>2</b> | <b>3</b> | <b>n/a</b> |
| 6. Youth have a say in setting the agenda or goals for the work of this group.                   | <b>1</b> | <b>2</b> | <b>3</b> | <b>n/a</b> |
| 7. People in this group talk honestly with each other.   | <b>1</b> | <b>2</b> | <b>3</b> | <b>n/a</b> |
| 8. People in this group really seem to like each other.  | <b>1</b> | <b>2</b> | <b>3</b> | <b>n/a</b> |
| 9. Members of this group trust one another.  | <b>1</b> | <b>2</b> | <b>3</b> | <b>n/a</b> |
| 10. Adults learn a lot from youth in this group.   | <b>1</b> | <b>2</b> | <b>3</b> | <b>n/a</b> |
| 11. Members of this group are excited about the things that are happening here.                  | <b>1</b> | <b>2</b> | <b>3</b> | <b>n/a</b> |
| 12. There is a good balance of power between youth and adults in this group.                     | <b>1</b> | <b>2</b> | <b>3</b> | <b>n/a</b> |



## ***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.**

<b>Strongly Disagree</b>	<b>Mostly Disagree</b>	<b>Disagree a Little</b>	<b>Agree a Little</b>	<b>Mostly Agree</b>	<b>Strongly Agree</b>	<b>Not Applicable</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>n/a</b>

		<b>Strongly Disagree</b>					<b>Strongly Agree</b>	
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>n/a</b>
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.								



	<b>Strongly Disagree</b> <b>1</b>	<b>Mostly Disagree</b> <b>2</b>	<b>Disagree a Little</b> <b>3</b>	<b>Agree a Little</b> <b>4</b>	<b>Mostly Agree</b> <b>5</b>	<b>Strongly Agree</b> <b>6</b>	<b>Not Applicable</b> <b>n/a</b>			
				<b>Strongly Disagree</b>			<b>Strongly Agree</b>			
22.				<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>n/a</b>
	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.				<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>n/a</b>
	In this group, I've gotten to know adults I can call on in the future.									
24.				<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>n/a</b>
	My involvement has helped this group make better decisions.									
25.				<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>n/a</b>
	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.**

<b>Strongly Disagree</b>	<b>Mostly Disagree</b>	<b>Disagree a Little</b>	<b>Agree a Little</b>	<b>Mostly Agree</b>	<b>Strongly Agree</b>	<b>Not Applicable</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>n/a</b>

		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





<b>Strongly Disagree</b> <b>1</b>	<b>Mostly Disagree</b> <b>2</b>	<b>Disagree a Little</b> <b>3</b>	<b>Agree a Little</b> <b>4</b>	<b>Mostly Agree</b> <b>5</b>	<b>Strongly Agree</b> <b>6</b>	<b>Not Applicable</b> <b>n/a</b>
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	<b>Strongly Disagree</b> <b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Strongly Agree</b> <b>6</b>	<b>n/a</b>
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.**

<b>Strongly Disagree</b>	<b>Mostly Disagree</b>	<b>Disagree a Little</b>	<b>Agree a Little</b>	<b>Mostly Agree</b>	<b>Strongly Agree</b>	<b>Not Applicable</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>n/a</b>

	<b>Strongly Disagree</b>				<b>Strongly Agree</b>		
A.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>n/a</b>
B.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>n/a</b>
C.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>n/a</b>
D.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>n/a</b>



# 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



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# End of Year YAC Survey ~ Stone

2006-2007

**1. I enjoyed participating in YAC.**

1	2	3	4	5
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

**2. Participating in YAC helped me develop stronger leadership skills.**

1	2	3	4	5
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

**If you agree, how did YAC do this?**

**3. Participating in YAC helped me develop stronger communication, problem solving, and decision making skills.**

1	2	3	4	5
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

**If you agree, how did YAC do this?**

**4. What was one YAC activity that you accomplished or participated in that you'll remember and why?**

**5. What was one thing you learned from organizing or participating in YAC events?**

**6. What is one thing about YAC that you would improve for next year?**

**7. How long have you been a member of YAC?**

1	2	3	4	5
Just joined	1 Schl Yr	1½ Schl Yrs	2 Schl Yrs	2 ½ Schl Yrs